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LENGUA EXTRANJERA

**El uso exitoso de la metodología Presentar-Practicar-Producir en el aula
Estudio de Caso. Portafolio Programa de TEFL...Año escolar 2014-2015**

TRABAJO DE TITULACIÓN

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De mi consideración:

Que el presente trabajo de fin de maestría: El uso exitoso de la metodología Presentar-Practicar-Producir en el aula Estudio de Caso. Portafolio Programa de TEFL, realizado por Joseph Marcelo López Vinuesa ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja: 16 de Julio de 2015

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo Joseph Marcelo López Vinueza declaro ser autor del presente trabajo de titulación El uso exitoso de la Metodología Presentar-Practicar-Producir en el aula Estudio de Caso. Portafolio Programa de TEFL, de la Titulación de Magister en Enseñanza del inglés como Lengua Extranjera, siendo Mg. Gina Karina Camacho Minuche director (a) del trabajo; y eximo expresamente a la universidad Técnica Particular de Loja y sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos, y resultados vertidos en el presente trabajo investigativo, son de mi exclusivo responsabilidad.

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DEDICATION

This project is dedicated to my whole family especially, to my late Mom and Dad Beatriz and Gustavo Lopez for their hard work living in another country The United States, trying to learn English, and struggling to give my brothers and I an education, my second language Spanish, and inspiration to always continue studying.

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RESUMEN

Este estudio de investigación incluye un estudio de caso que se hizo uso de una metodología llamada Presentar-Practicar y Producción de enfoque en la enseñanza de idioma inglés comunicativa. El propósito de este estudio de caso es mostrar cómo se puede enseñar Inglés con éxito en un salón de clases de EFL en un país extranjero en comparación con los países de habla nativa (ESL), utilizando este método. Este estudio muestra la mejora del estudiante siendo observado y, así como los demás alumnos de la clase utilizando esta metodología. Los resultados fueron excelentes, todos los estudiantes aprendieron. El progreso del estudiante se registró durante todo el curso y proporciona evidencia de lo que el alumno aprende en esta clase.

Este trabajo también muestra la cartera TEFL del trabajo realizado durante el curso por los cursos del candidato de las clases del Maestro en los últimos dos años, utilizando y siguiendo normas de TESOL que los maestros que enseñan Inglés como lengua extranjera deben conocer y seguir. El propósito es mostrar a través de las asignaciones de trabajo hecho de que la enseñanza de inglés usando estas normas como base de su trabajo también. Se da la enseñanza de inglés una base para seguir.

Palabras Claves: Presentar, Practicar, Producir, Inglés, metodología

ABSTRACT

This research study includes a case study that was done using a methodology called Present-Practice and Produce approach in communicative language teaching. The purpose of this case study is to show how English can be taught successfully in an EFL classroom in a foreign country as opposed to native speaking country (ESL) using this method . This study shows the improvement of the student being observed and as well as the other students in the class using this methodology. The results were excellent, all the students learned. The student's progress was recorded throughout the course and provides evidence of what the student learned in this class.

This paper also shows the TEFL portfolio of work done during the course by the candidate's courses of the Master's classes over the last two years, using and following TESOL rules that teachers that teach English as a foreign language must know and follow. The purpose is to show through the work assignments done that teaching English using these standards as your base work well. It gives teaching English a base to follow.

Keywords: Present, Practice, Produce, methodology, EFL teaching, English teaching

INTRODUCTION

This thesis is part of the master's program in Master in Teaching English as a Foreign Language in collaboration between Nova Southeastern University in Fort Lauderdale, Florida in the United States and Universidad Tecnica Particular de Loja in Ecuador, South America. This thesis consists of two chapters. The first chapter which consists of a literature review containing the entire writer's research on the Present-Practice-Produce approach in communicative language teaching. As well as other methodologies used in English teaching. This research was a background for the case study done in this research. The objective of this report was to prove a method that the writer had investigated about for a great deal of time. The method or approach used with the student was Present-Practice-Produce approach. The success of this approach is revealed through the EFL student portfolio. The second chapter covers the Standards Based Position paper. This study used the different assignments done during the Master's program to demonstrate how all NCATE / TESOL standards were met.

The first section begins with a literature review which is an overview of Present-Practice-Produce approach in communicative language teaching method which as an exceptional approach to teach and the student's to learn English as a foreign language. It includes a definition and some benefits of this approach, pros and con's and advances in the PPP approach. The main objective of this study is that a student acquires the English knowledge through an approach that could work in an EFL environment. This chapter continues with a brief explanation of the approach and it shows the student's work including a pre-test and post-test. The pre-test was given to all the candidate's students to choose which student was to be used for his case study. During the course the examples given of the student's work shows the improvement through course using some tasks throughout the course. The first chapter also includes the EFL student portfolio and some methods to assess PPP.

The second chapter of this thesis shows the Standard based position paper. The objective of this paper is to show the insertion and relevance of NCATE/TESOL standards, which are national set of standards for English language teachers in the United States, into the master's program. This chapter connects selected assignments done by the writer's completed during the master's program with the NCATE / TESOL standards. All assignments met at least one of the mentioned standards.

METHOD

This research project used several methods. They were quantitative and qualitative methods. The candidate also wanted to do action research, in other words using the PPP approach in the classroom but without letting the students know that they were being used to get quantitative and qualitative data to determine if this approach can be used successfully in the classroom for beginner students.

At first the students were given a pre-test to determine the student's needs and to choose the student to be used in the case study. At the end of the course the all student's were given a post-test, qualitative and quantitative, to determine how much they learned during the course. Another method used in this research is experimental research showing the cause and effect relationship of using the P-P-P approach in a classroom situation. From all the literature the candidate looked at, and read, very few research studies were actually done with actual classes to determine if this approach works or not. The candidate wanted to see firsthand as an EFL professor if this approach can work in an EFL classroom situation where the L1 in the country is Spanish. Most research was done in English as a second language (ESL) setting where the L1 in that country is English. Since this research was done in Quito, Ecuador, South America where the L1 is Spanish, it was ideal to this research there.

In the second chapter of this study, the student portfolio needed qualitative research because it offers the teachers, which are the students, a chance to test themselves on their knowledge of what they had learned over the last two years. The students had to choose among the many assignments given in the course of the Master's program the ones that follow the NCATE rules. It makes the student aware that when they teach they must follow a guideline to teach so that the EFL student's learn English better.

LITERATURE REVIEW

There are many methodologies for the teaching of English as a foreign language. Many methodologies have been used to attempt teaching students English. The methodology that is used the most around the world now is the Present Practice Produce Approach. Unfortunately the teachers teaching English do not modernize themselves after they graduate the university as a teacher.

There are many problems in schools and universities in Ecuador in English language learning. They also do not speak English well and use antiquated methods, as Morales and Molina (2006) have pointed out “people say that we learn English just for communication, although we speak English with a strong accent, native speakers can understand us, that's enough. But you know it is not pleased (pleasant) to listen to the bad pronunciation!” (Morales and Molina, 2006, p. 12) Not even the newer teachers coming into the schools are making any difference with modern methods because it is the whole system of language teaching that is failing.

The problem with teaching EFL is that many teachers teach it as if it were ESL. Teachers have to teach English so that it works because the students only practice their English in the classroom. There is a procedure teachers have to use like the research has said by Black, (1997) “we describe our teaching goals with the two key words: communication and rigor; that means, we apply a communicative approach within a rigorous framework. To achieve these aims, we stress the interaction of three elements: pacing, content, and evaluation.” (Black, 1997)

Looking at teaching from another angle, teachers have to use all the technology possible to teach English. The writer has just recently been introduced with a few innovative programs to help in English teaching. Many researches and articles (Hadzigiannoglou, 2002; Deaney, Hennessy, & Ruthven, 2005; Morales, & Molina 2006; Schrier 1992) are all in favor of this new innovation of teaching English using a computer-based teaching method. They all promote computer aided instruction strategies. In that way the teachers can focus on the skills and make the students practice on the computer. While in the classroom the students can work on producing the language being taught.

There are many theories proposed on how to teach EFL. In this investigation there were many research articles that spoke about countless ways to do different things so students learn every English skill. Some of them are (Buzzo, Martins, Perin, Gimenez, 2002;

Chamot, 2004; Oxford 2003; Tschirner, 1992), they all agree that teaching English has a process to follow when students are learning a second language. There are many research articles also that show actual work being done in different countries. These papers can be used as guides to review what could be done. As this and other investigation have seen as a big problem Bandeira (2003) "I know that they motivate students and future professionals to use communicative approaches, what happens is that some students I would say 40%, I hope I am not exaggerating, but 40% if not 50% of the teachers don't know exactly what the communicative approach is." This problem is worldwide in non-English speaking countries. But in a research done in Ecuador it confirms this information it is said by Hein (2004) "Many English teachers have terrible pronunciation and often make many mistakes. - Often the teachers don't even realize they are making mistakes, nor do they realize when students are making mistakes, thus the student will never know that what he or she has said or written is wrong and they are likely to repeat their mistake in the future." (Hein, 2004, "Trying to teach English in Ecuador", par. 7-8)

A technique that is used often is code-switching, especially in beginner English classes. The use L1 and L2 facilitates communication in the classroom. Many articles have agreed with what is done in many classrooms such as (Mitchell, Redmond, 1993; Polio; Gass, 1998) agree that use of L1 in an L2 classroom does work well in learning a second language. Also he used communication with native speakers, interacting and helping them. An article by Palio, (1998) speaks of interacting with students that are native speakers helps the students learn English better.

Teaching beginners is somewhat difficult but you can be a model for them so they get a good base of English to build on. As Bernard, (2003) states in an article,

"I have met many language teachers who prefer to teach advanced rather than low-level learners. Understandable, I suppose, in that higher-level learners can often deal with more demanding topics in greater depth. But if you are genuinely interested in how people learn a language, and how the language teacher can best facilitate that process, there are special rewards in teaching beginners. For one thing, lower-level learners are often more enthusiastic than their more able counterparts." (Bernard, 2003, "Teaching Beginners," Par. 1)

The method that is used everywhere in the world, in schools, universities and institutes is the Present-Practice-Produce (P-P-P) approach. What is the P-P-P approach? It stands

for Present-Practice-Produce. Each one has their own explanation as to what to do in the classroom. This method is what was used during the case study in this investigation. The student was chosen among all the classes. The student that was chosen was the worst student of all the classes. A plan was written and used a combination of methods all at the same time. The P-P-P approach used in the classroom effectively does work in teaching English, especially beginners, and proven in this investigation.

As was stated in an article by Anonymous, "*PPP Basics*"(2010):

In general, for communicative language learning to be most effective, the three stages need to occur and they must flow easily from one stage to the next.

PRESENTATION

Presentation involves the building of a situation requiring natural and logical use of the new language. It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity. For obvious reasons, it is naturally easier to "present" new language to ESL students (who are learning English as a Second Language in an English speaking environment) than it is to EFL (English as a Foreign Language) students, who hear little or no English outside of the classroom. EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning. At lower levels, pictures and body language are typical ways of presenting new language.

PRACTICE:

It is the important middle stage to communicative language teaching, but exactly that the "middle" stage. It is important that practice activities are appropriate to the language being learned and the level and competence of the students. Essentially Practice is the testing procedure for accuracy, and the frequency procedure for familiarity with the language. It is also a remedial stage. Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pair-work, closed pair-work and open pair-work). Communicative practice then leads the way toward Production.

PRODUCTION:

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language. Generally Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently "use" it. Production activities for Young Learners in particular need to be carefully thought out and prepared.

Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games. (Anonymous, "*PPP Basics*", 2010 p. 2-3)

Now that it is explained this is the methodology that was used in the case study that follows. It is very controversial because the opposing theorists do not believe that this approach is feasible in the classroom. Now the writer will go about showing the pros and cons to this methodology that the writer did prove in the classroom. The writers that were opposed to it for the most part were the creators of the task-based learning the Willis's, which came about almost at the same time as P-P-P.

CONS TOWARDS P-P-P

David Carless says it clearly about the criticisms of P-P-P,

P-P-P has a logic that is appealing to teachers and learners in that it reflects a notion of practice makes perfect, common in many skills. Thornbury (1999) It allows the teacher to control the content and pace of the lesson; (Skehan, 2003 p 36) and it provides a clear teacher role, in accordance with power relations often found in classrooms. From the 1990's onwards, however, P-P-P came under continuous attack from linguists for example Lewis in 1996 and Willis also in 1996. They both felt that the task based approach, which Willis was the founder, was the best way to learn English. P-P-P is seen as lacking a firm basis in second language acquisition (SLA) theory; being too linear and behaviorist in nature, so failing to account for learners' stages of developmental

readiness (Ellis 2003); and is thus unlikely to lead to the successful acquisition of taught forms (Skehan 1996). It also assumes that accuracy precedes fluency, although this is often not the case (Thornbury 1999). Finally, it is teacher-centered and fits uneasily with more humanistic learner-centered frameworks Harmer (2007). Swan (2005), on the other hand, defends P-P-P as a useful routine for presenting and practicing structural features under semi-controlled conditions. (Carless, 2009, p. 51)

Despite the resistance to P-P-P there were some educationalists that favored and defended it. P-P-P is in a strange predicament, which is rarely supported, but highly used in comparison to the many other approaches. Many teachers and books follow P-P-P despite criticism that it is a system that does not work. This approach is still used worldwide by many schools and universities.

PROS TOWARDS P-P-P

There are many reasons P-P-P is good for students and teachers alike. According to SLA research, there is always uncertainty among teachers as to what to present in a classroom, especially new inexperienced teachers. The research conclusions are really interesting for the teachers to be aware of the current practices in the classroom. Teachers always have to educate themselves in the most modern methods. However, it is believed that it is necessary the language teachers will use the P-P-P as a training standard in their own teaching.

Secondly, a famous psychologist Skehan in his book (1998) believes that students leave school with less usable language due to the practice of P-P-P approach. It was said on the other hand by another researcher Crystal in his book (1997) claims that a quarter of the world population is fluent and proficient in English. The P-P-P approach was responsible for this as it has been used by various successful learners of the language. Willis (1990) admits, despite his opposition, that this methodology is rich in language and even by accident causes reasonable success. In many cases where the students are not motivated and highly influenced by local conditions, so in that case the P-P-P approach is very useful.

Thirdly, Krashen's theory of Second Language Acquisition was first to be appreciated but later founded with flaws. The current question is whether SLA research should lead to language teaching. Lightbrown acknowledged it by saying that there should be a universal

pattern of development. However, in communicative activities, the learner will not be able to negotiate the meaning if they do not understand, but will learn through the context presented later Foster, (1998). Ellis (1994) also admitted doubts on the continuation of the SLA research as a basis of giving advice to teachers. It is impossible to find the differences made by the methodology of teaching on the English of the student. Therefore, Nunan said that they are required to devise a method that is capable of teaching anybody as well as anything.

Another reason for the continuation of the P-P-P is the close relationship of teachers as well as trainers with P-P-P Skehan (1998). Lynette Murphy-O' Dwyer in an interview with Willis has illustrated the difficulty of the implementation of change. She further states that their role is to respond to the profession rather than imposing values. According to her, it is unreasonable to bring change. The P-P-P model is also being used for the introduction of professional skills to the candidates, which further demonstrates the trainers are in favor of this prototype (Willis, 1996). Moreover, the textbooks follow the P-P-P approach.

According to Lightbrown and Spada (1999) the language schools cannot ignore the beliefs of the learner as they operate on their fees. Lastly, the P-P-P approach should continue because of its accountability. The goals are clear with a neat syllabus in order to provide an effective evaluation. Even with a deficient syllabus, a standard test can be included. The test examines only the language than its use. However, by a feedback from teachers, it is more accepted by teachers, students and parents Skehan, (1998).

As Hammar said in his book (1998) "P-P-P is extremely effective for teaching simple language at lower levels. It becomes less appropriate when students already know a lot of language and therefore don't need the same kind of marked presentation."

Now that we looked at the pros and cons of the approach, we will look at modern alternatives to this approach including the changes of the P-P-P in communicative language approach. As Jack Richards said in a recent paper

"Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and CLT prompted a rethinking of approaches to syllabus design and methodology. We may conveniently group trends in language teaching in the last 50 years into three phases:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present)” (Richards, 2006, “Communicative Language Teaching Today” p. 6, para. 2)

In this recent article Jack Richards wants to incorporate Task-based and communicative learning into a whole system of learning English from beginner to the advanced levels thus creating a whole new methodology for learning and teaching English.

Alex Case in an article gives 15 variations of P-P-P that looked too good not to include in this paper and share with everyone the advances of English language learning and where it is going in the future.:

“P-P-P (**Present** that language, do some controlled **practice** on that point, and then give students a **production** speaking and/ or writing task where they can use the same language) is in the strange situation of being rarely supported, especially in comparison with the Task Based Approach, but much used- again in comparison with TBA! Below are 15 ideas for how you can use the strengths of this approach and avoid the disadvantages by making changes small or large to the way it is done. I hope also to be able to show that change is something that you can easily achieve in your classes, moving between PPP and TBA in small steps being a good example.

1. PPP plus skills

Although textbook series like Headway (the most popular internationally available series of textbooks ever) are often taken as the defining example of PPP that have forced the whole industry to follow them, very few if any of the textbooks from the big publishers consist of an unbroken sequence of different language points presented and practiced in succession. Therefore, the commonly used method that newer methods like TBA must compete with is in fact better described as PPP plus skills work, mainly meaning reading and listening texts that may also contain the target language of the unit but are not specifically used to lead onto a grammar point. The advantage of this method is that it gives students a break between learning major language points so they have a chance to “digest” the previous points, it recycles language that they have seen or will see in other units, and it gives them a chance to pick up language as well as consciously study it. If your textbook or school syllabus does just have a succession of language points, you can supplement it with well-graded reading and listening texts.

2. The discovery approach

The discovery approach is another example of the PPP that people teach being a long way away from the PPP that people attack. The criticism here is that presenting the language to the students is passive and teacher lead, leading to the students not being engaged and not learning the active skills they need to pick up language outside the classroom. Again, the typical CELTA or Headway lesson does have a presentation, but hardly one that those criticisms describe. The standard approach to language presentation nowadays is to let the students see or hear the language in context first and lead them towards understanding how it is used, exactly how any language learning where your brain is consciously involved will be outside the classroom. If you haven't tried the discovery approach before, you can easily produce materials from your textbook by giving them the answer key to the grammar practice activities and leading them towards an understanding of why those are the answers.

3. TTT

Talking of Headway, the higher level books are nowadays more often Test Teach Test than Presentation Practice Production. TTT theoretically avoids the criticism of PPP that teachers often end up presenting language that the students already know. In TTT you test them first (Test) to find out what they know, teach them what they don't know yet (Teach) and then test them again to see what they have learnt (Test). Despite the very different terms used, this approach is basically just a rearrangement of the stages of PPP- basically making it Practice Present Practice. Therefore, any PPP lesson can be easily rearranged to make it into a TTT one.

4. TBA

I'm stepping into dangerous territory here, but for me giving students a task and, showing them an example of the language they could use to do it, and maybe doing it again also doesn't seem like a huge step away from TTT and therefore from PPP. There is much disagreement about what the Task Based Approach consists of exactly and how it is best approached, but starting with the Production task, teaching the language they need, doing some controlled practice and then maybe giving them the same or a similar Production task to do both covers most of the definitions of TBA and can be easily adapted from a PPP lesson plan or PPP materials.

5. Students present

Another way to take away the passive students criticism of PPP is to get the students to

prepare a presentation of a new language point or one you want to revise, for them to present to the class in the next lesson. If not done carefully, though, this can lead to the rest of the class being even less involved than in a teacher-led presentation, so make sure you set rules for the students watching to ask questions or be tested on what they have heard.

6. PPP whatever

Another criticism of PPP is that by leading the students through a predetermined grammar syllabus you are not leaving time for the more important points as they come up in the classroom. In fact, though, the PPP method is just as suitable if not more so for language points big and small you have picked up that students need and decided to explain and drill in the same or subsequent lessons.

7. PP, pause, P

Of all the criticisms of PPP, the one that soonest becomes apparent to the teacher is that students rarely if ever use the target language you have practised and presented in the final part of the lesson, the free production stage. This is hardly surprising, because if you could fully teach a grammar point in an hour it would be possible to be indistinguishable from a native speaker in a year of full time study, and some studies of TBA have found very similar problems. The solution can also be the same for both approaches, which is simply to delay or repeat the production task days, weeks or months later at a time when the students' subconscious has really had a chance to absorb the language and make it its own.

8. P, pause, PP

Another possible place to split the stages of PPP is to end the class with a presentation stage. Students can then absorb the language in their own way in their own time, using their self-study skills to help them, and then come into class ready to test their ideas against what conclusions they have come to over the last week. This also has the advantage of holding students' attention until the very end of the lesson, and of making sure the presentation of new language is not in the middle of the lesson, when attention is lowest and students are least likely to recall what went on later.

9. Vocab PPP

Another misunderstanding of PPP as it is actually used is that it means an overwhelming emphasis on grammar. In fact, most vocabulary points can be taught with exactly the same stages, including the mixed up stages of TTT and TBA as explained above.

10. Functions PPP

As with vocab, so with lessons on functions like “agreeing and disagreeing” or “requests”

11. Situational PPP

Ditto with “the language of coffee shops” or “airport language”

12. Genres PPP

And the same is also true of “business emailing” or “giving an after dinner speech”

13. Skills PPP

If the standard format of your lessons is to use a text you have explained the grammar and vocab in as a stimulus for conversation in the hope that they recycle that language while they are speaking and so retain it, under my definition that’s PPP too! If you don’t explain any of the language in a text and still hope students will pick it up and use it after that one lesson, then that is indeed not PPP- its wishful thinking!

14. Ideas PPP

If they get stuck for ideas when doing a speaking or writing task, brainstorm ideas, and then let them do the task again. The second time they do it, they should have a much better performance as they can concentrate fully on the language rather than using their imagination. If you do it this way, it’s Ideas TTT. If you know you have a class who can’t come up with their own ideas and so want to give them some from the start, that is (I have decided) Ideas PPP.

15. PP, different P

Although students not using the language that is presented and practiced in the final production activity is a valid criticism of PPP as the name makes it sound and it is often described, historically the main aim of including a Production stage in PPP was to combine language work and free speaking at least as much as it was to provide further practice. In other words, although it has taken on the characteristics of a method, its roots are in the Eclectic Approach. That being the case, if you can think of a Production task that is more useful or interesting for the students but has more connection to the language from previous weeks or even next week, there seems no reason not to go for it. (Case, 2009, “15 variations on PPP” para. 3-18)

There are many theories as to how to teach EFL students. First is the grammar translation method that many EFL teachers use still even though it has been outdated for a long time. Some teachers insist in a foreign countries where L1 is spoken everywhere, that this is the best way to teach and learn even though they are shown the new methodology they refuse to use it because they feel it is the best way to teach. As Renshaw (2007) pointed out

“More conservative teachers from more conservative countries are even likely to be put out by anyone merely questioning the method, and a typical response could be from the teacher is "because that's the way it's always been done - it's the way I learned and look, now I'm a professor. The point being, the method is institutionalized and considered fundamental.” (Renshaw, 2007, “English Language Teaching Methodology” Objectives section, para. 3) The writer of this paper admits that sometimes the use of L1 or code switching in the classroom especially for beginners is important so that they understand what is being explained completely.

After the grammar translation method died out the method that was popular was the direct method. This method puts an emphasis on communication. After many years of ineffective teaching of grammar linguists decided that things had to change drastically. With this method there was some speaking involved. The fundamental idea of the Direct Method is that students learn to speak in the language, partly by learning how to think in that language and by not speaking L1 in the language learning process at all. Many teachers that were hired using this method were native speakers with little or no teaching experience, or the students' native language. As Renshaw (2007) states, “the objectives that is included is teaching the students how to use the language on impulse and orally, involving meaning with the target language through the use of realia, pictures or pantomime. There has to be a direct connection between the concepts and the language being learned.” (Renshaw et. al. 2007)

After the direct method came the Audiolingual Method. This method was developed mostly because of World War II that the soldiers needed to know the other language quickly and effectively. Just like the method before this one the main idea was that the students learn to speak. As Renshaw (2007) pointed out it was thought that the most effective way to do this was for students to over learn the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language (based on the studies of structural linguists) into the minds of the learners in a way that made responses automatic and "habitual". To this end it was held that the language "habits" of the first language would constantly interfere, and the only way to overcome this problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied.” Renshaw et. al. (2007) The end result is that it was not effective for learning the language in the long term.

Then there came a method called The Silent Way. Teachers using the Silent Way want students to become highly autonomous and experimental learners. Making errors is a natural part of the learning process and a key learning device, as it is a sign that students are testing out their theory and arriving at various conclusions about the language through a trial and error style approach. In addition is the idea is that students become more independent learners. Not correcting students when they make mistakes seems to be a mistake in itself.

The natural approach is another method that I have used successfully in the classroom in the years I have worked as an English teacher. The natural approach emphasizes learning the language the same way we learned our native language. We learned first to listen then repeat, put it into sentences and speak, read, writing then finally grammar. Renshaw (2007) says “there are some phases that should be followed There are three generic stages identified in the approach: (1) Preproduction - developing listening skills; (2) Early Production - students struggle with the language and make many errors which are corrected based on content and not structure; (3) Extending Production - promoting fluency through a variety of more challenging activities.” Renshaw et. al. (2007)

In the case study and throughout the writers’ recent teaching activities he has used Suggestopedia. In suggestopedia the students during the high pressure oral exams mid-term and final exams the writer puts on soft classical Sebastian Bach music so that the students relax before they begin to start speaking on the theme that they get. The students react very well to this and their grades are much better due to doing this method. As Renshaw (2007) says “suggestopedia is to tap into more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication. Some factors considered essential in this process were the provision of a relaxed and comfortable learning environment, the use of soft Baroque music to help increase alpha brain waves and decrease blood pressure and heart rate.” Renshaw et. al. (2007) This is why the students do better in classes that use this method. During the case study the writer also did this in the classroom and the students did well in their oral presentations.

After all these methods came, a method that involved the most important part of English language acquisition which is the speaking skill. The method that came next is Communicative Language Teaching (CLT). This was a big change for the time and it

focused on communication rather than just grammar. This was a radical change in EFL teaching. Brown (2001) says and explains CLT later in his book

1. Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence”; i.e. Students should not only learn the grammatical rules and lists of vocabulary, but also learning how to use them in appropriate situations.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes; i.e. the various exercises, activities, or tasks used in the language classroom help getting the learners use the language for meaningful purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use”; i.e. teachers focus more on fluency; since the primary goal of Communicative Language Teaching is getting students communicate meaningfully, teachers give more importance to fluency and tolerate the students errors. They believe that the students’ errors are due to a natural outcome of the development of communication skills.
4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom; i.e. the tasks used in the classroom should provide the students with the skills needed to communicate in real world contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The role of the teacher is that of a facilitator and a guide. (Brown, 2001 p. 43)

Following CLT came many more communicative approaches that were made and done for students to learn to speak. The next one was Cooperative and Collaborative Learning. This is something the writer has also used extensively. The teacher would put the students in groups and make them speak more. In some classes the students are heterogeneous in their levels of English. Just recently the writer decided to use the cooperative learning approach. The students were put together by the teacher throughout the semester with

different levels. The high level students were put together with the students that knew very little. The students that did not know much were able to pass a class that they would not if it had not been for the teacher having some EFL methodology background. The principles behind this process is as Michael Post (2008) stated in his article Through cooperative learning tasks teachers implement classroom activities designed to intrinsically motivate students desire to learn. Communicative Language Teaching can be described via the following seven characteristics:

- Overall goals
- Relationship of form and function
- Fluency and accuracy
- Focus on real-world contexts
- Autonomy and strategic involvement
- Teacher roles
- Student's roles (Michael Post, 2008, "Language Teaching Methodology" p. 16)

This was so true in this wonderful, experience filled class; the students were all motivated to do their work in every class. They knew they were going to have a speaking assignment to do and were anxious to see what they were going to talk about that day. This is probably the most enjoyable class the writer has had thus far in my career as a teacher. The case study that follows in the study also was done using this but in a modified fashion.

Each time the methodology of English language acquisition has continued toward the students learning more and in a better way. The next major advance was the Task-based Language teaching, which the writer will refer to as TBL. It was developed by Dave and Jane Willis and it is based on using tasks as the major component in planning and teaching of a language. Willis and some other supporters presented this as a sound improvement of Communicative language teaching because it draws of some of its principles. As Richards and Rogers say, (2001)

- activities that involve real communication are essential for language learning
- activities in which language is used for carrying out meaningful tasks promote learning
- language that is meaningful to the learner supports the learning process.

There is a whole process that is followed in this method of teaching. As the creators Willis and Willis (1996) give about the process:

Pre-task: Introduction to topic and task Teacher (T) helps Students (Ss) to understand the theme and objectives of the task.

Ss may do a pre-task, for example, topic-based odd-word-out games. T may highlight useful words and phrases, but would not pre-teach new structures. Ss can hear a recording of a parallel task being done (so long as this does not give away the solution to the problem). If the task is based on a text, Ss read part of it.

The task cycle: Task - the task is done by Ss (in pairs or groups) and gives Ss a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording. T walks round and monitors, encouraging in a supportive way everyone's attempts at communication in the target language. T helps Ss to formulate what they want to say, but will not intervene to correct errors of form. The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group. Success in achieving the goals of the task helps Ss' motivation.

Planning - Planning prepares for the next stage when Ss are asked to report briefly to the whole class how they did the task and what the outcome was. Ss draft and rehearse what they want to say or write. T goes round to advise students on language, suggestion phrases and helping Ss to polish and correct their language. If the reports are in writing, T can encourage peer editing and use of dictionaries. The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.

Report - T asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. Sometimes only one or two groups report in full; others comment and add extra points. T chairs, comments on the content of their reports, rephrases perhaps, but gives no overt public correction.

Post-task listening - Ss listen to a recording of fluent speakers doing the same task, and compare the ways in which they did the task themselves.

The language focus: **Analysis** - T sets some language-focused tasks, based on the texts students have read or on the transcripts of the recordings they have heard. For example, find all the verbs in the simple past form. Say which refer to past time and which do not. T

starts Ss off, and then Ss continue, often in pairs. T goes around to help; Ss can ask questions. In plenary, T then reviews the analysis, possibly writing relevant language up on the board in list form; Ss may take notes.

Practice - T conducts practice activities as needed, using examples from the text to transcript. Practice activities may include choral repetition, memory challenge games, matching, etc. (Willis and Willis, 1996, p. 36)

This literature review showed that we as teachers of EFL have to use all methodologies there are to obtain that the students learn English. That is main objective no matter what methodology we use. Using the methodology that the writer of this paper used in the case study to follow he obtained the result that all teachers want is that the students learn English. The Present-Practice-Produce approach used in the classroom worked because the students were motivated to learn. They were always encouraged to strive to work harder to get the results. They were asked why they did not learn in the years before going to the university. They gave the teacher a long list of why they did not learn and they were told now that they know why do not make the same mistake again. Also how important is it for them to learn a language now that they are in the university and they all answered it more important now than it was before. The teacher then gave them a formula that everyone liked and made it theirs. The more English you know the more money you will make which is equal to more success you will have in life, and that motivated everyone to study harder and learn English in this class.

TESOL/NCATE STANDARDS

Domain 1. Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas.

Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a System

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Supporting Explanation. Candidates need a conscious knowledge of language as a system to be effective language teachers. Components of the language system include phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. Teachers use knowledge of these interrelated aspects of language as they support ELLs' acquisition of English.

Candidates understand the ways in which languages are similar and different. They identify linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language. Candidates understand that one's first language (L1) may affect learning English.

Programs and states identify languages commonly spoken by students in their communities. Candidates relate their knowledge of English to these languages, as well as others they may encounter. Candidates build on similarities between English and students' L1s and anticipate difficulties that learners may have with English. They identify errors that are meaningful and systematic and distinguish between those that may benefit from corrective feedback and those that will not. They understand the role and significance of errors as a gauge of language learning and plan appropriate classroom activities to assist ELLs through this process.

Candidates apply knowledge of language variation, including dialects and discourse varieties, to their instructional practice.

Candidates serve as good models of spoken and written English.

Standard 1.b. Language Acquisition and Development

Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Supporting Explanation. Candidates understand that acquiring English for social and academic purposes takes a long time. ELLs often understand linguistic concepts intellectually while still needing time to fully comprehend all of the elements. On the other

hand, candidates should expect students to have difficulty with the marked linguistic phenomena of the second language (L2) because these unusual forms often confound and confuse L2 learners.

Candidates understand the communicative, social, and constructive nature of language and are able to use linguistic scaffolding to aid ELLs' comprehension and production of academic and social English.

Candidates understand the role of personal and affective variables in language learning and establish secure, motivating classrooms in which ELLs are encouraged to take risks and use language productively, extending their conceptual knowledge as well as their language and literacy skills.

Candidates understand how different theories of language acquisition (for L1 and L2) have shaped views of how language is learned, ranging from nativist to cognitive and social interactionist perspectives.

Candidates are familiar with key research in factors that influence the acquisition of English, such as the amount and quality of prior formal education in an English-dominant country, the age of arrival and length of residence in an English-dominant environment, developmental stages and sequences, the effects of instruction and feedback, the role of L1 transfer, L2 input, and communicative interaction. They are able to take pertinent issues in second language acquisition (SLA) into account when planning for instruction and apply these SLA findings in the classroom.

Candidates also understand that individual learner variables such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style can affect learning in the L1 and L2.

Candidates understand the processes of language and literacy development, use this knowledge to provide optimal language input, and set appropriate goals and tasks for integrated oral and written language development.

Candidates are familiar with developmental stages of language acquisition (including interlanguage) and understand that errors are often signs of language learning.

Candidates understand that language acquisition and development are affected by age, previous education, and personal experience. They are aware that linguistic structures are

often acquired by implicit means rather than explicit direction, particularly with younger learners.

Candidates understand that aspects of ELLs' L1 may be transferred to English and may affect an individual student's learning.

Candidates understand the important foundation set by the L1; the cognitive, linguistic, and academic benefits of L1 development; and the potential transfer of language skills and strategies from the L1 to the L2. They understand that without a strong base in L1 literacy, it may be more difficult for ELLs to acquire L2 literacy.

Candidates understand that ELLs come to class with previously developed language skills, and when appropriate, they extend and use a student's L1 as a resource for learning the new language and for learning in other areas.

Candidates understand that proficiency in an L2 (or subsequent language) does not have to come at the cost of the L1. They are aware of the possible negative effects of losing a home language and encourage the maintenance and development of students' L1s, even when formal bilingual programs are not available.

Candidates understand the sociolinguistic variables affecting the learning of an L2 and the maintenance of an L1. They understand the systematic nature of code-switching and know that code-switching is a rule-driven communication strategy used for participating in social interaction, building community, and expressing identity.

Domain 2. Culture

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Supporting Explanation. Candidates recognize that language and culture interact in the formation of students' cultural identities. They further recognize that students' identities are tied closely to their sense of self-worth, which is correlated to their academic achievement. Candidates know that all students can learn more readily when cultural factors are

recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. They further understand that students' academic achievement can suffer if classroom instruction does not respect students' cultural identities.

Candidates address cross-cultural conflicts, such as stereotyping and bullying, using a combination of cultural appreciation techniques and conflict resolution strategies.

Candidates use information about their students' backgrounds to choose appropriate and effective teaching techniques. They use their knowledge of cultural diversity to foster critical thinking and improve student achievement.

The nature and role of culture encompasses such factors as cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, the interrelationship between language and culture, and the effect of this relationship on learning. It also recognizes the various stages of acculturation and assimilation. Taking these and other factors into account, candidates design lessons that embed instruction in the appropriate cultural context.

The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems; and learning styles and modalities. From this knowledge base, candidates design culturally appropriate learning environments and instruction.

Candidates understand the importance of the home culture and involve ESOL families and community members in students' learning. They understand that multicultural inquiries and interactions among students and colleagues foster critical discourse, systemic discovery, and multiplicity in approaches to academics.

Domain 3.Planning, Implementing, and Managing Instruction

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.

Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Supporting Explanation. Candidates assess students' knowledge using multiple measures (see Domain 4) and address their students' diverse backgrounds, developmental needs, and English proficiency as they plan their instruction. They plan toward specific standards-based ESL and content-based objectives but include multiple ways of presenting material. They collaborate with general education and content-area teachers to ensure that ELLs access the whole curriculum while learning English.

Candidates design their classrooms as supportive, positive climates for learning. They model positive attitudes and interactions and respect for the perspectives of others. Language-building activities are student centered, incorporating cooperative learning and flexible grouping.

Candidates recognize the needs of students with interrupted formal education (SIFE) in acclimating to the school environment. They plan for a broad spectrum of instructional techniques in a variety of settings in which students interact, use their first language whenever possible, and learn reading strategies that emphasize comprehension and writing strategies that emphasize communication.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Supporting Explanation. Candidates provide ESL and content instruction and assessment that are standards based and that integrate listening, speaking, reading, and writing for purposes that are relevant and meaningful to students. Candidates provide a wide variety of activities for students to develop and practice their listening, speaking, reading, and writing skills in social and academic environments. Candidates base activities on student interests, texts, and themes, a range of genres, and personal experiences to enhance students' comprehension and communication.

Candidates view language and content learning as joint means to achieve ELLs' academic and language development goals. They understand that language is developed most effectively in meaningful contexts, and they manage and implement learning around subject matter and language learning objectives. They also understand that such learning is more effective when it is standards based. Candidates use meaningful instruction to build relevant academic vocabulary.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Supporting Explanation. Candidates select challenging, culturally appropriate, interesting, and motivating materials to support student learning. They must also know how to select materials that are linguistically accessible and age appropriate. Candidates match materials to the range of developing language and content-area abilities of students at various stages of learning. They can also determine how and when it is appropriate to use L1 resources to support learning.

Candidates are capable of finding, creating, adapting, and using a wide range of print and nonprint resources, including ESL curricula, trade books, audiovisual materials, and online multimedia. They also are knowledgeable regarding the selection and use of technology, such as computer software and Internet resources, to enhance language and content instruction.

Domain 4. Assessment

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Supporting Explanation. Candidates understand the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment so that they are prepared to assess ELLs. For example, measures of knowledge or ability (including language) that are standards based should be equitable

(fair), accurate (valid), consistent (reliable), and practical (easy) to administer. Authentic or performance-based assessment measures often best meet these criteria while addressing students as individuals. These measures should be both formative (ongoing) and summative (proficiency testing) and include both languages where possible. The more closely assessment tasks resemble instructional activities, particularly those relevant to English learners' lives, the more likely the tasks are to accurately assess what has been taught and learned and to inform further instruction.

Candidates also demonstrate understanding of issues around accountability such as implications of norm-referenced standardized assessment and other high-stakes testing. They understand the differences between these kinds of assessment and alternative assessments and also understand issues of accommodation for ELLs in formal testing situations.

Candidates understand how assessments for native English speakers and English learners differ and the variety of ways in which assessments of English learners may be biased and therefore invalid measures of what they know and can do. Such assessments may contain *cultural bias* (e.g., images or references that are unfamiliar to ELLs). Assessments may also contain *linguistic bias* (e.g., items overtly or implicitly favoring speakers of standard dialects or items that are more difficult for ELLs because of complex language). ELLs may also be challenged in formal testing situations if they are unfamiliar with item types (e.g., multiple choice) or response formats (e.g., bubble sheets), or if they are unfamiliar with timed, competitive, high-stakes testing. Candidates should be able to identify such biasing elements in assessment situations and work to help ELLs become familiar with the content and conditions of tests in school.

Candidates work with other professionals (e.g., speech pathologists, psychologists, special educators) who assess ELLs in order to distinguish the differences among normal language development, language differences, and learning problems. They understand that learning problems, as well as factors identifying gifted and talented students, should be verified in the student's native language, if possible. Candidates use multiple sources of information (e.g., native language assessment, home contacts, other teachers, other learners from the same cultural group, teaching style, the curriculum) to make appropriate adjustments before concluding the problem resides within the learner and making a referral for special education.

Standard 4.b. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Supporting Explanation. Candidates are familiar with national and state requirements, procedures, and instruments for ELL identification, reclassification, and exit from language support programs. They use available language proficiency test results to identify ELLs' language skills. They also use criterion and norm-referenced language proficiency instruments, both formative and summative, as appropriate. Candidates design assessment tasks that measure students' discrete and integrated language skills and their ability to use language communicatively within a range of contexts. The teaching of test-taking and learning strategies has an important place in the ESOL classroom.

Candidates are aware that the term *language proficiency assessment* may be used synonymously with *language achievement assessment* and, hence, is usually summative in nature. Candidates know that these assessments are designed to show language growth over time and to identify areas that need more work. Candidates know how to interpret the results of language proficiency assessments and how to apply the results in classroom instruction.

Standard 4.c. Classroom-Based Assessment for ESL

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Supporting Explanation. Candidates understand the interdependent relationship between teaching and assessment and can develop instructional tasks and assessment tools that promote and measure student learning. They are familiar with assessment goals, tools, and tasks appropriate for ELLs that correspond with the program's philosophy, the unit's conceptual framework, as well as state and national standards in ESOL.

Candidates can assess learners' content-area achievement independently from their language ability and should be able to adapt classroom tests and tasks for ELLs at varying stages of English language and literacy development. They also understand the importance of assessing language skills in an integrative way.

Candidates understand that portfolios are important tools in the assessment of ELL learning. A portfolio is a collection of student work that reflects progress over time. Portfolio samples are typically based on work conducted as part of class activities or home assignments. Using authentic examples is a characteristic of unbiased performance assessment. Performance assessments help candidates evaluate students' complex thinking (the ability to write a summary is demonstrated through a written summary; the ability to orally debate an issue is demonstrated through an oral debate).

Candidates are familiar with and can use a variety of rubrics to assess portfolios and their individual contents. They also understand that self-assessment and peer-assessment techniques can be used regularly to encourage students to monitor and take control of their own learning.

Candidates develop classroom assessments using a variety of item types and elicitation and response formats to assess students' receptive and productive language skills.

Candidates assess their ELLs' English literacy skills appropriately. They understand the implication of assessing language and literacy skills in students' native languages. They also know how to interpret test results and plan instruction based on those results.

Candidates understand that some classroom reading assessments designed for native speakers, such as independent oral reading, may be uninformative or misleading as assessment tools for ELLs who may be overly concerned with the pronunciation demands of the task and pay less attention to comprehension.

Domain 5. Professionalism

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Supporting Explanation. Candidates are familiar with the history of ESL teaching and stay current with recent research, methodologies, and strategies in the field. They use this knowledge to design effective instruction for ELLs.

Candidates understand legal processes, mandates, and policies that have had an impact on the development of the field of ESL. They are knowledgeable about the history of legal decisions (e.g., *Lau v. Nichols*) and national legislation (e.g., No Child Left Behind) and their subsequent application to the instruction of ELLs. They can explain the impact of state and federal legislation on their classrooms and the school's community.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Supporting Explanation. Candidates actively participate in professional growth opportunities, including those offered by appropriate organizations, and they can articulate their own philosophy of education..

Candidates view ESOL families as vital resources that inform their classrooms and schools. They promote the important roles that families play in their children's linguistic, academic, and personal development. Candidates are aware of resources in the community to assist ELLs and their families and share this information with students, families, and professional colleagues.

Candidates know and understand public issues that affect the education of ELLs, and they support ELLs and their families socially and politically.

Candidates promote a school environment that values diverse student populations and provides equitable access to resources for ELLs. They collaborate with school staff to provide educational opportunities for ELLs with diverse learning needs at all English proficiency levels.

Candidates advocate for appropriate instruction and assessment by sharing their knowledge of ELLs with their general-education and content-area colleagues and the

community. They also advocate for equal access to educational resources for ELLs, including technology.

CHAPTER 1

EFL STUDENT CASE STUDY

Description of Student and Setting

This student profile has student's work that was taken over an eight week period. The university that the student studies at is medium sized private university in Ecuador. The student's name is Jonathan Recalde. He is nineteen years old in his second semester at UTE University. He graduated high school last year from a private catholic high school in Quito, Ecuador.

I interviewed him to do this study because I wanted a little prior background information about him. He has had approximately six years of English classes and did not learn very much as you will see later in this paper. In elementary school he studied no English at all. Later he was admitted to one of the most prestigious catholic high schools in all of Ecuador because of his grades. Some former Presidents of Ecuador were students there. He admitted to me that he did not give English the importance he should have in high school. He felt the other subjects he was taking were more important. He barely passed English every year. In eleventh grade he transferred out of that high school and went to another catholic high school that was far less demanding than his other high school. Again he did not give English much importance as he should have he said to me. Now that he is in the university he realizes that English is important and opens lots of doors of opportunity for the future.

Jonathan's father and mother are professional working parents. They know very little or no English. They say that they did not have the opportunity to learn English at all in their school days. Their attitude towards English is typical of older, uneducated people in many countries. They feel we are intruding in their life by forcing people to learn English or another language.

Jonathan is in the first level in an English program that covers nine levels. These are students that are in this level because they have not learned English well enough in elementary and high school and are beginners. There are also some students that did not pay the one credit to take a placement exam and they start in first level. The different majors have pre-determined levels of English they must take as a requirement to graduate from the university.

In this pre-test Jonathan had just started the second semester at UTE University the week before. This was given to him and the rest of the classes on the third day of classes. Since the writer knew he had to do this assignment he had 96 students to choose from. They are not all in one class, it is over five classes. He wanted to choose one of the worst students of the 96 that in his eyes will make an effort to improve. He was not the worst, the worst dropped out a week into the course. Over the 96 he was fourth. The others were not motivated at all to learn English so he discarded them after about the second week.

His analysis of Jonathan's work in the pre-test is that he does not know much more than the simple present tense. The writer must work on the present and past tenses as well as progressive in the present and the past. By leaving everything blank in the test it told him as a teacher that the student had no idea what to put in the blanks so he was a true beginner and deserving of being the subject of this paper. He needs to study English and is motivated to do so. He pays attention in class, sits in the front, takes notes and participates because the writer has picked on him a number of times.

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Pre-test Level I

NAME: Jonathan PeraldeCLASS TIME: 13 h 305/20 2.5
10Part 1: Fill in the blank using the correct forms of the verb **to be** in the present tense.

1. She is a hard-working student at San Gabriel High School.
2. I know a lot about her because her parents are our next door neighbours.
3. He is special; a model teen.
4. I am sure they are right.
5. We are going out together.

Part 2: Fill in the blank using the correct forms of the verb **to be** in the past tense.

1. We were too young to know about politics or government.
2. Rosalia Artaleaga was Vice President.
3. My father was not happy with the Vice President.
4. All the people were glad that Bucaram was no longer President of Ecuador.
5. It was very confusing when the Congress declared that the President of the Congress was the new President of Ecuador.

Part 3: Fill in the blank using the correct forms of the verb **to be** in the present progressive tense using the word in parentheses.

1. My brother is walking (walk) to school because it is very close to home.
2. Carlos is eating (eat) with us this weekend.
3. They are having (have) trouble with their cars so we shouldn't buy it there.
4. I am taking (take) the bus to work today because of plate restriction day.
5. She is studying (study) English to better her career in the future.

Part 4: Fill in the blank using the correct forms of the verb **to be** in the past progressive tense using the word in parentheses.

1. She was talking (talk) on the phone when the accident occurred.
2. I was reading (read) a book when the earthquake started.
3. They were leaving (leave) the restaurant when they were robbed.
4. He was working (work) at Microsoft before here.
5. We were taking (take) the subway to the stadium.

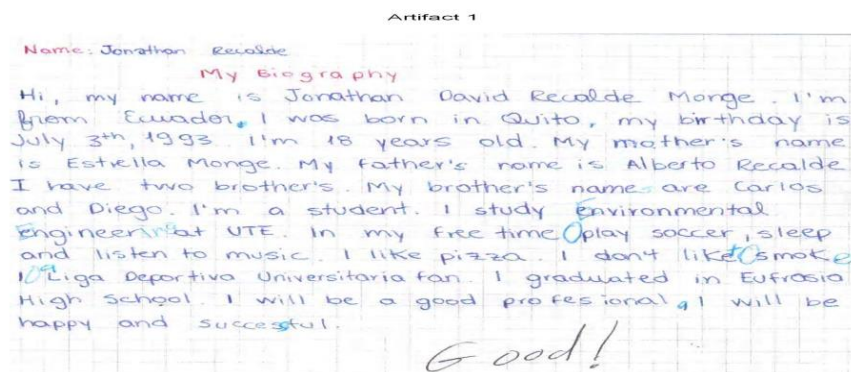
1.3

Artifact 1 Analysis

This assignment was given to the students shortly after the pre-test. I wanted to see their ability in writing despite being beginners. I wanted to see how much they give me, if there is any structure to it and of course how much grammar they did learn in school. I cannot believe that they are true beginners when they had between three to six years of English prior to coming to the university.

Jonathan's work has a few common mistakes. He missed periods, capital letters, and some words too. He did a good job for an assignment in the classroom. I thought what an easy task to write about yourself. Here is a job that I give to all my students no matter what level they are in because I want to get to know them a little better. After analyzing all the classes works I decided to try to show this beginner level academic writing, which was the next assignment.

1.4



1.5

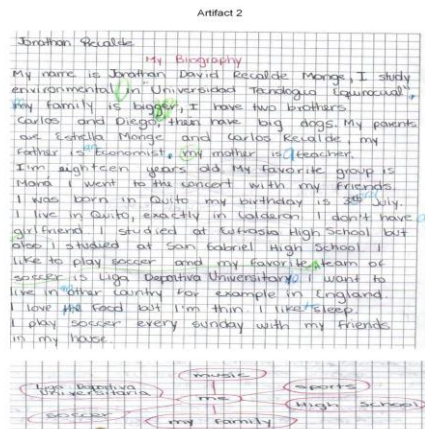
Artifact 2 Analysis

In this assignment the students were taught academic writing using mind maps to guide them throughout their writing. It was important for me to teach the beginners to write correctly. First I presented the concept of academic writing, code switching while I was presenting it because they all could not follow me. My main concern when teaching beginners is that they understand everything I say even if I have to speak some Spanish. I

make mistakes in Spanish being it is not my first language and it makes them laugh, I just say that is why I speak English, then I say see how it sounds when someone makes a mistake.

Jonathan did a pretty good job with this assignment. Again he made the same mistakes as he did previously. The writing is improving slightly, the grammar has less mistakes but he still leaves out words. These students do not do their homework at home. They wait until the day of the assignment being due and then they do it. I found a few just copying what another had on their paper. I started to collect all assignments at the beginning of the class to avoid them doing that. It looks to me that Jonathan did the same, write it moments before the class started, because later with a few days to do the assignment it is much better.

1.6



1.7

Artifact 3 Analysis

This assignment was a practice of a class we had on prepositions of place. This was the practice part of P-P-P. After they did this they did a role play to produce the language. Making the students write builds their knowledge to the long term. The reason we as native speakers of English know what we know is that our teachers used to make us write sentences with everything. It stayed with you after writing sentences. Even as punishment for misbehaving they would send us to do sentences. But after learning pedagogy, I am

thankful to the teachers for sending those sentences because I learned what we were learning in English.

Jonathan is making some progress with his sentences. He tries very hard to learn English. The grammar is improving but he is still missing words. This at least it looks as if he did it at home, and not to wait to do it before the class.

1.8

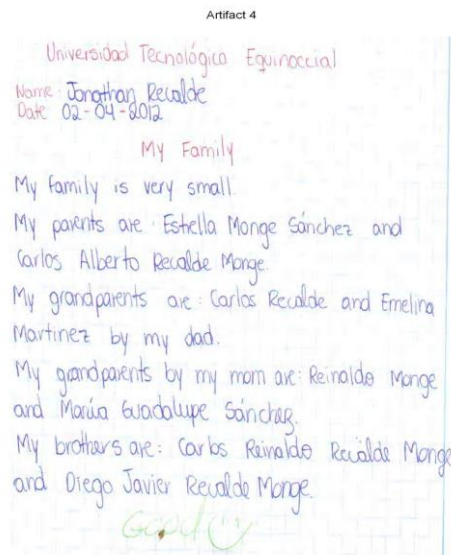


1.9

Artifact 4

This assignment was a practice for a class in which we covered the family tree. I presented them with vocabulary of the family members, the students wrote about their family then they presented an oral presentation on their family tree. The whole class did a good job on this assignment. In particular Jonathan did exceptionally well doing this. I feel he was helped by his classmates, but that is fine too because that is collaborative learning. In a couple of weeks I see marked improvement in Jonathan's work. It makes me feel good to see him improving his written as well as spoken English.

1.10



1.11

Artifact 5 Analysis

This assignment was after the family tree assignment, because I was warming them up to showing the students the past tense. Jonathan showed me with this project that he was still weak in many areas of grammar I had taught during the previous weeks. This by far was his worse work thus far. With this assignment from him I decided to use him in this case study. Like the first few assignments Jonathon misses words, misspells a lot of words, puts in words that do not belong where he puts them. Despite all of his mistakes in structure, he follows the mind map so it follows a pattern he set up and that is good. He still needs plenty of work to do with me so he can learn English well.

1.12

Artifact 5

Jonathan Escobedo
Mind map

```
graph TD; A[My child's hood] --- B[I had fear clown]; A --- C[My favorite sport]; A --- D[F.A.E School]; A --- E[I was born premature];
```

I was born on 3 of July 1995 with seven months because I'm premature, I was in the hospital 17 days when I was born my mom almost die. The doctors asked to my dad which one will be alive, and he chose for both but the doctors told him, ~~and~~ only one will be alive, and then a miracle happened and both ~~alive~~. The time pass and I started to have clown fear because one day I wore a clown disguise and my brother Carlos and Diego made me a joke and I became this fear after two years. When I was on 5 years old, I enter F.A.E school, because my brother's studied there I disliked the school and for this reason I didn't ~~do~~ homework. With the time passing, I started to ~~make~~ homework cause school started to like ~~me~~ again.

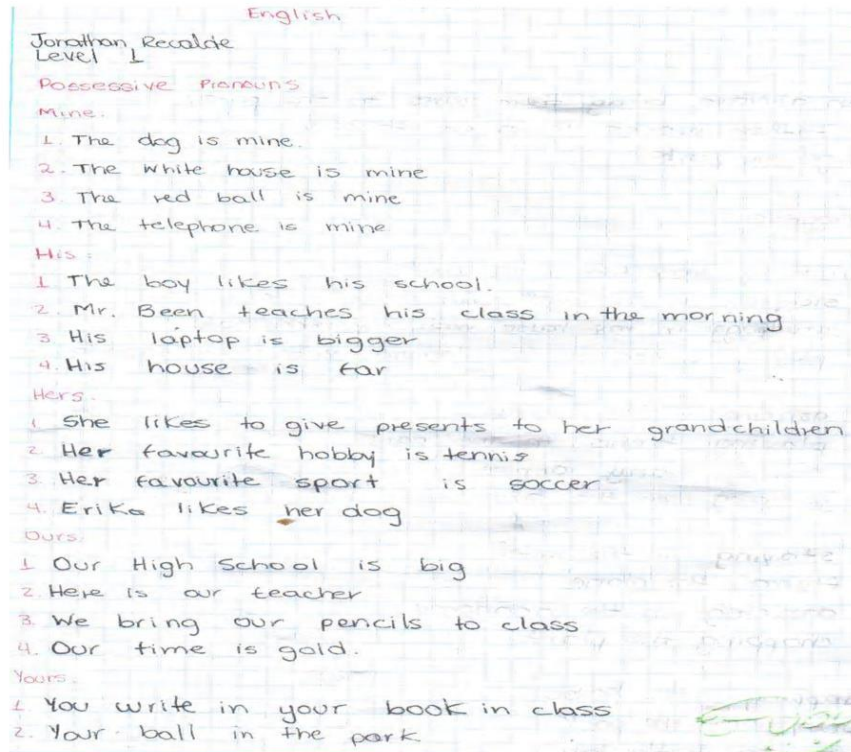
My brother carried on to the stadium "Caso Elamca" because I ~~good~~ grades, from that day I always go to the stadium since ~~childhood~~ my brother made me Liga fan, for this reason ~~that~~ my favorite sport is soccer. With my brothers and my friends always used to play soccer in the park near my house but then my dad built a court at home and from that day we play every Sunday in my house.

1.13

Artifact 6 Analysis

In this assignment I had them practice possessive pronouns. My general feeling tells me that Jonathan did not totally understand the lesson. That is good also because now I can review and re-teach if I have to. The possessives hers, ours, and yours he used her, our, your which is a common error among EFL students. This was part of a class where we saw the possessive pronouns, they practiced doing this exercise, then finally they did an oral presentation using the possessive pronouns.

Artifact 6



Artifact 7 Analysis

In this assignment I gave the students a quiz on the things they had done already. Here Jonathan showed me he is worthy of being the subject of this case study. He showed me that he had learned. Days prior to this quiz I was doubting that the student is learning from the classes I was giving. I became very reflective of myself and my techniques. I became depressed, and then I became more reflective. My conclusion of the whole situation is that I am doing everything I can to teach the student's English. The students have to do their part too, they have to study also. I cannot wave a magic wand and they magically

understand and speak English fluently. I am doing my part teaching but they have to study also.

1.16

Artifact 7



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LANGUAGE INSTITUTE

Student Name Jonathan Recalde Date 4-4-12

GRAMMAR SECCION

Part One.- Circle the best option that completes the sentences correctly. Choose a, b, or c. (5 items x 1 point each = 5 points)

1. How often b you clean your apartment?
a. Are (b) do c. does ✓
2. I a a chicken sandwich now.
(a) Am eating b. eat c. eating ✓
3. She sometimes b in her office until 10 pm.
a. Is working (b) works c. working ✓
4. a you c for the fax right now?
(a) Are / waiting b. Do / wait c. Are / wait ✓
5. Carol usually c to your troubles, but today, she _____
to another person.
a. Listen/ is listening b. to listen/listens (c) listens/is listening ✓

Part Two.- Complete the conversations with the correct verb form. Choose a, b or c and circle it. (5 items x 1 point each = 5 points)

1. A: Do you remember your last trip?
B: It was terrific. I really b snorkeling.
(a) Enjoy b. enjoys c. to enjoy ✓
2. A: How about Bora Bora?
B: It's so far away. It probably b a fortune.
a. Cost (b) costs c. is costing ✓
3. A: Really!
B: This food b delicious.
a. Taste (b) tastes c. is tasting ✓

4. A: What do you have?
B: I b a new car in my garage.
a. Am having (b) have c. am not having ✓
5. A: What is your opinion?
B: I c. It's interesting.
(a) Am thinking b. thinking (c) think ✓

Part Three.- Circle the best option. (5 items x 1 point each = 5 points)

1. I am interested in c law.
a. Studying b. to study (c) study
2. She likes a in a big swimming pool.
(a) Swims b. to swim c. to swims
3. They are good at a accounting reports.
(a) do b. doing c. to do
4. We plan c a big oil company in our jungle.
a. To build b. building (c) build
5. Susan needs b for a new job.
a. Applying (b) applies c. to apply

Part Four.- Choose the correct Possessive Adjective or Possessive Pronoun. (5 items x 1 point each = 5 points)

1. A: Whose is this jacket?
B: It is Nancy's. It is c.
a. Her (b) hers (c) your
2. A: Where are they?
B: John and a daughter are over there.
(a) His b. her c. your
3. A: Whose book is this?
B: It is c.
a. Her (b) his (c) their
4. A: Is this yours?
B: No, it's not a eraser.
(a) Mine (b) my c. your

1.17

Artifact 8 Analysis

This assignment was a reading assignment that I had six stories with questions at the end of each one. It was to build their reading speed. They were given ten minutes to read the story and answer the questions then when I told them the time was up, they passed it to another student and they give them theirs. They continued until the class was over. Then they were given all six stories to do at home what they did not get in the classroom. Jonathan did very well considering his level. When he gave me the papers I was very surprised at the results. He answered the questions properly.

1.18

Artifact 8

Name: Jonathan Revalde
Course: I - 29

Article #1

A New Way to Study

① Read and analyze the article.

② Vocabulary: extract at least 10 new words.

- Instead
- Accountant
- Newspaper
- Wonderful
- Bring
- Sometimes
- Buildings
- Teach
- Lively place
- Grow

③ Make an essay about new ways to study.

The new way to study is wonderful. It is a good idea because with this method of education of the students will be able to improve their grades. as it is a very interesting method of study at the same time very educational and interesting.

④ Make 5 questions from the article.

- in Tokyo is possible?
- why Sakyo Yasuaki thinks this way to learn is a good idea?
- where is created the new plan of study?
- what is shibuya University about?
- who is the name of the creator?

⑤ set your conclusions and recommendations.

is advisable to continue with this plan because it has a great future in the world.

JACMAR

Article #2

Will the World End 2012?

- ① Read and analyze the article
- ② Vocabulary: extract list 10 new words

- Though
- coming
- milky way
- Long count
- Towards
- Knowledge
- truth
- until
- think
- worried

- ③ Make an essay about possible ends of the world

Some people say that the date in which the world will end is the 21st of December 2012. The experts say that in 2012 will not make the end of the world. But the Mayan calendar say otherwise, and many people believe in that.

- ④ Make 5 questions from the article.

- what is the end of world?
- the end of world is in the 2012?
- The Mayan calendar is correct?
- Is possible the end of world in the 2012?

- ⑤ Set your conclusions and recommendations

Some day the world will finish but we don't have to believe in superstitions.

Man vs Machine Article #3

② Vocabulary extract at least 10 new words

- Deep blue
- beat
- challenged
- against
- Soon
- amazing
- may
- twice
- mistakes
- perhaps

③ Make an essay about advantages of using machines for everything.

Machines like the deep blue has taught us that machines maybe could be as intelligent as persons or maybe more, but it's only possible because behind its there are programmers, people who gives them all their knowledge, so I think that machines could not ever rule the world.

④ Make 5 questions from the article

- The man is creators in the world?
- The computers are an advantages?
- The computers are better playing chess?
- Can dominate the world the computers?
- The technology is good?

⑤ Set your conclusions and recommendations.

The technology is good but mankind should not abuse of it.

Article #4

Don't worry, be happy

② Vocabulary extract a list of 10 new words

- Find
- Survey
- Rather
- richest
- cannot
- measured
- happier

③ Make an essay about "how be happy and enjoy life"

Some researches found out, by asking people in 97 countries, simple questions, that people in the world are becoming happier. They conclude that Dinamark is the happiest country, then there is Puerto Rico and later Columbia. They also add that people in USA is not really happy perhaps it's the richest nation!

④ Make 5 questions from the article

- How we can be happy?
- Dinamark is a country happy?
- What is the richest nation in the world?
- What is the sixth richest nation in the world?
- Were people happier than before?

⑤ Set your conclusions and recommendations.

Be happy always, to everything results fine.

1.19

Post-test Analysis

Jonathan did impressively well on the post exam. He made progress throughout the eight week period. I did PPP throughout the course. Presented a new concept then had them practice that new concept and finally had the students produce with oral presentations using the new concept. He worked very hard through the period, doing all his work in class, homework, and the CALL; Tell Me More computer learning program. The university uses the Tell Me More program as a learning tool for the syllabus that we are to follow using no book just teach these themes. He got an 80/100 as a mid-term grade. It looks like he did learn English in this class thus far. After this paper is done and handed in he has the final exam for the course. I am hopeful that he will do well enough to pass the course at the final. Here in Ecuador students have supplementary exam after the final if the students are still on the verge of failing. They take another final exam to see if they pass the course. That is why I said he will pass at the final.

1.20

Post-test Sample

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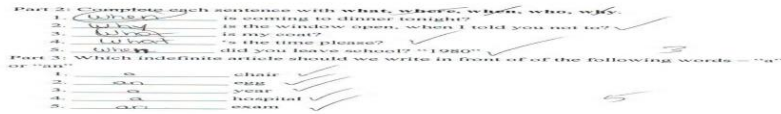
Post-test Level 1

16/20 8/10

NAME: Jonathan Escalante CLASS TIME: 13:30 - 15:30

Part 1: Rearrange the words in each sentence to make the sentence correct using the "to be" in the present simple.
Don't forget to put a capital letter at the start of each sentence and period or a question mark at the end.

- old am 20 years I
I am 20 years old ✓
- is teacher she a high in school my
she is a teacher in my high school ✓
- university we studying are at UTE
we are studying at UTE university ✓
- reading you Moby Dick are book the
Are you reading Moby Dick the book? ✓
- here it wonderful to eat
It is so wonderful to eat here ✓
- is your what name
What is your name? ✓
- favorite is your food what
What is your favorite food? ✓
- your when birthday is
When is your birthday? ✓
- date the what today is
What is the date today? ✓
- what mother's is name your
What is your mother's name? ✓



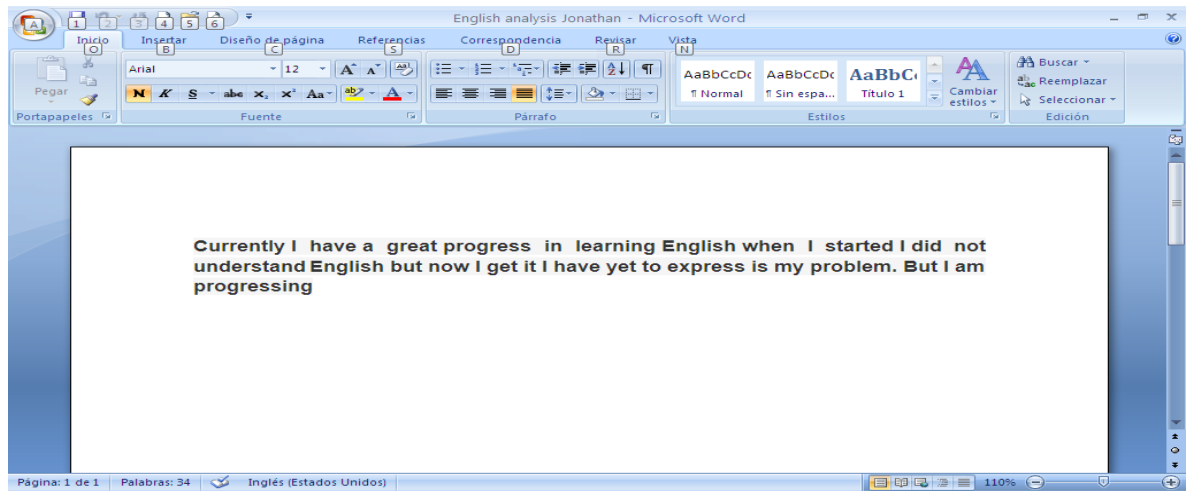
1.21

Analysis of Student Self-Evaluation

I spoke to Jonathan and asked him to write a short self-evaluation after speaking to him personally but unfortunately this is all he gave to me. I asked him to discuss how he felt about his studying English this bimester and to explain what parts of English he likes and dislikes. I also told him to mention which aspects of English he finds easy and which parts he finds complicated. In his self-evaluation interview, he clearly identifies writing not treated any and speaking as being the parts which are most complicated for him. His self-assessment was the same as his grades. He has better grades on his grammar, listening, and reading part of his exam. His grade on the speaking part was considerably lower.

1.22

Student Self-Evaluation



Chapter 2

TEFL PROGRAM PORTFOLIO

Standards Based Position Paper

The writer feels this assignment is necessary to realize that what we did over the last two years in this Master's program follow the NCATE standards. In this program we did many assignment in groups and individually. All of them with the purpose of getting the point across that we as teachers must give our students the best tools to learn the language well. The things we have learned in this program are very important for developing our specialized life that I have started using from the very beginning of the Master's program and I will continue using the information and know-how attained during this program in my own teaching. We have to give you one sample of our work we did with each of five standards. He will present the assignment as an artifact, then rationalize or explain what is in the paper and why he feels it goes with that standard.

DOMAIN 1: LANGUAGE

2.1 STANDARD 1.a: Language as a System

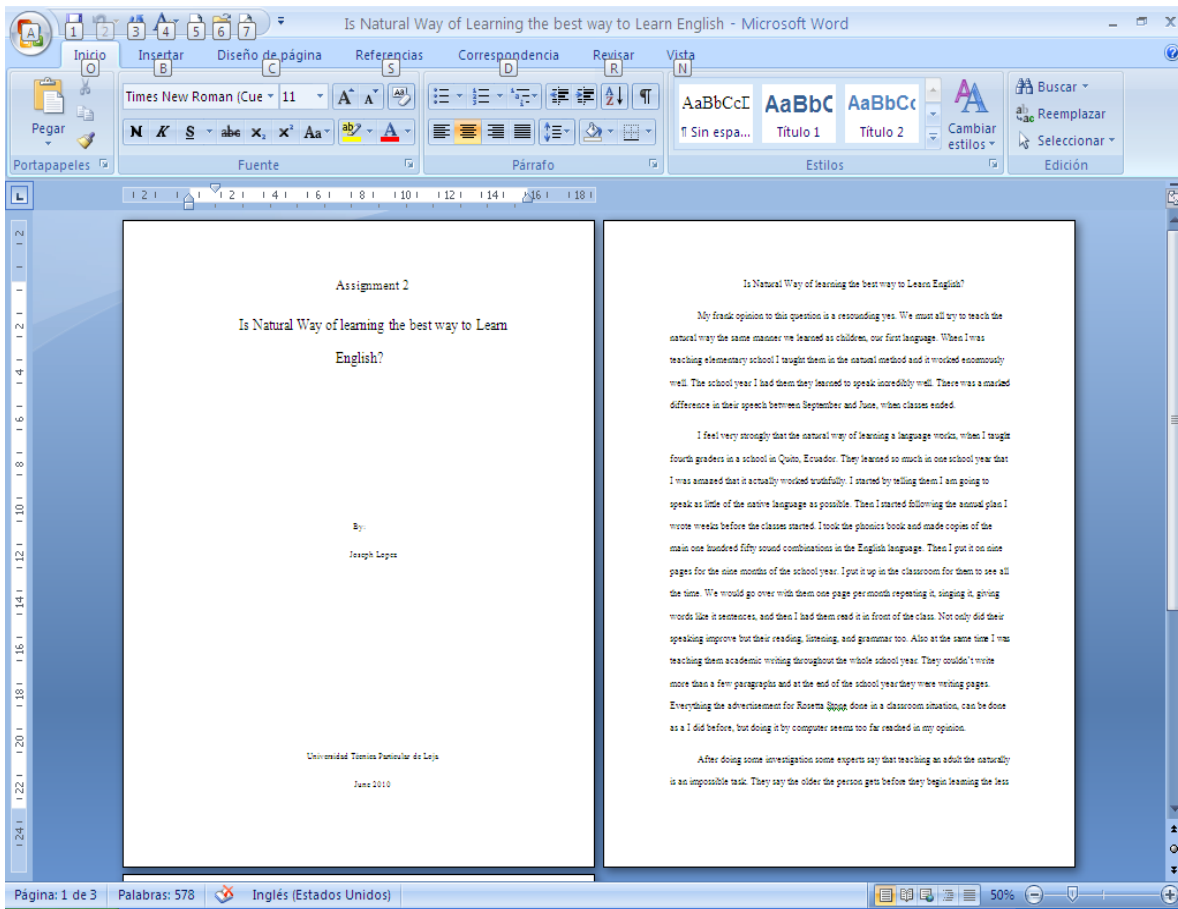
The teacher understands that the English language is a complex system which uses phonology, morphology, pragmatics and semantics, and support students as they learn the English language and literacy in order to achieve in the content areas.

Artifact for Standard: Language as a System

Name of Artifact: Is the Natural way of learning the best way to learn English?

Date: July 2010

Course: Linguistics



Rationale:

The writer has included here a paper on the possibility that the natural way of learning methodology is the best way to learn English. It is an analysis of a methodology and how he believed, at the time, that this was the best way to learn English. It was interesting to see what the teacher thought of what he had done in the past with his students. It goes with standard 1 because the teacher has the ability to recognize that the teaching and learning of English is a very complex thing.

2.2 STANDARD 1.b: Language Acquisition and Development

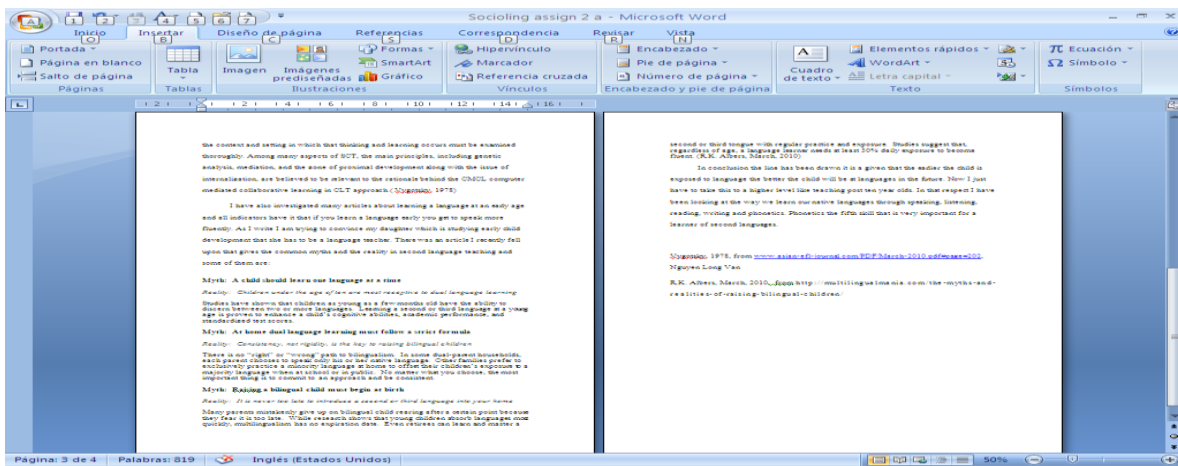
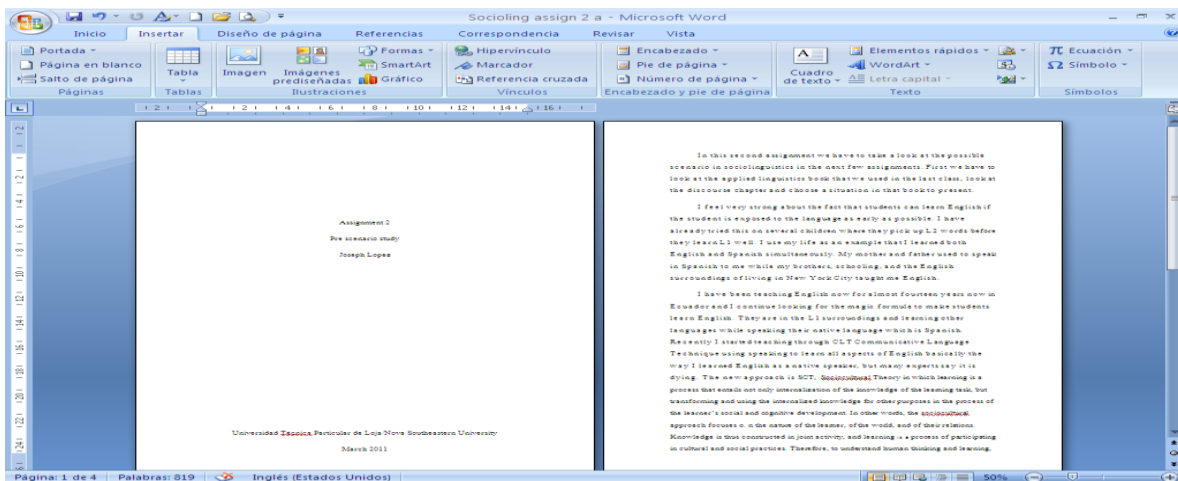
The teacher comprehends how children gain knowledge, develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. The teacher builds significance for students by linking with their prior experiences.

Artifact for Standard: Language Acquisition and Development

Name of Artifact: Pre-Scenario Study

Date: March 2011

Course: Sociolinguistics



Rationale:

When the writer did this assignment in Sociolinguistics class he surprised himself with all the information about myths and truths about learning English in a bilingual family. If the same strategy of raising bilingual children can be applied to the classroom than we can get student to be fluent English speakers despite having another language or two before learning English. Therefore Standard 2 Student Development applies to this assignment that we did during the Master's.

Domain 2. Culture

2.3 Standard 2. Culture as it Affects Student Learning

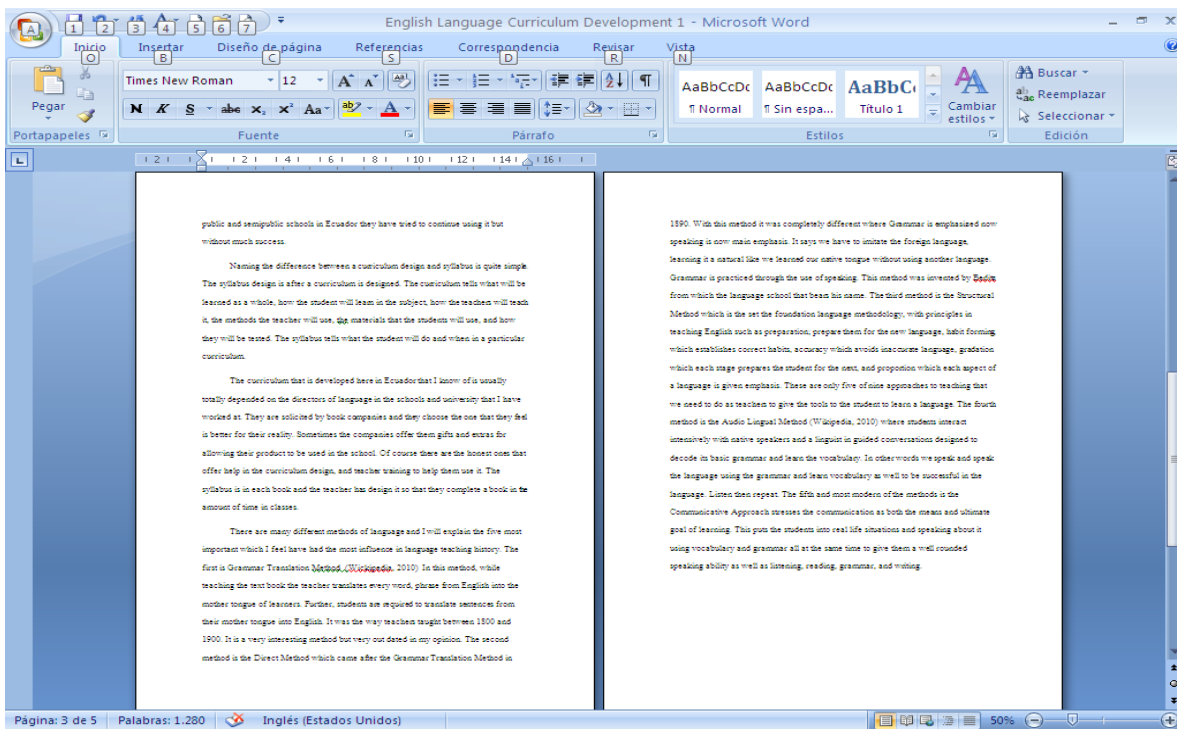
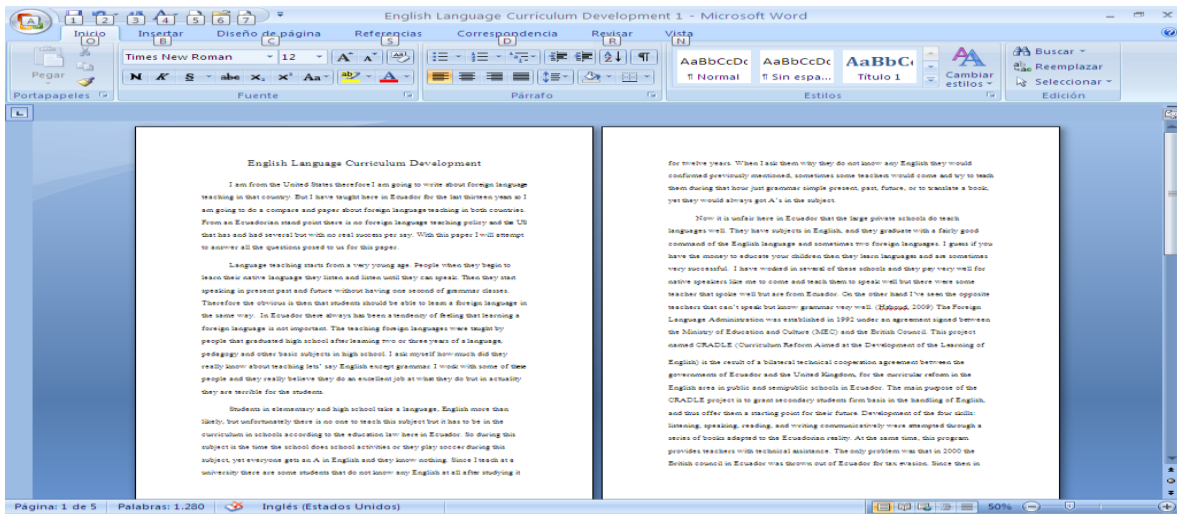
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Artifact for Standard: Culture as it Affects Student Learning

Name of Artifact: English Language Curriculum Development Assignment 1

Date: September, 2010

Course: English Language Curriculum Development



Rationale:

In this assignment the writer looked at examples of teaching classes in Ecuador and the lack of qualified English teacher there are in Ecuador. He has seen in the years he has taught here that the students lack Basic English skills in their entirety despite their having between six to twelve years of English. When he asked them why they learned nothing the students would tell him that during English all the school's events were scheduled so they

hardly had classes. When they did, there was either no teacher so they played soccer during this hour, or the teacher knew very little. When I asked them what their grades were they told me A's because there was no teacher so the school just gave them a perfect grade. This is a cultural problem because most schools do not take English seriously and when the student goes to college they go to the lower levels because they are almost true beginners. The students confront him and tell him why they have to learn English anyway; it is the United States imperialistic ways of taking over the world by having everyone learn their language. But I try to rationalize with them telling them it is the Lengua Franca of the world for the 150 years, and if they want to be successful in their careers and life they have to learn it.

Domain 3. Planning, Implementing, and Managing Instruction

2.4 STANDARD 3.a: Planning for Standards-Based ESL and Content Instruction

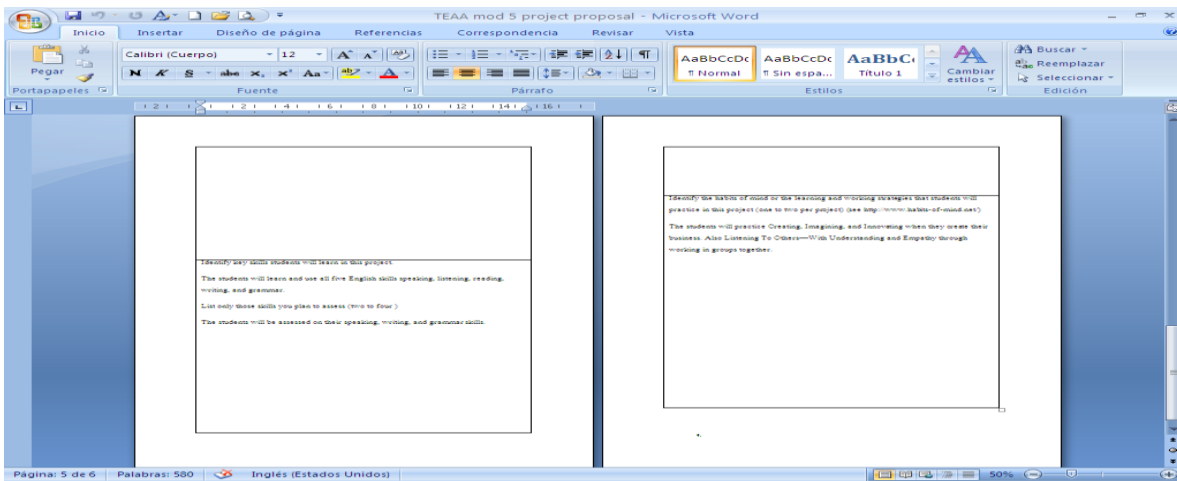
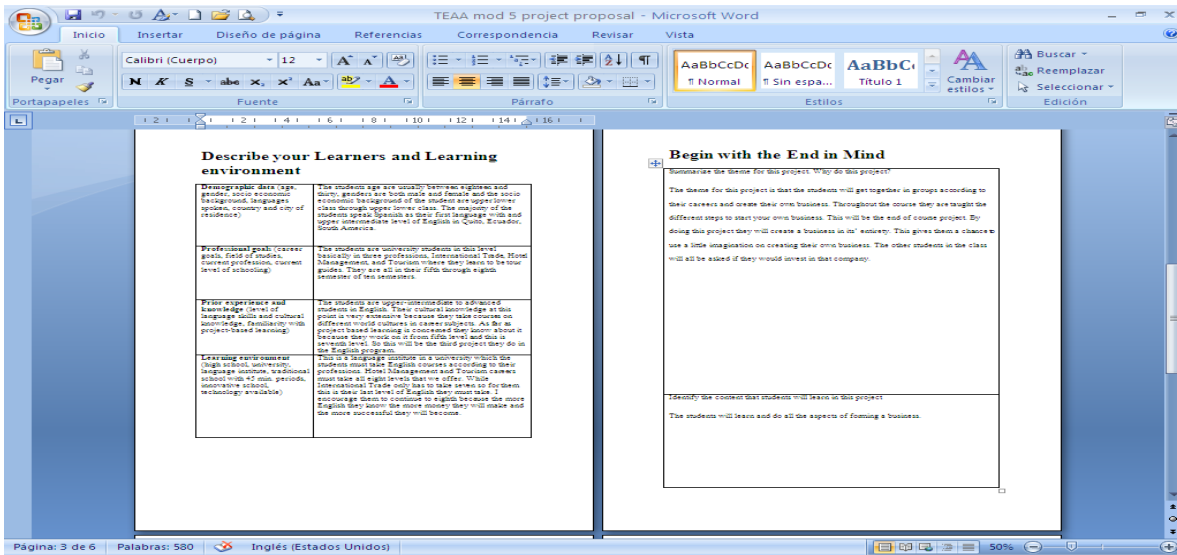
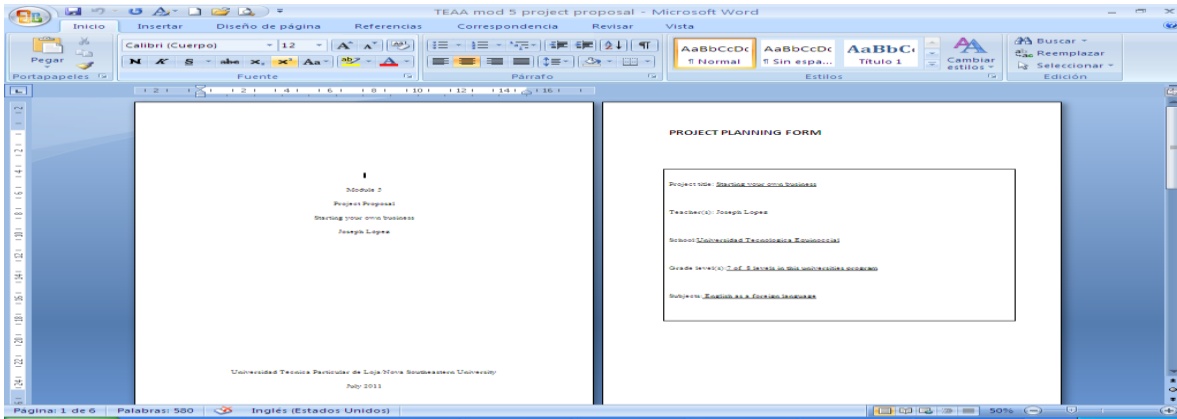
The teacher plans the teaching based upon the student's prior knowledge of theme matter, the students themselves, the people, and curriculum goals. The teacher develops short and long-range plans using standards-based ESL and content curriculum.

Artifact for Standard: Planning for Standards-Based ESL and Content Instruction

Name of Artifact: Project Proposal starting your own business

Date: July 2011

Course: Teaching English to Adults and Adolescents



Rationale:

This is the class that the writer looked at with most interest until that time because that is what we do in teaching at the university, teach adults. He learned a great deal in this class

and about teaching adults, planning, and getting the adults to learn English well. A strategy he uses with adult professionals is that he has constant assessments with them so that they do not feel they are not able to learn English and just drop out of the classes, disillusioned. This is in accordance to indicator 3.a.5 which states that the classes have embedded in it assessment, including scaffolding and re-teaching when necessary. The textbook that came with this class was one of the best books he has read about teaching he has ever seen. Therefore this sample he attached is a good example for this standard on planning.

2.5 Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

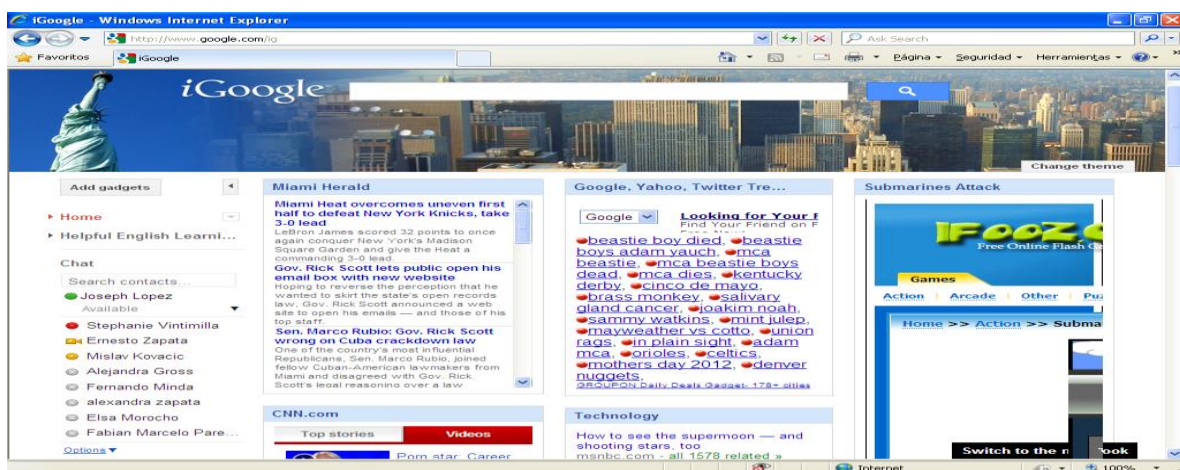
The teachers have the capability of finding, a wide range of media work for their class work. They find things in magazines, newspapers, as well as the Internet and computer software to improve their student's language ability through content teaching. Using the Internet is a very good tool for the teacher. It helps the teacher concentrate on the most important skills such as speaking and grammar.

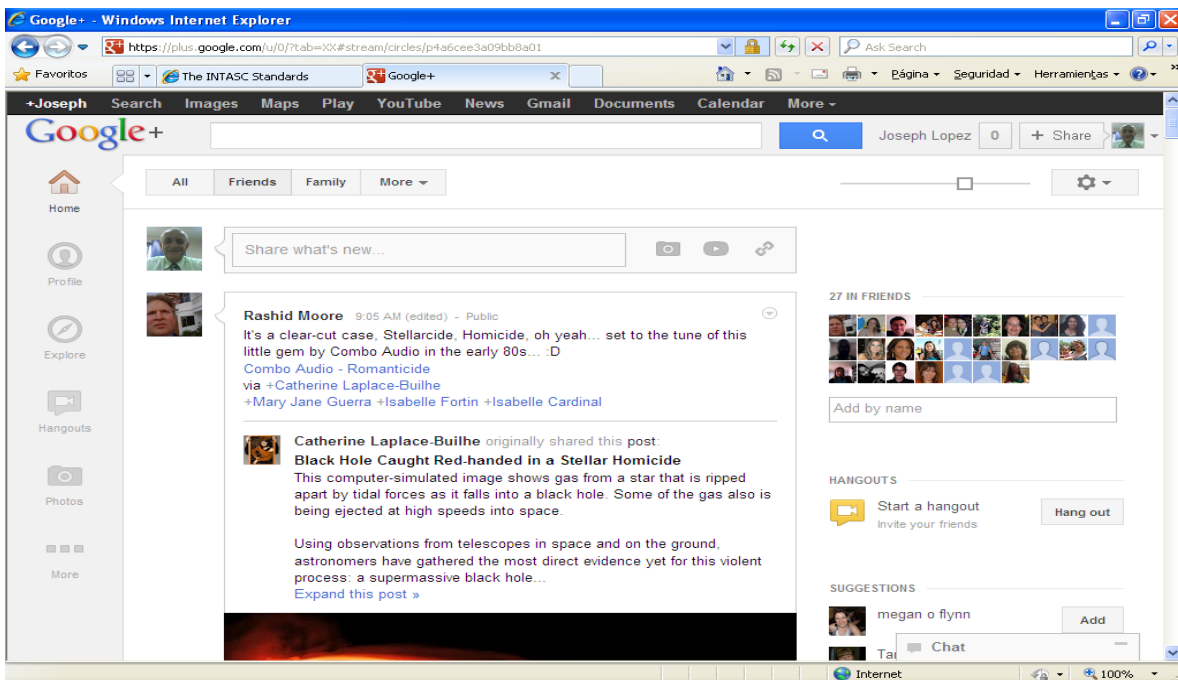
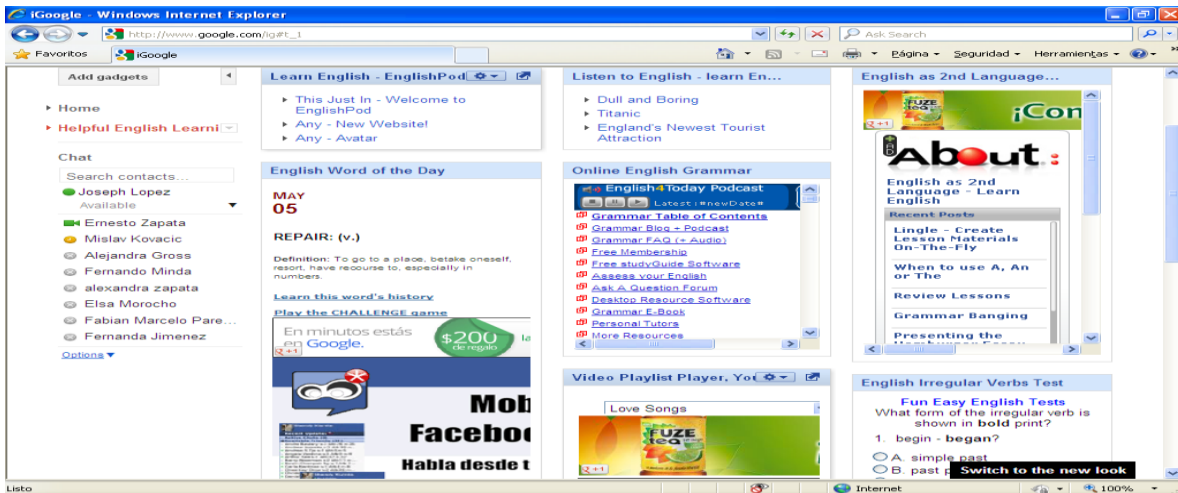
Artifact for Standard: Using Resources and Technology Effectively in ESL and Content Instruction

Name of Artifact: igoogle web page and Google+ page

Date: February 2012

Course: Technology for TEFL





Rationale:

In this class with Dr. Moore the writer learned a great deal about using technology in a TEFL classroom. He created his own web page in iGoogle, made a wiki, and joined Google +. He was really impressed with this class and how much technology can help us be a better teacher. Using the technology as a tool will help the students learn English better. Google + is like Facebook but closed only to friends in a circle. Students spend a great deal of time on the Internet and on the computer therefore why not give them the tools to learn English too on the computer. Therefore these samples of work that he inserted here

are good examples for standard 3.c using resources and technology effectively in an ESL and content instruction

Domain 4. Assessment

2.6 Standard 4.a. Issues of Assessment for English Language Learners

Candidates express knowledge of various assessment issues as they affect ELLs, such as responsibility, partiality special education testing, language expertise, and accommodations in formal testing situations.

Artifact for Standard 4.a.: Issues of Assessment for English Language Learners

Name of Artifact: Kinds of Tests and Testing Effects on Teaching

Date: September 2011

Course: TEFL 547 Testing and Evaluation in TEFL

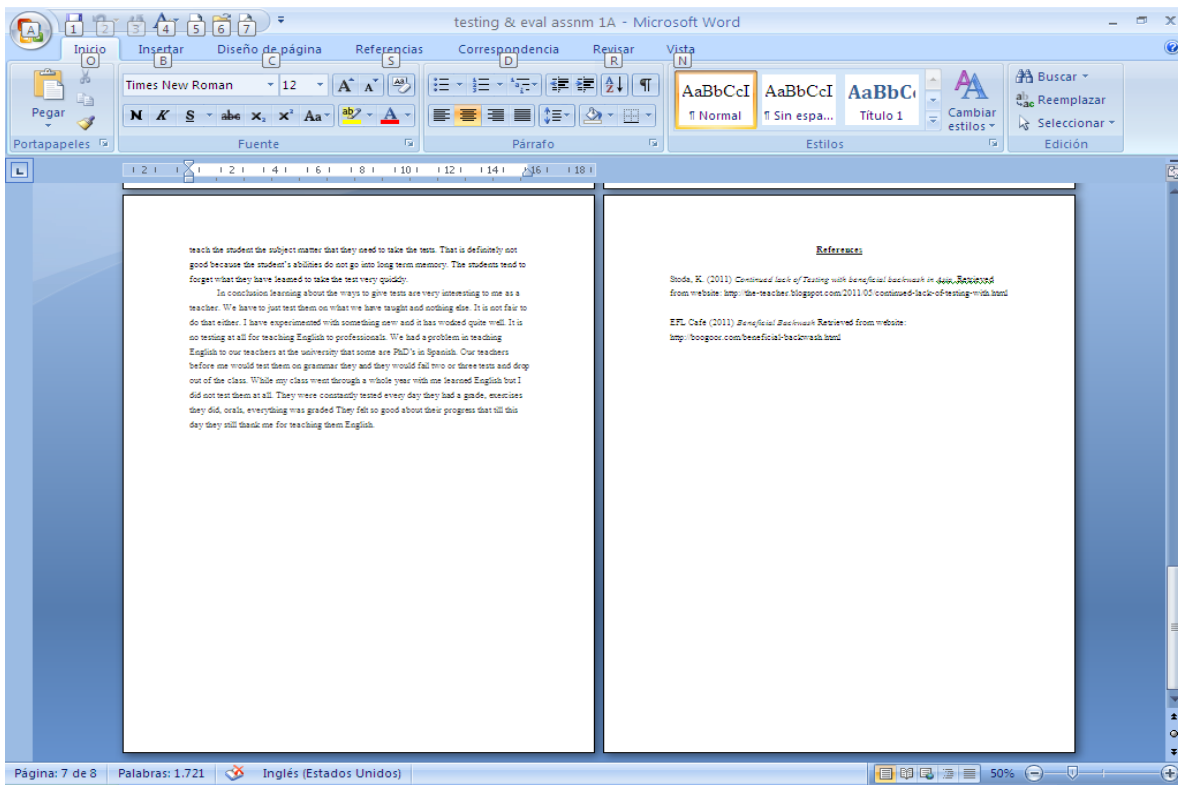
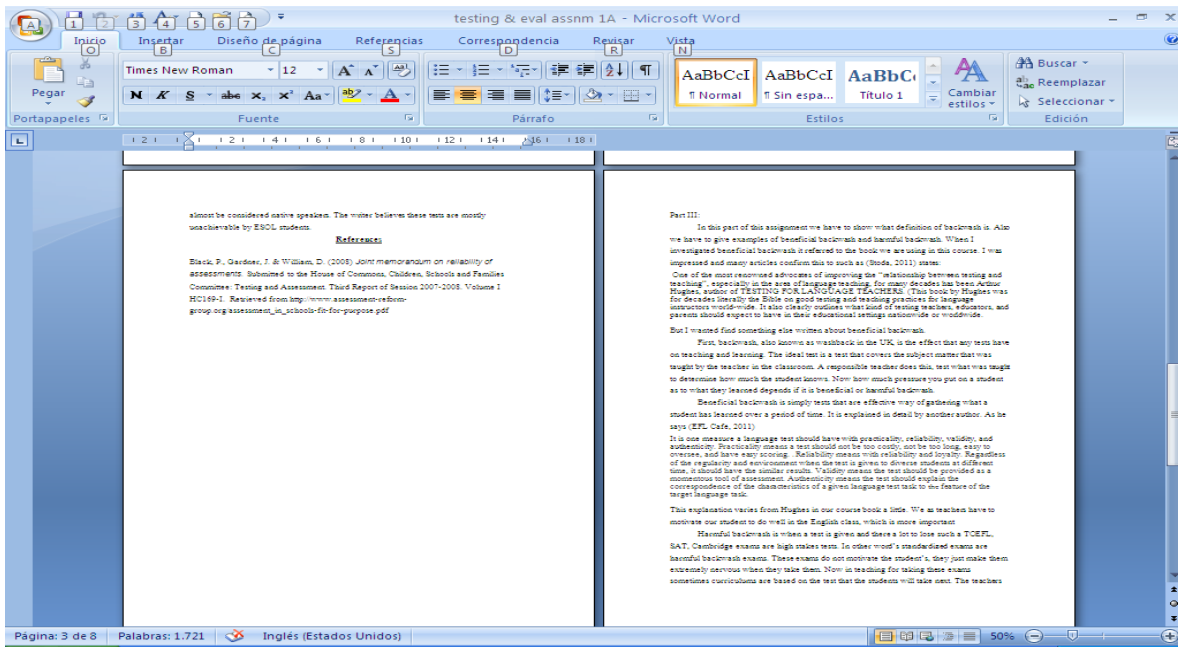
Assignment #1: Kinds of Tests and Testing Effect on Teaching

Part I: Kinds of Tests
Part II: Summary of the kinds of tests
Part III: Testing Effect on Teaching

By
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201220
TEFL 547-BCU 25742
Testing and Evaluation in TEFL

Nova Southeastern University, Universidad Tecnica Particular de Loja
August 2011

Test Name	Characteristics	Strengths	Weaknesses	Examples
KET	The Key English Test (KET) is the simplest Cambridge exam and is intended to test basic English skills such as speaking, listening, reading, and writing. The test is available to employees, universities and government departments to assess basic English knowledge.	It is an essential test for the basic English skills.	It is not good for weak students who are more likely to have general weaknesses. It is not computer based, it is paper based notes.	KET has three parts: Reading and Writing, Listening and Speaking. The Reading and Writing parts get 20% of the total grade, both the Listening and Speaking parts each give 15% to the total.
PET	The Preliminary English Test (PET) exam is for students that are not native speakers who can use writing and spoken English at an intermediate level.	Both exam is progressive from KET which is the basic level to the intermediate level.	It is not good for weak students who are more likely to have general weaknesses. It is not computer based, it is paper based notes. Students are being taught to only pass the test and not for long term learning. Also it is not British English.	Five parts each at 20% each.



Rationale:

The teachers show knowledge of many exams and their motives. Exams can be recognized, analyzed and explained.

In this assignment we had to look at the different Cambridge exams (KET, PET, FCE, CEA, and CPE) researched and analyzed. We had to look at their strengths and weaknesses and give our opinions on which are the best to use with our students. The writer stated that neither of them are good in his opinion were good for TESL students because they are extremely difficult that would be hard for even native speakers. We were also asked to look at the effects of testing and we looked at concepts like backwash, reliability and validity of tests.

Domain 5. Professionalism

2.7 Standard 5.b. Professional Development, Partnerships, and Advocacy

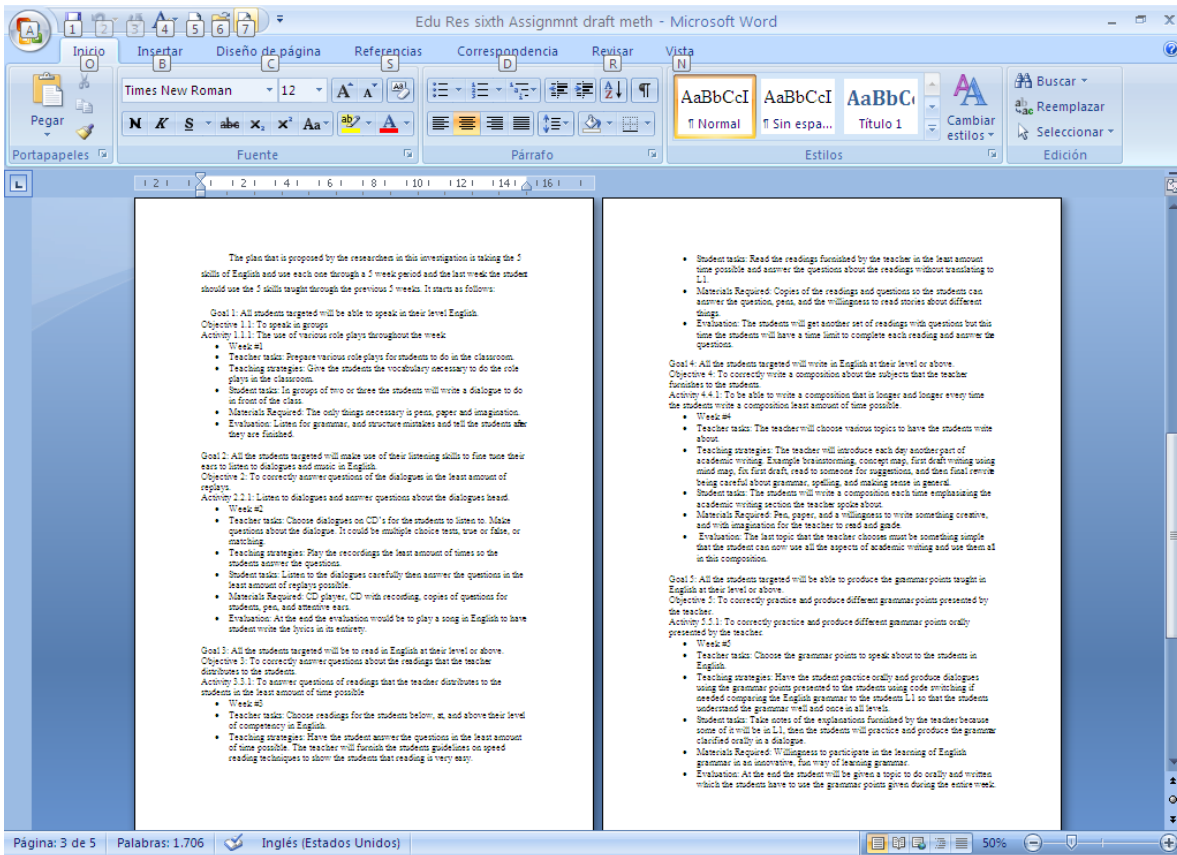
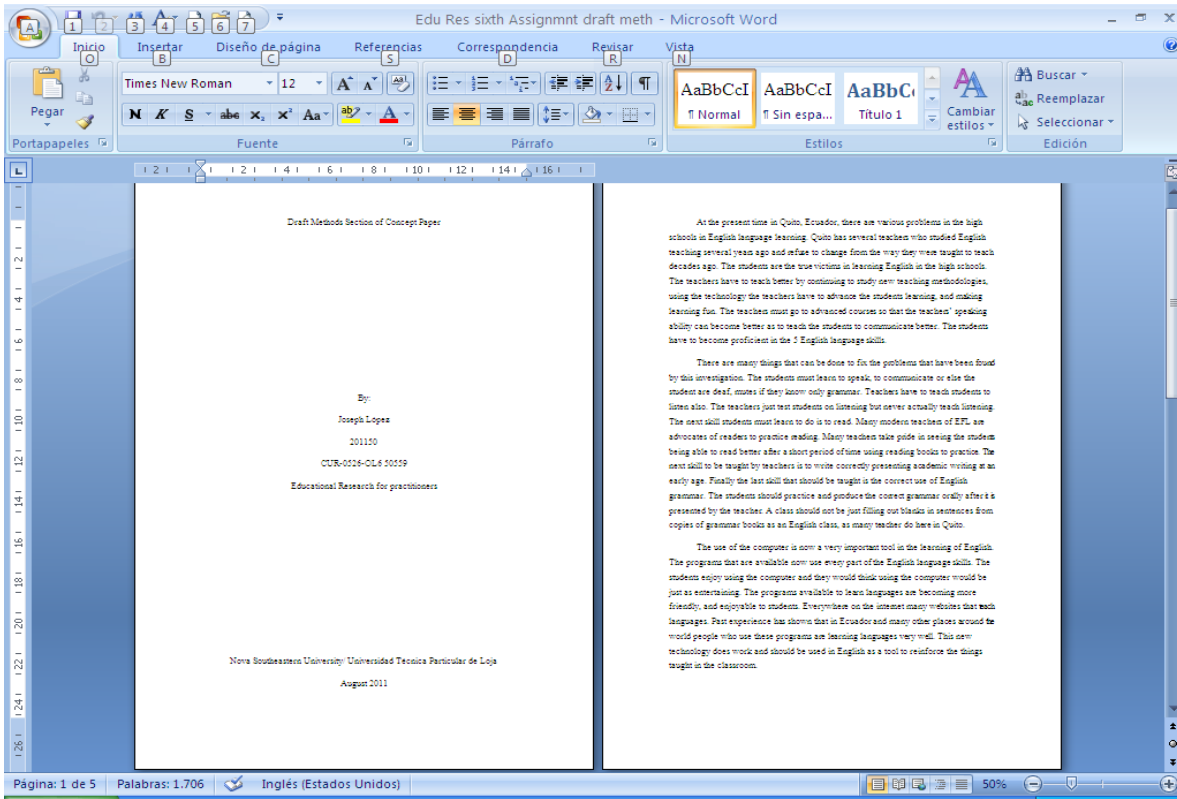
The teachers take advantage of their professional growth through their experience they have acquired over the years that they have worked in their profession. They work with their colleagues and serve as an example to the rest of the professionals in their careers.

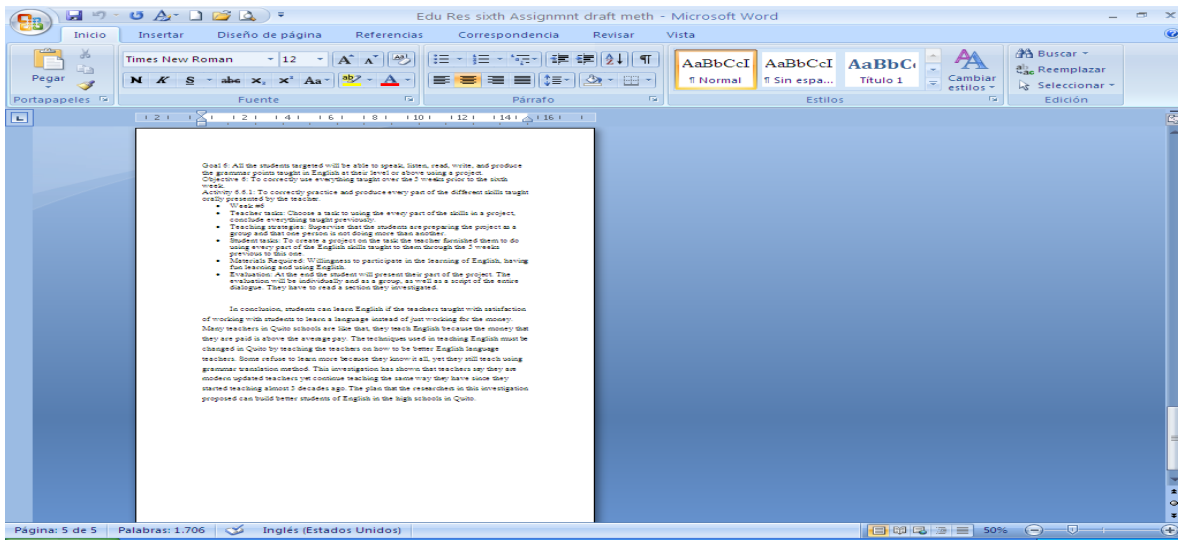
Artifact for Standard 5.b.: Professional Development, Partnerships, and Advocacy

Name of Artifact: Concept Paper: Increasing student's English skills in Quito high schools' to prepare them for the university

Date: July 2011

Course: CUR 526 Educational Researches for Practitioners





Rationale:

In this class we had to do a research paper on a subject which the writer chose the preparation of students in high schools in Ecuador to learn English in preparation for the university. They are mostly taught by teachers that do not want change their methods of teaching, some from over three decades. Other's that do not have any methodology just teach English like they were taught, grammar translation method and that is it. The proposal I gave in this research satisfies 5.b.7 indicator that states that teachers have to teach other teachers to be better teachers through training so that they can teach their students better English.

The research entailed in chapter one, that teaching using the present-practice- produce approach in communicative language teaching in the teaching plan is indispensable in the case study for English learning. The research concluded also reveals the significance of using other teaching procedures throughout the course. Other procedures used in the P-P-P course are the use of speaking, reading, and listening activities using P-P-P as well. The case study also shows that the candidates teaching and knowledge by giving proof and research that of how P-P-P can be used successfully in an English as a foreign language genuine classroom setting.

This study showed that the methodology PPP does work well in an EFL classroom setting. The students learned English well and ninety percent of the students using this methodology passed the course. This is marvelous considering that the percentage for my classes passing increased between ten and fifteen percent. Most of them enjoyed the classes and recall the semester we were together, used this method and conducted this research. Since this writing the candidate has used it several more times with the same or better results. Now the candidate is in the process of trying to see if this methodology can be used on more advanced students.

In chapter two the research shows many of the candidate's assignments that demonstrate the many skills, methods and techniques learned throughout the two years of the master's course. All of these assignments go along with the NCATE/TESOL standards from the United States.

The research in the portfolio shows the hard work and dedication given during these two years of master's program. It is difficult to do a master's program, work a full time job, and support a family but the objective is to increase the level of the students English in the future as a teaching professional in a non-English speaking environment.. Following the NCATE/TESOL standards helps the student's acquire the skills necessary to be successful in learning excellent English.

The recommendation for the student in the case study is to continue studying English without interruptions in his studies. Sometimes students take time off in between levels and they tend to forget the English taught to them. He improved a great deal during the course. He has to practice more acquiring more vocabulary, practice on the extensive computer based learning courses on-line that help students a great deal in their

pronunciation, speaking, listening and reading skills. He also has to try to improve his writing attempting to write stories about different things, just to help him improve his writing skill. His grammar will improve as he writes, listens and speaks more.

It is recommended that the candidate continue always to study more so that the classes are more dynamic, motivating, and fun for the student to learn English well for their careers. After all if the student with excellent knowledge of English will be more successful in their careers, they will make more money and they will have a more successful life. Our job as educators is to get the students to that point. This master's program has given the candidate a broader outlook on teaching English as a foreign language. It is also recommended that the candidate continue researching new ways of teaching students to learn faster and quicker through the studying of the brain and the way it learns languages to improve our students capabilities of learning as many languages as they would like.

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