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Specialization in English Language Learning and
Teaching as a Foreign Language

**FINAL PROJECT: THEORY AND PRACTICAL
INTEGRATION IN CLASS ACTIVITIES**

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INTRODUCTION

The growing need for English proficiency has created a huge demand for English teaching improvement around the world. Opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet (Richards, 2006).

Theoretical research should not be the only input into deciding on methodology and materials. While my emphasis here is on theory and its implications, it is not useful to rely only on theory. There are many different ways of arriving at answers in methodology and materials, and we must consider all of them (Krashen, 2004).

There are many methods and techniques in use (Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method) that are not easy to apply in practice because a method is more than a single strategy or a particular technique, they represent a combination of language teaching beliefs, but they are characterized by the over-emphasis on single aspects(LIU Qing-xue and SHI Jin-fang, 2007).

In the globalized world, most students take believe that language instruction is naturally divided into discrete skill sets, reflecting speaking, listening, reading, and writing, and usually arranged in this order (Language Teaching, 2007).

The structural division of language teaching in the four skill areas has the learning objective of imitating the native speaker. The continual separation of the four skills lies at the core of research and testing in speaking, listening, reading, and writing (Bloomfield, 1984).

Richards, Platt, and Weber (1989) define the teaching of integrated skills as "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing."

Most teachers try to incorporate the four skills into their planning. Some classes may focus more on one skill or the other, due to the class target. In common classes the order of acquisition is generally this: listening (student hears a new utterance), speaking (student tries

to repeat the new utterance), reading (student sees the new utterance in written form), writing (student reproduces the written form of the utterance) (Oxford, 2001).

The difference between being able to understand an utterance and being able to produce it is known as passive versus active knowledge. Learners will go through a period of being exposed to new language and internalizing it before they can produce. They will be able to understand, but will not be able to produce (Larsen-Feeman, D. 2000).

Cultural competence is increasingly recognized as integral to language proficiency. Higgs (1984) uses authentic visual, textual and audio examples for a more complete exposure, integrating the four skills alternating simulations, role plays, debates, text, movies, and writing tasks in order to verify and clarify impressions and create new discussion. He states that taking part in the whole communication process develops greater language proficiency than does merely memorizing and testing discrete facts.

Interculturality is a key concept in the educational area. The relevance of this concept is due to a number of reasons. We could mention that its relevance is due to the presence in the classroom of children who stimulate a reconsideration of the cultural variable (García, 1999). Interculturality is part of a wider debate around globalization, its impact on society and on interpersonal relations in a world of increasing mobility.

In the present work, I integrate teaching and learning philosophies in my class activities present a lesson plan with the main subject: cycling around the world, regarding integrated skills and intercultural competences.

CHAPTER 1: PHILOSOPHY AND THEORY

1.1 TEACHING PHILOSOPHY

I became a teacher five years ago. I must say that I'd never thought about teaching as a profession. I started with some adult classes on weekends. My studies were on veterinary medicine so my first subjects to teach were Chemistry and Biology in High School Cetus 5 (current school).

Actually I wasn't aware about the learning theories, but a couple years ago, my interest for the profession increased. I have just obtained a certificate on "Competences" and I want to improve my language skills. I feel I'm missing some background and now I'm focusing on English teaching.

I have a phrase in mind: "there is nothing to lose". I change my activities continually, seeking the best for my students.

As the world is changing, I have the increasing necessity for the people to speak a second language, mainly English.

I believe that a key element in the foreign language classroom is keeping the students motivated. I look to bring enthusiasm into class with cultural elements and technology to increase learning motivation.

I share my personal experience as a foreign language learner as I teach my students to try to communicate with me in a second language (English).

My objective as a teacher is to motivate my students toward a level of independence where they develop a desire to learn and think by themselves. To reach this end, I rely upon many activities that involve a total physical response by the students. Instead of just reading about a specific activity, I look for my students to practice them. Through this type of active participation, students learn and form their own opinions and base of knowledge.

I define my approach to teaching foreign language as communicative since I encourage a desire among my students to communicate.

1.2 THEORIES

1.2.1 SECOND LANGUAGE ACQUISITION THEORY

Language acquisition is a process similar to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition is also subconscious (Krashen, 2003).

In my experience, to develop a subconscious process, it's clearly important to arrange quality input in great quantity, not just in the classroom but in daily activities. Students are exposed to different types of language sources, for example, videogames, songs, movies and relatives and friends that live in foreign countries. Our role as facilitators is to make them aware of the increasing amount of language input and how they can use it for their own benefit.

The second way to develop competence in a second language is by language learning, knowing the rules, being aware of them, and being able to talk about them (Krashen, 2003).

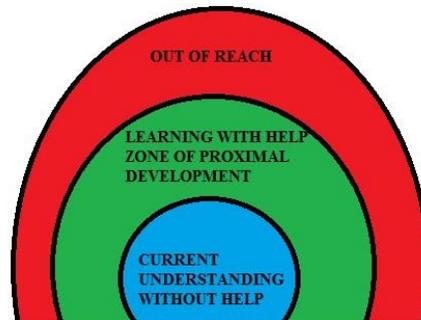
Traditionally, language teachers use this approach to aboard their student's knowledge. But it is a fact that activities underlying this method, result in a lack of communicative practice, which is my focus on the language teaching, making classes boring and creating frustration.

1.2.2 VYGOTSKY'S SOCIOCULTURAL THEORY

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (Vygotsky, 1978).

Potential for cognitive development is limited to a "zone of proximal development"(ZPD). This zone is the area of exploration for which the student is cognitively prepared, but requires help

and social interaction to fully develop (Briner, 1999). The next picture is a representation of ZPD.



Learning L1 is obviously a result of cultural interaction. It's proven that living in a foreign country where they only speak L2, people can assess better skills by sociocultural interactions (Pearson, 2014).

How can teachers manage to expose their students to a reliable cultural interaction? They must be a helpful tool by sharing their own exposition to other cultures, again, trying to communicate with them in a second language every time it's possible. Activities like interviews and social webs where they can interact with foreign people are very useful. The next link presented is a helpful tool used in high schools around Mexico.

<https://www.epals.com/#/connections>

Although the sign up process is long and presents some grade of complexity, it is one of the greatest tools to interact with language teachers and learners. It also offers a more reliable experience.

1.2.3 BEHAVIORIST THEORY

Children learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant's environment provide the stimuli and rewards" (Cooter & Reutzel, 2004).

Can teacher reward their students in their classroom? Basically, their goal to obtain a higher grade is enough, although many of them will be satisfied with a "6" on their grade report. I think it's better to provide a necessity rather than a prize.

1.2.4 CONTRASTIVE ANALYSIS

Carpenter Fries (1945) said that “the most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner”.

I’ve tried in class several times to compare some grammar issues with L1, but I’ve seen students tend to copy the same structures of L1 to L2. To focus on L2 grammar learning, I must study carefully which structures are able to be compared and lead the students to make correct utterances without mixing L1 and L2.

1.2.5 NATURAL ORDER HYPOTHESIS

Acquisition of grammatical structures proceeds in a predictable order. Learners of a given language tend to acquire certain grammatical structures early, and others later. The agreement among individual acquirers is not always 100%, but there are significant similarities (Krashen, 2003).

Brown (1970) reported that children acquiring English as a first language tended to acquire certain grammatical morphemes, earlier than others. For example, the progressive marker **ing** (as in "He is playing baseball".) and the plural marker /s/ ("two dogs") were among the first morphemes acquired, while the third person singular marker /s/ (as in "He lives in New York") and the possessive case /s/ ("John's hat") were typically acquired much later, coming anywhere from six months to one year later.

In my classes, when teaching present simple, students learn very fast the rule “s” for the third person in singular and they also acquire the past tense of the verb to be (was/were). I have experienced that they take longer to learn the present forms of the verb “to be” and the use of “auxiliary verbs”, mainly because Spanish doesn’t have those structures.

1.2.6 INPUT HYPOTHESIS

To move from one point in the natural order to the next, learners must receive “comprehensible input” (Krashen, 1985). This comprehensible input must be a level ahead of that possessed by the learner (i+1).

It is comprehensible that the structure of the educational program of “SEP” follows an order from the simplest structures at the first English level (high school) to more complex grammar at the English level IV. An example would be:

- English I – simple tenses and continuous tenses, basic functions (introducing yourself, directions, description of a house, etc.)
- English IV – perfect tenses, scientific and culture focus.

1.2.7 OUTPUT HYPOTHESIS

The comprehensible output (CO) hypothesis states that we acquire language when we attempt to transmit a message but fail and have to try again. Eventually, we arrive at the correct form of our utterance, the receiver finally understands, and we acquire the new form we have produced as intake (Krashen, 1998).

Teachers are the greatest influence when students don't have enough opportunity to communicate in a second language. Giving the correct feedback is necessary for the students to produce intake. An example would be:

“I have 18 years”. This structure is easy to be produced as an intake when giving feedback in the correct form “I am 18 years old”

1.2.8 AFFECTIVE FILTER HYPOTHESIS

Krashen has mentioned that there are mainly four factors that can influence the SLA which are responsible for the individual variation (Gardner, 1985).

- **MOTIVATION.** The extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.
- **ATTITUDE.** Your attitude to something is the way you think and feel about it.
- **ANXIETY.** The apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient.

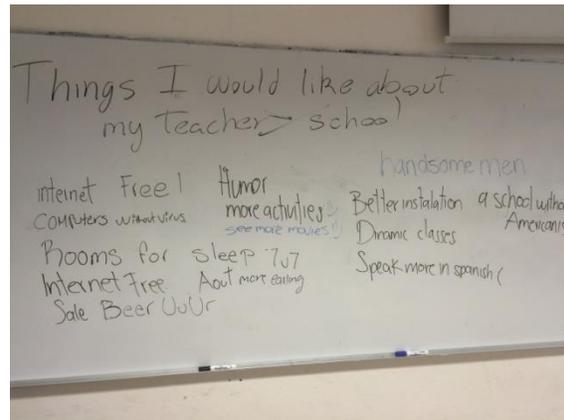
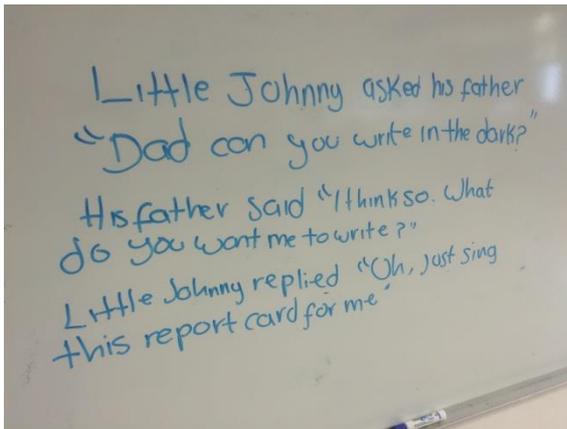
- COMMUNICATION APREHENSION. Individual level of fear or anxiety associated with either real or anticipated communication with another person or persons.

Most students are afraid to speak with mistakes increasing their anxiety. I've also noticed that working too much time on the student's book reduce their motivation. Also I have made some mistakes working with a level that doesn't belong to the students' level of proficiency, causing a communication breakdown.

To prevent the addition of the affective filter I take the next steps:

- Choose carefully the activities given the English level in class.
- Work in teams with a heterogeneous level.
- Promote the integration of every student.
- Take extra activities into class.
- Adapt the assessment tools to student's necessities.

When communication breaks down, this kind of activities may help (written by English students):



1.2.9 LEARNING STYLES AND STRATEGIES

Learning styles are the general approaches (global or analytic, auditory or visual) that students use in acquiring a new language or in learning any other subject (Cornett, 1983).

Learning strategies are defined as “specifications, behaviors, steps, or techniques used by students to enhance their own learning”(Scarcella,1992). Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.

The most effective way in which teachers may take into account the diverse learning styles is to have a great variety of activities. Most of classes are worked with:

- Reading lesson (book)
- Grammar activity (book and teacher’s activity)
- Listening activity (book, songs, movie extracts)
- Speaking and communicating (book, team work, presentations, conversation with teacher)
- Writing (producing utterances with an specific grammar structure of function)

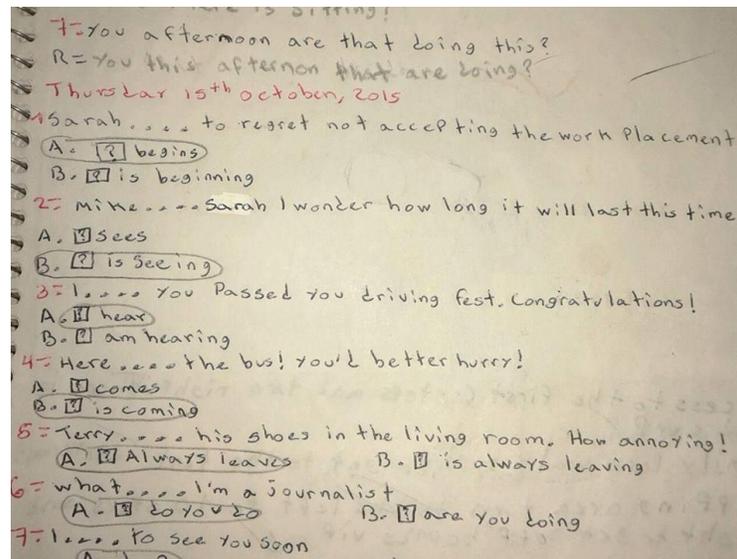
1.2.10 AUDIO LINGUAL METHOD

Audio Lingual method stays that the way to acquire the sentence patterns of the target language is through conditioning, helping learners to respond correctly to stimuli through shaping and reinforcement. Learners can form new habits in the target language, overcoming their native language (Brown, 2000).

Richards and Rodgers (1986) define the most important aspects of Audio Lingual Method:

- Language teaching begins with the spoken language.
- The target language is the only language use in the classroom.
- New language points are practiced regularly.
- Simple forms should be taught before complex ones.
- Reading and writing are introduced when a sufficient lexical and grammatical basis is established.

To reinforce the activities based on Audio Lingual Method in class, I give some Grammar – Translation Method exercises. The next image is a fragment copied on a notebook by a student from a web exercise (input). Every week I post a couple of grammar exercises; students must solve them, check the correct answers and copy them to their notebooks.



Audio - Lingual Method is concerned with the oral practices the learners get. In fact, where the Grammar- Translation Method is used, the learners are the least motivated because the very emphasis of the method is on grammar rules (Larsen-Freeman, 2000).

1.2.11 COMMUNICATIVE APPROACH IN ENGLISH LANGUAGE TEACHING

Widdowson (1998) emphasis that "Communication does not take place through the linguistic exponence of concepts and functions on self - contained units of meaning. It takes place as discourse, whereby meanings are negotiated through interaction".

In Communicative Approach a learner is motivated when he knows that he is working on communicative skills. He learns to communicate by communicating, by interacting with his teachers and partners (Richards, 2006).

Richards and Rogers (2001) propose the next procedures that communicative activities must follow:

- Students must hear a model dialog and repeat it.
- The dialog is adapted to a real situation, through changing certain key words or phrases.
- Some key structures from the model dialog should be used as basis of the new one.
- The students may refer to different tools (textbook or tutorials) to help themselves.

- Further activities are intended to reinforce learning.

In this semester, students were asked to present a speech on cycling which will be explained later. I continually do extra class communication with my students. Even if they don't always speak in English, they feel comfortable now when listening to me speaking in a second language. I try to pick subjects like music, movies, hobbies and education.

Some of them have the opportunity to travel or to interact with foreign relatives (mainly Americans). It seems that writing and speaking are the skills that are less practiced.

1.2.12 LANGUAGE COMPETENCES

Language competence should be developed through classroom learning activities that focus on meaningful uses of the language and on language in context. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammatical structures, text forms, and social conventions necessary to carry out each task will be taught, practiced, and assessed as students are involved in various aspects of the task itself (European Frameworks of Reference for Language Competences, 2006).

Attachment **1.1** shows the competences found in the student's book. Later I'll review the competences on the lesson plan.

LINGUISTICS:

- They improve their vocabulary (cycling).
- The student use simple sentences with correct grammatical structures.

Example:

Germany is a cycling friendly city

- They relate the vocabulary in English and Spanish using cognates. Example:

Bicycle = bicicleta

SOCIOLINGUISTIC:

- They learn the proper manner to cycle on the road. Example:

Don't stay on the pedestrians' line

PRAGMATIC:

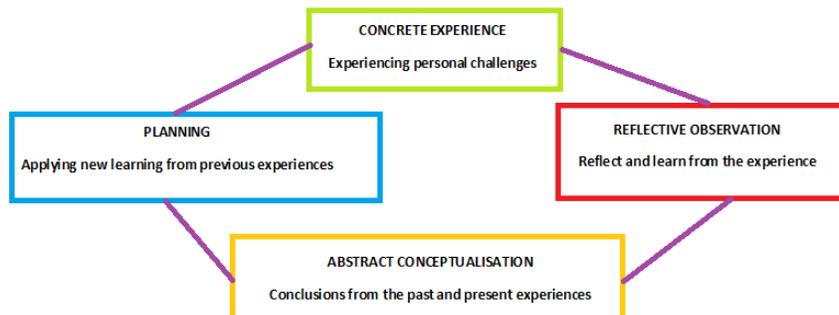
- They develop or increase their abilities of a function (explaining the benefits of cycling).

DISCURSIVE:

- They must understand the basic vocabulary and take their own ideas on the benefits of cycling so they can make a clear conversation.

1.2.13 EXPERIENTIAL LEARNING THEORY

Experiential learning is learning cycle where the learner goes through several steps: experiencing, reflecting, thinking, and acting. Concrete experiences are the basis for observations and reflections which are assimilated into abstract concepts. These concepts can be actively tested and used to create new experiences (Sternberg and Zhang, 2000). The next picture is a representation of Kolb's cycle:



In class, there are some students that extend the content by sharing their previous experiences on the target language. For example, a couple of them lived in the USA for some time and they share some differences on a real life speech. Although they have good communicative skills, they improve their language by correcting their grammar mistakes on class.

1.2.14 TASK BASED APPROACH

Doughty and Long (2003) define a list of principles as a guideline for implementing CLT practices:

Development of communicative skills is the main objective; grammar is introduced only as much as needed to support the development of these skills.

- Promotion of learning by doing.
- Introduce rich, meaningful, comprehensible, elaborated and quality Input.
- Promote cooperative and collaborative learning
- Rules become salient to the learner at one point during the course of the activity.
- Provide Feedback
- Recognize and work with affective factors to motivate class.

Next video is an example of an interview that concerns a task in different steps, first they presented a preliminary list of questions, regarding an intercultural component and connecting with Ecology, which is a subject of the same semester (IV).

They recognize the different meaning that word can have among English speakers' countries. In the video you would hear the interviewee using "culture" as a synonym of "tradition". During this activity students also broke the communication wall, gaining confidence.

<https://youtu.be/hx7yQUICVX0>

1.2.15 TEACHER AND STUDENT ROLES

To extend teachers and students' roles lesson on the course, I present some findings from Ray McGhee and Robert Kozma (2001). Their study is about the roles in an interactive class, regarding that current learning perspectives are based in active self work. They highlight some important roles:

Students' roles:

- **Self-learner.** Students select their own real world projects and identify possible solutions. Students may help determine the content of the curriculum.
- **Team member.** The student is actively involved in the project, sharing collaboratively responsibility for the success of the project.

- **Knowledge manager.** The focus of the role is on the development of knowledge products. Students often seek for reports, research studies, newspapers, or multimedia presentations that solve a real world problem.

Teachers´ roles:

- **Instructional designer.** Teachers must design, plan, and organize themselves to use and integrate technology in their classrooms.
- **Trainer.** Teachers give individual instruction to enable skill development. modeling the use of technology and helping students to use tools that can help them accomplish unique tasks.
- **Collaborator.** Teachers must work with their colleagues to improve their instruction. These activities include informal sharing with colleagues and team teaching
- **Team coordinator.** Teachers create opportunities for peer tutoring and support between students with mixed achievement levels.
- **Enabling advisor.** Teachers give assistance, advice and suggestions and give students a great autonomy enabling them to take responsibility of their own learning activities.
- **Facilitator.** Teachers choose activities to accomplish specific objectives. Students must use correctly the tools presented.
- **Monitoring and assessment specialist.** Teachers monitor student performance and try to improve it.

We can find now that teachers have extended skills in order to provide the students the independency they need to be aware of their own objectives of learning. I also find myself useful in improving the student’s social environment.

1.3 IMPROVING SKILLS

1.3.1 THE INTERACTIVE MODEL OF READING

Reading is an active thinking process. Four aspects can help define this process:

- Readers use both what they know (inference) and information from the text (inference) to construct meaning.
- Readers anticipate what the text will say by thinking about what they know.
- They use this hypothesis as well as the textual information to actively construct meaning (Pearson & Johnson, 1978).
- This process is interactive because a pattern is synthesized based on information provided simultaneously from several knowledge sources (Stanovich, 1986).

The Interactive Reading Model describes a model of the reading process and the way linguistic elements are processed and interpreted by the brain. The model combines both surface structure systems (the sensory, bottom-up portion of reading, with deep structure systems, the thinking, or top-down, aspects of reading) to build meaning and memory for all learners.

Barnett (1989) stated that there are three main models of how reading occurs:

- Bottom-up theory argues that the readers construct the texts from the smallest units (letters to words to phrases to sentences) and that the process of constructing the text from those smallest units becomes so automatic that readers are not aware of the process. Decoding is an earlier term for this process.
- Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears.
- The interactive school of theorists argues that both top-down and bottom-up processes are occurring, either alternately or simultaneously. These theorists describe a process that moves between both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge.

Although activities in the class book include an involvement of grammar structures and vocabulary, as the English level of proficiency is heterogeneous inside the class, I've experienced that some students feel comfortable translating almost all the text by the use of

android apps or with a dictionary, preventing them to recognize the main ideas and making mistakes in the meaning. I encourage my students to improve their reading skills by studying first the power vocabulary that comes with the lessons and , as the lectures are structures, focus on it.

Attachment 1.2: The image on the left shows the highlighted vocabulary which is part of the word list that is included in the students' book (on the right).

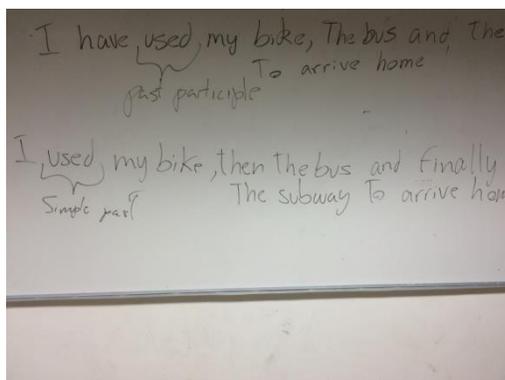
1.3.2 STRATEGIES FOR UNDERSTANDING VOCABULARY

Successful comprehension is dependent on the reader's knowledge of word meanings in a given passage. "The relation between reading comprehension and vocabulary knowledge is strong and unequivocal. Although the causal direction of the relation is not understood clearly, there is evidence that the relationship is largely reciprocal "(Baker and col., 1988). Vocabulary instruction does improve reading comprehension (Stahl, 1999).

The National Reading Panel (2000) recommended using a variety of direct and indirect methods of vocabulary instruction, explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. Studying vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning.

In the present project, students develop a basic vocabulary about cycling and ecology. Input was taken in class (teacher activities) and in their own investigation. Teacher carried out examples through all semester using cycling vocabulary.

Next picture shows an example which was taken to explain a grammatical structure (present perfect vs past simple).



1.3.3 THE IMPORTANCE OF CROSS CULTURAL AWARENESS FOR READING

Cultural Awareness is the foundation of communication and it involves the ability of standing back from us and becoming aware of our cultural values, beliefs and perceptions (Quappe, 2005).

The framework of multicultural competence is described in a three-level developmental sequence (Sue, 1998). Competence begins with "awareness" of your own culture in relationship with the other cultures around you, and an awareness of the culturally learned assumptions which control your life, with or without your permission. Accuracy depends on making right assumptions. Once you have achieved awareness, the next level is to gather the facts, knowledge and information required for comprehending the meanings behind your own and your client's behavior. Comprehension depends on having the right facts and information about the cultural context.

Becoming aware of culturally learned assumptions as they are both similar and different from members of other cultures is the essential foundation of counseling competence (Pedersen, 2000).

Student's book has got many intercultural components in lectures, as it is made for communicative purpose not only in an English native country but regarding English a global language.

Attachments 1.3 are examples of intercultural components in the readings.

1.3.4 TYPES OF READING AND WRITING EXERCISES

Skidmore (2002) tells us about four major types of writing:

- Narrative. Is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
- Expository. The text is fact-based with the purpose of exposing the truth through a reliable source.
- Technical. Represents any verse or prose work meant to be instructional.
- Persuasive. Is a type of non-fiction writing used to convince the reader to agree with the author about an issue. The author will rely heavily on facts to express their opinion, and use them in an argumentative type of writing style.

Attachments **1.4** are examples of a lesson that contains a previous power vocabulary. It shows a short reading, followed with activities that focus on reading comprehension and writing skills (Reading Peak 1). It also contains a cd with listening of the lectures.

1.3.5 GUIDENESS AND EVALUATION

These are some key point to guide and evaluate writing skills (Glencoe/McGraw Hill, 2007:

- Provide opportunities for feedback. Give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved.
- Encourage self- and peer assessment. Students can develop a clear sense of their abilities by evaluating their own writing. Then, after you score each paper, you and the student can discuss why your scores might differ. Peer assessment can also be a valuable tool throughout the writing process. Students can discuss their ideas with their partners, and partners can act as the audience during each stage of the writing. Students can also work in groups of three or four to hold writing conferences.

- Incorporate assessment into the instructional process. Instead of viewing assessment as a final judgment, work to make assessment, teaching, and learning all part of a continuous cycle. Encourage students to revise, expand, and rewrite at all points in the cycle, for reasons other than receiving a score or a grade.

Most of reading and writing work is done in class: teacher gives the opportunity to finish the activity with a follow feedback, solving the exercise on the board. When it is about the students' book, they find very useful to work with the interactive dvd that comes with activities and answers. I try to be careful to realize what the main mistakes in the process are and give the students the proper feedback.

1.3.6 COMMUNICATIVE SKILLS

Learning and developing effective written, oral and interpersonal communication skills will develop students' emotional intelligence and empathy through an understanding of their audience; these skills contribute significantly toward positioning graduates as global citizens.

Speaking, listening and communication within Functional Skills qualifications are defined as nonwritten communication, normally conducted face-to-face (OCR, 2012).

Communicative language teaching sets as its goal the teaching of communicative competence. It refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence.

Communicative competence includes knowing how to use language for a range of different purposes and functions, how to vary our use of language according to the setting and the participants, how to produce and understand different types of texts and how to maintain communication despite having limitations in one's language knowledge (Richards, 2006).

English IV (high school) focus in scientific, culture and ecology issues. For instance, in **attachment 1.5** the future “will” is practiced involving an ecological issue which was strengthened in the discussion of their final project of cycling:

1.3.7 PROCESSING SOUND AND PROCESSING MEANING

Listening is a psychological phenomenon, which takes place on a cognitive level inside people’s heads, and a social phenomenon, which develops interactively between people and the environment surrounding them (Mc Laren, 2006).

Garman (1990) stays that these processes includes perceptions (initial processing of input), understanding (the end product), recognition (stored memory element) and interpretation (a creative process going beyond the strict properties of the signal). Therefore, more emphasis has been placed on the listener’s own contribution to the interpretative aspects of processing comprehension.

To improve this process in class, I often play one time the class boob cd audio, then I select a student to read the same text, the I play it again. Although sometimes it is repetitive, student can be aware of their mistakes.

1.3.8 LISTENING PROCESS

Nunan (2001) stays that Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession. Hearing is the response caused by sound waves stimulating the sensory receptors of the ear. Attention refers to a selection that our brain focuses on. Understanding consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard.

1.3.9 ACTIVE LISTENING

Active listening skills are an extension of generic communication skills and involve both verbal and nonverbal communication. Real active listening requires the listener to avoid common responses when listening, even internally, and these are very difficult habits to break. In other circumstances many of these responses may be entirely appropriate (Robertson, 2005).

I am used to speak with my students in a second language, although the responses are commonly in Spanish, they enrich their vocabulary and eventually share their experience on the issue that is being communicated.

1.3.10 LISTENING ACTIVITIES

Listening activities should include (Sahr, 2011):

Prelisting: The purpose of the Prelisting Activity is to prepare students for listening, to ensure student success, and to get students involved into listening. Prelisting Activities should motivate. Prelisting activates students' prior knowledge, gives them new vocabulary and use guessing.

While-Listening: Students tend to listen carefully if they have a purpose or a task to perform based on the listening. It may include: Listen to the entire passage, ask for clarification, complete the task, listen again and check answers, fill in missing parts, compare work with a classmates They must listen to the main idea, specific events and details, etc.

Postlistening: Should not be looked at as testing. It is merely checking to see if the planning a listening activities are useful.

Later here will be showed a teacher's presentation on cycling with a power vocabulary. It was useful as an introduction of a listening activity. Student was are of what the listening was really about (information about cycling).

On the same activity, students listened to an audio twice, one in British English and the other in American English, and then they had the chance to look at the script so they could be aware of their mistakes.

The result of the activity was poor given by a complex level of vocabulary in the audio and the heterogeneous level of English in class.

1.3.11 SPEAKING

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 and Joyce, 1997).

1.3.12 CHARACTERISTICS OF SPEAKING

Speech production involves four major processes: conceptualization, formulation, articulation, and self-monitoring. According to Nunan (2001), speaking skills are also affected by the context. Speaking is reciprocal and people can participate in the same oral interaction. Speaking is physically situated face-to-face interaction and speakers have to decide on their message without taking time to check it over.

1.3.13 FLUENCY AND ACURACY

In a language classroom, speaking activities which focus on fluency require students to get things done smoothly through conversation while those which focus on accuracy require them to use correct vocabulary and grammar in dialogues. Normally, more traditional teachers as well as exam-focused educational systems have students practice a great deal of oral drills.

Both accuracy and fluency in language speaking are important for learners. They may need to speak accurately to pass oral tests, yet they can express their own ideas fluently if they are allowed to speak without being afraid of making mistakes (British Council, 2009).

1.3.14 FEATURES OF CONVERSATION

Communicative competence models emphasize the language use situation and detract attention from the analysis of interaction between language knowledge and the other knowledge components.

To enable planning in an interactive speaking situation, learners need make routines. Information routines may be identified as either expository or evaluative. The principal types of expository routines are narration, description, and instruction. Evaluative routines typically involve explanations; predictions; preferences and decisions (Albert, 44 2004).

Selection skills focus on the learners' ability to build on their knowledge base of lexis, phrases and grammar to choose how to say what they want to say. The skills related to this ability have to do with negotiation of meaning.

1.3.15 PRONUNCIATION

Traditional approaches to pronunciation have often focused on segmental aspects (sounds consider as units), largely because these relate in some way to letters in writing, and are therefore the easiest to notice and work on. More recent approaches to pronunciation, state that the suprasegmental aspects of pronunciation (variations in stress and intonation) may have the most effect on intelligibility for some speakers. Usually learners benefit from attention to both aspects, and some learners may need help in some areas more than in others (Kerr, 2000).

Stress is important at three different levels: word level (multisyllabic words have one or more syllables that are stressed), sentence level (the most important words tend to be stressed), contrastive stress (the most important words carry greater stress) (Morley, 1994).

Intonation (change of pitch) is crucial in giving speaker meaning, particularly interpersonal attitudes. As intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language. Grammatical approach relates intonation to grammatical functions; discourse approach focuses on speakers and their intentions in longer stretches of discourse (Clennell, 1997).

Class book brings a pronunciation component with a listening (attachment 1.6).

I try not to correct every word being spelled; I prefer to focus on specific words. When students read a sentence or a passage, I usually read it after them and they might be aware of the pronunciation mistakes.

Usually I find stress mistakes given by the lack of practice even in the first language (reading skills).

1.3.16 FUNCTIONAL COMMUNICATIVE ACTIVITIES AND SOCIAL INTERACTION ACTIVITIES

The purpose of functional communication activities is to achieve practical result. Students must be able to use the language to get meanings as effectively as possible. Students are not required to use a specific appropriate language or to be grammatically accurate. The focus is to overcome an information gap (Littlewood, 1981). Littlewood states for types of functional

activities: restricted cooperation, unrestricted cooperation, sharing processing information, and processing information.

Social interaction activities add a further dimension to the functional activities, defining clearly the social context. Students must be focused on social functional meanings where social acceptability is very important (Littlewood, 1981).

Students and teachers at school have poor practice in social interaction dimension, it is important then, to build up strategies that involve reliable activities to improve the practice inside the school.

1.3.17 INTEGRATED SKILLS

Richards, Platt, and Weber (1988) define the teaching of integrated skills in as "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing."

In the spoken medium, listening selections are used as models for speaking, interaction, or pronunciation skills, and in the written medium, reading input supplies models for writing.

Activity-based teaching and learning focuses on what learners bring to the classroom and the active role that learners play in the language acquisition process (Sprenger, 1999). They are actively constructing schema and meaning. All teaching must be planned so that learners play active roles as they learn.

Communicative teaching and learning focuses on the importance of authentic, comprehensible communication in language learning. For teaching and learning to be effective and efficient, language must be used in ways that clearly convey meaning and have communicative purpose.

Lessons in the students' book are planned to integrate the skills, developing a specific subject and focusing on a grammar structure (attachment 1.7).

1.3.18 TECHNOLOGY IN CLASS

Use of technology in class helps the student to have a variety of activities where they can feel identified by the daily use of it.

As it was mentioned before, webs like “epals” helps to carry out activities, interacting with foreign students and teachers, making the activities more reliable.

I carry activities using different web pages, focusing on integrated skills and grammar issues. There are several web pages where you can make an activity, for example “fill in the gap”, with an immediately feedback. That type of activity helps to economize time in class.

Facebook is also a helpful tool, where teacher and students interact, receiving class orders, documents, consultancy and feedback.

High school Cetus 5 implements the use of Duolingo as a strategy to practice vocabulary, functions, grammar structures and even writing and listening. Even if linguistics is limited, Duolingo offers an opportunity to learn by repetition (attachment 1.8).

1.4 INTERCULTURALITY

1.4.1 DEFINITION

One of the most recognized definitions of culture in language teaching is related to "the geography, history, literature and great achievements of a country and its people" whereas the latter concerns "facts having to do with custom, manners, way of life or life-style" (Bueno, 1996).

The fast transformation of society as a result of science, technology, and globalization, forces intercultural objectives to continuously evolve in order to reflect the needs of modern citizens and communities (Stewart, 2007). As a result, understanding culture becomes an integral component of intercultural competence. As a result, there must be more aspects to take into consideration, defining culture as “the ever-changing values, traditions, social and political

relationships, and worldview created, shared, and transformed by a group of people” (Nieto, 1999).

We use the term intercultural in the broad sense of any interaction between any cultural groups (Wenger, 1998).

1.4.2 INTERCULTURAL COMPETENCES

In Byram’s Model of Intercultural Communicative Competence (1997), foreign language teachers are asked to guide learners through the process of acquiring competencies in attitudes, knowledge, and skills related to intercultural competence while using a foreign language.

The general competences are (Kalsbeek, 2003):

- Openess. Develop an interest and gain an insight in other cultures.
- Knowledge. Having knowledge of the various ideas on culture and intercultural communication and transmit it.
- Flexibility. Adopt appropriate behavior in various situations.
- Perspective. Think and act from different perspectives.
- Context. Having sufficient knowledge of the target culture to add context to learning tasks.
- Dialogue. Knowing the basics and issues of intercultural communication.

Foreign language teachers must reconsider methods for teaching language and culture in the classroom if the goal is to create true interculturally competent speakers of the language. Traditional methods for teaching foreign languages emphasized the importance of students practicing language structures, pronunciation and vocabulary in order to become native like speakers (Byram, 1997).

1.4.3 GLOBAL ENGLISH

The concept of Global English assumes English as an International Language and English as a Lingua Franca. These terms are used to refer to English used in international communication (Kachru, 1998).

In the wake of globalization, the term Standard English refers to the kind of English language used in the countries as the first language (Trudgill, 1994).

There have been many attempts to promote a common language used by all people so that universal communication becomes possible. The most notable success has been Esperanto which boasts close to 2 million speakers in about 115 countries in the world.

A global language is a language that has developed a special role that is recognized in every country (Crystal, 2003). There are two main ways the recognition is achieved: either by being designated the official language, or by being made a primary foreign language to be taught in schools.

There is large number of people that speaks English as a second language (nearly two billion). We should also realize that people speak English with a purpose in commercial or educational situations, which are areas of global communication.

1.4.5 ETHNOCENTRISM

There is a belief that students must be provided with this opportunity to engage in meaningful conversations which broaden their intercultural competence of diversity to include the concept of interculturalism.

To enable students to become successful in a diverse world, a large part of that source will be the ability to communicate and negotiate among diverse cultures and brings about intercultural competence, which is the capacity to change attitudes, values, and behavior so as to be open and flexible with other cultures, religious and ethnic groups which have become increasingly crucial for individuals to survive in our increasingly globalized society (Banks, 2001).

Intercultural research has identified a range of issues, including intercultural adaptation (Kim, 2002), inter-cultural effectiveness.

Students are affected by ethnocentrism and stereotype that had challenged their day-to-day activities across the schools. These are the concern of the researcher in such a multicultural environments (Tilahun, 2007) where in the larger society is found.

Bennett (1993) defines ethnocentrism as “assuming that the worldview of one’s own culture is central to all reality”. Bennett suggests that people tend to use their own worldview to interpret other’s behavior and that the idea of a universal truth is usually based on one’s own values.

Samovar (2010) emphasizes that every culture tends to glorify its historical, scientific, economic, and artistic accomplishments, frequently minimizing the achievements of other cultures.

Some of the consequences of ethnocentrism (Gudykunst, 2003) are: leads to an almost complete misunderstanding of values, intentions, statements, and actions of others, thereby, turning attempts, exaggerate group differences, complicates communication and it creates creating issues between communicators.

As teachers and learners, we should focus on the intercultural competences, which will improve our understanding on the issues that will bring the interaction with other cultures. English, as a global language, gives us plenty opportunities to adapt and improve the media that surround us.

Even in our classroom (Mexico), students find a lot of diversity, with different economical situations, families believes and barriers that most be broken to empower their personalities. Like a student named David says:

“We find interculturality among us, with different traditions and different forms of living our lives”

1.4.6 CULTURAL APPROACHES

The cultural criticality approach focuses on cultural differences as potential barriers; advocates understanding these barriers and respecting the differences (Brislin, 1981).

The “emic” approach focuses on studying cultures from the inside. This attempts to understand cultures as the members of the cultures understand themselves. In contrast, the “etic” approach focuses on understanding cultures from the outside by comparing cultures using predetermined subjects. In order to develop a good understanding of communication in intercultural communication, a combination of both approaches is required (Berry, 1980).

The dynamic process approach involves learners to investigate culture and communication from a perspective that sees culture and communication as dynamic, ever changing, multi-layer and complex (Humphrey, 1993).

Experiential learning cycle approach states that is not enough to read books about cultures, to listen to lectures about other cultures and so on. It is necessary for an individual to experience being confronted with new and unknown situations, to experience insecurity, fear, rejection as well as security, trust, sympathy and empathy. It is also necessary to learn from and with people from other cultures (Koklb, 1984).

Four approaches may be combined and integrated into a learning and teaching framework that could provide the foundations for planning an effective program of study.

1.4.7 INTERCULTURAL ACTIVITIES

Teachers can conduct parts of the activities in the students’ native language to compare with the culture differences in a second language, use introductory activities which pre-teach relevant vocabulary as videos or texts, introduce key concepts like “greetings” or “asking for something” in formal and informal forms, simplify texts or design activities in such a way that students can cope with a more difficult text (magazines or book extracts), and adapt activities in agreement with the students’ stage of cognitive development as interviews, speeches, etc.

In the students final project you will find an approach to the different traditions of mobility around the world with the focus on intercultural awareness.

During this semester students also presented posters to express their feeling about cultural differences. Some extra activities will be shown later.



CHAPTER 2: LESSON PLANNING

2.1 LESSON PLANNING

This is a lesson planning with focus on cycling vocabulary. Although the grammar structures which are objective of this planning are first and second conditional, the final presentation included on the video is worked mainly in simple structures (present simple).

AUTHOR: JOSÉ LUIS ANGELES MANJARREZ LESSON TITLE: CYCLING IN THE CITY SUBJECT: English IV			
LEARNING OBJECTIVE: Students must be aware of the evolution of Mexico City and the implication that comes with globalization, replacing habits from those that are being practiced in other countries with the purpose of caring about the environment and ourselves. Students must enhance first, the difficulties of transportation and finally understand how the laws are changing to give the bicycle an opportunity to be one of the most important transport tool in the city. They will also compare this experience in other countries and will try to realize what are the main difficulties “cycling” experiences in Mexico City. Students will practice their speaking skills and learn specific vocabulary on “cycling vocabulary”.			
GENERIC COMPETENCIES: <ul style="list-style-type: none"> • The student expresses him/herself and communicates. • The student thinks critically and reflexively. • The student works in a collaborative way. 		INTERCULTURAL COMPETENCIES: <ul style="list-style-type: none"> • Intercultural attitudes: Curiosity and openness. • Skills of discovery and interaction. Ability to acquire new knowledge of a culture and cultural practices. • Critical cultural awareness. Evaluate critically on basis of explicit criteria. 	
FUNCTIONS <ul style="list-style-type: none"> • Making comparisons. • Discussing cultural differences. • Discussing facts. • Talking about advantages and disadvantages. 	COMMUNICATIVE CONSIDERED <ul style="list-style-type: none"> • SPEAKING • WRITING • READING • LISTENING 	SKILLS	GRAMMAR STRUCTURES <ul style="list-style-type: none"> • Conditional sentences • Simple sentences
ACTIVITY SUMMARY Students will search for the benefits of cycling in the city, describe the cycling experience in five different countries, describe the experience and the changes in Mexico City, and finally, discuss the advantages and disadvantages. Using the future “will”, they must explain the changes that Mexico City is suffering, the conditionals, the passive voice is going to be practiced by describing the experience of cycling and the conditional are going to be used in discussing the advantages and disadvantages. The final product will be a presentation. Students must explain what they have learned in teams of five. I will give them a rubric to assess their work.			
Hours of implementation:		7	

ACTIVATION

Teacher explains the lesson and how it is going to work with the subject “Ecology”. Teacher how many of the students have a bike and what is the usage of it. Then he asks what is their experience of cycling in the city. Teacher plays several videos:

- <https://www.youtube.com/watch?v=MJ17szvj1gk>
- <https://www.youtube.com/watch?v=2SsWR3cuaB8>
- <https://www.youtube.com/watch?v=nZcejtAwxz4>

Teacher asks his students to bring statements of the benefits of cycling. Students participate in the talking and make a list of unknown vocabulary that appeared in the videos played by the teacher.

SKILL/S	TEACHER ACTIVITY	STUDENT ACTIVITY	ASSESSMENT	TIME MATERIALS
Warm up	Introduction (ACTIVITY 1) Previously teacher gives a copy of power vocabulary of cycling to students and asks them to search the definition. Teacher gives copies of an oral presentation rubric and asks students to review it.	Students review power vocabulary and rubric for homework.	Work in class rubric Hetero-Evaluation	50 min POWER POINT
Introduction	Teacher shows in the screen the power vocabulary and asks several students to read the definitions. The he asks for any doubt on the rubric.	Students read the screen and review their definitions.		
Listening	Teacher gives a cycling presentation, explaining the parts he would like for the student to aboard in their speech.	Students listen to the presentation.		
Social interaction	Teacher asks his students to grade him with the rubric and make comments in English or Spanish. He tells them that it is going to be the same rubric that will be used to grade their presentation.	Students grade the presentation with the rubric.		
GRAMMAR	FIRST CONDITIONAL (ACTIVITY 2)			
Warm up	Teacher greets their students and gives a brief introduction of the activity. He shows on the screen a brief exercise without focusing on the second conditional using the activities from “movie segments assess” web	Students say Hello to teacher and listen to the instructions. They try to relate conditional sentences with their consequences. They don't complete the conditionals.	Work in class rubric Book rubric Hetero-Evaluation	100 min “Open Skies book” http://moviesegmentsstoassessgrammargoes.blogspot.mx/

<p>Listening</p> <p>Grammar focus</p> <p>Grammar/ writing</p>	<p>page.</p> <p>Teacher plays a fragment downloaded from the first page; tells the students to pay attention mainly on the actions and dialogues.</p> <p>Teacher explains the structure of conditional sentences type I, using cycling vocabulary. He gives instructions to transform the previous sentences (if clauses and consequences) to complete conditional clauses.</p> <p>Teacher asks students to complete exercise "Grammar A" on page 23 of the "Open skies 4" students 'book. Teacher provides feedback with the interactive dvd of the class book.</p> <p>Teacher asks his students to create sentences using cycling vocabulary (safety equipment). Teacher provides corrections if necessary.</p>	<p>After students watch the movie fragment, they must review the answers and copy them on their notebook.</p> <p>Students build conditional sentences with the previous exercises and tell their answers aloud.</p> <p>Students match if clauses with main clauses on exercise "Grammar A" page 23.</p> <p>Students write down on their notebooks conditional sentences using cycling safety equipment and tell a couple of the group.</p>		
<p>Warm up</p> <p>Listening</p> <p>Grammar</p>	<p>SECOND CONDITIONAL (ACTIVITY 3)</p> <p>Teacher greets the class and presents the activities by giving examples of second conditional using cycling vocabulary. He asks his students if they have seen "Juno" before. He gives instructions and plays an extract from the movie "Juno" from "movie segments assess". He tells their students to focus on actions and dialogues.</p> <p>Teacher explains the grammar structure of the second conditional by using cycling vocabulary, then tells their students to answer "what would you do if?" and "what should the father of the baby do if" activities from the "Juno</p>	<p>Students say hello, listen to instructions and watch the movie segment "Juno"</p> <p>Students do "what would you do if?" and "what should the father of the baby do if" activities from the "Juno activity page" and tell answers to the class.</p> <p>Students match if clauses with main</p>	<p>Work in class rubric</p> <p>Book rubric</p> <p>Hetero-Evaluation</p>	<p>100 min</p> <p>"Open Skies book"</p> <p>http://moviesegmentsstoassessgrammargols.blogspot.mx/</p>

	<p>activity page” from “movie segments assess”.</p> <p>Teacher asks students to complete exercise “Grammar A” on page 25 of the “Open skies 4” students ‘book. Teacher provides feedback with the interactive dvd of the class book.</p> <p>Teacher asks his students to create sentences using cycling vocabulary (hypothetical situations) for homework. Teacher provides corrections when grading notebooks.</p>	<p>clauses on exercise “Grammar A” page 23. Teacher provides feedback with the interactive dvd of the class book.</p> <p>Students write down on their notebooks conditional sentences using cycling vocabulary in hypothetical situations.</p>		
<p>Warm up</p> <p>Listening</p> <p>Reading</p> <p>Social interaction</p>	<p>CYCLING LISTENING (ACTIVITY 4)</p> <p>Teacher greets the class and gives a brief introduction of the consequences of cycling. Tells instructions to students and gives copies of the listening activity “cycling is bad for the environment” from “breaking news English” website. Teacher plays two versions of the audio (American and British pronunciation). He asks his students to guess which one is British.</p> <p>Teacher gives the passage on copies and asks three students to read it. Teacher plays both recording for the last time and ask his students to review their answers with the help of the reading copy.</p> <p>Teacher asks his students to tell reasons why they shouldn’t use bicycle in the city (simple utterances).</p>	<p>Students read the exercise then listen to both recordings three times. The second time they start to answer on the copies.</p> <p>Students read aloud the passage and correct their answers with the help of the reading copy.</p> <p>Students explain their fears and doubts about using bicycle in the city.</p>	<p>Work in class rubric</p> <p>Hetero-Evaluation</p>	<p>50 min</p> <p>http://www.breakingnewsenglish.com/1303/130305-cycling.html</p>
	<p>Cycling presentation (ACTIVITY 5)</p> <p>Students are asked to present a final project in</p>	<p>Students present their speech in power point using</p>	<p>Work in class rubric</p>	<p>100 min</p> <p>Power point</p>

Oral communication/ Speaking	group of 3-5. Presentation must last at least 7 minutes. Teacher asks students to work with: <ul style="list-style-type: none"> • Cycling benefits • Cycling in foreign countries and Mexico city • Mobility culture Teacher asks to speak mainly in English and use simple sentences and vocabulary. He also asks to prevent using too much technical information.	cycling vocabulary previously studied in simple grammar structures.	Oral presentation rubric Hetero-Evaluation Co- evaluation	
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2.2 ACTIVITIES DESCRIPTION

Cycling introduction

The purpose of the lesson is to give an introduction to the student about the cycling culture in Mexico city. It has a cultural component since the students can compare the experience of using bicycle in other countries (Germany, France, and Netherlands).

Before the activity teacher gives a simple cycling vocabulary for them to study the same vocabulary was reviewed in class. Teacher builds a rubric that will be used on their own cycling presentation. He specifies that the presentation is a personal example; students must not imitate it but use it only as a example.

Vocabulary: cycle, cyclist, bicycle, pedestrian, helmet, road, signs, lights, gloves, lock.

Some parts are explained in Spanish due to difficulties of language.

The activity has a communicative purpose and social interaction since teacher explains his own thoughts and facts about cycling. During the presentation teacher asks his student to interact with their opinions.

At the end of the lesson, teacher asks his students to grade the speech using the rubric and to place their own comments in English or Spanish (individual work)

First Conditional activity

The activity focuses on the grammar structure “first conditional”. The objective is for the student to understand and practice different uses activating their cognition with the help of a movie segment.

To introduce the lesson, students must relate conditional sentences with their consequences without taking care of the grammatical structures.

Then, teacher explains “first conditional” grammatical structure using cycling vocabulary. Example:

If you don't pay attention on the road, you will have an accident.

Once the students understand the rule, the teacher plays the movie fragment (100 mile). After watching the segment students must compare their answers in the activity copy. The teacher corrects their mistakes and asks students to use the same sentences (conditionals and consequences) to write down the complete conditional sentences. Attachment **3.1** is an example of the copy.

Once the students work with the movie segment activity, there are ask to work on their student's book. Attachment **3.2** shows the grammar exercise on first conditional. Feedback is given after they finish the activity.

To finish the lesson, students must create 5 sentences using the first conditional and cycling vocabulary. You will find some evidence on the video link.

This activity carries out integrated skills, students must practice listening and reading through the movie segment activity. The lesson attends grammar structures through all of its steps and it's completed using vocabulary on the main subject: cycling in the city.

Students were found very cooperative trough the lesson because of the diversity of activities focusing a grammar structure.

First conditional is a simple structure that founds no difficulties to be attended by students. I've found in my practice that this type of conditional is the first to be learned by students among the other three (zero, second and third).

Second Conditional activity

The activity focuses on the grammar structure "second conditional". The objective is for the student to understand and practice different uses activating their cognition with the help of a movie segment.

To introduce the lesson, teacher explains "second conditional" grammatical structure using cycling vocabulary. Example:

If cars respected cyclists, I would use my bike on Periferico

Once the students understand the rule, the teacher plays the movie fragment (Juno). After watching the segment students must answer the activity sheet. Next picture is an example of the copy.

Once the students work with the movie segment activity, they are ask to work on their student's book. Feedback is given after they finish the activity.

To finish the lesson, students must create 5 sentences using the first conditional and cycling vocabulary. You will find some evidence on the video link.

This activity carries out integrated skills, students must practice listening, writing and reading through the movie segment activity. The lesson attends grammar structures through all of its steps and it's completed using vocabulary on the main subject: cycling in the city.

It has a intercultural component since students are reflect with the main character (Juno) who live similar situation as student but in another country.

Cycling listening

Students hear a record of a new “cycling is bad for environment”, two voices are in the recording, British and American.

The main objective of this activity is to improve the listening and to learn cycling vocabulary.

Students must complete a “fill in the gap” exercise using the information from the recording. Then the teacher shows the written passage so the students can come up with their mistakes.

After the review, teacher asks his students to talk about disadvantages of cycling in simple sentences.

Attachment 3.4 is an example of the “fill in the gap exercise”

I made a mistake selecting the level of this activity, American voice was very complicated to listen to and the vocabulary was also complex. Results of this activity were poor, just a couple of medium level students were able to accomplish the work.

Cycling presentations

The activity has a communicative purpose. I selected this subject regarding both, interculturality and transversality with the subject Ecology.

Student must use simple sentences and speak mainly about:

- Cycling in foreign countries
- Cycling in Mexico City
- Mobility culture

The expected outcomes are the multicultural awareness, vocabulary improvements, and integrated skills increased.

In the final presentation video you will find two presentations:

First presentation shows no preparation at all, both male students miss a lot of classes and class work has poor quality. Female student shows more interest but her work resulted to be

inefficient. Students grade them with an average of 6 (10 scale), using the rubric in attachment 3.4 (**Example of rubric graded by a classmate**).

Second presentation shows a better speech, they knew about the subject and practiced their pronunciation. Last student to speak (Leonardo) improved very much his pronunciation; I can say it is because he loves biking.

Follow up activities

Students presented a Speech about interculturality and cycling in a plenary. They explained the relation between cycling and interculturality. This plenary is a set of final projects or products that each academy must present (in this case English IV academy).

THIS IS THE LINK FOR THE VIDEO

<https://youtu.be/LGkRhOLkAvA>

CHAPTER 3: EXPERIENCE REPORT

3.1 EXPERIENCE REPORT

Arranging the cycling as subject for this lesson was not easy at first. Although most students have cycled sometime, many of them don't do it frequently.

The cycling presentation I presented gave me the opportunity to enhance their attention, at least of a 70 % of the group.

Working with movie segments have good results since students seems to be interested on them and they can learn easily the grammar structures uses.

As I mentioned before, the book is structured with integrated skills. Grammar activities in the book are the most boring issues for the students. I think I'm doing well in taking in extra grammar activities. Students used to take book activities for homework, but I realized that they copy the information from their classmates; I prefer to work the on class.

With the cycling listening activity I made a mistaking, by choosing I higher level, students were very anxious because most of them couldn't get the activity

First I thought to use the grammatical structures involved in English IV semester planning, but time was too short to prepare a good presentation. I decided to use simple sentences and I think I got better results.

Most of the students gain confidence in their presentation, they have confidence in me now and my teaching doesn't affect their affective filter anymore.

But still I found these problems:

- No focus in the activity. Students get distracted very frequently, they don't pay attention to the instructions even if the teacher tells them, first in English, and then in Spanish.
- Level of proficiency is very irregular.
- Students don't take time to prepare quality works.

There are some more issues that affect the class, for example, non-attendance, the desertion, lost class days, no motivation, low sense of responsibility and no continuity in students leaning learning through their time in school.

But still, it is my job to prevent the mistakes I made this semester:

- Try to take too much into class. I planned long activities that I have found hard to finish in class.
- Choose the incorrect level activities. Sometimes I choose an activity that I like without thinking deeply in the purpose of a lesson.
- Make too many corrections the student's utterances.
- No focus on pronunciation.
- Enhance with authentic materials. I have few activities with authentic materials.

As I told before the purpose for this lesson was to increase the integrated skills and communicative proficiency. It is still hard for me to grade an improvement in just one semester. But I had couple of students whose improvement was very obvious; one of them is presented in the video.

Did I reach my objective? I did in grammatical aspects mainly, but still I know there are many things to improve and these are my promises:

- Structure lessons including integrated skills activities.
- Plan the activity according to the class time.
- Include authentic materials.
- Be more specific in the instructions.
- Increase my English proficiency

CHAPTER 4: CONCLUSIONS

4.1 CONCLUSIONS

The concepts that the specialization study are the basis for a teacher well planned experience. Before taking this specialization I didn't know much about how a person acquire knowledge and the paths he/she follows to apply them.

I used to take language classes with focus on grammatical structures, but now I remember the limitation I had when I tried to communicate with an American person.

The book class "Open Skies" brings integrated activities in a multicultural environment but it is still limited since it lacks of veracity. It is important to gain activities from different sources to make the class more reliable.

Months ago, I focused in finishing the book activities and the grammar plan. Now I know I most focus on the student learning, to understand his/her social environment and to be a source of motivation.

Planning well structured activities is essential for an efficient learning, then I will regard on every step: introduction, warm up, development and follow up activities.

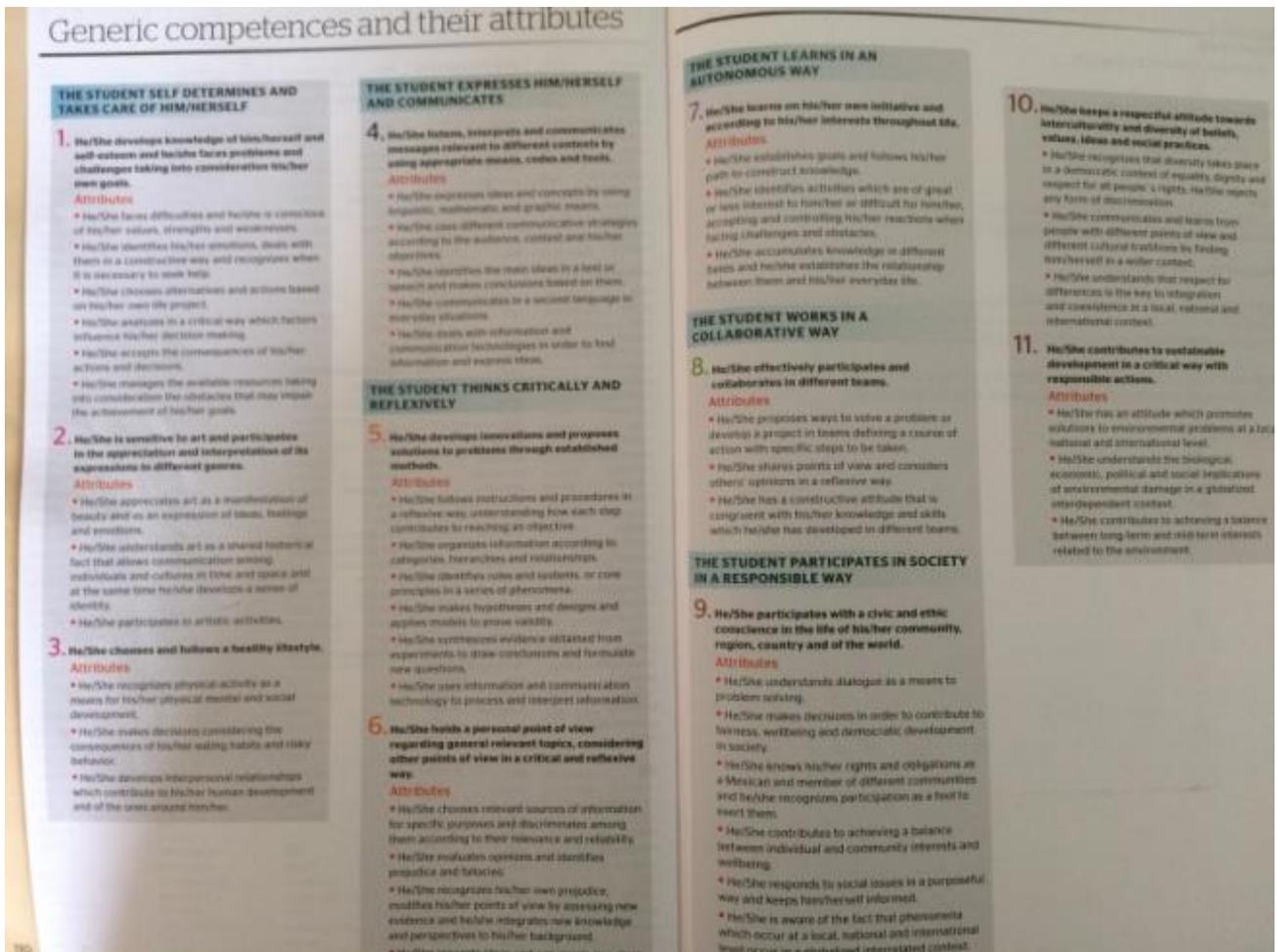
I want to tell an anecdote:

"Days ago I was invited to a rock concert. I went with my very best friend. After the concert we had the chance to go behind curtains and met the band and its crew. The band was from Finland but the crew was from everywhere: Germany, Holland, France...Mexico. I stayed still some minutes, maybe half an hour. But I wanted to now about everyone so I had to talk. When I realized...everyone were speaking in English"

It is now a fact that English is the second language most spoken around the world and in a globalized world with such needs...there is nothing left to do but start communicating.

ATTACHMENTS AND REFERENCES

1.1 BOOK COMPETENCIES



ATTACHMENT 1.3 INTERCULTURALITY IN THE CLASS BOOK

2D Window on the world

Complete the sentences (a) with the words/phrases in the box to finish with a good impression. Then, listen and check your answers.

a good impression sure things better it clear
a decision a fool of myself plans a mistake

VOCABULARY

- I made _____ that I don't like traveling by bus.
- The waiter made _____ and brought us two large pizzas.
- I made _____ in class yesterday. Everybody laughed at me.
- Colin put on his best suit for the job interview. He wanted to make _____.
- Sally was really angry with me, so I decided to buy her a present to make _____ between us.
- Make _____ you close the window before you leave the car.
- Henry never knows what she wants. She can't make _____.
- I've already made _____ for the weekend. I'm going to visit my grandparents.

READ

DO's and DON'Ts when abroad

Have you ever wanted the Earth to open and swallow you up? Well, that's what happened to me when I was in the Netherlands on business. I tried to make a good impression on my business partner by making a fool of myself (what?)

It all went wrong from the moment we walked into the restaurant. My business partner's reaction, I could tell from the look on his face, was not what I needed. I tried to make things better by saying, "I'm from a beautiful country, Holland, eh?" My business partner looked at me with my contempt. He made it even worse by saying, "The Netherlands? Holland? Holland is a country in the Netherlands."

Try not to make a similar mistake in Brazil. The Dutch never keep their hands in their pockets when they greet each other. The Dutch shake hands with their left hand. In South Korea, have your voice down. It's polite to be quiet, even if you are in a public place, such as the airport.

LISTEN

1. Discuss the audio.
- What do you know?
- Do you know or can you find out?

2. Listen again and describe the differences between Thailand and Tokyo. It's not a good idea to be in the morning.

3. Listen again and describe the differences between Thailand and Tokyo. It's not a good idea to be in the morning.

4. Listen again and describe the differences between Thailand and Tokyo. It's not a good idea to be in the morning.

Madurodam

the town where even a child can feel like a giant!

Just a few miles from The Hague is the miniature town of Madurodam. The models that make up the town are all 25 times smaller than the real buildings, so it really is Holland's smallest town. Madurodam opened in 1952 with just a few miniature wooden buildings. But since then it has grown into a city with an airport, a railway station, canals and bridges. In Madurodam there are hundreds of models which are exact copies of life-size structures that exist in different parts of Holland.

Madurodam was named after the Second World War Dutch hero, George Maduro, whose parents gave the initial capital to build this town. However, the person who had the idea to build Madurodam was Mrs. B. Boon-van der Starp. She wanted to create a dream town: "a town where people can feel like children again, and can see the world through a child's eyes."

So, why not give yourself and your children the opportunity to have a bird's eye view of a Dutch town and have fun at the same time?

old house and these Market of maar
i building, which is the Dutch Museum, it to be a weighing se. The model vs lots of tiny ple who are ng and selling fional Dutch se.

Skippy bridge
This famous bridge, which is in Amsterdam, lights up at night. Be the bridgeman! Use a coin to open many of the models this way and remember: all the money is used to support different Dutch youth organizations.

in stadium
modern stadium with of spectators. You can ch national team ready to ame.

Read the text again and answer the questions.

1. Where is Madurodam?
2. Why is Madurodam an unusual town?
3. What did George Maduro's parents do?
4. Who was Mrs. B. Boon-van der Starp?
5. What did the Dutch use the money for?

NETHERLANDS

Discover St. Petersburg

The fascinating City of the Tsars

Back in 1703, the Russian Tsar, Peter the Great, ordered the construction of a new city on the River Neva. He called this city St. Petersburg.

Today St. Petersburg is one of the most attractive cities in Europe and one of the world's most northern cities. It is famous for its impressive palaces, cathedrals and numerous bridges.

The statue of the Bronze Horseman is one of the most popular sights. People used to believe that the statue protected the city from its enemies.

Take a walk down to St. Isaac's Cathedral, the largest and most beautiful church in Russia. Did you know that 14,000 people can fit inside it?

Next to the cathedral is the Colonnade Observation Point. Climb three hundred stairs for an amazing view of St. Petersburg.

Don't forget to visit the Winter Palace. It was the winter home of the tsars of Russia. Inside the palace there's the Hermitage Museum, which houses one of the greatest art collections in the world.

Before you go to look at the... from one of St... bridges. The... In the summer... the best place to... while night...

28

ATTACHMENTS 1.4

READING AND WRITING EXERCISES

Theme > Technology • Reading Strategy > Guessing word meaning

02

What Do You Think?

- How do you have your health checked?
- What do you need to check your health?

Background Knowledge

Searching the Internet for information about health is a basic form of self-care, and it is very common. Now, companies are creating new kinds of technology, called self-care technology, which will help people monitor their health on their own. Some of these products seem unfamiliar, but they may become as normal as aspirin or vitamins someday.

Power Vocabulary

• snore	to breathe noisily during sleep
• rate	the number of times something happens over a period of time
• decide	to choose to do something
• exist	to be present
• record	to make note of
• information	facts about someone or something
• appointment	a meeting set in advance
• alert	to warn of possible danger
• notice	to pay attention
• aware	having knowledge or understanding

Reading Comprehension

Choose the best answers.

- What is the passage mainly about?
 - ways to avoid caffeine
 - the benefits of "health helpers"
 - ways to cope with serious illness
 - a convenient emergency alert system
- "Health helpers" remind people's to take a schedule
 - daily visit
 - emergency schedule
 - heart rate
 - doctor information
- Which is NOT true about the "health helpers" described in the passage?
 - They will be inserted soon.
 - People can easily check their health with them.
 - They can show a body's condition while sleeping.
 - They can send your health information to doctors.
- "Health helpers" are especially useful for the elderly
 - babies
 - teenagers
 - females
 - elderly people
- How can "health helpers" help people prevent illness?
 - by performing surgery
 - by taking care of elderly people
 - by taking people to the hospital quickly
 - by teaching people about health issues

Write the answers in full sentences.

- What kinds of information do "health helpers" show? heart rate, blood pressure, heart rate and body temperature
- Who will get the health information checked by "health helpers"? people who use the information to their doctor
- What happens when a person checked by "health helpers" has a problem? some products can also help prevent illness by teaching people

Health Helpers

When Emily woke up, she checked her phone and saw that she had moved around the night before. Her phone also showed that she had moved a lot while she was sleeping. Another day, the monitor on her shirt showed that her heart rate was very fast. "It might be because I drink too much coffee," she thought. She decided not to have caffeine before bedtime any more.

It sounds like something from a science fiction book, but these "health helpers"—products for self-care—already exist. When you use them, they record information about you, such as your heart rate and body temperature. Then they can send this information to your doctor. If there's a problem, the doctor can make an appointment to see you in person. Or if there's an emergency, nurses or doctors will be alerted right away.

This is especially useful for people who have just had surgery or for elderly people who live alone. These products can also help prevent illness by teaching people about health issues. Serious illnesses often occur because people don't notice when they start to get sick. If people can easily check their own health, they might become more aware of their health. And then they can try to improve it on their own.

Guessing word meaning — When you see words you don't know, using a dictionary might help.

Graphic Organizer

Choose the correct phrases from the box and fill in the blanks to explain the functions of "health helpers."

Functions of "Health Helpers"

- Alert doctors in case of an emergency
- Teach people about health issues
- Record health information and send it to a doctor

a. perform surgery on patients
b. teach people about health issues
c. teach people ways to become a nurse
d. alert doctors in case of an emergency
e. record health information and send it to a doctor

Vocabulary Build-up

Choose the best words to fill in the blanks.

- I have an appointment with my dentist at 3 p.m.
 - issue
 - emergency
 - information
 - appointment
- Drinking too much coffee will increase your heart rate.
 - care
 - monitor
 - disease
 - temperature
- The experts warned the public to the dangers of smoking.
 - decided
 - warned
 - alerted
 - shouted
- I'm against of what you mean, but I can't agree with you.
 - full
 - reason
 - ground
 - right
- Most car accidents occur because of sleepiness.
 - take
 - occur
 - place
 - avoid

ATTACHMENT 1.6 PRONUNCIATION

... before the trip, she is doing
six months of (6) _____ Gravity makes it
difficult to (7) _____ in space.

PRONUNCIATION

A | Listen. What's the difference between a and b?

B | Listen and repeat. Which sound do you hear?

a. solar

b. shout

	solar /sɔ:/	shout /ʃaʊt/
without		
down		
ocean		
moment		
south		
broken		

ATTACHMENT 1.7 INTEGRATED SKILLS IN A BOOK UNIT

10 Style and fashion

VOCABULARY

What's the word for...? Write the word in the box. Then write the word's form.

1. **comfortable wear** → **casual**

2. **what not to wear** → **taboo**

3. **what to wear on top** → **topwear**

READ

WHAT'S IN A FASHION?

IF THERE'S ONE WORD TO DESCRIBE EDWIN'S FASHION, IT'S "UNISEX." IT DON'T EASY TO TELL WHAT'S "M" FOR BOYS OR WHAT'S "F" FOR GIRLS BECAUSE THEY ALL WEAR THE SAME STUFF. HERE'S OUR GUIDE TO UNISEX FASHION.

1 **BEADS AND EARRINGS** ARE GREAT BUT REMEMBER WITH ACCESSORIES, LESS IS MORE. BRACELETS AND ANKLETS ARE REFINELY "M" AND CHAINS AREN'T JUST A "F" THING ANYMORE. YOU CAN EVEN CREATE YOUR OWN ACCESSORIES USING STONES OR SEA SHELLS.

2 **EVERY TEENAGER LOVES T-SHIRTS.** THEY ARE NEVER OUT OF FASHION AND THEY'RE ALWAYS COMFY. YOU CAN EVEN PRINT YOUR OWN DESIGN OR PHOTO ON THEM. COLORFUL OR PLAIN, YOU CAN WEAR THEM JUST ABOUT ANYWHERE.

3 **BOOTS, COMFY JEANS, COORDINATE YOUR OWN SWATCH OF YOU**

1 **What's the word for...? Write the word in the box. Then write the word's form.**

1. two things associated with... → **accessories**

2. what you don't wear → **taboo**

3. best types of... → **casual**

4. things that only girls used to wear → **girly**

5. what some companies let people do → **print**

11 Fashion

GRAMMAR

Some / Any / No / Every compounds

	PEOPLE	THINGS	PLACES
Some	someone somebody	something	somewhere
Any	anyone anybody	anything	anywhere
No	no one nobody	nothing	nowhere
Every	everyone everybody	everything	everywhere

I'd like some shoes and something to drink. I don't have any nice belts. Is there a store that sells belts anywhere near here? There are no museums or movie theaters in my town. It's boring. There's nothing to do. Every person in my class likes sports. Everybody finds time for sports.

1 **Circle the correct words.**

1. A: I have **anything** / **nothing** to wear to the party. Can I borrow one of your dresses?
B: Of course. Here's a look in my closet. You'll find **something** / **everything** for sure.

2. My sister goes shopping twice a month. **Anyone** / **No one** wants to go with her because she can shop for **hours** and **everything** / **everywhere** she buys is very expensive.

3. A: I'm looking for my chain. I'm sure it's **anywhere** / **somewhere** in my room.
B: Well, good luck finding it. Your room is never neat! I haven't met **nobody** / **anybody** as messy as you!

SPEAK

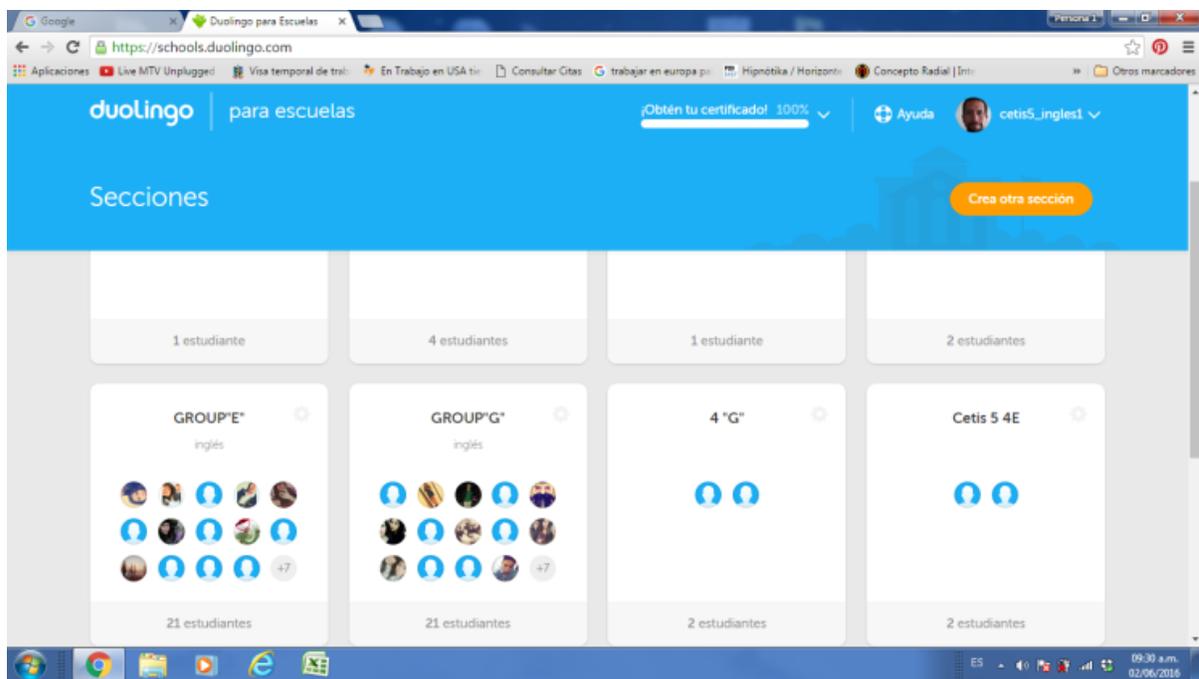
Answer the following questions.

- What kind of clothes do you usually wear when you go out?
- Have you changed your style lately?

IN THE PAST, ONLY FACTORY WORKERS USED TO WEAR THESE BELTS, BUT NOW EVERYONE WEARS THEM, ANY TIME, ANY PLACE, CASUAL, RIPPED, BAGGY OR EVEN FORMAL ONES DECORATED WITH STONES, THEY'RE A FAVORITE WITH BOYS AND GIRLS EVERYWHERE.

BOOTS AND SNEAKERS ARE ALWAYS COMFY. YOU CAN WEAR THEM WITH JEANS, SHIRTS, SHORTS OR PANTS, SOME COMPANIES EVEN LET YOU DESIGN YOUR OWN SNEAKERS. BUT BE CAREFUL, ALWAYS

ATTACHMENT 1.8 DUOLINGO IN CLASS



ATTACHMENT 3.1 FIRST CONDITIONAL

B. MATCH THE CONDITION AND THE CONSEQUENCE THE ACTION WILL CAUSE.

CONDITIONS:

- 1- She passes the 100 perimeter space.
- 2- The alarm continues for more than 3 minutes.
- 3- She breaks out the house arrest rules.
- 4- She has any violation.
- 5- She attempts to remove the electronic ankle bracelet or temper with the base unit.
- 6- They get a blackout or something.

CONSEQUENCES:

- (2) A signal is automatically sent and a car is seen immediately.
- (4) She goes back to jail.
- (3) It adds automatically 10 years to her sentence.
- (1) The alarm is activated.
- (5) An alarm automatically alerts the police.
- (6) The base unit still works.

C. NOW WATCH THE SEGMENT AND DECIDE WHETHER YOUR GUESSES WERE CORRECT.

D. NOW REWRITE THE PAIRS OF SENTENCES USING THE 1ST CONDITIONAL:

Ex: 1. If she passes the 100 feet perimeter, the alarm will be activated.

2. If the alarm continues for more than 3 minutes, a signal is automatically sent and a car will be seen immediately.
3. If she breaks out the house arrest rules, it will add automatically 10 years to her sentence.
4. If she has any violation, she goes back to jail.
5. If she attempts to remove the electronic ankle bracelet or temper with the base unit, an alarm automatically alerts the police.
6. If they get a blackout or something, the base unit will still work.

MOVIE SEGMENTS TO ASSESS GRAMMAR GOALS
TEACHER'S KEY – ACTIVITY 40 – 1ST CONDITIONAL
 100 FEET

CONSEQUENCES:

2, 3, 4, 1, 5, 6

B

<http://moviesegmentstoassessgrammargoaals.blogspot.com>

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ATTACHMENT 3.2 FIRST CONDITIONAL BOOK

GRAMMAR

Conditional Sentences Type 1

If + Present Simple { will/may/might/can/must/should + base form
Imperative

If you **tell** Bill your secret, everybody **will find** out.
If Mike **wants** to go to the concert, he **must buy** a ticket.
Take an umbrella with you if it's cloudy.
I **may not come** to the party if I **finish** work late.

unless = if not
Unless you give me a ride to the station, I'll miss my train.
If you don't give me a ride to the station, I'll miss my train.

B | Match the two halves of the sentences.

1. If it's sunny tomorrow,	<input checked="" type="checkbox"/> d	a. if it doesn't rain.
2. I'll meet you outside the theater	<input type="checkbox"/> c	b. if it's windy.
3. We may go surfing on Saturday	<input type="checkbox"/> b	c. unless he gets up now.
4. Unless Steve calls me tonight,	<input type="checkbox"/> f	d. we'll go to the park.
5. Charlie won't have time for breakfast	<input type="checkbox"/> e	e. tell him to buy some eggs.
6. If Bill goes to the supermarket,	<input type="checkbox"/> c	f. I won't speak to him again.

ATTACHMENT 3.3 SECOND CONDITIONAL

WHAT WOULD YOU DO IF...? MAKE SURE YOU USE THE 2ND CONDITIONAL.

IF YOU WERE JUNO? I do not know depends on the circumstances if I had the option to keep the baby I would but the option for adoption, plus my own judgment would not think of adoption over.

IF I WERE JUNO, I WOULD was the car at Juno's best for her was giving it up for adoption, plus my own judgment would not think of adoption over.

IF YOU WERE JUNO'S BEST FRIEND?
He would have advised the same, abortion is not a viable way to solve the problems Juno was entitled to take the option of giving him up for adoption but.

IF YOU WERE JUNO'S PARENTS?
Juno was obliged to take full responsibility for the baby because Juno is very young to be a mother.

IF YOU WERE THE FATHER OF THE BABY?
I'd give it up for adoption, is just experiencing it's serious terms of a child raising another child.

IF YOU WERE THE FOSTER PARENTS TO WHOM JUNO PROMISED TO GIVE THE BABY AWAY.
I would give the option to Juno to live with it baby to see that would be fine and she did not feel the weight of guilt.

NOW IMAGINE THE SAME SITUATION JUNO IS FACING, BUT CONSIDER THE FATHER'S SITUATION BELOW. WHAT SHOULD THE FATHER OF THE BABY DO IF:

- HE WERE UNDER AGED TOO
- IF HE WERE UNDER AGED TOO, HE SHOULD when you start having sex at such a young age should be more cautious as they are still children who are not treated with great responsibility.
- HE WERE OVER 18
- I think even at 18 years is very young age to be a father, because they are not grown up the situation of his life still aspects and who more than anyone else to be.
- HE WERE OVER 40
- I think it's a good age to be a father, he is now more aware of the responsibility and is fully to proceed.
- HE WERE MARRIED
- It is the best time to build a family.
- JUNO DENIED TO REVEAL THE FATHER'S IDENTITY why I knew that if they knew who he was not prepared to be her father.

<http://moviesegmentstoassessgrammargoes.blogspot.com>

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ATTACHMENT 3.4 "CYCLING IS BAD FOR THE ENVIRONMENT"

Type in the **missing verbs, gerunds, adjectival forms** in the spaces (their infinitives are in bold).

An American lawmaker has **sansa** cycling is bad for the environment. He also said cyclists should **pay** a tax to **ride** their bikes on the roads. Ed Orcutt, a representative from Washington State, **Sand** an e-mail to the owner of a local bike shop to **own** his thinking. He wrote: "A cyclist has an **heart** heart rate and respiration. That means that the act of **ride** a bike **results** in greater emissions of carbon dioxide from the rider. Since CO2 is...a greenhouse gas...cyclists are actually **Pla** when they ride." Mr Orcutt said: "You can't just say that there's no pollution as a result of riding a bicycle...You would be **off** more CO2 if you are riding a bike than **driving** in a car."

Mr Orcutt also **cyclists** should be **takes** to use the roads. He said it was unfair that motorists have to pay all of the costs of building and repairing roads. He **wrote**: "Currently motorists are **pay** to use their cars on the roads...so if cars pay for the roads they are **using**, it only **make** sense that bicyclists would also be **to** pay for the roads they use when they are actually biking on them."

Dale Carlson, owner of the Tech Bike Shop said Mr Orcutt's ideas were wrong. He wrote: "People who **chose** to ride a bicycle instead of driving a car actively **produce** congestion." He **Said**: "They save wear and tear on our roads and bridges, and reduce the **for** police] to patrol our highways."

ATTACHMENT 3.5 ORAL PRESENTATION RUBRIC

Oral Presentation

Teacher Name: JOSE LUIS MANJARREZ

Student Name: Karla Casas López Equipo: 5

CATEGORY	4	3	2	1
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences. ✓	Rarely speaks in complete sentences.
Quality	Presentation involves the audience showing complete interest.	Presentation attracts audience attention showing interest most of the time (70-80%).	Presentation has poor quantity of images, audience try to read text and get lost most of the time. ✓	Presentation has poor structure. The audience can't connect with the speaker.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well. ✓
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. ✓	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Vocabulary	Uses vocabulary appropriate for the content.	Uses vocabulary appropriate for the content, makes a few mistakes in the meanings.	Uses vocabulary appropriate for the content, making mistakes (50-65%) in the meanings. ✓	Shows poor vocabulary.

COMMENTS: Su vocabulario fue apropiado pero no llegaba a escuchar y a la presentación no distinguía muy bien las letras, faltaban imágenes más llamativas.

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