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PROPUESTA DE INTERVENCIÓN EDUCATIVA

LA INTERCULTURALIDAD APLICADA EFICAZMENTE

PARA ENSEÑAR EL PASADO SIMPLE

THE INTERCULTURALITY APPLIED EFFECTIVELY

TO TEACH SIMPLE PAST TENSE

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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Introduction

The next paper has the objective to develop a reflexive writing and evaluate a lesson plan about my teaching ideas, the assessment, language teaching and learning process using my own my experience and all the information studied in this module 3, it is important to show the abilities to integrate in class, analyzing and reflecting on information from the Specialization in English Language and Teaching as a Foreign Language, changing my own philosophy of teaching.

To consider this paper, I want to introduce three questions to provoke my own philosophy.

How is a language like a slice of cake?

Firstly, I think most of the time the people want to learn a new language, and in this case the language is a whole cake and everyone needs to eat it step by step, we must also feel the attraction from another culture or have an internal or external motivation to acquire it.

The presentation of how to teach the language is important, as we could study in the EEIALE. using correctly the tools to have the slice of bread and it could be more attractive for some people, and I think teachers must have the responsibility to present a new language in an easy and better way.

What does this have to do with teaching English?

I also think teachers need to prepare the cake for eating, they are responsible to transmit a wonderful taste, I have heard from students some complains about the teaching methods from teachers or simply say, I do not understand anything from this class but teachers must be educated in methodologies and teaching techniques trying to help students to learn a new language, so teachers help students to have more opportunities in life, big responsibility.

Why am I taking this EEAILE?

I am taking this specialization because I want to learn more about teaching and to refresh my knowledge because the country where I live deserves better teachers and better results. In addition, I want to have contact with more teachers and share ideas because I think we can learn from each other.

After these questions I have discovered that planning is so important for every single class because we can have the opportunity to have a better class and a better result, in other words, we can create an excellent class to achieve the learning process from our students.

Reflections about my teaching philosophy

As I write this part of the assignment, I remember my father working very hard as a teacher in high school. He was always trying to transmit his knowledge, passions, experiences and love to his own students in every course which he was in charge. Most of the time, he read novels and science books. I recall once, when I was 7 years old, that we visited an art exhibition in Mexico City for the first time and he told me, "Everything that you do, do it with love and you'll see a better world." Years later I understood what he meant; we are here to create a better world because we deserve it and we need to do so as part of our responsibilities as human beings.

For as long as I can remember, I have been enrolled in some kind of art and foreign language courses (French and English). At some point during these studies, I started to help my classmates to study. It was at that moment that I discovered the satisfaction in helping someone understand something. In Preparatory School, I was part of a group of students that helped tutor others in different fields such as English, Art, and other subjects. Within all of these incredible moments, I found my passion, my life, my everything, so I decided to become a teacher – specifically, an English teacher.

In Pachuca, a small town very close to Mexico City, Miss Silvia was my English professor, and she gave me the opportunity to work as an English teacher in the public university 20 years ago. She said, "I think you could be an excellent teacher, just believe in yourself," and she taught me how to plan a lesson or create material for specific topics. In fact, I felt that I was doing something that I really loved and I was making some money, although I didn't consider this a job because I was really enjoying it. During these years in Pachuca I only could study Administration as my Bachelor's degree until the university gave me a scholarship to certify my knowledge in Teaching in Cambridge and to be part of the team that created the TESOL undergraduate program. This was a wonderful experience.

I was so happy to be part of the creation of a program because we were training professional teachers using correct methodology. Later, I decided to open my own Foreign Language Center to offer courses face to face and create a model that I call "Educative Coaching in Languages." The focus of this method used research and action methodology to help people to acquire a second or new language to understand not only grammar, but also scenarios that dealt with real life and measured against international standards.

For these reasons, and because I really love to learn more to become a better professional in teaching, I decided to study a Master in Pedagogy to focus on the research and to understand better environments. I would like to create or apply different techniques to continue teaching a language now with an ESP form or use the Competences Program to have different results from the past. Honestly, I think I need to learn more English to reach a higher level and have specific knowledge where I can really learn how could I improve the universities where I work. I am also interested in how I can create a better service in either face to face or online programs.

During these past years, I was very interested in a Linguistic Laboratory where I could learn more about teaching and understand cultural facts. I am sure all languages in the world are alive, because society is moving, dying, living and transforming itself. I am sure with this specialization, I am learning more and I could change the city where I live now.

In the very close future, I would like to be a professional researcher and combine arts and teaching languages as a process to help students to have more and better opportunities in the world -- not just academic, but personal and professional ones as well.

Now, I have been teaching English as a second language for 20 years and all the time I have worked with Latin American adults and teenagers' students, and it is so interesting because I could see what their problems in grammar, writing, reading, listening and speaking skills in different levels were, or when they have a specific doubt. Therefore, if I do not perceive their problems in a topic or point, I will not be

able to help them and the teaching will not reach an educational objective, because the principal goal in education is that the students learn more everyday with the best techniques.

I think when an English teacher starts a lesson in a class, he has to consider the profile of the group like the ages of the learners, the background, the level of English, the number of students, and most important of all, the objectives, goals of the semester and finally the students' needs. This is a process where we as teachers try to persuade the learners to learn the language step by step.

Another important thing I observed in the class when I have been teaching is the students' motivation and Jeremy Harmer defines motivation in his book "*The practice of English Language Teaching*" as some kind of internal drive that encourages somebody to pursue a course of action. And when we try to teach something in grammar or present a language in class the results can be better and could be more interesting and challenging for the students and also for the teachers when the students have this internal drive.

This intrinsic motivation is what we have to use because the average students' ages are between 18 to 20, and these adolescents can be highly intelligent if stimulated therefore the class can be challenging. Many teachers can think the motivation is really difficult but we have to help students in all senses so that students will participate more.

As a teacher I know that I need to be able to choose widely among the multitude of options at hand – as they are presented in professional literature in the specialty, as I observe them in my peers, and as I have experienced them myself in 20 years of being an English teacher for students. I try to make and prepare activities with a mixture of methods and approaches.

In my experience, the communicative approach is one of the most useful and important in my teaching philosophy. The Communicative Approach is seen today

as a set of core principles about language learning and teaching, some of which focus centrally on the input to the learning process". As it is mentioned, the main purpose is the communication, it does not matter so much the grammar, the students work with dialogues, drills, control and semi-controlled activities in the class to perform some role-plays, presentations to establish dialogues with a specific function.

I have always taught the grammar with some games such as, order the strips, order the sentences, bingo, domino, etc. so that the students are motivated to play and to learn at the same time. Furthermore, I focus on inductive method related to grammar as it makes students react by themselves. "we will apply the term "induction" to describe an approach in which learners first see letters in context and are then guided on their own to discover the sound-symbol correspondences"

Having it said, the most important in this method is to make students reflect on their learning, students discover the grammar rules through one context which can be in the receptive skills such as listening and reading activities. Challenging though it may be since I have to create more activities. It makes it worth working a little bit more when we see the progress and students have fun through learning. My passion for teaching would evoke a desire to work hard and put extra efforts to maximize my student's learning. This will also enable myself as a teacher to be more creative in planning and implementing teaching learning strategies.

We agree with Bransford: "There are times, usually after people have first grappled with issues on their own, that 'teaching by telling' can work extremely well".

According to this author, I make the effort to practice a ludic concept in learning, I apply different games, activities where grammar can be used in context where students need to deduce and analyze it before it is explained by me. Another important aspect which I have changed during my specialization in my teaching philosophy is the use of technology. In the modern era, there is a growing demand of technology, and students are accustomed to virtual learning method.

Therefore, I consider that I must take this change as a positive stance and keep them updated into the new trends in order to assist students in their learning needs, not only are

the methods and approaches essential in the teaching process but also some theories which I have implemented and they have been essential and helpful in my job.

It is my firm belief that the input is crucial in the learning process according to Krashen "Learners pick up language implicitly by being exposed to it" I would honestly think that it could be part of the class in all the levels as a rule, as the more I use the language in the class, the more they understand the commands, the instructions and so on.

It is from this angle that I had considered the importance of Krashen's theories and I made the effort myself to use the language all the time with all students from beginners to advance I used mimic, facial expressions, gestures, pictures, realia to make my students comprehend better every moment the instructions and the class.

I had to bear in mind that children learnt differently than adults however I use in my teaching practice this method, it must be admitted to use the TPR was a great to use in class. "First understanding, later production. If the input is comprehensible, acquisition will proceed 'naturally."

According to James Asher, it is the best way to learn English, I held his view of learning, I used commands to direct behavior. Let me illustrate that for you, I used games in the yard to identify some expressions through running, singing, shouting so they were motivated to work through these activities using language

Finally, I am in favor of a humanistic approach orientation" the primary goal is the understand their student's needs, values, motives, and self-perceptions...most importantly the teachers' goal is to help the student learn"

The Humanistic atmosphere is established in the classroom by me expressing genuine interest in each student. In a humanistic setting students are more likely to openly discuss their opinions, feelings and problems with learning so my students are the center of the class. The teacher guides the students into the correct action, I do not "tell" them what to do.

Theoretical foundations

The interactive model of reading.

Alicia Anthony wrote 2018, that this model was developed by David E. Rumelhart in 1977, which describes a reading process and the way linguistic elements are processed and interpreted by the brain. The model combines both surface structure systems, such as the sensory, bottom-up portion of reading with deep structure systems, such as the thinking, or top-down, aspects of reading to build meaning and memory for all learners.

Readers use both knowledge of word structure and background knowledge to interpret the texts they read. A different student might find it easier to use deep structure systems like semantic knowledge, such as meaning and vocabulary, to decode the same unknown word. Each student makes connections in different ways. This process validates and supports both methods of understanding, realizing that individuals process information in very different ways.

The most evident benefit of this model is the opportunity for the differentiation that it provides students. Students are not required to fit into a set mold or have identical skill sets to decode and interpret text. They are encouraged to use their own strengths to gain understanding and new information. When used in the classroom setting, students should be encouraged to share their knowledge with classmates or peers. This model allows the reader to bring his own background knowledge to reading and to interact with others to build meaning and memory from the text.

Another contribution says, we are checking the importance of understanding the reading process by Carlos Sánchez Lozano who argues that reading has three stages:

1. decoding
2. making inferences
3. critical reading

These are consisted of the cues morphemic analysis, semantic knowledge, syntactic knowledge, and contextual clues to identify the meaning of unknown words and/or

phrases. The second stage is when the reader makes inferences, or makes guesses about the meaning. The reader uses previous knowledge and experiences to comprehend the text. The third stage, the reader tries to reach a global understanding of the author's intended meaning and seeks to identify the authors' underlying intentions. The reader is able to make judgments about the reading. The bottom-up and top-down models intend to explain this cognitive process using phonemes and reading for meaning which is the main objective in any text. In other words, we have to consider the way how the brain learns taking into consideration likes and dislikes from the students.

Schema theory, distinguishing between content, format and linguistic schemata.

In reading, L1 and in an L2, all reading requires knowledge of schema. Schema is knowledge about the topic that individuals have already had through various and previous experiences. These experiences and knowledge are activated when reading skill can help the reader to connect previous experiences to the content of the text. There are three kinds of schemata:

1. Content schema refers to previous general knowledge we have a particular topic. It could be what students know about a country, history, love or any topic based on their own experience, values etc., it could be ambiguous as they could provide different interpretations about the topic, but very useful to catch their attention to the lesson and the knowledge.
2. Formal schema or rhetorical patterns refer to the knowledge we have from different organizations of text. It means, the organization about letters, essays, e-mail, etc. It is important to expose students to the pattern of the text to identify the organization and parts of it to inform what they need to write in each paragraph, in other words formal text and formal writing is very important to create the language and continue learning even vocabulary from different topics or situations.

3. Linguistic schema which refers to the linguistic information we have stored in our mind in order to decode words and their meanings. In general terms, it is the grammar aspects which are contained in the text which have to be understood by students in order to know the meaning of the text, it is really important to have a previous knowledge from the formal language in grammar.

Strategies for understanding vocabulary

Before Reading we have to consider these aspects:

1. Pronounce the word and use the Spanish equivalent; then have students repeat the word in English several times.
2. Tap students' prior knowledge and identify anchor or familiar words for new vocabulary words, e.g., "walk" as the anchor for "saunter".
3. Pre-teach words before students read the material.
4. Introduce graphic organizers that show relationships among words.
5. Show realia, actual objects, pictures, picture books, and video clips to introduce vocabulary.
6. Use the Spanish equivalent.
7. Teach students how to use the structure of words, e.g., compound words, prefixes, roots, and suffixes, to break down a word into the meaningful units.

During Reading:

1. Define words in context, using sentences from students' reading material.
2. Help students find the context clues that will help them determine the meaning of an unknown word as they read.
3. Use graphic organizers to help students process the content.
4. Show students how to use the dictionary to confirm their predictions about the meaning of the vocabulary they meet in their reading u Talk-through the words as students hear these during oral reading.

5. Use a variety of strategies to help students process the meaning of difficult words.

After Reading:

1. Focus on a limited number of key words, particularly interrelated words, to increase the depth of their understanding and concept development.
2. Give students multiple exposures to words throughout the day in order to cement their understanding of the word meanings.
3. Reinforce new words through activities, discussions, and assignments following students' reading.
4. Help make the words meaningful to students by linking the words with familiar things, people, or experiences.
5. Have students incorporate the new words into students' writing assignments.
6. Help students integrate new words into their speaking and writing vocabularies.
7. Display word walls and other graphic organizers with the new vocabulary and definitions.

The importance of cross-cultural awareness for reading.

All the students have their own experiences in life which are influenced by their social and cultural setting. These previous knowledges are part of their personality and is very useful when they are learning English. So, as teachers we have to consider how much cultural knowledge the students need in order to understand a text or paragraph.

The different types of activities where reading is developed online.

The Alphabet tab, when the students know the ABC's is a great to start for learning new vocabulary and focusing on spelling, even using a computer or a program to catch their attention, nowadays different software and platforms help students to spend more time in practice online as ever.

The Learn to Read tab includes three types of activity:

- a) play
- b) book
- c) skills.

Playing, students can practice their listening and spelling skills. They hear a word and their job is to fill in the gaps with the right sounds or letters to complete the word.

Book, students can read short stories, and can listen to each individual word.

Skills, students can develop reading strategies like chunking, dealing with silent vowels, and so on.

The different types of writing and writing exercise.

Teacher's experience plays an essential role when designing teaching activities to develop writing. The point is that nobody knows students as well as the teacher does, so

he or she is the most appropriate decision-maker about what to do in the classroom, considering these categories:

1. Imitative or writing down.

This category is targeted for beginning students who are only able to write simple words, sentences, or dictations.

a) From a paragraph, the teacher dictates short phrases of three or four words each, and each phrase is followed by a pause.

b) During the pause, students write exactly what they hear.

Repeat steps A and B.

c) The teacher then reads the whole paragraph aloud once more at normal speed so students can check their writing.

d) In assessing the students' written work, grammatical and punctuation errors should not be severely marked.

2. Intensive or controlled. For this category, writing could just be guided or controlled. An example of controlled writing is to change verb tenses in a given paragraph. List some words, phrases, or sentences they hear, etc. Although this strategy does not foster learner creativity.

3. Self-writing. This writing type is purely personal; it has as a target audience the writer himself or herself. An example could be notetaking during a class to recall later. Another example is to write a diary or a journal expressing one's feelings or reactions.

4. Display writing. For more formal writing (such as academic writing), students should master and display a variety of writing products such as short answer exercises and the different kinds of essay.

5. Real writing. When writing for real purposes, audiences may require the use of specific information. Brown describes three types of real writing.

a) Academic: The kind of writing produced in the classroom where students share information with the instructor.

b) Vocational/technical: Examples of this kind of writing are real letters, directions for some operation or assembly, and authentic forms to be filled out.

c) Personal: In the English classroom, students can generate informal writing such as diaries, letters, postcards, notes, and personal handwritten or online messages.

Narrative: The narrative paragraph or essay tells a story, just like a narrator in a play (though it should be a true story, unlike a short story or a play). Narrative writing is best used to illustrate the "personal developmental path" a person (often yourself) has taken to reach a particular point in his/her life. As a result, it is normally written in a first-person point of view. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that is overcome. This is the core of any narrative form of writing, be it a paragraph, an essay, or a story). In an essay, it usually means a single incident/anecdote, where the narrator experiences some brief challenge that is met and (hopefully) survived. This "overcoming" should in turn lead to some form of understanding. Simply describing or explaining one's surroundings is not a narrative. You need a (brief) establishment of setting, an explanation of the challenge, and the resolution of this challenge. In other words, you need a plot.

Descriptive: Descriptive writing paints a picture. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like or smells like - without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings. It is usually concerned with creating a verbal picture of what we experience and feel at one moment, and it will use many rich and vivid adjectives and adverbs. So, as a writer, you should make the reader long to smell the rich essence of the trees, the

haunting call of the wolves, or the rank odour of the sewer... if that's what you're writing about! Descriptive paragraphs and essays are usually written in the first-person point of view, and are much more emotional and personal than expository writing. It should be said that you will rarely write a purely descriptive passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement.

Expository: Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in the third person. Nevertheless, you can use "I" in your expository writing if the focus is on external, neutral descriptions and explanations, rather than personal feelings (personal feelings move you into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing, because both can spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations and processes, in order to explain something in a neutral, matter-of-fact manner. Descriptive paragraphs, on the other hand, tend to focus on our emotional responses as we perceive the world at one point in time.

Persuasive: This type of writing is probably the most common form of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented.

You may present these opposing points of view, but they must be summarized at the beginning and then quickly refuted (to refute something means to show it is false or not particularly important). If you're not sure how to do this, then simply stick to your side of an argument. While persuasive writing attempts to prove your point of view, it's usually written in an objective, third person point of view; such a stance helps demonstrate your objectivity. It should be noted that "argumentative" writing is said by some to be more rational and empirical (i.e. based on facts), whereas "persuasive" writing will often use emotional appeals to manipulate the reader's sympathy.

However, most writing experts view the two terms as synonymous; few essays are so coldly dispassionate that they will not use strong and loaded language to win an argument, and analytic facts are always a good way to persuade the reader of one side over another

Different ways to guide and evaluate writing.

We have different ways to provide feedback to students, these are very useful as it is much work for teacher so you can work in different way to save time or even it can help to reflect on their mistakes and their own process.

1. The teacher is not the only respondent: The teacher can use the strategy of peer revision in which students can work in pairs or teams.

2. Written commentary is not the only option: Apart from **written commentary**, the teacher can also use oral feedback whether to the entire group or to individual students.

3. *Teachers do not need to respond to every single problem on every single student draft:* As students might present several writing problems in their writing products, especially beginners.

4. *Feedback should focus on the issues presented by an individual student and his/her paper, not on rigid prescriptions:* As students use particular learning strategies and show individual problems in their language learning process, the teacher should be aware of this and handle problems based on individual needs.

5. *Teachers should try to avoid “appropriating,” or taking over, a student’s text:* Teachers should avoid making corrections in a student’s texts. In this kind of activity, I use some letter to represent something. It is explained by me before the writing so my students can understand the code easily S SPELLING, WO WORD ORDER, G GRAMAR, etc.

6. Teachers should provide both encouragement and constructive criticism through their feedback: Try to highlight achievements and encourage them to work on errors or mistakes still displayed.

7. Teachers should treat their students as individuals and consider written feedback as part of an ongoing conversation with each student.

Skill of listening comprehension

We are checking the importance of understanding the methodology and approaches to listening as it is mentioned in the module for ESL/EFL teachers, teaching listening skills is one of the most difficult tasks mainly because becoming successful at listening is achieved over time and after plenty of practice. Listening comprehension is a receptive language skill (as is reading) that requires a person to take meaning from the

oral language produced by another speaker. Being unable to determine that meaning may result in frustration and a lack of comprehension for the learner as Beare said 2019.

According to the Nature of Listening is important to take into consideration the following in order to help students develop listening abilities, teachers can facilitate the listening process by understanding these two important components of the listening comprehension process: processing sound and processing meaning.

Teaching listening

Language learners have constantly gripped about listening activities and are reluctant to try and produce, because of the lack of vocabulary. They feel that they will not have good results because of it.

Language learners do not feel motivated to try and continue learning English after certain listening activities where they find themselves not understanding much and the only feeling that they have is not improvising a better approach to the language, this is why they feel there is no reason to go on, because of their constant failure. Thus, making this a very important role for the teacher in listening activities.

It has been my experience as a student learning to understand the English/French language, very difficult to develop, because of the lack of vocabulary, but as I found myself surrounded by native speakers it made it a lot easier to adapt, because I could view their gestures and body movements as they spoke

Jeremy Harmer says:

“The major problem that teachers and students encounter when tackling listening material, however it may be, is not the speech phenomena (hesitation, reformulation, redundancy and topic change), but rather, the actual way in which listening material is presented to students. The most common form, is doing this through the use of a tape recorder...”¹

This can be a serious problem, because every language has gestures and body movements which aids the language learner to understand and interpret what the speaker is saying, but with a tape recorder they cannot see the speakers movements and expressions, what is even more relevant is that the learner is trying to understand every word that is being said and if they did not worry about it, this could result in a better listening ability from the learner.

To develop strategies for building listening skills, is necessary to understand spoken discourse; one way to address this issue is to see listening comprehension as the result of the interaction between “bottom-up” and “top-down” listening skills which includes two processes:

Bottom-up / Top-down

1. Pre- listening: This phase prepares students with these two processes thorough activities that involve prior knowledge, making predictions, and reviewing key vocabulary.
2. While-listening: This stage focuses on comprehension through exercises that involve selective listening, general idea, sequencing, etc.
3. Post-listening: Finally, this step leads us to a response to comprehension and may require student’s opinion about the topic.

In this quarter, I had been teaching in intermediate B1, a group where the students had a problem in listening because they did not understand me when I gave them instructions or talked to them. And if they had difficulties understanding me, therefore it was even more difficult for them to understand the tape.

So, the students have a lot of problems with listening activities because basically, they are not directly exposed to the target language and they do not get a chance to listen to the language. On the other hand, they are not interested; they think that the English class is useless or that it is not important, for them or for their program.

This is a big problem because they lose an opportunity to use the language in their lives or in their profession. When they go to class, they already have a negative attitude towards the language, and this situation makes the learning process of any skill even more difficult.

I think that one of the most important reasons for this negative attitude is that most of the students had not been well prepared or trained, or that they may have not had an English class in which the teacher motivates them and have them realize that English is nowadays one of the most important tools for a successful life.

I think there were other kinds of problems that I never had but I saw in other classes with other teachers. The classroom is too big or too small and if there is a large class, the students will have many distracters or they will not understand the teacher or the cd because he or she is very far from them. The opposite case is when we are working with a small class and the students have a very big classroom. Usually, an echo is produced in the room that does not permit the students to understand the listening activity because the sound is not clear. Oftentimes, the cd recorder in my school is old and when I play a cd the sound is terrible for listening, Moreover, the chairs are not comfortable and the students have to spend more than one hour in class and they tire quickly so they are thinking in the time and they do not pay attention to the class.

But I read other opinions about this and I found that these are the problems in listening. Many students experience problems with listening in school. These problems often are severe enough to warrant the planning of adaptations to enable the student to experience success in the regular classroom. These listening problems may be due to

- inattention
- difficulty with auditory processing
- memory deficits
- poor listening skills
- limited receptive language
- inability to sequence information

For all the above-mentioned problems, teachers have the responsibility to overcome them when the learners are developing their listening ability, thus the teacher must motivate students to listen step by step. I mean the students have to feel that they are understanding basic words and so on with difficult words.

The teacher must show students the differences in pronunciation and the different stresses in spoken English and it is also important to tell students that English may be difficult to listen to and to pronounce but not impossible to understand it. and difficult to learn to say.

In the advanced level I think the students could be motivated if the teacher uses authentic or realistic material but not very difficult. First, we always have to check the profile of each group and then we have to adapt the activity for the groups.

In the basic level where the students tend to get easily frustrated because they said that other teachers of English in last semesters never explained how to do an exercise and that teachers only played the cd once, I did this exercise and the results were excellent because they felt motivated and they had another vision of the listening skill and in fact of the English language as a whole. In addition, most of students since this exercise tried to put more attention in my classes and participated all time, not all the students but the 70% did it.

But it was a bit difficult too, because when I started de activity the students were so tired and they thought that It was a horrible activity or we were wasting time, I said this because they expressed comments like these, so for me was a challenge time trying to encourage them into my class in one hour and then evaluate the results.

Technology and listening

Teaching with technology, it is very important as students use the technology every day and everywhere so they enjoyed working with the computers on line exercise activity in my class. Having students engaged in the activity according to the module Technology has the potential to make the development of listening skills more meaningful, interesting, and fun for our students. As a means for learning a language, multimedia represents innumerable instructional possibilities for listening because “[technology] as a tool for listening skills development, includes a logical match of system characteristics (combining text, audio and video) and the goal of listening skills development in a second or foreign language”.

The communicative approach

The communicative approach was primarily used in my lesson plan as “The crucial goal is the ability to use language appropriately. The Communicative Approach is seen today as a set of core principles about language learning and teaching, some of which focus centrally on the input to the learning process”.

As it is mentioned in my teaching philosophy, it is essential to focus on the input in the learning process. The Communicative Approach is based on the idea that learning a language successfully comes through having to communicate real meaning. In the Communicative Approach, the main objective is to present a topic in context as natural as possible so that I used the reading and videos to present the topics.

The inductive method.

I focus on the inductive method related to grammar as it makes students react by themselves. “we will apply the term “induction” to describe an approach in which learners first see letters in context and are then guided on their own to discover the sound-symbol correspondence”.

Having it said, the most important in this method is to make students reflect on their learning, students discover the grammar rules through one context which can be in the receptive skills such as listening and reading activities.

Rakotomena formulates in 2005 the intercultural competencies as a set of competencies necessary for a successful interaction in a group of persons from different cultures. They are based on:

1. Knowledge about culture in general, own cultural and other cultures in particular.
2. Capacities: behavior, adaptation, conflict management, negotiation capacities.

3. •Competencies: flexibility, open mindedness, intelligence, empathy, interdependence, optimism, tolerance

4. Psychological and emotional resources: motivation, pleasure of risks, stress management capacities.

Taylor considers in 1994 the intercultural competency as a process, not a result of an activity, something really important in these days where the CBE (Competency-Based Education) is the model we must use in classes trying to produce better result in learning process from the students.

Michael Byram developed “The model of Intercultural competence” and it represents a very useful tool for all the teachers, in order to better comprehend how we can work through this competence with our students, in other words to produce better classes under this concept, like Bennet in 1993 who explains the interculturalism as a framework using concepts from cognitive psychology and constructivism, he identified six stages of increasing sensitivity to cultural difference. The first three stages are ethnocentric, the second three stages are ethno- relative.

It is important to have the same definition, on what culture is because everyone can have a different reality and the experience is also different, so, in this unit we have read that in 1952, two anthropologists, Alfred Kroeber and Clyde Kluckhohn, created a list of 164 different definitions of culture, but. In social and academic environments, we may refer to culture as refinement, civilization, or arts. A shared language, beliefs, or values. The more we know of social groups and their products and practices the easier is to understand and generate general processes of

individual interaction.

English as a Second Language teaching and learning is improbable to be performed effectively without an appropriate understanding of its specific culture concept, so, it is relevant to emphasize the importance of our own cultural input when teaching of a foreign language, as well as of analyzing the factors of failure in cultivation of students' capacity of intercultural communication.

Cultural criticism methods seek to explain, illustrate, or exemplify culture-specific differences and points of conflict to isolate them as researchable issues in transcultural interaction, while Cultural dialogism emphasizes internationalism, it focuses on developing cross-cultural communication skills through self and cross-cultural awareness.

If we want to practice interculturality in our classroom, we must combine different approaches and techniques, because it is not enough to read or listen about other cultures for becoming intercultural: it is also fundamental to be confronted with new and unknown situations, to develop empathy.

Lesson Planning

1. Lesson plan identification cell.	
Author	Felix Alberto Hernández Rodríguez
Educational stage	University
Title of your Lesson plan	Talking about my last trip.
Learning Objective of the plan/Competency	Applying the simple past tense to understand and produce a story using student's real context.
Communicative skill considered	Listening/ speaking/ reading/ writing
State of the following options	Presentation and practice of the topic.
Functions	Telling a story
Main Grammar structure	Simple Past
Other Grammar structures	None
Brief description of the plan	Students will re-study the simple past tense structure and they will practice to develop four skills to create a project at the end of the lesson.
Hours of the plan implementation	05 hours.
Number of sessions	3
Contents required for the lesson	Reading, audio, tapes, book, speakers, notebooks, board, laptop, projector.
Link of the content	https://www.really-learn-english.com/english-grammar-tenses.html https://www.really-learn-english.com/support-files/simple-past-story-1.pdf https://www.really-learn-english.com/support-files/simple-past-story-2.pdf https://www.really-learn-english.com/support-files/simple-past-story-3.pdf https://www.really-learn-english.com/support-files/simple-past-story-4.pdf
Video link:	https://www.youtube.com/watch?v=Dm3vPiM5YGk
EEAILE tutor on line	Norma Susana Rivera Herrera

1. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
<u>Activation</u> T. shares an example of his/her own story, using some verbs in past, using a projector.	T. prepares material for the lesson. T. gives a verb list to the ss.	Ss. work in pairs sharing their stories, using some verbs in past. Ss. can look up in the dictionary.	1
<u>Set the objective or competencies of the lesson.</u> T. explains the objective and shows the rubrics.	T. introduces the unit and its objective. T. will explain the evaluation form. T. ask ss. to write some sentences in past tense in their notebooks.	Ss. check the rubrics. Ss. write 5 sentences in past, they need to remember the structure of the simple past tense.	1

2. Communicative skills development.

Writing					
OBJETIVE: Using the grammar from the simple past tense, in addition the tolerance among cultures is an important value to considerate.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p><u>Grammar</u></p> <p><u>Focus</u></p> <p>T. re explains the structure of the simple past tense, after the ss. ask their questions about grammar.</p>	<p>T. uses the projector on the board to reexplain the structures of simple past tense. (affirmative, negative and interrogative)</p>	<p>Ss. will take some note from the ppt. presentation.</p>	<p>Notebook, board, markers, laptop, projector.</p>	<p>1</p>	<p>The comprehension of the structures orally, using a checklist from the structure.</p>
<p><u>Vocabulary introduction</u></p> <p>T. writes on the board vocabulary from different emblematic buildings from different countries. vocabulary as: Washington. Big Ben Taj Majal.</p>	<p>T. gives some flash cards from different emblematic buildings from different parts of the world.</p>	<p>Ss. work in teams and write some sentences in simple past tense, using the vocabulary. (Ss. have to consider that they have already visited those places).</p>	<p>Board, markers, notebooks</p>	<p>1</p>	<p>Checking their sentences using the correct grammar sentences.</p>

Etc.					
<u>1st practice</u> Share a story in past.	T. gives some handouts to the ss., in this handout ss. find a story in past.	Ss. read the story and underline new vocabulary (look up in the dictionary) Ss. underline the simple past tense sentences.	Board, markers, handouts	1	Checklist
<u>2nd practice or Social interaction</u> Create 2 similar short stories in past based on the module, and using their sentences.	T. asks the students to write a similar story. (50 words) T. asks the students to write a short story using their real context. (80 words)	Ss. write 2 stories one of them using their sentences with some international places. The second story is based on their real context.	Notebook	1	Rubric
<u>Information processing activity</u>	None	None	None	None	None
<u>Summary</u> Ss. remember the grammar of the simple past, then they write some	T. evaluates the product to confirm if ss. have already learnt the topic.	None	None	None	None

sentences and finally create their own texts, it is important to respect different cultures and activities.					
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Reading

OBJECTIVE: Identifying the simple past tense in a text where they can use previous knowledge.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<u>Information processing activity</u> After ss. have written their own story it is time to read and understand English language	T. gives a short story in past. This story is about past events.	Ss. read the story and answer the questions from the text given.	Handouts	2	Check the answer form the text.
<u>Vocabulary introduction</u>	None	None	None	None	None
<u>1st practice</u>	T. gives a second short text in past.	Ss. do the pre reading spell check. Ss. read and answer two activities about skimming comprehension Ss. complete the with the	Handouts	2	Questioner

		correct form of the verb.			
<u>2nd practice or Social interaction</u>	None	None	None	None	None
<u>Grammar Focus</u>	None	None	None	None	None
<u>Summary</u> Practicing the simple past Tense in a written story.	T. evaluates the reading comprehension				

Listening

OBJECTIVE: Summarizing the past tense using a video.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<u>Information processing activity</u> Watching a video from different activities in past.	T. shows a video twice, where they can listen some activities in past.	Ss. take some notes from the video, verbs and expression in past.	Notebook board, markers, laptop, projector, speakers.	2	Checking their sentences or questions.
<u>Vocabulary introduction</u>	None	None	None	None	None
<u>1st practice</u> [Describe the students' activities to practice what was presented to them]	T. writes on the board some sentences from the video. T. plays the video one more time and ask students to	Ss. transfer the exercise in their notebooks. Ss. watch the video one more time and fill in the gaps some expressions	Notebook Board Markers Laptop Projector Speakers	2	Checking answers

	complete the gap.	and verbs required. Some students write the answers on the board.			
<u>2nd practice or Social interaction</u>	None	None	None	None	None
<u>Grammar Focus</u>	None	None	None	None	None
<u>Summary</u> Practicing verbs in past and some expressions					
Speaking					
OBJECTIVE: Producing some conversations where they can practice orally some activities in past.					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<u>Information processing activity</u> Based on the conversation from the video students make up their own story.	T. asks ss. to use previous listening activity.	Ss. do a rereading of the previous listening activity some expressions and verbs in past.	Handouts, board.	3	Checking answers.
<u>Vocabulary introduction</u>	None	None	None	None	None

<u>1st practice</u> SS. have to prepare orally their own story.	T. asks students to make up a story in past.	Ss. work in groups of 3 and practice orally their story.	Board.	3	Rubric for listening.
<u>2nd practice or Social interaction</u> Students practice the simple past.	T. asks ss. to read aloud their story in front of the class.	Ss. read their story in front of the class.	Board	3	Rubric for listening.
<u>Grammar Focus</u>	None	None	None	None	None
<u>Summary</u> Students are using the simple past to express their story.	Students create their own conversations				

3. Intercultural component

Ss. will realize on how different culture and habits from young people have, and what are some values they are focused on, according to the habits. They will identify differences and similarities between cultural features, the value is the tolerance from other cultures.

4. Evaluation

Ss will write and speak their sentences and paragraphs according to their own context. The aspects to be evaluated are: content, grammar use, communicative ability and intention on transmitting a message. The whole process will be assessed.

5. **Conclusion**

When implementing assessment in the classroom, I must think in the impact of the activities on teaching practices and on students' learning. We must provide students with specific and generous feedback with respect to their activities, so they may decide and reflect on their own learning strategies.

6. **Follow up activities**

I will explain that there are some patterns, structures etc. that require extra practice before they can be produced automatically. I need to provide students with additional activities. Encourage them to carry out the activities one at a time and not all at once.

Assessment and evaluation

Writing Rubric

Author's Name _____

Title of Piece _____

	1 Does Not Meet	2 Partially Meets	3 Does Not Fully Meet	4 Meets	5 More Than Meets	6 Exceeds
CONTENT/IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/ WORD CHOICE	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
VOICE	Writer's voice/ point of view shows no sense of audience.	Writer's voice/ point of view shows little sense of audience.	Writer's voice/ point of view shows that sense of audience is vague.	Writer uses voice/point of view. Writes with the understanding of a specific audience.	Writer has strong voice/ point of view. Writing engages the audience.	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.
SENTENCE FLUENCY	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
CONVENTIONS	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.

Product Rubric

Name of the product _____

Student's name _____

Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	<u>Tasks</u>
Ideas are hard to understand and often confusing	Ideas are somewhat unclear and need some explanation.	Ideas are clear and easy to understand.	Ideas are easy to understand and well developed.	Ideas
All topics are not addressed and information is missing.	All topics are addressed, but information is limited.	All topics are addressed and information is complete.	All topics are addressed and information is complete and goes beyond task.	Information
Final product is incomplete, missing key parts or lacking effort.	Final product is complete but limited in detail and effort.	Final product is complete and accurate. It is visually appealing.	Final product is complete and accurate. It contains added elements that enhance the overall project.	Quality
Several requirements were not met.	No more than one requirement was not met.	All requirements were met.	All requirements for each activity have been met and exceeded.	Requirements
Content is minimal in relation to the activities and / or	Project includes essential information about	Project included essential knowledge about the topic.	Project covers topic in depth with details and examples.	Content

there are several factual errors.	the topic with 1 or 2 factual errors		Subject knowledge is excellent.	
No clear organizational structure is present.	Content is organized, but does not flow together.	Topics are organized with 1-2 flaws in the structure.	Content is well organized using headings to group materials.	Organization
Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.	Makes several errors that may interfere with comprehensibility	Makes several errors in structure that do not affect overall comprehensibility.	Makes few errors in the following areas: <ul style="list-style-type: none"> • verbs in utterances when necessary with appropriate subject-verb agreement • noun and adjective agreement • correct word order and article adjectives Errors do not hinder comprehensibility.	Structure

<p>Uses limited vocabulary.</p> <ul style="list-style-type: none"> • Mispronunciations impede comprehensibility. 	<ul style="list-style-type: none"> • Relies on basic vocabulary. • Speech is comprehensible in spite of mispronunciations. 	<p>Utilizes a variety of old and limited new vocabulary.</p> <ul style="list-style-type: none"> • Attempts to use idiomatic expressions appropriate to topic. • Speaks clearly and attempts accurate pronunciation. 	<ul style="list-style-type: none"> • Incorporates a variety of old and new vocabulary. • Uses idiomatic expressions appropriate to topic. • Speaks clearly and imitates accurate pronunciation. 	<p>Vocabulary</p>
<p>Uses few strategies. Relies heavily on partner to sustain conversation. Rarely responds even with frequent prompting.</p>	<p>Uses some strategies and needs frequent prompting to further the conversation</p>	<p>Uses all or some strategies, but may need occasional prompting.</p>	<p>Clarifies and continues conversation, using all or some of the following strategies:</p> <ul style="list-style-type: none"> • survival strategies • intonation • self-correction 	<p>Conversational Strategies</p>
<p>Slides are missing many elements, are hard if not impossible to navigate and design is seriously flawed</p>	<p>Slides contain most of the required elements, are navigable with obvious flaws, and design is limited and not appealing.</p>	<p>Slides contain all required elements, are mostly easy to move between and design is somewhat appealing.</p>	<p>Slides contain all required elements, are easy to move between and design is visually appealing.</p>	<p>Power Point Presentation</p>

Rubrics for assessing Speaking

An example of a rubric that can be used for assessing speaking is shown in Fig 2.1

Criteria	5 points	3 points	1 point
Pronunciation/diction	Student (S) is easy to understand and makes few errors.	S makes many errors in pronunciation but can be understood.	Speech is very difficult to understand or student responds in L1.
Fluency	S can effectively communicate in different contexts.	S can generally communicate in most situations.	S cannot communicate effectively in any situation.
Word choice	S uses appropriate words to express meaning.	S uses words or phrases to express simple meanings.	S speaks using unrelated words.
Usage	S makes minor errors in grammar and structure and can be understood.	S makes major or frequent mistakes in grammar and structure but it is possible to understand.	S makes major or frequent mistakes in grammar and structure making speech difficult to understand.
Ideas/meaning	S responds with connected vocabulary and language to express ideas.	S responds with limited vocabulary and language to express ideas.	Unable to respond using English language vocabulary.

	Response contains few errors.	Response contains frequent errors.	
--	-------------------------------	------------------------------------	--

A possible variation may be to focus on just one aspect and leave the others to be evaluated later in the academic year.

The next example is a chart intended to track students' language progress:

(3) Taken from Kuhlman, N. (2008). *An Introduction to Language Assessment in the K-12 Classroom*. ELT Advantage modules.

APPENDIXES



Area	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Reading	Can read simple words	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics
Writing	Can write simple words	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics
Speaking	Can speak simple words	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics
Listening	Can listen to simple words	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics

Area	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Reading	Can read simple words	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics
Writing	Can write simple words	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics
Speaking	Can speak simple words	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics
Listening	Can listen to simple words	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics

Area	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Reading	Can read simple words	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics	Can read words with some phonics
Writing	Can write simple words	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics	Can write words with some phonics
Speaking	Can speak simple words	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics	Can speak words with some phonics
Listening	Can listen to simple words	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics	Can listen to words with some phonics

Sample Part Story 1 Page 7

C This is a copy of the original story. Fill in the blanks with the Simple Past tense form of each verb in parentheses.

Last night, George (stand) at a restaurant with Clara, Charles, and Katherine. After Clara (stand) near a window, she (look) at the clock and (announce) to her friends that she (be) late. George (stand) near the window and Clara (be) late. Clara (look) at the clock and (announce) to her friends that she (be) late. Clara (look) at the clock and (announce) to her friends that she (be) late. Clara (look) at the clock and (announce) to her friends that she (be) late.

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Simple Past Story 1
By Really Learn English

Who were they? Where did they go? What happened?

One autumn evening, Charles and Beth went to the theater. They attended a play. The play started at 7:00. Charles and Beth enjoyed the theater. After the play, Charles and Beth walked together in the park. They walked beside the lake. The moon was bright. They talked about their future. When Charles and Beth went home, their children were not asleep. Charles told the children about the play. Then, Beth put the children to bed. Charles and Beth were very tired. It was a good night!

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Sample Part Story 2 Page 3

Answer the following questions. Use the Simple Past tense.

1. What kind of cake did Lily want for her birthday? Who baked the cake? Lily wanted a chocolate cake with white frosting for her birthday. Aunt

2. What did Beth do first? How long did she bake the cake? First, Beth checked the ingredients in the bowl. She baked the cake for 20 minutes.

3. What did Beth do on Sunday? How did Lily feel about her cake? On Sunday, Beth surprised Lily with the chocolate cake. Lily loved her cake. She said it was the best cake of her life.

4. Answer the following questions in complete sentences, using the questions. Write questions using the underlined word and tag questions.

1. Beth moved her ingredients in a big bowl.
Negative: Beth did not move the ingredients in a big bowl.

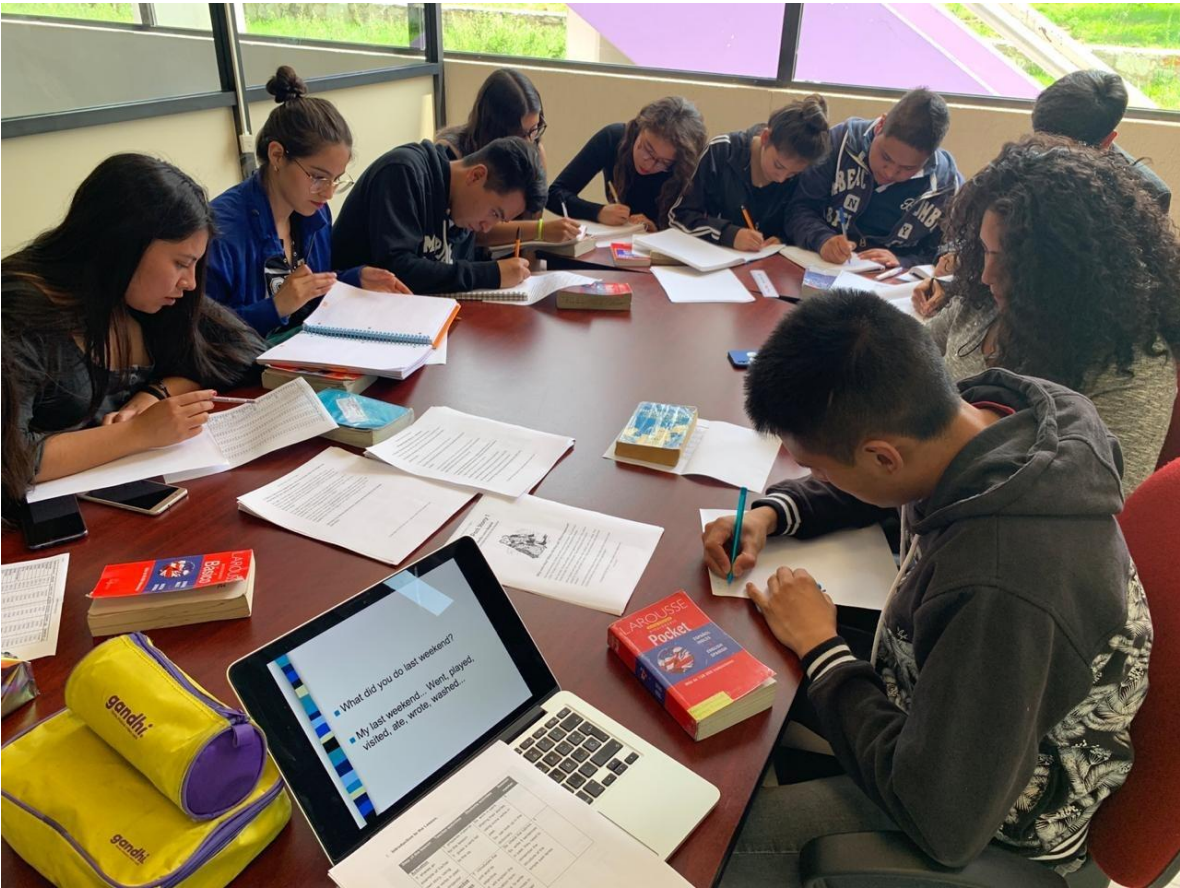
2. Lily took the ingredients to the bowl.
Interrogative: Did Lily take the ingredients to the bowl?

3. The ingredients in a big bowl.
Interrogative: What were the ingredients in a big bowl, didn't she?

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I helped my mom to cook the dinner
I traveled to Texpan
I talked with my cousin Hector in
Tehuacan

Esperar	Stop (s)	Studied	Traveled	Working	To Need
Esperar Por	Talk (s)	Surfed	Repeated	Playing	To Open
Cominar	Use (s)	Stopped	Stayed	Relaxing	To Pardon
	Wait (s)	Talked	Studied	Repeating	To Play
	Wait (s)	Used	Surfed	Staying	To Relax
			Stopped	Studing	To Repeat
			Talked	Surfing	To Stay
				Stopping	To Study
				Touring	To Surf

+ Did you have a good weekend, Monica?

- Yeah, it was great!

+ So, what did you do?

- On Saturday, I went to the theatre with my parents

+ What play did you see?

- I saw Cinderella. It was an amazing show

+ What did you like the most?

- I liked the costumes and the songs.

+ What about Sunday? Did you do anything special?

- I read a book in the morning

then I did my homework, though I didn't feel like it. But I knew

they go? What happened?
 They went to the theater. They attended...
 as and Beth enjoyed the theater...
 ed together in the park. They walked...
 They talked about their future.
 Their children were not asleep. They
 They were excited to hear about the
 ay. Then, Beth put the children to bed.
 as a good night!

OCEANO

Story

Once upon a time a couple of teenagers go to a date they want
 to watch a movie so they go to Cinemas, the movie that had
 the best topic was boy story at the end the girl was hungry so
 they went to a restaurant both enjoyed all the day, since the start
 of the date. The boy let the girl on her house and when she
 Said good bye! he kiss her, was so romantic and days later
 they started a relationship, they were very happy for a lot time.

87 words

Assessment and evaluation

Author's name	Writing Rubric					
	Title of Piece					
CONTENT/IDEAS	ORGANIZATION	LANGUAGE	MEANS OF COMMUNICATION	FORM	CONVENTIONS	Overall
<p>Content/ideas</p> <p>Content/ideas</p> <p>Content/ideas</p> <p>Content/ideas</p>	<p>Organization</p> <p>Organization</p> <p>Organization</p> <p>Organization</p>	<p>Language</p> <p>Language</p> <p>Language</p> <p>Language</p>	<p>Means of communication</p> <p>Means of communication</p> <p>Means of communication</p> <p>Means of communication</p>	<p>Form</p> <p>Form</p> <p>Form</p> <p>Form</p>	<p>Conventions</p> <p>Conventions</p> <p>Conventions</p> <p>Conventions</p>	<p>Overall</p> <p>Overall</p> <p>Overall</p> <p>Overall</p>

10 24

34/36

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UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I Felix Alberto Hernández Rodríguez declare that the following "Final Project" is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature. _____



Date: June 2019.