



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

NOVA SOUTHEASTERN UNIVERSITY

MAESTRIA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

A case study of an English as a foreign language student who presented difficulties on the difference between the simple past and the present perfect tenses – TEFL Program Portfolio

Degree thesis

AUTHOR:

Vintimilla Coronel, Stephanie

ADVISOR:

Toro Gallardo, Lisset Vanessa. M.S.

UNIVERSITY CENTER QUITO

2012

Mgs. Lisset Vanessa Toro Gallardo

THESIS ADVISOR

CERTIFIES THAT:

The following research work developed by **Stephanie Vintimilla Coronel** has been thoroughly revised, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja. Consequently, I authorize this Thesis for the corresponding legal purposes.

Quito, September 2012

.....

Mgs. Lisset Vanessa Toro Gallardo

THESIS ADVISOR

AUTHORSHIP

The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

Date: September 2012

.....

Stephanie Vintimilla Coronel

171226490-0

Author

CESIÓN DE DERECHOS

Yo, Stephanie Vintimilla Coronel, declaro ser autora del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica particular de Loja que en su parte pertinente textualmente dice: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través o con apoyo financiero, académico o institucional (operativo) de la Universidad”.

Loja, Septiembre 2012

Stephanie Vintimilla Coronel

171226490-0

ACKNOWLEDGEMENT

I would like to thank God in the first place for giving me the patience, courage and perseverance I needed during these two years in order to accomplish one of my goals. Secondly, I would like to thank my family: my husband, my parents, my sisters for helping and supporting me during the entire program; without their encouragement and support I would not have had the same motivation and enthusiasm to study this program. To my friends, a big Thank you! Thanks for your support and help. Thank you to my teachers, who shared with me their knowledge in order for me to become a better teacher. Thank you to the people that are part of this Master's program.

DEDICATED TO

I would like to dedicate this thesis to the most important people in my life, to my family: to my husband, parents, and sisters; with their help and support I was able to reach one of my goals.

I also dedicate this to my son Isaac and my daughter Kiara, so they learn that with motivation, perseverance, patience and effort it is possible to accomplish the goals and objectives they set for themselves in life. For them to know that even if something is difficult, they have to fight for what they want because nothing is impossible.

Table of Contents

| | |
|---|-----|
| CERTIFICATION..... | II |
| AUTHORSHIP | III |
| CESIÓN DE DERECHOS | IV |
| ACKNOWLEDGEMENT | V |
| DEDICATED TO..... | VI |
| ABSTRACT | 1 |
| INTRODUCTION..... | 2 |
| METHOD..... | 4 |
| LITERATURE REVIEW | 5 |
| CHAPTER I: ESL STUDENT STUDY CASE | 29 |
| Course Program..... | 29 |
| Week One: Pre-test Analysis | 30 |
| Week Nine: Post-test Analysis | 32 |
| Week One: Regular or Irregular verbs? | 34 |
| Week Two: Present, past, past participle | 35 |
| Week Three: Simple Past Tense..... | 36 |
| Week Four: Simple Past – Negative and Questions | 37 |
| Week Five: Writing - Vacations last summer..... | 38 |
| Week Six: Present Perfect Tense | 39 |
| Week Seven: Identifying Signal Words | 40 |
| Week Eight – Simple Past Tense vs. Present Perfect Tense..... | 41 |
| Week Eight – WRITING: Your New School..... | 42 |
| Week Nine: TEXT; Simple Past or Present Perfect?..... | 43 |
| Student Self-evaluation | 44 |
| CHAPTER II – TEFL PROGRAM PORTFOLIO | 45 |

| | |
|---|----|
| NCATE TESOL Standards based on Position Paper | 45 |
| Standard 1: Language..... | 45 |
| Standard 2: Culture | 49 |
| Standard 3: Planning, Implementing and Managint Instruction | 51 |
| Standard 4: Assessment | 55 |
| Standard 5: Professionalism | 61 |
| CONCLUSION AND RECOMMENDATION | 65 |
| REFERENCES..... | 67 |

ABSTRACT

The purposes of this research is first, to analyze and teach the difference between two important tenses such as the simple past tense and the present perfect tense, taking into account different methodologies, background and importance of grammar when learning a new language. And second, it also presents the NCATE/TESOL Standards which are met in different assignments developed during the length of the program. The first part of the thesis, involves a study case done to a 14 year old student who presented difficulties on the difference between both tenses. In addition, the second part involves the NCATE/TESOL Standards, which are important for teachers to learn in order to be more professional and have a base on how and what to teach. Within this part of the thesis, there are several analyses about the assignments done throughout the Master's program and how these assignments met the standards.

INTRODUCTION

This thesis is the final product in order to get the Master's in Teaching English as a Foreign Language Degree from Universidad Técnica Particular de Loja. This thesis is composed by two chapters. The first one, which presents a student's case study about the difficulties a selected student, had with the difference between simple past tense and present perfect tense. And the second chapter is about the TEFL program portfolio, in which the NCATE/TESOL Standards were met in different assignments developed during the length of the program.

On the first chapter, a 14 year old student from a Catholic girls' school in Quito presented difficulties on the use of English grammar. She became part of this school last year since she came from another institution where she was taught only basic English. However, the English grammar at this point in this new school was extremely demanding and she presented difficulties. This is the reason why she needed to attend extra-curricular English lessons in order for her to improve her English. This study case focuses on an important grammar point which is the difference between the simple past tense versus the present perfect tense; how to differentiate between both tenses, how to use them and recognize signal words. This was a nine-week course where the main objective was that the student had to do several activities in order to comprehend and learn each tense separately and together, by identifying different structures and signal words; which at the end of week nine she complied with the tasks and goals set at the beginning of the course. It was a great success since at the end, the student learned the difference of both tenses, how and when to use them. On the other hand, one of the limitations the student had was time. Although she understood the difference of both tenses, she felt it took her a long time to learn in depth since we only had 3 hours per week and it could have taken less time if we had more hours per week. In addition, in this chapter it is discussed the importance of teaching grammar to ESL students and how to identify the structure and use of each tense.

Chapter two focuses on the NCATE/TESOL Standards, why it is important to use them and how it helps teachers to be more professional and have a base on how and what to teach; and for students to understand these standards and put them in practice. Within

this chapter there are analysis about the assignments done throughout the Master's Program and how these assignments met the standards.

In Ecuador, the government has implemented laws which state that studying English is mandatory in public and private schools. The number of hours of English each institution teaches differs; in private schools it is more common to see they teach at least 8 hours per week while on public schools is less. This is the reason why it is extremely important to find the best methods to teach English, which has become the universal language and students will be able to have better opportunities in the future. However, using standards is not part of an Ecuadorian law and it is important that teachers learn to use them and for the government to establish some rules and laws in order to give Ecuadorian students quality education, not just in English but in every subject.

METHOD

This thesis was carried out as a qualitative study and it is composed by two different parts. The first one which was a study case of a 14 year old student from a Catholic girls' school in Quito and who was new in the institution and she presented difficulties in learning the English language, especially the difference between the simple past tense and the present perfect tense. In order for the student to understand this important part of grammar, she attended some extra-curricular English lessons during nine weeks. She was taught first the verbs in different ways such as present, past and past participle; moreover she learned both tenses separately and carried out several activities to practice in order for her to understand better; and the third step was to learn the difference between both tenses, how and when to use them, and practice by doing mixed exercises with both tenses together and identifying different signal words.

The second part of the thesis focuses on the NCATE/TESOL Standards, the importance of using them in order for teachers to teach better taking into account different rules, and making it easier for students to understand. Some of the assignments done throughout this Master's program were analyzed in order to see how they met the NCATE/TESOL standards and the candidate had to write a rationale explaining how the standards were met using specific assignments from the program.

LITERATURE REVIEW

This literature review was carried out in order to research for certain definitions about grammar and its importance, as well as different methodologies teachers could use with their students in class by taking into account different learning styles and abilities each student has. Moreover, this literature review focuses on the study of the simple past tense versus the present perfect tense; how both tenses are structured, when and how to use them. Furthermore, some signal words have been given in order to differentiate when to use each tense. This information was collected in order to present the case study done to a student who presents difficulties in the use of the simple past tense versus the present perfect tense. In this literature review, different opinions from researchers are given and these are important to consider at the moment of teaching a second language.

In addition, this literature review also presents the NCATE TESOL Standards, in which each domain has been explained with their corresponding standards and indicators. Also, it presents the purpose of each standard and with this information the candidate will be able to identify which assignment, carried out during the Master's program, meets the standards given.

Definition of Grammar

Grammar is an important part of any language and it is essential to learn it, whether it is for L1 or L2 in order to speak the language correctly. According to Odlin (2004) "There seem to be a variety of different concepts of what grammar is, including various terms, such as functional grammar, universal grammar or theoretical grammar". However, there is another one called descriptive grammar, which "describes, in a systematic way, the rules that govern how words are combined and sequenced in order to form sentences" and pedagogical grammar, which explores grammar more from a teaching/learning point of view (Thornbury, 2006).

As stated by Crystal (2004):

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It

can help foster precision, detect ambiguity, and exploit the richness of expression available in English.

Grammar in English is composed by several structures such as passive voice, reported speech, quantifiers, and one of the most important ones are tenses, among others.

The main tenses in the English Language are present, past and future and they are divided in several other tenses which are:

- Present: Simple Present, Present Continuous, Present Perfect, Present Perfect Continuous
- Past: Simple Past, Past Continuous, Past Perfect, Past Perfect Continuous
- Future: Simple Future, Future Continuous, Future Perfect, Future Perfect Continuous.

The tenses that this thesis will focus on are Present Perfect, Simple Past and the difference between these two tenses.

Importance of Teaching Grammar to ESL Students

Grammar is essential when learning a language since it is the basic structure in order to master the language. Without it, speakers from other countries could not speak English or any other language properly. Sometimes it can be difficult, confusing and even annoying but it is extremely important that students study grammar. When a student learns grammar in the right way, the mistakes students could make decrease. As stated by Frank Palmer(1972), “the central part of a language is its grammar, and this should be of vital interest to any intelligent educated person”.

There are many discussions on how difficult it can be to learn grammar. However, it depends on many factors. When a person is learning their mother tongue it becomes easy and natural to learn grammar since they start picking up the language since they are born. However, when you are an adult and want to learn a second language, there is an interference of the L1 and learning grammar of the L2 can be more complicated. Some researchers think that learning grammar as an adult is not the same as learning

as a child. According to ZhonggangGao (2001) “Since children and adults learn language differently, it is argued that grammar can be used as an important means to help adults increase their chances for success in learning a second or foreign language”.

Learning a second language is not an easy task and it takes a great deal of time to learn it. According to Wang (2010), “It is true that learning particular grammatical distinctions requires a great deal of time even for the most skilled learner”. However, the role of grammar is extremely important. As stated by ZhonggangGao (2001), “the reason second language learners need to resort to learning grammar is that it provides some general and systematic guidance on the structure and syntax”. Also Wang (2010) stated:

The study of grammar has two goals. Firstly, it preserves and perfects understanding of the great literature of the past and it contributes to eloquent self-expression. Secondly, questioning the value of grammar is like asking whether farmers should know the names of their crops and animals.

According to Larson (2007),

The teaching of grammar as part of ESL programs is important; while it is a debated subject, it has been demonstrated that "natural learners" of second languages do not become proficient in the language if they do not understand the basic structure as provided by grammar studies.

There have been several debates about the importance of teaching grammar to ESL students. In order to communicate effectively, it is necessary to apply the four main language skills which are reading, writing, listening and speaking. It is essential to understand the importance of grammar within these four skills. According to Wang (2010), “the debates result in fresh cognition of grammar: it is very important in that not only does it help improve learners writing, but also it helps learners do better in reading comprehension and listening alike”.

According to Savage, Bitterlin and Price (2010) “grammar has been regarded as a set of rules to be memorized. Nowadays, many ESL practitioners view grammar less as a body of knowledge to be studied than as a skill to be practiced and developed”. In many parts of the world, the teaching of grammar has changed and now it is regarded more as a skill than a part of language to memorize. As Savage et al. (2010) said, “grammar can also be regarded as a necessary “master” skill that enables competence to develop in the areas of listening, speaking, reading, and writing”.

Some researchers believe that teaching grammar is essential in ESL. According to Mulroy (2003) “The value of grammar was never challenged”. In fact, grammar instruction can improve the quality of second and foreign language learning (Ellis, 2002) However, other researchers disagree. And Thompson (1969) explained that “most children cannot learn grammar and even to those who can it is of little value.”

According to Raynaud (n.d.) “Today the tendency is to say, “Forget grammar. Teach the language people speak, and let your students have fun!” However, she does not agree with this statement because she believes that language acquisition can be done when you are a child, however if you are an adult, you need to learn grammar. Raynaud (n.d.) also states that “When they have learned to use language formulas correctly, they will be able to talk about most any subject and enjoy it”. Also, “if the students work on grammar and vocabulary for twenty minutes during each session and if they have done exercises at home that you systematically correct using intensive pair work, then the level of their oral expression will increase dramatically”.

Folega, another author of an article related to ESL learning, agrees that studying grammar is important for students to learn a language correctly. According to Folega (2010) “Grammar is very important, no matter how much the rules change, as it is what makes it possible for us all to communicate and understand what we see, and what we say”. We use grammar to put sentences together and communicate with others written or orally. It is English grammar that will allow you to be a better communicator, listener, thinker, reader and writer. Having a knowledgeable understanding of grammar will let you have a potentially rewarding career in many fields of work (Folega 2010).

Grammar is the tool that holds every sentence together in order to have an effective communication, without it, communication would be unclear and confusing.

According to Azar (2007) "One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible". Fotos&Hinkel (2002), state that "grammar teaching as one of the cornerstones in enabling learners to communicate meaningfully and accurately and, thus, advance their communicative skills and second language fluency".

Nowadays, we hear teachers saying that grammar is not important, or advertisements of English institutes where they promise students to learn English perfectly without grammar; or students saying that they do not like grammar and they do not understand why we keep teaching them that. But in fact, grammar is essential in order to learn a language. It does not matter how old you are, learning grammar is extremely important in order to communicate effectively written and orally, to understand when you read something or to listen to someone else. Grammar is essential in the combination with the four main language skills and without it, the message would be imprecise.

This is the reason why most researchers agree that grammar cannot be put aside when learning a second language. Learning grammar can be extremely hard, and learning a second language is, indeed, difficult; however if a student has the necessary motivation and the grammar aspects clear, then it would become easier to learn a language. It is a matter of effort and time.

Methods of Teaching Grammar

As stated before, learning a language is not an easy task, however, it depends on the method teachers use in order to learn it successfully. Teachers play an important role when it comes to teaching grammar. However, there are certain methods that a teacher can apply in order to teach it.

Teaching grammar methodologies have changed several times, some of them include grammar as a main part of the methodology, and others do not. Four methods, the Grammar-Translation Method, the Situational Language teaching method, the Audio-lingual Method and the Communicative Language Teaching Method, include grammar as part of their methodology in different ways. According to Wang (2010) “ these different methods have different attitudes towards grammar, in common they all consider it part of language teaching”.

- *The Grammar-Translation Method:*

This method was one of the first ones to be taught, and it consisted in teaching the student certain grammatical rules and then apply them by translating it into the student’s native language. The same was when teaching vocabulary. It focuses on the translation from L2 into L1. As Harmer (2007) “Grammar-translation methods did exactly what they said. Students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language (L2) back to the students’ first language (L1) and vice versa”. For instance, if they were doing a reading exercise, they read it in English and then discuss about the topic in their native language. This method is still popular in certain parts of the world and people still use it.

According to Wang (2010), “Grammar is taught deductively--that is, by the representation and study of grammar rules, which are then practiced through translation exercises”. As stated by Hammer (2007), “language was treated at the level of the sentence only, with little study, certainly at the early stages, of longer texts. Also, there was little if any consideration of the spoken language and finally, accuracy was considered to be a necessity”.

At present, the grammar-translation method is not the most common and reliable method in order to teach a second language since most students demand not only to understand but also to speak the language. Although it is still used, it is not the best way to learn a second language because languages can be different from each

other. So it is true to say that the Grammar-Translation Method is still widely practiced in modified form in some parts of the world today (Richards 1986).

- *The Situational Language Teaching Method:*

This method was developed in the 1930s by a British linguist. This method is also called the *Oral Approach* and basically it focuses on the structure of the language. According to Wang (2010) “The main characteristic of the approach is that items of grammar are graded following the principle that simple forms should be taught before the complex ones. Reading and writing are introduced once a sufficient grammatical basis is established”.

It focuses on vocabulary and grammar and their accuracy and once these are mastered, it would enable students to have a good command of the four skills and will not have any problems with writing and reading comprehension.

- *The Audio-lingual Method:*

This is another method that involves grammar as part of teaching a second language, and it is very similar to the previous method. According to Harmer (2007), “The Audio-lingual methodology does its best to banish mistakes completely. The purpose was habit-formation through constant repetition of correct utterances, encouraged and supported by positive reinforcement”. Moreover, as stated by Wide (2009) “The teacher controls interaction in the target language and directs classroom language learning drills and other activities”.

In addition, this method focused mainly in listening and speaking, and it is based on repetition. For instance, in Ecuador there is an English Institute that works with this method. The students have to be in front of the computer listening to a story, then they repeat the target language, then they are part of the dialogue. However, does this method work? It works for some students, and I believe the ones who already have background knowledge of English, otherwise, it becomes really difficult to learn the language without knowing the structure of certain grammatical points used in the dialogue.

According to Wang (2010), "Dialogues and drills form the basis of audio-lingual classroom practice. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises". The typical instructional procedure in the audio-lingual method begins with students listening to the teacher modeling a dialogue. Students repeat each line of the dialogue after the teacher. Certain key words or phrases may be changed in the dialogue. (Wide 2009)

This method is still used in certain institutions and schools in Ecuador. Some teachers believe that repetition is the key factor to learn a language just as we learn when we are babies. However, this method is not used by many people anymore and it has been replaced by other methods.

The Communicative Language Teaching Method

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. (Galloway 1993) Therefore the aim of this method is to communicate your needs. This method's main characteristic is that it focuses on real-life situations where the students have to apply the language and communicate their needs or opinions. According to Galloway (1993), "authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular".

"Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5).

This method allows students to communicate more with the teacher and with their peers, and it also encourages active participation in the classroom and as a result the teacher has less participation during the lesson. This method motivates students to get involved with the topic they are discussing and this could help them not to be frightened at the moment of speaking. Teachers in communicative classrooms will

find themselves talking less and listening more and becoming active facilitators of their students' learning (Larsen-Freeman, 1986). As stated by Belchamber (2007) Communicative Language Teaching implies the lessons are more student-centered, this does not mean they are un-structured. The teacher does have a very important role in the process, and that is setting up activities so that communication actually happens.

Littlewood(1995) states "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."

This method became popular since it focuses on students, their comprehension and practice. However, grammar is necessary in order to put sentences together correctly not only written but also orally. That is why it is important to learn the structural part of a language.

Definition of Tense

Tenses are extremely important when learning, writing and speaking a language, since it gives the person the sense of time things happen. The most common ones are present, past and future, and these three are subdivided into other ones such as present simple, present perfect, present continuous, past simple, future perfect and so on. According to John Seely (2006),

Some grammarians define a tense as an inflection of the verb--a change of meaning you achieve by altering the form of the verb. So the past tense of win is won. In this sense, English has only two tenses, present and past. But for everyday use--especially for those who are studying foreign languages--this strict definition of tense is not very helpful. There is a broader use of the word [tense]: a form of the verb phrase which gives information about aspect and time.

According to Erichsen (n.d), in one of his articles, the definition of tense is:

A verb form that indicates, or can indicate, a relationship between the time the action in a verb occurs and the time the verb is uttered. A verb tense can also give an indication of the duration of the verb's action and when or if it is completed.

There are several tenses used in the English language, but the ones we are going to study in this thesis are the simple past and present perfect tenses and we will emphasize the difference between both of them.

The Simple Past Tense

There are several past tenses but the first one is the simple past tense which is commonly used.

Structure

| Statement | Subject | Auxiliary | Verb | Complement |
|------------------|------------------|------------------|-------------|-------------------|
| POSITIVE | I, you, we, they | | Went | to the park |
| | He, She, It | | Ate | pizza |
| NEGATIVE | I, you, we, they | didn't | Stay | at home |
| | He, She, It | didn't | Sing | that song |

| Statement | Wh-question | Auxiliary | Subject | Verb | Complement |
|------------------|--------------------|------------------|--------------------------------------|-------------|---------------------|
| QUESTION | - | Did | I, you, we, They, He, She, It | drink | a cup of coffee? |
| | What | Did | I, you, we , they, he, she, it | Win? | - |

Use

The use of the simple past tense is very common in the English language. However, it is important to identify when and how to use it correctly.

When do we use the Simple past?

1. When an action is completed at a specific time in the past.

Eg. You **saw** a movie yesterday.

She **graduated** from university last summer.

2. When a series of actions are completed.

Eg. I **woke** up at 7am, I **ate** breakfast and **drove** to work.

She **picked up** the children, then she **went** to the supermarket and **came** home.

3. To show duration in the past. It started in the past and finished in the past.

Eg. I **lived** in Australia for one year.

She **worked** for the government for two years.

4. To show habits that ended in the past.

Eg. I **played** tennis every weekend when I was a child.

She **took** that bus every day to go home.

5. Active / Passive in the past

Eg. Tom **prepared** a salad.

A salad **was prepared** by Tom

The Present Perfect Tense

This tense is one of the most used tenses in English, and it also is one of the most confusing and difficult ones. In order to understand better this tense it is important to know the structure of it and when to use it.

Structure

| Statement | Subject | Auxiliary | Past Participle | Complement |
|-----------|------------------|-----------|-----------------|-------------|
| POSITIVE | I, you, we, they | have | Gone | to Paris. |
| | He, She, It | Has | Made | pizza. |
| NEGATIVE | I, you, we, they | haven't | Chosen | the dress. |
| | He, She, It | hasn't | Broken | The window. |

| Statement | Wh-question | Auxiliary | Subject | Verb | Complement |
|-----------|-------------|-----------|----------------------|--------|--------------|
| QUESTION | - | Have | I, you, we, They | Drunk | Coke? |
| | | Has | He, She, It | driven | the new car? |
| | What | Have | I, you, we , they | Done | all morning? |
| | Why | Has | he, she, it | slept | for so long? |

Use

When we use the present perfect tense, it puts emphasis on the result and not on the duration of the action. For instance, if we say “I **have written** 19 pages”, the main result would be the number of pages I have written and not anything else; that would be the result.

Some of the uses given to the present perfect are:

1. When we want to talk about unfinished actions that started in the past and continue to the present.

Eg. I **have known** Isaac for 5 years.

She **has worked** for the Morgan's family since 2003.

2. When recent news are provided or an action stopped recently.

Eg. I **have done** my new university project.

She **has finished** her homework, now she is ready to have dinner.

3. When the time is not specific.

Eg. I **have watched** Titanic 3 times.

She **has travelled** to Australia five times.

4. When an action not occurring or not occurring at an unspecified past time and that has current relevance.

Eg. I **have** already **seen** that movie.

5. When an action started in the past and that is completed at the moment of speaking.

Eg. The price for that house **has increased** a lot in the last 3 years.

Simple Past Tense vs. Present Perfect Tense

There are several differences between the *Simple Past Tense* and the *Present Perfect Tense*.

According to Warsaw (2012), "even at advanced level, students whose native language doesn't have an equivalent can have problems with Present Perfect, and how its use differs from that of Past Simple".

The past tense is usually used in reference to some definite time in the past that took place before the present moment and excludes the present (Leech, 1971), hence it can be referred to as the 'exclusive past' (Huddleston, 1984: 158)

The past tense is often found with time adverbials indicating a definite past time.

According to Baker(2002) "the present perfect expresses a relationship between a present state and a past situation".

As Reeves (2009) stated, "the preteritor simple past and the present perfect are concerned with things that have happened". Although the *present perfect tense* is considered a present tense, it shows actions that have happened in the past but they continue in the present. Reeves (2009) defined the *simple past* as "The preterit describes actions completed in the past with no implicit reference to the present (time of writing), and may also be accompanied in a sentence by explicit references to specific periods in the past".

Reeves (2009) also defined the *present perfect tense* as:

The present perfect describes actions that occurred in the past which either have been completed or form part of an uncompleted whole. It contains an implicit reference or link to the present, often made explicit by the addition of more information to this effect, or reflects the effects of past events on the present, and even the future, and it cannot be used together with references to specific periods in the past.

Huddleston has defined present perfect as the 'inclusive past', as opposed to past tense as the 'exclusive past' (Huddleston 1984). According to Baker (2002) "Thus we can think of past tense as having some fixed point in a time previous to now and 'excluding' the present, and the present perfect as expressing a relationship between some past time and now, therefore 'including' the present time".

It is very important to note that the choice of past simple or present perfect often resides with the speaker, rather than any temporal location of an event or situation. For example if asked, "Have you ever been abroad?" it would be perfectly acceptable to

reply, “Yes, I went to Mexico last year.” or, “Yes, I’ve been to Mexico.” The selection relies on the speaker’s perception of the situation, and whether they think it necessary to give a definite time or an indefinite time (Baker, 2002).

Grammatically speaking, it is essential to follow the rules of both tenses and use them correctly. However, as Baker commented, it depends entirely on the context of the conversation and both tenses can be used as in the aforementioned example and be accepted.

As stated, both tenses are very important when learning English as a second language and both have to be taught the correct way in order for students to understand the difference between both of them, practice and try not to make mistakes.

Signal Words

As a recommendation, students should learn each tense individually and master the structure, the use and understand when to use each one of them in order to learn successfully. Once the student has practiced each tense separately for a while, it will have a positive result when it is time to mix the tenses. It is important to identify the difference between the simple past and present perfect and comprehend in depth the use of each one of them. However, learning a language is a matter of time and practice.

There are many advantages when using ‘signal words’. It can help students to identify which tense to use correctly since it is not complicated to remember and put it in practice. However, it is not one hundred percent reliable; there are signal words that can be used in different tenses. As stated by Schluter (2002) “Never, for example, which EFL learners usually interpret as a ‘signal word’ for the present perfect can also occur with other tenses including the simple past”. Therefore, it is important for students to identify which ones they can use with each tense and which ones they could use in both tenses.

Some of the signal words are:

Simple Past Tense

Yesterday

Last week, last month, last year

Last night

1999 (specific year)

Ago

For / Since

Present Perfect Tense

Today

This week, this month, this year

This morning

Ever / Never

Already / Just / Yet / Lately

For / Since

NCATE TESOL Standards

To help teachers teach correctly it is important for them to follow certain rules or standards such as the NCATE TESOL Standards. These standards were created in 1999; however they were adopted in 2009 with the purpose of having a base for teachers to be prepared to teach English following certain standards in order to become good educators. The NCATE TESOL standards are divided in 5 domains, which are subdivided in several standards and indicators. For the TEFL Program Portfolio, an assignment artifact has been included for each of the standards. Moreover, it is also included a rationale where it is explained how the content of the program has been applied to the teacher setting.

According to Fenner and the TESOL/NCATE P-12 ESL Teacher Education Program Standards Team (1999), “TESOL became a member organization of NCATE and began the process of developing standards for the recognition of P–12 ESL teacher education programs in 1999”; however thirteen standards were approved in 2001. But, in 2009 were revised and approved just five main domains: language, culture, instruction, assessment and professionalism. According to Thibeault, Kulhman& Day (2010/2011), “The five domains and standards are all interrelated. Language and culture (content

knowledge) form the foundation, and instruction and assessment are the applications (pedagogical knowledge), while professionalism is at the core”.

The Standards are the following:

1. Domain: Language

- **Standard 1a:** *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. (p. 28)

Indicators:

- **1.a.1:** Demonstrates knowledge of the components of language and language as an integrative system. (p.29)
 - **1.a.2:** Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English. (p. 29)
 - **1.a.3:** Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning. (p.31)
 - **1.a.4:** Demonstrate proficiency in English and serve as a good language model for ELL's. (pg. 31)
-
- **Standard 1b:** *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.(p.33)

Indicators:

- **1.b.1:** Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs. (p.35)
- **1.b.2:** Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development. (p.35)
- **1.b.3:** Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English. (p.36)
- **1.b.4:** Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English (p. 37)
- **1.b.5:** Understand and apply knowledge of the role of individual learner variables in the process of learning English. (p. 37)

2. Domain: Culture

- **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. (p. 39)

Indicators:

- **2.a:** Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning. (p.41)
- **2.b:** Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.(p.41)
- **2.c:** Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning. (p. 41)
- **2.d:** Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families. (p.42)
- **2.e:** Understand and apply concepts about the interrelationship between language and culture. (p.42)

- **2.f:** Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction. (p. 43)
- **2.g:** Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students. (p. 43)

3. Domain: Planning, Implementing and Managing Instruction

- **Standard 3a:** *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. (p. 44)

Indicators:

- **3.a.1:** Plan standards-based ESL and content instruction. (p.45)
 - **3.a.2:** Create supportive, accepting classroom environments. (p.45)
 - **3.a.3:** Plan differentiated learning experiences based on assessment of students' English and L1 proficiency ,learning styles, and prior formal educational experiences and knowledge. (p. 45 – 46)
 - **3.a.4:** Provide for particular needs of students with interrupted formal education (SIFE). (p. 46)
 - **3.a.5:** Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives. (p. 46)
- **Standard 3b:** *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. (p.48)

Indicators:

- **3.b.1:** Organize learning around standards-based subject matter and language learning objectives. (p. 49)
- **3.b.2:** Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material. (p. 49)
- **3.b.3:** Provide activities and materials that integrate listening, speaking, reading, and writing. (p. 49 – 50)
- **3.b.4:** Develop students' listening skills for a variety of academic and social purposes. (p. 50)
- **3.b.5:** Develop students' speaking skills for a variety of academic and social purposes. (p. 50)
- **3.b.6:** Provide standards-based instruction that builds on students' oral English to support learning to read and write. (p.51)
- **3.b.7:** Provide standards-based reading instruction adapted to ELLs. (p.51)
- **3.b.8:** Provide standards-based writing instruction adapted to ELLs. Develop students' writing through a range of activities, from sentence formation to expository writing. (p. 52)

- **Standard 3c:** *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. (p.54).

Indicators:

- **3.c.1:** Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials. (p. 55)

- **3.c.2:** Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1. (p. 55)
- **3.c.3:** Employ a variety of materials for language learning, including books, visual aids, props, and realia. (p. 56)
- **3.c.4:** Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs. (p. 56)

4. Domain: Assessment

- **Standard 4a:** *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. (p. 57).

Indicators

- **4.a.1:** Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately. (p.59)
 - **4.a.2:** Knowledgeable about and able to use a variety of assessment procedures for ELLs. (p.59)
 - **4.a.3:** Demonstrate an understanding of key indicators of good assessment instruments. (p.60)
 - **4.a.4:** Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs. (p.60)
 - **4.a.5:** Distinguish among ELLs' language differences, giftedness, and special education needs. (p.60)
- **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. (p 62)

Indicators:

- **4.b.1:** Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs. (p.63)
 - **4.b.2:** Understand the appropriate use of norm-referenced assessments with ELLs. (p.63)
 - **4.b.3:** Assess ELLs' language skills and communicative competence using multiple sources of information. (p.64)
- **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. (p.65)

Indicators:

- **4.c.1:** Use performance-based assessment tools and tasks that measure ELLs' progress. (p.66)
- **4.c.2:** Understand and use criterion-referenced assessments appropriately with ELLs. (p.66)
- **4.c.3:** Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development. (p.67)
- **4.c.4:** Prepare ELLs to use self- and peer-assessment techniques when appropriate. (p.67)
- **4.c.5:** Use a variety of rubrics to assess ELLs' language development in classroom settings. (p. 68)

5. Domain: Professionalism

- **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. (p. 69)

Indicators:

- **5.a.1:** Demonstrate knowledge of language teaching methods in their historical contexts. (p. 70)
 - **5.a.2:** Demonstrate knowledge of the evolution of laws and policy in the ESL profession. (p. 70)
 - **5.a.3:** Demonstrate ability to read and conduct classroom research. (p. 71)
-
- **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. (p.72)

Indicators:

- **5.b.1:** Participate in professional growth opportunities. (p. 73)
- **5.b.2:** Establish professional goals. (p. 73)
- **5.b.3:** Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school. (p. 74)
- **5.b.4:** Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms. (p. 74)
- **5.b.5:** Advocate for ELLs' access to academic classes, resources, and instructional technology. (p. 74)
- **5.b.6:** Support ELL families. (p. 75)
- **5.b.7:** Serve as professional resource personnel in their educational communities. (p. 76)

Importance and Purpose of the NCATE TESOL Standards

The NCATE TESOL Standards are extremely important when it comes to learning a language. It does not matter where you are from, if you learn English as your native language or as a second language, students need to have a high level of English and study it correctly from kindergarten to their senior year of high school, so they to comply certain measurements they need to enter to university without having any problem.

But how do we achieve this? How can we help students to reach a high level of spoken and written English? The answer is to have qualified teachers who are prepared to teach the language properly. And for this it is important that teachers have a base where they can rely on, learn and follow certain “rules” or standards in order to obtain great results and teach as it should be.

According to Thibeault et al. (2010/2011), “the TESOL/ NCATEP-12 ESL teacher-preparation standards provide a nationally recognized framework for teacher preparation and evaluation, while at the same time providing for flexibility in the way in which certified ESOL teachers are prepared.

Therefore, the NCATE/TESOL Standards were created in order to help teachers to become better teachers and as a result to help students to obtain a high level of English so they do not have any problem in the future.

CHAPTER I: ESL STUDENT STUDY CASE

Course Program

I teach the English language as a subject in a girls' private school in Quito, Ecuador. I teach 8th, 9th and 10th grades. In each grade there are approximately 20 students per class. However, for their English class they are divided and mixed by groups of 15 students. There are four teachers who teach in each class. Each lesson lasts approximately 45 minutes and they have 8 hours per week of English. Students have different levels of English in the same classroom, which makes it more difficult for the teacher, since we have to reach every student's attention and comprehension.

For this assignment I have chosen to work with 9th grade. Most of the students have an intermediate level of English and they understand what has been taught in an easier way, since they have studied the language since they were in Kindergarten. However, I also have a couple of students who have a lower level of English because they just became part of the school and came from other schools where the English language was basic. Therefore, they have been asked to reinforce their English as an extra-curricular activity. Their English is basic, they have limitations in their grammar and vocabulary, their reading comprehension is poor and their speaking and writing skills are limited. Their listening skills are better; they understand some of the conversations and dialogues they listen to.

I am going to focus on one of these students. Her name is Paula, she is 14 years old and she is currently in 9th grade. She is the youngest child in a family of 4 members. Her parents are Ecuadorian and they do not speak English and her older brother has studied English at an institute in Ecuador, therefore he has an intermediate level and he usually helps Paula with her English homework. Paula is a student who comes from another school, where she was exposed to the English language as a subject only twice a week. Therefore, she can speak basic English and understands more than what she speaks. Paula is a girl who likes the English language and she has the will and the commitment to improve it and make the best out of her extra-curricular lessons in order to try to be at the same level as her classmates. This school-year I have been assigned as her extra-curricular English teacher. Grammar, vocabulary and the four main skills in

English language are taught. For this matter, I have focused on her grammar by studying the difference between the present perfect tense and the simple past, and I evaluated her progress during a period of nine weeks by grading her work out of 20. She has been taking extra-curricular lessons three times a week during the school year.

We started practicing and recalling what Paula knew about both tenses. She understood the main structure of positive sentences using the simple past tense. However, she got confused when we used negative and questions with the auxiliary “did”. Paula also had problems with the present perfect tense and she got confused when to use it and she was not sure about the structure of this one. Another problem was that her knowledge of the verbs was limited; therefore she did not know much when to use the past participle. She could not recognize when to use the simple past or present perfect tenses. Therefore, to start explaining these tenses to Paula, I had a test we use at school and applied it as a pre-test in order to obtain results of her real knowledge of these two tenses.

Week One: Pre-test Analysis

UNIDAD EDUCATIVA LOS PINOS
SIMPLE PAST VS. PRESENT PERFECT TENSES

NAME: Paula Acuña
GRADE: 9TH GRADE

5/25 = 04/20

A. WRITE DOWN THE CORRECT FORM OF SIMPLE PAST AND PRESENT PERFECT TENSES

| | SIMPLE PAST | PRESENT PERFECT |
|---------------|----------------|-----------------|
| I drink | I DRANK ✓ | — X |
| Robert writes | ROBERT WROTE ✓ | — X |
| They go | THEY WENT ✓ | — X |
| We do | WE DID ✓ | — X |
| Karen drives | KAREN DRIVED X | — X |

4/10

B. POSITIVE SENTENCES: PUT THE VERBS INTO THE CORRECT TENSE (SIMPLE PAST OR PRESENT PERFECT)

- Mike (play) tennis last weekend with Paul.
MIKE PLAYED TENNIS LAST WEEKEND WITH PAUL ✓
- Stuart and Mary (study / already) for their Science test.
STUART AND MARY STUDIED ALREADY FOR THE SCIENCE TEST X
- Carol (finish / just) her homework.
CAROL FINISHED HER HOMEWORK X
- They (buy) their car two years ago.
THEY BOUGHT THEIR CAR TWO YEARS AGO X
- I (eat) breakfast this morning with my parents.
I ATE BREAKFAST THIS MORNING WITH MY PARENTS X

1/5

C. NEGATIVE SENTENCES: PUT THE VERBS INTO THE CORRECT TENSE (SIMPLE PAST OR PRESENT PERFECT)

1. I (go / not) to the party yesterday. *past.*

I don't ~~wasn't~~ go to the party YESTERDAY X

2. They (be / not) to Europe. But they will probably go next year.

— X

3. Eric (clean / not) the kitchen yet. I don't know what is he waiting for!

ERIC don't cleaned the KITCHEN YET.... X

4. Alice (visit / not) her grandmother last week as she promised.

ALICE don't visited her grandmother last WEEK... X

5. We (buy / not) that car we saw last week. I don't know if we will buy it or not.

WE don't BUYED that car we saw last WEEK X

D. QUESTIONS: PUT THE VERBS INTO THE CORRECT TENSE (SIMPLE PAST OR PRESENT PERFECT)

1. (you / be) at Joe's restaurant last night?

ARE you at Joe's restaurant last night? X

2. How many letters (they / write) so far?

How many letters they wrote so far? X

3. When (she / tell) you that?

When she told you that? X

4. (he / read) the article about global warming yet?

HE READ the article about global warming yet? X

5. How often (you / travel) abroad till now?

How often you travel abroad till now? X

This pre-test has been designed for our students at school as an activity to practice the difference between simple past and present perfect. I used it to evaluate Paula, in order for me to discern what she really knew about these tenses and how she identified the use and grammar of each of them and acknowledge if she understood the difference.

This test was taken by Paula on January 5th, 2012 and she had approximately 45 minutes to complete her pre-test. There were several activities were Paula could show us how much she really knew. In the first part of the pre-test, Paula did not have much trouble with the simple past tense. However, she did not complete the present perfect column because she did not know the exact structure of it. In the second part, Paula had problems identifying when to use each tense and did not realize about the signal words that could have helped her to know which tense to use in each sentence. In part C, she

did not get any correct answer, since she got confused with the use of the auxiliary “did” and she did not use the present perfect tense at any moment in this exercise. And the last part, it was very difficult for Paula to recognize how to make questions, since she did not know when to use the auxiliaries “did” and “have”.

Therefore, Paula got an extremely low grade and she felt frustrated because she realized she had to work harder than she thought to understand the difference between both tenses and when to use them. In addition, she had to work on the interference of her L1 because she is translating every sentence into Spanish and it is becoming more complicated since in Spanish can be similar but it is not exactly the same.

Week Nine: Post-test Analysis

NAME: Paula Arellano

25/30 =

A. COMPLETE THE CHART WITH THE CORRECT FORM OF THE IRREGULAR VERB

167/20

| PRESENT | PAST | PAST PARTICIPLE |
|---------|------------|-----------------|
| MAKE | Made ✓ | Made ✓ |
| LEAVE | Left ✓ | Left ✓ |
| WRITE | Wrote ✓ | Written 1/2 |
| GO | Went ✓ | gone ✓ |
| BE | was/were ✓ | been ✓ |

9.5/10

(11)

B. FILL IN THE GAPS USING THE CORRECT TENSE (SIMPLE PAST OR PRESENT PERFECT)

1. Have you done ✓ (do) your homework yet?
2. Thomas took ✓ (take) his dog to the vet yesterday.
3. Have ^{you} brought X (bring) your car last week to get it fixed?
4. You have not studied ✓ (study/not) for the test all morning.
5. They did not get ✓ (get / not) married last summer.

4/5

C) PRESENT PERFECT OR PAST SIMPLE. Complete Helen's letter to her American friend. Put the verbs into the past simple or present perfect tense.

Dear Scott,

I (finish)1 finished ✓ my homework about half an hour ago. Mum and

Dad (just go)2 have just gone ✓ to bed, so now I can write to you.

Thank for the magazines and comics. I (read)3 read ✓ all of them last night.

I (never see)4 have never seen ✓ American comics before. They're really good – much better than

English comics. Two weeks ago, Andy and I (watch)5 watched ✓ the Batman video. It

(be)6 was ✓

great.

I (hear)7 heard ✓ some good news last night – we're going to

Florida in the summer! I

(never be)8 have never been ✓ to the States before, so I'm really excited. I

(already buy)9 have already bought ✓ a guidebook – Disney World looks amazing.

(you ever be)

10 Have ever you been ✓ there?

8/10 ☺

Writesoon,

Helen

D. WRITING: HOW HAS TECHNOLOGY EVOLVED?

Technology is very important. We have used internet a long time. We use also use telephones to talk to our parents and parents father. Before didn't use technology. They went to libraries and used books and not internet. They didn't have computers. modern They were very big and they used telephones at home in the house. I use technology all the time. I do all my homework in the computer. I love technology.

3/5

Good job with the tenses, just work on your spelling. ☺

On March 6th, after nine weeks of practicing these tenses and understanding the difference between them, Paula feels extremely happy on her progress. She has reinforced the verbs, the positive and negative statements and she learned to make questions using the correct auxiliary in each tense.

For her post-test, Paula had 45 minutes to complete it. However she finished earlier and she obtained a good score (16.7 out of 20), which definitely showed a great improvement. This test was divided in several sections. The first one, she had to write the verbs in the correct form, and she did not have any grammatical mistakes and got all of them correctly. In the second section, Paula had to recognize and use both tenses in each form positive, negative and questions. She obtained 4 out of 5, which showed the comprehension of the difference and how to use them. The third part was to complete with the correct form of the verb. She obtained 8 out of 10, which showed her understanding of the use of both tenses in a gapped text. And the last one was a writing activity, which demonstrated a good command of both tenses. However, she needs to improve her spelling and vocabulary, which were most of the errors in this section. (A

Week One: Regular or Irregular verbs?

LOOK AT THE VERBS AND DECIDE WHETHER THEY ARE REGULAR OR IRREGULAR VERBS

VERBS

GO LIKE WANT SWIM SAY PLAY DO ACT
 PUT MAKE HAVE PAINT CREATE
 THROW WASH BUY SELL TELL ? EAT
 TALK

REGULAR VERBS

like ✓
 want ✓
 say X
 play ✓
 act ✓
 make X
 paint ✓
 create ✓
 throw X
 wash ✓
 buy X
 sell X
 talk ✓

IRREGULAR VERBS

go ✓
 swim ✓
 do ✓
 put ✓
 have ✓
 eat ✓

14/20

After obtaining a low result in her pre-test, we started working on her knowledge about the verbs. She learned to identify regular verbs which end in –ed; and also the irregular verbs which she had to memorize. After the explanation, an activity was provided and it was designed for her to identify if the verbs were regular or irregular. It is extremely important to know the difference between them and for this activity first, she had to memorize a list of verbs which are the most used. In the activity, which Paula took on January 10th, 2012, she was given a practice exercise by the teacher and there were several verbs, regular and irregular. Paula had to identify each one of them and write them in the right column according to what she had studied before. Paula obtained 14 out of 20, which is not ideal but it is not bad either. This showed that she understood the difference and how to use both types of verbs.

Week Two: Present, past, past participle

IRREGULAR VERBS LIST 25/37 = (13,8/20)

A. WRITE THE CORRECT PAST TENSE AND PAST PARTICIPLE OF THE FOLLOWING VERBS

| VERB | SIMPLE PAST | PAST PARTICIPLE |
|--------|-------------|-----------------|
| Go | went ✓ | gone ✓ |
| Be | was ✓ | been ✓ |
| Give | gave ✓ | given ✓ |
| Write | wrote ✓ | written ✗ |
| Speak | spoke ✓ | spoken ✗ |
| Tell | told ✓ | told ✓ |
| Make | made ✗ | made ✗ |
| Swim | swam ✓ | swam ✓ |
| Buy | bought ✗ | bought ✗ |
| See | saw ✓ | seen ✓ |
| Come | came ✓ | come ✗ |
| Get | got ✓ | gotten ✓ |
| Bring | — ✗ | — ✗ |
| Know | knew ✓ | known ✓ |
| Take | took ✓ | took ✗ |
| Meet | met ✓ | met ✓ |
| Leave | leaved ✗ | leaved ✗ |
| Read | read ✓ | read ✓ |
| Catch | — ✗ | — ✗ |
| Eat | ate ✓ | eaten ✓ |
| Cut | cut ✓ | cut ✓ |
| Wear | wearred ✗ | — ✗ |
| Put | put ✓ | put ✓ |
| Think | — ✗ | — ✗ |
| Drive | drove ✓ | driven ✓ |
| Drink | drank ✓ | drank ✓ |
| Fall | fallled ✗ | fallled ✗ |
| Keep | kept ✓ | kept ✓ |
| Forget | forgot ✓ | forgotten ✓ |
| Throw | threw ✓ | thrown ✓ |
| Teach | — ✗ | — ✗ |
| Spend | spent ✓ | spent ✓ |
| Send | sended ✗ | sended ✗ |
| Find | found ✓ | found ✓ |
| Lose | lost ✓ | lost ✓ |
| Be | was-were ✓ | been ✓ |
| Have | had ✓ | had ✓ |

Once Paula understood the difference between regular and irregular verbs, the next step was to identify the verb list which includes the simple past and past participle of each of them. To practice the verbs, the following activity was designed and I wanted to

evaluate the use of simple past and past participle of the verbs most used. This activity was carried out on January 12th, 2012. The activity consisted on a list of irregular verbs and two columns where the student had to write the simple past and past participle of each verb. She obtained 13.5 out of 20, which is acceptable. As a result, the activity showed she got confused with verbs such as teach, catch, buy, bring, think, which they end in -ought or similar. She also had trouble to write the simple past and past participle of certain verbs such as spend, wear, fall and make. And she had problems with the past participle of write, speak, take, come.

Week Three: Simple Past Tense

A. POSITIVE SENTENCES: WRITE THE CORRECT FORM OF THE VERB IN BRACKETS USING THE SIMPLE PAST TENSE

1) They ORDERED ✓ (order) something to drink.

2) Last summer I WENT ✓ (go) to Stuttgart.

3) She DID ✓ (do) her homework in the afternoon.

4) He COUNTED ✓ (count) to 10.

5) Our cat CATCHED ✗ (catch) a big mouse.

6) In 2001 our class MAKED ✗ (make) a trip to Norwich.

7) The weather WAS ✓ (be) really nice.

8) The secretary DELETED ✓ (delete) the file yesterday.

9) Paul SAID ✗ (say) nothing to me.

10) The people WHISPERED ✓ (whisper) something to each other.

7/10

11/15 = 14.7/20

B. CHOOSE 5 VERBS FROM THE BOX AND MAKE UP POSITIVE SENTENCES USING THE SIMPLE PAST TENSE.

| | | | | |
|-------|-------|-------|------|-------|
| Stay | Teach | Write | Come | Buy |
| Catch | Like | Send | Talk | Study |

1. I stayed (in) home last night. ✓

2. She talked with her friend. ✓

3. I studied English. ✓

4. I ~~catched~~ the ball. ✗

5. I wrote a ~~the~~ letter. ✓

4/5

After learning the verbs, the next step was to practice the Simple Past tense. Paula and I dedicated several hours to learn when to use it and how to use it. This artifact was carried out on January 19th and it was one of several activities we made using positive statements in the simple past tense. This activity was divided in two parts:

The first part, she had to use the verbs in brackets and put them in the correct form of the simple past tense. As we can see, she obtained 7 out of 10. She still had trouble with some irregular verbs such as say, catch, and make.

In the second part, Paula had to choose five verbs and create sentences. In this section I believe Paula did not take a risk by using irregular verbs in her sentences; she only used regular verbs. Another flaw was her sentences were extremely short and easy. Although she chose to use easy regular verbs and be on the safe side, the structure of the simple past tense was well-used.

Week Four: Simple Past – Negative and Questions

7/10 = 14/20

A. NEGATIVE SENTENCES: WRITE THE NEGATIVE VERB FORM FROM THE FIRST SENTENCES. YOU CAN USE CONTRACTED FORMS OF THE AUXILIARIES

1) Peter woke up at seven.
Peter didn't wake up at seven. X

2) The children ran home.
The children didn't run home. ✓

3) I forgot to take the book with me.
I ~~did~~ didn't forget to take the book with me. ✓

4) We turned off the computer.
We didn't turn ~~ed~~ off the computer. X

5) My friend looked after the baby.
My friend didn't look after the baby. ✓

B. QUESTIONS: WRITE THE CORRECT QUESTIONS TO THE ANSWERS USING THE SIMPLE PAST TENSE.

1. Did you go to the concert last night? ✓
No, I didn't go to the concert last night because my little sister was sick and I had to take care of her.

2. Did you ~~went~~ go to Il Risotto Restaurant with my friends? ✓
I went to Il Risotto Restaurant with my friends last weekend.

3. Did you go to the dentist? ✓
Yes I did. Actually the dentist told me my teeth are fine. I have no cavities.

4. Did you go to Europe with ~~my~~ family? X
Last summer I went to Europe with my family. It was amazing!

5. Why did you leave the party? ✓
The reason I left the party early last night was because it was boring and I didn't know anybody.

3/5

4/5

Paula usually got confused with the structure and use of the simple past tense in the negative form and she did not know how and when to use the auxiliary “did” in questions. She learned that in negative statements and questions, she needs to use the auxiliary “did” followed by the verb in its simple form. Once the explanation was made,

on January 26th, 2012, Paula had to carry out an activity where she had to identify and use correctly the negative form in the simple past tense and formulate questions, using the auxiliary, based on the answers given. In the first part of the exercise, Paula could use the auxiliary correctly; however the mistakes she made were because she forgot the past tenses of the verbs “wake” and “turn”. In the second part, Paula got confused in exercise 4, where she had to use the wh-question “where”. The question should have been “Where did you go last summer?”. Nevertheless, the rest of the questions were correct and it was a big improvement and Paula showed she understood when to use the auxiliary “did”.

Week Five: Writing - Vacations last summer

WRITE A PARAGRAPH ABOUT YOUR VACATIONS LAST SUMMER

Last summer I go to Orlando with my family and my friend SUSY. I went to Disney, Universal and another parts. It is funny. The games ~~was~~ ^{WERE} nice. I liked Disney very much. I saw Mickey Mouse. I liked the show. There was people a lot and it was very hot. I liked Orlando very much. I go in ~~a~~ plain to Orlando. I was 10 days in Orlando.

It was good but don't forget
the simple past of the verb to go
(4)

After several exercises and explanations about the simple past, on January 31st, I asked Paula to write a paragraph about her vacations last summer. In this activity she had to apply the simple past tense to describe what she did for her holidays. The result of her paragraph was satisfactory, since she used several times the simple past tense correctly. However, there was a couple of mistakes with the verb “go” which should have been “went” and “people was” which should have been “people were”. This is a common mistake since students usually do not realize that the word “people” refers to more than one person and they usually use “persons” like it is in Spanish. In addition, in

her paragraph there were errors of word order and misspelling. Her writing needs to improve since her ideas were not organized.

Week Six: Present Perfect Tense

THE PRESENT PERFECT TENSE

23/33 = 13,9/20

A. FILL IN THE CHART

| | POSITIVE | NEGATIVE | QUESTION |
|---|--|---|--|
| 1. I / speak / to / my / sister | I have spoken to my sister ✓ | I have not spoken to my sister ✓ | Have you spoken to your sister? ✓ |
| 2. You / eat / pancakes / for / breakfast / all / week. | You have eaten pancakes for breakfast ✓ | You have not eaten pancakes for breakfast ✓ | Have you eaten pancakes for breakfast? ✓ |
| 3. He / install / the / new / tv/set/this/morning | He has installed the new tv set this morning ✓ | He has not installed the new tv set ✓ | Has he installed the new tv set? ✓ |
| 4. Martha / go / shopping / for / 3 / hours. | Martha has gone shopping for 3 hours ✓ | Martha has not gone shopping for 3 hours ✓ | Has Martha gone shopping for 3 hours? ✓ |
| 5. We / plan / our / vacations / in / advance. | We have planned our vacations in advance ✓ | We have not planned our vacations ✓ | Have we planned our vacations? ✓ |
| 6. They / watch / Titanic / three / times. | They have watched Titanic 3 times ✓ | They have not watched ✓ | Have they watched Titanic? ✓ |

15/18

B. PUT THE VERBS IN BRACKETS INTO THE CORRECT FORM OF THE PRESENT PERFECT TENSE.

1. I have not worked ✓ (not / work) today.
2. We have bought X (buy) a new lamp.
3. We have not planned ✓ (not / plan) our holiday yet.
4. Theresa has finished ✓ (finish/already) her homework. 1/2
5. He has written ✓ (write) five letters.
6. She has not seen ✓ (not / see) him for a long time.
7. Mark has been X (be) at school this week.
8. School has not started X (not / start) yet.
9. They have spoken (speak/just) to their boss. 1/2
10. No, he has not had (have / not) the time yet. X

5/10

After practicing for several weeks the simple past tense, we continued with the present perfect tense. The explanation lasted several days and this included the structure and use of this important tense. To corroborate Paula's understanding on this topic, she was asked to do an activity with several exercises on February 8th, 2012. This artifact was divided in three parts. Part A, she had to fill in the chart by putting in practice the structure of the tense she learned previously and demonstrate her understanding on when to use the auxiliary "have" or "has" and the correct past participle of the main verb. In this section, she did well. However, she got confused when we use a proper name instead of a pronoun, and she did not use the auxiliary "has" that we use for the third person. In Part B, she had to complete the sentences using the verbs in brackets whether they were positive or negative. In this section, she made mistakes on how to

write the past participle of the verbs and in sentence 7, she got confused once again with the proper name and she did not use "has". In part C, she got confused mainly with the auxiliary of the third person.

Week Seven: Identifying Signal Words

12,5/14 - 17,8/20 (11)

RECOGNIZE WHICH TENSE IT IS (SIMPLE PAST OR PRESENT PERFECT) AND WRITE IT ON THE LINE. HIGHLIGHT THE SIGNAL WORDS.

1. I have never been to England. PRESENT P. ✓
2. When you went to Rome last week, did you see the Vatican? Simple Past. ✓
3. I read something very interesting in the newspaper last week. Simple Past. ✓
4. Rafael Correa has been the President of Ecuador since 1997. PRESENT P. ✓
5. She has worked at that company for two years. PRESENT P. ✓ 1/2
6. Have you seen the doctor yet? PRESENT P. ✓
7. I have already studied English. PRESENT P. ✓
8. Have you ever been to Paris? PRESENT P. ✓
9. Karen graduate from university last summer. Simple P. ✓
10. I haven't seen John today. PRESENT P. ✓
11. Carol has done those delicious cakes for five years. PRESENT P. ✓ 1/2
12. He has been a teacher for ten years. PRESENT P. ✓ 1/2
13. I have known him since 1995. PRESENT P. ✓
14. Have you ever been to London? PRESENT P. ✓

It is not easy to understand and to study the present perfect tense vs the simple past, and this is the reason why it is extremely important to pay attention to each word in the sentence. In order to identify which tense it is, it is essential to look for signal words such as for, since, yet, last week, last year, etc. During the explanation, we created a list where Paula could identify which signal words belong to each tense. For instance, the signal words "yet, already, ever, never" are always used with the present perfect tense. On the other hand, words such as "last year, last week, yesterday" are a signal to use the simple past tense. On February 16th, after identifying each of them, Paula had an activity where she had to identify the tense and highlight the signal word which made

her choose the tense. In this exercise, Paula did very well. She obtained a high score of 17.8 out of 20, which has been her best grade so far and she could apply what she had learned previously.

Week Eight – Simple Past Tense vs. Present Perfect Tense

10/12 = 17.5/20
Good Job!!!
(11)

6 a. Study the two examples. Which sentence refers to the past?
 a. They met ten years ago. b. They have been together since then.

b. Put the verbs in brackets into the *past simple* or the *present perfect*.

Alex Morton is a talented writer who 1) ~~has been~~ ^{had} ~~read~~ ^{is} a very interesting life. He was born in 1945 in Manchester, and he was the youngest of six children. From the moment he could read, he was never without a book in his hands. He was an avid reader throughout his schooldays, and he soon 2) ~~showed~~ ^{showed} his talent for writing, too. In fact, his teachers 3) ~~gave~~ ^{gave} him extra assignments just to be able to read more of his work.

After he 4) ~~left~~ ^{left} school he went to Manchester University. By the time he got his BA, he had already published a number of short stories, and his first novel was almost finished. Over the next few years he 5) ~~wrote~~ ^{wrote} non-stop and each of his books was more successful than the last. Despite being so busy with his work, Alex still 6) ~~found~~ ^{found} time for romance. He met Fiona Jones while he was at university and they were married in 1971. They have two children. He 7) ~~has always~~ ^{has always} been a devoted husband and father.

Alex Morton 8) ~~has written~~ ^{has written} over twenty books so far and his name 9) ~~has been~~ ^{has been} on the best seller list more times than he can remember. However, the pinnacle of his career was when he 10) ~~won~~ ^{won} the Booker Prize for Fiction in 1995. Since then, Alex 11) ~~continued~~ ^{has continued} to write and many of his books 12) ~~have been~~ ^{have been} made into films.



Paula now identifies the difference between simple past and present perfect. She understands the use and she is aware of signal words. In this activity, carried out on February 22nd, she had to choose the correct tense using the verb in brackets in a text. Paula did very well on this activity and she obtained a 18.2 out of 20 which is a high grade. She learned when to use both tenses with and what helped Paula in this exercise was that she read several times the text and looked for signal words which helped her get the correct answer in most of the gaps. Paula felt motivated and happy with her score.

Week Eight – WRITING: Your New School

WRITE ABOUT YOUR NEW SCHOOL (HOW YOU FEEL ABOUT IT, WHEN DID YOU START IT, ABOUT YOUR CLASSMATES AND TEACHER, ETC)

I like my new school. I have been 3 months and I have many friends. I have made many friends. My best friend is MELISA. I like my teachers very much I have studied much things. I have studied English with ESTEfy ^{at} school. I have started school ^{on} in 5 ~~of~~ SEPTEMBER ^{5th}
I am very happy in my new school.

You have improved so much!
Good job (")

Once several activities were provided in order for Paula to practice both tenses and identify the use and structure of them, on February 23rd, Paula had to write a paragraph about her new school and explain how she feels about it, when she had started, about her classmates and teachers, etc. In this paragraph, Paula used both tenses correctly. Although the paragraph was not too long, there were not many grammatical mistakes, however there were other types of mistakes. Paula did a good job in this exercise, and although it was not graded, Paula was extremely motivated and happy with her result.

Week Nine: TEXT; Simple Past or Present Perfect?

Text

10/11 = 18,2/20 (11)

FILL IN THE GAPS WITH THE CORRECT TENSE (SIMPLE PAST OR PRESENT PERFECT) ACCORDING TO THE CONTEXT.

Great job!!!

RAFAEL NADAL

Rafael Nadal was (be) born in Manacor in 1986. He won (win) four French Open titles and an Olympic gold medal. In 2008, Nadal became (become) the second Spanish man to win Wimbledon.

Since 2004, Nadal has been (be) a strong competitor to Roger Federer. They have played (play) against each other in seven Grand Slam finals. Nadal has won (win) five of them. Nadal ranked (rank) World No. 2 behind Federer for a record 160 weeks. He was (be) the first in the rank for 46 weeks.

Rafael has played (play) the Davis Cup with the Spanish team four times so far. They won (win) the trophy in 2004 and 2008, although he hasn't played (not/play) on the final due to a knee injury.

On Feb 28th was the last activity Paula did before her post-test. In this activity, she had to scan the text first, and then go sentence by sentence in order to get the correct tense and use it with the verbs in brackets. In this exercise, Paula had just one mistake, which was the last sentence, where she had to use the simple past tense in the negative form and instead she used the present perfect tense. Overall, Paula did very well in this exercise and it showed she comprehends each tense.

Student Self-evaluation

Student Self-evaluation

Choose from 1 (lowest) to 5 (highest) to rate each question:

1. How much did you know about the difference between simple past and present perfect at the beginning of the extra-curricular lessons?

1 2 3 4 5

2. When we started studying these tenses, did you identify the use and structure of each tense?

1 2 3 4 5

3. After each lesson, did you understand the rules of each tense, when to use it and how to use it?

1 2 3 4 5

4. Do you understand now the use of the simple past tense in positive, negative forms and questions?

1 2 3 4 5

5. Do you understand now the use of the present perfect tense in positive, negative forms and questions?

1 2 3 4 5

6. Do you feel you understand now the difference between both tenses and feel confident when you use them?

1 2 3 4 5

7. Do you think these extra-curricular lessons have helped you to understand both tenses in depth?

1 2 3 4 5

8. Is there anything you would like your teacher to explain again, or was not clear enough?

no. thank you estefy

After these nine weeks, Paula learned the difference between both tenses, and she uses both tenses correctly most of the time. She had a self-evaluation activity, and she had to grade from 1 to 5 each question. From her self-evaluation, we can see she feels happier and more confident about using the simple past and present perfect tenses. At the beginning she did not know the structure properly, but now she can identify the structure and use of each of them.

CHAPTER II – TEFL PROGRAM PORTFOLIO

In order to create the TEFL Program Portfolio, it was necessary to understand and use the National Council for the Accreditation of Teacher Education / Teaching English to Speakers of Other Languages (NCATE/TESOL) Standards.

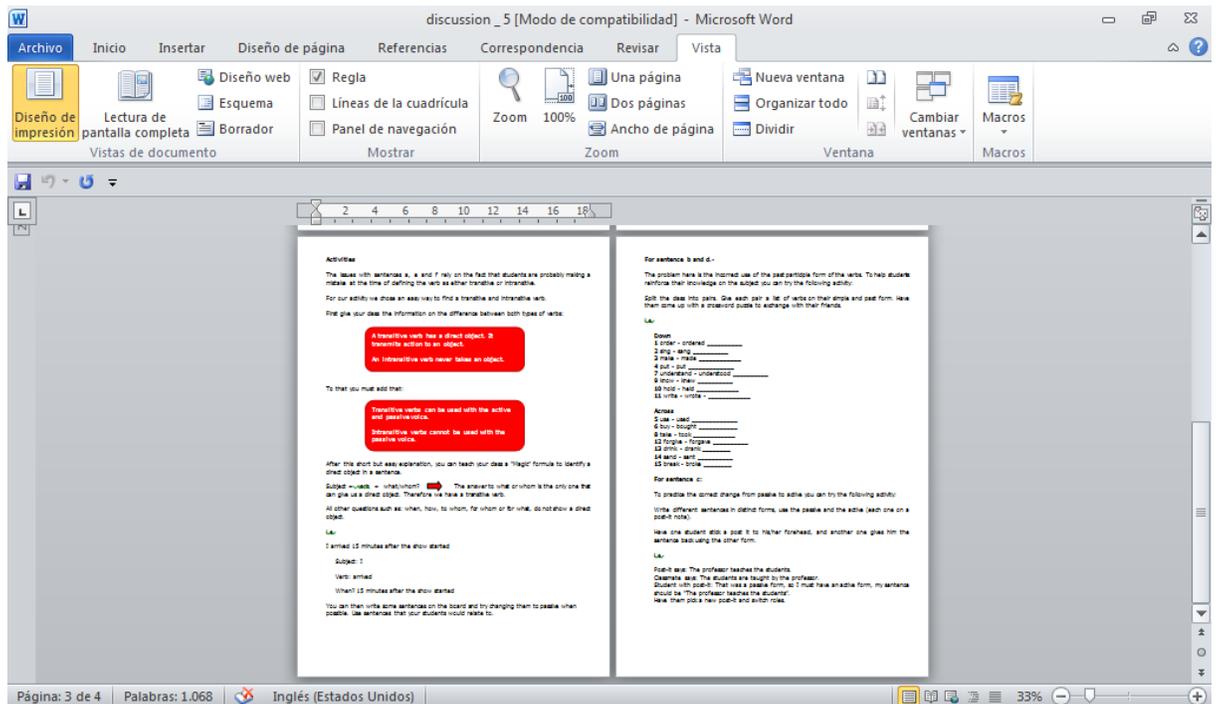
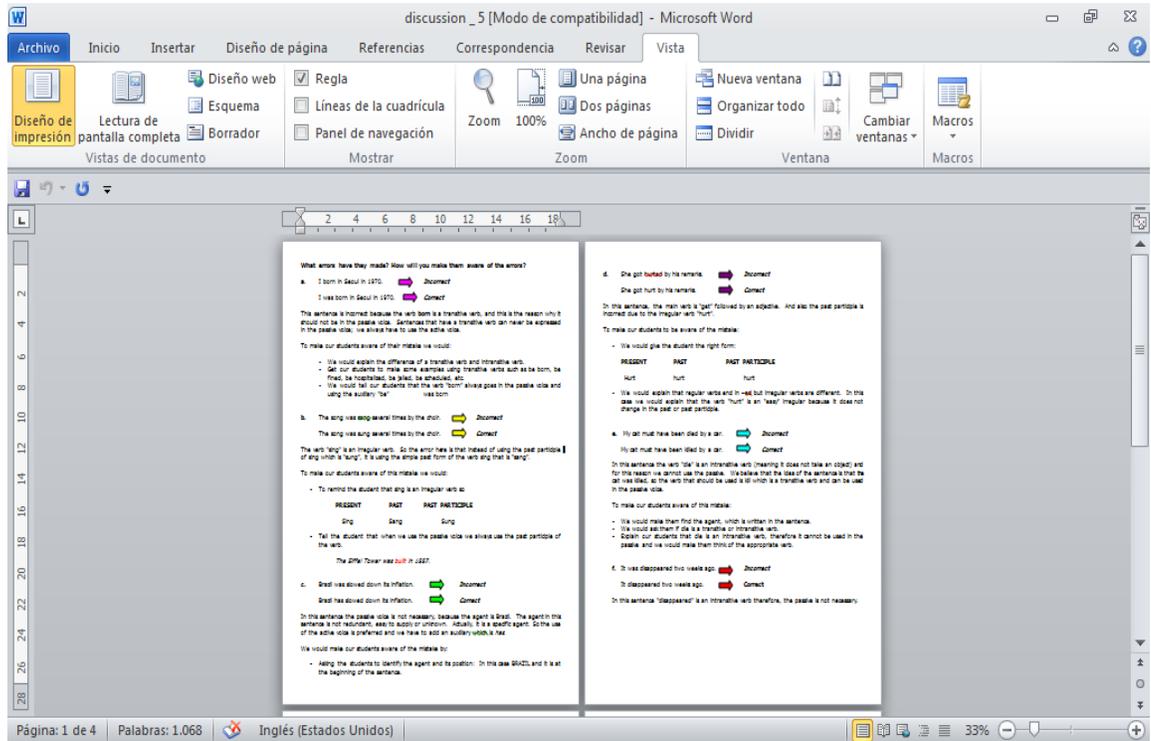
NCATE TESOL Standards based on Position Paper

English has become the universal language and it is spoken worldwide. In Ecuador it has become extremely important to learn this language since it opens doors not only academically but also professionally. If you speak English you will have better opportunities not only in Ecuador but also worldwide. Teaching is my passion, and for me it is really important to know how to transmit all my knowledge to my students the best way I can. It is also important to be updated in order to keep up with your students and be on the same page. My main goal is to become a better teacher and by teaching my students using what this program has offered me, it allows me to give them opportunity to learn a second language correctly and in a fun way.

It is always necessary to follow certain rules. This is the reason why I will analyze the applicability of the content of this program using the TESOL NCATE standards and including the assignments and rationale in order to explain each one of them.

1. DOMAIN: LANGUAGE

- **Standard 1a:** *Language as a System*
 - **Standard 1a3:** Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.
 - **Name of Artifact:** The Tense and Aspect System - Ungrammatical Sentences
 - **Course:** Structure of English



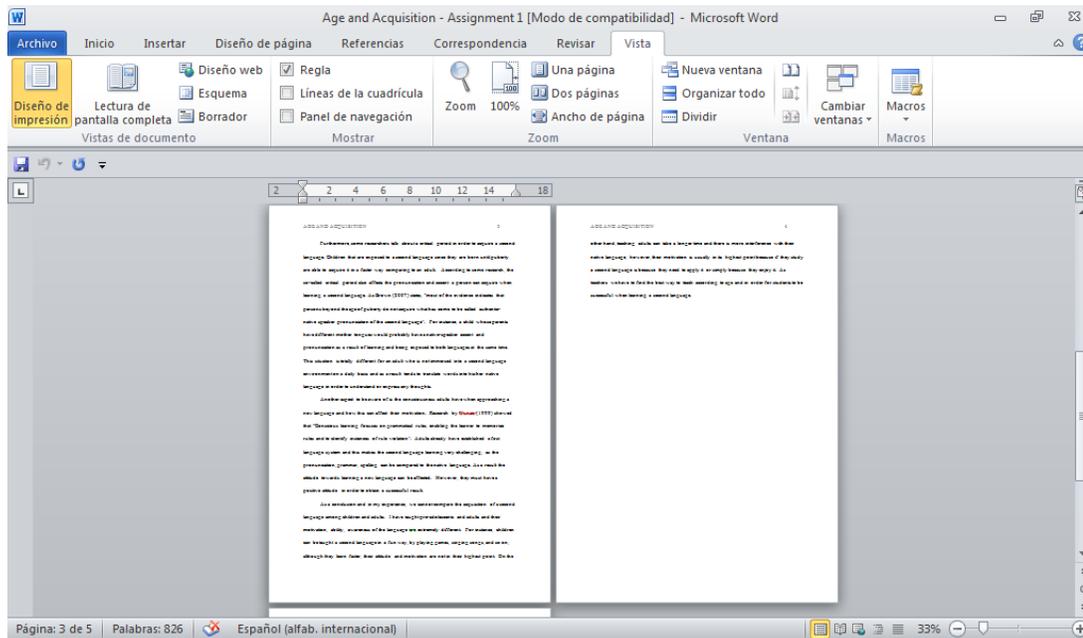
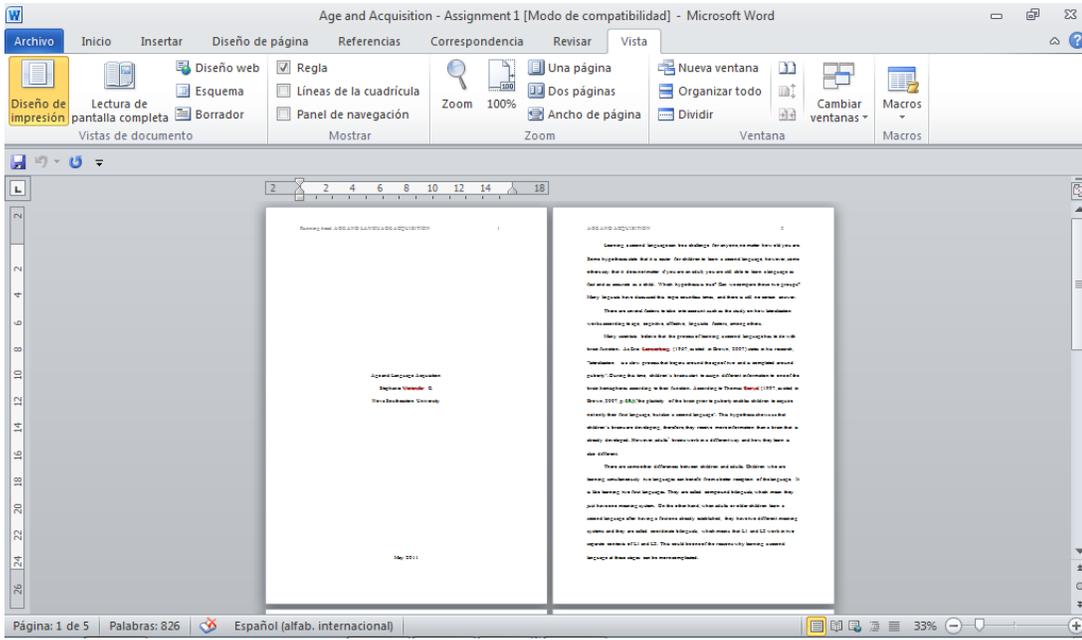
Rationale:

This assignment was carried out for Structure of English class and it meets the standard 1a3 since it shows the importance of grammatical structure. It is essential to have good

grammar structures and understand the main points of it. In this assignment the candidate had to learn the Passive Voice, and had to correct some mistakes and explain why it was incorrect and how to make students aware of the mistakes. It also includes some activities to develop and understand the concept and how to use it. It is extremely important to explain first the grammar point since students' L1 can interfere as they usually translate from their L1 into English. It is essential to teach them by giving several examples and then to make different exercises in order to check students' comprehension on the topic.

As a teacher, this has helped me to realize how important it is to transmit correct information to our students, for them to understand and not get confused since they usually think in their mother tongue first and then translate it into English. Many students do not like grammar; however, it is essential that the teacher explains the importance of it. I teach the passive voice to 9th grade, and this exercise helped me to understand better the difference between transitive and intransitive verbs in order to transmit this knowledge to my students. In addition, I try to do more activities for them to fully comprehend and make them participate by coming up to the board and do some exercises in order for me to see how much they understand the topic. Students often tell me that by doing more activities, they get the information better and easier.

- **Standard 1b:** *Language Acquisition and Development*
 - **Standard 1b2:** Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
 - **Name of Artifact:** Age and Acquisition
 - **Course:** Teaching English to Adolescents and Adults



Rationale:

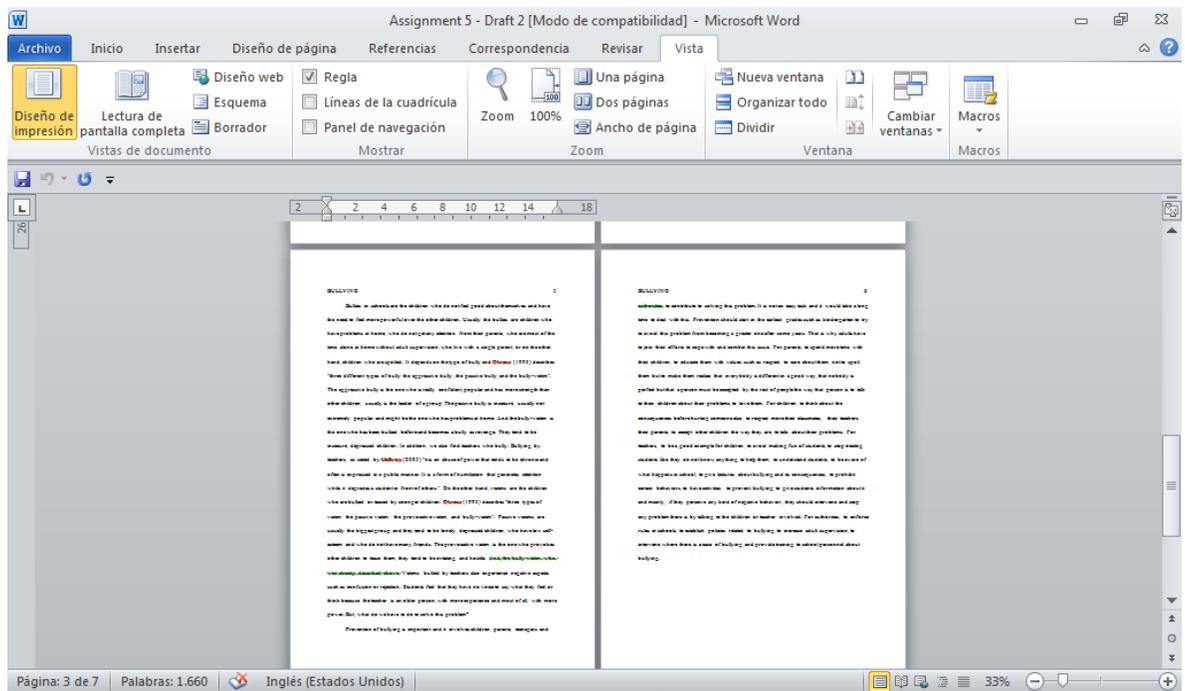
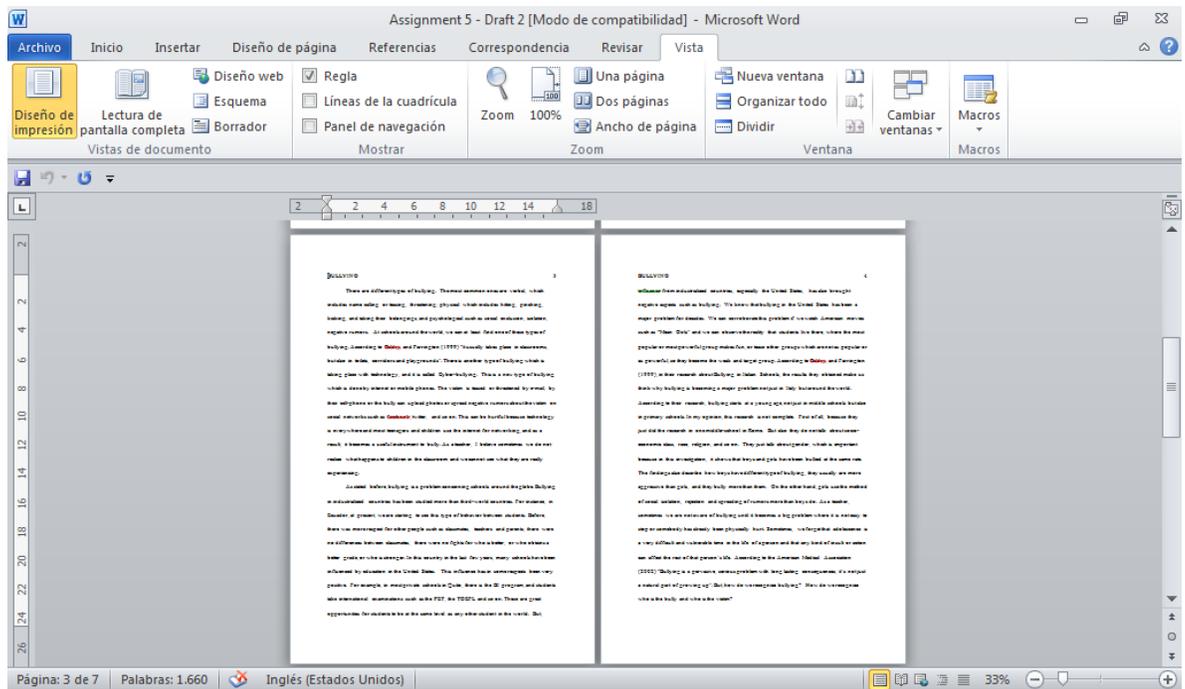
This assignment meets standard 1b2 because it is a research done about the difference between the acquisition of L1 and L2 according to formal education, age, cognitive and literacy aspects. Here the candidate explains how researchers differ in their opinions according to the aforementioned factors. For instance, age is a major factor; some researchers state that children learn in a faster and easier way because their brains are

not fully developed. And they also explain that children who are exposed to both languages since they are born have a native accent differing to those who learn after they reach their puberty. Other researchers state that adults can learn the same way as children and some others say that they take a longer time and they get an accent because of the L1 interference.

I believe this assignment made me think about the importance of developing activities taking into account the age of my students, the formal English background they have, their cognitive side, and their motivation to learn a language. Therefore, I have applied this knowledge and I always try to motivate them by doing activities they enjoy like games or contests or group works. My students are teenagers and they usually are obliged to learn what they are taught at school, including English. But as a teacher, I have to make that second language acquisition more fun, active and motivational for them, as well as give them as much as I can an English speaking environment where they do not have to translate their L1 into the L2, on the opposite I have to help them to think straight away in their L2 when they use the language.

2. DOMAIN: CULTURE

- **Standard 2:** *Culture as it affects English language learning*
 - **Standard 2b:** Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.
 - **Name of Artifact:** Bullying in schools
 - **Course:** English for Academic Purposes



Rationale:

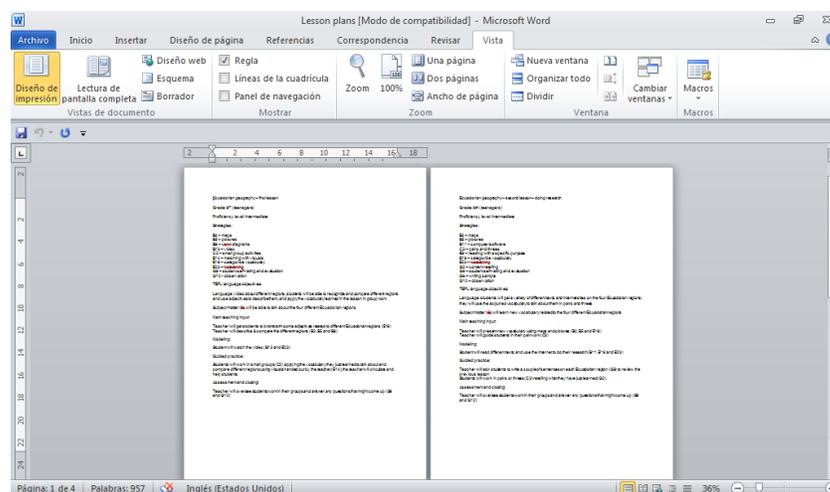
This assignment meets standard 2b since it talks about bullying which nowadays is very common to see especially inside the classrooms. It helps the candidate to realize how to manage different situations related to culture and language. It is important for the candidate to help students to keep their self-esteem high in order for them to feel

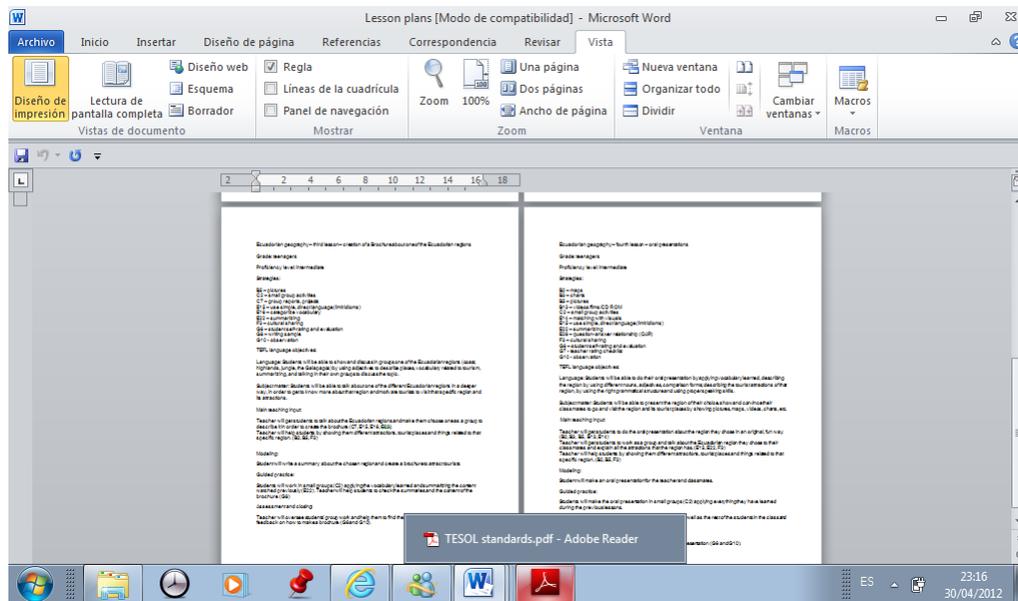
confident and get a high academic achievement. It is essential to do activities using conflict resolution strategies. One of the main factors to take into account is *Respect*. As teachers we have to accept different ways of thinking, values and beliefs.

Learning about bullying has made me realize the importance of having a healthy and positive environment for my students, since this will give them the necessary motivation to learn another language and learn to respect others. I work in a Catholic girls' school, where respect, self-worth and care for others are main values to emphasize no matter which subject they are studying. Therefore as a teacher, I need to take into account those values and choose the appropriate techniques in order for them to learn better. Last year I was a homeroom teacher for 9th grade; I had a problem of bullying between two students. After researching about this topic for my assignment, I decided to do an oral presentation for my students in order to explain what bullying was. Many of them did not even know what the word meant, however I had a talk to them and it was interesting since the communication flowed and they participated, they did some critical thinking and they understood the importance of knowing about this topic.

3. DOMAIN: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION

- **Standard 3a:** *Planning for Standards-Based ESL and Content Instruction*
 - **Indicator 3a2:** Create supportive, accepting classroom environments.
 - **Name of Artifact:** Lesson Plans
 - **Course:** Methods of teaching EFL





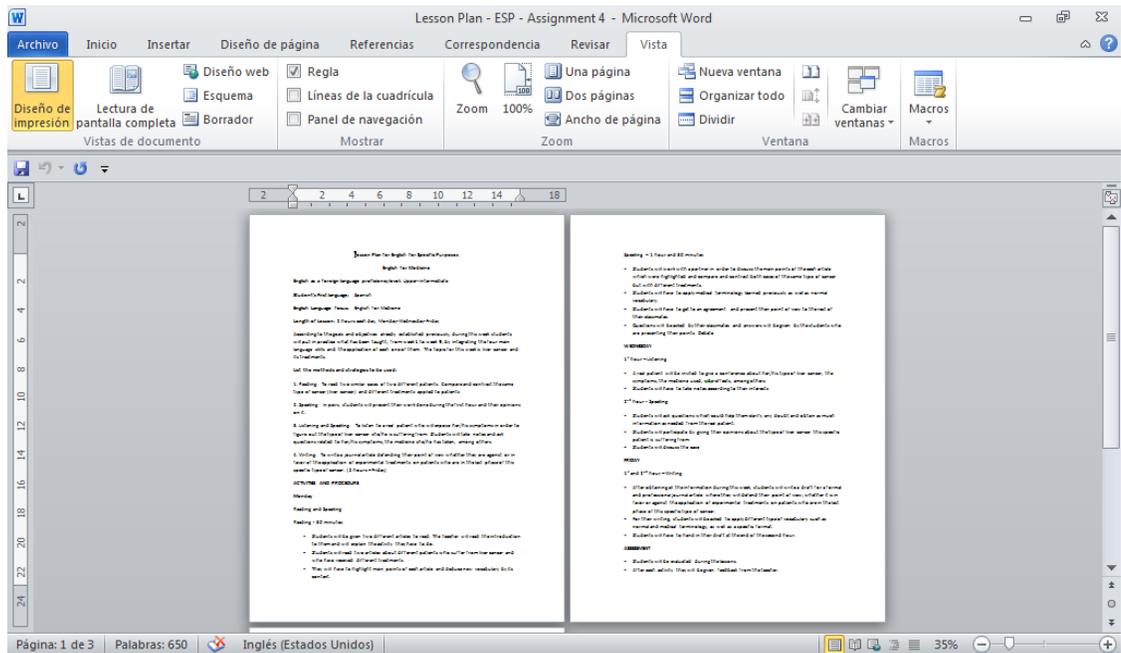
Rationale:

This assignment meets this standard since I had to write several lesson plans about Ecuadorian Geography and I had to focus on the objectives I wanted my students to reach. In addition I had to write and use different teaching strategies in order to reach every student's comprehension and participation taking into account their level of English and their abilities. Also, it allowed me to do several activities with my students in order for them to be active during the lesson and focus not only on the language itself but also on the main topic which was Geography, its concepts, new vocabulary words, and so forth.

Learning how to write proper standard-based lesson plans have helped me to plan according to my students' needs. I have included in my lessons different learning strategies such as videos, pictures, small group work, question-answer relationship among others, in order to reach and get every student's attention and comprehension. I am aware now that I have to take into account that all of them learn in different ways and with different activities and make each lesson student centered. As a result I will have to implement several strategies so my students will succeed. As a result, my students will be more confident to participate since they will feel the support not only from their teacher but also from their classmates.

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

- **Indicador 3b6:** Provide standards-based instruction that builds on students' oral English to support learning to read and write.
- **Name of Artifact:** English for Medicine
- **Course:** English for Specific Purposes

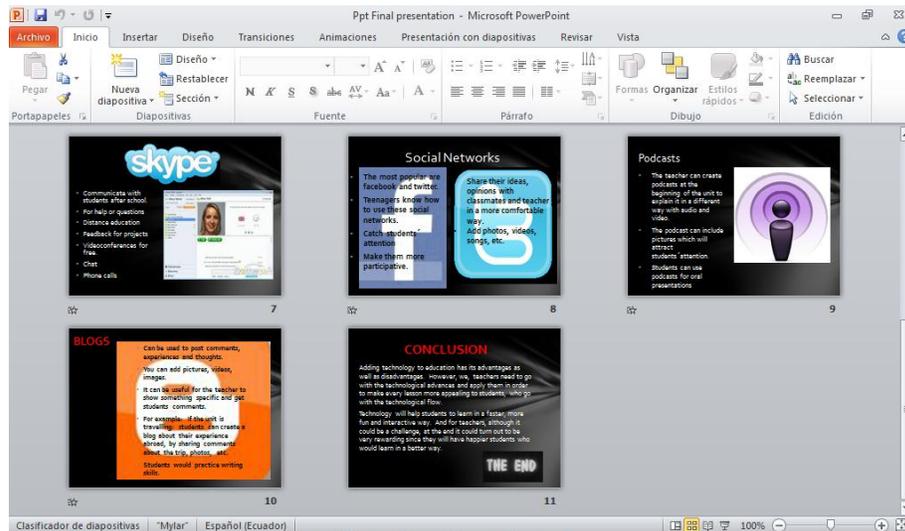
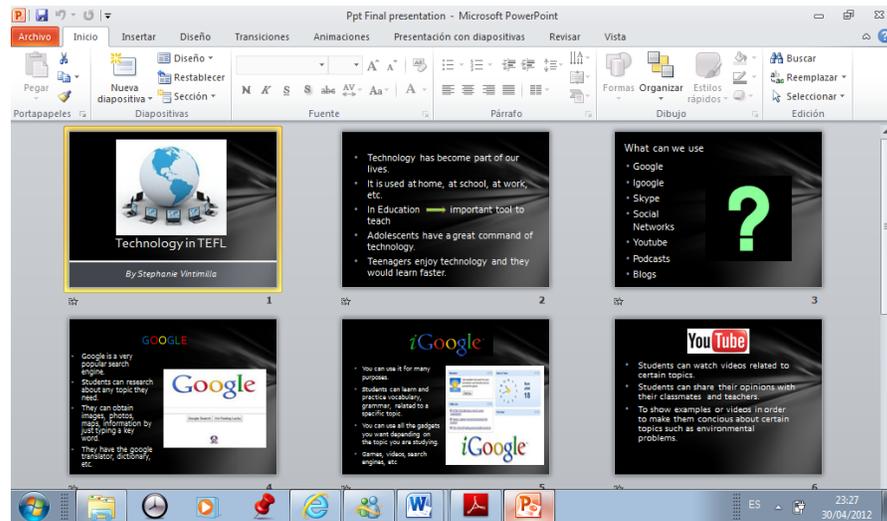


Rationale:

This assignment was written for the English for Specific Purposes class and it meets standard 3b6 since it is a plan to teach English for medicine applying the four main language skills. Part of the plan focuses on reading and writing and it shows different learning strategies and techniques in order for them to develop these skills. This lesson plan included several readings with meaningful contexts in order to fulfill students' interests on the subject, as well as develop their comprehension skills since the articles had technical medical terms. As a result, by understanding the reading, students could give their opinion. In addition, they had to write a draft of a professional and formal journal article defending their point of view.

In the future I will plan my lessons using standard-based strategies and techniques taking into account the content they are learning and do it so it is meaningful for students and helps them to develop these skills.

- **Standard 3c:** *Using Resources and Technology Effectively in ESL and Content Instruction*
 - **Indicator 3.c.4:** Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content area instruction for ELLs.
 - **Name of Artifact:** Power Point Presentation
 - **Course:** Technology in TEFL



Rationale:

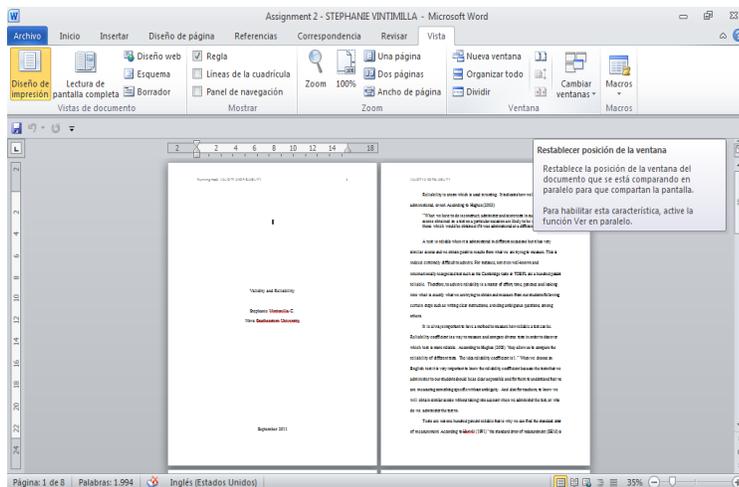
This assignment was developed as a compilation of the content of *Technology in TEFL* and it meets standard 3c4 since it demonstrates how teachers can use technology in

their classrooms using different activities and methods. At present, it is extremely important to use technology because it is part of our daily lives and we have to be updated in order to teach successfully. There are several technological tools that a teacher can use with their students such as skype, podcasting, writing blogs, using social networks and foster creativity and participation.

As a teacher, I have introduced more activities where my students have to use technology. I am aware to use technology which is appropriate to their age. I teach teenagers and these technological tools have helped me to get closer to them and they have developed their creativity, motivation and active participation. In addition, they are having fun with something they are experts on and they learn more the language and they apply it whether it is written or spoken. I have used podcasting and igoogle with them, which allowed them to practice their English in different ways applying technology. In the future I will introduce the use of social networks and blogs.

4. DOMAIN: ASSESSMENT

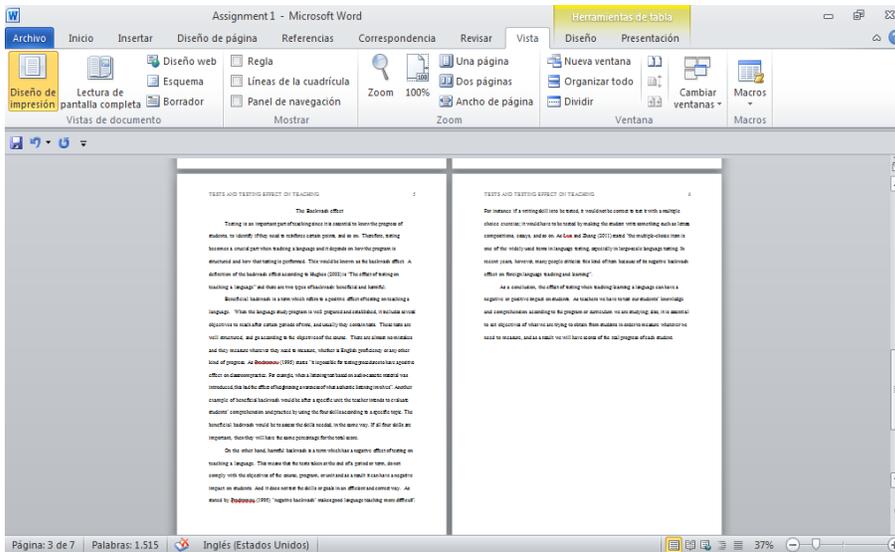
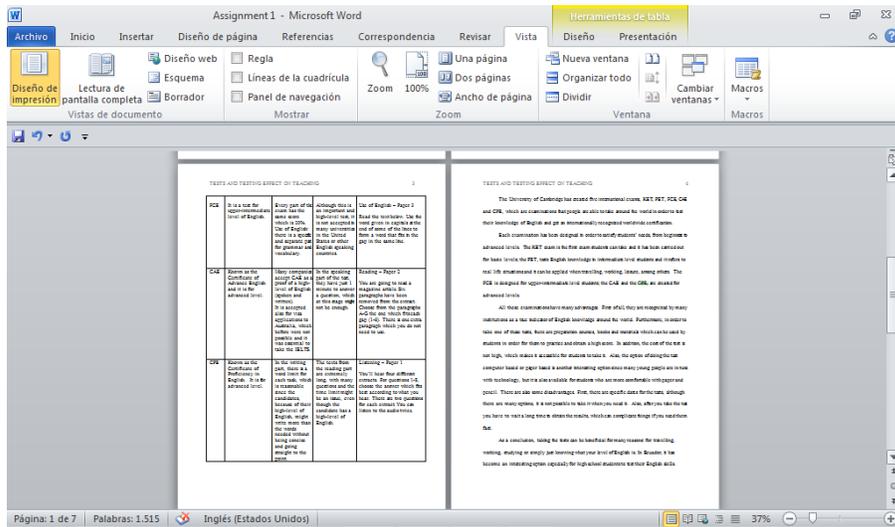
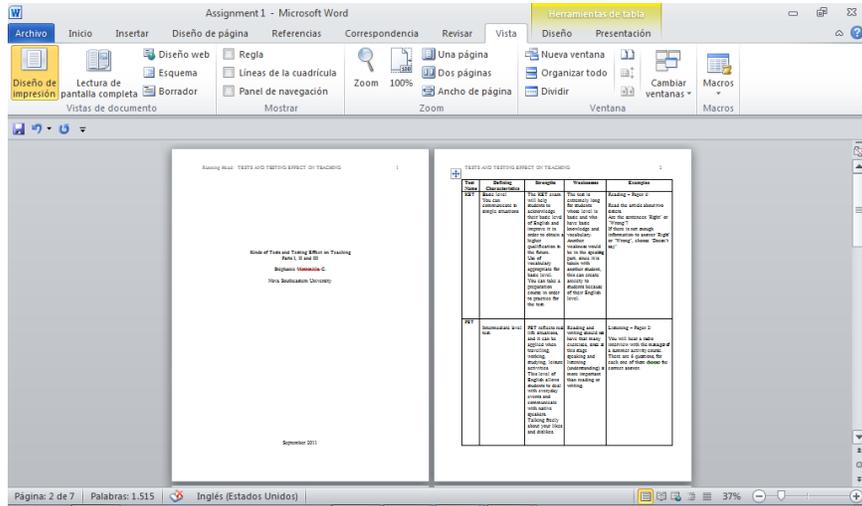
- **Standard 4a:** *Issues of Assessment for English Language Learners*
 - **Indicator 4a3:** Demonstrate an understanding of key indicators of good assessment instruments.
 - **Name of Artifact:** Validity and Reliability
 - **Course:** Testing and Evaluation



recognized international tests such as the TOEFL are one hundred percent reliable. There is always an error of measurement. Tests should have different and understandable instructions and different item types such as multiple choice, fill in the blanks, among others in order to identify bias.

This assignment has helped me to realize that when you create a test you need to do it standard based in order for it to be more valid and reliable. At the school where I work, we administer different kinds of tests such as diagnostic tests at the beginning of the year, placement tests when a student comes from another school and the most important ones which are the proficiency tests. As teachers we administer several proficiency tests during the school year; however, the most important ones are the internationally recognized FCE and CAE. These tests try to demonstrate the proficiency of the English language from each student. However, how do we know if a test is valid and reliable? After this course and together with my colleagues, we created several end of unit tests trying to obtain accurate results from our students. Then another test which involves several units is taken as well. As a result, we try to create tests as valid and reliable in order to assess our students and obtain true results of the progress of each one of them.

- **Standard 4b:** *Language Proficiency Assessment*
 - **Indicator 4b2:** Understand the appropriate use of norm-referenced assessments with ELLs.
 - **Name of Artifact:** Kinds of Tests and Testing Effect on Teaching
 - **Course:** Testing and Evaluation

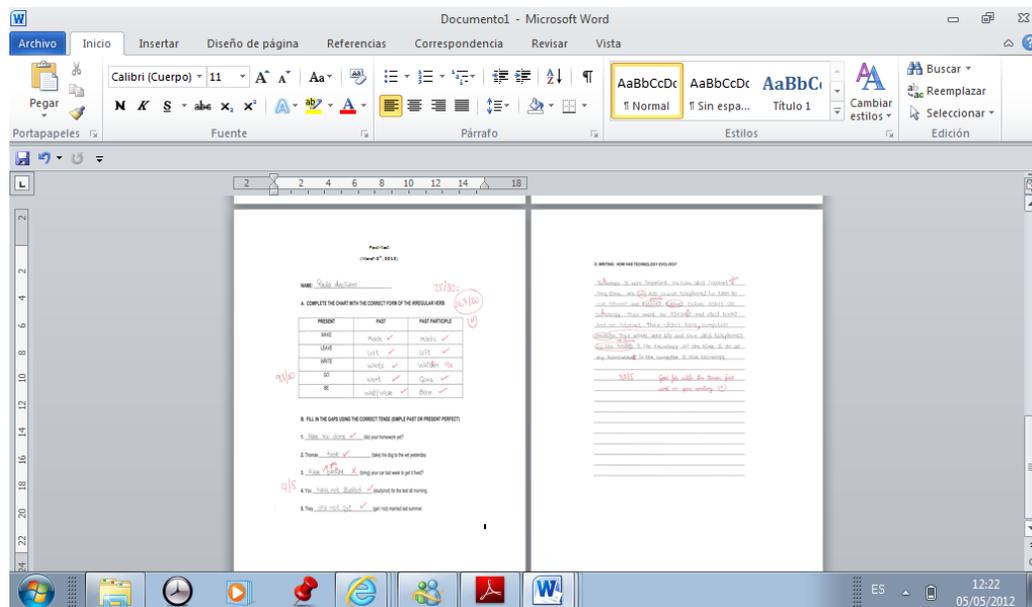
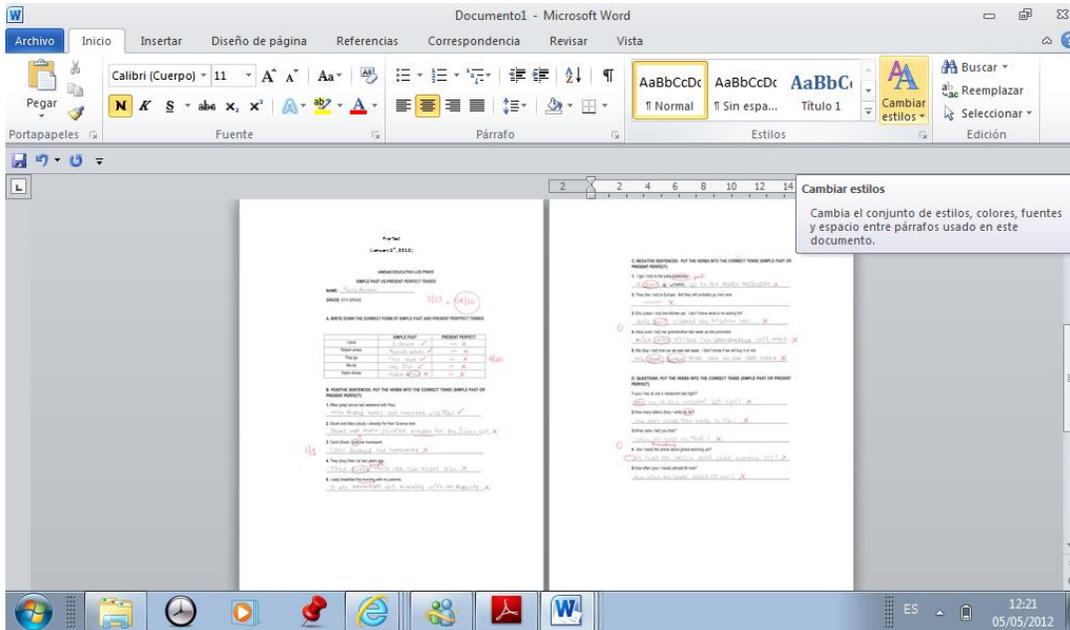


Rationale:

This assignment clearly demonstrates the difference between tests such as the KET, PET, FCE, CAE and CPE. It not only shows the characteristics of each one of them, but also the strengths and weaknesses of each test. These are worldwide recognized international tests that students take all over the world. The purpose of these tests is to measure the proficiency of English from each student applied to all language skills. These tests also try to measure the progress or language growth of each student according to their learning process, and identify which students are having problems and work on them as much as they can in order to raise their proficiency level.

This assignment was especially interesting and very useful for me since at the school where I work at, students have the option to take these examinations in order to get recognized international certifications which can open doors to them in the future. In my case, I work with 3 other teachers and we must focus on the FCE test. We have discussed and decide together to make our students practice by integrating all language skills which will help them to communicate in different contexts. We have books and diverse materials which help us to create tasks that involve main language skills. We understand the use, and the importance of this information and we share it together with my colleagues. We have got to the conclusion that having international testing helps our students to study harder and to practice the language in order for them to get high scores so they can have a high proficiency in the English language.

- **Standard 4c:** *Classroom-Based Assessment for ESL*
 - **Indicator 4c1:** Use performance-based assessment tools and tasks that measure ELLs' progress.
 - **Name of Artifact:** ESL Student Portfolio
 - **Course:** International Applied Professional Experience



Rationale

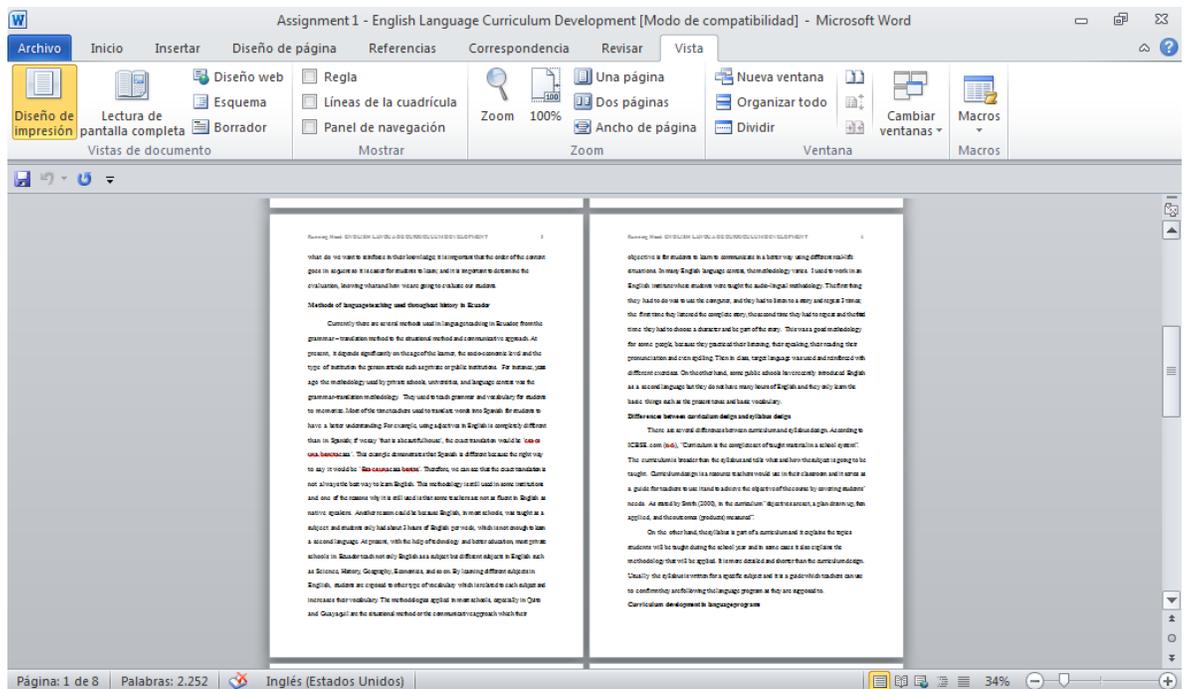
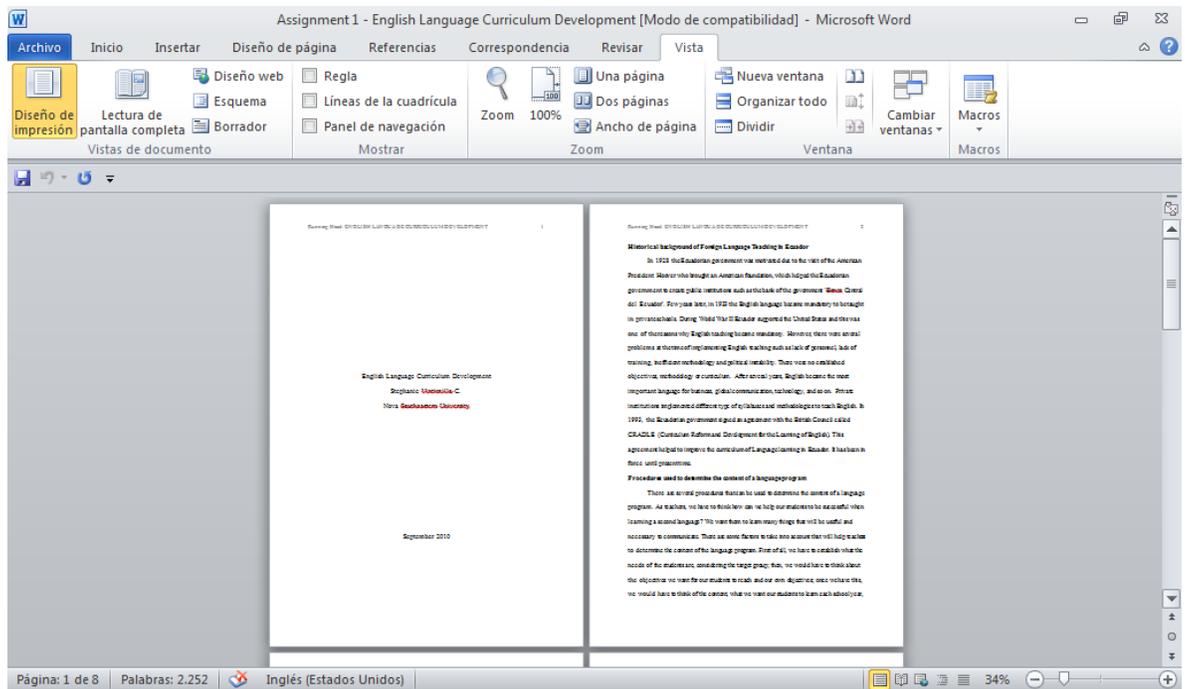
This assignment which is a portfolio done to a student, meets standard 4c1 since it demonstrates the progress the student had during a period of nine weeks. This portfolio included several assessment tools so the student could learn certain topic; and for me to evaluate her progress. A pre-test was conducted and it clearly showed the student had problems when using the simple past and present perfect tenses. An analysis was carried out and this kind of assessment helped me to create different activities in order

for her to understand the difference between these two tenses and apply them using integrated language skills.

I chose Paula to be part of my ESL student portfolio since she was a new student at the school where I work at and she needed help because she often got confused between these two important tenses. We worked several weeks together and she did diverse activities to practice each tense and both tenses together. She also applied them using different language skills such as writing, listening, reading and speaking. At the end of week nine, Paula had to take a post test and it demonstrated the great progress she had. An analysis was also carried out to compare where and how she had improved since the beginning of the course. She also had to take a self-evaluation test where the result showed she feels more confident now using both tenses and she is not afraid anymore. With the self-evaluation test, she understands what she needs to reinforce and have more practice. This kind of assessment is extremely important and I will apply it in the future if I see that any of my students is having problems with certain topics and this will enable me to plan instruction based on those results.

5. DOMAIN: PROFESSIONALISM

- **Standard 5a:** *Issues of Assessment for English Language Learners*
 - **Indicator 5a2:** ESL Research and History
 - **Name of Artifact:** English Language Curriculum Development
 - **Course:** TEFL 515 – Curriculum and Materials Development



Rationale:

This assignment meets standard 5a2 since it discusses historical background of ESL in Ecuador and how the legislation has changed in order to include English in the curriculum as a mandatory subject in private and public schools. English is the universal

language, and it is important to motivate schools to have it in their curriculum. It is important to stay updated with new laws the Ministry of Education in Ecuador provides. In addition, research is essential to learn and identify new methodologies and strategies to teach our students.

As teachers we have to keep updated and learn new methodologies and strategies to teach ESL and also comply with the norms and laws the Ministry of Education requests from schools. The English coordinator at the school where I work at constantly has meetings in order to know the new laws. We are always researching and getting trained in order to be updated about any new or changed policies in the field of Education according to the Ministry.

- **Standard 5b:** *Professional Development, Partnerships, and Advocacy*
 - **Indicator 5b1:** Participate in professional growth opportunities.
 - **Name of Artifact:** Certificates and List of training courses



UNIVERSIDAD DE LOS HEMISFERIOS
SABER Y SABER HACER

Una diferente para gente diferente

Continuing Education Program

Seminars 2011-2012

- Discipline through Logical Consequences 09/15/2011
- Dealing with Mixed-Ability Groups 10/13/2011
- Seven- Step Lesson Plan I 11/10/2011
- Seven - Step Lesson Plan II 12/08/2011

- Language games and activities 01/12/2012
- Teaching Reading and Listening 02/09/2012
- Teaching Speaking and Writing 03/08/2012
- Communicative games and activities 04/12/2012
- Testing and Evaluating 05/10/2012
- Yin and Yang of Teaching 06/07/2012

From 4:00 to 7:00pm

Speakers: Cristina Posso
Janine Berger
Joanne Bayer

Registration: joanneb@uhemisferios.edu.ec
vanefalcony@gmail.com

Place: Auditorio Universidad de Los Hemisferios

\$10.00 each seminar.
*Special discount for groups of 5 or more.

Certificate of attendance after each seminar.
Diploma in Continuing Education after 8-10 seminars.

3700-UNHEMISFERIOS
84747
P.O. BOX 14 UNIVERSIDAD 4000 Y JUAN PABLO RAMA, SAN CRISTOBAL DE EL REALE, OTAZA 3828 676
WWW.UNHEMISFERIOS.EDU.EC

Rationale

Learning a second language is not an easy task, this is the reason why teachers should provide their students with the best education they can. Teachers must take many factors into consideration when teaching such as new methodologies, multiple intelligences, multilevels, students' personalities, among others in order to create a positive and motivational environment for them to learn. This is the reason why it is essential that teachers participate in professional growth opportunities; train in different courses and keep updated with everything that is related to education such as laws, norms, strategies, technology and so forth.

As a teacher, it is mandatory for me to take at least 5 seminars about English from La Universidad de los Hemisferios during the school year. I have already taken several courses which have allowed me to learn new ways of teaching, support the knowledge I already have and apply them in the classroom with my students and fulfill their needs. However, the most important program I have taken is this Master's Degree program, which has taught me to become a better professional. I have applied most of the things I have learned in order to make my students' learning process more active and complete.

CONCLUSION AND RECOMMENDATION

According to most researchers teaching grammar is essential when teaching English as a Second Language in order for students to learn the language properly. Grammar is the main factor in a language; it helps us to put sentences together and this way communicate with others effectively. It does not matter how or which method students are taught grammar, the main goal is for them to learn it and speak the language as best as they can.

Students learn in different ways, and this the reason why it is important for teachers to use the method that best fits her/his students and to help them achieve a high level of English. Teachers need to reach every student's comprehension and that is why it is so important to find a methodology that complies with this.

In my case study, my student started with a great deal of difficulties and confusion between the past tense and present perfect. However, after the nine weeks we studied together, she could understand how and when to use each tense and when to mix them and comprehend the difference between this two important tenses. As it is showed, her progress during the nine weeks of the extra-curricular lessons was satisfactory and of great help for her to completely understand. This way she will be able to put it in practice and in the future, hopefully master this grammatical point and the language itself.

The student portfolio demonstrated how Paula improved during the nine weeks the extra-curricular lesson lasted, Paula demonstrated to be a very dedicated girl, who was willing to learn, so she did not have problems in her daily English classes at school. Her goal still is to understand and try to be at the same level as her classmates. She realizes that being at the same level will take time, extra effort and she needs to keep taking extra-curricular English lessons in order to achieve this.

Throughout these nine weeks, she learned the difference between the simple past and present perfect. Learning these two tenses has helped Paula to speak and write more and better and she is not afraid of making mistakes anymore; she feels more confident and comfortable when using both tenses. However, she still needs to keep practicing because she realizes the importance of using the tenses correctly in order to achieve

her goal. She still has problems with some verbs and she needs to keep learning and memorizing certain verb forms in order for her to obtain a better result. In addition, she needs to remember the structure of each tense in order to use them correctly and also look for signal words which will help her to recognize which tense to use.

The present perfect tense is the base of the perfect tenses such as the present perfect continuous, past perfect, among others. This is the reason why it is extremely important for Paula to know the structure of this tense, when and how to use it, so she does not have problems in the future.

As a recommendation to Paula, she needs to keep taking extra English lessons in order for her to have a good command of the language, so she can participate more actively during her English lessons at school. Practicing what she learns is the only way to reinforce the language; to have will and motivation will help her to achieve her goal.

Moreover, the NCATE/TESOL Standards are of great help for the teacher to follow a path in order to have a base on how and what to teach. This not only helps teachers to be more professional, but also it helps them to be more organized and realize what they want to obtain when they pass on their knowledge to their students. Fortunately, now teachers can rely on these Standards so it is easier for them to set a goal they want to reach with their students. Unfortunately, the Ecuadorian government does not have any kind of law or standards which would help teachers to follow in order to have a top quality education.

As a teacher, I always try to teach my students the best way I can in order for them to reach a high level of English, and this is my job, to help them learn. This is the reason why for me it is so important to keep updated, to follow standards, to get trained, to plan my lessons, to evaluate their progress, among others.

Teaching is not easy and it takes a great deal of time and patience; however it is very rewarding at the end. Knowing that I can share my knowledge with other people and knowing that I can help them achieve better results and a high level of English is very rewarding for me.

References

- Azar, B.(2007). Grammar-Based Teaching: A Practitioner's Perspective. *TESL-EJ Journal*, 11, 2.
- Baker, W. (2002). English Past Simple & Present Perfect in Relation to Thai Learners. *Karen's Linguistic Issues*. Retrieved from <http://www3.telus.net/linguisticsissues/thai.html>
- Belchamber, R. (2007). The Advantages of Communicative Language Teaching. *The Internet TESL Journal*, 13,2.
- Berns, M. S. (1984). *Initiatives in communicative language teaching*. Reading, PA: Addison-Wesley.
- Crystal, D. (2004). *Rediscover grammar* (3rded.). London: Pearson Longman
- Ellis, R. (2002). "The place of grammar instruction in the second/foreign language curriculum", In Hinkel, E. and Fotos, S. (eds.), *New Perspectives on Grammar Teaching in Second Language Classrooms*, Mahwah, N.J.: Lawrence Erlbaum
- .Erichsen, G. (n.d.).*Definition of tense*. Retrieved from <http://spanish.about.com/cs/verbs/g/tenseglos.htm>
- Fenner, D. & TESOL/NCATE P-12 ESL Teacher Education Program Standards Team. (2010). *TESOL/NCATE Standards for the recognition of initial TESOL programs in P-12 ESL Teacher Education*.Retrieved from http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

- Folega, S. (2007). *Why teaching grammar is important*. Retrieved from <http://www.howtolearnenglish.co.uk/why-english-grammar-important.html>
- Fotos, S. (2002). *Traditional and grammar translation methods for second language teaching*. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 653-670). Mahwah, NJ: Lawrence Erlbaum Associates.
- Galloway, A. (1993). *Communicative language teaching: An introduction and sample activities*. Retrieved from <http://www.cal.org/resources/digest/gallow01.html>
- Harmer, J. (2007). *The practice of English language teaching*. Edinburg Gate: Pearson Education Limited.
- Huddleston, R. (1984), *Introduction to the Grammar of English*. Cambridge: Cambridge University Press
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Larson, J. (2007). *The Importance of Grammar and Verbal Tense in ESL Teaching*. Retrieved from <http://ezinearticles.com/?The-Importance-of-Grammar-and-Verbal-Tense-in-ESL-Teaching&id=535408>
- Littlewood, W. (1995). *Communicative Language Teaching*. Beijing: Foreign Language Teaching and Research Press. 2000.
- Mulroy, D. (2003). *The War against Grammar*. Portsmouth, NH: Heinemann.

- Odlin, T. (ed.). 1994. *Perspectives in Pedagogical Grammar*. Cambridge: Cambridge University Press
- Palmer, F.(1972). *Grammar.Harmondsworth*. Penguin Books Ltd.
- Reeves, A. (2009). Tense matters: The preterite and presentperfect in scientific texts. *The Writer, 18,2*.
- Reynaud, M. (n.d.). *Why teaching grammar is important*. Retrieved from <http://www.qualitytime-esl.com/spip.php?article131&lang=en>
- Richards, J. (1986). *Approaches and methods in Language Teaching*. Cambridge: Cambridge University Press.
- Savage, L., Bitterlin, G., & Price, D. (2010). *Grammar matters:Teaching grammar in adult ESL programs*. Cambridge: Cambridge University Press
- Schlüter, N. (2000). “*The present perfect in British and American English: selected results of an empirical study*.” In: Christian Mair& Marianne Hundt (Eds.). *Corpus Linguistics and Linguistic Theory*. Atlanta, GA: Rodopi,
- Seely, J. (2006). *Grammar for teachers: The essential guide to how English works*. Tiverton: Oxpecker
- Thompson, D. (1969). *Directions in the Teaching of English*. Cambridge: Cambridge University Press.
- Thornbury, S. (2006) *An A-Z of ELT*. Oxford: Macmillan Education

Wang, S.(2010). The Significance of English Grammar to Middle School Students in China.*Journal of Language Teaching and Research*, 1,313-319.doi:10.4304/jltr.1.3.313-319

Wide, S. (2009). *The Audio-Lingual Method is a Teacher-Centric Approach*. Retrieved from <http://ezinearticles.com/?The-Audio-Lingual-Method-is-a-Teacher-Centric-Approach&id=4373830>

ZhonggangGao, C. (2001). *Second language learning and the teaching of grammar*. Retrieved from http://findarticles.com/p/articles/mi_qa3673/is_2_122/ai_n28888768/pg_2/?tag=content;col1