

## INTEGRATED PERFORMANCE ASSESSMENT

In what follows, I will present a Proficiency based short project for each mode of communication. Each of one has its own objectives and can- do statements. Since I am currently teaching English as a second language, I have decided to plan my lesson for these specific classroom.

The pupils I have planned the activity for are intermediate level, 10/11 years old specifically.

**OBJECTIVES:** to get to know Canada culture, to review and recicle previous grammar, to learn vocabulary and culture and social interaction.

INTERPRETIVE MODE	OBJECTIVES	CAN DO STATEMENTS
<p><b><u>Reading</u></b> Read a text about cultural diversity in society. The narrator is a boy/ girl with similar age as my pupils.</p> <p style="text-align: center;"><b>- Activities to work with the text:</b></p> <p><u>1. Arise motivation</u> In order to invest children in learning and motivate them, I will firstly show them a picture of the text (two simply picture of people talking with their flags). Then, I will make them to infer the content of the text and try to guess what is about.</p> <p><u>2. Pre- teach some key words first with running dictation.</u> Divided into groups, one of each will come to my table and they will have to remember one key word (for example: - <i>improve, available, skills, enjoy.</i> Then, they will run into their groups and spell the secret word. I will repeat this activity with words more as much. Prizes will be given to the best team in writing.</p> <p><u>3. Reading:</u> One person will read first while others listen. We want them to pay attention and focus on the spoken language. After that, the pupils will be given the text and will read it individually.</p> <p><u>4. Present the meaning of the new words using the 7 steps of vocabulary</u> I will use the words used during the first game, and I will present 3 or 4 as much.</p> <p><u>5.Focus on one specific part and share information with your classmates.</u> In the same groups the have played <i>running dictation</i>, now each memeber will be given one number. Each “number” will have to focus their attention on one aspect in order to get as much information as possible about it.</p>	<ul style="list-style-type: none"> <li>- To learn about cultural diversity.</li> <li>- To promote reading habits and cursiosity through cultural diversity.</li> <li>- To show a possitive and respectful attitude towards cultural diversity and diferences between customs or the use of language.</li> <li>- To learn new vocabulary related to social interactions.</li> <li>- To review the alphabet and spelling.</li> <li>- To learn new languages structures to say things that I like: “ <i>I enjoy + verb with ING</i>”</li> </ul>	<ul style="list-style-type: none"> <li>- I can say in which country is Toronto located.</li> <li>- I know the flag of Canada.</li> <li>- I have a positive attitude towards diferences in society.</li> <li>- I can explain the meaning of the word “<i>enjoy</i>” and make a sentence with it.</li> <li>- I can explain the meaning of the word “<i>improve</i>” and make a sentence with “ <i>I want to improve...</i>” structure.</li> <li>- I can explain the meaning of the word “<i>available</i>”.</li> <li>- I can make at least two</li> </ul>

INTERPRETIVE MODE	OBJECTIVES	CAN DO STATEMENTS
<p>Later, in new groups they will tell them the information they have manage to gather.</p> <ul style="list-style-type: none"> <li>- 1: Places ( Geography)</li> <li>- 2: Adjectives related to personality.</li> <li>- 3: Hobbies</li> <li>- 4: Food</li> <li>- 5: Details for the date ( Fast- learners).</li> </ul> <p><u>6. Order the information</u> The students will have to organize parts of the text, that I have previously cut out in strips.</p>	<ul style="list-style-type: none"> <li>- To review the food and drinks.</li> <li>- To review personality adjectives.</li> <li>- To work with a team and have a respectful attitude.</li> </ul>	<p>sentences with “<i>skill</i>”.</p> <ul style="list-style-type: none"> <li>- I can tell at least five drinks.</li> <li>- I can tell three adjectives describing me.</li> <li>- I can work in a team and I am respectful with my mates.</li> </ul>
<p><b><u>L.iskening: watching a video</u></b> Since they have Intermediate level, they are supposed to understand the main idea of the audio they listen.</p> <p><u>1. Pre- teach some key words first</u> In order to do so, I will use some flashcards. I will work a little bit in its pronunciation and I will make them to repeat. I will link the words to specific movements to help them to remember.</p> <p><u>2. Play just the end/ begining of the video, only audio:</u> I will encourage them to say as many words as possible that may be related to the video they are about to watch. I would like to arise expectation and motivate them.</p> <p><u>3. Watch the whole of video with audio and images</u></p> <p><u>4. Working with manipulatives:</u> The children will have to check all the words they here by placing a small button on the picture of the object. I will give each couple a worksheet with some pictures and some words from the text apperar.</p> <p><u>5. Sorting information</u> After that, the same couples have to number the pictures/words in order.</p> <p><u>6. Cloze exercise:</u> The pupils will do a worksheet with some gaps to fill with known words. They will be given a word bank . The audio will be played one more time.</p> <p><u>Extension activity</u> In case there is spare time, children can answer <b>comprehension questions on a worksheet</b>. It could also be used for fast- learners.</p>	<ul style="list-style-type: none"> <li>- To work on listening comprehension.</li> <li>- To learn more about english speaking countries cultures (Canada) and customs.</li> <li>- To reinforce geography through english.</li> <li>- To arise motivation about english speaking countries.</li> <li>- To show a possitive and respectful attitude towards cultural diversity and diferences between customs or the use of language.</li> <li>- To review food, sports, animals and public buildings.</li> </ul>	<ul style="list-style-type: none"> <li>- I can say three different interesting monuments or buildings from Toronto.</li> <li>- I can say the name of the biggest waterfall of the world, which is in Canada.</li> <li>- I can tell three things to do in Canada.</li> <li>- I can tell the name of three foods taht appear in the video.</li> <li>- I can say the name of two animals that appear in the video.</li> <li>- I can tell which country is next to Canada.</li> </ul>

INTERPRETIVE MODE	OBJECTIVES	CAN DO STATEMENTS
<p><b>Find your twin</b> could be an active and motivational alternative:            CULTURE 1 - <i>Write your favourite spanish food, your favorite spanish food and your favorite spanish celebration.</i>            CULTURE 2 (Alternative) – <i>Choose your favorite continent, your favorite country and your favorite festivity.</i></p>		

### INTERPRETIVE MATERIALS

**Reading: text :** [http://www.lingobongo.com/barcelona/advert\\_9319.html](http://www.lingobongo.com/barcelona/advert_9319.html) / [http://www.lingobongo.com/barcelona/advert\\_8197.html](http://www.lingobongo.com/barcelona/advert_8197.html)

Hi, I'm Kristen. I am 27 years old and I am from Toronto, Canada. You're lucky because I am an English teacher. I am interested in improving my very low level Spanish speaking. I am in Spanish A2 course and would like to improve my conversation skills. We could do this over a juice, a tea or a coffee. I'm available most days before three or after 9. I enjoy cooking, yoga and reading in the park. I am open minded, creative and calm. Please contact me via e-mail or whatsapp, cheers! :-)



1. **2. Listening: LINK :** <https://www.youtube.com/watch?v=aHWxPTH9f0w> – Short Turist guide  
<https://www.youtube.com/watch?v=cotGh4Lu29M> – Commercial ( extension if needed)

PRESENTATIONAL MODE	OBJECTIVES	CAN DO STATEMENTS
<p><b>Writing:</b>  <b>1. Doing posters/ adverts :</b>            The pupils will be given a little model and they will do a little adverts in posters about different nationalities. They will work in</p>	<ul style="list-style-type: none"> <li>- To summarize information and put it in a chart.</li> <li>- To use second language as targeted and convey language.</li> </ul>	<p>- I can tell three different facts about three citizens from a different country (from mine).</p>

PRESENTATIONAL MODE	OBJECTIVES	CAN DO STATEMENTS
<p>groups, mainly in couples. In order to help them to do a wide variety of adverts, different nationalities from the classroom will be used and even the example of the reading text from language exchange used previously. It will be used as an example. When certain aspects are known, as for example the currency or language, they will have to investigate on their own.</p>	<ul style="list-style-type: none"> <li>- To show a possitive and respectful attitude towards cultural diversity and diferences between customs.</li> <li>- To research about specific information related to cultural diversity.</li> </ul>	

<b>Name:</b>	<b>Name:</b> <i>Kristen</i>
<b>Nationality:</b>	<b>Nationality:</b> <i>canadian</i>
<b>Location (continent):</b>	<b>Location (continent):</b> <i>America (north)</i>
<b>Language and level you have:</b>	<b>Language and level you have: (research)</b> <i>english and french, intermediate</i>
<b>Skills you would like to improve:</b>	<b>Skills you would like to improve:</b> <i>speaking skills</i>
<b>When are you available:</b>	<b>When are you available:</b> <i>before three and after nine.</i>
<b>Typical food:</b>	<b>Typical food: (research)</b>
<b>Currency:</b>	<b>Currency: (research)</b>
<b>Celebration and festivities:</b>	<b>Celebration and festivities: (research)</b>
<b>Favorite animal:</b>	<b>Favorite animal:</b> <i>moose</i>

PRESENTATIONAL MODE	OBJECTIVES	CAN DO STATEMENTS
<p><b><u>2. Sentence construction:</u></b> Once the posters have been done, the very next session I will start working at sentence level, encourage them to make sentences and link them. They will be given a model and it will be practiced several times, mby using of the projects, since they provide us with a very good model to make sentences from.</p> <p>First chart (1)on the left might be a good model to practice with for the first time, with the first poster. Nevertheless the level of difficulty should be increasing. The second chart on the righth could be used for the second time and the blanks would be</p>	<ul style="list-style-type: none"> <li>- To build writing competence through cultural diversity.</li> <li>- To write about yourself: location, capabilities, preferences...</li> <li>- To express nationality.</li> <li>- To get to know different cultures</li> </ul>	<ul style="list-style-type: none"> <li>-I can write about myself , describing my geographic location.</li> <li>- I can say at least five different countries and the continent in which they are</li> </ul>

PRESENTATIONAL MODE	OBJECTIVES	CAN DO STATEMENTS
<p>more little by little. This is just an <b>example</b>.</p> <p>The sentences will be written eventually on the blackboard and the teacher will correct them. The pupils may ask for clarification or feedback any time they need to, about something that has not been corrected for example. They will correct their mistakes in class and repeat the wrong sentences as homework.</p> <p>Next sessions might be introduced more items, as typical clothes, the weather during different seasons in case children find the model easy. I will also introduce (reviewing) the third person of singular. They will practice the model (Chart 1 and 2) <b>using the third person of singular</b>. Sentence construction and possessives will be reviewed first. These exercises will be done in class and children will have their exercises corrected. Again, they will repeat the wrong sentences as homework.</p> <p>As for the final presentational writing, the pupils will do it individually in class, though they will be allowed to use their previous writing exercises. The chart 3 presented below would be an example. There are two different exercises and there are two options in the second one. Fast learners can choose the second one, while slow learners might choose option A. In the second one the pupils will be asked to write using the third person of singular.</p>	<p>and its ways of life ( currency, food, customs...).</p> <ul style="list-style-type: none"> <li>- To know different countries and the continent in which they are located.</li> <li>- To write about someone else nationality, precedence, culture...</li> <li>- To reinforce the third person of singular constructions.</li> <li>- To show a positive and respectful attitude towards cultural diversity and differences between customs.</li> <li>- To research about specific information related to cultural diversity.</li> </ul>	<p>located.</p> <ul style="list-style-type: none"> <li>- I can tell at least five different languages.</li> <li>- I can write about the languages I know.</li> <li>- I can use a variety of vocabulary related to culture and society.</li> <li>- I can write about myself, giving information about my country and customs.</li> <li>- I can write sentences describing someone's nationality, precedence, likes, culture...</li> </ul>

CHART 1

CHART 2

<p>1. My name is _____ and I live in _____</p>	<p>My name _____ and I live _____</p>
<p>2. I am from _____, and my nationality is _____</p>	<p>I _____, and my nationality _____</p>
<p>3. It is in _____ (continent)</p>	<p>It _____</p>
<p>4. * The climate here is _____ in _____</p>	<p>later (* The climate here is _____ in _____</p>
<p>5. I can speak _____</p>	<p>I can _____</p>

6. I want to learn \_\_\_\_\_ and my level is \_\_\_\_\_

I want \_\_\_\_\_ and my \_\_\_\_\_

7. I would like to improve \_\_\_\_\_

I would \_\_\_\_\_

8. Our currency is \_\_\_\_\_ here in \_\_\_\_\_

\_\_\_\_\_

9. A typical food from my country is \_\_\_\_\_

A \_\_\_\_\_ food from \_\_\_\_\_

10. In \_\_\_\_\_ we celebrate \_\_\_\_\_

In \_\_\_\_\_

11. \* We wear the our \_\_\_\_\_. It has got \_\_\_\_\_

We \_\_\_\_\_

12. My favorite animal is \_\_\_\_\_

My favorite \_\_\_\_\_

13. I enjoy \_\_\_\_\_

I \_\_\_\_\_

### FINAL PRESENTATION WRITING- CHART

#### 1: OPTION A

Congratulations! You are the winner of a scholarship to Japan.

Next month you in Tokyo one year and you go to school there. You have got a host- family and they have got two children. Kazumi, the oldest one, wants to be your friend. He would like to know you better. He doesn't know Spain.

Tell him as much as you can about it!

Write him an email about: *Where do you live ( with geographical details)*

*Where is Spain and how is it climate*

*What can he eat here*

*How are our celebrations and parties and the typical clothes*

*Describe your likes and dislikes*

*What is your level of english and what are you interested in **improving***

#### OPTION B (fast finishers)

Imagine that you read an advert on the internet. You would like to **improve** your english and Kazumi wants to learn spanish. You read his advert but there is a problem and it is incomplete. The text is missing and you only have got these clues. Try to imagine his message. Write carefully his email with these clues.

Name: *Kazumi*

Nationality: *japanese*

Location (continent): *Japan -?*

Languages that he can speak: *japanese and english.*

Languages that he wants to learn: *spanish*

Level and interest for improving: *intermediate and wants to improve writing.*

Typical food: *sushi*

Currency: *japanese yuan*

Celebration and festivities: *cherry tree festival*

Favorite animal: *japanese macaque*

**2:** Write about someone from other country that you know. You can describe one of the children you have read previously in class. Write about:

*Where is his/ her country and how is it climate*

*What typical foods are there*

*What parties and celebrations are there and when are they*

*How are the typical clothes that people wear*

*Describe or make up his/ her likes and dislikes, hobbies...*

\* Remember to use the thirs person of singular!

PRESENTATIONAL MODE	OBJECTIVES	CAN DO STATEMENTS
<b>SPEAKING</b> We will continue working on cultural diversity and <b>customs</b> . I will present the children some chunk of language to work during some sessions. I	- To reinforce grammar and recicle previous grammar lessons.	- I can ask questions about myself, related to my culture

PRESENTATIONAL MODE	OBJECTIVES	CAN DO STATEMENTS
<p>provide them with practice enough to rehearse in order to expose them to the language and help them to internalize it.</p> <p>The first day I will provide them with the answers and make them to copy on their notebooks. They will have to match questions and answers. As homework they will prepare they own answer. The next session we will review, correct and give some feedback to the children that need it.</p> <p>Then we move on to work: to practice orally.</p> <p>First times they can use a paper with the questions and even take notes about other mates's answers. In – Out circle might be useful. Another interesting possibility to start with would be to give each children a specific question from the list and they move around the class asking classmates and answering other people's questions.</p> <p>Next practices I will ask the children to move around the class without paper, and to remember as many questions as possible.</p> <p>- <i>How many questions can you remember?</i></p> <p>We will continue practicing the next sessions.</p>	<ul style="list-style-type: none"> <li>- To review culture aspects.</li> <li>- To practice second language in a free-stress atmosphere in a engaged activity.</li> <li>- To build children's confidence when using second language.</li> <li>- To provide the children with real, correct language to practice with.</li> <li>- To internalize second language.</li> <li>- To invest children in the use of target language through conversation.</li> </ul>	<p>and country.</p> <ul style="list-style-type: none"> <li>- I can tell at least four facts about myself, related to my country.</li> <li>- I can tell threee different facts about someone's culture.</li> </ul>

#### GETTING READY FOR INTERPERSONAL MODE(Speaking) - CHART 1

- Where are you from?
- Where do you live?
- In which continent is your country located? What's the capital of your country?
- Can you speak any language?
- Do you know someone from other country? Say his/ her name, country and continent.
- Are fish and chips tasty to you?
- From which country is hamburguer typical from?
- Have you ever travelled to other country? Which have you visited?
- What festivities are typical from your country? Explain one and when is it celebrated.
- Can you think about typical clothe from Spain that people wear? When? Explain it.
- Who was Abraham Lincon?
- What is one traditional food that everyone eats in Spain?
- What is one traditional food that everyone eats in USA?



- What' s the currency in Great Britain?
- Who sets the table at your house in Christmas dinner?

INTERPERSONAL MODE	OBJECTIVES	CAN DO STATEMENTS
<p>When the chunk of language, questions and answer will have been practiced enough, the children will do a test.</p> <p>The day before the test we will do together a conceptual map to help them to sintezise the information and make them ready.</p> <p>The day of the <b>exam</b> I will introduce a <b>little secret change</b> on questions and I will assess their answers while the rest of them do individual work, worksheet will be useful.</p>	<ul style="list-style-type: none"> <li>- To practice orally the new chunks of language.</li> <li>- To expose the children to real and correct language in order to internalize it.</li> <li>- To review culture aspects.</li> <li>- To get to know different cultures and its ways of life ( currency, food, customs...).</li> <li>- To know different countries and the continent in which they are located.- To show a possitive and respectful attitude towards cultural diversity and diferences between customs.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell three typical food from Spain that I like.</li> <li>- I can say where hamburguer, fishc and chipsand sushi are typical from.</li> <li>- I can tell the name of the foreign places that I have visited and talk about their countries and continents.</li> <li>- I can tell the name of three people from other countries and talk a bit about them</li> </ul>

#### FINAL INTERPERSONAL (Speaking) - CHART 2

##### **OPTION 1:**

Ask the pupils the same questions that have been practiced but with a little change.

What festivities are typical from your country? Explain one and when is it celebrated.

What festivities are typical from Siberia? Explain one and when is it celebrated.

In which continent is your country located? What's the capital of your country?

In which continent is USA located? What's its capital? --- worked previously during posters elaboration.

##### **OPTION 2:**

Imagine you are a reporter and you write for the newspaper from the school. A new student from other country has just came last week. You have to make him/her an interview for the newspaper and know about him/her as much as as you can.

Here you have some possible questions, you should ask for more details:

*Country: town, location, nationality...*

*Weather*

*Typical food and clothes*

*Festivities and celebrations*

*Likes and dislike*

## QUESTIONS TO ANSWER

### 1. What do you need to plan in advance to make this unit feasible?

From my point of view, I would establish firstly the objectives: which chunk of language do I want to teach, which vocabulary want my pupils to learn, which piece of grammar would be interesting or need to reinforce...

Once that I have decided this aspects, I would start working on proper materials to work with. That takes quite a certain time normally. Once that I have it, I will review the objectives if needed. I would check them again and see if the settled objectives keep on beeing feasible.

Then I will plan it, adjusting it to a specific time, taking into account assessment and possible revisions during the different lessons (learning process is a complex one).

Once again I will check all the objectives, if it is possible and feasible to reach the established aims.

### 2. What do you need to do to continue the process of learning methods for teaching for proficiency?

Obviously I would say that it would be very interesting to learn more about it, I think that I have learn very interesting activities and strategies during this course to put into practice next course. But at the same time I think that we should be conscious about the amount of time that material elaboration and lesson planing require. For that reason I consider that all these new ideas should be put into practice little by little, in order to not to collapse our methodology and our proffesional live. It is much more feasible and sensitive to change things little by little.

Nevertheless learning for teachers is very important and should be something constantsource and it's plenty of great ideas and a huge amount of material to work with.

I think that we are too focus on accuracy, rather than fluency or proficiency and we should change that. We should change our vision and go further. As I said before, we can change many things little to little, adjusting anybody's ideas to our own practice. Being comfortable and sure about with our

methodology is essential. And change is possible in stages; little investigations are possible too. From my point of view, normally we keep on doing the things that we know that work, but we always do the same. Maybe little changes and adjustments would prove too useful, that's should be done focusing in teaching for proficiency . We have to be brave and explore our childrens limits, ours and we will probably be surprised about we can reach.