



CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS (CEAL)
ESPECIALIZACION EN ENSEÑANZA Y APRENDIZAJE DEL INGLES
COMO LENGUA EXTRANJERA
(EEAILE)

PROYECTO FINAL

FAMOUS PEOPLE FROM DIFFERENT COUNTRIES
INTERVIEW IN A STUDENTS' CLASSROOM CONTEXT.

Alumna: Luz María Itzel Mata Vargas

Tutor: Alma Daniela Otero Sosa

June,2019



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INTRODUCTION

When we teach a foreign language as an English an important topic that, all the time we teach introducing yourself and others. The current project will be applied with the first quarter of University Students from UPVM. For developing this topic I need to focus in the following grammar topics vocabulary (countries and nationalities, occupations and family members), personal pronouns, verb to be and possessive adjectives. The title of this project is Famous People Interview from Different Countries in Students´ Classroom Context. To work with an intercultural activity I give the following direction Students are journalists and need to ask some questions to a foreign famous person so they need to imagine there are in that country and the only way to communicate is English then is required to know what kind of questions they have to ask to have the information about that person, to introduce his / her in an international interview. The purpose of this project is developing the four skills (reading, writing, listening and speaking) through communicative approach and task based learning.

In the communicative approach language acquisition is considered as a communicative performance not only about vocabulary and grammar structures, where other factors are involved. In this project is important to take into consideration input, as spoken or written forms of language to which students are exposed, intaken is what students learn and output is a way to learn as well as to practice, in other words is the production of the language and of course interaction . To achieve this is important that we as teachers provide students real contexts and examples of communicative task where they can apply grammar and vocabulary checked.

This approach is based on developing the four skills listening, speaking, writing and reading in a communicative form. In this approach teachers give tasks to students where they need to solve a specific activity or problem that involves a communicative performance.

Task Based Learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

In TBL the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it.

The Task-based cycle has only three steps, named simply Pre-task, Task Cycle, and Language Focus.

In this sense the activities that are contained in the lesson plan are created to students interact among them and the skills are developed in the three steps of Task Based Learning. In my experience as a teacher these approaches are worked better with my students and bring me the possibility to reinforce vocabulary and grammar in a communicative form. I consider this specialization give me important tools to guide my students in a more constructive form, modeling what I pretend with each activity and what they need to accomplish. Furthermore these approaches let the student to know in steps that they need to accomplish.

The project activities are designed using before, while and after activities of each skill to guide to students to get a clear idea what will be asked. For example in the reading activity they have to remember previous vocabulary that help them to have a better understanding of the text, later they read and answer some questions related with the previous activity and finally they need to remember some vocabulary. In listening skill they have to develop a similar activity with before, while and after. In writing and speaking skills I use some prompts to develop both activities but these are related with vocabulary and previous grammatical points.

Teaching materials form an important part of EFL classrooms; from textbooks, videotapes and pictures to Internet, teachers rely heavily on a diverse range of materials to support our teaching and our student's learning. When teachers develop their own materials they could obtain better results because they are designed for the lesson plan purpose.

Assessment can be seen as an effective medium for communication between the teacher and the learner. It is a way for the student to communicate their learning to their teacher and for the teacher to communicate back to the student a commentary on their learning.

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria, or by giving

them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, a checklist, rubrics, rating scales.

Checklists, rating scales, and rubrics are assessment tools that state specific criteria that allow teachers and students to make judgments about developing competence. They list specific behaviors, knowledge, skills, attitudes, and strategies for assessment, and offer systematic ways of organizing information about individual students or groups of students.

For each activity was designed an evaluation instrument for example for vocabulary and grammar activities, I designed check list that shows the behavior and attitude to the classmates to the topic For instance something like students participate actively in the activities and the only option is yes or no.. For skills activities as reading, listening, writing and speaking I designed rubrics in this rubrics I focused on some criteria that were divided in excellent, very good, fairly and poor to each skill and they were subdivided in activities before, while and post where I focus summative assessment for this project was while activities because these give me the parameter of the knowledge and acquisition of the skill in the student these give me as a teacher a clear idea of the performance of students and permit me too give a more complete feedback to my students and emphasize opportunity areas.

FINAL PROJECT
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CHAPTER 1
PHILOSOPHY AND THEORY.

1.01. Teaching Identity and Philosophy.

I studied psychology in UNAM, FES IZTACALA. I am always interested in learning English since I was a teenager when I had my first job I was available to study it. I have been a teacher since 1998. I used to work in an elementary school as a Spanish teacher I had the opportunity to teach different levels in elementary school. In 2005 I finished an English course in UNAM I got for an interview in high-school in a technological system, that was the first time I taught English, I taught to my students designing activities where they could develop the four skills because that was the way I was taught but in that time English was not an important subject for the authorities and sometimes I felt that I was doing was no so important, I was very intolerant and impatient teacher and I do not know how can guide my students, I do not know, techniques that could help me to guide my students in the second language acquisition and guide them in how they could notice and take advantage of their mistakes in a polite way. Due to my preparation it was not as an English teacher I was required to take an English teaching Course. This Course brought me the opportunity to have a better idea about how could I guide my students in their language acquisition this help me a lot to be more patient and know how to guide them structure in a better form what I want they acquire.

According to Coppola (2002) Teaching is a complex social activity that requires physical and emotional behaviors in addition to just a good idea.

During my teaching practice I have changed many things in my way of teaching I have become in a more flexible teacher because in the past discipline was the most important thing for me and I was very strict and things have to be done mandatory. Now I know this aspect is important but not the only one to accomplish to have a good classroom setting. Now I know that a good classroom setting become my students more confident in their performance. In this moment the first part before explaining the goals of the course is making agreements with my students

about the classroom setting as attitude, classwork, punctuality, and the way we have to interact students-students, students-teacher, teacher-students.

My teaching identity have been changed through the course of my practice and knowledge of different aspects I think this is a continue process because teaching and learning are changing constantly through our practice. This three modules of specialization give me specific tools to improve my teaching so now I think different about how second language acquisition could be teach and how my students could perform in a better way their skills.

Since a few years ago in my school we are request to make a reflection about our work during the semester. This exercise has given me the chance to reinforce my devotion to be a teacher I'm so glad to encourage this profession. This reflection is a guidance to know how my students advance in the course and what I need to modify or improve for the next course. In the past students avoided me now I have a good relationship due to I am more emphatic and change my attitude.

To conclude I think the teaching philosophy refers to the three aspects we develop as a teachers the cognitive, the affective and behavioral or attitudinal and these have an impact in our students and our way of teaching.

1.02 Theory underlying my teaching practice and identity.

According to Warren S (2012) how a language is taught is based on how the institution, instructor, and students view second language learning. This affects and is affected by how a language classroom functions. A traditional classroom consists of a teacher who holds all the knowledge and textbooks that back up that knowledge. This type of instruction sees learning as the transfer of knowledge from a teacher who must give it to the learners (Ballmam, Liskin-Gasparro, & Mandell, 2001 in Warren, S.2012; Lee & Van Patten, 2003 in Warren, S 2012).

The way your teach is determined for the way used to be taught at the beginning in the process of teaching but when the time goes you change some believes because you have to adapt to the new generations and you need to develop attractive activities to your students, to catch their attention now you have to use assessment instruments (rubric, check list) which give the students a clear idea what do you expect from them with an specific activities, also now you have to develop some activities to manage their socio-emotional abilities and give feedback about the achievements they have and what others need to improve. The most important thing is the process to get the product and the summative evaluation only give you now a little part of all the learning outcome. Some important information that is mentioned for Van Note Chism

(1997-1998) is the way students react to the failure I think this will depend most of the time of teacher's feedback how does the teacher make feel the student about it.

In Grundman (2006) is mentioned that teacher philosophy is a picture of you in the process of teaching but also your class in the process of learning.

According to Coppola (2002). You not only need to consider what do you think students should learn, you might also consider why these goals are important.

Different institutional factors can affect your role (or range of roles) as a teacher: the engagement of various stakeholders (parents, administrators, community), the financial strength of the institution, the consistency of the program and its administrators, the institutional links to specific methodology or textbooks, and the workload demanded of each teacher. These factors, and others, are not discrete but rather function together to create a unique professional environment for each school.

Along with institutional issues, your own background is another important factor that affects your role as a teacher. Consider the approaches and methodology you experienced as a learner, and then learned about in your teacher education program. For example, the role of the teacher in the Grammar-Translation Method is quite simple: "The role is very traditional — the teacher is the authority in the classroom [and] the students do as he says so they can learn what he knows" Larsen-Freeman, D. (1987;11). "Using the audio-lingual method, the teacher is like an orchestra leader, directing and controlling the language behavior of her students [and] she is responsible for providing her students with a good model for imitation" Larsen-Freeman, D. (1987 ;43). Later approaches, such as communicative approach, provide a more nuanced set of roles.

According to the communicative approach the role of a teacher is view as is said by Prieto (2008), that in the teaching practice, teachers should give themselves to this practice with the attitude of being an element of the class rather than the main one. The teacher should conceive of the teaching-learning process as a community matter, in which all members of the group should participate. In this way, Prieto claims that: "communication between the students and the teacher will be enhanced, resulting in greater interaction and, certainly, a greater quality in the formative process of the group as a whole." (Prieto, 2008: 334 in Castela M, 2017).

Therefore, the school needs to transform itself to incorporate the new ways in which young people learn and continue to do so in the classroom and in teaching practice; if the school does not do it, it will be increasingly relegated from reality every day. The work was carried out based on an integral and transversal vision of knowledge and learning, understood as a continuum in opposition to the fragmentation with which it has been traditionally approached. Young people are placed at the center of the educational action with a Learning Network ("Key Learning Points") set up for each field of discipline.

This network operates in the classroom through a Learning Community in which the change of roles is fundamental: to pass from a passive student to a proactive one and with critical thinking; and from an instructor teacher to one that is a "learning guide".

This change is key because students learn best when they are involved; in contrast to classes centered, mainly, in the teacher's exposition, in which it is more frequent that the students are passive.

In this way, the contents of the subjects were transformed so that they are pertinent to the reality of the young people and with this achieve the connection between them, the school and the environment in which they are developed. The contents of the subjects are important because they encourage and guide the development of skills, abilities and skills; however, in the current curriculum, fundamental aspects that allow young people to respond to the challenges of the present and prepare for the future have been left aside.

In module 1 I could learn about theories of second language acquisition, the concepts that are related to it and to different approaches and methods as the role in class is determined for the relations between students and teachers.

In Language teaching is important know how are the roles of each actor in the teaching learning process. In this sense I would talk about my teaching practice and my role since I started to teach. In this process I need to tell that in the past I was a very intolerant teacher and strict but this attitude create a coercive setting classrooms my students rarely participated instead of speaking activities were part of the evaluation. Nowadays, I changed I still continue be very strict but now I have some tools to guide my students and I think I need to work in my tolerance and patience because sometimes when I am stressful I did not manage very well. I think this an important part of interaction because my main objective is guide to my students to acquire a second language and I think I need to improve my affective skill until I am not too emphatic.

The specialization gave me the opportunity to guide better my students and because of this now I am more relaxed and I can teach better and be more emphatic.

1.02.1 Language Acquisition

The basic disciplinary competence of communication is related to the student's ability to communicate effectively in Spanish and in a second language in different contexts, using distinct means and instruments.

Canale and Swain (1980) mentioned two new activities that are using in classrooms settings depending of the communicative intention.

- 1) Information transfer –refers to write the information taken from a text in a diagram these activities are focus in meaning and communication with the main objective to develop in students the communicative competence.
- 2) Information Gap – refers to activities where one of the participants doesn't have the information and need the other to have a complete information to complete a task or solve a problem

These activities are very important because encourage student's participation in a communicative way.

Different theories are tried to explain second language acquisition according to the time they were developed they brought some explanations that were necessary and explained in that time the second language acquisition and added important elements to explain it.

Theory	Learning Language Acquisition
Behaviorism	Visualizes learning (and not only language learning) under the concepts of imitation, practice, reinforcement and habit formation (Lightbown & Spada, 2006 in). The responsibility lies on the teacher who is in charge of the learning process as a source of knowledge (Cook, 2008 in).
Structuralism	This approach implied that language teaching was centered on grammatical aspects, and in learning formal linguistic elements and rules.
Generative Grammar	Language is an innate faculty for all human beings (Language Acquisition Device), which contains a common underlying grammar of all languages (Universal Grammar). Outline of Principles (linguistic rules) common to all languages, and Parameters (exceptions) proper to some languages.

	<ul style="list-style-type: none"> • Speakers have a linguistic competence (knowledge of the language) that is used in their linguistic performance (use of the language in specific situations).
Krashen	<p>Krashen proposes that language acquisition takes place only when learners receive input just beyond their current level of L2 competence. He termed this level of input “i+1. (Wikipedia)</p> <p>There are three internal elements involved in second language acquisition. Those elements from Krashen’s book include a “filter”, an “organizer” and a “monitor”. He mentions that the “filter” deals with how the learner is influenced in a social context and how he reacts in various social environments. The “organizer” determines the arrangement of the learners language system and “the usage of incorrect grammatical constructions as provisional precursors of grammatical structures, the systematically occurrence of errors in the learner’s utterances as well as a common order in which structures are learnt” (Krashen 1983, as cited in Altenaichinger, 2003). The “monitor” operates the conscious learning part where the learners correct their speech according to their age (Altenaichinger, 2003) The Monitor hypothesis posits that acquisition and learning are used in very specific ways.(Krashen,S:2009;22)</p>
Sociocultural	<p>Mediation is a fundamental principle and language is a cultural artifact that mediates social and psychological activities (Menezes,V:2013;3).</p>

For this project it is important to take into consideration different elements that correspond to some theories of second language acquisition and for me they are the steps we need to follow if we want our students could acquire a second language.

And they need to be follow to create better lesson plans guides.

- 1. Input** can be defined in teaching as spoken or written forms of language to which students are exposed. A clear example of this are the directions given for the teacher, readings and text books, vocabulary, grammar structures, language functions, etc..... In other words all the information in a second language that is given for the teacher to understand or learn a specific topic.
- 2. Intaken** is what students do learn. A clear example is when students understand teacher directions, answer questions about a reading comprehension, know meaning of words and apply them in a specific situation, specifically they internalize input.
- 3. Interaction** This approach accounts for learning through input (exposure to language), production of language (output), and feedback that comes as a result of interaction (see

summary by Gass & Mackey, 2006). Gass(2003) puts it this way: interaction research “takes as its starting point the assumption that language learning is stimulated by communicative pressure and examines the relationship between communication and acquisition and the mechanisms (e.g., noticing, attention) that mediate between them” (Gass,2003:224). Interaction involves a number of components including negotiation, recasts, and feedback. In what follows, we introduce the concept of negotiation of meaning

***confirmation checks.** A confirmation check is when “one conversational partner checks to make sure that they have correctly understood what his or her conversation partner has said.

***reformulations.** There are several ways to reformulate a message: one way is to change the original sentence to communicate the same meaning – and another way is to change the question and give two specific options

***recasts.** A recast is a type of implicit error correction. The NS will repeat or recast the sentence produced by the NNS and produce it grammatically.

4. Output is a way to learn as well as to practice, and should be incorporated into classes not just for practice but for active learning.

In Swain’s output hypothesis, output takes on a much more central role in learning –it is not just a product, but the opportunity for students to notice gaps in their inter-language, test hypotheses about language, and think and reflect about language (metalinguistic function).(Gass,S &Selinker,L:2008;321-329)

5.Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. There are different types of motivation:

Instrumental comes from the rewards that might come from learning English.

Intrinsic derives from an natural/personal interest in the learning tasks the learner is asked to perform.

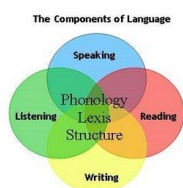
Resultative Learners who do well will continue to work hard, those who do not will be discouraged and try less hard

Integrative Learner brings to the learning situation a certain quantity of motivation

1.02.2 Communicative Approach

The language acquisition needs to be considered not only about vocabulary and grammar structures, but also as a communicative performance where other factors are involved on it. To achieve this it is important that We as a teachers provide students real contexts and examples of communicative task where they can apply grammar and vocabulary checked.

This approach is based on developing the four skills listening, speaking, writing and reading in a communicative form. In this approach teachers give tasks to students where they need to solve a specific activity or problem that involves a communicative performance.



1.02.3 Task Based Learning

Task based learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

In TBL the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it.

The Task-based cycle has only three steps, named simply Pre-task, Task Cycle, and Language Focus.

The **Pre-task step** is basically the introduction or warm up of the activity where teacher give the introduction and instructions for the following activities, this task activated the previous knowledge of students about the topic.

The **Task Cycle** contains three phases where students can choose variety of contexts for exposure language in this task phase students have opportunities for use spontaneously language.

- a) **Planning Phase** teacher give input and advice about what will be required for the task, including help with language, to help the students prepare for the following Report phase.
- b) **The Report Phase** combines fluency with accuracy because, in their roles as presenters, students want both to get the message across and to do so with as few errors as possible. After all presentations have been given, there is an optional phase to listen to how fluent speakers achieve a similar task.
- c) **Language Focus Stage**, learners have the opportunity to focus on form and ask specific questions about the language being learned. This stage is usually held in a whole-class forum.

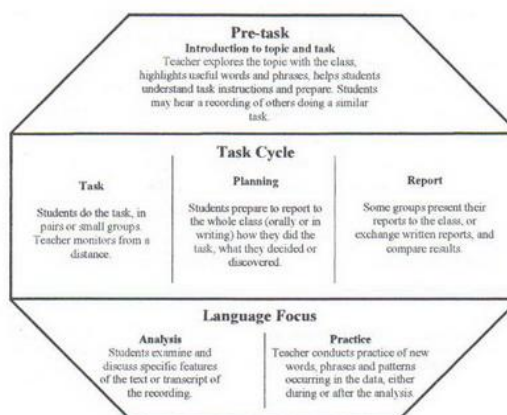


Table 1: Components of the task-based learning framework (adapted from Willis, 1996, p. 38).

According that I reviewed in this module I decided to include in my lesson plan communicative approach due to I consider it the best option to improve my teaching practice.

CHAPTER 2

METHODOLOGY AND PRACTICE.

2.01 A practical and useful Lesson Plan.

In accordance with how the lessons are structured they use pre-knowledge information that is called activation they ask short answers to recover previous information that students have and it's an introductory activity to the task.

This activity prepare the students to imagine what will be the topic about and is related with language displacement quality.

Conforming to Canale, M. (1980) is useful to point out the difference between grammatical and communicative approaches to second language teaching, the grammatical approach is organized on the basis of linguistic or grammatical forms and emphasis grammatical sentences. In spite of a communicative approach is organized on the basis of communicative functions (inviting, promising) where the group of learners need to know how grammar rules are applied to express this language functions appropriately.

In this sense is important in the opening activities we take into consideration the previous knowledge to our students because these activities guide them into the topics we as teachers want to develop on them.

According to Krashen, S (1988) about acquisition is important mention his concept "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding".

Chen (2007 in Muñoz,E.et:al 2011) considers that during "the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language."

Peregoy & Boyle (2001 in Muñoz,E et:al.2011) conclude in Chen (2007 In Muñoz,E.et:al 2011) that the teacher should incorporate opportunities throughout the reading for students to develop their own learning by responding verbally as they read, write, and learn in English, because it is the integrated use of oral and written language for functional and meaningful purposes that

best promotes the full development of second language proficiency. They suggest that reading and writing as well as speaking and listening should be integral parts of all language classroom activities because all these processes interact with one another. Teachers should provide opportunities and resources for students to engage in authentic speech and literacy activities.

Naturally, every class starts with the procedure such as Speaking, Listening, Reading and then Writing. These skills are known as communication skills. It is more important to teach these communication skills combined than to teach separately.

Communication skills can be regarded as the method to contact with each other by means of passing on or exchanging the news, information and feeling in the ways of listening, speaking, reading and writing (and sometime sign language).

Learning the Second Language is important as it is essential to every aspect and interaction in our everyday lives. Every sentence we use has the purpose of enabling second language learners to move beyond vocabulary and grammar to the functional aspect of communication.

According to Emran, A (2015) usually integrated skills lessons are topic-based; and are, as the name suggests, a smooth integration of the 4 skills (reading/writing/listening/speaking). In Coincidence, G (2018) The four skills can be referred to as *Receptive Skills* (listening and reading) or *Productive Skills* (speaking and writing).

These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, confidence. Listening and reading are the receptive skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills (n,a,2108).

2.01.1 Reading

Reading is a learning skill. It helps you improve all parts of the English language – vocabulary, spelling, grammar, and writing. . Reading Skills help the students grasp the content and draw conclusions. According to the interactive approach to reading, reading is an interactive process (Anthony, A, 2018). During reading, the reader constructs a personal interpretation of a text; there is an interaction between the reader and the text.

Different strategies are trained during the three-phase classroom procedure of reading.

a) **pre-reading phase**, various schemata related to the text should be activated or provided, such as the students' linguistic schemata, content schemata, and formal schemata. Strategies, such as prediction, previewing, using the background knowledge, predicting, can be practiced.

b) **while-reading phase**, here the students should read the text actively, adopting the interactive approach. Reading strategies such as skimming for the gist, scanning for specific information, recognizing rhetorical structures, understanding the author's purposes, inferring the meaning from contextual clues, critical reading and avoiding bad reading habits can be practiced.

c) **post-reading phase**, serves as a phase of consolidation. During the post-reading phase, the students should be given time to reflect; they are encouraged to ask questions and answer the questions. This is a phase of enlarging the students' schemata and relating what the students have read to their own knowledge. Strategies such as reviewing and reading to present can be practiced. It has been suggested that during the reading process, both systemic knowledge and schematic knowledge be applied; and that the focus should be put both on decoding the text and on guessing and predicting with the bottom-up and the top-down strategies functioning interactively.(Yan,D,n.d)

2.01.2Listening.

Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of words. To equip students with training in listening, one can think about comprehending speeches of people of different backgrounds and regions. This intensive listening will ultimately help a student to understand more on the accents to be used and the exact pronunciation of words.

According to Sahr,Sarah(2011) classroom activities should have a beginning, middle, and end. Here's a quick summary of how you might want to enact a listening activity:

a). **Pre-listening:** prepare students for the actual listening task, to ensure student success, to get them excited about listening and most, importantly, to set the context for the listening to come so that they don't have to tackle it abruptly.

The most *typical tasks* for the *pre-listening* stage may encompass the following: introducing new vocabulary with its further explanation and illustrative exemplification, practicing unknown or complicated grammatical structures used in the text, drilling phonetically complicated phrases from the audio text; the thematic and structural grouping of the lexical stuff contained in the text (rootwords, derivatives, compounds, etc.); putting different types of questions to the most intricate sentences, hard in linguistic respect; entitling the received text; elucidating the content of the text by the title, key words or pictures.

b) **While-listening:** Students tend to listen carefully if they have a purpose or a task to perform based on the listening. A thorough procedure could be like the following. Students should:

- Listen to the entire passage (maximum 2 minutes in length). [Don't let students do anything. Their job is to just listen.]
- Ask for clarification if something is unclear. [If at all possible, give clarification in English.]
- Complete the task; use the notes if necessary.
- Listen again and check answers, fill in missing parts.
- Compare work with a classmate(s) before teacher checks student work.
- Go over answers or responses as a whole class.

Remember: While-Listening Activities answer the question:

“What are we listening to?”

Three Choices for While-Listening (you should only do one)

- **Listen to Main Idea:** This listening is for understanding the general picture. (draw what is described in the passage, Jot down key phrases and some details)
- **Listen to Specific Events:** Good for making timelines and categorizing. (Match or order pictures)
- **Listen to Details:** close activity, multiple choice questions, etc. (Complete a chart or graph, Take a phone message)

c) **Post-listening:** There should always be some follow-up activities after listening, not necessarily for the purpose of checking comprehension, but to give the students the

satisfaction of knowing the applications of what they have just heard to their learning or, even, to their life. The post-listening activities are often based on something from pre-listening or while-listening activities.

Post-listening should not be considered as a mere test. It is merely checking to see if the students understood the passage and can use what they heard in the future. “How can I apply this to my life?”

2.01.3 Writing

Writing provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. It helps to understand the text and write compositions. One should also focus on coherence and cohesiveness when it comes to writing a language.

Writing is one of the most cognitively complex tasks that we ask of our students. It involves everything from remembering and applying rules of grammar to planning and laying out an argument to remembering and utilizing source information. You can help your students tackle these challenges by giving them focused, concrete criteria that they will be graded on. This focus allows both your students and you to focus on the areas that are most important for their success in your class and will simplify your grading process immensely.

Hughes (2003: 83) suggests that assessing writing involves three issues:

1. Writing tasks should be set that are properly representative of the range of tasks we would expect students to be able to perform.
2. The tasks should elicit writing that is truly representative of the students' writing ability.
3. The samples of writing can be appropriately scored.

Many different writing tasks can be used to elicit examples of students' writing ability. The length of text that students produce should be specified.

2.01.4 Speaking

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. We must take into account that the level of language input (listening) must be higher than the level of language production.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997 in Torkey, F, 2006).

A framework of task based instruction: From a cognitive perspective, a task is a device that guides learners to engage in certain types of information-processing that are believed to be important for effective language use and language acquisition (Ellis, 2000: 198 and Feneey, 2006:200 in Torkey, F, 2006:86). Thus, the cognitive approach attempts to provide an organizational framework that can structure the ways in which tasks are implemented. The underlying assumption supporting this framework is that task-based learning should manipulate the learner's focus of attention; and that there should be balanced development towards the three goals of complexity, accuracy, and fluency (Ellis, 2003: 130 in Torkey, F, 2006.)

The cognitive approach claims that tasks can be categorized according to four main criteria:

Type of information included: More cognitively familiar information will certainly be easier and is certainly associated with greater fluency, but such is not likely to extend proficiency in the language so effectively. Similarly, concrete information as the basis for tasks is likely to be easier but ultimately restricting, so that it is important to include some abstract tasks (Ellis, 2003 in Torkey, F, 2006).

Task organization: Structured information seems to lead to greater accuracy and fluency, particularly with planning time is available. Less structured information and disorganized information produce greater complexity, again especially when linked to planning (Skehan, 1998: 66 and Ellis, 2003: 127 in Torkey, F, 2006).

Operations carried out in tasks are similarly two-edged. Clearly, more complicated operations, with many elements or relationships, and of an unpredictable nature are going to be more difficult. However, once again, learners will need to be able to handle tasks other than simple ones (Robinson, 2003 in Torkey, F, 2006).

Task output, convergent tasks are considered preferable to divergent tasks, since they trigger more negotiation of meaning. In contrast, there must also be opportunities to produce more complex discourse, involving longer turns; hence divergent tasks should be included as well (Prabhu, 1987; Pica et al., 1993 and Brown, 2001 in Torky, F, 2006).

According to these factors, it can be guaranteed that tasks representing different dimensions are present in the instructional treatment to ensure balanced development of the goals of accuracy, fluency and complexity (Ellis, 2003: 103 and Robinson, 2003 in Torky, F, 2006).

2.01.5. Intercultural Activities

According to Kramsch (1993,), culture “is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.”

The definition of intercultural competence in a language given by Hains, Lynch, and Winton (2000) emphasizes the ability of individuals to relate and communicate effectively with other people who do not share the same culture, ethnicity, language or other important variables. According to Meyer intercultural competence - as part of the foreign language learner's broad competence of speaking another language - identifies the ability of a person to act appropriately and flexibly when confronted with actions, attitudes and expectations of people from other cultures (Meyer, 1991).

Intercultural communication is much more than in-person, face-to-face contact between two or more persons. It comes to include all of the multi-layered dimensions of power that reside in specific contexts and operate beneath the surface of intercultural communication, hidden from our sight and awareness.

An extremely useful technique that can be successfully used in the intercultural approach is project work. Groups of students may discover various facts about a given culture when working on a project and preparing a presentation. First, students find information about the given culture, using various sources (the Internet, newspapers and magazines, TV, people they know, or their “key-pals”). The next step is a synthesis of the collected information and, very often, some artistic preparation. The results of learners’ work should be presented to others, which can be the whole class or even the whole school. Students may give a lecture (the teacher should prevent them from simply reading their texts aloud), prepare a performance, create a newsletter, or even organize a culture day in their school, with poster displays, slide

shows, dance performances, food tasting, quizzes, and competitions.. The end-of-project presentation of students' work is usually a very important event for them, which contributes to sustained motivation during project work.

To create an intercultural activity using verb to be and famous people in this project I give the following directions Imagine you are in a foreign country you are a journalist and the only way to communicate to that famous person is English what questions do you need to use to know about his / her personal information.

2.01.6 Lesson Plan Rationale

To carry out the plan I follow next steps:

Scaffolding

According to the communicative approach in task based learning we need to introduce vocabulary with exercises or activities that develop this area (Appendix 1,2,3,4)

Task dependency.

In this activity teacher introduce grammar structure related with the vocabulary (Appendix 5).

Active Learning.

Relate structure with some skills like reading (Appendix 6) or listening receptive skills (Appendix 7 script) (Appendix 8 Listening Evidence)

Integration of Form and Function.

Teacher will present questions to recover personal information through wh question to notice if students are building them in correct form in case they won't .I could use recast, reformulation or confirmation checks depending what will be the mistake they face in that moment.

This activity would be evaluated with a writing composition about a famous person using a script of questions that they have to use to write a text. (Appendix 9)

Recycling.

Students need to use the same structure in different context in the case of this project about an interview to know personal information they consider important about a famous person and they can apply the knowledge on it.

Reproductive and Creative Language Use

In this the students will read their questions and answers and later the teacher will model the pronunciation to could they notice differences and mistakes and questions intonation. I would use that they practice themselves in pairs and later we practice in class the interview, to bring them the opportunity to notice they could be corrected before they introduce the information to their partners.

They need to create a collage in pairs in which they show the information are included in their written questions and answers about an interview about personal information of a famous person they have chosen.

The Place of Reflective Learning

Finally teacher will return their evidences with a feedback.

When we plan activities all the time is important to consider how the four skills in English could be developed and how they are interrelated.

2.01.7 Lesson Plan

Author	Luz María Itzel Mata Vargas
Educational Stage	First quarter of University
Title of your lesson plan	Famous People
Learning Objective of the plan/Competency	Identify basic everyday vocabulary Identify personality and occupations to describe people Identify basic actions and build sentences emphasizing actions
Communicative Skills	Writing / Reading/ Listening/ Speaking
Functions	"By the end of the unit the student should be able to: 1.1 Communicate effectively. 1.2 Describe him/herself and other people. 1.3 Make use of standard pronunciation." 1.4 Express everyday activities
Main Grammar Structure	Present with verb to be / Simple Present
Topics Related	personal pronouns (I, you, he, she, we, you they) Possessive adjectives (my, your, his, her, our, their) Who? / What? /How? / Where... from?
Brief description of the plan	The students will choose a famous people to talk about personal information, achievements and activities of he or she. Making a brief introduction about the culture of his or her origin country.
Hours of the plan implementation	20 hours
Number of sessions	8 sessions (4 of two hours and 4 of three hours)
Contents required for the lesson	Individual and team work Internet research Role play contests Practice on Internet sites Vocabulary Reading Grammar Structure Journal (writing) Listening Activities Role play
Link of the content	PPT Grammar https://drive.google.com/file/d/1zutkByG8UVnbEISEikCcG2g2UozBhJ-d/view?usp=sharing Video final Project https://youtu.be/Ywrs6HQ-KCE
EEAILE tutor on line	Alma Daniela Otero Sosa

FAMOUS PEOPLE FROM DIFFERENT COUNTRIES INTERVIEW IN A STUDENTS'
CLASSROOM CONTEXT

LESSON PLAN ENGLISH I

ACTIVITIES OF LESSON PLAN (READING SKILL)

ACTIVITY	PROCEDURE	LEARNING ACTIVITY	EVIDENCES	EVALUATION
Greetings	Before the lesson	T will give a piece of color paper to Ss to write their names. T will say instructions to introduce Ss with the game Name pantomime Each person will choose an action-word to go with their name (e.g., "Swimming Sam"), then they will show the action to the group who will repeat it. Whole-body way to introduce oneself and learn people's names	Pictures about the activity	Formative Check if the students know some verbs.
Vocabulary Presentation	Before de lesson	T will give to Ss a presentation through flash cards about personal pronouns, adjectives, professions	Give some printed images an SS need to write the correct information on it.	Formative. Check if they understand the topic.
Grammar Presentation	While Lesson	•Teach each grammar points and how to use them.	Give an exercise that compile all the activities	Check list about the exercise

		<ul style="list-style-type: none"> •Possessive adjectives with family members. •Teacher give sentences to students to transform to wh questions. Example She is Shakira SS Who is she? It is a car What is it? I am at school Where are you? 		
Reading	Before Reading	T will give an introduction about the reading.	Reading Text	Rubric
Reading	While Reading	One S will read the instructions and Ss will answer the exercise.	Reading Questions	Rubric
Reading	After Reading	Write vocabulary that you remember from reading with out looking	Memory Exercise	Rubric
Listening	Before Listening	Teacher ask Ss to think about 5 questions they could ask to a foreign people	Questions	Check list
Listening	While Listening	Listen to the conversation and answer true or False (exercise 1) Listen again and choose the correct option (exercise 2)	Audio	Rubric
Listening	After Listening	Ss Write some questions to interview a classmate.	Questions	Check list

Writing	Before, While and After	Ss Write a text titled My favorite famous (actor, singer, actress)	Text	Rubric
Speaking	Before, While and After	Ss Make a presentation about an interview of a famous person that was chosen and introduce some personal information through a Collage in an interview presentation	Collage Presentation	Rubric

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

Teaching materials form an important part of EFL classrooms; from textbooks, videotapes and pictures to Internet, teachers rely heavily on a diverse range of materials to support our teaching and our student's learning. We can notice that there are many reasons why EFL teachers may choose to construct their own teaching materials, despite the availability of commercially produced materials. That is why there are some key components that we should take in consideration when we are creating a framework for materials development. Although some authors differ from one perspective to another, in order to create our own framework.

Moreover, since the materials are based on the objectives of the syllabus, the materials lead to the comprehension of curricular objectives. Considering this central role of materials, it is possible to conclude that, through ensuring quality in materials, we can improve the quality of instruction while achieving the curricular goals.

Angelo, T & Cross, K.P. (1993) mentioned that assessment focuses on learning, teaching and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and faculty that informs faculty how well their students are learning what they are teaching. The information is used by faculty to make changes in the

learning environment, and is shared with students to assist them in improving their learning and study habits. This information is learner-centered, course based, frequently anonymous, and not graded.

According to Lidejahn, P (2010) assessment can be seen as an effective medium for communication between the teacher and the learner. It is a way for the student to communicate their learning to their teacher and for the teacher to communicate back to the student a commentary on their learning.

In agreement with Jones, Ch. A (2005) teachers we need to plan and create opportunities within each session for both the learner and the teacher to obtain information about a learner's progress towards the learning goals defined by the teacher at the start of the session. It is crucial that the learning goals are communicated to the learner, and of equal importance is that the teacher checks to ensure that the learner not only understands the learning goals, but also appreciates the assessment criteria which will be used to assess the work. It is crucial for teachers to share the assessment criteria with learners to promote the chances of learning taking place. The assessment criteria should be clear and should not be added after learners have generated the work for a given task. It is therefore vital that all learners in a group understand what they are trying to achieve in a given task and why they are doing it.

Evaluation focuses on grades and may reflect classroom components other than course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability.

Evaluation refers to the decision making which follows assessment. Evaluation is a judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria and curriculum standards. Evaluation should reflect the intended learning outcomes of the curriculum and be consistent with the approach used to teach the language in the classroom.

Assessment is divided into categories we have diagnosis, formative and summative. In the diagnosis assessment teachers work the prior knowledge of the student and is normal that students that count with better prior knowledge develop better skills but this is fundamental because we can compare the starting stage of knowledge of our students to their progress.

Formative assessment provides ongoing feedback to the teacher about the effectiveness of instruction. Formative assessment encompasses a variety of strategies, used selectively to accomplish one or more of the following purposes: monitor student learning and provide feedback to students, identify areas of growth, motivate students and provide incentive to study, help focus attention and effort, emphasize what is important to learn, provide practice in applying, demonstrating, and extending knowledge, skills, and attitudes, encourage goal-setting and monitor achievement of goals, reflect on program structure and effectiveness, and modify or adjust teaching as necessary

Summative assessment occurs most often at the end of a unit of study. The primary purposes are to determine the knowledge, skills, and attitudes that have developed over a period of time, to summarize student progress.

The table below summarizes key differences between assessment and evaluation

Dimension of Difference	Assessment	Evaluation
Content: timing, primary purpose	<i>Formative:</i> ongoing, to improve learning	<i>Summative:</i> final, to gauge quality
Orientation: focus of measurement	<i>Process-oriented:</i> how learning is going	<i>Product-oriented:</i> what's been learned
Findings: uses thereof	<i>Diagnostic:</i> identify areas for improvement	<i>Judgmental:</i> arrive at an overall grade/score

2.02.1 A Cyclical Process of Evaluation

The evaluation process is cyclical in nature. Each phase is linked to and dependent on the others.

- In the preparation phase, decisions are made about what is to be evaluated, the type of evaluation to be used, the criteria against which student outcomes will be judged, and the most appropriate assessment techniques for gathering information.
- The assessment phase involves developing or selecting assessment tools, deciding when and how assessments will be conducted, then collecting, organizing, and interpreting the information on student performance.
- During the evaluation phase, the teacher makes a judgment on the progress of the student and the level of achievement reached relative to the outcomes.

- The reflection phase provides teachers with the opportunity to consider the success of the evaluation process used and to make modifications to subsequent teaching and evaluation.

In the classroom, teachers are the primary assessors of students. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor students' progress towards achieving year-end outcomes.

Classroom-based assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction and learning accordingly.

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria, or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, checklists, rubrics, rating scales.

2.02.2 Checklists, Rating Scales, and Rubrics

Checklists, rating scales, and rubrics are assessment tools that state specific criteria that allow teachers and students to make judgments about developing competence. They list specific behaviors, knowledge, skills, attitudes, and strategies for assessment, and offer systematic ways of organizing information about individual students or groups of students.

Checklists usually offer a yes/no format in relation to the specific criteria and may be directed toward observation of an individual, a group, or a whole class. Checklists may be single-use or multiple-use.

Rating scales allow for an indication of the degree or frequency of the behaviors, skills and strategies, or attitudes displayed by the learner. They may be used to gather individual or group information, and are usually single-use. Multiple-use rating scales may be achieved by having students or teacher complete the same rating scale at different times during the school year and making comparisons.

Rubrics are an expanded form of rating scale that list several specific criteria at each level of the scale. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

In this lesson plan I create some assessment tools to evaluate the different activities that were planned.

1. Check lists (Appendix 10, 11) that were self-evaluation tools where students can confirm their participation in the activities of scaffolding and task dependency where they can notice if they understand the topic.
2. Rubrics to evaluate the skills that were planned in the present lesson plan where in each one I write the criteria they need to have this evaluation was made by the teacher as hetero-evaluation (Appendix 12, 13,14,15)

2.03 Attached evidences of graphics photos and images.

The quality of information acquired through the use of checklists, rating scales, and rubrics is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and interpretation of the feedback provided.

We can talk about assessment without feedback. This is an important fact of assessment

What is feedback?

*Feedback is providing information to an individual which focuses on their performance or behavior.

*The feedback provided should be delivered in a positive manner and lead to action to affirm or develop an individual's performance or behavior.

*Feedback provided should not be of a personal nature and should focus on hard data, facts or observed examples of evidence.

Assessment is only as good as the quality of feedback provided to learners. Successful Assessment for Learning strategies hinge on the nature of feedback, its content and the way it is received and used by learners. Feedback should help learners improve in a specific activity; when feedback provides correction or improvement in a piece of work, it is valued by learners and acts as.

When we plan activities all the time is important to consider how the four skills in English could be developed and how they are interrelated.

Now I show how was developed the lesson Plan with the evidence about the evaluation of each activity.

2.03.1. Evidences

Scaffolding

Vocabulary Exercises









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VOCABULARY

Name: Hernández Pico Yel Group: 1160131 Date: 20-May-2019
 ID Number: 121921098 Teacher: Luz María Itzel Mata Vargas, English
 Topic: Personal Adjectives Unit: 01 Activity: 01

Choose the correct personal pronoun to each picture.

Pronouns!

	she		he
	he		he
	she		they
	he		he

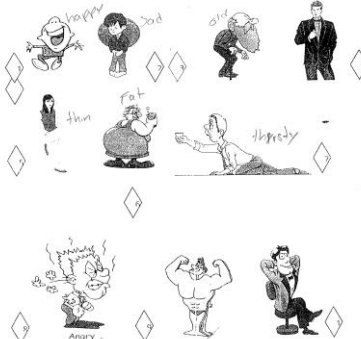
[https://es.docs.google.com/doc?id=5o0k8hrc7eyv&pub=us_a_Second_Language_\(ESL\)/Personal_adjectives_personal_adjectives_0166a3k](https://es.docs.google.com/doc?id=5o0k8hrc7eyv&pub=us_a_Second_Language_(ESL)/Personal_adjectives_personal_adjectives_0166a3k)

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VOCABULARY

Name: Hernández Pico Yel Group: 1160131 Date: 20-May-2019
 ID Number: 121921098 Teacher: Luz María Itzel Mata Vargas, English
 Topic: Vocabulary Unit: 1 Activity: 2

Write the correct adjective to each picture.



1. happy 2. sad 3. old
 4. young 5. thin 6. fat
 7. thirty 8. angry 9. strong
 10. old


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VOCABULARY

Name: Hernández Pico Yel Group: 1160131 Date: 20-May-2019
 ID Number: 121921098 Teacher: Luz María Itzel Mata Vargas, English
 Topic: Vocabulary Unit: 1 Activity: 3

Write the occupation of each picture.

1. accountant / 2. actor / 3. actor / 4. architect
5. artist / 6. assembler / 7. barber / 8. barber
9. bookkeeper / 10. bookkeeper / 11. musician / 12. musician
13. carpenter / 14. cashier / 15. chef/cook

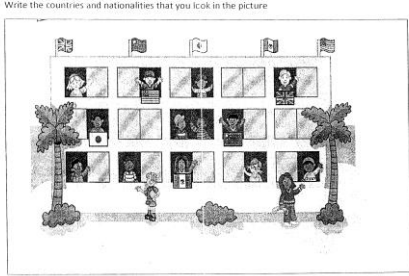


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VOCABULARY

Name: Hernández Pico Yel Group: 1160131 Date: 20-May-2019
 ID Number: 121921098 Teacher: Luz María Itzel Mata Vargas, English
 Topic: Vocabulary Unit: 1 Activity: 4

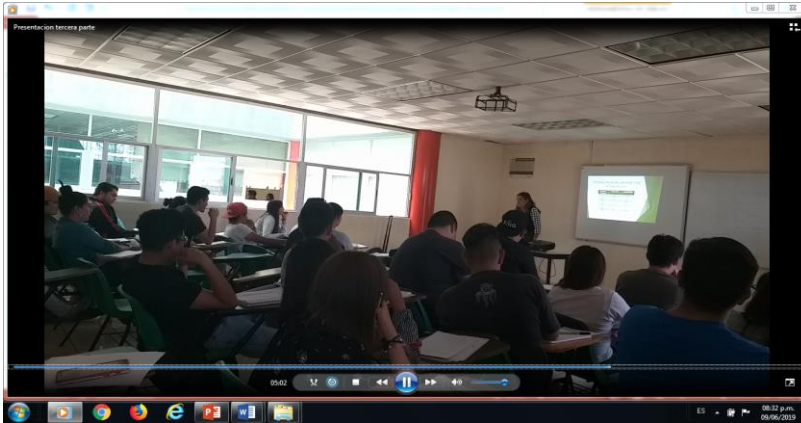
Write the countries and nationalities that you look in the picture.



Country	Nationality
1. <u>great Britain</u>	<u>english</u>
2. <u>china</u>	<u>chinese</u>
3. <u>japan</u>	<u>japanese</u>
4. <u>mexico</u>	<u>mexican</u>
5. _____	_____
6. _____	_____

Task dependency.

Grammar Presentation and Exercise about it.



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Name: Hernández Rico Yael Group: 160151 Date: 20-May-2019
ID Number: 171921048 Teacher: Luz María Itzel Mata Vargas English
Topic: Grammar exercise Unit: 1 Activity: 5

Rewrite each sentence with the correct personal pronoun.

1. María is 10 years old. She's 10 years old.
2. Ricardo is from Mexico. he's from Mexico.
3. Roberto and Tomas are Mexican. they're Mexican.
5. The boys are in Veracruz. They're in Veracruz.

Complete the missing information with the correct form of verb to be.

I am Sandra and I am a student in Oaxaca. This week I am in Chiapas.
I am on a trip with people from school. Today my friends and I are
on tour. My friends are from different places. Ana is from Chihuahua.
Oscar is from Mexico City. Carlos and Gabriel are from Sonora.
Oaxaca is very big and beautiful.


Write the correct possessive adjective in the following sentences.

1. I am barefoot. Where are (t) my shoes? ✓
2. You are Steven. your mother is here. ✓
3. She goes to the park with her friend. ✓
4. They are Mark and Tania. their house is very small ✓
5. You are so beautiful. your dress is very pretty. ✓
6. He is a musician. his favorite color is red. ✓
7. I am Marcos. my brother and I want to go to Puebla. ✓
8. We are in Puebla. We like its historic places. ✓
9. Jorge likes you science class. ✓
10. It is a dog. its name is Fido. ✓

Active Learning.

Reading

Receptive Skill Reading related to the grammar structure. Using before, while and after activities.



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READING EVIDENCE
2019-2

Name: Yael Josef Hernandez Date: 22 May 2019
 ID Number: _____ Subject: _____ Unit: _____ Evidence No. 6
 Topic: Present and Verb to be Teacher's Name: Luz María Itzel Mata Vargas
 Write 5 words of Vocabulary about the following categories

Before Reading

Names	Country	Nationality	Occupation	Family members
<u>Maria</u>	<u>Monaco</u>	<u>Alexican</u>	<u>actress</u>	<u>husband</u>
<u>Drew</u>	<u>England</u>	<u>English</u>	<u>actor</u>	<u>wife</u>
<u>Francis Ford Coppola</u>	<u>Italy</u>	<u>American</u>	<u>director</u>	<u>wife</u>
<u>Martin Sheen</u>	<u>USA</u>	<u>American</u>	<u>actor</u>	<u>wife</u>
<u>Robert C. Scherwin</u>	<u>USA</u>	<u>American</u>	<u>composer</u>	<u>wife</u>

While Reading

Read the text and answer the following questions


Family of Artists

Vanessa Redgrave is from England. She is a talented and beautiful actress. Her husband is Franco Bardi and he is an Italian actor. She has two daughters: Natasha and Josie Richardson. Josie is an actress.	Drew Blythe Barrymore is an American star. She is an actress, author, director and producer. She is 40 years old, attractive and talented. In her family, there are seven generations of artists.	Francis Ford Coppola is a film director and producer. He descends from an Italian-American family. He has two sons and one daughter, Sophia. She is an author and a film director.
Martin Sheen is from the United States. He is an actor. He is 75 years old. He descends from an Irish-Spanish family. He has three sons: Charlie Sheen, Emilio Estevez, and Ramón Estevez. He has a daughter, Renée. She is an actress and an author. Joe Estevez is Martin's brother and he is an actor.	Robert C. Scherwin is a composer. He is the son of actress Thelma Houston — Francis Ford Coppola's sister — and producer Jack Scherwin. Francis Ford Coppola is his uncle. Nicholas Cage and Sophia Coppola are his cousins.	

- Where is Vanessa Redgrave from? She is from England.
- Who is her husband? Her husband is Franco Bardi.
- What is Drew Blythe Barrymore's occupation? She is an actress, author, director.
- How old is she? She is 40 years old.
- What is Francis Ford Coppola's occupation? He is a film director and producer.
- What is his daughter's name? His daughter's name is Sophia.
- Where is Martin Sheen from? He is from the USA.
- What is his occupation? He is an actor.
- How old is he? He is 75 years old.
- What is Robert Coppola's occupation? He is a composer.

After Reading

- Which are the occupations from the people of the text? actress, author, director, composer
- What countries and nationalities are mentioned in the text? English, American, Italian



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Reading Rubric

Name: Hernandez Pico ID Number: 1160151 Date: 22 May 2019
 ID Number: 1160151 Teacher: Luz María Itzel Mata Vargas English 9.0
 Topic: Present and Verb to be Unit: 6 Activity: 6


Criteria	Excellent	Very Good	Good	Fairly	Poor
Before	Student understands the title, the directions and has an idea what will be the text about.	Student understands the title and directions, but he needs to clarify about text.	Student understands the title and directions but he doesn't have an idea about what will be the text.	Student understands the title but he doesn't understand directions or what will be the text about.	Student doesn't understand the title, directions or what will be the text about.
While	Student understands all the relevant information of text and answer all questions correctly.	Student understands most of the relevant information but has one or two errors in the answers.	Student understands some of the relevant information but has three or four errors in the answers.	Student understands few of the relevant information but has five or more errors in the answers.	Student doesn't understand the relevant information doesn't have any correct answers.
After	Student could remember all the relevant vocabulary in the reading.	Student could remember most of the vocabulary in reading. He forgot one or two words.	Student could remember some of the vocabulary in reading. He forgot three or four words.	Student could remember few of the vocabulary in reading. He forgot five or more words.	Student couldn't remember any of the vocabulary in reading. He forgot all words.

Observations and Comments _____

Active Learning.

Listening

Receptive Skill Listening related to the grammar structure. Using before, while and after activities.



LISTENING EVIDENCE
2019-2

Student's Name: Adriana Lopez Ochoa Group: 151 Date: _____
 ID Number: 1219021058 Subject: Unit 1 Evidence No. 7
 Topic: Present verb to be Teacher's Name: Luz Maria Itzel Mata Vargas English
 Before Listening

Write five questions that you could ask when you meet someone.

- What's your name?
- Where are you from?
- What is your occupation?
- What is your nationality?
- What is your civil state?

While Listening (Track 7)

Listen to the dialogue between Jaime and Dan and circle T (True) or F (False).


- Karina is from Brazil. T F
- Alison and Bob are American. T F
- Andre is Brazilian. T F
- Pilar and Enrique are Mexicans. T F
- Giovanna is Italian. T F

Listen to the dialogue and underline the correct words.

- Paul's girlfriend is Andrea / Monique.
- Paul and his girlfriend are Spanish / German.
- Andrea is from Brazil / Colombia.
- Andrea and Monique are aren't friends.
- Monique is from Colombia / Japan.

After Listening.
Interview a classmate. Write the answers after you interview a classmate.

- David Hernandez Salazar
- Mexico city
- he is a student
- he is a Mexican
- he is a 19 years old



Listening Rubric

Name: Oscar Eduardo Hernandez Group: 151 Date: May 27th, 2019
 ID Number: 1219021058 Teacher: Luz Maria Itzel Mata Vargas English
 Topic: Present verb to be Unit: 1 Activity: 7

Listening Rubric

Criteria	Excellent	Very Good	Good	Fairly	Poor
Before	Student makes all of questions correctly about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student makes most of questions correctly (one error) about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student makes few questions correctly (two errors) about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student makes few questions correctly (three errors) about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student doesn't make any questions correctly about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status
While	Student underline all the correct options and answer true or false correctly	Student underline most of the correct options and answer true or false. Has one or two errors	Student underline some of the correct options and answer true or false. Has three or four errors.	Student underline few of the correct options and answer true or false. Has five or more errors	Student doesn't underline the correct options and doesn't answer true or false correctly. Hasn't any correct answer
After	Student introduce a partner correctly. Using this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student introduce a partner. Using most of this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status (omit one aspect)	Student introduce a partner. Using some of this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status (omit two aspects)	Student introduce a partner. Using few of this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status (omit three or four aspects)	Student doesn't introduce a partner. Don't Use any of this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status (omit all aspects)


Observations and Comments

Congratulations
10

Integration of Form and Function.

Writing Skill.

In the university English teachers have an activity that its call Journal with this I evaluate writing.



JOURNAL
2019-2


Student's Name: Carlos Manuel Ramirez Group: 160181 Date: May 27th 2019
 ID Number: 1719021025 Subject: _____ Unit: 1 No. 8
 Teacher's Name: Luz María Itzel Mata Vargas
 Journal Topic: present with verb to be

MY FAVORITE FAMOUS 15 singer

Write about your favorite singer, actor or actress, soccer player etc.
 Use the following questions to write about your favorite famous Daniel vidal

1. What's his /her name?
2. How old is he / she?
3. Where is he / she from?
4. What's his / her nationality?
5. What's his / her occupation?
6. What's his / her civil state?

His name is Daniel vidal
His H. old is he 36 years old
He where she from is Spain
His is nationality is Spanish
His is occupation is singer
His is civil state is single



Writing Rubric

Name: Carlos Manuel Ramirez Group: 160181 Date: May 27th 2019
 ID Number: 1719021025 Teacher: Luz María Itzel Mata Vargas English _____
 Topic: present with verb to be Unit: 1 Activity: 8

Criteria	Excellent	Very Good	Good	Fairly	Poor
Writing	Student writes all of questions correctly of the script about an interview of a famous person that contains the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student writes most of questions correctly of script of an interview of a famous person (one error) with the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student writes some questions correctly of a script of an interview of a famous person (two errors) with the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student writes few questions correctly of a script of an interview of a famous person (three errors) with the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student doesn't make any questions correctly of a script of an interview of a famous person with the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status

Observations and Comments: Please Rewrite the information this name is ... He is ... years old. He is from ... his nationality is ... Practice more writing.

Recycling, Reproductive and Creative Language Use

Speaking

Students present the interview to a famous person they have chosen in pairs through a Collage and questions and answers about personal information about his / her famous person for the previous writing activity.



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Speaking Rubric

Name: Alfonso López Escobar Group: 151 Date: 28.9.19
 ID Number: 201901 Teacher: Luz María Izuel Mata Vargas, English
 Topic: web to be Royal Shakespeare National Unit: _____ Activity: _____

	POOR 2	FAIR 4	GOOD 6	VERY GOOD 8	EXCELLENT 10
Grammar	No inclusion of required grammar points	Inclusion of a few required grammar points	Inclusion of some required grammar points	Inclusion of most required grammar points	Inclusion of all required grammar points
Vocabulary	No inclusion of minimal details beyond the minimum requirements	Inclusion of minimal details beyond the minimum requirements	Inclusion of some details beyond the minimum requirements	Inclusion of many details beyond the minimum requirements	Inclusion of all required details beyond the minimum requirements
Pronunciation	Little ability to communicate ideas and be understood (glorify of mistakes in pronunciation)	Ability to communicate ideas and be understood with several errors	Ability to communicate ideas and be understood using correct pronunciation with some errors	Ability to communicate ideas and be understood using correct pronunciation with no significant errors	Ability to communicate ideas and be understood using correct pronunciation with no significant errors
Fluency	Inability to communicate ideas unless given prompts	Little ability to communicate with some prompts	Ability to communicate with some prompts	Ability to communicate clearly and smoothly with only natural hesitation	Ability to communicate clearly and smoothly with only natural hesitation
Communication	Inability to communicate ideas (under and incoherent speech)	Little ability to communicate low tone of voice, little standard clarity in speech	Ability to communicate appropriate tone of voice standard clarity in speech	Ability to communicate shows comfort and naturalness	Ability to communicate clearly and smoothly with only natural hesitation

Observations and Comments: 40% need to improve fluency and pronunciation. Also need to improve their pronunciation and communication.

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Speaking Rubric

Name: Luz Varquez Rodriguez Group: 1015 L Date: 20th Aug 2019
 ID Number: 127909/001 Teacher: Luz María Izuel Mata Vargas, English
 Topic: Preso without a job Unit: 1 Activity: 9

Puffon manning

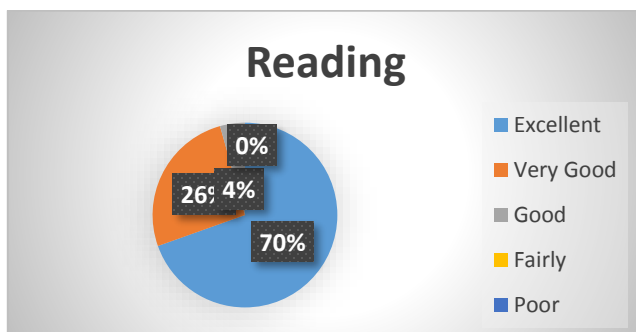
	POOR 2	FAIR 4	GOOD 6	VERY GOOD 8	EXCELLENT 10
Grammar	No inclusion of required grammar points	Inclusion of a few required grammar points	Inclusion of some required grammar points	Inclusion of most required grammar points	Inclusion of all required grammar points
Vocabulary	No inclusion of minimal details beyond the minimum requirements	Inclusion of minimal details beyond the minimum requirements	Inclusion of some details beyond the minimum requirements	Inclusion of many details beyond the minimum requirements	Inclusion of all required details beyond the minimum requirements
Pronunciation	Little ability to communicate ideas and be understood (glorify of mistakes in pronunciation)	Ability to communicate ideas and be understood with several errors	Ability to communicate ideas and be understood using correct pronunciation with some errors	Ability to communicate ideas and be understood using correct pronunciation with no significant errors	Ability to communicate ideas and be understood using correct pronunciation with no significant errors
Fluency	Inability to communicate ideas unless given prompts	Little ability to communicate with some prompts	Ability to communicate with some prompts	Ability to communicate clearly and smoothly with only natural hesitation	Ability to communicate clearly and smoothly with only natural hesitation
Communication	Inability to communicate ideas (under and incoherent speech)	Little ability to communicate low tone of voice, little standard clarity in speech	Ability to communicate appropriate tone of voice standard clarity in speech	Ability to communicate shows comfort and naturalness	Ability to communicate clearly and smoothly with only natural hesitation

Observations and Comments: has need to improve their pronunciation and communication.

2.04 Outcomes

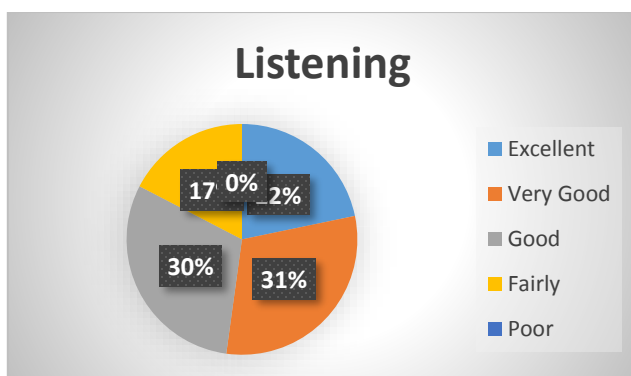
- These results were from 23 students and are shown with the criteria in the evaluation instruments. Excellent, Very Good, Good, Fairly and Poor.
- In the case of Reading and Listening Skill the results were very good students understand instructions and solve the exercises. Most of the students have a good performance in these activities. Reading was the skill that obtained 70% excellent criteria in this skill.
- They are receptive skills where students only need to focus in the input receive.

	Excellent	Very Good	Good	Fairly	Poor
Reading	16	6	1	0	0



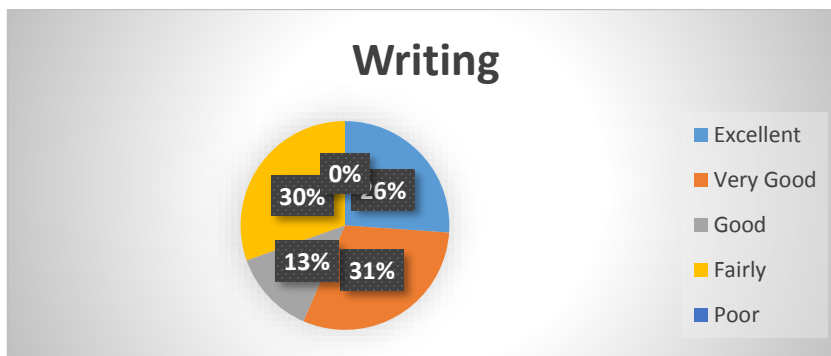
In the listening the performance was lower respect to the reading students only get 22 % excellent score and 31% obtained the same for very good and good

	Excellent	Very Good	Good	Fairly	Poor
Listening	5	7	7	4	0



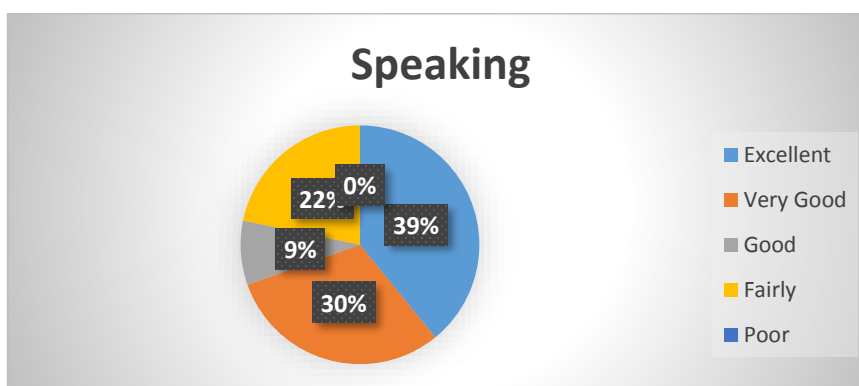
- Writing and Speaking are the productive skills the performance of these skills was lower than the receptive skills due to the fact in productive they need to manage output and if they don't reinforce and learn verb to be structure they have problems to produce oral and written information.
- In the case of writing some students have problems with personal pronouns and possessive adjectives as well as how structure a text with the questions given for this reason some of them have a low performance in productive writing activity.

	Excellent	Very Good	Good	Fairly	Poor
Writing	6	7	3	7	0



- In the case of Speaking students have problems with pronunciation and accuracy. I think some of them needed more practice about pronunciation modeling and some of them have problems with possessive adjectives and corresponding personal pronouns with the respective form of verb to be.

	Excellent	Very Good	Good	Fairly	Poor
Speaking	9	7	2	5	0



2.05 Performing and Recording Activities Video

Power Point Presentation Grammar	Lesson Plan Video
https://drive.google.com/file/d/1zutkByG8UVnbEISEikCcG2g2UozBhJ-d/view?usp=sharing	https://youtu.be/Ywrs6HQ-KCE

CHAPTER 3

EXPERIENCE REPORT

Respect to the outcomes got in the evaluation of receptive skills reading and listening is important to mention that reading got an important score where most of the students had an excellent grade in other words, 70 % students scored was 10. Due to information in the reading comprehension activity were names, ages, nationalities, and occupations regarding to the reviewed vocabulary. Other important fact of these results was they could go and back for the information, and last fact but not the least was the questions we managed and reviewed and later they work for the speaking and writing activity. The rubric was designed to the scored that was gotten for them could be evaluated in a performance level with specific criteria that determine their performance level according to the score gotten.

In the case of listening the results weren't as good as reading skill. However, I think in the case of listening could I improve the performance giving them previous listening activities because teacher's and classmates' pronunciation was the only one they listened during the class. Then my goal for next listening activities is faced to my students to real conversations similar than they are going to listen in their evaluation.

On the other hand, in productive skills students need to improve their performance in each activity they obtained low scores respect to the receptive skills.

In the case of Writing I think some of them did not understand that they need to create a text with the information they brought about a famous person they have chosen previously, few of them write a paragraph about the activity, some of them write separate sentences and few of them were confused in the use of personal pronouns and possessive adjectives to write correctly the information. I think to improve this skill they need more practice about how to write a paragraph and the difference between a text and only sentences; for this reason I need to prepare tasks that develop in them the skill of writing, then they could achieve the goal correctly.

With Respect to Speaking I think some of them don't have pronunciation, fluency or accuracy problems, but most of students their main problems were pronunciation or fluency. In this sense I need to take more time to the class to practice their pronunciation and they feel more confident and they could do in a natural way without hesitation in that case I could improve fluency.

Rubrics were designed to combine formative and summative evaluation for this reason the scored that with the main objective were gotten for them could be evaluated in a performance level with specific criteria that determine their performance level according to it.

For me was really helpful design activities and rubrics for this lesson plan and something I would like to emphasize is that in any skill students gotten poor because that it would mean they don't have any correct answer in this sense I am really glad for the results because in the past most of the students score 0, in other words they had a poor performance and that I think talked too about my teaching practice. Now I am sure I am a better teacher and I reflect about my practice with the goal to improve my teaching practice and this of course is a great challenge that I pretend to achieve.

CHAPTER 4

CONCLUSIONS.

- This specialization has brought to me the opportunity to review different theories and approaches in second language acquisition that help me to interiorize the different concepts about learning a second language was explained for diverse theories that gave me a theoretical formation of these aspects. Later I had a great opportunity to know how can guide my students to reach the acquisition of the four skills in a second language through checking diverse theories or approaches that refer to this topic. I could say now I had a clearer idea in how can guide my students to acquire a second language and I am sure culture help us to extrapolate knowledge in different cultures because we are integrated in a world that is conformed form varied cultures.

- Corresponding to the activities that were proposed in this Project I consider students notice their opportunity areas through evaluation instruments and feedback. They could realize what were their strengths and weaknesses for example pronunciation, listening comprehension and writing, I think Reading was easier for them about that the vocabulary, that was presented for them was familiar and they have opportunity to go back and forth information.

- Respect to the evaluation instruments (check list and rubrics) I feel glad because they were designed to this lesson plan specifically. However I think it can be better if I could design an holistic instrument because in this time each instrument was specific for each ability and I would like to create one that contains evaluation criteria for the four skills. That is my future goal to improve designed and content of future evaluation instruments.

- On the other hand I want to tell that I am thankful with this specialization because it opened to me a different panorama about what is teaching. I think now I have tools that helped me to plan and design better classes where now I take into consideration different aspects than in the past I did not know. For instance I took courses about assessment and evaluation but now I am pretty sure that I have a clearer idea about what assessment is and how I guide my students to not be so stressful with summative evaluation.

- I would like to say that the effort that I did in each module is my best achievement because I learnt a lot of my teaching practice and the most important how can do it better.


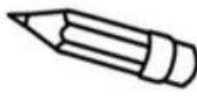






APPENDIXES.

APPENDIX 1

Vocabulary

Personal Pronouns

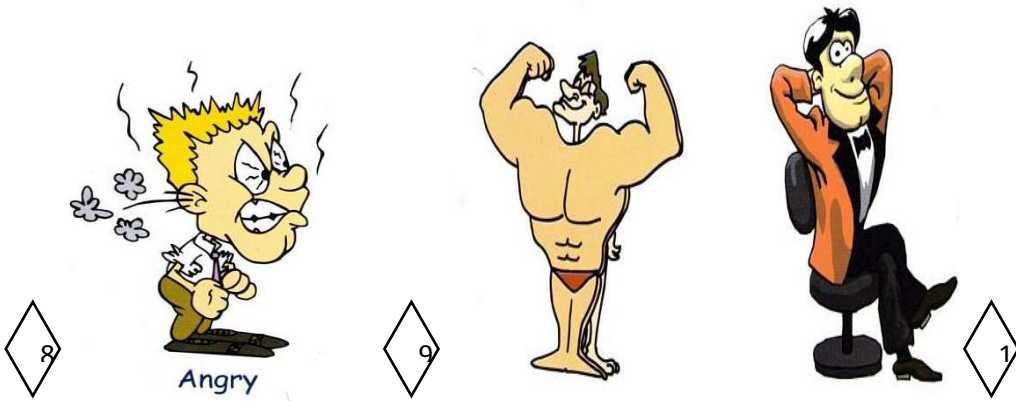
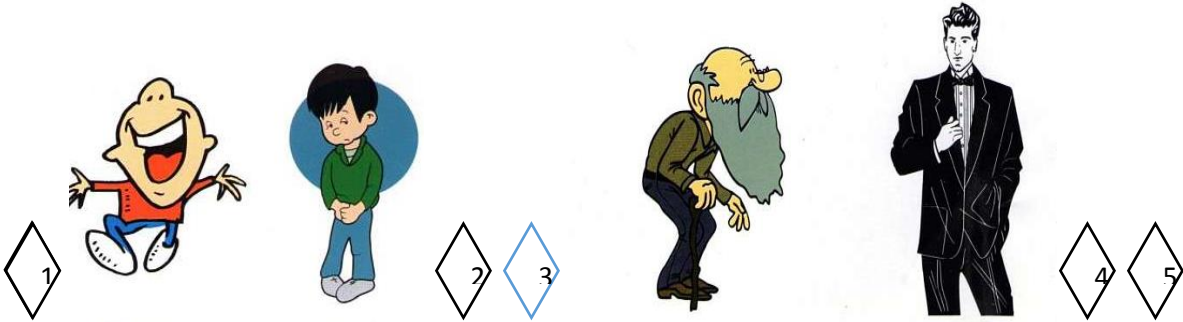
Pronouns!

	<p>she</p> <p>he</p>		<p>he</p> <p>IT</p>
	<p>he</p> <p>They</p>		<p>he</p> <p>she</p>
	<p>IT</p> <p>she</p>		<p>They</p> <p>she</p>
	<p>he</p> <p>she</p>		<p>he</p> <p>I</p>

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Personal pronouns/personal pronouns fl6661ik](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Personal+pronouns/personal+pronouns+fl6661ik)

APPENDIX 2

Write the correct adjective to each picture.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

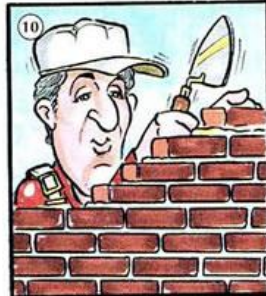
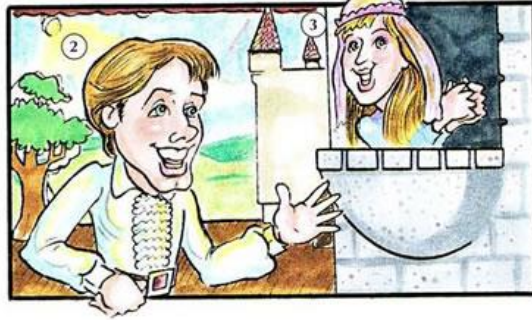
APPENDIX 3

Write the occupation of each picture.

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

9. _____ 10. _____



APPENDIX 4

Write the countries and nationalities that you look in the picture



	Country	Nationality
1		
2		
3		
4		
5		

APPENDIX 5

Rewrite each sentence with the correct personal pronoun.

1. Maria is 10 years old. _____.
2. Ricardo is from Mexico. _____.
3. Roberto and Tomas are Mexican. _____.
4. The boys are in Veracruz. _____.
5. Anne and Mark are friends. _____.

Complete the missing information with the correct form of verb to be.

I am Sandra and I _____ a student in Oaxaca. This week I _____ in Chiapas.
I _____ on a trip with people from school. Today my friends and I _____
on tour. My friends _____ from different places. Ana _____ from Chihuahua.
Oscar _____ from Mexico City. Carlos and Gabriel _____ from Sonora.
Oaxaca _____ very big and beautiful.

Write the correct possessive adjective in the following sentences.

1. I am barefoot. Where are (I) _____ shoes?
2. You are Steven. _____ mother is here.
3. She goes to the park with _____ friend.
4. They are Mark and Tania. _____ house is very small
5. You are so beautiful. _____ dress is very pretty.
6. He is a musician. _____ favorite color is red.
7. I am Marcos. _____ brother and I want to go to Puebla.
8. We are in Puebla. We like _____ historic places.
9. Jorge likes _____ science class.
10. It is a dog. _____ name is Fido.

APPENDIX 6

READING SKILL

Student's Name: _____ Group: _____ Date: _____
 ID Number: _____ Subject: _____ Unit _____ Evidence No _____
 Topic: _____ Teacher's Name: Luz María Itzel Mata Vargas

Write 5 words of Vocabulary about the following categories

Before Reading

Names	Country	Nationality	Occupation	Family members

While Reading.

Read the text and answer the following questions

Family of Artists

<p>Vanessa Redgrave is from England. She is a talented and beautiful actress. Her husband is Franco Nero and he is an Italian actor. She has two daughters: Natasha and Joely Richardson. Joely is an actress.</p>	<p>Drew Blythe Barrymore is an American star. She is an actress, author, director and producer. She is 40 years old, attractive and talented. In her family, there are seven generations of artists.</p>	<p>Francis Ford Coppola is a film director and producer. He descends from an Italian-American family. He has two sons and one daughter, Sophia. She is an author and a film director.</p>
<p>Martin Sheen is from the United States. He is an actor. He is 75 years old. He descends from an Irish-Spanish family. He has three sons: Charlie Sheen, Emilio Estevez, and Ramón Estevez. He has a daughter, Renée. She is an actress and an author. Joe Estevez is Martin's brother and he is an actor</p>	<p>Robert Coppola Schwartzman is a composer. He is the son of actress Thalia Shire — Francis Ford Coppola's sister — and producer Jack Schwartzman. Francis Ford Coppola is his uncle. Nicholas Cage and Sophia Coppola are his cousins.</p>	

- Where is Vanessa Redgrave from? _____
- Who is her husband? _____
- What is Drew Blythe Barrymore occupation? _____
- How old is she? _____
- What is Francis Ford Coppola occupation? _____
- What's his daughter name? _____
- Where is Martin Sheen from? _____
- What's his occupation? _____
- How old is he? _____
- What's is Robert Coppola occupation? _____

After Reading.

- Which are the occupations from the people of the text? _____
- What countries and nationalities are mentioned in the text? _____

LISTENING COMPREHENSION (AUDIOSCRIPT)

Track 07 (Lesson 3, Activity 2)

1

Jaime: Wow! You have a lot of friends on your Facebook page. Who is he?

Dan: That's Kioshi. He's from Japan.

Jaime: What about her? Where's she from?

Dan: That's Sarah. She's from England, and this is Karina. She's Russian.

Jaime: How about her? Is she from Russia, too?

Dan: No, she isn't. Giovanna's Italian, and Andre here is from Brazil.

Jaime: Who are they?

Dan: Alison and Bob. They're from the US.

Jaime: How about them? Are they American?

Dan: No, they aren't. Gretta and Hans are from Germany, and Pilar and Enrique are from Chile.

2

Paul: Hello. I'm Paul, and this is my girlfriend, Monique.

Andrea: Hi. Nice to meet you. Where are you from?

Paul: We're from Dijon, France.

Andrea: My name is Andrea. I'm from Colombia.

APPENDIX 8

LISTENING

Write five questions that you could ask when you meet someone.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

While Listening (Track 7)

Listen to the dialogue between Jaime and Dan and circle T (True) or F (False).

- | | | | |
|---|---------------------------------|---|---|
| 1 | Karina is from Brazil. | T | F |
| 2 | Alison and Bob are American. | T | F |
| 3 | Andre is Brazilian. | T | F |
| 4 | Pilar and Enrique are Mexicans. | T | F |
| 5 | Giovanna is Italian. | T | F |

Listen to the dialogue and underline the correct words.

- 6 Paul's girlfriend is *Andrea / Monique*.
- 7 Paul and his girlfriend are *French / German*.
- 8 Andrea is from *Brazil / Colombia*.
- 9 Andrea and Monique *are / aren't* friends.
- 10 Monique is from *Colombia / Dijon*.

After Listening.

Interview a classmate. Write the answers after you interview a classmate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

APPENDIX 10

Check List "Vocabulary"

Criteria	Yes	No
1. Student choose correctly personal pronouns		
2. Student match correctly personal pronouns with pictures		
3. Student match correctly each profession		
4. Student write nationalities and countries correctly		
5. Student match each adjective with the picture		

Observations and Comments _____

APPENDIX 11

Check List "Grammar Explanation"

Group: _____ Date: _____

Criteria	Yes	No
1. Students pay attention to the grammar presentation		
2. Students participate and make questions and examples about it		
3. Students identify personal pronouns and possessive adjectives		
4. Students give some examples about personal pronouns		
5. Students give examples about possessive adjectives		
6. Students identify verb to be in aff, neg, yes-no questions		
7. Students identify how to structure wh questions		

Observations and Comments _____

APPENDIX 12

Reading Rubric

Name: _____ Group: _____ Date: _____

ID Number: _____ Teacher: Luz María Itzel Mata Vargas English _____

Topic: _____ Unit _____ Activity: _____

Criteria	Excellent	Very Good	Good	Fairly	Poor
Before	Student understands the tittle, the directions and has an idea what will be the text about.	Student understands the tittle and directions, but he needs to clarify about text.	Student understands the tittle and directions but he doesn't have an idea about what will be the text.	Student understands the tittle but he doesn't understand directions or what will be the text about.	Student doesn't understand the tittle, directions or what will be the text about.
While	Student understands all the relevant information of text and answer all questions correctly.	Student understands most of the relevant information but has one or two errors in the answers.	Student understands some of the relevant information but has three or four errors in the answers.	Student understands few of the relevant information but has five or more errors in the answers.	Student doesn't understand the relevant information doesn't have any correct answers.
After	Student could remember all the relevant vocabulary in the reading	Student could remember most of the vocabulary in reading. He forgot one or two words	Student could remember some of the vocabulary in reading. He forgot three or four words	Student could remember few of the vocabulary in reading. He forgot five or more words	Student couldn't remember any of the vocabulary in reading. He forgot all words.

Observations and Comments _____

APPENDIX 13

Listening Rubric

Name: _____ Group: _____ Date: _____
 ID Number: _____ Teacher: Luz María Itzel Mata Vargas English _____
 Topic: _____ Unit _____ Activity: _____

Criteria	Excellent	Very Good	Good	Fairly	Poor
Before	Student makes all of questions correctly about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student makes most of questions correctly (one error) about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student makes some questions correctly (two errors) about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student makes few questions correctly (three errors) about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student doesn't make any questions correctly about the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status
While	Student underline all the correct options and answer true or false correctly	Student underline most the correct options and answer true or false. Has one or two errors	Student underline some of the correct options and answer true or false. Has three or four errors.	Student underline few of the correct options and answer true or false. Has five or more errors	Student doesn't underline the correct options and doesn't answer true or false correctly. Hasn't any correct answer
After	Student introduce a partner correctly. Using this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student introduce a partner. Using most of this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status (omit one aspect)	Student introduce a partner. Using some of this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status (omit two aspects)	Student introduce a partner. Using few of this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status (omit three or four aspects)	Student doesn't introduce a partner. Don't Use any of this information: Name, Age, Origin Country, Nationality, Occupation and Marital Status (omit all aspects)

Observations and Comments _____

APPENDIX 14

Writing Rubric

Name: _____ Group: _____ Date: _____
 ID Number: _____ Teacher: Luz María Itzel Mata Vargas English _____
 Topic: _____ Unit _____ Activity: _____

Criteria	Excellent	Very Good	Good	Fairly	Poor
Writing	Student writes all of questions correctly of the script about an interview of a famous person that contains the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student writes most of questions correctly of script of an interview of a famous person(one error) with the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student writes some questions correctly of a script of an interview of a famous person (two errors) with the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student writes few questions correctly of a script of an interview of a famous person(three errors) with the following information: Name, Age, Origin Country, Nationality, Occupation and Marital Status	Student doesn't make any questions correctly of a script of an interview of a famous person with the following information: Name, Age, Origin Country, Nationality, Occupation an Marital Status

Observations and Comments _____

APPENDIX 15

Speaking Rubric

Name: _____ Group: _____ Date: _____
 ID Number: _____ Teacher: Luz María Itzel Mata Vargas English _____
 Topic: _____ Unit _____ Activity: _____

	POOR 2	FAIR 4	GOOD 6	VERY GOOD 8	EXCELLENT 10
Grammar	No Inclusion of required grammar points	Inclusion of a few required grammar points	Inclusion of some required grammar points	Inclusion of most required grammar points	Inclusion of all required grammar points
Vocabulary	No inclusion of minimal details beyond the minimum requirements	Inclusion of minimal details beyond the minimum requirements	Inclusion of details beyond the minimum requirements	Inclusion of some details beyond the minimum requirements	Inclusion of many details beyond the minimum requirements
Pronunciation	Inability to communicate ideas and be understood (plenty of mistakes in pronunciation)	Little ability to communicate ideas and be understood with several errors	Ability to communicate ideas and be understood using correct pronunciation with some errors	Ability to communicate ideas and be understood using correct pronunciation with no minimal errors	Ability to communicate ideas and be understood using correct pronunciation with no significant errors
Fluency	Inability to communicate ideas unless given prompts	Little ability to communicate with some prompts Stutters too much	Ability to communicate with some prompts	Ability to communicate shows comfort and naturalness	Ability to communicate clearly and smoothly with only natural hesitation
Communication	Inability to communicate ideas Unclear and incoherent speech	Little ability to communicate low tone of voice, little clarity in speech	Ability to communicate appropriate tone of voice standard clarity in speech	Ability to communicate shows comfort and naturalness little hesitation	Ability to communicate clearly and smoothly with only natural hesitation

Observations and Comments _____

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