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PROPUESTA DE INTERVENCIÓN EDUCATIVA

THEORETICAL FOUNDATION AND IMPLEMENTATION OF THE FOUR SKILLS (READING, WRITING, LISTENING AND SPEAKING) IN TEACHING "PAST CONTINUOUS" IN THE CLASSROOM

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

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INTRODUCTION

The very essence of a successful teaching enterprise begins with a lesson plan, with it, there is assurance that the learning activities have the right intention and direction, and as a result, the possibility that the students may learn well L2.

In the heart of the lesson plan are the learning activities, however if they are not chosen according to the level of knowledge of L2 of the students, if they do not correspond to the student's learning style, if they do not involve the technology the students are used to using, if they don´t catch their interest, then the planning won´t contribute much to their language improvement or it could end in failure.

This document includes a **lesson plan** intended to teach the topic *"past continuous"* to the group of General Nursery of the second semester at the Cecyt Alfredo V. Bonfil of Campeche State. The activities involved were selected thinking about their English level, however, the outcome was not the expected, but it represents a good precedent for their future formation whatsoever.

Each learning activity, except "**the matching exercise",** is thought to be learned through the practice of any of the English basic skills (reading, writing, listening and speaking), due to this matter, the document also includes the theoretical foundation behind each of the skills.

The first skill for the students to be engaged with is *"the speaking skill*", it is also designed to promote the awareness of **"interculturality".** The theoretical references that go with it, are those referred to the CLT approach. One of the supporters of this approach is **Cook V. (2001),** he states that **CLT** is a style intended to redefine what students have to learn in terms of *communicative* competence rather than *linguistic* competence.

The second skill the students will encounter is *"the listening skill",* being this one, one of the most difficult to master, it is advisable to give the students as much help as possible to perform it, that is why the activity was divided in *pre-listening, while-listening and post-listening.*

McErlain sustains that the listener goes through certain processes in constructing a message out of information that he or she hears in the target language, and these are: *perception, decoding, prediction and selection*.

The third and fourth skills were put together, these are the *"reading and writing skills".* The text´s title is *"My Blog"* and is one of the activities that ended up being very difficult for the students because of the unknown vocabulary and because they

don´t know yet to use the top-down and bottom-up approaches, but the activity served for that exactly, so they can start using them.

As the theoretical support that accompanies the reading/writing activity; **_Carlos Sanchez Lozano_** argues that reading has three stages: decoding, making inferences and critical reading.
Also, **_Hyland_** an expert on L2 writing, defines writing as "the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse."

This document also integrates **the lesson plan,** which main aim is to teach past continuous, in it, are all the learning activities structured in a form of didactic sequence, it specifies the teacher and the students' activities, the sources and didactic materials, the duration of the activities, the expected products and the evaluation tools used.

There´s also a didactic video that shows how the stages contemplated in the lesson plan are put into motion in the classroom. The video shows moments in which the teacher explains and gives instructions to the students, and they do the activities proposed.

In the last part of the document there´s a reference about how the assessment took place. It was used one checklist to evaluate the matching exercise and three rubrics to evaluate the activities that at the same time involved the four skills.

MY TEACHING PHILOSOPHY BEFORE TAKING THE SPECIALIZATION

I started teaching EFL at Cecyte Alfredo V. Bonfil in the state of Campeche in the year 2006. In the beginning my main concern was to teach the English subject focusing primarily in the grammatical aspects of the language as the main aim for the students to acquire the knowledge of L2. Looking back, I see that I was relying my teaching practice on the theories of *The Grammar-Translation Method, The Structuralism and The Generative Linguistics,* because besides focusing in grammatical structures, I also had the students translate sentences or texts from Spanish to English or vice versa and to produce written sentences or short texts.

My teaching philosophy has been evolving through time due to pedagogical theories which I embrace, and education reforms that has occurred in our educational system during the time I have been teaching English. For instance, the theoretical framework of **"Constructivism and Socio-constructivism"** which norms the Mexican education nowadays establishes that learners construct knowledge rather than just passively take in information. Constructivism was adopted as part of the 2008´s "Medium Superior Education Integral Reform" (RIEMS), for this reason since this reform came to light, the teachers must teach following its principles.

Another change that had repercussions on pedagogical procedures came along with *The Educational Reform* of 2017. This reform brought changes in the English curricula and also in the way of teaching L2, since then the grammar topics are now written in terms of language functions, consequently a good teaching approach to follow is the CLT.

THE FORGING OF A NEW PERSPECTIVE IN MY TEACHING PHILOSOPHY

Since I started taking the specialization (EEAILE) and while I have been analyzing and processing information contained in the modules, I realized that teaching ESL is more serious and complicated than I thought, so in order to teach it in the best of our possibilities so that the students may also learn it well, it is important to consider some aspects inherent to the English language.
Learning a new language is a social phenomenon, in this sense Michael Long´s [1]term **negotiation for meaning** serves the objective to understand the role that a

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[1] Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-468). San Diego: Academic Press.,(pp. 451-452)

more capable student has in order to help another in a communicative exchange, this is also important for them to show solidarity and to understand that learning L2 could only happen as part of a social process.

In this tenor, **The Communicative Approach** is an ideal option to use in a communicative activity. Larsen-Freeman, D[2]. Considers that, although the main objective of this approach is the communicative competence, it should also include the grammatical, the discursive organizational, the usage of functional and meaningful aspects of the language.

This author also mentions that **the role of a teacher** within the CLT context should be as facilitator and guide, and **the role of the student** in a CLT environment is mainly as a communicator, with more responsibilities since it implies being a cooperative, collaborating, and active participant of his or her own learning process.

I often consider **The Task-Based Language Teaching Approach (TBLT)** in my teaching activities because this approach coincides with the main orientation in which English is taught in the Mexican Public Schools, emphasizing the communicative way of learning within social contexts.

Some of the characteristics of **TLBT** are:

- The approach is language function oriented and it is performed as group activity, thus the activities of the students are meaningful to them.
- The focus on real life context gives account of its functionality.
- The students show initiative and they work towards goal oriented activities favoring their learning process.

MY TEACHING PHILOSOPHY IN THE PRESENT WITH PERSPECTIVE TOWARDS THE IMMEDIATE FUTURE

Effective language teaching requires from the teacher a great deal of lesson planning, the use of the appropriate techniques, methods, and strategies in order for the students to get the most out of every lesson, it is in this tenor that the teaching philosophy should always be re-adapting and evolving through time.

Below I state some aspects where my teaching philosophy development should be focusing on:

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[2] Larsen-Freeman, D. (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.

- The designing of lesson plans should include activities that promote the acquisition of intercultural competencies.
- The use of Computer- Assisted Language Learning (CALL) which embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, at the same time searching for the most attractive learning activities in specialized web pages or platforms which should be according to the students´ level of domain of L2.
- The selection and use of authentic materials to favor the learning of L2 in the closest environment or settings as the language is displayed in a country where English is the mother tongue.
- The use of attractive learning activities developed and performed through the use of the four skills (reading, writing, listening and speaking), and very important to use the best ELT approaches in teaching the four skills.
- The teaching activities or learning settings should be oriented to the learning of English in a social-interactive way, therefore it is recommendable to use *The Communicative Approach.*
- The teacher must adopt the most effective role depending on the learning activity that may lead the students to the best learning acquisition of the language.
- The designing of appropriate and effective assessing tools that may best show the learning acquisition of the students and also, they must serve to provide effective feedback.

Absolutely everything evolves in time and so does my teaching philosophy, this should be adapted according to National Educational Politics, the irruption of modern theories, approaches, methods, and techniques in teaching L2, according to the evolution of the students´ mentality, and their learning styles which obviously involves the use of technology.

Although the current focus in teaching L2 favors the communicative way of learning within social contexts, this doesn´t mean that the language system aspects have to be excluded.

It is also clear that the lesson plan must include activities that promote the understanding and acquisition of interculturality competencies, also these learning settings must be inserted in any of the four skills and the assessment tools have to be according to the activities proposed.

The four skills (reading, writing, listening and speaking) and the theories and approaches behind them.

"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[3]."

Language is in the center of communication and in the way in which we socialize with others, therefore the appropriate use of it becomes of great importance, and it is in this field where the teachers´ job becomes essential, so in order to perform well our duties, we must consider in our activities the teaching of the four skills.

Since 2006, the English language curriculum in Mexico has centered on this notion of **language as social practice**, that is, on what people <u>do</u> with language in real life. Taking this perspective does not mean that formal aspects of language are not important in a language course, but rather places an emphasis on the relevance of communication, thus making sure that aspects of the system are not learned in isolation but seen in their context of use, and, especially, that students are engaging in meaningful interactions using the **target** language, meaning by this interpreting and producing oral and written texts in this language.

The learning of any language requires of the mastery of 4 abilities: Reading, writing, listening and speaking.

THE READING SKILL

According to Anderson, N. [4] **Reading** is defined as "an active, fluent process which involves the reader and the reading material in building meaning".

Successful readers engage in several cognitive processes. Carlos Sánchez Lozano[5] argues that reading has three stages:

1. **decoding**
2. making **inferences**
3. **critical reading**

During **the *decoding stage***, readers translate symbols into sounds or visual representations of speech. The second stage is when the reader ***makes inferences,***

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[3] Salazar Wolfe, J. D. & Ramírez Toledo, E. G. (2006). *English 1. Santillana Integral.* Mexico, p.43

[4] Anderson, N. J. (1999). *Exploring second language reading.* Boston, MA: Heinle & Heinle.

[5] Sánchez Lozano, C. (2004). El desafío de enseñar la comprensión lectora. *Novedades Educativas*, 161, Mayo, pp. 6-11.

or makes guesses about the meaning. The reader uses previous knowledge and experiences to comprehend the text. The third stage is *critical reading*. Here the reader attempts to reach a global understanding of the author's intended meaning and seeks to identify the author's underlying intentions.

Reading is a complex cognitive process and readers do different approaches to understand the reading.
They could choose to do **the bottom-up approach** so that the reader may focus in the smaller grammar elements that the text has in its structure or they can use **the top-down approach** to have a pre-insight about what the whole meaning of the text is about, but if the reader combines both approaches then he/she will be using *the interactive reading model.*

Very important to consider *Schemata* **knowledge** while making a reading activity.

Content schema refers to previous general knowledge we have about a particular topic.
Formal schema or rhetorical patterns refer to the knowledge we have about the different organizations of text, Meyer (1975). [6]
The third type of schema is **linguistic schema** which refers to the linguistic information we have stored in our mind in order to decode words and their meanings[7].

The different types of activities where reading is developed online

Reading online functions
- Developing new Reading skills to locate the specific information and to critically evaluate the information that you locate.
- Synthesizing information
- Communicating information
- Evaluate the nature of information
- Digital competence

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[6] Meyer (1975) Organization of Prose and Its Effects on Memory (North-Holland studies in theoretical poetics)
[7] 9) Singhal, M, (1998). *A comparison of L1 and L2 reading: Cultural differences and schema.* The internet TESL journal. Retrieved March 13, 2010.

Cultural and Social Influences on Schema

Your students have had their own experiences in life which are shaped and influenced by their social and cultural setting. They bring this social and cultural knowledge to every English class. Therefore, as teachers we have to determine how much cultural knowledge the students need in order to understand a reading; we should try to include reading topics that are culturally relevant and meaningful to our learners.

THE WRITING SKILL

In a writing activity, the teacher and the students must consider making a comparison of the writing conventions in L1 as well as in L2, by doing this, learners could become more aware of the differences and move towards just focusing on English writing conventions. To build students' awareness of the L2 writing process, they should be involved in a practical and experiential writing process.

Hyland[8], an expert on L2 writing, defines writing as "the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse." Hyland also suggests considering the following six approaches when teaching writing.

1. Language structures: This refers to the coherent arrangement of words, clauses, and sentences, which are structured according to a system of rules. More specifically, the author identifies four stages in the development of writing.

a) *Familiarization:* Students are taught certain grammar and vocabulary items, usually through a text.
b) *Controlled writing:* Students practice writing following patterns, and they substitute some ideas.
c) *Guided writing:* Students imitate model texts.
d) *Free writing:* Students use the patterns they have already learned to write new messages.

2. Discursive structures: Every culture has its collection of styles for its discourses. Each genre has its way of organizing its ideas, in line with its communicative function.

3. Creative expression: Writing is learned, not taught. Writing can be transformed into a process of self-discovery and a way of sharing personal meaning. Students can express personal experiences and opinions without pressure to follow the rigid practice of a more form-oriented approach.

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[8] Hyland, K. (2002). *Second Language Writing. Chapter 1, Writing and Teaching Writing.* (pp. 1-30). City University of Hong Kong. Cambridge University Press.

4. Writing processes: A priority of teachers is to develop their students' *metacognitive* awareness of their processes, that is, their ability to reflect on the strategies they use to write.

5. Content: Students can also select their own topics to write about. Materials and activities can be adapted to students of different proficiency levels by varying the amount of information provided or required.

6. Genre and contexts of writing: When we write, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose.

A process model of writing instruction has the following order:

1. *Selection of a topic***:** by teachers and/or students
2. *Prewriting***:** brainstorming, collecting data, note taking, outlining, etc.
3. *Composing***:** getting ideas down on paper.
4. *Response to draft***:** teacher/peers respond to ideas, organization, and style.
5. *Revising***:** reorganizing, style, adjusting to readers, refining ideas.
6. *Response to revisions***:** teacher/peers respond to ideas, organization, and style.
7. *Proofreading and editing***:** checking for correct form, layout, evidence, etc.
8. *Evaluation***:** teacher evaluates progress over the process.
9. *Publishing***:** in-class printed versions or presentation, on bulletin boards, websites, etc.
10. *Follow up tasks***:** to address weaknesses detected.

When the teacher has decided to teach writing, it is useful to look at **principles that underlie** the teaching of this skill. Some of the most relevant principles in the writing teaching field have been gathered together by Brown[9].

Balance process and product. Effective writing requires multiple **drafts** (a preliminary version of your writing that you will continue to revise).

Connect reading and writing. One way that students can learn to write is by observing what is already written; this includes patterns of language, vocabulary choices, and register, among others.

Provide opportunities for as much authentic writing as possible. Writing should always have a purpose and convey meaning. Writing e-mails, recipes, commercials, personal information, small dialogues, for instance, are all examples of authentic writing. Even in classroom settings, find ways to make writing tasks as close to authentic as possible.

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[9] Brown, H.D. (2007). *Teaching Writing. Teaching by Principles: An Interactive Approach to Language Pedagogy.* White Plains: Pearson-Longman.

THE LISTENING SKILL

Listening comprehension is a receptive language skill that requires a person to take meaning from the oral language produced by another speaker or an audio source.

Some **theoretical support** for a listening activity can be mentioned as follow:

The listener goes through certain processes in constructing a message out of information that he or she hears in the target language. As set forth by McErlain[10], this includes:

1. **Perception.** The process of identifying speech sounds the listener hears, trying to recognize the intonation and sounds, and turning this information into something meaningful for them.
2. **Decoding.** The way that listeners create some kind of understanding of a message by taking in chunks and not just sentences.
3. **Prediction and selection.** Predicting, or making guesses about what comes next, allows the student to listen without needing to understand every word; selection is being able to filter information (make choices about what is important) and identify the relevant information.

Because attention to the input coming from an audio source is key in a listening activity, it is pertinent to analyze the following theory.

The Attention Schema Theory

Taylor W. Webb and Michael S. A. Graziano, (2015).[11] In their **theory of Schema Attention** sustain that attention is the process by which signals compete for the brain's limited computing resources. This internal signal competition is partly under a bottom-up influence and partly under top-down control. They propose that the top-down control of attention is improved when the brain has access to a simplified model of attention itself. The brain, therefore, constructs a schematic model of the process of attention, the 'attention schema´.

In the listening activity proposed *the bottom-up* cognitive process takes place while relying on grammar information, the students can immediately deduce when to use was or were in the gaps, and *the top-down* cognitive process comes by the

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[10] McErlain, T. (1999).The Nature of Listening: The need for listening in English for Academic Purposes. Retrieved on April 14, 2010 from.

[11] Taylor W. Webb and Michael S. A. Graziano. (2015). The attention schema theory: a mechanistic account of subjective awareness.. 2015, Princeton Neuroscience Institute, Psychology Department, Princeton   University,   Princeton,   NJ,   USA.   Sitio   web: https://www.frontiersin.org/articles/10.3389/fpsyg.2015.00500/ful

understanding of the partial sentence, from which he/she might infer the missing verb with -ing ending.

A representative listening activity must include a sequence consisting of pre-listening, while-listening, and post-listening; always considering both bottom-up and top-down processing.
It is also of much importance that the teachers search for audio in the best-specialized web pages, the audio chosen must be according to the level of knowledge the students have.

Aspects to consider as a guide in the process of designing listening activities or choosing the materials to use in the process.

- Use of material included in the textbook plus any additional material to reinforce the listening skill.
- The material chosen must be relevant to our students and according to their level. [12]
- Avoid including too many activities.
- The instructions of the tasks must be very clear.
- There must be various types of input, news, movies, interviews, songs, etc.

THE SPEAKING SKILL

Since the early 1970's, English language teaching has seen a shift from a primarily structural and language system perspective to one which takes into account the reasons for using language. **The Communicative Approach** reflects an important change in the way scholars study language.
This skill is productive which means the speaker is who at all moments uses group thoughts to convey meaning by interacting with other(s). It is the most different of the other skills because your brain is very active while the interaction last, you are using language to express messages in seconds, very different because is the only skill where negotiating meaning occurs in order to avoid breakdowns in communication.

Communicative Language Teaching is a term that involves the appropriate usage of language within a specific social context; in order to make this possible, our students need to acquire meanings and linguistic forms to know how to perform a function.

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[12] Adapted from Ross, J. (2007). Designing Lessons for EFL Listening Comprehension
Classes. *English Teaching Forum*. Volume 45, Number 3.

From the perspective of **Cook V. (2001), [13]CLT** is a style intended to redefine what students have to learn in terms of *communicative* competence rather than *linguistic* competence; the crucial goal is the ability to use the language appropriately rather than the grammatical knowledge.

Characteristics of CLT

- Communicative competence shouldn´t only refer to the communicative expression, it should be also connected to the grammatical and discursive organizational aspects of language, as well as the functional, sociolinguistic, and strategic components as part of pragmatic aspects.

- Form and function, among the relationship of language mechanisms, which are designed to engage students in usage of functional and meaningful language.
- Fluency and accuracy are not always required to be together, sometimes it is important that student fluency is not stopped by accuracy, consequently students feel meaningfully engaged to an activity.
- Focus on real-world contexts.
- Autonomy and strategic involvement, in order to provide students with the opportunity to be aware of their strengths, weaknesses, and preferences within their own learning style that will help them develop a sense of autonomy inside and outside the classroom.
- The role of a teacher inside a classroom within the CLT context should be as facilitator and guide, and the role of the student in a CLT environment is mainly as communicator, with more responsibilities since it implies being a cooperative, collaborating, and active participant of his or her own learning process.[14]
- The students use the language through communicative activities such as games, role-plays, and problem solving tasks. And most of all, always take into account that activities need to be truly communicative, including information gap, choice, and feedback as core features.[15]

Krashen´s Affective Filter hypothesis.

Stephen Krashen´s theory has significant importance in an oral performance activity because for the students to speak in front of others is hard and if it´s in English worse.
Krashen[16] proposed various factors that are bound to influence the learning process in both positive and negative ways. These include motivation, attitude, confidence, and anxiety. He believed that when students are nervous or anxious, their ***affective***

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[13] Cook, V. (2001). Second Language Learning and Language Teaching. Oxford: Oxford University Press.
[14] Larsen-Freeman, D. (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
[15] Ibid
[16] Krashen, S. (1982). *Principles and Practice in Second Language Acquisition.* New York: Pergamon Institute of English.

filter is high or up, and therefore the input that students are exposed to cannot be acquired. On the other hand, if students are comfortable and calm their filter is lower or their **affective filter is down**. In this condition, the language input that your students receive can be readily learned.

When designing a speaking activity, It would be advisable to choose topics to which students can relate to or that catch their interest so that they could eagerly get engaged in the oral activity.

There are many techniques to use in an oral activity, and these are: Making interviews, surveys, presentations, discussions, chats, use of drills, making conferences, among others.

INTERCULTURAL COMPETENCE

The speaking activity was designed specifically to foment intercultural competence among the students. For this reason, it is very important to mention the Model of Intercultural Competence of Byram and colleagues[17].

According to this model, being intercultural competence comprehends the following aspects: Intercultural attitudes, knowledge of social groups, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness.

While the students perform the speaking activity they will have the chance to relate to some of the aspects that Byram´s model mentions, like the first one they have to learn to be curious and open to learning aspects probably to some point unknown to others, with the second they will probably relate to actions that others do because they may not be very different of their own and for instance, with the last one they may learn to be capable of emitting constructive opinions about the actions of others.

What is the role of language teachers in instructing students on intercultural competence?

In discussing intercultural competence and teaching, Byram Nichols, & Stevens [18]affirm that it is not the role of the teacher to change learners' values, but "to make them explicit and conscious in any evaluative response to others."   They continue:

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[17] *Byram*, M., *Gribkova*, B., & *Starkey*, H. (*2002*). Developing the intercultural dimension in language teaching: a practical introduction for teachers.

[18] Byram, Nichols,and Stevens (2001), *Developing communicative competence in practice* . Clevedon, UK: Multilingual Matters

There is nonetheless a fundamental values position which all language teaching should promote: a position which acknowledges respect for human dignity and equality of human rights as the democratic basis for social interaction[19].

THE LESSON PLAN

A lesson plan is **a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured**. Lesson plans help teachers be more effective in the classroom by providing a detailed outline to follow each class period.

The lesson plan designed to teach "the past continuous" through the implementation of the four skills is detailed briefly below.

Subject: English II, third bimester.

Purpose of the subject: At the end of the second semester, the students will use the elements of language to express the activities they were doing in the past and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs.

Axis: Reading, writing, speaking and listening.

Generic competence: The students listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.

Disciplinary competence: Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

Specific content: Past continuous

Learning outcome: To describe situations that were happening in the past to show that something continued for some time.

THE PHASES OF THE DIDACTIC SEQUENCE

OPENING

In order to activate previous knowledge of the topic **"past continuous"**, the students Will go through two short and simple grammar exercises.

Exercise 1. Write was or were on the gaps.

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[19] Ibid.

1. Mary _____ at home last night.
2. I _____ with my friend at the park yesterday afternoon.
3. The boys _____ at the lake feeding the ducks.
4. It _____ a sunny day yesterday.
5. You _____ at school on Monday morning.

Exercise 2. Add -ing form to the following verbs.

1. Play _____
2. Study _____
3. Have _____
4. Run _____

DEVELOPMENT

With the aid of the web page specified right below, the explanation of the topic will begin.
https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/verb-tenses-past/past-continuous

The web page contains the grammar rules and examples of sentences in its affirmative, negative and interrogative forms, along with the "uses" of the topic and also giving examples of the uses.

After giving all the grammar information and examples, the students will answer a **"matching exercise"**.

This activity is worth 10 % of the whole grade and it´s going to be evaluated by a **checklist.**

THE SPEAKING ACTIVITY

This activity has the firm intention to promote the understanding of **interculturality** among the students.

Activity: Sharing a part of my way of being with my classmates.

This activity is to be done in pairs

Instruction: Every student think of something that he did in the recent past, this activity or action has to be very personal so that it describes his/her own way of living.

About the characteristics of the speaking skill

- The activity **Sharing a part of my way of being with my classmates** is definitely a *planned activity* and has the purpose that students use past continuous in an oral form.
- **Speaking involves reciprocity.** This reciprocity will be shown between two students since is an activity to be done in pairs.

The activity is designed in a simple way so that the students interact by sharing personal information and at the same time constructing sentences in past continuous.

One person will pose the question: **What were you doing at some point in the past?**
And the other will answer what he/she was doing, mentioning personal affairs.

The speaking activity will be evaluated by a **rubric**.

CLOSING

THE LISTENING ACTIVITY

The audio selected was taken from the link specified below.

Source:
https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_37_past_continuous_tense.html

The students will have a worksheet which contains 10 sentences with gaps to fill in with past continuous structure.

The listening activity will be performed in three momentums, as mentioned below.

PRE-LISTENING ACTIVITY
The teacher and students go through a review of the verbs they will hear, making sure they will recognize them as they are pronounced in the audio source.

THE WHILE-LISTENING ACTIVITY
The teacher explains how the gaps should be filled in and the times the audio will be played; the teacher also will ask the students about the right volume of the audio.

The students fill in the gaps of the worksheet while they listen to the audio.

THE POST-LISTENING ACTIVITY
The teacher will ask the students the answers they have got, if there were incorrect answers, he will provide the right ones.

This activity will also be evaluated with a **rubric**, which is also recommendable for this type of activity.

READING AND WRITING EXERCISES

This activity is to be worked in pairs

The reading activity **"My Blog**" was selected in the following link:

https://www.photocopiables.com/resources/past-simple-vs-past-continuous-reading-text-quiz

The text is in a form of a dialogue between Axel and Laura, the students will have the task to answer 6 questions, the first one asks about the main topic of the text, this in its design has three options to facilitate a bit the answer to the students, the other five are open questions.

PRE-READING ACTIVITY AND PRACTICE OF SKIMMING

As a first step the students will be asked this:
By looking at the title. What does it mean, do you understand it?
Can you tell me something about how is the text structured?
This activity is also recognized as **content schema.**

A WHILE-READING ACTIVITY AND PRACTICE OF SCANNING

The students will be mainly focusing in **the linguistic schema** do to their attention is on the past continuous forms.
Clearly, the students will primarily focus in doing skimming and scanning, being the last one the most important because it is with **scanning** with which they´ll find the answers of questions 2 to 6.

THE POST-READING ACTIVITY

The teacher could have the students read questions and answers in pairs.
The teacher may also ask the students. What was the most difficult part they encounter while doing this reading/writing activity?

A **rubric** Will be used to grade this activity

THE VIDEO

The link to acces the video is:

https://www.youtube.com/watch?v=_zTUyOv0g2k

The content of the video is mainly about a lesson plan designed to teach "The Past Continuous". It includes teaching/learning activities with the four skills (reading, writing, listening and speaking)

1. In the first phase, it is shown the importance of having as an initial point of the teaching process the identification of "the previous knowledge" that students have on that particular topic. This is contemplated in ***the opening phase*** of a didactic sequence, and it is done with 2 brief grammar exercises. (Min. 3:50)
2. In a second phase the video shows the initial teaching of the grammar aspects (min. 5:18) of the topic followed by the doing of a matching exercise (min. 5:58)
3. In a third phase the speaking activity takes place. The activity shows 2 pairs of students asking and answering while using the structure of past continuous (min. 6:19). Phases 2 and 3 forms part of ***the development phase*** and forming part as well of ***the formative assessment***.
4. In a fourth phase a listening and a Reading/writing activity take place, these activities form part of a ***summative assessment***.
   In **the listening activity,** the audio is played and the students fill in the gaps of the worksheet. (min. 8:26)
   In **the reading/writing activity,** the students do the reading of the text "My Blog", by doing a scanning they answer the 6 questions contained in the worksheet. (min. 9:00)
5. In the fifth and last phase the assessing tool are included (one checklist and three rubrics). (min. 11:25)

The making of the video served to practice the planning of a lesson and based on which designing and putting into motion teaching/learning activities that involves the four skills, and last including the assessment.

ASSESSMENT

When providing learners with some **formative evaluation,** the assumption is that the assessment is about the students' current level of performance to inform future learning. In order to provide formative assessment, it is imperative for the teacher to provide the learner with some feedback on their performance.

 A second function of assessment is to measure the students' current abilities. This function is termed **summative assessment**. Usually, this type of assessment occurs at the end of a course – this type of assessment serves to illustrate or measure what the learner has acquired over the course of a semester.

In the lesson plan, **the matching exercise** because is an introductory exercise and **the speaking** for its simplicity because the student spoke just a simple question and a simple answer in past continuous, both could form part of *the formative assessment*, whereas the listening and reading/writing for its complexity are considered *summative assessment.*

Test Validity

 To help you think about test validity, you can start by asking yourself the following question: "Are we testing what we think we are testing?"
The activities proposed for the evaluation of the four skills are valid because reunite the main characteristics of what is stated right below.

Content validity

•   The items test the targeted skill.
•   The selection of items is appropriate for the skills (important skills have more items, some less important skills are not addressed).
•   Accurately reflects test specs.
•   Requires a principled selection (but not based on 'easy' items to create/score).

The traditional assessment considers the following format: multiple-choice, true/false, dictation, and cloze formats.
"Standardized and traditional tests tend to focus more on finite knowledge and so-called facts, than on how that knowledge is used"

Performance Based Assessment

Under O'Malley and Valdez Pierce's [20]definition, the PBA "consists of any form of assessment in which the student constructs a response orally or in writing".

Therefore, from analyzing both types of assessment, it is clear that I am using PBA to evaluate the students.

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[20] O'Malley and Valdez Pierce's, cited by Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom.* ELT Advantage modules.

ASSESSING THE MATCHING EXERCISE

The use of a checklist for assessing.[21]

Checklists are assessment tools that set out **specific criteria**, which educators and students may use to gauge skill development or progress. Checklists set out skills, attitudes, strategies, and behaviors for evaluation and offer ways to **systematically organize** information about a student or group of students.

Generally speaking, checklists consist of a set of statements that correspond to specific criteria; the answer to each statement is either "Yes" or "No", or "Done" or "Not Done". A student, a group of students or an entire class may use checklists; they may be "single use" or designed for multiples usage.

The Purpose of Checklists

- To provide tools for **systematically recording** observations;
- To provide students with tools that they can use for **self-evaluation**;
- To provide **examples of criteria** for students at the beginning of a project or learning activity;
- To document the **development of the skills**, strategies, attitudes, and behaviours that are necessary for effective learning; and
- To **identify students' learning needs** by summarizing learning to date.

The criteria used in **the checklist** to evaluate the students´ performance in the matching exercise refers mainly to the filling in the gaps with the right "past continuous" structure and with the matching of the sentences with the pictures.

THE REAL OUTCOME IN THE MATCHING EXERCISE

It was relatively an easy exercise, the pictures helped a lot the students, besides the pictures make it attractive to the sight. The students experimented just a few grammatical problems in the use of the past of be structure.

ASSESSING THE SPEAKING ACTIVITY

Brown [22]presents three relevant aspects when designing speaking tasks that we can adapt for assessing purposes:

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[21] https://www.ldatschool.ca/checklists-achievement-charts/
[22] Brown, H.D. (2004). *Language Assessment. Principles and Classroom Practices. Longman.* NY

1.   No speaking task is capable of isolating the single skill of oral production. In the speaking activity contemplated "**"Sharing a part of my way of being with my classmates"**, the students will have to write the sentence(s) they will share in the exchange of information about a past event.

2.   Eliciting the specific criterion you have designed for a task can be tricky because beyond the word level, spoken language offers a number of productive options to test-takers. Make sure your elicitation prompt achieves its aims as closely as possible.

About the aspects and criteria that are being considered in the assessing tool (content, fluency and strategic competence), these are the basic ones needed to assess an oral performance.

Content: This will be used to assess the inclusion in the oral performance of one question and one answer by using the past continuous structure.

Fluency: This evaluation aspect serves to assess how fluently the students say the question and their answer, it serves to check if there are any hesitations while performing.

Strategic competence. This aspect will aid in the measurement of the manner in which both students rely on each other to communicate effectively and to avoid communication breakdowns.

3.   Because of the above two characteristics of oral production assessment become important: to carefully specify scoring procedures for a response and to achieve a high reliability index as possible.

The scoring is as specified in the chart below.

Excellent to very good	Good to average	Fair to poor	Very poor
(30% - 26 %)	(25% - 20%)	(19% - 15%)	(14% - 5%)

The score given somewhere between the ranges must be clarify in the feedback otherwise the students will be unsatisfied with the grade obtained.

Once again, a rubric with clear criteria to assess the speaking skill might be of relevant help for the teacher and students. The idea is to avoid any sort of ambiguity.

THE REAL OUTCOME OF THE SPEAKING ACTIVITY

It turned out positive, since they had little time to memorize their lines they opted for using their cell phone to read them, they were nervous which is very understandable. What I always find difficult to do a speaking activity is the time consuming and their

reluctance to participate in this type of activity and also because they feel insecure about speaking the language, they fear they will embarrass themselves.

ASSESSING THE LISTENING ACTIVITY

Selective listening tasks, as their name suggests, involve listening for selected bits of information in a listening passage. For example, a task may require the students to listen to an airport announcement, a weather forecast, or a small lecture (*lecturette*) and fill out a grid with information from the passage.

According to the information of the lesson the chosen listening activity is considered a *selective listening task* because all what the students need to do is write down the past continuous structure as they listen.

This activity will be evaluated with a **rubric**, which is also recommendable for this type of activity.

The aspects contemplated in the evaluation rubric are:
The content. This aspect helps to measure to what extent the students are able to listen and write the structure of past continuous on the gaps. There are 10 sentences in total 2 interrogatives, 2 negatives and 7 affirmatives because the number 10 has double space.
 The grammatical form. This aspect of evaluation serves the objective to measure the correct use of was/were and the correct adding of -ing form to the verbs assuming the chose the correct verbs for the gaps.
The times the audio was played. With this aspect the teacher can measure the quickness of the students to get done what needs to be writen on the gaps.

THE REAL OUTCOME OF THE LISTENING ACTIVITY

Before this exposure to a listening to an audio, the students only have had exposure to songs and a video of the topic "present progressive" but it was just a passive activity, they only listen to the audio and video input, this was the second time and although they only were supposed to fill in the gaps which in the paper is an easy exercise, it turn out quite difficult for them to catch the timing of the speaker reading the sentences, but it was a first experience which can be seen as positive.

THE ASSESSMENT OF THE READING/WRITING ACTIVITY

A rubric Will be used to grade this activity.
The aspects considered to evaluate the Reading and writing activity are:

Content. This aspect aids in the evaluation on the totality of the questions answered, how many of the 6 questions could the students answered

Grammatical form used to answer the questions. With this aspect one could evaluate the correct use of the grammar structure of the past continuous while the students answered the questions, it would be advisable to require the students to give a full answer.

Reading strategies used. This aspect evaluates the understanding and use of reading strategies such as: skimming, scanning, top-down and bottom-up.

Time of the activity. Again, this aspect serves the objective to evaluate the time that it takes the student to answer the 6 questions.

THE REAL OUTCOME OF THE READING/WRITING ACTIVITY

The students don´t know of reading strategies, so it is of much importance the pre-reading activity to guide them slowly in the way to approach the reading of the text. The lack of knowledge of vocabulary makes a reading very difficult, the students have also difficulty to write complete answers to the questions, a reading activity takes much time to do it because of what´s already stated.

CRITICAL ANALYSIS OF THE WHOLE PROCESS

The real intervention in the classroom with the students getting involved in making or performing the activities leave me with the following reflections:

1. The teaching of EFL is more serious than I thought, it requires a lot of time to plan, to look for or design learning activities, to implement them in class and to evaluate them.
2. If the activity planned is not according to the level of the students 'domain of the language, is condemned to fail.
3. All the skills have its grade of difficulty being the most difficult the listening and speaking.
4. The teaching of more than 2 skills at the same time should be avoided due to what is stated in the previous point. It seems rather advisable to join two of the skills if possible.
5. The designing of good assessment tools is also a serious matter, the designing of them requires of much training.

Assessing many students in many groups is a titanic job, the big number of students affects the chance to provide a quality assessment or providing quality feedback to every student regardless of how good you designed the assessment tools.

The information processing theoretical view of language acquisition, whether this be input or output leave me with one important conclusion, the exposure to L2 that students should have must be gradual, programed and constant, it is only in this manner that the students may improve in their language acquisition.

Interculturality brings a fresh and important manner to address the teaching activity, it is no longer acceptable to teach without giving the same value of the students according to his/her different believes, creed or sexual preference, also since we live in a globalized world, leaning L2 bring us closer to understanding other cultures. Taking into consideration the interculturality aspect in the teaching/learning activities is valuable but it is still in a transition to get to that, it should be a commitment to do it at least once in a partial (bimonthly period), because we the teachers are just not used to including these type of activities.

CONCLUSIONS

Reflecting on the evolution of my teaching philosophy leaves me with the idea that there are always opportunities to improve not only the way we see our profession but how we perform it. It is self-rewarding to see how my teaching practices have changed for the better, theories and all sort of knowledge seen in the specialty has helped me improve my daily activities as an English Teacher and to see the teaching enterprise from a very different perspective.

As part of this fundamental change is to be able to design better lesson plans as the basis of a future effective teaching performance, so that learners of L2, do precisely that learn under favorable and attractive teaching settings.

The process in which the last assignments were developed served to converge the theoretical foundation that surrounds the four skills with the lesson plan and the learning activities as well, all of it wrapped up in a didactic video.

The lesson plan was oriented so that the students could learn the topic "past continuous", the activities were distributed in a didactic sequence. In the **opening**

phase, the previous knowledge is activated. In **the development phase,** the grammar aspects of the topic were provided as well as the speaking activity. In **the closing phase** the students did a listening activity and a reading/writing activity.

At the end, the use of assessment tools were intended to evaluate if the students learned the past continuous by performing activities that involved each of the skills, to what extent they learned or what difficulties they encountered in the process and hopefully the results provide ideas of how to improve the activities or the designing of more effective assessing tools.

The making of the video was an interesting way to put together theoretical foundations, the learning activities, the lesson plan and the assessing part in a very attractive audio-visual material.

Thanks to the Specialization (EEAILE) I am a more motivated English Teacher, my intention is to contribute to the awareness of the importance of having a good domain in ESL in my students, to improve in my teaching practice in the classroom, to make better lesson plans every time, to incorporate interculturality activities and to make better assessment tools.

APPENDIXES

LESSON PLAN

IDENTIFICATION DATA					
Institution: SCIENTIFIC AND TECHNOLOGIC STUDIES COLLEGE OF CAMPECHE STATE					
Campus: Alfredo V. Bonfil				**Name of teacher (s):**	
School year: 2021 – 2022				Daniel Villalobos Gallegos	
Subject		**Semester and Group**	**Career**		
English II		**Second**	**Procesos de Gestión Administrativa A y B II, Producción Industrial AII, Programación AII, Enfermería General AII**		
Implementation period	**Partial**	**Length (hours)**	**Date of elaboration**		
February – June 2022	**Third**	**270 minutes/4.5 hrs**	**February 2022**		
FORMATIVE INTENTIONS					

Purpose of the subject: The students will use the elements of language to express the activities they are doing now, in the past, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs.

Axis:
Students will communicate, interact and collaborate with others (transverse axis for all subjects from communication and social sciences as disciplinary fields.
Reading, writing, speaking and listening.
Providing reasonable opinions from the point of making a text.

Component:
Communication: interpersonal relationships.
 Integration of learning communities.
Contextualization of learning communities through student´s interests and academic experiences.
Reading, writing and oral production as learning sources and ability practice.
The importance of reading to writing production.
The importance of reading to writing in based argument.

Central content:
Collaborative work in classroom as a basis for the integration of the learning community.
The importance of language and grammar role in it.
Argumentative text.
The text as a resource information and new ideas.
The argumentative writing.
The original argumentative writing.

Specific contents:
(past continuous).

COMPETENCES		
Generic	**Attributes**	**Disciplinaries**
4. The students listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.1 The student expresses ideas and concepts through linguistic, mathematical or graphic representations.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

LEARNING OUTCOME TARGETED: To describe situations that were happening in the past to show that something continued for some time (past continuous)

OPENING						
Teaching sequence template		**Resources and didactic materials**	**Time of the activity**	**Expected product**	**Teaching technique**	**Evaluation plan Type/Modality/ Instrument of Evaluation/Percentage**
TEACHER ACTIVITY **ACTIVATING PREVIOUS KNOWLEDGE**	**STUDENTS ACTIVITIES**	Two short exercises, whiteboard and markers		Diagnostic Grammar exercise	Teacher´s explanation	Not graded

- The teacher informs the students about the new topic they will learn, "The past continuous". - Teacher and students go through the answers of both brief exercises	- The students answer the two exercises Exercise 1. Write was or were on the gaps. 1. Mary _____ at home last night. 2. I _____ with my friend at the park yesterday afternoon. 3. The boys _____ at the lake feeding the ducks. 4. It _____ a sunny day yesterday. 5. You _____ at school on Monday morning. Exercise 2. Add ing form to the following verbs. 1. Play _____ 2. Study _____ 3. Have _____ 4. Run _____		20 minutes			

DEVELOPMENT						
Teaching sequence template		**Resources and didactic materials**	**Time of the activity**	**Expected product**	**Teaching technique**	**Evaluation plan Type/Modality/ Instrument of Evaluation/Percentage**
TEACHER ACTIVITY	**STUDENTS ACTIVITIES**	Specialized web page, computer, projector			Teacher´s work	

- The teacher explains the grammatical structure of the past continuous, uses and examples of affirmative, negative and interrogative sentences.	- The students observe the teacher expositions of the slides and are free to ask any question they might have	https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/verb-tenses-past/past-continuous	60 minutes			
The teacher explains how to do the matching exercise	- The students answer a matching exercise on a work sheet.	https://es.liveworksheets.com/worksheets/en/English as_a_Second_Language_(ESL)/Past_continuous/ Past_continuous_du7862cq	30 minutes	Matching exercise (10 sentences)	Students´ work	10 % Formative / hetero-evaluation. Use of a check list
- The teacher goes through the answers with the students	- The students inform their answers of the 10 sentences and the matching with the pictures.		10 minutes			
SPEAKING ACTIVITY: Activity to work in pairs. **Instruction:** The teacher ask the students to think of a cultural, social or religious activity that they did in the past in their community. He/she has to mention it in class and based on which a question and an answer in past continuous will be made.	- The students have to think of the past activity, write down an answer and bring it to class ready to say it orally	Information related to the activity	5 minutes			
				2 students ask and give answer to a		Self/Hetero-evaluation Rubric 30 %

- The teacher gives the instructions for the oral performance and set up everything to start the activity and also aids with the pronunciation of words. - The oral activity takes place	- The students attend the instructions. - The students perform the oral activity	Oral performance	5 minutes 40 minutes	question using past continuous structure.		

CLOSING						
Teaching sequence template		**Resources and didactic materials**	**Time of the activity**	**Expected product**	**Teaching technique**	**Evaluation plan Type/Modality/ Instrument of Evaluation/Percentage**
TEACHERS ACTIVITY **LISTENING ACTIVITY** **PRE-LISTENING ACTIVITY** - The teacher comments the general aspects of the listening activity. - The teacher and the students go through a review of the verbs they will listen in the audio. - The teacher pronounces each of the 10 verbs. - The teacher hands out the working sheet	STUDENTS ACTIVITIES - The students follow the teacher comment and place a question if it´s the case - The students follow the review, particularly to the pronunciation - The students receive and analize the working sheet	Computer, speakers https://www.learnamericanenglishonline.com/Listening Lab/Listening_Lab_Exercise_37_past_continuous_tense.html	 3 minute 5 minutes 2 minutes		Teacher explanation and students work	 Self/Hetero-evaluation Rubric 30 %

THE DURING-LISTENING ACTIVITY - The teacher explains the particulars of the activity, he makes sure to comment that the audio will be played twice. - The teacher plays the audio twice	- The students must have clear the instructions of the activity and if there´s a question they could speak up. - The students listen to an audio to fill in the gaps in order to complete sentences in past continuous.	**Worksheet https://www.photocopiables.com/ resources/ past-simple-vs-past-continuous-reading-text-quiz**	5 minutes 25 minutes	The work sheet answered	
POST-LISTENING ACTIVITY - The teacher has the students check their answers in pairs	- The students check in pairs the answers they wrote on the work sheet		10 minutes		
READING AND WRITING EXERCISE **PRE-READING ACTIVITY** - The teacher comments what the activity is about and what the students will do and hands out the reading and the questions sheet.	- The students listen carefully and receive and observe the reading sheet.	**Worksheet https://www.photocopiables.com/ resources/ past-simple-vs-past-continuous-reading-text-quiz**	5 minutes		Self/Hetero-evaluation Rubric 30 %
The skimming/content schema activity	- The students take a first look at the texts to give themselves an idea what the text is about.				

- The teacher asks the students to look the title and other aspects of the text. - The teacher asks if the students comprehend the 6 questions they will answer	- The students observe the questions and ask for translation if needed.		5 minutes 5 minutes		Teacher explanation and students work
DURING THE READING/WRITING ACTIVITY **The scanning/ linguistic schema activity** - The teacher have the students do the reading to answer the questions, he supervises the activity, offers aid when needed.	- The students do the actual reading in order to answer the 6 questions	**Questions sheet**	30 minutes	6 questions answered	
POST READING/WRITING ACTIVITY - The teacher asks the students to check the answers of a classmate, discuss about the answer if there´d be discrepancies.	- The students comment their answers with a classmate.		5 minutes		

DIDACTIC MATERIAL AND ASSESSMENT TOOLS

Complete the sentences and match them to the pictures.

1. He _____ the guitar when his mom came home. (play)

2. Martin _____ his classmate homework when the teacher saw him. (copy)

3. My sister _____ when she came home from school. (cry)

4. A bad boy _____ a younger student after school. (bully)

5. They _____ dinner at home last night. (have)

6. My mom _____ the violin at nine last night. (practice)

7. The students _____ when the principal arrived. (fight)

8. They _____ their cell phones in class yesterday. (use)

9. He _____ graffiti when the teacher saw him. (spray)

10. John _____ on the exam. (cheat)

Check list to evaluate a matching exercise (past continuous)				
CRITERIA	VALUE	ACCOMPLISHED		OBSERVATIONS
	10 %	YES	NO	
The student completes the 10 gaps correctly using the structure of past continuous and matches the sentences with its picture	10			
The student completes only 9 gaps correctly using the structure of past continuous and matches the sentences with its picture	9			
The student completes only 8 gaps correctly using the structure of past continuous and matches the sentences with its picture	8			
The student completes only 7 gaps correctly using the structure of past continuous and matches the sentences with its picture	7			
The student completes only 6 gaps correctly using the structure of past continuous and matches the sentences with its picture	6			
The student completes only 5 gaps correctly using the structure of past continuous and matches the sentences with its picture	5			
The student completes only 4 gaps correctly using the structure of past continuous and matches the sentences with its picture	4			
The student completes only 3 gaps correctly using the structure of past continuous and matches the sentences with its picture	3			
The student completes only 2 gaps correctly using the structure of past continuous and matches the sentences with its picture	2			
The student completes only 1 gap correctly using the structure of past continuous and matches the sentence with its picture	1			
Grade				
DATE:				

/Listening_Lab/Listening_Lab_Exercise_37_past_continuous_tense.html

TeacherPaul
Listening Lab Exercise 37 -- Past C...

SOUNDCLOUD

0:00   1:50

Privacy policy

1. I _____ _____ this morning.

2. . What _____ you _____ when I called you?

3. Bill heard about the report as he _____ _____ to the radio.

4. Who _____ _____ all that noise last night?

5. The machines _____ _____ properly.

6. Joe and Lisa _____ _____ in New York in the 1980s.

7. The driver _____ _____ a good job, so he was fired.

8. A security guard _____ _____ us while we were in the store.

9. A woman tripped as she _____ _____ onto the bus.

10. The accident was caused by a man who _____ _____ while he _____ _____ .

1. I **was working** this morning.

2. What **were** you **doing** when I called you?

3. Bill heard about the report as he **was listening** to the radio.

4. Who **was making** all that noise last night?

5. The machines **weren't running** properly.

6. Joe and Lisa **were living** in New York in the 1980s.

7. The driver **wasn't doing** a good job, so he was fired.

8. A security guard **was watching** us while we were in the store.

9. A woman tripped as she **was getting** onto the bus.

10. The accident was caused by a man who **was texting** while he **was driving**.

EVALUATION RUBRIC (listening activity)					
	CRITERIA				
	Excellent to very good (30 - 28)	**Good to average (27 – 20)**	**Fair to poor (19 – 15)**	**Very poor (14 – 5)**	**Score**
Content	The student writes 8 affirmative and two negative sentences in past continuous	The student writes most of the affirmative sentences and fails in at least one negative sentences in past continuous	The student writes most of the affirmative sentences and fails in the two negative sentences in past continuous	The student fails to write most of the affirmative sentences and the negative sentences in past continuous	
Grammatical form	The 8 affirmative and the two negative sentences are written in the correct grammatical form	The 8 affirmative and the two negative sentences are written mostly in the correct grammatical form	The 8 affirmative and the two negative sentences are written in past continuous with a few grammar mistakes	The 8 affirmative and the two negative sentences are written in past continuous with many grammar mistakes	
Times that the audio is played	The student completed the gaps successfully by listening to the audio once	The student completed the gaps successfully by listening to the audio twice	The student completed the gaps with difficulty by listening the audio three times	The student completed the gaps unsuccessfully even though they listen to the audio three times	

My Blog

Axel: Hey Laura! Did you look at my blog last night?

Laura: Unfortunately, no. I had lots of things to do. While I was doing my homework, my cousin visited us. It was eight o'clock and after that, I couldn't even finish my homework.

Axel: Oh! Poor you! What did you do with her?

Laura: Well. We didn't stay at home. We went to the park near our house. While we were going to the park, we saw Michael on the way. He joined us and we chatted for an hour there.

Axel: Sounds nice. So, are you ready for Mrs. Sabina's class?

Laura: Not at all. What about you? I bet you finished yours last night.

Axel: Well, I didn't study all night. I was watching TV at eight o'clock. Then I started writing my new blog post.

Laura: Cool! What about the homework then?

Axel: Well, my plan was to watch some TV then do the homework. After the phone call at eight, I changed my mind and logged in to my blog.

Laura: Who called you?

Axel: Mark. I was just watching Jeopardy on TV when he called me. He called me to say that homework was postponed to next week.

Laura: Really? Great! In the park, I was really worried about my homework. I can finish it now. So while we were chatting in the park, you were posting on your blog. What's your new post about?

Axel: It's about the coolest inventions in history.

Laura: Sounds interesting. I'll definitely read it. I have to go now. Bye.

Axel: Bye.

READING AND WRITING EXERCISE

1. What do you think is the main topic of the text?
   a) A new blog post   b) a homework they have to do   c) The free time activities of Axel and Laura

2. Who had a visitor while he/she was doing homework?

3. What was Axel doing before he started writing his new blog post?

4. Who called Axel while he was watching Jeopardy on the TV?

5. What did Mark say to Axel in the phone call?

6. What was happening at the same time that Laura and her cousin were chatting in the park?

	CRITERIA				
	Excellent to very good (30 - 28)	**Good to average (27 – 20)**	**Fair to poor (19 – 15)**	**Very poor (14 – 5)**	**Score**
Content	The student answers the 6 questions correctly according to the context of the text	The student answers 5 questions correctly according to the context of the text	The student answers 3 to 4 questions correctly according to the context of the text	The student answers less than 3 questions correctly according to the context of the text	
Grammatical form used to answer the questions	The student understands and uses efficiently the grammar rules to answer the 6 questions	The student understands and uses in a general way the grammar rules to answer the 6 questions	The student understands and uses with some difficulty the grammar rules to answer the 6 questions	The student understands and uses inefficiently the grammar rules to answer the 6 questions	
Reading strategies used	The students use skimming, scanning, top-down and bottom-up activities efficiently in their pursuit of looking for the answers.	The students use skimming, scanning, top-down and bottom-up activities in an appropriate way in their pursuit of looking for the answers.	The students use skimming, scanning, top-down and bottom-up activities with difficulty in their pursuit of looking for the answers.	The students use skimming, scanning, top-down and bottom-up activities inefficiently in their pursuit of looking for the answers.	
Time of the activity	The time that the student needs to complete the reading/writing task successfully is the same as the specified by the teacher	The time that the student needs to complete the reading/writing task successfully is a bit more as the specified by the teacher	The time that the student needs to complete the reading/writing task successfully is the quite more as the specified by the teacher	The time that the student needs to complete the reading/writing task successfully is not enough as the one specified by the teacher.	

EVALUATION RUBRIC (reading/writing exercise)

EVALUATION RUBRIC (speaking activity)

	CRITERIA				Score
	Excellent to very good (30 - 28)	**Good to average (27 – 20)**	**Fair to poor (19 – 15)**	**Very poor (14 – 5)**	
Content	Both students mention a complete personal action in the past and make a sentence using past continuous structure	Both students mention in an almost complete way a personal action in the past and make a sentence using past continuous structure	Both students mention in a somehow incomplete way a personal action in the past and make a sentence using past continuous structure	Both students mention in a very limited way a personal action in the past and make a sentence using past continuous structure	
Fluency	The students performed in an oral way in an excellent manner, no hesitations or mispronunciation	The students performed in an oral way in a good manner, with slight hesitations and mispronunciations	The students performed in an oral way with some problems, some hesitations and mispronunciation	The students performed in an oral way in a very deficient manner, many hesitations and mispronunciation	
Communication strategies	Attended at all times what his/her partner was saying, asked for clarification if he/she had doubts of what was being said and replied when needed.	Attended most of the time what his/her partner was saying, asked for clarification if he/she had doubts of what was being said and replied when needed.	Attended half of the time what his/her partner was saying, asked for clarification occasionally if he/she had doubts of what was being said and replied when needed.	Not always Attended what his/her partner was saying, never asked for clarification if he/she had doubts of what was being said and not always replied when needed.	

INTERNET LINKS

https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/verb-tenses-past/past-continuous

https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_37_past_continuous_tense.html

https://www.photocopiables.com/resources/past-simple-vs-past-continuous-reading-text-quiz

https://www.youtube.com/watch?v=_zTUyOv0g2k