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**MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA
EXTRANJERA**

**An EFL student case study of English as a foreign language for
writing present simple sentences-TEFL program portfolio**

Degree Thesis

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Certification

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CERTIFIES THAT:

The following research work developed by JULIA RAINA FETIMA SEVY-BILOON has been thoroughly revised. Therefore, authorizes the presentation of the thesis, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja. Consequently, I authorize this presentation for the corresponding legal purposes.

Loja,...September, 2012.....

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Authorship

The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.
Loja, September, 2012

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I want to thank my all of those who have supported and helped me throughout this part of my professional life. I particularly want to thank my parents, in-laws, husband, and classmates. Thank you.

.....
JULIA RAINA FETIMA SEVY-BILOON

Dedication

This paper represents all of the hard work and effort I have done over the last two years. I dedicate this thesis to all of the teachers who strive to be the best educators possible and work towards creating an exemplary teaching environment.

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JULIA RAINA FETIMA SEVY-BILOON

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Abstract

This research report contains a student case study on writing present simple sentences and a TEFL program portfolio. The purpose of the case study was to show how a student learns to write simple sentences using grammar and other teaching techniques. The study shows the child's progress over the six-week course and ends with the student's thoughts about the course and the teacher's recommendations for the students' future in learning English. The student's progress was recorded throughout the course and provides evidence of what the student learned in each class.

The TEFL student portfolio shows the candidates progress in their masters program over the last two years. The purpose was to demonstrate how assignments completed during the Master's Program connect to the necessary teaching standards that are followed by students and teachers in the area of English as a second language. The research throughout the report implies the candidate has gained sufficient knowledge and skills through teaching courses, creating lesson plans and varying forms of assessment, and uses various techniques and methods to teach authentic fulfilling classes in English.

Introduction

This thesis is evidence of the culmination of the masters program: *Masters in Teaching English as a Second or Foreign Language* collaborated between Nova Southeastern University in the United States of America and UTPL in Ecuador. This thesis contains two sections. The first section contains a literature review about sentence writing. It is the research done for the background information about the case study of a student. This section also contains the evidence of the data collection: the case study. The second section is based on the NCATE/TESOL standards and includes the masters candidates' assignments completed in the masters program and reflections of those assignments. Those assignments are presented in a portfolio as artifacts for each of the NCATE/TESOL standards given.

The first section contains a literature review about the importance of learning sentence structure in writing and understanding how the correct use of structure will affect student's ability to learn grammar in the future. This supports the data found in the six weeklong case study of an eight-year-old boy. The case study contains a pre-test showing what the student knew in the beginning of the course and then goes onto to explain in detail what happened in each of the classes. There is also a post-test to show how the student advanced throughout the course. At the end of the paper there is a section that explains the student's goals for learning English and the teacher's expectations and thoughts about the student and the course.

The main objective completed throughout the case study includes the use of different teaching strategies used in writing present simple sentences. Other objectives completed were to teach the student learning techniques in writing sentences, research, test creation, and course and lesson plan formation. The

candidate was able to use this case study as a way to utilize all of the information the candidate learned throughout the masters program and use it in an authentic setting to show what was learned over the past two years. Since this case study was focused on writing, the candidate was also able to show their research skills when finding sources used for writing the background information for the case study. This case study sums up and shows all of the candidate's knowledge and expertise about teaching English as a second language in an authentic setting.

The second section of this thesis contains information about the NCATE/TESOL standards and the candidate's portfolio. After the introduction about the NCATE/TESOL standards, the candidate includes the standards position portfolio. This portfolio contains written explanations for an assignment completed in the masters program corresponding to each of the NCATE/TESOL standards and those assignments. The main objective completed in the second chapter is showing the connection between the NCATE/TESOL standards and the candidates assignments throughout the masters program. Other objectives completed in chapter two include research, lesson planning, standardizing assignments, test making, course planning, and teaching techniques and methods. This portfolio is a superior example of everything the candidate accomplished throughout the prior two years of the masters program.

Method

There were many different quantitative and qualitative methods and techniques used to gather the information for this thesis. The first and second chapter vary greatly in the techniques used throughout the thesis.

Various teaching techniques were used throughout the case study. The first techniques shown were testing techniques when the pre-test and post-test were administered. The testing techniques used in this study were formal quantitative research methods. The pre-test was administered to show what the student knew before the class started and the post-test was given to provide quantitative data on what the student learned. The evidence given throughout the course was provided as qualitative research. Learning and teaching techniques were used such as vocabulary games and repetition. Verbal, written, and listening exercises were also given to the student to strengthen their knowledge of present simple sentences. A questionnaire was administered at the end of the course as another quantitative technique to provide information for the teacher about what the student learned and what strengths the teacher had while teaching the class.

There were many techniques used in the standards portfolio section of this thesis. The standards show quantitative techniques, as it is a way to standardize the work completed by the candidate throughout the masters program. The evidence provided for each standard use different qualitative and quantitative techniques.

The first and fourth artifacts show the same assignment used to support standard 1A and standard 3A: lesson plans. These lesson plans use teaching techniques to teach various lessons. Some of the methods in use are music,

mastering a language, pair work, debates, explaining key concepts, realia, computers, vocabulary, reading with a specific purpose, charts, culture sharing and pictures. Learning approaches that are in use throughout the lessons are verbal, visual, musical and tactile. The artifact used to support standard 1B was a writing assignment, which uses qualitative techniques, such as summarizing, writing and research strategies. Standard 2 provides evidence of the use of techniques to support learners' verbal skills. Those techniques include role-play, group activities, class discussions and vocabulary practice. Quantitative techniques include teacher observation, group discussion and peer revision. The artifact completed to support standard 3B uses qualitative techniques and methods such as research, summarizing and lesson planning. Techniques used within the assignment include teaching strategies such as using videos, group activities, peer work, explaining key concepts, and summarizing. Quantitative techniques are used during assessment. Those techniques include discussion, teacher evaluation, peer review, and note taking. The artifact supporting standard 3C uses methods focused on technology, specifically the internet and how to use that resource in the classroom. Standard 4A contains an artifact that shows quantitative testing techniques. It contains an assignment using techniques to create a formal vocabulary test. Standard 4B is supported by an artifact that uses the methods to do research, create course design, needs analyses and assessment. These methods show qualitative and quantitative techniques. The artifact that supports standard 4C is the student case study included in chapter 1. Standard 5A is supported by an assignment using research and summarizing techniques. The artifact used to support standard 5B is a final project, which uses all of the qualitative and quantitative methods and techniques mentioned throughout this section.

Literature Review

There are many discussions and debates about when and how present simple sentences should be taught. Some research states grammar and structure should not be introduced to teach sentences while other research states the opposite opinion. The first chapter used different teaching techniques, structure and grammar form to teach present simple sentences in the case study. The candidate took different research and opinions to create daily lessons to teach present simple sentences in a quick and effective manner.

There are many discussions about what the definition of what a sentence is. The student case study focused only on simple sentences, therefore in this paper a sentence will be defined as “ a sentence with only one independent clause” (Nordquist, 2012) or main clause. It is important to understand the definition of a sentence because the themes discussed throughout this paper include the importance of teaching sentence structure to ESL learners and how understanding and being able to use sentence structure improved their ability and skills for learning English as a second language in the future. This theme will be reviewed through discovering theoretical background for teaching and learning sentence structures, teaching strategies used in the classroom and examples of different activities that can be used to put the theory and strategies into practice. In conclusion, this section investigates if sentence writing and structure is a necessary base for all future grammar taught by the teacher in a course and learned by the student throughout their English language learning experience. All of these topics will be discussed and critically analyzed throughout this paper.

Sentence structure and composition fall into the category of a writing skill. Therefore, when thinking about the theoretical background of sentences one must look at writing in general and the approaches and theories that shape writing in ESL. Mu (2005) discusses four different approaches that have determined how writing and sentence structure has been taught throughout the ESL or English as a second language community. These approaches are

known as the guided approach, the rhetoric approach, the social approach, and the process approach.

The first approach is the guided approach. ESL learners are taught “sentence patterns and vocabulary by means of writing” (Mu, 2005,p.1) and are expected to learn sentence structure and form through repetition and practice. Writing was learned through the creation of good writing habits. Therefore, the more one practiced and repeated a form the better they learned it. This approach is linked to the grammar translation method and therefore must be used as a base and adapted to fit the class structure. The next approach discussed is the current-traditional rhetoric approach, which is based on Kaplan’s Contrastive Rhetoric Theory (Mu, 2005).

Connor (2002) explains the Kaplan’s Contrastive Rhetoric theory by demonstrating that it came to be to help explain difficulties students and teachers came across when learning and teaching writing composition. She states how Kaplan’s theory is based on the assumption that “language and writing are a cultural phenomena (Connor, 2002, p.5)”. This is because writing can be interrupted by the students’ native language. Throughout the last twenty years a lot of research has been done on writing in ESL, but the contrastive rhetoric has been a huge focus since it not only looks at the basis of writing composition but also the huge role culture plays in learning a foreign language.

The third approach discussed by Mu (2005) related specifically to teaching ESL is the process approach. This approach discussed the importance of having students gain impelling and proficient schemes for writing. This approach is corroborated by the prominent theory called the Communication Theory, which looks at all types of discourse used within communication. Since writing is one form of communication and contains many forms of discourse within it as forms of communication. Mu (2005) quotes Grabe and Kaplan (1996) when discussing the importance of structure in the written discourse of academic writing. The Communication theory, therefore plays an integral part of teaching

written discourse and explaining what points are necessary for academic writing in particular for communication.

The last approach Mu (2005) addresses what is called the social approach, which comes from the idea of social constructionism. This approach stems from the Social Constructivist Theory. In education this idea states that students “do not find or discover concepts, models, and knowledge as much as we construct or make them”(Mu, 2005, p.3). It is important because it viewed “learning to write was part of becoming socialized to the discourse community” needed (Mu, 2005, p.1). This approach is based on a commonly known theory called the Social Constructionist Theory. Thus, a teacher who follows this approach looks at the process and the product when teaching writing.

Contrastive Rhetoric, Communication and Social Constructivism theories examine many different aspects of humanity, language and thought. These theories play such a large factor in the processes of writing because writing is effected by outside components such as “culture, politics, education, social environment, community, and language” (Mu, 2005, p.3). Teaching writing and sentence structure is based on several approaches and theory, but to create practical teaching strategies based on those theories a teacher understand those theories discussed. However, theory is not the only factor necessary to effectively teach writing in the classroom.

All around the world English is taught as a second language. Normally instruction of ESL can begin in preschool or elementary school. Teachers and educators are always researching new strategies to teach English to non-native speakers. An article by Pillar and Skillings (2005) about a school in New Delhi describes many different strategies teachers around the world could use to teach English to children. Some of those methods and strategies include having the students use English in authentic settings and activities such as cooking classes, beginning with easier English skills and moving to more difficult skills as the children progress. Teachers also attempt to involve as

much of the students' native cultures of India into the daily activities as possible. The teachers are open to change and spontaneity with lesson plans when in the classrooms, since they may need more time to teach a lesson than they previously planned. Other strategies include integrating all of the skills into a lesson, so students speak, read, and write at the same time. To learn sentences teachers repeat vocabulary and sentence structure over and over throughout lessons so students can gain a good understanding of the lesson. An important strategy believed to help improve the students' learning is to have a secure and fun environment for all of the students. As these strategies are based on different approaches, so are other strategies used in different classrooms to teach writing (Pillar and Skillings, 2005).

Strategies for writing are usually based on a specific approach no matter what age the students are. In a college in the United States, Camhi and Ebsworth (2008) discussed what strategies were used for teaching English as a second language using the process approach for writing. In the process approach, grammar and structure were not emphasized as much as student understanding and ability. This differs from the majority of colleges around the United States that focus primarily on structure and grammar. They discuss Pica (1994) and Doff (1988) who both believe certain grammar structures are necessary to be explicitly taught for students to advance. However these are not the strategies Camhi and Ebsworth (2008) used in their classes. A strategy used by these educators is writing many different drafts of the same paper as it develops. After each draft was written there would be peer and teacher responses and editing. Students kept grammar journals to write their sentence mistakes in so they could review them and ultimately learn how to write the sentences correctly. It is believed this would help them become aware of the correct structure without specifically teaching it (Camhi and Ebsworth, 2008). When teaching beginner levels in writing a teacher must also have knowledge of strategies to teach sentences.

One teacher discusses on their blog about the efficiency of using a tree diagram to teach simple sentences. The strategies of this teacher is to create small groups of students to learn, discuss the new material, model the diagram orally, give examples, student participation, model written sentences and at the end student individual practice forming sentences. These strategies for teaching structure and form of sentences have helped students be able to identify problems with an incorrect sentence and find ways to correct them (City teacher, 2007).

When teaching children grammar and structure, a strategy that can be very helpful is using art in the classroom. Prins (2008) discusses this strategy in depth. She believes including drawing and painting in a classroom setting is very helpful for young learners' learning processes, because it allows for alternative learning strategies. Including art in the classroom can have many benefits such as engaging different learning styles of the students', using multiply intelligences, and building students' self-esteem. Prins (2008) brings up the point that not all students learn the same way and it is important to bring in different strategies besides solely academic skills into the classroom, so all types of learners are given a chance to have a positive learning experience. Drawing can also help students express their knowledge of the English language through pictures when they are not yet comfortable writing or speaking. Art can also be helpful for the teacher, because it can provide explanations and definitions to new vocabulary and ideas for students who are visual learners (Prins, 2008). Art is a strategy that can easily be incorporated into a classroom and it is especially helpful and sparks interest in young learners.

Some teachers' believe that they should incorporate other skills into lessons when learning how to write. Many practice reading skills and use the information they read to learn writing skills. While integrating skills they also model activities for students and use peer review and editing to help students learn to correct their own mistakes and recognize correct and incorrect grammar and sentence structure (Innovative Methods, 2010).

Heyderman (2006) makes an important point about teaching young children writing. Teachers must use strategies and plan activities to teach them, but the teacher must make sure those strategies and activities motivate their students. Some things a teacher can do to create good teaching strategies and lessons is become interested in students' lives, find out about student' interests, use authentic and suitable materials, inspire students' progress, and do not embarrass students and discourage them from learning. Once teachers have certain strategies they use to teach sentence structure and writing that encourage and improve students' ability to learn, it is important to talk about activities that can be used within these strategies.

In college level courses, activities discussed by Camhi and Ebsworth (2008) include essay writing and peer review assessment. While at the elementary school level activities could include storytelling and creation using sentence strips, drawing pictures and writing sentences to describe them, poem writing, and sentence completion exercises (Innovative Methods, 2010).

Mumford (2004) discusses many different activities a teacher could use to teach sentences with various age groups. Some of those activities include sentence structure games such as finding the main verb, ordering sentences, and completing the sentence. He believes sentence games are not just great activities, but also an important strategy to teach sentence structure, because sentences are patterns and it helps students see those patterns. Jones (2005), an educator also believes games can be a good way to teach structure and grammar, because it creates a certain level of competition, which can create more interest in the subject being taught. Some of the games she mentions are creating grammar board games, using playing cards to create specific grammar related games, dice games, and using fly swatters, M&Ms, or playdoh to create fun imaginative games focusing on structure and grammar. These games

become tools that help students learn, understand and be able to use grammar in an authentic form.

When students' do make mistakes in sentence construction and grammar, the question has been raised as to how to correct those mistakes. An educator, Ho (2003) has created a system for ESL teachers to follow to help their students realize their mistakes in grammar, how to correct them, and to not repeat the same mistakes in the future. Ho (2003) points out that is not only important that teachers point out errors made by students, but explain them and make sure students understand why they made the mistake. The approach she believes will help the students to learn their errors are to: identify the error, characterize the type of error, and then give justification to the grammar rule to the students. This approach not only works to correct simple grammar, but also for more complex ideas in the construction of sentences and other writing skills.

Lee (1998) gives other ideas and activities that incorporate writing skills in ESL classes. He discusses how using technology and the real activity of sending emails can help reinforce writing skills inside and outside of the classroom. Emailing creates a cohesive and safe setting for students to practice their writing skills. It allows students to write using an authentic tool, which will have intrinsic meaning to them and provide a source of normal communication (Lee, 1998). Belisle (1996) also believes emailing is a beneficial activity for students practicing their writing skills because it allows students to write fluently without having to put so much importance on form and grammar. It also allows students to communicate in an authentic manner and as Lee (1998) previously discussed, email is an intrinsic motivation for students, because it is interesting to them and allows them to practice writing skills authentically (Belisle, 1996).

These are just some examples of activities that could be done in different classes with different ages of ESL students'. There are many activities, based on many different approaches, methods and strategies to teach ESL to

students' ranging in ages from preschool to adults and beginner to advanced levels.

It can be noted from the above research that there is some debate as to how much specific teaching of structure and grammar is necessary for ESL learners throughout their journey of learning English. There are some teachers' and educators who believe structure has to be included in the beginning stages of writing especially for elementary school age children. Davidson (2009) believes that if students' understand the structure of a sentence and can create a grammatically correct sentence they will form a base to help them succeed in learning grammar in the future. He believes structure is necessary at the early stages of English learning because if students are not taught specific sentence structure then they tend to take the English vocabulary they learn and put it into the structure of their native language. If students' have a solid base in understanding simple sentences, later they will be able to create complex sentences with less of a struggle and using correct English grammar (Davidson, 2009).

Another educator who believes basic direct teaching of sentence structure is a necessary step in learning English is Moore (2005). He believes students tend to create bad habits and incorrect sentences, because when they were given their first explanations about sentence writing it was unclear and too conceptual. When teaching children about sentences it must be clear, precise and to the point. Moore (2005) explains simple sentences should contain only a noun and a verb so as not to create any confusion for the young learner beginning to learn English. Many teachers attempt to begin learning sentences with more difficult sentences and therefore students never really are able to understand the basic structure of a sentence over their learning experience (Moore, 2005). If grammar and simple sentence construction is taught in the beginning of learning English, then it is also important for teachers to be able to teach students later on how to correct their mistakes when sentence structure

becomes more advanced, so they do not repeat the same mistakes in the future.

While it is important to teach sentence construction to young learners, Choi and Nessi (1999) do not think it should be the main focus. They believe children first need to understand the meaning of the sentences to truly grasp the form. Students need to be able to use English in authentic situations to communicate and want to learn English. They also discuss how if the lesson is meaningful to the students they will be more motivated to learn and therefore learn more quickly.

After researching the theoretical background, strategies, methods, approaches, and activities for writing and sentence structures in ESL teaching and learning, it is clear that teaching sentence structure when students are learning writing is important for several reasons. It is important because it creates a grammatical base for beginner students. However, students must also be given structure within topics of interest and that are culturally connected to them for them to comprehend and retain the grammar they are learning to use it in the future. It has also come to light that teachers need to be creative with the types of activities they use to teach grammar in writing. They need to be aware of the different ways their students' learn and create activities that all of their students' will be interested in and learn best from. There are many different activities teachers can create for their students' to understand how to make sentences and practice their writing skills.

The research reviewed in this paper supports the case study findings completed. It explained the importance of sentence writing, and how to teach sentences and activities that can be completed throughout the course. It also supports the case study findings, because it explains different types of activities that can be used to teach sentences, and how through the use of those activities sentence structure can be taught to help improve a student's writing

skills and furthers a young student's development in learning English as a second language.

NCATE/TESOL Standards

In chapter one these standards were utilized to complete the activities with the participant. Different standards were followed to create activities that provided reading, writing, speaking and listening skills. The lessons constructed use different aspects of the standards to encourage the student to learn all aspects of sentence writing in English. These standards were also used in chapter two to create the candidates portfolio utilizing the assignments completed throughout the masters program.

Domain 1: Language

Standard 1.a: Language as a System

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

The indicators for this standard are:

1.a.1 Demonstrates knowledge of the components of language and language as an integrative system.

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.

1.a.3 Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.

1.a.4 Demonstrate proficiency in English and serve as a good language model for ELLs.

Standard 1.b: Language Acquisition and Development

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

The indicator's for this standard are:

1.b.1 Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.

1.b.2 Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.

1.b.3 Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.

1.b.4 Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.

1.b.5 Understand and apply knowledge of the role of individual learner variables in the process of learning English.

Domain 2: Culture

Standard 2: Culture as it Affects Student Learning

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

2.a Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.

2.b Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.

2.c Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.

2.d Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.

2.e Understand and apply concepts about the interrelationship between language and culture.

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.

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.

Domain 3: Planning, implementing, and managing instruction

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

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

3.a.1 Plan standards-based ESL and content instruction

3.a.2 Create supportive, accepting classroom environments.

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.

3.a.4 Provide for particular needs of students with interrupted formal education (SIFE).

3.a.5 Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.

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

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

3.b.1 Organize learning around standards-based subject matter and language learning objectives.

3.b.2 Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.

3.b.3 Provide activities and materials that integrate listening, speaking, reading, and writing.

3.b.4 Develop students' listening skills for a variety of academic and social purposes.

3.b.5 Develop students' speaking skills for a variety of academic and social purposes.

3.b.6 Provide standards-based instruction that builds on students' oral English to support learning to read and write.

3.b.7 Provide standards-based reading instruction adapted to ELLs.

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.

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

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

3.c.1 Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

3.c.2 Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.

3.c.3 Employ a variety of materials for language learning, including books, visual aids, props, and realia.

3.c.4 Use technological resources (e.g., Web, software, computers and related devices) to enhance language and content-area instruction for ELLs.

Domain 4: Assessment

Standard 4.a: Assessment

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.

4.a.1 Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.

4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ELLs.

4.a.3 Demonstrate an understanding of key indicators of good assessment instruments.

4.a.4 Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.

4.a.5 Distinguish among ELLs' language differences, giftedness, and special education needs.

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.

4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.

4.b.2. Understand the appropriate use of norm-referenced assessments with ELLs.

4.b.3. Assess ELLs' language skills and communicative competence using multiple sources of information.

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.

4.c.1. Use performance-based assessment tools and tasks that measure ELLs' progress.

4.c.2. Understand and use criterion-referenced assessments appropriately with ELLs.

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.

4.c.4. Prepare ELLs to use self- and peer-assessment techniques when appropriate.

4.c.5. Use a variety of rubrics to assess ELLs' language development in classroom settings.

Domain 5: 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.

5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.

5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

5.a.3. Demonstrate ability to read and conduct classroom research.

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.

5.b.1. Participate in professional growth opportunities.

5.b.2 Establish professional goals.

5.b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.

5.b.4. Engage in collaborative teaching in general education, content- area, special education, and gifted classrooms.

5.b.5. Advocate for ELLs' access to academic classes, resources, and instructional technology.

5.b.6 Support ELL families.

5.b.7. Serve as professional resource personnel in their educational communities

(Teachers,2010)

Chapter 1 Student case study

Writing present simple sentences

Description of Student and Learning Environment

The ESL portfolio is focused on one student at a true beginner level. The lessons will focus on learning basic writing skills such as new vocabulary and present simple sentence structures. They will focus on the student's evolvment over a six-week period having two one-hour classes per week. The male student is eight years old. He has never had any formal English language classes. He lives in Cuenca, Ecuador and attends a bilingual French Spanish school in Cuenca. He is currently enrolled in the third grade. He is proficient in reading and writing in his native language for his age, so therefore should not have any problems doing the writing activities throughout this course. He knows more words and sentences in English when asked orally and is more comfortable speaking in English then writing in English. He is accustomed to hearing English on television and when he listens to music, but he is not familiar with written forms. This class will explore and help him with basic English writing structures and will build his vocabulary. His goal for learning English is to be able to say and write emails to his bilingual cousin in English, so she can speak to him in English and in Spanish. His goal after the class is to be able to write and say some things to his cousin and aunt in English


Pre-test


To find out how much vocabulary and English He knew he wrote down and drew all of the words he knew in English. In the first class he took a writing pretest. He wrote down all of the words in English he knew and drew pictures to show that he understood the words he was writing down. It was clear during the administration of the test that the student was more comfortable and knew more words orally. There were quite a few words he knew, but did not know how to spell them. The pretest (Appendix p.62) also shows he does not know any sentences or grammar structure. As the test administer it is clear he is a true beginner and the next six weeks of classes will be focusing on very basic English skills. It is also clear that Juan is very interested in learning English and is capable of learning language skills quickly and efficiently.

Artifact


Names Juan Manuel Write all of the words/sentences you know in English


Dates March 19th


1. cook



2. yes


3. no


4. Bali
easy



5. Transformer


6. dog


7. cat


8. girl
easy

9. elephant


10. crayon


11. le
can say orally but can't write
TOSS-UT-WH-TOSS-UT-WH

12. blue - bbe
green - green
yellow - yellow

* Knows some words and no sentences

Individual Class Evaluations

Artifact 1


Subject action verb sentences: 3/22/12

This writing was completed after practicing action verb words and reviewing subject pronouns. It can be seen from the writing sample that the student understands subjects we, you, they and I and understands the new action verbs he learned. This writing exercise shows he can complete simple subject verb sentences and is on his way to completing complete sentences. He still does not use punctuation. However, there are no periods used in any of the sentences and after reviewing some of his work done in his native language it is clear he does not use periods in that work either. He still does not know how to use punctuation in his native language, so it is clear using punctuation in English would be difficult. The pictures show he knows what the verbs are he is using and that he is using the correct subjects. The next step is to learn how to use he, she and it with verbs to complete subject verb sentences using s at the end of the verbs.

Name: Juan Manuel Side 1 3/22/12

Pronouns

A pronoun is a word that takes the place of a noun.
example: John is a mail carrier. John carries a blue bag.
To make the second sentence sound better, you can change the word John to he.
new sentence: John is a mail carrier. He carries a blue bag.
The word he is a pronoun that takes the place of the word John.



Some common pronouns include:
I, you, he, she, it, we, they, you, him, her, them, it, us

Rewrite each sentence. Change the underlined word or words to a pronoun.

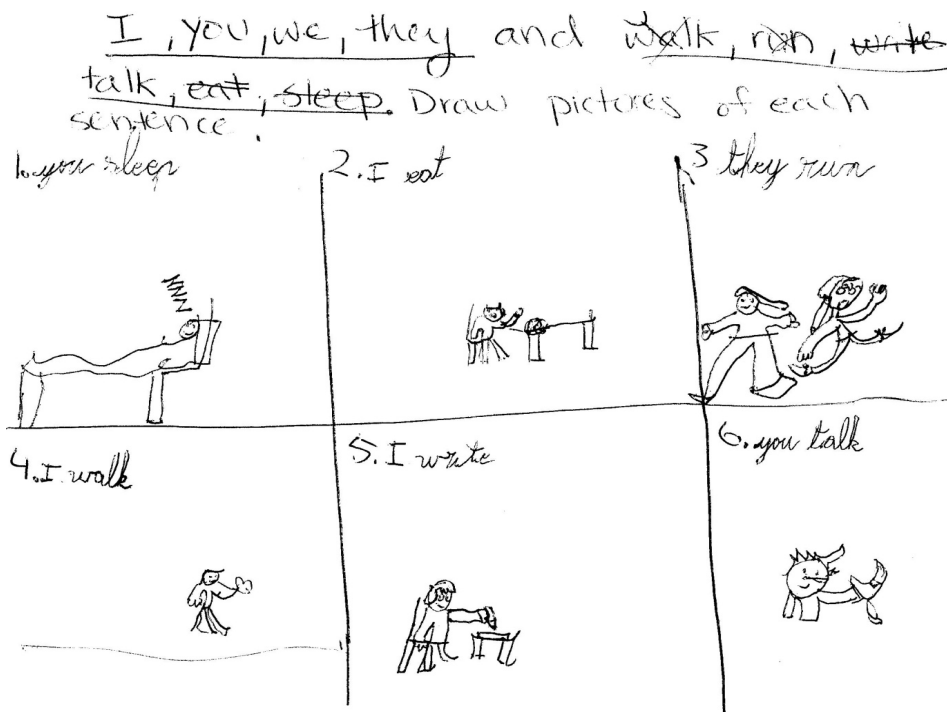
- Sarah made dinner for the whole family.
she made dinner for the whole family
- Tyler played tag with Miguel and Ramon.
They played tag with them
- Mr. Cane went to the movies with Mrs. Cane.
he went to the movies with her
- The house needs a fresh coat of paint.
it needs a fresh coat of paint

Super Teacher Worksheets - www.superteacherworksheets.com

Artifact 2

Worksheet: Action Verbs 3/26/12

The student showed that he has more of an understanding of how verbs work in sentences. He can now put an 's' at the end of the verb when the subject is he/she. He also is showing he knows more verbs than he did the week before and is remembering what those verbs mean. The worksheet also showed he knows where the verb is in a simple sentence and when to put an 's' and when not to put an 's' at the end of the action verb. He also knows simple subjects now and can tell me what they mean by memory. He knows they go in the beginning of the sentence as well. His knowledge of verbs is still limited but he recognizes and can define the ones he knows. He is still not using punctuation, which we have touched on in class, but it is not the main focus. For some reason it is not made important in his regular school classes in his native language, so I am not focusing on it either as his second language teacher.



Artifact 3

Worksheet Action verbs 4/29/12

This worksheet represents his progress in sentence making. He now knows verbs, nouns, and subject pronouns. He can put them together to form simple sentences with the vocabulary that he knows. The first part of the worksheets shows he can put together verbs and nouns that go with the verb. The second part shows that he can use those verbs and nouns with a subject pronoun. He also can put the "s" after the verb when it is necessary. He is proving to be a fast learner and remembers previous information he learned in prior classes. His knowledge of vocabulary is limited to the number of classes we have, but what I am teaching him he is retaining and using in simple sentences. Now that he has an understanding of positive simple sentences and knows some vocabulary, the next class is going to be focused on making negative verbs.

circle the verb in the sentence.

- ① Juan listens to his own song.
- ② She runs in the park.
- ③ Susana eats lunch.
- ④ Alex talks on the phone.
- ⑤ Manuel opens the door.

circle the correct form of the verb in the sentence

1. Julia closes /close - the door
2. He write/writes a letter.
3. They hit /hits the ball.
4. I walk /walks to school.
5. She eats /eat a cake.

Artifact 4

4/4/2012 Present tense sentence writing

This writing assignment shows the student can now write present simple sentences. He can use subject pronouns, action verbs and predicates to make simple sentences. He also remembers the verbs we have learned in class and remembers to put an "s" at the end of the verbs when using the subject pronouns he or she. It can be seen from these sentences that he also uses people's names instead of just he or she in the subject pronoun place. He is still not using periods even though during this class period we did review using periods and capitalization when forming sentences. However, as his teacher the focus of this class is on present simple sentences and he is making those exceptionally well. He still does not know a lot of verbs or predicates, but the vocabulary we have reviewed in class he remembers and it can clearly be seen from this assignment that he knows how to use the words he has learned.

Artifact 4

- Write: Present tense sentence
1. he drinks water
 2. Santiago runs in the park
 3. Lola listens the tv
 4. Juan opens Door
 5. Manuel Kicks the ball

Artifact 5

4/8/12 don't worksheet

This worksheet reflects the classes we had learning the present tense negative form of "do not". It shows how the student now can decipher the difference between positive and negative present tense sentences using the subjects they, I, you and we. It can be seen from this worksheet that he understands the grammar and the sentence structure of negative present tense sentences. He still has not learned to use the form "does not". That form will be focused on in future classes. It can also be seen from these sentences that he has started putting periods at the end of the sentences. I am not sure if this is because he was copying the positive present tense sentence or because he now understands the necessity of using punctuation. I will find out in future assignments.

Name: Juan Manuel Date: 4/8/12
Write the negative of the sentences below

1. They kick the ball.
They do not kick the ball. 5/5

2. They watch TV.
They do not watch the TV.

3. I read a book.
I do not read a book.

4. We listen to music.
We do not listen to music.

5. You open the door.
You do not open the door.

Artifact 6

4/11/12 doesn't + verb worksheet

This assignment reflects the class we had about using the negative “does not” in present tense sentences. This is the first time I have seen the student have some confusion about the grammar we are learning. He understands that “does not” is used with the subject pronouns he and she, but you can see in number 4 he put “do not” instead of “does not” when it was for a dog. Also he left the “S” at the end of most of the verbs when he made them negative. He did get number five correct, so maybe he just forgot to take the “s” off the other verbs. It will be seen what he knows and does not know in the upcoming lessons. He also did not use periods in any of his sentences, which we will have to work on the next lessons as well. Hopefully over the next week of classes he will gain a better understanding of negative present tense and how to use it correctly when forming sentences.

4/11/12 name: Juan Manuel
write the negative of the sentence

1. She eats an apple.
~~she does not eat an apple.~~
2. They walk to school.
~~They do not walk to school.~~
3. Maria reads a book.
^{do not}
~~Maria reads read a book.~~
4. The dog runs in the park.
~~the do not dog runs in the park.~~
5. He drinks water.
~~He does not drink water.~~
6. I watch TV.
~~I do not watch TV.~~

Artifact 7

4/13/12 negative and positive worksheet

This worksheet shows that the student has a good understanding of when to use "do not" and does not" in present simple negative sentences. He knows what subject pronoun uses the negative in the sentence and can complete the sentences correctly. This worksheet was completed in our last session before the posttest. It proves how much Juan has learned and how quickly his English skills have grown over the last six weeks.

4/11/12 name: Juan Manuel
write the negative of the sentence
1. She eats an apple.
she does not eat an apple.

2. They walk to school.
They do not walk to school.

3. Maria reads a book.
Maria ^{do not} ~~reads~~ reads a book.

4. The dog runs in the park.
the do not dog run in the park.

5. He drinks water.
He does not drink water.

6. I watch TV.
I do not watch TV.


Artifact 8 Post-test

When the student took the pretest at the beginning of the course he did not know how to make sentences and only knew a few random words in English. After completing six weeks of classes it can be seen from his post-test that he can write simple complete present sentences using certain vocabulary he learned throughout the course. He can also make present simple positive and negative sentences. He has shown that he has a good understanding of do not, does not, subject pronouns and verbs. By drawing pictures of the sentences he made he shows he understands the meaning of the words he is using. However, the sentences are not perfect. As you can see in the post test a few words are misspelled, some are missing periods, and some are missing words like the or to. He also confuses do and does not in some of the sentences, but corrects them himself. He does put all of the sentences in the correct order of subject-verb-predicate, which is a great improvement from when he started. The post test shows Juan's potential for learning English and writing sentences. He is a fast learner and this post-test proves how much he has improved and learned in a short amount of time.

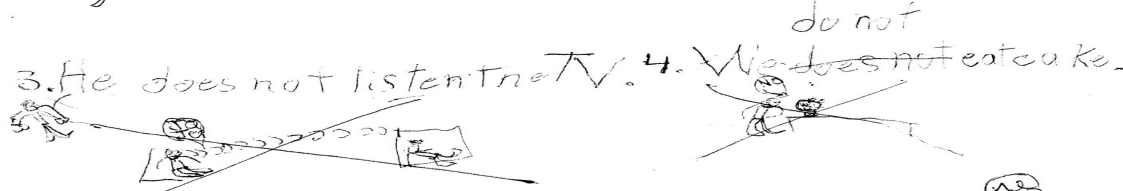
Names: Juan _____ Date: 3/16/12

Write as many present tense sentences as you can using positive and negative forms. Draw pictures.


1. Juan does not kick the ball. I do not drink cola.



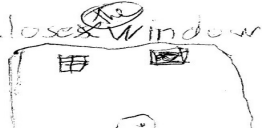
3. He does not listen to the TV. 4. ~~Who does not~~ eat a kebab.




5. Ganti runs the park. 6. Esteban does not open door.



7. I close window.



8. We read a book.



6.5/10

Student final self-evaluation

After the class was finished a questionnaire was given to the student to discuss his level of English, improvements he made during the course, what he learned in the course, and what his goals are for learning English in the future. This information was found out by asking him a variety of questions. Since his language skills are low I asked him the questions in his native language, Spanish, and he answered them in Spanish. In the self-evaluation his answers to the questions have been translated into English. The self-evaluation is helpful for teachers, because it can tell them what the student actually learned throughout the course and what skills need more attention. It can also be helpful to the students, because it can help them focus more on what they want to learn about in English in the future.

The fact that he learned how to create simple present tense sentences in only six weeks means with more guidance and class time he could be on his way to speaking fluent conversations in no time. Having him as student was very enjoyable, because he was so interested in English and understood how to put to use the concepts he learned so quickly.

Self Evaluation

1. What was your English writing level when you started this class?
 - a. **very low** b. low c. ok d. good e. very good

2. What do you think your English writing level is now?
 - a. Very low b. low **c. ok** d. good e. very good

3. Did you know how to write a sentence in English before this class started?

Yes _____ No x

4. Did you learn new action verbs in English and how to use them in writing sentences?

Yes x No _____

5. Can you explain actions by writing sentences?

Yes x No _____

6. What did you improve in learning to write?

I know more vocabulary. I can say if I do something and if I do not do something. I can write sentences in English.

7. What do you want to learn about next in English?

I want to learn how to talk about super heroes. I want to be able to talk to my aunt and my aunt's family.

8. What do you need to improve on in sentence writing?

I need to learn more vocabulary so I can write about more things and I need to remember to put periods at the end of sentences.

Chapter 2: NCATE/TESOL standards and TEFL program portfolio

Introduction

Chapter 2 includes a portfolio containing artifacts representing different assignments completed throughout the masters program that correspond to different NCATE/TESOL standards. The assignments support one standard from each of the NCATE/TESOL domains. These standards are followed English language teachers to create courses, assignments and lesson plans. The five standards used in the portfolio are listed below and each artifact is also included.

TESOL/NCATE standards used: (Teachers, 2010)

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.

Standard 1.b: Language Acquisition and Development

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

Domain 2: 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 identities affect language learning and school achievement.

Domain: Planning, Implementing, and Managing Instruction

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

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

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

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

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

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

Domain: Assessment

Standard 4.a: Assessment

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.

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.

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.

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.

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. (Teachers,2010)

Part I: NCATE/TESOL standards (Teachers, 2010)

The masters' degree candidate completed a portfolio based on the NCATE/TESOL Standard for the Teachers of English to Speakers of Other Languages. These standards are for the recognition of initial TESOL programs in P-12 ESL teacher education. The portfolio includes an assignment completed by the candidate corresponding to each of the standards included in the NCATE/TESOL. These assignments demonstrate all of the candidates knowledge they acquired while enrolled in the masters program. It also shows how the candidate can connect and apply their assignments directly with classroom teaching. By completing this portfolio the candidates also covered the NCATE/TESOL standards.

What are the TESOL Standards?

TESOL created standards to follow the NCATE requirements and are used in this paper. They are standards developed specifically for P-12 teacher education programs to prepare them for licensing exams and initial certification. The standards used in this paper are revised from the 2001 standards to fulfill the requirements of the NCATE. These standards specifically target teachers who will work in schools and in programs teaching people whose first language is not English. The target culture also plays a large role in which these standards target, specifically the U.S culture and immigrants recently relocated to the United States (Teachers, 2010).

The creators of the NCATE/TESOL Standards

These standards were written and completed by the NCATE/TESOL ESL Teacher Standards Committee in collaboration with the TESOL Standards Committee, the Standards Committee of the Specialty Areas Studies Board at NCATE, the NCATE staff, and the TESOL Board of Directors (Teachers, 2010).

Source for Teachers

The TESOL standards are a most important source for teachers when developing standards for English as a second language programs for schools in

the United States. These standards are also important in creating programs for teaching teachers (Teachers, 2010).

Considerations for Language, Culture, Assessment and Professionalism

When these standards were being written research about language and language learning were greatly considered, because it is important that the ESOL standards emphasize that language is a system of communication. A system has many different parts and it is important for the student to understand and use all of those parts to become fluent and assimilate easily in an English-speaking world. While it is important to learn the fundamentals of language such as grammar and vocabulary, it is also important to also learn to communicate in an authentic form to understand and use language to comfortably communicate in daily life activities (Teachers, 2010).

Another important consideration was culture. It is believed that to be an effective teacher candidates must have a sense of culture and cultural backgrounds of students attending your classes. They must desire to discover information to understand their students' cultural backgrounds and customs to be efficacious teachers and create meaningful educational activities and instruction (Teachers, 2010).

When assessment was considered as a necessary part of the standards different aspects were researched. Those aspects include student progress, needs of students, and assessment authenticity. The standards for assessment include measuring and following student achievement and progress throughout a course. It is also important to have authentic and appropriate assessment. Assessment for ESOL students has specific special traits. Teachers must be able to assess language fluency and ability and a students' knowledge of the topic being taught. Culture also plays a factor in assessment. Teachers must be culturally aware of their students' backgrounds when assessing their students' abilities (Teachers, 2010).

Professionalism is what connects all of the standards together for teachers. As an ESOL teacher they must be knowledgeable in history and language learning contexts of ESOL. They must also contribute continuously to the education

community. To comply with the professionalism standards teachers must exceed the previous standards in their work inside and outside of the classroom (Teachers, 2010).

The following list taken from the NCATE/TESOL standards website (Teachers, 2010) is composed of 5 domains each discussing important points necessary for teachers to follow inside and outside of the classroom pertaining to aspects of teaching English as a foreign language. Each Domain contains different standards reflecting information necessary to be an overall active effective ESL teacher. The domains contain standards for language, culture, instruction, planning, classroom management, assessment, and professionalism (Teachers, 2010).

Standards Based Position Paper

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.

Indicator 1.a.1: Demonstrates knowledge of the language and language as an integrative system

Artifact: Lesson plans 1-4

Teacher: Dr. Iber, 2011

Class: Methods of teaching English as a Foreign Language 569

Rationale

Assignment 1A uses components of language and the language system such as phonology, morphology, syntax, pragmatics and semantics to create instructional plans for ELLs. They're for four separate lesson plans in this assignment. All of the lessons plans incorporate all of the content areas such as reading, writing, listening and speaking skills. Each lesson includes different activities to learn these skills such as group work, role-playing, worksheets, presentations, and research. Vocabulary lessons are included in lesson plan 1, a grammar lesson is included in lesson plan 2, group work is included in lesson plan 3 and presentations are given in lesson plan 4 to clearly show all of the language components necessary to fulfill the requirements of standard 1.a and indicator 1.a.1.

Artifact 1: Assignment 1A:

TEFL Lesson Plan 1

Foreign language proficiency level: Intermediate (teenagers)

Language skill focus: Vocabulary and gathering information for tourism and travel to four specific countries

1) TEFL language objectives:

- a. Listening to introductory teacher lecture on travel and country information
- b. Reading online information from specific country website
- c. Writing new vocabulary for travel and tourism

2) List at least five TEFL methods and strategies to be used:

- a. B11: Computer/ software
- b. B12: Realia (travel and country websites)
- c. C3: Pairs or threes
- d. E8: Vocabulary with context clues

e. E9: Reading with specific purpose

3) **Multiple intelligence approaches:** Verbal and visual

4) **Teacher input:** Introduce the four countries and travel vocabulary to the students (F4, B5, B2) (activities, list of things to bring, culture and customs, geographical facts about country)

A worksheet of guidelines to follow for the internet search (C3, E26, E22)

5) **Guided student practice:** Students will give information and examples of the new vocabulary about the countries. The teacher will be directly involved in checking the information the students are giving. The students will also be participating in a dialogue about travel, tourism and guidelines with the teacher and other students for the group activity.

6) **Group practice activity:** In groups of three the students will follow the guidelines given and use the internet to find more information on the specific country their group was assigned.

7) **Assessment:** G2: The content retelling of travel, tourism and country information and G10 the observation of students working on the computer and gathering specific country information

8) **Closing review and follow up:** Conversation or dialogue between the students and teacher to summarize the travel information students found on the internet. The teacher will explain to the students the structure for the upcoming grammar lesson and how the information they found on the internet will be used.

TEFL Lesson Plan 2

Foreign language proficiency level: Intermediate (teenagers)

Language skill focus: Grammar: The use of will/ won't // might/might not// may/may not

1) TEFL language objectives:

- a. Listening: Teacher will elicit some examples to introduce the topic to students and they will create results while focusing on form.
- b. Speaking: Students will share their predictions to form grammar rules about the use of the future tenses and the differences between certainty and possibility.
- c. Writing: Students will practice using examples from a worksheet in regards to the grammar topic, and a fill in the blank song to reinforce their learning processes.

2) List at least five TEFL methods and strategies to be used:

- a. B17: Music/songs
- b. B20: Language master
- c. C3: Pairs or threes
- d. C8: Panel discussion/Debate
- e. E6: Explain Key concepts

3) Multiple intelligence approaches: Verbal, visual, and musical

4) Teacher input: Explain the use of future tense and the certainty and possibility options (A7, B19, and B20) while focusing on form.

A worksheet activity with grammar applications and providing a special activity with a song (C3, E26, E22, B17)

5) Guided student practice: The teacher will be directly involved in checking the information the students are giving and creating. The students will also be participating in the worksheet and the song, the teacher and other students will reinforce the information and summarize the main point about grammar uses.

6) Group practice activity: In groups of three the students will discuss the elicit information given by the teacher in order to infer the rules and structures

used in future tense. They will also share ideas about certainty and possibility examples.

7) **Assessment:** G6: Student and G10 the observation of students working on the computer and gathering specific country information

8) **Closing review and follow up:** Conversation or dialogue between the students and teacher to summarize the grammar applications. The teacher will explain to the students the structure for the upcoming lesson, and she will provide a list of what materials to bring for making the brochure.

TEFL Lesson Plan 3

Foreign language proficiency level: Intermediate (teenagers)

Language skill focus: Making a specific country tourist brochure

1) TEFL language objectives:

- a. Speaking: Students will share information and combine the online search results.
- b. Listening: Students will listen the information and they will identify the context and ideas to support their text on the brochure.
- c. Writing: Students will organize and make the brochure.

2) List at least five TEFL methods and strategies to be used:

- a.C3: Pair and threes.
- b.E22: Summarizing
- c. B1: Flow charts
- d. E19: DRTA
- e. F3: Cultural Sharing
- f. B5: Pictures
- g B15: Labeling

3) **Multiple intelligence approaches:** Verbal, visual, and tactile.

4) **Teacher input:** Teacher will supervise the students' activities, and she will give background information if it is necessary to facilitate learners work.

5) **Guided student practice:** The teacher will be directly involved in checking the information the students are giving and inferring. However, students will organize, label and create their brochure project to be presented to the rest of the class.

6) **Group practice activity:** In groups of three students will discuss the elicited information and make the travel brochure for the specific country

7) **Assessment:** G5: Graphic representation G7 Teacher Rating Checklist.

8) **Closing review and follow up:** Conversation or dialogue between the students and teacher to summarize what they have performed. The teacher will explain to students the structure for the upcoming lesson, and she will provide guidelines and a checklist of how to present their final work and what they will be expected to include in the students final presentation.

TEFL Lesson Plan 4

Foreign language proficiency level: Intermediate (teenagers)

Language skill focus: Giving oral and visual presentations about the country each group investigated. Then listening to other presentations about different countries and discussing as a class which country/ brochure presentation was the most interesting and informative.

1) TEFL language objectives:

a. Listening to group presentations about the specific country other students investigated

- b. Speaking to the class while giving the country/brochure presentation and afterwards discussing which country/ brochure presentation was the most informative and interesting
- c. Reading the information collected in the travel brochure during the presentation

2) List at least five TEFL methods and strategies to be used:

- a. E9: reading with a specific purpose
- b. B12: Realia (travel brochures, costumes, pictures and food from country investigated to be used in the presentations)
- c. D3: Role play
- d. C2: Small group activities
- e. B5: Pictures
- f. B2: Maps
- g. F3: Cultural sharing

3) Multiple intelligence approaches: Verbal and visual

4) Teacher input:

The teacher will review the guidelines given the day before that each student must follow to give the presentation correctly. The teacher will also introduce each group presentations and guide their presentations to create flow in the class. The teacher will also listen to each presentation and give them feedback after the presentations are over. The teacher will guide the discussion at the end of class to decide which country presentation was the most interesting and informative.

5) Guided student practice:

The students will give presentations in groups in front of the class using different realia and their brochures. The teacher will be listening to the presentations and giving feedback at the end of each presentation on how well they followed the presentation guidelines. At the end of class the students will

be discussing which group was the most informative and interesting. As a group they will decide which country they want to visit. The teacher will be participating by helping the students create a debate and flow in the discussion.

6) Group practice activity:

In groups of three the students will give an oral and visual presentation to the class. As an entire group the class will discuss which presentation was the most informative and interesting.

7) Assessment:

The teacher will assess each group presentation while listening through a checklist of guidelines created by the teacher. The students will assess each other by deciding which presentation was the best through discussion and debate.

8) Closing review and follow up:

The teacher will ask for feedback from the students about the activities and presentations. The students will be given some questions about the previous activities to discuss the following class

Standard 1b: Language Acquisition and Development

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

Indicator 1.b.2: Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development

Artifact: When should second language learners learn to read

Teacher: professor Villareal, 2011

Class: Applied linguistics

Rationale:

Artifact 1B used to support this standard shows that I understand and apply theories and research in language acquisition and development. It specifically shows theory and research about second language literacy learning and content area achievement. This is shown specifically through the papers content about how literacy development differs in L1 and L2 learners through research and theory.

It also discusses different strategies to teach L2 learners reading in the classroom. Some strategies discussed in this paper are giving young learners long texts and only use the L2 language when practicing reading skills. When combining their L1 to learn reading skills in the L2 their literacy skills do not increase. Research also showed L2 learners need to use vocabulary in authentic contexts to remember its meaning when reading. The research also shows that when students are learning new vocabulary in the L2 they cannot be given large of amounts of new words at one time. Information must be given in small amounts for learners to receive the best comprehension of the new material, unlike when they learn L1 vocabulary. Therefore, this paper can help development in the classroom for literacy instruction as mentioned in the indicator1.b.2.

Artifact 2: Assignment 1B

Students begin learning second or foreign languages at different ages and stages of life. Some people begin on their first day of life in a bilingual family, others in preschool or elementary school and others when they are adults or teenagers. There is a lot of discussion and techniques as to when and how second language reading skills are best acquired, how these skills are processed, socio-cultural factors involved, comprehension of materials and learning styles used by second language or L2 learners. There are many professionals in the linguistic and teaching fields who use specific teaching

styles directed towards age specific students to teach reading skills depending on theories and methods these professionals follow. This paper focuses on the question of when or if there is an age appropriate stage to introduce L2 reading into the students learning processes and how reading can influence other important areas of L2 learning such as writing, speaking, and listening.

Students process information in different manners, through different means and at various speeds. It does not matter if the student's are five or fifty since every student's learning styles differ and so does their abilities to comprehend the information given, especially in L2 learning. There are factors however that can improve or create disadvantages to all students when processing new skills and information in a second language. Neyman (2002) found while teaching upper elementary age students in Korea that even if students have a large English vocabulary they were still not able to process the vocabulary while reading. These students had learned vocabulary through the grammar translation method or drills and memorization in lower elementary school. Her students never used the words in a real context or in long texts which did not have native language references. Thus, they were unable to process the reading material that was full of vocabulary the students were supposed to be familiar with. She realized that giving students at a younger age longer realistic texts with only L2 references would drastically help second language learners reading skills and ultimately their conversation skills as well. Students would learn how to use the vocabulary in real situations and be able to use the words in different contexts. However, Neyman (2002) also pointed out that if reading is going to be taught to young learners, under the age of 12, very little new vocabulary should be introduced at one time. Learners should be able to process and read texts with fluency and comprehension (Neyman, 2002). There is also a question of how students will then process this information found in reading. Students all have different styles for processing information in the L2 language. Some teachers believe different mediums must be available to students so they can succeed in learning a second language.

Many professionals have found reading literature has profound positive effects on many different areas of learning English and on student's abilities to comprehend English. Some students learning styles may be reading books, but others may learn best through technology or other mediums. Mikulecky (2007) discusses how today varying levels of books are not only available in book form, but also through the internet. Students whose style of learning is best utilized when using computers and not reading books can take advantage of many free resources online to strengthen their reading skills. The internet can also be helpful for teachers since they can now find inexpensive or free literature at different levels online. Many teachers choose not to use literature in their classes because it is basically unavailable for all levels and financially impossible, but with the internet these are no longer problems. Mikulecky (2007) also points out that today technology has made children's, young adult and advanced literature available in all countries through the internet free or for a small cost. He believes teachers need to take advantage of resources now available and use literature in their classroom. Reading will strengthen student's abilities to use vocabulary in differing contexts, give them material to practice English outside of the classroom and students will be able to acquire the knowledge necessary to increase their L2 abilities and comprehension. However, as discussed by Neyman (2002), Mikulecky (2007) also believes students can only be given reading materials that have very little or no new vocabulary if they are going to develop their language skills and comprehend English fluently no matter what age the students are. Mikulecky (2007) supports the initiative that the internet gives teachers and students a broad range of varying levels of literature to choose from and a different medium to learn from. Students may have differentiating learning styles and techniques and they may also process and comprehend information at different speeds depending on how the second language is taught and how the information is presented.

Another factor that plays a major role in acquiring, comprehending and learning a second language are socio-cultural factors involved in every students learning

processes. This can affect all L2 learners' abilities to learn to read. Iwai (2010) said that people learning to read in English will have a more difficult time because they will not have a cultural connection to the contexts of most reading material in English. Therefore, learning to read in English can be much more challenging than learning to read in a person's native language. An example given by Iwai (2010) is reading material about Halloween. Iwai (2010) points out how many L2 learners probably will not have much prior knowledge of Halloween, but if they do they would then understand the context of the reading better than people who do not know what Halloween is. This concept can be for anyone learning a language. If a person has a background in a subject they will better understand the material they are reading and learning. Another issue Iwai (2010) discusses is how L2 learners will also have problems understanding the content of materials since they lack a similar cultural background as native English learners. L2 learners will only understand the text not the cultural or social insinuations within the text. Just as Neyman (2002) and Mikulecky (2007) discuss, Iwai (2010) also talks about the importance of vocabulary and how it is introduced and comprehended. She maintains that reading materials can contain content that is culturally different and will be understood by the students if they understand the vocabulary in the text of the reading. It does not matter if the L2 student has a large or small vocabulary; as long as the reading contains the vocabulary the students comprehend (Iwai, 2010).

After reading articles about different ways to teach reading and different ideas about how and when to use reading skills there seems to be a general belief throughout professionals teaching ESL and in linguistics. The articles researched in his paper agree that reading is an important skill that should be used in the classroom and taught to L2 learners. However, whatever age the students are they must have prior knowledge of the majority of the vocabulary and an idea of the subject introduced in the reading material. Students should not be given reading material that is full of new vocabulary or is different culturally without an introduction to the subject, because they will not comprehend the content or gain fluency in the second language being learned.

It also seems students can be taught to read at all ages as long as the teacher recognizes the student's background, learning styles and language acquisitions abilities. After researching this topic I think second language learners can learn when they are small children or when they are aging adults. I think the important concept to focus on is how these people are taught language. Being a teacher, it is my job to learn about a student's cultural background, how they learn best and what skills they already possess in the second language. Once I have a good understanding of these things I can then choose reading material that will help my students be successful L2 learners.

Domain 2: 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 identities affect language learning and school achievement.

Indicator 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.

Artifact: Course materials and lesson plan

Teacher: Dr. Pritchard, 2011

Class: English for specific purposes

Rationale

Assignment 2A relates to the standard 2 and fulfills the requirements since it clearly shows how major theories and research related to the nature and role of culture is part of my instruction. It clearly demonstrates how culture can affect language learning and school achievement.

Some of the activities in this paper show my cultural knowledge of Ecuadorian customs about transportation and shopping as I teach it to my students. Assignment 2A also discusses how Ecuadorians are taught to understand American customs and vice versa. Specific lesson plans are created for Ecuadorians to explain to Americans about Ecuadorian customs and for Ecuadorians to gain a better understanding of American culture and customs. These lesson plans teaches Ecuadorians how to explain their customs and culture for using transportation and shopping to Westerners relocating to Cuenca and use their knowledge of another culture while using English as a second language. There are examples of situations that students discuss and use in role-playing activities that foreigners may encounter while using different types of transportation. Cultural norms and customs are included in these plans, so Ecuadorians can explain to them how to deal with these situations successfully and demonstrate their understanding of another culture. This assignment fits this specific indicator within the standard because its shows how I design, bases activities and incorporate my knowledge of different cultures such as Ecuadorian and American customs.

Artifact 3: Assignment 2A

Course Materials and Lesson Plan

Rationale

This unit of the course: “transportation and shopping” is designed for adult Ecuadorians who have a background in tourism and a high level of English and are taking the course to become a facilitator or a guide for retirees and expatriates to help them in the relocation process to Cuenca. One of the first things that retirees and expatriates need to know to live in the city of Cuenca is how to use public transportation, where to take it, how to take buses and cabs and how to move around the city. They also need to know where and how they can do their grocery shopping and all the things they need at the beginning of their stay.

This unit is going to teach the facilitators a good amount of English vocabulary related to transportation and shopping in the city of Cuenca, they will also learn how to give advice on the use of public transportation, how to negotiate prices, some security against the rules and how to become experts on shopping for groceries at market and supermarket by knowing how to barter at the market, the names of Ecuadorian fruits and vegetables and the price differences between the market and supermarket.

Materials

The materials to be used in this unit of the course: “transportation and shopping” are focused on making this unit more practical than theoretical, because the learners need to use the given information almost immediately in their jobs. Therefore, it is important to bring the learners practical tools that increase their motivation by the use of different learning strategies to develop their communication skills.

Moreover in this unit there will be the use of published materials like maps of the city, bus schedules and market videos, some materials are adapted from real life materials like some vocabulary work sheets, vegetables and fruits pictures, role-plays and most of the materials are self designed by the teacher to make the learner interact with the other classmates and real life situations with real retirees.

The materials chosen match the objectives of the unit because it will give the students the opportunity to learn and practice the topic related to transportation and shopping. It also gives the participants the chance to give advice on taking buses or cabs and shopping in the city of Cuenca. The materials also meet the assessment process by the observation of the student’s behavior in a group discussion about public transportation, a role play and testing the vocabulary the learners use in real life situations, explaining what they have learned inside

the class and finally the feedback given by real expats at the tour around markets and supermarkets.

Unit 2 Transportation and Shopping

Lesson Plan 1

Lesson 1 Plan Title:

Transportation around the city of Cuenca

Concept / Topic to Teach:

Transportation: Vocabulary for service and cost

Advice for walking, taking taxis, and buses

Safety rules for public transportation

Debate or discussion about topics discussed above

Detailed description of student's prior knowledge/ prerequisites:

The group of students is formed by five people of about 25 to thirty years old, they have an advance level of English and they are working as guides or facilitators of retirees who have come to live in Cuenca Ecuador. The learners have a prior knowledge on being a guide to the retirees on medical matters, utilities and banking.

General Goal(s):

- Speaking: Students will develop their oral communication skills be able to assist the retirees on the use of public transportation.

Specific Objectives:

- Students will be able to use appropriate vocabulary to guide the retirees on the use of public transportation.
- Students will be able to give advice about walking around the city, taking taxis, buses and safety rules for public transportation.

Required Materials:

- The Whiteboard
- City maps and bus schedules
- Worksheets (vocabulary)

Step-By-Step Procedures:

- The teacher will start the class by sharing a funny experience about the

use of buses and encourage the students to share their own experiences, telling them that not all the experiences will be funny.

- The teacher will give the students a work sheet with useful vocabulary to take public transportation; they have to write what they understand by those words and take turns to explain the meaning to the class. Also students will receive a story about a taxi driver in Cuenca and then have to answer some questions to share it with the class.
- Next, the teacher will ask the students the difference about taking a cab on the street and calling a taxi company and talk about the process. Also the teacher will talk to them about how to recognize a legal cab from an illegal cab.
- Students will look over the bus schedules and will talk about the process of taking buses in Cuenca. They will work on exercises like: What bus line should I take if I am going to _____ from _____.
- Later, the teacher will ask them to participate in a discussion about the topic of the class. The use of public transportation and safety rules to take them
-

Closure:

For closure, the teacher will ask the students if they have questions, what they think they will need to guide the retirees on the process of taking public transportation. Finally the students will share how they are going to use the information above with their clients.

Assessment:

For assessment the teacher will use direct observation of how the students work the task in the class. Observation is an excellent tool that allows teachers to be aware of the knowledge and development of the students in class. The answers given from the exercise of reading the stories about the taxi drivers and the vocabulary worksheet will be peer reviewed and discussed.

Lesson Plan 1 (Attached Activities)

Vocabulary Worksheet

Write what you understand from each word and then share it with the class.

1. Crossing _____
2. Zebra _____
3. Pedestrian _____
4. Motorbike _____
5. Helmet _____
6. Speeding _____
8. Signaling _____
9. To Commute _____
10. Journey _____
11. Route _____
12. Driver _____
13. Bus Stop _____
14. Passenger _____
15. Taximeter _____
16. Taxi Company _____
17. Legal taxi _____
18. illegal taxi _____
19. Rush hours _____

Cuenca Taxi Driver

Read the following story:

Juan Martinez drives a cab in Cuenca Ecuador; He works seven days a week from 6:00 am to 8:00 pm. He used to work at nights, but he thinks that is too dangerous right now. Driving a cab in Cuenca has become difficult because of the traffic, the traffic is slow and it is not organized. The other drivers are not polite and do not respect the signals, there are many accidents. Driving a cab is also dangerous, sometimes criminals kidnap taxi drivers. Juan tries to use the taximeter, but some people here do not use it, so he just puts a price depending

on the time he spent on going somewhere and also the time of the day, because during the rush hours it takes longer to get everywhere.

Answer the following questions

- **How is Juans schedule?**
- **Why does he not work at night anymore?**
- **What is the traffic in Cuenca?**
- **How do I know how much I am going to pay for a taxi ride?**

Lesson Plan 2

Lesson 2 Plan Title:

Transportation around Cuenca

Concept / Topic To Teach:

Transportation: Practice on how to get and use public transportation.

Detailed description of student's prior knowledge/ prerequisites:

The group of students is formed by five people of about 25 to 30 years old, they have an advance level of English and they are working as guides or facilitators of retirees who have come to live in Cuenca Ecuador. The learners have a prior knowledge on vocabulary for service and cost, advice for walking, taking taxis, and buses, safety rules for public transportation.

General Goal(s):

- Speaking: Students will develop their oral communication skills be able to assist the retirees on the use of public transportation using bus schedules and calling for cabs.

Specific Objectives:

- Students will be able to participate in a role play about public transportation, using the correct vocabulary in every situation.
- Students will be able to guide their class mates around down town on how to take a bus or a cab at the street.

Required Materials:

- The Whiteboard
- Role play script

- Bus schedules

Step-By-Step Procedures:

- The teacher will star the class by making reference to the day before, and asking questions about what the students learned from the last class.
- Students will participate in different role plays where they have to explain how to get to different places, using their bus schedules.
- Students will talk about some safety rules for walking around the city and taking public transportation. They will share their experiences to make a list of good safety rules to give to the retirees.
- The teacher and the students will take a field trip around down town taking turns with classmates to explain how to get buses and taxis from the street, using their bus schedules.

Closure:

For closure, the teacher will ask the students if they have questions, and encourage them to use all things they learned and prepare a little speech about their impression from the field trip for the next day.

Assessment:

For assessment the teacher will use direct observation of how the students work the task in the class. Observation is an excellent tool that allow teachers to be aware of the knowledge and development of the students in class. Testing vocabulary (lanugage focus) while students take turns to explain public transportation in the field trip. Assessing in real situations is a perfect way to see the progress of every student.

Lesson Plan 2 (Attached Activities)

Caller Role Cards (Buses Role-play)

You are in down town today because you have to do some shopping. You have a

You have been invited to a wedding and you need to buy a present. Call your friend

party in your house and you need to buy food and beverages. Call up your friend and ask him to come shopping with you. And you are going to meet at the Supermaxi El Vergel Your friend is at Parke Calderon. Give him directions to take the bus and go to the supermarket.

and ask for directions to go from your home (Sector del Estadio) to Mall del rio, taking the bus.

You need to go to the market (3 de Noviembre) and you are going to take a taxi cab. Take the cab at the street and explain the taxi driver where you need to go.

Some members of your family have come to visit and they want to go down town. Explain them how to get there by bus and what places they should visit.

You want to go eat out for dinner. Call the taxi company and ask for the service, negotiate the price and tell them where you want to go and explain them where is located.

Your friend needs to go to the Bank (Banco del Austro) at down town. He is at the Milenium Plaza and ask your advice on how to get there.

Lesson Plan 3

Transportation and shopping for groceries around the city of Cuenca

Concept / Topic To Teach:

Transportation: Practice how to get and use public transportation, and shopping for groceries at the supermarket.

Detailed description of student's prior knowledge/ prerequisites:

The group of students is formed by five people of about 25 to 30 years old, they have an advanced level of English and they are working as guides or facilitators of retirees who have come to live in Cuenca Ecuador. The learners have a prior knowledge on vocabulary for service and cost, advice for walking, taking taxis, and buses, safety rules for public transportation.

General Goal(s):

- Speaking: Students will develop their oral communication skills be able to assist the retirees on the use of public transportation and shopping at the supermarket.

Specific Objectives:

- Students will be able to use vocabulary for buying food and use those terms at the supermarket.
- Students will be able to guide the retirees in all aspects related to buy groceries at the supermarket.

Required Materials:

- The Whiteboard
- Vocabulary lists (food vocabulary)
- Worksheets to practice all related to the supermarket

Step-By-Step Procedures:

- The teacher will ask the students their impression about the field trip from the day before. Students will take turns to explain what they did and how they felt about it.
- The teacher will introduce the topic about buying food at the supermarket; students will talk about where supermarkets are located in Cuenca and which one is the best to go according price, variety and

quality of the products.

- The teacher will give students a vocabulary list use in the supermarket, the students will have to write down what they do understand by each term and they will take turns to explain each term to the class.
- Later students will read and discuss two articles about the food in Ecuador at <http://www.travel-amazing-southamerica.com/ecuador-food.html>, http://www.ecuadortravelsite.org/ecuador_food_facts.html.
- Finally students will practice vocabulary in a group activity.

Closure:

For closure, the teacher will ask the students if they have questions, and ask them where do they go to shop for groceries and why. Also, the teacher will ask the students for some recommendations about shopping at the supermarket to give to the retirees.

Assessment:

For assessment the teacher will use direct observation of how the students work the task in the class. Observation is an excellent tool that allow teachers to be aware of the knowledge and development of the students in class.

(Attached Activities) Vocabulary Exercise

Several responses might be acceptable - choose the **best** one you can work in a group

1. Excuse me, which _____ is the sugar in?
a) ile b) ail c) aisle
2. I'm going to the store. Do you want me to _____?
a) buy you b) anything c) get you anything
3. The _____ section is where you'll find milk, yogurt, cheese, etc.
a) dairy b) poultry c) frozen food
4. Should we buy a bag of potato chips? No, I don't eat _____.
a) junk food b) trash food c) healthy food
5. This supermarket has a _____ counter where you can buy a sandwich.
a) dally b) deli c) dolly

6. Get a _____. We have to buy a lot of things.
 a) (shopping) cart b) (shopping) tray c) (shopping) car
7. Make sure you check the _____ on the milk.
 a) date of validity b) expiry date c) due date
8. Turkey and chicken can be found in the _____ section.
 a) poultry b) dairy c) baked goods
9. I like this supermarket because they have a _____. I always buy bread there.
 a) Cash register b) bakery c) bake-sale
10. Please pick up a _____ of tooth paste at the grocery store.
 a) cartoon b) package c) tube

Lesson Plan 4

Lesson Topic: Public Market (Day 4)

1. Foreign Language Proficiency Level: Advanced

2. Student's characteristics. The lesson plan is designed for adults with an advanced English proficiency level. The class has 5 students who range the ages between 25 and 30 years old. Their general goals are academically oriented and their native language is Spanish. Students will practice reading and speaking with simple and interesting activities.

3. Language skill focus. Practice vocabulary for Ecuadorian fruits and vegetables. Listening and comprehension skills to develop speaking skills at the Public Market.

4. Learning goals.

Keep intrinsic motivation active with interesting topics and interactive activities.

Communicative competence:

- a. Specific vocabulary
- b. Students develop speaking skills in specific Ecuadorian topics
- c. Students will use real world language for reading and speaking
- d. Students will be prepared to become independent facilitators

5. Objectives

- a. Students will understand specific vocabulary about Public Markets
- b. Students will be able to talk fluently and do some barter at a Public Market.

6. Methods and Strategies to be used.

- a. Visual Strategies: Pictures and video
- b. Cooperative learning strategies: Peer Buddy, group activities

7. Materials and equipment.

- a. Video equipment
- b. White board
- c. Pictures about ecuadorian fruits and vegetables
- d. Worksheets

8. Teacher's input

Students will participate in a two hour listening/comprehension and speaking class. Teacher will introduce the topic with a picture of a Public Market in Cuenca. Students will talk for about five minutes about the picture and what is a Public Market, its features and how to behave there. (5 minutes). Next the teacher will talk about safety rules for going to public markets. A list with these safety rules will be handed out and two students will be chosen to represent some of those rules. Students will have to guess the rule. Then switch students and repeat with another rule. Each group will participate twice. (20 minutes) Next some flashcards with pictures of ecuadorian fruits and vegetables will be used to specify the name of each product in English and Spanish. Then a worksheet will be handed out. (15 minutes). Bartering is important at Public Markets in order to obtain the better price for each product so a role play for bartering will be done. (15 minutes) Then some videos about Public Markets in Ecuador will be shown in order to clarify any doubt about some of the topics studied during the class. (15 minutes). The next 30 minutes a group discussion will be opened about differences between shopping at a Public Market in Ecuador vs. shopping at a Public Market in United States.

9. Guided Student's practice

While the teacher introduces the topic with a picture of Public Markets and students give some opinions about it, the teacher will support this material taking notes on the board about what kind of products can be found in a Public Market, how should a person behave in these places, what strategies are recommended at the moment of buying, so students will be able to have a summary of their points of view about the topic.

During the “guess the rule activity”, students will be guided all the time by the teacher who will divide the class: two students will participate and the rest will be the guessers. In the first case, the teacher will help students to express the rule using signs and in the second case the teacher will motivate students to be fluent. This last exercise will help participants to practice something they will probably have to do in real life if expats for some reason do not understand the rule. Next the teacher will go into a vocabulary section about ecuadorian fruits and vegetables. Students will receive the teachers support when completing the worksheet. Then, the class will be divided in two groups one group will be the “caseritas” (ladies selling at the Public Market), and the other group will be the buyers. Teacher will explain students about bartering and will guide them to act out this procedure at the moment of buying any fruit or vegetable. Then, the videos section will support what students have learned during the class and students could also come up with new questions, so the teacher will be a support all the time. Finally a group discussion will help students to be clear about expats background and how can they behave in our environment. The teacher will guide the discussion in order to obtain important conclusions.

10. Group Practice Activities.

Group work,

Group Discussion

Interactive strategies: Role Play

Visual Strategy: Video

Individual Classwork: Worksheet.

11. Assessment.

Observation of group game and role play is a technique that will help teachers to be aware of the students' knowledge. Specifically it will observe students' behaviour in group towards some controversial topics such as safety rules and then check how they solve certain problems while they do a role play. The worksheet will focus on language, specifically vocabulary about fruits and vegetables and will also make some reference to safety rules so students will be assessed on the topic and at the same time teachers will know if there is something that needs to be reinforced. The videos section will be assessed through oral questions that the teacher will ask for at the end of each video. Finally the group discussion strategy is the best way to assess the knowledge obtained from the class and also this technique helps the teacher to assess students' speaking skills as well as their level of comprehension of the topic. In addition to that, students will show their comprehension of both cultures (American and Ecuadorian culture), their main differences and how expats can deal with these differences.

12. Closing review and follow up (15 minutes)

Questions and answers from the video and conclusions from the group discussion will help teacher to do a closing review of the lesson, next class will take place the second part of this topic with a field trip.

Domain 3: Planning, Implementing, and Managing Instruction

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

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

Indicator 3.a.2: Create supportive, accepting classroom environments.

Artifact: Lesson plans 1-4

Teacher: Dr. Iber, 2011

Class: Methods of teaching English as a foreign language 569

Rationale

These lesson plans apply concept research by using different TEFL methods and strategies for each lesson plan and showing teacher input and guided student practices to achieve a supportive learning environment for the target students. The lesson plans are for students from multiply learning levels from diverse backgrounds as the topics can be used for students with varying cultures and customs, and the student's can differ in ages from adolescents to adults.

Assignment 3A is lesson plans 1-4 completed in Dr. Iber's class fulfill the requirements of this standard and indicator by students participating independently in class discussions about countries and give their own information in lesson plan 1. In lesson plan 3 students use their own creativity and knowledge to create a travel brochure, and in lesson plan 4 students will give presentations, lead class discussions and ask open-ended questions. Throughout the lesson plans students will labor in groups, give their own ideas and work on activities while the teacher solely observes their performance. Through their group work the students will be working collaboratively to meet their learning objectives. They will learn reading, writing, speaking and listening skills through these multiple student-centered activities.

Artifact 4: Assignment 3A

TEFL Lesson Plan 1

Foreign language proficiency level: Intermediate (teenagers)

Language skill focus: Vocabulary and gathering information for tourism and travel to four specific countries

1) TEFL language objectives:

- a. Listening to introductory teacher lecture on travel and country information
- b. Reading online information from specific country website
- c. Writing new vocabulary for travel and tourism

2) List at least five TEFL methods and strategies to be used:

- a. B11: Computer/ software
- b. B12: Realia (travel and country websites)
- c. C3: Pairs or threes
- d. E8: Vocabulary with context clues
- e. E9: Reading with specific purpose

3) Multiple intelligence approaches: Verbal and visual

4) **Teacher input:** Introduce the four countries and travel vocabulary to the students (F4, B5, B2) (activities, list of things to bring, culture and customs, geographical facts about country)

A worksheet of guidelines to follow for the internet search (C3, E26, E22)

5) **Guided student practice:** Students will give information and examples of the new vocabulary about the countries. The teacher will be directly involved in checking the information the students are giving. The students will also be participating in a dialogue about travel, tourism and guidelines with the teacher and other students for the group activity.

6) **Group practice activity:** In groups of three the students will follow the guidelines given and use the internet to find more information on the specific country their group was assigned.

7) **Assessment:** G2: The content retelling of travel, tourism and country information and G10 the observation of students working on the computer and gathering specific country information

8) **Closing review and follow up:** Conversation or dialogue between the students and teacher to summarize the travel information students found on the internet. The teacher will explain to the students the structure for the upcoming grammar lesson and how the information they found on the internet will be used.

TEFL Lesson Plan 2

Foreign language proficiency level: Intermediate (teenagers)

Language skill focus: Grammar: The use of will/ won't // might/might not// may/may not

1) TEFL language objectives:

a. Listening: Teacher will elicit some examples to introduce the topic to students and they will create results while focusing on form.

b. Speaking: Students will share their predictions to form grammar rules about the use of the future tenses and the differences between certainty and possibility.

c. Writing: Students will practice using examples from a worksheet in regards to the grammar topic, and a fill in the blank song to reinforce their learning processes.

2) List at least five TEFL methods and strategies to be used:

a. B17: Music/songs

- b. B20: Language master
- c. C3: Pairs or threes
- d. C8: Panel discussion/Debate
- e. E6: Explain Key concepts

3) **Multiple intelligence approaches:** Verbal, visual, and musical

4) **Teacher input:** Explain the use of future tense and the certainty and possibility options (A7, B19, and B20) while focusing on form.

A worksheet activity with grammar applications and providing a special activity with a song (C3, E26, E22, B17)

5) **Guided student practice:** The teacher will be directly involved in checking the information the students are giving and creating. The students will also be participating in the worksheet and the song, the teacher and other students will reinforce the information and summarize the main point about grammar uses.

6) **Group practice activity:** In groups of three the students will discuss the elicited information given by the teacher in order to infer the rules and structures used in future tense. They will also share ideas about certainty and possibility examples.

7) **Assessment:** G6: Student and G10 the observation of students working on the computer and gathering specific country information

8) **Closing review and follow up:** Conversation or dialogue between the students and teacher to summarize the grammar applications. The teacher will explain to the students the structure for the upcoming lesson, and she will provide a list of what materials to bring for making the brochure.

TEFL Lesson Plan 3

Foreign language proficiency level: Intermediate (teenagers)

Language skill focus: Making a specific country tourist brochure

1) TEFL language objectives:

- a. Speaking: Students will share information and combine the online search results.
- b. Listening: Students will listen the information and they will identify the context and ideas to support their text on the brochure.
- c. Writing: Students will organize and make the brochure.

2) List at least five TEFL methods and strategies to be used:

- a.C3: Pair and threes.
- b.E22: Summarizing
- c. B1: Flow charts
- d. E19: DRTA
- e. F3: Cultural Sharing
- f. B5: Pictures
- g B15: Labeling

3) Multiple intelligence approaches: Verbal, visual, and tactile.

4) **Teacher input:** Teacher will supervise the students' activities, and she will give background information if it is necessary to facilitate learners work.

5) **Guided student practice:** The teacher will be directly involved in checking the information the students are giving and inferring. However, students will organize, label and create their brochure project to be presented to the rest of the class.

6) **Group practice activity:** In groups of three students will discuss the elicited information and make the travel brochure for the specific country

7) **Assessment:** G5: Graphic representation G7 Teacher Rating Checklist.

8) **Closing review and follow up:** Conversation or dialogue between the students and teacher to summarize what they have performed. The teacher will explain to students the structure for the upcoming lesson, and she will provide guidelines and a checklist of how to present their final work and what they will be expected to include in the students final presentation.

TEFL Lesson Plan 4

Foreign language proficiency level: Intermediate (teenagers)

Language skill focus: Giving oral and visual presentations about the country each group investigated. Then listening to other presentations about different countries and discussing as a class which country/ brochure presentation was the most interesting and informative.

1) TEFL language objectives:

- a. Listening to group presentations about the specific country other students investigated
- b. Speaking to the class while giving the country/brochure presentation and afterwards discussing which country/ brochure presentation was the most informative and interesting
- c. Reading the information collected in the travel brochure during the presentation

2) List at least five TEFL methods and strategies to be used:

- a. E9: reading with a specific purpose
- b. B12: Realia (travel brochures, costumes, pictures and food from country investigated to be used in the presentations)

- c. D3: Role play
- d. C2: Small group activities
- e. B5: Pictures
- f. B2: Maps
- g. F3: Cultural sharing

3) Multiple intelligence approaches: Verbal and visual

4) Teacher input:

The teacher will review the guidelines given the day before that each student must follow to give the presentation correctly. The teacher will also introduce each group presentations and guide their presentations to create flow in the class. The teacher will also listen to each presentation and give them feedback after the presentations are over. The teacher will guide the discussion at the end of class to decide which country presentation was the most interesting and informative.

5) Guided student practice:

The students will give presentations in groups in front of the class using different realia and their brochures. The teacher will be listening to the presentations and giving feedback at the end of each presentation on how well they followed the presentation guidelines. At the end of class the students will be discussing which group was the most informative and interesting. As a group they will decide which country they want to visit. The teacher will be participating by helping the students create a debate and flow in the discussion.

6) Group practice activity:

In groups of three the students will give an oral and visual presentation to the class. As an entire group the class will discuss which presentation was the most informative and interesting.

7) Assessment:

The teacher will assess each group presentation while listening through a checklist of guidelines created by the teacher. The students will assess each other by deciding which presentation was the best through discussion and debate.

8) Closing review and follow up: The teacher will ask for feedback from the students about the activities and presentations. The students will be given some questions about the previous activities to discuss the following class.

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 ELL's access to the core curriculum by teaching language through academic content.

Indicator 3.b.3: Provide activities and materials that integrate listening, speaking, reading and writing.

Artifact: Thematic unit

Teacher: Dr. Iber, 2012

Class: International applied professional experience

Rationale

The assignment 3B follows standard 3b, because it creates a unit for ELLs that implements a variety of standards based teaching strategies and techniques to integrate reading, writing, listening and speaking skills. Examples of how they are integrated included specific activities based on the ACTFL standards, activities designed to use all of the skills mentioned throughout the unit, and the content is based on a specific plan that recycles information throughout the unit so students will always have access to the core curriculum through the academic content.

The theme of climate change is followed throughout the unit plan. All of the activities contain content that follow the same theme mentioned above. The theme of the unit looks at what climate change is, the affect of climate change around the world and climate change prevention and solutions. Some of the activities that integrate all of the skills and are based on the thematic content are reading articles and magazines while doing research, writing essays, completing worksheets and writing discussion points, speaking in group discussions and giving oral presentations and listening to peers ideas, documentaries and presentations.

Artifact 5: Assignment 3B

Goals and Standards

The goals of this unit will follow the ACTFL standards for foreign language education. Students will meet or exceed standard 1A:

***Demonstrating Language Proficiency.** Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.*

Students will “participate actively in most informal and some formal conversations (Foreign language, 2002, p.7)” and they will also communicate sufficiently in situations that are sometimes unexpected or not routine. When students are listening they will “infer meaning of unfamiliar words and phrases in new contexts (Foreign language, 2002, p.8)” and assume what the other person is saying by listening to and deducing the meaning of the oral text. When students are reading they will find the meaning of unknown words and phrases and presuppose the meaning of the text given by the author. When giving oral presentations students will speak without note cards, their speech will be fluid and their dialogue will be easy to follow. When the students are writing they will easily write about memorable moments and times in life, attempt to use unknown words and phrases and put together structurally sound sentences and paragraphs (Foreign language, 2002).

Aspirants will also complete the standard of 1b:

Understanding Linguistics. *Candidates know the linguistic features of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.*

They will comprehend the language system, but may have some pronunciation difficulties, they will distinguish the definition of new words, form sentences and questions, and will be able to see the difference in language structures between the target language and their native language.

Aspirants will follow the standard of 1c:

Identifying Language Comparisons. *Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. They will be capable of learning more about the target language by interacting with target language*

speakers and using other technologies to gain more access to the target language (Foreign language, 2002).

Students will meet or exceed the standards 2a, b, and c:

Demonstrating Cultural Understandings. Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

Demonstrating Understanding of Literary and Cultural Texts and Traditions. Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

Integrating Other Disciplines In Instruction. Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

They will learn more about the target languages culture and be able to refer to specific cultural examples. They will have a clearer understanding of specific customs and cultural differences between their culture and the target culture. They will also be able to use cultural knowledge to interact and communicate with English language speakers about the topic. Aspirants will have knowledge of other subject areas and integrate those subjects with learning English. They will find suitable outside resources to research to support the new information given to complete the goals of the lessons of the unit (Foreign language, 2002).

Student's will acquire the skills to use not only the information provided in the unit, but find authentic information and use technologies available to further their learning of the topic and the target language. Authentic materials that will

be integrated into the unit may include the internet, videos, podcasts, newspapers, magazines, television shows and independent research. Finally, the students will seek to learn and increase their knowledge of the unit topic and of the English language being taught (Foreign language, 2002).

Skills to be Taught in the Unit

Students will practice and apply reading, writing, listening and speaking skills throughout the unit. They will utilize reading skills when they read articles from the internet, magazines and newspapers while doing research for their discussions and oral group presentation they will have in class. They will read the worksheets and lesson about future tenses given by the teacher. They will also read their peers written essays about the video and their own ideas when doing peer reviews.

The students will use writing skills in class when writing their discussion points, written essays, information for their oral group presentations, worksheets about future tenses, information about the video they watched, the writing done for the student made YouTube videos about climate change.

Next, the students will utilize speaking skills in class when they discuss specific points about climate change, give their oral group presentations, ask questions about the topic and grammar point integrated throughout the unit, discuss the topics with their peers, and make their YouTube videos.

Last, the students will listen to their peers give oral presentations, listen to the discussions about climate change, listen to class discussions of their peers, listen to the teachers introduction about climate change and lesson about future tenses, listen to the song using the future tense, watch their peers YouTube videos and listen to the movie about climate change they watch in class.

Attitudes and Values Learned

While participating in this unit the students should gain important knowledge about climate change and acquire an understanding of how they can personally have positive or negative effects of the environment. The students will obtain an insight into things they can do on a daily basis to help or hurt the environment and how their choices can impact the world as a whole. They will gain awareness that their choices today will affect their future and the future of generations to come. Aspirants will also empathize with people they learn about around the world that are struggling with the negative effects of climate change, which will make them want to make positive changes to help those people who are suffering. Students will realize how it is up to them to make positive changes to help save the world and environment we know today, so the future will have the same resources we have and the world will be a better place. The students will also appreciate how learning English is not just about learning grammar structure, but it is also possible to gain other skills, learn about other subject areas and obtain wisdom about life, culture and the world while learning a language.

Content and Concepts

The content of this course will follow a spiral sequencing plan as discussed by Richards (2001). The content will be recycled throughout the unit, so the learners will have many opportunities to absorb all of the information. The content that will be recycled throughout the unit includes topics, grammar, and listening, reading, writing and speaking skills. The unit content is outlined in the content plan provided below.

Day 1

The unit about climate change and future tense will begin with a short introduction defining climate change, future tense and explaining what the unit is about. This introduction will be led by the teacher. The teacher will discuss what the topics within climate change that will be taught during the next two weeks of class. The content of the introduction includes the effects of climate

change on the world today, what climate change is; the effects people have on climate change, how one person can help prevent climate change, and why people need to slow climate change down. The teacher will also discuss how future tense grammar will be incorporated into the daily lessons and how students will be using this new grammar point. The teacher will then go onto explain how this unit is not only about learning English, but it is also incorporating science into the unit. The teacher will then facilitate a class discussion and question and answer session after the introduction to finish the first day of class.

Day 2

The next day will be focused on learning about the future tense to utilize it in the rest of the unit. The content of the class will be on future tense will, won't, may and going to. The teacher will give a short grammar lesson about form and structure and then have the students form small groups to do the activity. The students will independently come up with sentences using will, won't, may or going to, to describe what think will happen to the environment in the next 25 years. Then the students will share their ideas with their groups. After sharing with the groups, the students will choose five sentences from each group to share with the rest of the class. The students will then discuss the ideas shared and decide what they think will really happen in the future and if it will have positive or negative effects on the world. The students will then listen to a song using the future tense. While listening to the song they will fill in the blanks of the lyric sheet given to them. The class will end with students completing a worksheet to reinforce the future tense.

Day 3

Today the content of the unit focused on today will be information learned from a documentary. The content will include the effects of rising oceans, melting glaciers, rising ocean temperatures, and more carbon dioxide in the air. The students will begin with a teacher led introduction about the movie the "Inconvenient Truth", by Al Gore and the students will receive a worksheet to

complete while watching the movie. Next, the students will begin watching the documentary.

Day 4

The students will finish watching the documentary and complete a worksheet (found in Appendix B) about the movie. The content of the class will be about scientific advancements to understand more about climate change. After the movie they will re-form their groups and discuss their answers they completed about the documentary. For homework they will write a one page essay about what they thought about the documentary.

Day 5

The content of day 5 is peer revision and partner work. The students will work in partners and peer review each other's essays. Then they will make corrections and turn the essay into the teacher.

Day 6

The content of today will be about ways individuals and humanity as a whole can prevent climate change. Information can include recycling, using less CO₂, renewable energies, and other similar topics the students think of. The students will break into small groups and begin brainstorming about how they can positively help prevent climate change. Each group will choose one idea and write a script for a YouTube video they will make about that idea. They will turn it into the teacher at the end of class.

Day 7

The content of the unit looked at will be furthering the students knowledge about climate change prevention. Topics will include recycling, reducing oil dependency, conserving fresh water, and independent steps to stop polluting. The teacher will return the script and the students will begin making a two minute YouTube video about their idea. For homework the students will finish

their video and post it to YouTube. The students must incorporate the future tense and a scientific aspect of climate change into the video. Each group will send their video link to the teacher and the rest of the class for viewing.

Day 8

Groups of three students will choose a topic about climate change and then begin doing research for their final oral presentations about the topic they chose. Each group will focus on the content of the unit about different effects of climate change. The content of one presentation will be the negative effects of climate change with examples from around the world. Another presentation will contain information about what scientists are doing to learn more about the effects of climate change. The third presentation will contain information about what the future will be like if nothing is done to prevent climate change.

They will spend the class in the computer lab looking up internet sites, finding articles, watching videos and utilizing any other academic resources they find that involve showing the scientific side of climate change. Homework is to do more research for their individual parts of the oral presentation.

Day 9

The content of this section of the unit will be using the information the students collected and creating presentations. The content of the class will be creating presentations that contain pictures, graphs, written material and oral speeches. Students will make scientific visuals and complete writing sections for their oral presentations. Students will also write out their oral presentations to memorize for the following class. Homework for each student is to complete the visual board and memorize the oral presentation.

Day 10

Students will give 5-7 minute oral presentations as a final project for the class. The content discussed in the presentations will be on different scientific aspects of climate change.

Teaching Strategies, Howard Gardner, Technology, and Cooperative Learning

Technology used in the unit is movies, recording devices, CDs, CD players, computers, internet, and YouTube. The teacher will utilize the Cooperative Learning Approach, by having the students work on multiple group projects and partner work throughout the unit. The students will learn to work together to gain new knowledge and develop new skills. Using these teaching and learning techniques certain strategies and intelligences will be used to best discover and retain the content of the unit.

The unit will exploit numerous teaching and learning strategies throughout the course. One is B13 or video, films and CD ROM. The activity the students complete using this strategy is part of Howard Gardeners Visual Spatial Intelligence. The students will spend two days discussing, watching and writing about the documentary *Inconvenient Truth* by Al Gore. They will gain new knowledge about climate change, its effects on the world, and learn previously unknown scientific facts.

Another strategy that is included in the unit is C2 or small group activities. Howard Gardeners Interpersonal Intelligence is utilized in two activities using this teaching strategy. The students will work in groups to create a YouTube video about what they can do to prevent climate change. They will also work in groups to do the final oral presentation. Each student will work on one section of the presentation and present it orally about the effects of climate change at the end of class.

The third strategy used in the unit is C1 or peer buddy. The students will check work in pairs to review each other's essays about the documentary they watched.

Another strategy used is E6 or explaining key concepts. The students will listen to the teacher's introduction about climate change and will also learn about the grammar point of future tense.

The last strategy discussed is E22 or summarizing. The students will utilize this strategy when researching on the internet for information for their oral presentations. They will read articles, newspapers and magazines about climate change and summarize information to use in their presentations. This activity will focus on Howard Gardener's Intrapersonal and Linguistic Intelligence as students will be working alone and reading information while researching their specific topic.

Howard Gardner speaks of three other intelligences. The Musical Intelligence is used in the unit to reinforce the future tense. The students listen to a song and complete the lyrics sheet given to them by the teacher. During the YouTube video the students will be exploiting the Howard Gardner bodily-kinesthetic intelligence. They will be acting out a skit in the video about how to prevent climate change. Another intelligence used in this unit is the Logical-Mathematical Intelligence. It will be used throughout the course when there are discussions about climate change. Students will be asked to form their own ideas and think about the scientific facts to form their own intelligent opinions.

Assessment

The students will be assessed formatively, summative and authentically. For each of these types of assessment they will be assessed differently.

Formative assessment is used throughout the unit in a range of activities. Students will be assessed through a classroom discussion on day one at the end of class. The students will be assessed through a group discussion, sentence writing, a worksheet completed in class, introductory classroom

discussion, knowledge of the movie will be evaluated by a worksheet, peer revision, group brainstorming, rough drafts of essays and scripts, teacher observation, and research notes.

Summative assessment will also be evaluated through different activities. Students will complete an essay about the documentary they watch and an oral presentation at the end of class. This presentation will assess what new grammar, vocabulary and information the students have learned throughout the unit.

Authentic assessment will be the YouTube video the students will make. This video will be an explanatory video for others to watch to learn about what climate change is, the effects of climate change and how to prevent it. It will assess the students' knowledge of these area and their speaking, reading and writing skills.

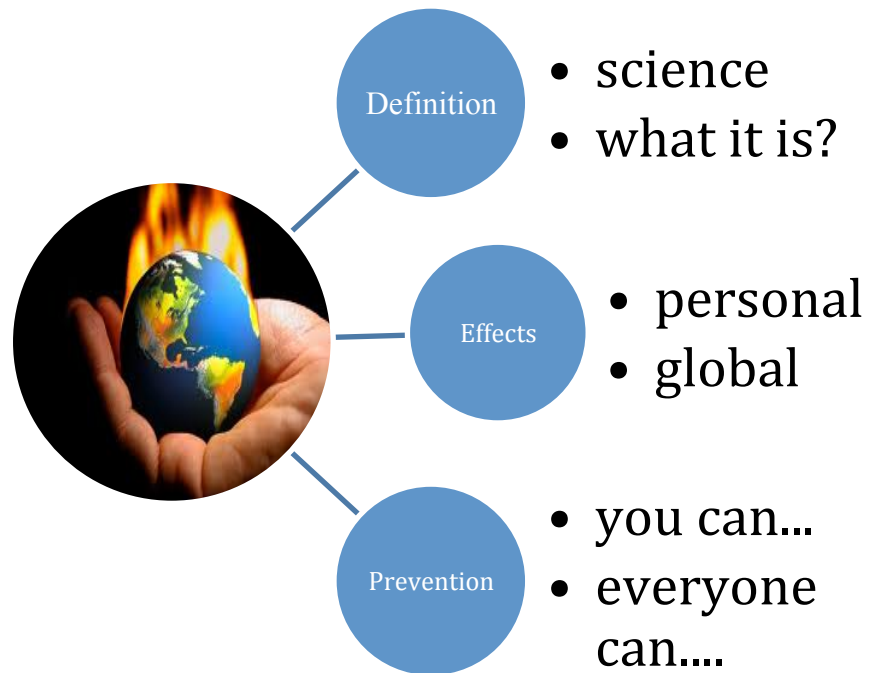
Materials List

- Television
- DVD player
- Computers
- Internet
- Pencils
- Pens/markers
- Poster board
- Tape
- Scissors
- Paper
- Worksheets
- CD
- DVD

- CD player
- White board
- Whiteboard markers
- Recording devices
- Chairs
- Table

Appendix A

Concept Map



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.

Indicator 3.c.4: Use technological resources (e.g., web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.

Artifact : Igoogle page

Teacher: Dr. Moore, 2012

Class: Technology in TEFL

Rationale

In Dr. Moore's class it was taught how to use technological resources for academic purposes. The Igoogle page follows standard 3c because it shows how I am comfortable and familiar with many standards-based materials and technologies. The Igoogle page also shows how I can use technology and adapt it into an effective ESL classroom tool.

The making of an Igoogle page also fits indicator 3.c.4, because it is an internet tool that can be used in the classroom as a learning tool. As a student or a teacher you can put gadgets onto the Igoogle page that will assist in the teaching and learning process such as a translator, National Geographic's, a thesaurus, social networking pages, cooking gadgets and many others.

Artifact 6: Assignment 3C

<http://www.google.com/ig?hl=en>

Domain 4: Assessment

Standard 4.a: Issues of Assessment for English 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.

Indicator 4.a.2: Knowledgeable about and able to use a variety of assessment procedures for ELLs.

Artifact: Assignment 3

Teacher: Dr. Alemany, 2011

Class: Testing and evaluation 547

Rationale

Assignment 4A, by Dr. Alemany shows how I understand different assessment issues that affect ELLs by demonstrating different important procedures for test administration with adult students. I also follow the standard in this assignment by explaining the student's language proficiency and bias through discussing the English level and cultural background of the student. Accountability is explained in depth at the end of the assignment.

Assignment 4A also shows how tests and varying types of assessment can be used with ELLs in the classroom. It shows an assessment test and conclusion about the assessment. Through these activities the standard for testing and alternative ways to test is completed.

Artifact 7: Assignment 4A

Testing Assignment

Background Information

Age: 33

First Language: Spanish

Cultural background: Lives in Cuenca, Ecuador and grew up speaking only Spanish. Learned English in school, listening to English music and watching English speaking TV shows and movies.

Current English Proficiency level: Upper Intermediate. The test taker can understand complicated conversations and English speakers can easily understand the test taker. The test taker has a higher proficiency level in speaking than in reading and writing. He can read simple texts and write simple emails, articles and other texts.

Important procedures for test administration:

- Administer test in a quiet non-distracting environment
- Explain directions of each section clearly to the test taker and make sure the test taker has a clear understanding of how to complete each section by going over example questions
- Make sure the test is clear and readable
- Give detailed instructions to the test taker as to what is expected of them in the exam and on the exam. For example what types of questions they can ask and how to answer questions on the exam
- Give the test taker 45 minutes to take the exam and provide a clock for the test taker to know how much time they have.

Vocabulary Exam (Emotions and Feelings)

Choose the best word that describes the highlighted word in each sentence.
(8/10)

1. After arguing all night I was **grouchy** in the morning.
a. Happy b. **cranky** c. tired d. great

2. Harry Potter was **petrified** to fight Voldemort.
a. **very scared** b. very excited c. very confused d. very sad

3. I was **perplexed** by the difficult math question.
a. hungry b. hopeful c. jealous d. **confused**

4. The murderer did not show any **remorse** after killing the young girl.
a. **sadness** b. unwillingness c. happiness d. freshness

5. The man was **enraged** after he found out his wife was having an affair with another man.
a. surprised b. **angry** c. exhausted d. sick

6. The priest tried to fill his sermons with the incredible **zest** of god.
a. worry b. **wrath** c. lonely d. **excitement**

7. The dog was **skittish** when it rained and had to be put inside the house.
a. sleepy b. energetic c. **nervous** d. confident

8. It was **chaotic** after the bomb went off in the city.
a. organized b. **frenzied** c. **horrible** d. incredible

9. After being hit in the head the boxer felt **foggy** and could not think straight.
a. **not clear** b. not nice c. likeable d. not frightened

10. The little girl was **delighted** by the candy given to her.
a. shocked b. depressed c. **pleased** d. punished

Change the color of the word that has a similar or same meaning as the word in bold. (5/10)

1. Overwhelmed means
a. **excited** b. manageable c. **consumed by** d. resisted by
2. Shy means
a. **timid** b. sad c. bored d. tired
3. Puny means
a. irritable b. classy c. rich d. **weak**
4. Dopey means
a. **snappish** b. sleepy c. **weak** d. strong
5. Stingy Means
a. guilty b. **cheap** c. **severe** d. harsh
6. Befuddled means
a. broken b. full c. **puzzled** d. simple
7. Sheepish means
a. **embarrassed** b. **awkward** c. baffled d. loved
8. Grim means
a. mean b. frail c. **depressing** d. **reserved**
9. Petulant means
a. withdrawn b. reticent c. happy d. **bad-tempered**
10. Infatuation means
a. isolation b. **obsession** c. frustration d. depression

Choose a word from the box that best completes each sentence. Not all of the words in the box are used. (6/10)

devastated seething melancholy oppressed serene kind
euphoric thrill pity passionate timid introverted bashful
manic easygoing

1. The football team was __devastated__ after they lost the final game.
2. The teacher is very __kind (easygoing)__ about grading exams since almost everyone always gets an A.
3. Two weeks of camping in the rain has made the girls melancholy about the next weeks they have planned for camping.
4. The director can see the actor is __serene (passionate) through his hard work developing his character.
5. The man was __kind__ to the lost puppy and tried to find its home and owner.
6. When the boy kissed the girl she became __timid (bashful) and her cheeks turned red with embarrassment.
7. The people of Iraq were __oppressed under the last regime because they were not allowed to live their own lives.
8. A __euphoric feeling spread through the crowd when they met there idol and his band.
9. It is a __pity no one tried to save the endangered tree frog when they had the chance.

10. The roller coaster gave everyone a __thrill when it went very fast.

Conclusion

The test questions that were answered more correctly were the multiple-choice questions that were within a context. In this section the test taker answered eight out of ten questions correctly. The test taker was able to figure out the answer from the context given in most of the questions even if he did not know the word. The section where the words did not have context the test taker only answered five of the ten questions correctly. The student was not familiar with most of the words and therefore guessed correctly about half of the questions. The last section of gap fills was also difficult for the test taker, because he had to guess what word best completed each sentence. He got six of the ten questions correct. Through guessing and some knowledge of the meanings of the words beforehand the test taker was able to get more than half of the questions on the exam correct.

Less than half of the test questions were answered incorrectly. The test taker answered only two incorrectly in the first section because he was able to make educated guesses using the context given of each question. The section where there was no context was the most difficult for the student since there was no context to help the test taker guess. In this section he got five wrong. In the last section the test taker got four out of ten wrong. The vocabulary was less known to the student than the first section and it was more difficult for him to guess using the context given for each question.

The test taker had no problems understanding the test administration procedures and did not have any problems understanding the directions of the exam and its sections. It was clear after administering the test that having clear directions and giving the exam in a quiet non-distracting environment was the most important thing for the test taker and for the administration of the exam itself. I learned that having very clear and understandable directions and test

questions is very important when administering an exam. Spending more time on writing directions and test questions in the future will help make better exams.

Standard 4b: 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.

Indicator 4.b.3: Assess ELLs' language skills and communicative competence using multiple sources of information.

Artifact: Course design and assessment

Teacher: Dr. Pritchard

Class: English for specific purposes, 2011

Rationale

Assignment 4B follows standard 4b by using a variety of standards based language proficiency instruments such as a course rationale, a needs analysis, lesson plans, many types of activities utilizing multiple skills, and varying types of assessment. All of these instruments show my understanding of the uses for identification, placement, and reclassification of my students.

This assignment was completed in a group and the assessment measures were constantly shared with peers and colleagues. The entire project was shown to a group of teachers after it was completed to be part of the structuring for a course being planned at a local English school. Each type of assessment was discussed before it was chosen. There are many different types of performance-based assessment used in this curriculum. Some of those assessments include observations of role-plays, peer review and final questionnaires. Teachers will be observing the students' abilities throughout the

course while participating in authentic activities and assessing their speaking and listening skills in this manner.

Artifact 8: Assignment 4B

Course Design and Assessment

Background

Ecuador is a mostly Spanish speaking country. English is taught in school, but very few adults are considered bilingual. In the last three years the amount of expatriates living in Cuenca has increased from the hundreds to the thousands. Cuenca was voted by International Living (the #1 website for retiring abroad) the best place to retire in the world in 2009 and 2011. The need for facilitators who are fluent in English for expatriates and retirees relocating to Cuenca is growing exponentially. An ESP course for these facilitators is more necessary everyday as more expatriates are coming to live in Cuenca.

Course Rationale/organizing principle

This course is designed for adult Ecuadorians who have a background in tourism and a high level of English, who are working as facilitators for retirees and expatriates. The focus of the course is to teach a good amount of English vocabulary to help learners understand and explain differences between daily life situations between the two cultures and to develop communication skills in order to give the students the confidence to use the language more effectively to guide the retirees and expatriates in their relocation process. The program will provide the learner with different materials and tools such as real life situations, readings, vocabulary lists and discussion forums to ensure their learning and encourage them to use the language skills learned inside and outside of the classroom.

Moreover, to obtain the goal of the program the course is divided in three units that have the same amount of difficulty in each one. Three different topics were chosen for each unit according to the needs analysis. The first topic is medical matters, utilities and banking, the second is transportation and shopping and the third one is culture and customs. The content of each unit teaches different elements that will help the learners to develop their abilities in their work with the retirees. The course is designed to be taught in the three weeks of class, two hours per day, so each unit will have ten hours of class including assessment after each module.

Needs analysis summary

Questionnaires were given to three real life facilitators who had different backgrounds in the English language. Two out of the three facilitators given questionnaires have prior experience as facilitators to retirees in Cuenca. The third is interested in starting to work with retirees and expatriates. The questionnaires contained questions to find out the needs and wants of the facilitators if there was a class available to specifically cater to their roles as assistants to retirees and expatriates in Cuenca.

The other needs analysis instrument used was interviews with the stakeholders. Five interviews were done with retirees and expatriates from the United States who have lived in Cuenca for less than a year. The needs and wants of the stakeholders was found through these interviews, which gave specific information for what topics would be necessary and important to include in the course.

The feedback from both the questionnaires and interviews was valuable information in helping to create a specific course for facilitators to assist retirees relocation to Cuenca.

Course information

Course Length: three weeks

Course duration: 30 hours

Group size: 5-10 people

Resources: photocopies, whiteboard, and whiteboard markers

Participants: adult Ecuadorians who have a background in tourism and a high level of English. They are working as facilitators for retirees and expatriates.

Goal: Develop interpersonal oral communication skills to assist retirees and expatriates in relocating to Cuenca.

Objectives: Students will be able to

- Give directions for taking public transportation
- Assist in medical issues
- Assist in legal matters
- Guide retirees through the process of different shopping experiences
- Understand and explain cultural differences and diverse customs between the United States and Cuenca.
- Explain how to get, pay and use utilities in a home.

Course Outline:

Course Rationale/organizing principle(3 sections medical/legal, cultural, transportation and shopping.

Week 1: Unit 1: Medical matters, utilities and banking

Day 1: Two hours

Medical, appointment and doctor specializations vocabulary

Role play for explanations about making appointments with doctors and dentists

Role play and practice to give explanations for medical illnesses

Day 2: Two hours

Mapping and labeling doctor location and medical centers

Game for locating doctors in Cuenca

Day 3: Two hours

Household bill vocabulary and bill translation (putting bills in English)

Day 4: Two hours

Translating bank forms and role play for how to open bank accounts

Field trip to different banks

Day 5: Two hours

Practice facilitating with real ex-pats volunteers using the information learned

Week 2: Unit 2: Transportation and shopping

Day 1: Two hours

Transportation: Vocabulary for service and cost

Advice for walking, taking taxis, and buses

Safety rules for public transportation

Debate or discussion about topics discussed above

Day 2: Two hours

Group role play about how to take a taxi, a bus and rules for walking around downtown.

Field trip: taking turns with classmates explaining public transportation

Day 3: Two hours

Review and discuss field trip from the day before

Vocabulary for buying food and food terms in the supermarket

Group activity to practice food vocabulary and going to the supermarket

Day 4: Two hours

Public Market

Safety rules for going to public markets, vocabulary for Ecuadorian fruits and vegetables and how to barter.

Pictures or flashcards of fruits and vegetables in English

Role play for bartering

Video about public markets

Day 5: Two hours

Practice facilitating with real expats by going to a public market and the supermarket

Week 3: Culture and customs

Day 1: Two hours.

Giving explanations in English of museums and culturally significant places in Cuenca

Realia and a writing sample of a place that is culturally significant to the student in Cuenca

Day 2: Two hours.

Main holidays in Cuenca, how holidays are celebrated differently in Cuenca than in North America and typical food vocabulary for festivals in Ecuador

Research, group work and presentations on different festivals and holidays

Day 3: Two hours.

North American customs different from Cuencano customs

Group Discussion and Games (charades)

Day 4: Two hours.

Practice facilitating with real expats by going on a city tour of museums and other culturally significant places

Day 5: Two hours.

Overall review and students feedback of course

Assessment

Each week is a unit that will focus on a particular topic so assessments will be necessary at the end of each class day as well as at the end of each unit just to make sure that students and teachers have achieved the goals for each unit. Then at the end of the course there will be a final assessment that will consist of an evaluation from expats in the form of a feedback, which will be an evaluation to the course, teachers and students (facilitators) performance.

Assessment planned per week is as follows:

Week 1:

Oberservation of role plays:

This class will be focused on specific language development which is the learning of some medical terms. Role Plays are interactive activities that allow students to be confident with their class and at the same time the teacher will evaluate how many vocabulary skills the students have achieved before the class is over and if it is necessary a review on some of the medical terms.

The next form of evaluation will be a game for locating doctors in Cuenca. It is important to keep the class active while they are being evaluated so playing a game to demonstrate the students' knowledge about where are the main medical centers in the city as well as their criteria about recommending a doctor will be relevant at the moment of being a facilitator in real life. This activity is focused on content and on the development of listening and comprehension skills.

Peer review of translation work:

It is an strategy that will evaluate specific vocabulary needed for filling banking forms. It will achieve the focus on specific language development of the class.

Observations of and role play for how to open bank accounts:

Observation is a tool that will help teachers to evaluate students' skills at the moment of translating a banking form and handling banking procedures in order to help expats to open their bank account.

Expat feedback through questionnaire at end of tour.

This is probably the most important section of each unit because it is a real evaluation of this particular unit, it is also an evaluation to the candidates on their way of becoming facilitators and it is an evaluation to teachers.

Week 2:

Observation of group discussions and role plays.

Observation is again a tool that allow us as teachers to be aware of the knowledge and development of the students in class. Specifically we want to observe students' behaviour in a group discussion about some controversial topics about public transportation such as safety rules and then check how they solve certain problems while they do a role play. This assessment will also focus on language (vocabulary), but also in specific content about safety rules in public transportation.

Testing vocabulary (lanugage focus) while students take turns to explain public transportation in the field trip. Assessing in real situations is probably the most interactive and reliable strategies that can be practiced through this course.

Expat feedback of tour of supermarkets and public markets:

Feedback becomes a self-assessment to teachers, a motivated assessment for students and a source of what can be changed or not in the course.

Week 3:

Peer review of a writing sample:

This technique will allow teachers to diagnose the students'previous knowledge about a place that is culturally significant to them in Cuenca and how well they know this topic.

Observation of discussions and presentation:

Observation of presentations about hollidays in Cuenca will allow teachers to be aware of the groups capability to do research and present like a tour guide in the city. This assessment will evaluate the students domain of the lanugage and how they can transmit thier culture to foreigners. During the presentation teachers will check vocabulary and tourism knowledge about the city. These skills will also be observed during the group discussion and how students are able to contrast both cultures. Special attention will be placed on daily customs

and how students manage the language to explain certain typical Ecuadorian customs in English.

Expat feedback of the city tour.

This will be the last field trip with expats and will be the one where foreigners will want to know more about Ecuadorian daily customs and culture that will help them to adapt better in this city. Assessment will be focused on the language, English oral fluency and on the content: knowledge about both cultures and the students' ability to transmit their data clearly and concisely.

Finally there will be a review of the course and a questionnaire will be handed out to students. They will be able to transmit their feedback about the course and a test focused specifically on vocabulary and new knowledge will be included.

Standard 4c: Classroom-Based Assessment for ESL

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

Indicator: 4.c.1: Use performance-based assessment tools and tasks that measure ELLs' progress

Artifact: Student case study

Teacher: Dr. Iber, 2011

Class: International applied professional experience

Rationale

Assignment 4C follows standard 4c and indicator 4c1 from the beginning of the course until it is finished. I showed I know and can use many different performance based tools and techniques to complete informative instruction in the classroom. I gave pre-tests and post-tests, and many different activities

based on different skills throughout the course to help the students' achieve their goals and advance in the course.

Assignment 4C follows one student's progress for 6 weeks while learning present simple sentence structures. The assignment shows the progression beginning with the student's pre test where they could not write a sentence. Then it shows the students improvement when learning vocabulary, subject pronouns, predicates, and negative present tense verbs to writing complete positive and negative present tense sentences in the post-test. Throughout the course the student completes tasks such as worksheets, sentence making, drawing and matching activities to show their advancement in class.

Artifact 9: Assignment 4C:

Student Case Study

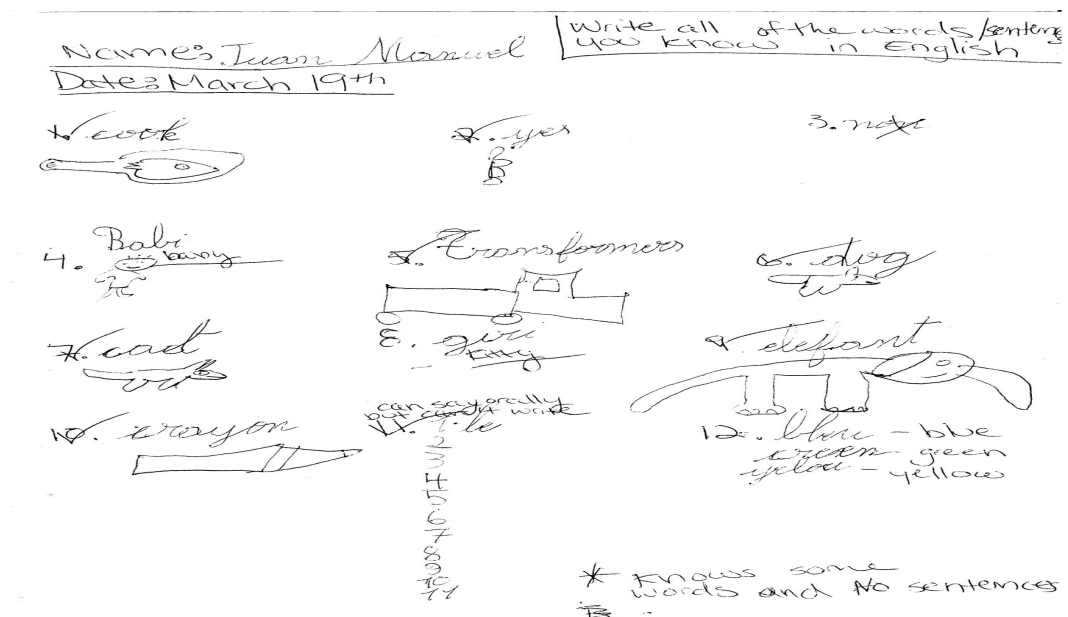
Description of Student and Learning Environment

The student portfolio is focused on one student at a true beginner level. The class will focus on learning basic writing skills such as new vocabulary and present simple sentence structures. It will focus on the students' evolvement over a six week period having two one hour classes per week. The male student is eight years old. He has never had any formal English language classes. He lives in Cuenca, Ecuador and attends a bilingual French Spanish school in Cuenca. He is currently enrolled in the third grade. He is proficient in reading and writing in his native language for his age, so therefore should not have any problems doing the writing activities throughout this course. He knows more words and sentences in English when asked orally and is more comfortable speaking in English then writing in English. He is used to hearing English on television and when he listens to music, but he is not familiar with it in written forms. This class will explore and help him with basic English writing structures and will build his vocabulary. His goal for learning English is wants to be able to say and write emails to his bilingual cousin in English, so she can

speak to him in English and in Spanish. His goal after the class is to be able to write and say some things to his cousin and aunt in English.

Pretest



To find out how much vocabulary and English he knew he wrote down and drew all of the words he knew in English. In the first class he took a writing pretest. He wrote down all of the words in English he knew and drew pictures to show that he understood the words he was writing down. It was clear during the administration of the test that he was more comfortable and knew more words orally. There were quite a few words he knew, but did not know how to spell them. The pretest also shows he does not know any sentences or grammar structure. As the test administrator it is clear he is a true beginner and the next six weeks of classes will be focusing on very basic English skills. It is also clear that he is very interested in learning English and is capable of learning language skills quickly and efficiently.







Post-test 4/16/12



When the student took the pretest at the beginning of the course he did not know how to make sentences and only knew a few random words in English. After completing six weeks of classes it can be seen from his post test that he can write simple complete present sentences using certain vocabulary he learned throughout the course. He can also make present simple positive and negative sentences. He has shown that he has a good understanding of do not, does not, subject pronouns and verbs. By drawing pictures of the sentences he made he shows he understands the meaning of the words he is using. However, the sentences are not perfect. As you can see in the post test a few words are misspelled, some are missing periods, and some are missing words like the or to. He also confuses do and does not in some of the sentences, but corrects them himself. He does put all of the sentences in the correct order of subject-verb-predicate, which is a great improvement from when he started. The post-test shows Juan's potential for learning English and writing sentences. He is a fast learner and this post-test proves how much he has improved and learned in a short amount of time.

Name: Juan ^{Present tense} Date: 3/16/12
Write as many sentences as you can using positive and negative forms. Draw pictures

1. Juan does not kick the ball. I do not drink cola.
 

3. He does not listen to TV. 4. We do not eat cake.
 

5. Santi runs in the park. 6. Esteban does not open door.
 

7. I close window. 8. We read a book.
 

6.5/100


Worksheet: Subject Pronouns 3/22/12

This worksheet was completed after a lesson on subject pronouns. It was a follow up and reinforcement for the lesson the student just completed. The worksheet was meant to be a measurement of how much he learned about subject pronouns. It can be seen from the worksheet that he now has a good understanding of what a subject pronoun is, but he still needs some practice on where they go in a sentence. His errors about placement can be seen in sentence number two when he uses *they* instead of *them*. It can be seen from the exercises that the student is on the right track to making sentences, but still has a ways to go until he will be making his own sentences using the correct structure. Throughout the class he was eager to learn more and always asked questions about what words meant and how they were used.

Name: Juan Manuel Side 1 3/22/12

Pronouns

A pronoun is a word that takes the place of a noun.
example: John is a mail carrier. John carries a blue bag.
To make the second sentence sound better, you can change the word John to he.
new sentence: John is a mail carrier. He carries a blue bag.
The word he is a pronoun that takes the place of the word John.



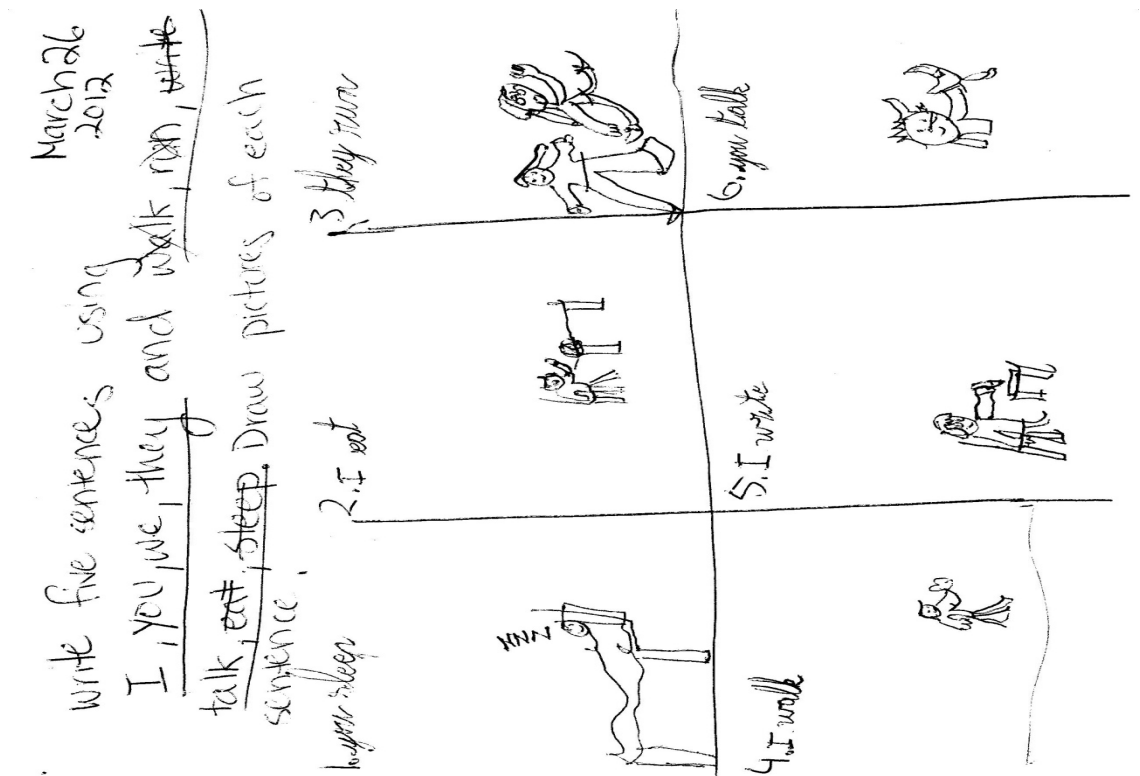
Some common pronouns include:
I, you, he, she, it, we, they, you, him, her, them, it, us

Rewrite each sentence. Change the underlined word or words to a pronoun.

- Sarah made dinner for the whole family.
she made dinner for the whole family
- Tyler played tag with Miguel and Ramon.
Tyler played tag with they
- Mr. Cane went to the movies with Mrs. Cane.
he went to the movies with Mrs. Cane
- The house needs a fresh coat of paint.
it needs a fresh coat of paint

Subject action verb sentences: 3/26/12

This writing was completed after practicing action verb words and reviewing subject pronouns. It can be seen from the writing sample that Juan understands subjects we, you, they and I and understands the new action verbs he learned. This writing exercise shows he can complete simple subject verb sentences and is on his way to completing complete sentences. He still does not use punctuation. However, there are no periods used in any of the sentences and after reviewing some of his work done in his native language it is clear he does not use periods in that work either. He still does not know how to use punctuation in his native language, so it is clear using punctuation in English would be difficult. The pictures show he knows what the verbs are he is using and that he is using the correct subjects. The next step is to learn how to use he, she and it with verbs to complete subject verb sentences using s at the end of the verbs.



Worksheet: Action Verbs 3/29/12

The student showed that he has more of an understanding of how verbs work in sentences. He can now put an 's' at the end of the verb when the subject is he/she. He also is showing he knows more verbs than he did the week before and is remembering what those verbs mean. The worksheet also showed he knows where the verb is in a simple sentence and when to put an 's' and when not to put an 's' at the end of the action verb. He also knows simple subjects now and can tell me what they mean by memory. He knows they go in the beginning of the sentence as well. His knowledge of verbs is still limited but he recognizes and can define the ones he knows. He is still not using punctuation, which we have touched on in class, but it is not the main focus. For some reason it is not made important in his regular school classes in his native language, so I am not focusing on it either as his second language teacher.

circle the verb in the sentence.

- ① Juan listens to his own song.
- ② She runs in the park.
- ③ Susana eats lunch.
- ④ Alex talks on the phone.
- ⑤ Manuel opens the door.

circle the correct form of the verb in the sentence

1. Julia closes / close - the door
2. He write / writes a letter.
3. They hit / hits the ball.
4. I walk / walks to school.
5. She eats / eat a cake.

Worksheet Action verbs 4/4/12

This worksheet represents Juan's progress in sentence making. He now knows verbs, nouns, and subject pronouns. He can put them together to form simple sentences with the vocabulary that he knows. The first part of the worksheets shows he can put together verbs and nouns that go with the verb. The second part shows that he can use those verbs and nouns with a subject pronoun. He also can put the "s" after the verb when it is necessary. Juan is proving to be a fast learner and remembers previous information he learned in prior classes. His knowledge of vocabulary is limited to the number of classes we have, but what I am teaching him he is retaining and using in simple sentences. Now that he has an understanding of positive simple sentences and knows some vocabulary, the next class is going to be focused on making negative verbs.

Name Juan Manuel Dates 4/4/12

Match the verb with the Noun.

<u>4</u> kick	1. the Door
<u>7</u> read	2. to the music
<u>2</u> listen	3. the window
<u>5</u> watch	4. the ball
<u>1,3</u> open	5. the TV
<u>1,3</u> close	6. in the park
<u>6</u> run	7. the book
<u>10</u> eat	8. water
<u>8</u> drink	9. cake
	10. cake

Write sentences the correct verb from above

1. he drinks water

2. she runs in the park

4/6/2012 Present tense sentence writing

This writing assignment shows the student can now write present simple sentences. He can use subject pronouns, action verbs and predicates to make simple sentences. He also remembers the verbs we have learned in class and remembers to put an "s" at the end of the verbs when using the subject pronouns he or she. It can be seen from these sentences that Juan also uses people's names instead of just he or she in the subject pronoun place. He is still not using periods even though during this class period we did review using periods and capitalization when forming sentences. However, as his teacher the focus of this class is on present simple sentences and he is making those exceptionally well. He still does not know a lot of verbs or predicates, but the vocabulary we have reviewed in class he remembers and it can clearly be seen from this assignment that he knows how to use the words he has learned.

Write: Present tense sentence

1. he drinks water
2. Santiago runs in the park
3. Lola listens the tv
4. Juan opens Door
5. Manuel Kicks the ball

4/8/12 don't + verb worksheet

This worksheet reflects the classes we had learning the present tense negative form of "do not". It shows how the student now can decipher the difference between positive and negative present tense sentences using the subjects they, I, you and we. It can be seen from this worksheet that he understands the grammar and the sentence structure of negative present tense sentences. He still has not learned to use the form "does not". That form will be focused on in future classes. It can also be seen from these sentences that he has started putting periods at the end of the sentences. I am not sure if this is because he was copying the positive present tense sentence or because he now understands the necessity of using punctuation. I will find out in future assignments.

Name: Juan Manuel Date: 4/8/12
Write the negative of the sentences below.

1. They kick the ball.

They do not kick the ball.

5/5

2. They watch ~~the~~ TV.

They do not watch the TV.

3. I read a book.

I do not read a book.

4. We listen to music.

We do not listen to music.

5. You open the door.

You do not open the door.

4/11/12 doesn't + verb worksheet

This assignment reflects the class we had about using the negative “does not” in present tense sentences. This is the first time I have seen the student have some confusion about the grammar we are learning. He understands that “does not” is used with the subject pronouns he and she, but you can see in number 4 he put “do not” instead of “does not” when it was for a dog. Also he left the “S” at the end of most of the verbs when he made them negative. He did get number five correct, so maybe he just forgot to take the “s” off the other verbs. It will be seen what he knows and does not know in the upcoming lessons. He also did not use periods in any of his sentences, which we will have to work on the next lessons as well. Hopefully over the next week of classes will gain a better understanding of negative present tense and how to use it correctly when forming sentences.

- 4/11/12 name: Juan Manuel
write the negative of the sentence
1. She eats an apple.
she does not eat an apple.
 2. They walk to school.
They do not walk to school.
 3. Maria reads a book.
Maria ^{do not} reads reads a book.
 4. The dog runs in the park.
the do not dog runs in the park.
 5. He drinks water.
He does not drink water.
 6. I watch TV.
I do not watch TV.

4/13/12 negative and positive worksheet

This worksheet shows that the student has a good understanding of when to use "do not" and does not" in present simple negative sentences. He knows what subject pronoun uses the negative in the sentence and can complete the sentences correctly. This worksheet was completed in our last session before the posttest. It proves how much Juan has learned and how quickly his English skills have grown over the last six weeks.

Name: Juan Manuel Date: 4/13/12
Fill in the blanks with negative forms of the verb.

1. I do not (eat) a cake.
2. He does not (listen) to music.
3. She does not (read) a book.
4. We do not (watch) TV.
5. Juan does not (open) the door.
6. Manuel and Maria do not (drink) cola.
7. We do not (hit) the ball.
8. They do not (open) the doors.
9. I do not (close) the window.
10. She does not (fly) a kite.

Self Evaluation

1 What was your English writing level when you started this class?

b. **very low** b. low c. ok d. good e. very good

2 What do you think your English writing level is now?

a. Very low b. low **c. ok** d. good e. very good

b. Did you know how to write a sentence in English before this class started?

Yes _____ No x _____

c. Did you learn new action verbs in English and how to use them in writing sentences?

Yes x _____ No _____

d. Can you explain actions by writing sentences?

Yes x _____ No _____

e. What did you improve in learning to write?

I know more vocabulary. I can say if I do something and if I do not do something.
I can write sentences in English.

f. What do you want to learn about next in English?

I want to learn how to talk about super heroes. I want to be able to talk to my aunt and my aunt's family.

8 What do you need to improve on in sentence writing?

I need to learn more vocabulary so I can write about more things and I need to remember to put periods at the end of sentences.

Teacher Recommendation

The participate is a very bright student. He learns quickly and remembers what he learned to apply it to the next class. He is on his way to making complete

correct present simple sentences. However, he has big goals of being fluent enough to have conversations with native English speakers and therefore needs to take more classes to greatly improve his skills in other aspects of English language learning besides writing sentences. If he were to begin classes he would still be considered a beginner, but would have some advantages and knowledge in his class. Since the errors he makes are simply a lack of practice and use he just needs to keep taking classes and to have more time utilizing the skills he already has. He also needs to incorporate new skills into sentence making to gain a good level of speaking in English. The fact that he learned how to create simple present tense sentences in only six weeks means with more guidance and class time he could be on his way to speaking fluent conversations in no time. Having him as a student was very enjoyable, because he was so interested in English and understood and put to use the concepts he learned so quickly.

Domain 5: 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.

Indicator 5.a.1: Demonstrate knowledge of language teaching methods in their historical contexts

Artifact: Assignment #1

Teacher: Dr. Alemany

Class: Curriculum and material development, 515

Rationale

Assignment 5A follows standard 5a as it demonstrates my knowledge of the history, research, educational policy and current practices of language learning

in Ecuador. It discusses the history of how bilingual education began in Catholic schools and has transformed into the current practices and policy called the CRADLE program for teaching ESL around the country. This assignment also looks at the history of language teaching in Ecuador and the role it plays in the classroom today. It also looks at different teaching methods used throughout history up until the present in the classroom in Ecuador. The research I did looks as how the methods have evolved from the Grammar Translation Method to the Audio-Lingual Method and now public and private schools are making transitions to using the Communicative Approach. The research done in this assignment aids in conducting my own research based classes as I teach in Ecuador and must have an understanding of the educational history here to understand the institutions I work in and students in my classes.

Artifact 10: Assignment 5A

History

What is the historical background of Foreign Language Teaching in your country?

Foreign languages in Ecuador were first introduced by colonizers and missionaries in the 15th and 16th centuries. Bilingual education started when “Catholic missionaries began their evangelisation of indigenous peoples using local vernaculars, as well as Latin, Spanish and Portuguese (Mejia, 2005, p. vii)”. The Catholic Church stayed in charge of education up until the middle of the 20th century. Since this shift in educational control from the church to the government, the state has played a large role in educational reform and has made large scale changes in Ecuador’s educational planning. (Ecuador-Educational) One of these changes has been indigenous culture and language in the classroom. In the past if schools wanted to teach indigenous languages such as Quichua in a bilingual context it would have been impossible, because indigenous languages were thought to be inferior to Spanish. However, in the 1980s there was a paradigm shift in education, which was “the constitutional

recognition of the right to use indigenous languages for schooling indigenous students (Mejia, 2005, p. 5)". A town in southern Ecuador known as Saraguro has taken advantage of this act and now teaches Quichua along with Spanish in the classroom. (Mejia, 2005)

Today there are many bilingual schools and institutes which teach multiple foreign languages to different types of students. However, English is the number one foreign language taught in many schools and institutes around the country. It is now mandatory for all students in Ecuador to take required English classes and pass an English exam to graduate from any university in the country. English has become important over the last 20 years due to educational reforms.

According to the government website of Education in Ecuador, the Ministry of Education and the British Consulate began a reform called CRADLE in 1992 to create and stress the importance of learning, understanding, reading and writing English. The government of Ecuador began this reform in high schools and universities. They created a specific curriculum for these institutions to follow and standardized exams in English. These reforms were first implemented through 500,000 students and 5,000 teachers to see how this new system would better English language learning in Ecuador. Next, a National Division of Foreign Language was formed by the ministry of Education to evaluate and continue to reform curriculum. This group also chose material valid for a classroom and evaluated professor's abilities in teaching English through teaching courses and testing. This program is still in effect and constantly working towards achieving higher levels of education. Most urban institutions use this curriculum as a guideline for teaching English throughout Ecuador. (Breve descripción)

What procedures can be used to determine the content of a language program?

When determining the content of a language program many factors must be examined and certain questions must be answered to create a complete curriculum for teachers to follow and students to gain the most knowledge and understanding. These are a few factors that seem to be the most important aspects of deciding the content of a language program.

The first component researched will be who is taking the program, how old they are and why they are going to enroll in this language program. Then, program creators can decide what type of method the program will follow. Will the program be based around the most currently used approach which is the Communicative Approach or is there another method more commonly used and accepted in the country where this language program is being given? When the director of the program evaluates what direction the program will follow the content of the program can then be decided. (Richards, 2001)

The next factors to determine are what grammar and vocabulary will be used in the content of the program. Historically grammar and vocabulary lists were thought to be the most important factor of creating a language program, but today we know through Communicative Language Teaching or CLT that educational professionals must first be aware of “how language is used by speakers of different languages in different contexts of communication” (Richards, 2001, p. 36). Therefore, curriculum designers now must first think about the needs of the students who will be taking the language course, then decide what grammar and vocabulary will be incorporated into the course depending on their needs. For example, if the program is focused on business men in China needing to learn English, then the program would cover specific English business vocabulary and grammar to suit the needs of the students. Once necessary grammar and vocabulary have been chosen, depending on the

needs of the students in the program, a text book can be chosen that covers the content needed to complete the course. (Richards, 2001)

These are all factors that can be used to create a complete curriculum and content for a language program. After researching this subject it seems the most important factor in choosing content are the needs of the students attending the program. Once this has been decided the other aspects of the program can be determined depending on this factor.

Name and explain various methods of language teaching used throughout history in your country.

After interviewing different alumni of schools and institutions in Ecuador they explained what methods were used when they attended different public and private schools around Ecuador in the past. An alumni, who graduated 30 years ago said that in the public school he attended language was taught solely through the Grammar Translation Method. He learned English through memorization and direct translation. According to a private school alumni of the same time the Grammar Translation was the most commonly used method to teach English, but when he entered high school the method transitioned to the Audio Lingual Method. As more money and technology became available so did the use of cassettes in the classroom as a technique to teach English. Since educational reform in 1992 there has been a transition to the Communicative Approach, though it is still not completely in place in all public and private institutions.

Name the differences between curriculum design and syllabus design.

A syllabus is part of a curriculum and is a more specific description of course content than curriculum design. "A syllabus is a specification of the content of the course of instruction and list what will be taught and tested (Richards, 2001,

p. 2)” in that specific course. Curriculum design is broader and is not designed for a specific class. Unlike syllabus design curriculum can be designed for an entire school or program. “It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods and materials (2, Richards, 2001)” used in a program. Curriculum design also determines the path to evaluate students work and the program itself. (Richards, 2001)

How are curriculum developed in language programs that you are familiar with?

According to the English Coordinator at CEDEI Institute in Cuenca, the first thing that is considered to create a curriculum is the needs of the students participating in the different classes. Next, those needs help decide what grammar and vocabulary are necessary to use in each course. These courses are then created around the natural and communicative approach. After the curriculum has been developed books are chosen according to the criteria in the curriculum design.

Explain a minimum of 5 different methods in language teaching.

In the last two hundred years there have been dramatic changes in methods used to teach language. A very popular method used through the 1800s and 1900s was called The Grammar Translation Method. This method used only the native language and called for “Tedious translation and grammar drills that would be used to exercise and strengthen the knowledge without much attention to content. (Language education)” This method focused on teaching students how to read and write, but communication and pronunciation skills were irrelevant. Therefore, “speaking or any kind of spontaneous creative output was missing from the curriculum, students would often fail at speaking or even letter writing in the target language. (Language education)” Even though,

this method lacked important elements to encompass learning a foreign language, it is still used today in some parts of the world to teach foreign language. One country that still uses this out dated method is Japan. In Japan “students are expected to understand and memorize lists of vocabulary, phrasal verbs / idioms, grammar rules etc for the purpose of translating selected texts and preparation for university entrance tests (Rabbini, 2002)”.

Another important method used to teach foreign language in history is called the audio-lingual method. This method was developed because of the growing need for people to fluently speak other languages during WWII in the United States. This method had “students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The idea is that by reinforcing 'correct' behaviors, students will make them into habits. (Language education)” This method did not stay popular for long because students did not learn languages accurately or quickly. However, some aspects of the Audio lingual method are used in foreign language classrooms today to practice listening skills. (Language education)

After WWII there was a growing need for change in teaching foreign languages specifically in Europe. Many new approaches were being developed throughout Europe. One in particular is known as English for Specific Purposes or ESP. It focused on the needs of the students rather than general guidelines. This movement created courses using the needs of specific students since it was a response to the needs of immigrants living in English speaking countries or professionals and university students preparing to study or work in English speaking countries. English had become an important language and people needed to learn how to communicate for specific purposes. An example given by Richards of ESP students were people who worked in trade or foreign business in the 1950s. These people needed to know specific vocabulary and have a certain level of fluency to conduct business with English speakers. (Richards, 2001)

The method used presently around the world is called Communicative Language teaching or CLT. This method grew from the earlier movement of ESP. CLT “is a broad approach to teaching that resulted from the focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of the language” (Richards, 2001, p. 36). CLT was created when educators were looking to change the system and goals of language teaching. It was created in the 1970s when people were moving away from grammar based curriculum and looking at the needs of the students and how they will use language to communicate. (Richards, 2001)

One of the newer approaches to learn a foreign language is called The Immersion Method. According to Jon Reyhner “The central characteristic of immersion is the teaching of language, content, and culture in combination without the use of the child’s first language” (Reyhner, n.d). The immersion method combines Total Physical Response (TPR) and the natural method. TPR helps students initially understand commands and actions without having to use their native language. They can respond to the instructor through physical responses. The natural approach uses only the target language and immerses the students completely in the new language. In Hawaii, the Immersion Method not only teaches students a new language, but also brings “back the moral values of the culture and how the culture mends families” (Reyhner, n.d).

Explain different curriculum approaches in language teaching in different countries. Reference these different curriculum approaches in different countries.

The only official language of Thailand is Thai and the Thai people are very proud of this fact, because they were never colonized. Therefore, up until ten to fifteen years ago there was not much emphasis on the importance of learning English or any other language in curriculum development. In 1997, Thailand moved in the direction of strong educational reform to create a stronger

education system. Along with this reform came new curriculum for all educational institutions to follow. Thailand has been working to create “An independent and learner–centered approach and analytical learning instead of rote learning” (Wiriyachitra, n.d.). They still plan on using the communicative approach, but also incorporate the Audio Lingual Method into curriculum design. They want Thai students to learn skills such as “communication strategies, thinking skills, critical and creative thinking, self-evaluation, learning skills, knowledge seeking skills, technology skills and how to work with others” (Wiriyachitra, n.d.). The goal is to have a positive and functioning learning environment for all Thai students. (Wiriyachitra, n.d)

Japan has used the Grammar Translation Method to teach language in the past and up until today. Though, some universities are beginning to change their curriculum design to the CLT approach. An article written by Koba, Ogawa and Wilkinson suggests this change to the CLT approach had to do with students levels of anxiety. They found through a study of different university language students that the CLT approach helped reduce anxiety among students learning foreign languages. (Koba, Ogawa & Wilkinson, 2000)

Standard 5b: Professional Development, Partnership, 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.

Indicator 5.b.4: Engage in collaborative teaching in general education content-area, special education, and gifted classrooms.

Artifact: ESP course for expats/retiree facilitators in Cuenca

Teacher: Dr. Pritchard

Class: English for specific purposes

Rationale

The ESP class model follows standard 5b since it was completed in collaboration with other ESL teachers and can be used to serve students families who work in the tourist industry and the community in Cuenca. This ESP course can be positive if utilized throughout the community because it will help natives get better jobs, have more professional opportunities. It will also help people relocating to Cuenca have a better understanding of the culture and how things work here when their guides are educated.

This English for Specific Purposes project provides a collaborative instructional model for other ESL teachers in that it is a ready to use course plan. It was created in a group out of an ELLs need to be trained to help native English speaking foreigners relocating to Cuenca. This project was based on real needs analyses done for the target groups and for foreigners relocating to Cuenca. This project provides a chance for the creators of this program to lead other teachers to direct this course for Ecuadorians that want to work with retirees and expatriates. It can be used as a beginning structure/example in local language institutions.

Artifact 11: assignment 5B

Final Project for ESP

Cover Page

In the past six years the amount of expatriates and retirees moving specifically from the United States to Cuenca has grown exponentially. Six years ago the number of expats living in Cuenca was under 300 and three years later the population had only grown to less than a 1000. In the last two years the number of expats living in just the city of Cuenca has grown to 6000 and is increasing everyday as the economy and other factors in the United States are giving more and more people a reason to relocate abroad.

With the growing number of English speaking foreigners relocating daily there is a growing need for people to help facilitate their move to make it as easy and comfortable as possible. These facilitators need specific training courses to help those expatriates relocating to Cuenca. The course below has been designed specifically for the needs of the facilitators beginning to work with the expatriates. The Ministry of Tourism for Ecuador should provide funds for this course and advertise for English speaking tour guides to begin training them as facilitators to help the transition of the many new foreign residents Cuenca is acquiring daily.

The needs analysis includes all the activities used to collect information about a group of students, this process involves looking at interests and expectations of all the parts involved in the process, for example teachers and parents. The information collected through the needs analysis helps teachers and the people in charge to design the most appropriate course for a particular group of students'.

The needs analysis process is often used in ESP or English for specific purposes, because it focuses on relating the teaching and learning process to the learner's needs, using the needs analysis as the most important tool to determinate these learners' needs (Alharby, 2005). The needs analysis helps to identify what the learner will be required to do with a foreign language in a particular situation after the course is over (Cowling, 2007). Also the needs assessment gives useful information about the students taking the course and their needs and preferences. This helps to understand them and make decisions about the course design (Graves, 2000). Moreover, in an ESP course every group of students will be different from each other because their needs of the language are different, many professions demand different foreign language abilities and the content of each course will depend on the previous analysis of the needs of the target group and the needs of the stakeholders identified.

On the other hand there are different approaches on how to conduct a needs analysis; one is the task-based approach, which is based on the argument that structures and other linguistic elements should not be the most important parts on the student's instruction. In this approach tasks are the units to be analyzed and real life situations are used to work in class, so students learn in a communicative environment where they can practice what they are learning (Kaewpet 2009).

This is the approach chosen for the needs analysis done for the course designed for people who intend to work or are working as facilitators to retirees or expatriates moving to Cuenca from the United States. With the task-based approach these people taking the course will learn in a communicative environment utilizing tasks from real live situations to assist retirees in everyday situations they may get involved in.

Moreover, these people from the United States will be the stakeholders or the people being affected by this course besides the learners. To find out what the stakeholders need interviews will be done with four different retirees who have recently moved to Cuenca. Questionnaires will be given to different adult learners who are currently working as facilitators to find out what skills are necessary to do their job functions well and what extra skills they want to learn to help them be better at their jobs.

The facilitators will assist in daily tasks such as shopping, transportation needs, banking and doctor's visits. They will need to have certain English skills to be able to translate situations and give explanations of how to do these daily tasks, so the retirees and ex-patriots can do them comfortably on their own in the future. The facilitators will also need to have a good understanding of North American culture to interact comfortably with the retirees and ex-patriots. They also need to be aware of and comprehend situations that can be dealt with differently depending on a person's culture or background.

One of the needs analysis instruments used to find out what information that will be important to include in the ESP course for facilitators is for retirees and expatriates living in Cuenca. This is valuable information to collect, because these are the stakeholders in the course. It is essential to first find out what their needs and wants are to create this type of course for the facilitators assisting in their necessary daily tasks.

To gather this information, five expatriates were interviewed. All of the stakeholders have been living in Cuenca for less than one year and are from the United States. Some of them have beginner Spanish skills, which they have learned since moving here. All of them agreed of the most important things they need native facilitators for are legal matters such as tax forms, residency papers, and lease agreements. They usually hire lawyers for help in these matters. They seek the help of facilitators in getting utilities such as water, electric and internet installed in their homes. Some said when they first arrived it was also very helpful to hire a native person because they had knowledge about discount cards for shopping, where to buy groceries, medical information and necessary cultural knowledge for daily living in Cuenca. Many people also said the first few weeks they were in Cuenca it was also beneficial to have a facilitator with them so they could learn how to negotiate taxi prices, prices at the market and other things that may have higher prices when you are a foreigner. Three of the five people interviewed agreed it was very useful to have a facilitator the first few weeks living in Cuenca to teach them basic living skills and how to do certain things, but after that they felt they had the knowledge to do things on their own. Two of the five people said they rarely used a native person unless it was for legal matters, since they felt part of moving to a new place was figuring things out for themselves. All five stakeholders agreed the facilitator needed to be fluent in English, having cultural knowledge of Cuenca customs and knowledge of how to do the tasks they needed help with was very important traits for them to possess. They also said that facilitators who understood American culture made their transition to Cuenca a much more comfortable experience.

It is clear after interviewing the stakeholders that certain information must be included in the course for facilitators. This information might include certain vocabulary, topics, and specific information about Cuenca. The objective needs of the stakeholders are now apparent and can be included in the course syllabus for the facilitators. The subjective needs of the stakeholders include cultural information about customs in the United States that may differ from Ecuadorian customs. Many facilitators they worked with in the past lack this information and it is wanted by three of the five stakeholders interviewed. It is also important to know what the needs are of the learners. Questionnaires were then given to three facilitators who may be interested in taking this type of ESP course.

The results obtained from the following needs analysis instruments will help with important data to design a curriculum for an ESP course. The courses main outcome is to train people who want to become or better the skills of people who are working as facilitators for retirees or expatriates so they will be able to assist retirees in their daily tasks such as shopping, transportation, banking, legal matters and doctor's visits. This course will also give them the specific language skills required to complete these tasks. The course will help participants be more involved with North American culture, as well as representing Ecuadorian culture and finally they will be given the skills to solve unexpected daily situations in the lives of the expatriates.

The needs analysis instrument used for the facilitators was a questionnaire given to three people interested in being facilitators to retirees who were interviewed through a questionnaire (see appendix 2) that was focused on their current needs. The sample chosen for this research were two experienced facilitators and one ESLT participant who want to be trained in this field. After applying the needs analysis instrument, the course creators will be able to obtain clear results about the facilitator's real situations and will set up an ideal situation or hypothesis that will be helpful during the curriculum design process. The following is a summary of all three questionnaires. The data obtained from

these instruments will be later analyzed according to Fig.1 in order to obtain specific information from the participant or learner.

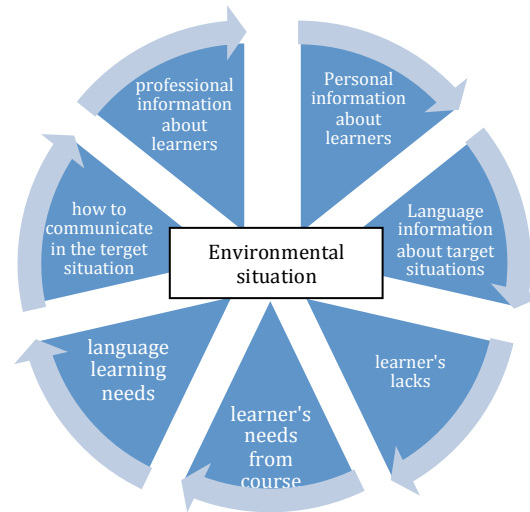


Fig.1. What needs analysis establishes.
(Dudley-Evans and St. Johns, 2004, p.125).

The professional information of the facilitators was gathered according to their experience with foreign retirees and ex-patriots. Two assistants had a wide range of experience with the stakeholders and were clear about their clients' needs, but none of them had received any prior instruction about being a retiree's facilitator previous to starting their job. Nevertheless, the results show that retiree's search for facilitators that speak English fluently, which is true for all three participants.

Personal information of the target group is related with their age and their subjective needs and wants. All three participants have cultural background and knowledge about English speaking countries and about lifestyle and customs in Ecuador, which we have already seen is very important knowledge to have for the stakeholders.

Specific English vocabulary and grammar skills are apparently necessary to these three facilitators. One participant is completely bilingual since her native language is English, because she was born in the United States, but is

Ecuadorian and she speaks Spanish fluently, the other two participants are fluent in English, because they have lived in USA, but they need specific vocabulary knowledge to help retirees in their daily activities.

The learner's need to gain the language skills necessary for all of the daily tasks they will help retirees with. Some of those tasks include; specific vocabulary about Ecuadorian culture and history, specific information in English such as utility bills, internet payments, filling out banking forms, going to the supermarket, doctors visits and legal matters.

All three participants agree that language-learning information is necessary because facilitators are like the ambassadors for Cuenca since they are usually the first Ecuadorians the expatriates come in personal contact with. They mention that it is necessary to establish effective ways of communication with specific learning needs about culture such as different customs, national holidays, and hours of certain stores, ordering at a restaurant, bartering, and transportation.

It is also necessary to communicate in the target language with a high level of professional communication. Two out of three participants believe that facilitators must speak clearly with a high language proficiency level. The participant with no experience working with expats expects a complete training that involves some instructions on filing out banking forms and some local information such as bus schedules and routes, Ecuadorian holidays, and American customs upon completing the course. They all expect the course to provide vocabulary, language skills, theoretical training and also practical training in the field.

A real life situation will be the ideal situation for the course to take place. Participants will be able to do real life activities with real learners so they will be able to practice being a facilitator and receive positive and negative feedback.

After analyzing these three questionnaires it is clear that any candidate applying to become a facilitator should have a high proficiency English language level in order to speak clearly and must have basic knowledge about Ecuadorian and American cultures. When designing an ESP course it will be necessary to focus on specific vocabulary about daily activities, especially about banking, doctor's visits, transportation and legal activities. Finally a candidate for assisting retirees must know that he or she is the connection between two cultures so he or she should have a positive attitude and an active sense of service.

Once the needs analysis was completed it was time to look at how and why the course would be created. The next things to be included in the course proposal is the background of the students that will be participating in the course, the course rationale, a summary of why the course is going to be given, an outline of what will be included in the course and how the course is going to be assessed week by week. These points are thoroughly discussed below.

Background

Ecuador is a mostly Spanish speaking country. English is taught in school, but very few adults are considered bilingual. In the last three years the amount of expatriates living in Cuenca has increased from the hundreds to the thousands. Cuenca was voted by International Living (the #1 website for retiring abroad) the best place to retire in the world in 2009 and 2011. The need for facilitators who are fluent in English for expatriates and retirees relocating to Cuenca is growing exponentially. An ESP course for these facilitators is more necessary everyday as more expatriates are coming to live in Cuenca.

Course Rationale/organizing principle

This course is designed for adult Ecuadorians who have a background in tourism and a high level of English and who are working as facilitators for retirees and expatriates. The focus of the course is to teach a good amount of English vocabulary to help learners understand and explain differences

between daily life situations between the two cultures and to develop communication skills in order to give the students the confidence to use the language more effectively to guide the retirees and expatriates in their relocation process. The program will provide the learner with different materials and tools such as real life situations, readings, vocabulary lists and discussion forums to ensure their learning and encourage them to use the language skills learned inside and outside of the classroom.

Therefore, to obtain the goal of the program the course is divided in three units that have the same amount of difficulty in each one. Three different topics were chosen for each unit according to the needs analysis. The first topic is medical matters, utilities and banking, the second is transportation and shopping and the third one focuses on culture and customs. The content of each unit teaches different elements that will help the learners to develop their abilities in their work with the retirees. The course is designed to be taught in three weeks of class, two hours per day, so each unit will have ten hours of class including peer and individual assessment reports after each module.

Needs analysis summary

Questionnaires were given to three real life facilitators who had different backgrounds in the English language. Two out of the three facilitators given questionnaires have prior experience as facilitators to retirees in Cuenca. The third is interested in starting to work with retirees and expatriates. The questionnaires contained questions to find out the needs and wants of the facilitators if there was a class available to specifically cater to their roles as facilitators to retirees and expatriates in Cuenca.

The other needs analysis instrument used was interviews with the stakeholders. Five interviews were done with retirees and expatriates from the United States who have lived in Cuenca for less than a year. The needs and wants of the stakeholders was found through these interviews, which gave specific

information for what topics would be necessary and important to include in the course.

The feedback from both the questionnaires and interviews was valuable information in helping to create a specific course for facilitators to assist retirees relocation to Cuenca.

Course information

Course Length: three weeks

Course duration: 30 hours

Group size: 5-10 people

Resources: photocopies, whiteboard, and whiteboard markers

Participants: adult Ecuadorians who have a background in tourism and a high level of English. They are working as facilitators for retirees and expatriates.

Goal: Develop interpersonal oral communication skills to assist retirees and expatriates in relocating to Cuenca.

Objectives: Students will be able to

- Give directions for taking public transportation
- Assist in medical issues
- Assist in legal matters
- Guide retirees through the process of different shopping experiences
- Understand and explain cultural differences and diverse customs between the United States and Cuenca.
- Explain how to get, pay and use utilities in a home.

Course Outline:

Course Rationale/organizing principle (3 sections medical/legal, cultural, transportation and shopping.

Week 1: Unit 1: Medical matters, utilities and banking

Day 1: Two hours

Medical, appointment and doctor specializations vocabulary

Role play for explanations about making appointments with doctors and dentists

Role play and practice to give explanations for medical illnesses

Day 2: Two hours

Mapping and labeling doctor location and medical centers

Game for locating doctors in Cuenca

Day 3: Two hours

Household bill vocabulary and bill translation (putting bills in English)

Day 4: Two hours

Translating bank forms and role play for how to open bank accounts

Field trip to different banks

Day 5: Two hours

Practice facilitating with real ex-pats volunteers using the information learned

Week 2: Unit 2: Transportation and shopping

Day 1: Two hours

Transportation: Vocabulary for service and cost

Advice for walking, taking taxis, and buses

Safety rules for public transportation

Debate or discussion about topics discussed above

Day 2: Two hours

Group role play about how to take a taxi, a bus and rules for walking around downtown.

Field trip: taking turns with classmates explaining public transportation

Day 3: Two hours

Review and discuss field trip from the day before

Vocabulary for buying food and food terms in the supermarket

Group activity to practice food vocabulary and going to the supermarket

Day 4: Two hours

Public Market

Safety rules for going to public markets, vocabulary for Ecuadorian fruits and vegetables and how to barter.

Pictures or flashcards of fruits and vegetables in English

Role play for bartering

Video about public markets

Day 5: Two hours

Practice facilitating with real expats by going to a public market and the supermarket

Week 3: Culture and customs

Day 1: Two hours.

Giving explanations in English of museums and culturally significant places in Cuenca

Realia and a writing sample of a place that is culturally significant to the student in Cuenca

Day 2: Two hours.

Main holidays in Cuenca, how holidays are celebrated differently in Cuenca than in North America and typical food vocabulary for festivals in Ecuador

Research, group work and presentations on different festivals and holidays

Day 3: Two hours.

North American customs different from Cuencano customs

Group discussion and games (charades)

Day 4: Two hours.

Practice facilitating with real expats by going on a city tour of museums and other culturally significant places

Day 5: Two hours.

Overall review and students feedback of course

Assessment

Each week is a unit that will focus on a particular topic so peer and individual assessments will be necessary at the end of each class day as well as at the end of each unit just to make sure that students and teachers have achieved the goals for each unit. Then at the end of the course there will be a final assessment that will consist of an evaluation from expats in the form of a

feedback, which will be an evaluation to the course and the teachers and students (facilitators) performance.

Assessment planned per week is as follows:

Week 1:

Observation of role plays:

This class will be focused on specific language development which is the learning of some medical terms. Role plays are interactive activities that allow students to be confident with their class and at the same time the teacher will evaluate how many vocabulary skills the students have achieved before the class is over and if it is necessary a review on some of the medical terms.

The next form of evaluation will be a game for locating doctors in Cuenca. It is important to keep the class active while they are being evaluated so playing a game to demonstrate the students' knowledge about where are the main medical centers in the city as well as their criteria about recommending a doctor will be relevant at the moment of being a facilitator in real life. This activity is focused on content and on the development of listening and comprehension skills. Students will evaluate each other's knowledge and teachers will be observing the process.

Peer review of translation work:

It is an strategy that will evaluate specific vocabulary needed for filling banking forms. It will achieve the focus on specific language development of the class.

Observations of and role play for how to open bank accounts:

Observation is a tool that will help teachers to evaluate students' skills at the moment of translating a banking form and handling banking procedures in order to help expats to open their bank account.

Expat feedback through questionnaire at end of tour.

This is probably the most important section of each unit because it is a real evaluation of this particular unit, it is also an evaluation for the candidates on their way of becoming facilitators and it is an evaluation for the teachers.

Week 2:

Observation of group discussions and role plays.

Observation is again a tool that allow us as teachers to be aware of the knowledge and development of the students in class. Specifically we want to observe students' behaviour in a group discussion about some controversial topics about public transportation such as safety rules and then check how they solve certain problems while they do a role play. This assessment will also focus on language (vocabulary), but also in specific content about safety rules in public transportation.

Testing vocabulary (lanugage focus) while students take turns to explain public transportation in the field trip. Assessing in real situations is probably the most interactive and reliable strategies that can be practiced through this course.

Expat feedback of tour of supermarkets and public markets.

Feedback becomes a self-assessment to teachers, a motivated assessment for students and a source of what can be changed or not in the course.

Week 3:

Peer review of a writing sample:

This technique will allow teachers to diagnose the students'previous knowledge about a place that is culturally significant to them in Cuenca and how well they know this topic.

Observation of discussions and presentation:

Observation of presentations about holidays in Cuenca will allow teachers to be aware of the groups capability to do research and present like a tour guide in the city. This assessment will evaluate the students domain of the language and how they can transmit their culture to foreigners. During the presentation teachers will check vocabulary and tourism knowledge about the city. These skills will also be observed during the group discussion and how students are able to contrast both cultures. Special attention will be placed on daily customs and how students manage the language to explain certain typical Ecuadorian customs in English.

Expat feedback of the city tour.

This will be the last field trip with expats and will be the one where foreigners will want to know more about Ecuadorian daily customs and culture that will help them to adapt better in this city. Assessment will be focused on the language, English oral fluency and on the content: knowledge about both cultures and the students' ability to transmit their data clearly and concisely.

Finally there will be a review of the course and a questionnaire will be handed out to students. They will be able to transmit their feedback about the course and a test focused specifically on vocabulary and new knowledge will be included.

To see what will be taught in the course examples of lesson plans for week two about transportation and shopping have been included below. Included in the week two lesson plans is the rationale, materials, step by step instructions and examples of what will be done in each class and assessment of each lesson is also included to see how each class will be organized and taught and assessed.

Rationale

This unit of the course: "transportation and shopping" is designed for adult Ecuadorians who have a background in tourism and a high level of English and are taking the course to become a facilitator or a guide for retirees and

expatriates to help them in the relocation process to Cuenca. One of the first things that retirees and expatriates need to know to live in the city of Cuenca is how to use public transportation, where to take it, how to take buses and cabs and how to move around the city. They also need to know where and how they can do their grocery shopping and all the things they need at the beginning of their stay.

This unit is going to teach the facilitators a good amount of English vocabulary related to transportation and shopping in the city of Cuenca, they will also learn how to give advice on the use of public transportation, how to negotiate prices, some security against the rules and how to become experts on shopping for groceries at market and supermarket by knowing how to barter at the market, the names of Ecuadorian fruits and vegetables and the price differences between the market and supermarket.

Materials

The materials to be used in this unit of the course: “transportation and shopping” are focused on making this unit more practical than theoretical, because the learners need to use the given information almost immediately in their jobs. Therefore, it is important to bring the learners practical tools that increase their motivation by the use of different learning strategies to develop their communication skills.

Moreover in this unit there will be the use of published materials like maps of the city, bus schedules and market videos, some materials are adapted from real life materials like some vocabulary work sheets, vegetables and fruits pictures, role-plays and most of the materials are self designed by the teacher to make the learner interact with the other classmates and real life situations with real retirees.

The materials chosen match the objectives of the unit because it will give the students the opportunity to learn and practice the topic related to transportation and shopping. It also gives the participants the chance to give advice on taking buses or cabs and shopping in the city of Cuenca. The materials also meet the assessment process by the observation of the student's behavior in a group discussion about public transportation, a role play and testing the vocabulary the learners use in real life situations, explaining what they have learned inside the class and finally the feedback given by real expats at the tour around markets and supermarkets.

Unit 2 Transportation and Shopping

Lesson Plan 1

Lesson 1 Plan Title:

Transportation around the city of Cuenca

Concept / Topic to Teach:

Transportation: Vocabulary for service and cost

Advice for walking, taking taxis, and buses

Safety rules for public transportation

Debate or discussion about topics discussed above

Detailed description of student's prior knowledge/ prerequisites:

The group of students is formed by five people of about 25 to thirty years old, they have an advance level of English and they are working as guides or facilitators of retirees who have come to live in Cuenca Ecuador. The learners have a prior knowledge on being a guide to the retirees on medical matters, utilities and banking.

General Goal(s):

- Speaking: Students will develop their oral communication skills be able to assist the retirees on the use of public transportation.

Specific Objectives:

- Students will be able to use appropriate vocabulary to guide the retirees on the use of public transportation.
- Students will be able to give advice about walking around the city, taking

taxis, buses and safety rules for public transportation.

Required Materials:

- The Whiteboard
- City maps and bus schedules
- Worksheets (vocabulary)

Step-By-Step Procedures:

- The teacher will start the class by sharing a funny experience about the use of buses and encourage the students to share their own experiences, telling them that not all the experiences will be funny.
- The teacher will give the students a work sheet with useful vocabulary to take public transportation; they have to write what they understand by those words and take turns to explain the meaning to the class. Also students will receive a story about a taxi driver in Cuenca and then have to answer some questions to share it with the class.
- Next, the teacher will ask the students the difference about taking a cab on the street and calling a taxi company and talk about the process. Also the teacher will talk to them about how to recognize a legal cab from an illegal cab.
- Students will look over the bus schedules and will talk about the process of taking buses in Cuenca. They will work on exercises like: What bus line should I take if I am going to _____ from _____.
- Later, the teacher will ask them to participate in a discussion about the topic of the class. The use of public transportation and safety rules to take them

Closure:

For closure, the teacher will ask the students if they have questions, what they think they will need to guide the retirees on the process of taking public transportation. Finally the students will share how they are going to use the information above with their clients.

Assessment:

For assessment the teacher will use direct observation of how the students work the task in the class. Observation is an excellent tool that allows teachers to be aware of the knowledge and development of the students in class. The answers given from the exercise of reading the stories about the taxi drivers and the vocabulary worksheet will be peer reviewed and discussed.

Lesson Plan 1 (Attached Activities)**Vocabulary Worksheet**

Write what you understand from each word and then share it with the class.

1. Crossing _____

2. Zebra _____

3. Pedestrian _____

4. Motorbike _____

5. Helmet _____

6. Speeding _____

8. Signaling _____

9. To Commute _____

10. Journey _____

11. Route _____

12. Driver _____

13. Bus Stop _____

14. Passenger _____

15. Taximeter _____

16. Taxi Company _____

17. Legal taxi _____

18. Illegal taxi _____

19. Rush hours _____

Cuenca Taxi Driver

Read the following story:

Juan Martinez drives a cab in Cuenca Ecuador; He works seven days a week from 6:00 am to 8:00 pm. He used to work at nights, but he thinks that is too

dangerous right now. Driving a cab in Cuenca has become difficult because of the traffic, the traffic is slow and it is not organized. The other drivers are not polite and do not respect the signals, there are many accidents. Driving a cab is also dangerous, sometimes criminals kidnap taxi drivers. Juan tries to use the taximeter, but some people here do not use it, so he just puts a price depending on the time he spent on going somewhere and also the time of the day, because during the rush hours it takes longer to get everywhere.

Answer the following questions

- **How is Juan's schedule?**
- **Why does he not work at night anymore?**
- **What is the traffic in Cuenca?**
- **How do I know how much I am going to pay for a taxi ride?**

Lesson Plan 2

Lesson 2 Plan Title:

Transportation around Cuenca

Concept / Topic To Teach:

Transportation: Practice on how to get and use public transportation.

Detailed description of student's prior knowledge/ prerequisites:

The group of students is formed by five people of about 25 to 30 years old, they have an advance level of English and they are working as guides or facilitators of retirees who have come to live in Cuenca Ecuador. The learners have a prior knowledge on vocabulary for service and cost, advice for walking, taking taxis, and buses, safety rules for public transportation.

General Goal(s):

- Speaking: Students will develop their oral communication skills be able to assist the retirees on the use of public transportation using bus schedules and calling for cabs.

Specific Objectives:

- Students will be able to participate in a role play about public transportation, using the correct vocabulary in every situation.
- Students will be able to guide their class mates around down town on how to take a bus or a cab at the street.

Required Materials:

- The Whiteboard
- Role play script
- Bus schedules

Step-By-Step Procedures:

- The teacher will start the class by making reference to the day before, and asking questions about what the students learned from the last class.
- Students will participate in different role plays where they have to explain how to get to different places, using their bus schedules.
- Students will talk about some safety rules for walking around the city and taking public transportation. They will share their experiences to make a list of good safety rules to give to the retirees.
- The teacher and the students will take a field trip around down town taking turns with classmates to explain how to get buses and taxis from the street, using their bus schedules.

Closure:

For closure, the teacher will ask the students if they have questions, and encourage them to use all things they learned and prepare a little speech about their impression from the field trip for the next day.

Assessment:

For assessment the teacher will use direct observation of how the students work the task in the class. Observation is an excellent tool that allows teachers to be aware of the knowledge and development of the students in class. Testing vocabulary (language focus) while students take turns to explain public transportation in the field trip. Assessing in real situations is a perfect way to see the progress of every student.

Lesson Plan 2 (Attached Activities)

Caller Role Cards (Buses Role-play)

You are in down town today because you have to do some shopping. You have a party in your house and you need to buy food and beverages. Call up your friend and ask him to come shopping with you. And you are going to meet at the Supermaxi El Vergel Your friend is at Parke Calderon. Give him directions to take the bus and go to the supermarket.

You have been invited to a wedding and you need to buy a present. Call your friend and ask for directions to go from your home (Sector del Estadio) to Mall del rio, taking the bus.

You need to go to the market (3 de Noviembre) and you are going to take a taxi cab. Take the cab at the street and explain the taxi driver where you need to go.

Some members of your family have come to visit and they want to go down town. Explain them how to get there by bus and what places they should visit.

You want to go eat out for dinner. Call the taxi company and ask for the service, negotiate the price and tell them where you want to go and explain them where is

Your friend needs to go to the Bank (Banco del Austro) at down town. He is at the Milenium Plaza and ask your advice on how to get there.

located.

Lesson Plan 3

Transportation and shopping for groceries around the city of Cuenca

Concept / Topic To Teach:

Transportation: Practice how to get and use public transportation, and shopping for groceries at the supermarket.

Detailed description of student's prior knowledge/ prerequisites:

The group of students is formed by five people of about 25 to 30 years old, they have an advanced level of English and they are working as guides or facilitators of retirees who have come to live in Cuenca Ecuador. The learners have a prior knowledge on vocabulary for service and cost, advice for walking, taking taxis, and buses, safety rules for public transportation.

General Goal(s):

- Speaking: Students will develop their oral communication skills be able to assist the retirees on the use of public transportation and shopping at the supermarket.

Specific Objectives:

- Students will be able to use vocabulary for buying food and use those terms at the supermarket.
- Students will be able to guide the retirees in all aspects related to buy groceries at the supermarket.

Required Materials:

- The Whiteboard
- Vocabulary lists (food vocabulary)
- Worksheets to practice all related to the supermarket

Step-By-Step Procedures:

- The teacher will ask the students their impression about the field trip from the day before. Students will take turns to explain what they did and how they felt about it.
- The teacher will introduce the topic about buying food at the supermarket; students will talk about where supermarkets are located in Cuenca and which one is the best to go according price, variety and quality of the products.
- The teacher will give students a vocabulary list use in the supermarket, the students will have to write down what they do understand by each term and they will take turns to explain each term to the class.
- Later students will read and discuss two articles about the food in Ecuador at <http://www.travel-amazing-southamerica.com/ecuador-food.html>, http://www.ecuadortravelsite.org/ecuador_food_facts.html.
- Finally students will practice vocabulary in a group activity.

Closure:

For closure, the teacher will ask the students if they have questions, and ask them where do they go to shop for groceries and why. Also, the teacher will ask the students for some recommendations about shopping at the supermarket to give to the retirees.

Assessment:

For assessment the teacher will use direct observation of how the students work the task in the class. Observation is an excellent tool that allow teachers to be aware of the knowledge and development of the students in class.

Lesson Plan 3 (Attached Activities)

Vocabulary Worksheet

Write what you understand from each word and then share it with the class.

1. **Groceries** _____.
2. **Aisle** _____.
3. **Cashier** _____.

4. Lane _____.
5. Shopping cart _____.
6. Cold cuts _____.
8. Deli _____.
9. Dairy _____.
10. Produce _____.
11. Condiments _____.
12. Cleaning supplies _____.
13. Seasonal _____.
14. Check out _____.
15. Express lane _____.
16. To scan an item _____.
17. To bag groceries _____.
18. Do you need help out _____.
19. Clerk _____.
20. Household items _____.
21. Pet food _____.
22. Seafood _____.
23. Carton _____.
24. Package _____.
25. Tube _____.
26. Junk food _____.
27. Healthy food _____.
28. Expiration date _____.
29. Poultry _____.
30. Organic _____.

Vocabulary Exercise

Several responses might be acceptable - choose the **best** one you can work in a group

1. Excuse me, which _____ is the sugar in?
a) ile b) ail c) aisle

2. I'm going to the store. Do you want me to _____?
 a) buy you b) anything c) get you anything
3. The _____ section is where you'll find milk, yogurt, cheese, etc.
 a) dairy b) poultry c) frozen food
4. Should we buy a bag of potato chips? No, I don't eat _____.
 a) junk food b) trash food c) healthy food
5. This supermarket has a _____ counter where you can buy a sandwich.
 a) dally b) deli c) dolly
6. Get a _____. We have to buy a lot of things.
 a) (shopping) cart b) (shopping) tray c) (shopping) car
7. Make sure you check the _____ on the milk.
 a) date of validity b) expiry date c) due date
8. Turkey and chicken can be found in the _____ section.
 a) poultry b) dairy c) baked goods
9. I like this supermarket because they have a _____. I always buy bread there.
 a) cash register b) bakery c) bake-sale
10. Please pick up a _____ of tooth paste at the grocery store.
 a) cartoon b) package c) tube

Lesson Plan 4

Lesson Topic: Public Market (Day 4)

1. Foreign Language Proficiency Level: Advanced

2. Student's characteristics. The lesson plan is designed for adults with an advanced English proficiency level. The class has 5 students who range the ages between 25 and 30 years old. Their general goals are academically oriented and their native language is Spanish. Students will practice reading and speaking with simple and interesting activities.

3. Language skill focus. Practice vocabulary for Ecuadorian fruits and vegetables. Listening and comprehension skills to develop speaking skills at the Public Market.

4. Learning goals.

Keep intrinsic motivation active with interesting topics and interactive activities.

Communicative competence:

- e. Specific vocabulary
- f. Students develop speaking skills in specific Ecuadorian topics
- g. Students will use real world language for reading and speaking
- h. Students will be prepared to become independent facilitators

5. Objectives

- c. Students will understand specific vocabulary about Public Markets
- d. Students will be able to talk fluently and do some barter at a Public Market.

6. Methods and Strategies to be used.

- g. Visual Strategies: Pictures and video
- h. Cooperative learning strategies: Peer Buddy, group activities

7. Materials and equipment.

- e. Video equipment
- f. White board
- g. Pictures about Ecuadorian fruits and vegetables
- h. Worksheets

8. Teacher's input

Students will participate in a two hours listening/comprehension and speaking class.

Teacher will introduce the topic with a picture of a Public Market in Cuenca. Students will talk for about five minutes about the picture and what is a Public Market, its features and how to behave there. (5 minutes). Next the teacher will talk about safety rules for going to public markets. A list with these safety rules will be handed out and two students will be chosen to represent some of those rules. Students will have to guess the rule. Then switch students and repeat

with another rule. Each group will participate twice. (20 minutes) Next some flashcards with pictures of ecuadorian fruits and vegetables will be used to specify the name of each product in English and Spanish. Then a worksheet will be handed out. (15 minutes). Bartering is important at Public Markets in order to obtain the better price for each product so a role play for bartering will be done. (15 minutes) Then some videos about Public Markets in Ecuador will be shown in order to clarify any doubt about some of the topics studied during the class. (15 minutes). The next 30 minutes a group discussion will be opened about differences between shopping at a Public Market in Ecuador vs. shopping at a Public Market in United States.

9. Guided Student's practice

While the teacher introduces the topic with a picture of Public Markets and students give some opinions about it, the teacher will support this material taking notes on the board about what kind of products can be found in a Public Market, how should a person behave in these places, what strategies are recommended at the moment of buying, so students will be able to have a summary of their points of view about the topic.

During the “guess the rule activity”, students will be guided all the time by the teacher who will divide the class: two students will participate and the rest will be the guessers. In the first case, the teacher will help students to express the rule using signs and in the second case the teacher will motivate students to be fluent. This last exercise will help participants to practice something they will probably have to do in real life if expats for some reason do not understand the rule. Next the teacher will go into a vocabulary section about ecuadorian fruits and vegetables. Students will receive the teachers support when completing the worksheet. Then, the class will be divided in two groups one group will be the “caseritas” (ladies selling at the Public Market), and the other group will be the buyers. Teacher will explain students about bartering and will guide them to act out this procedure at the moment of buying any fruit or vegetable. Then, the videos section will support what students have learned

during the class and students could also come up with new questions, so the teacher will be a support all the time. Finally a group discussion will help students to be clear about expats background and how can they behave in our environment. The teacher will guide the discussion in order to obtain important conclusions.

10. Group Practice Activities.

Group work,

Group Discussion

Interactive strategies: Role Play

Visual Strategy: Video

Individual Classwork: Worksheet.

11. Assessment.

Observation of group game and role play is a technique that will help teachers to be aware of the students' knowledge. Specifically it will observe students' behaviour in group towards some controversial topics such as safety rules and then check how they solve certain problems while they do a role play. The worksheet will focus on language, specifically vocabulary about fruits and vegetables and will also make some reference to safety rules so students will be assessed on the topic and at the same time teachers will know if there is something that needs to be reinforced. The videos section will be assessed through oral questions that the teacher will ask for at the end of each video. Finally the group discussion strategy is the best way to assess the knowledge obtained from the class and also this technique helps the teacher to assess students' speaking skills as well as their level of comprehension of the topic. In addition to that, students will show their comprehension of both cultures (American and Ecuadorian culture), their main differences and how expats can deal with these differences.

12. Closing review and follow up (15 minutes)

Questions and answers from the video and conclusions from the group discussion will help teacher to do a closing review of the lesson, next class will take place the second part of this topic with a field trip.

Lesson Plan 4 (Attached Activities)

You Tube videos:

Shopping at Feria Libre (Market in Cuenca) 4:36 min.

http://www.youtube.com/watch?v=yYyE_3wEJ-g

Inseguridad en los mercados.(Ibarra-Ecuador) 3:04 min.

<http://www.youtube.com/watch?v=cRRfCVvvEnQ>

Mercado 10 de Agosto (Cuenca-Ecuador) 3:03 min.

<http://www.youtube.com/watch?v=K1b9mgxtY-A&feature=related>

EXOTIC FRUITS.-

General Information

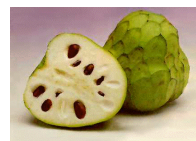
Bananas



.There are two kinds of bananas: **dessert bananas** familiar to most in the grocery stores, **and**

plantains, which are not eaten raw but are cooked, usually deep fried. Other ways bananas are eaten include baked, steamed, and baked into pancakes and breads.

Cherimoya (Chirimoya)



Cherimoya, also called custard apple, is a fruit that grows on a small tree of high altitude tropical areas of the South American countries of Bolivia, Chile, Peru, Ecuador and Columbia. Inside the fruit are large black seeds.

Mango (Mango)



The mangoes that most people see in their grocery stores are large, grapefruit-sized oblong fruits that are green when immature and reddish yellow when ripe. Mango is eaten raw, pickled, cooked into savory dishes and made into desserts such as ice cream and fruit compote.

Pineapple (Piña)



Pineapples are second only to bananas as America's favorite tropical fruit. Although the season for pineapple runs from March through June, they are available year-round in local markets.

Guanabana (guanabana)



Uses: The guanabana is made into ice creams, sherbets and drinks. Some varieties do not have

fiber and can be eaten fresh. It is high in vitamins B1, B2 and C.

Babaco (babaco)



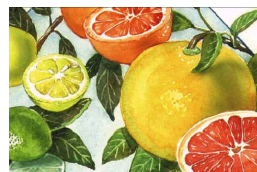
Babaco is from the same family as the papaya. They are green when unripe and as they ripen develop yellow/orange patches and when fully ripe they are yellow all over and are highly beneficial to digestion.

Papaya (Papaya)



Papaya fruit is very popular. Some of the benefits are: **rich in antioxidants, preventing heart disease, strengthen immune system, reduces inflammation and prevents cancer.**

Lemon, Mandarin, Grapefruit.



Citrus fruits include different types of fruits and products. Although oranges are the

major fruit in the citrus fruits group, there are also tangerines, mandarins, lemons limes and grapefruits.

Coconut (Coco)



They have a green color which turns to brown in mature fruits. Inside the fruit there is an almost spherical nut and it is filled with a sweet liquid, which is called *coconut milk*. Especially the younger fruits (green) contain a lot of this coconut water.

Mango



Health benefits of Mangoes: Rich in dietary fiber, vitamins A,B6,C and E. minerals and antioxidant compounds. Mango fruit protects against colon, breast, leukemia and prostate cancers.

Zapote



Zapote is an excellent source of nutrients, zapote has great quantities of antioxidants and vitamin A and C. Zapote fruit has a great volume of dietary fiber.

Watermelon (Sandía)



Watermelon is a typical summer fruit but in Ecuador it is available almost all year long. It is rich in vitamin A, vitamin C, vitamin B. It great amount of water helps on the prevention of dehydration and it is rich in manganese and potassium.

Passion Fruit (maracuyá)



The passion fruit has a soft, juicy interior full of seeds, being commonly found in juices to boost their flavors. There are two types of passion fruit: the golden one (maracuyá), similar to a grapefruit and the dark purple passion fruit (gulupa), comparable in terms of size with a lemon. However, the latter ones have been reported as being mildly poisonous.

Granadilla



Sweet Granadilla

looks similar to the yellow passion fruit as they are under the same family. It is native to the Andes mountain of South America. Sweet granadilla may look like the common passion fruit (yellow variety) but the outer shell is much harder and it does not wrinkle when ripens. Sweet granadilla is yellow to orange in color on the exterior and it is sweet.



Melon is easily found in traditional markets & supermarkets. It feels fresh and not sweet, yellow and white mostly. But more importantly, in addition to appetizing eaten, contains lots of water and is also rich in vitamins and minerals.

Capulí



The capuli fruit grows in bunches almost like grapes. The fruit is similar in appearance to the

European cherry, with a dark purple skin and pale green, juicy flesh, with a flavor similar to wild cherries.

Naranjillas



The naranjilla, Spanish name for "little orange". In Ecuador it is called naranjilla de Quito, in Peru, naranjita de Quito. The Incas called it lulum. In Mexico, it is lulun; in Colombia, lulo or naranjilla.

Tamarind (Tamarindo)



It is extensively cultivated in tropical areas of the world. It is used to prepare juice and food recipes

Guava (Guayaba)



Guava is native from Tropical America, it has been diffused by all America. Until today, Guava (Guayaba) is the only discovered fruit that contains 16 vitamins. It is denominated the queen of the fruits because it is the most complete in nutrients, vitamins, proteins, mineral

salts and oligoelements. The Guava is a great, healthy, digestive and very useful aliment for a normal nutrition. It stimulates the heart activity; it is also recommended for people with hypetension.

Guaba



It is an Andean Fruit. It has black seeds covered with a cottony sweet and soft shell.

Tree tomato (Tomate de árbol)



EXOTIC FRUITS QUESTION&ANSWER SHEET

1. Mark with an X.

If you go to Feria Libre Public Market, which of the following fruits would you find?

Papaya _____

Naranjilla _____

Capuli

Blue berries _____

Guava _____

Granadilla

Watermelon _____

Guaba _____

2. Choose from the box and write your answer in each column. You can repeat your choice for each column.

Imagine that you are shopping at a Public market in Cuenca with an expat from USA. Your client wants to make some natural juices and some ice cream with tropical and ecuadorian fruits which fruits would you suggest?

Watermelon	Blackberries	Tree tomato	Taxo	Naranjilla	Guava
Bananas					
Melon	Guanabana	Cherimoya	Passion Fruit	Tamarind	

Fruit Juice

Ice Cream

3. Write the English name for the following fruits.

Tomate de arbol _____

Guava/guaba _____
 Guaba _____
 Banana _____
 Green Plantains _____
 Maracuya _____
 Zapote _____

4. Why do you think it is important to know the nutrients of some fruits?

5. If your client is searching for tropical fresh fruits would you recommend going to the closest supermarket or to the Public Market? Why?

Lesson Plan 5

Lesson Topic: Public Markets in Cuenca Field Trip (Day 5)

1. Foreign Language Proficiency Level: Advanced

2. Student's characteristics. The lesson plan is designed for adults with an advanced English proficiency level. The class has 5 students who range the ages between 25 and 30 years old. Their general goals are academically oriented and their native language is Spanish. Students will practice speaking with real and interesting activities.

3. Language skill focus. Practice vocabulary for Ecuadorian fruits and vegetables. Students will develop speaking skills at the Public Market.

4. Learning goals. Keep intrinsic motivation active with interesting topics and interactive activities.

Communicative competence:

- a. Specific vocabulary
- b. Students develop speaking skills in specific Ecuadorian topics
- c. Students will use real world language for speaking
- d. Students will be prepared to become independent facilitators

5. Objectives

- a. Students will understand specific vocabulary about Public Markets
- b. Students will be able to talk fluently and do some real barter at a Public Market.

6. Methods and Strategies to be used.

- a. Cooperative learning strategies: Peer Buddy and group activities
- b. Multicultural resources: cultural sharing at the Public Market

7. Materials and equipment

- a. Vehicle for transportation
- b. Willow baskets
- c. Money to buy fruits and vegetables.

8. Teacher's input. Students will participate in a two hours English-Spanish speaking field trip.

Teacher will introduce the activity with a summary of the principal Public Markets in Cuenca and will give instructions for the field trip. (5 minutes). Next the teacher will ask everyone to go to the vehicle and start the fieldtrip around the most important Public Markets of the city. Vocabulary, pronunciation and especially English fluency will be considered during the fieldtrip. The topics learned on day 4 should be practiced during this class, so students will take turns to talk about safety rules for going to public markets and they will also give expats some bartering strategies that will help them to get the better price on their vegetables and fruits .(30 min.). Next students will stop by "Feria Libre". Which is the most important public market in the city. They will have to divide into two groups and help our volunteers to buy some vegetable and fruits. (45 minutes). Then, students will finish the activity and go back to class (10 minutes). The last 30 minutes they will speak about their experiences and will give their personal opinion about day 4 and 5 and how this has helped them, at the same time, volunteers will fill in a feedback questionnaire.

9. Guided Student's practice. Teacher will introduce the volunteers to the class and will specify the importance of being a tourist guide while they are in the vehicle going around the most important public markets of the city. They will need to talk about how a person should behave in these places and what strategies are recommended at the moment of buying, so students will be prepared for guiding during the fieldtrip. While students take turns to guide, the teacher will give them any support with information about the places they are passing through or any safety rules they are missing or any recommendation they need to explain about bartering to their volunteers..

Once in “Feria Libre public market” the teacher will assist students during the buying process and will give them any help or support .

10. Group Practice Activities.

Group work,

Interactive strategies and cultural sharing resources:

- a. Buying at the Public Market
- b. Guiding on the fieldtrip

11. Assessment. Observation is the main assessment in this lesson. Teachers will assess speaking, English language fluency and vocabulary of Ecuadorian fruits and vegetables.

Teachers will also assess students’communicative skills and how they transmit the message to expats about safety rules and bartering. It is important as facilitators to be objective.

Finally, it is important to receive a feedback of the lesson. Students will close the session retelling their experiences and giving their personal opinion about both days. Volunteers will fill in a feedback-questionnaire of a tour of public markets. Feedback becomes a self-assessment to teachers, a motivated assessment for students and a source of what can be changed or not in the course.

12. Closing review and follow up (10 minutes) Personal experiences about the field trip will help students to summarize their knowledge about public markets and will help them to come up with new questions. On the other side teachers will ask volunteers to fill in a short questionnaire.

Conclusions and recommendations

The research implies in chapter one, that teaching structure and grammar while introducing sentence writing within the teaching schema is necessary within the case study. The research completed also demonstrates the importance of utilizing other teaching techniques throughout the course. Other techniques used in the course to teach grammar and structure includes games, speaking and writing activities, and diverse skill practice provided by the teacher. The case study also portrays the candidates teaching and knowledge by providing evidence and research of how English is taught as a second language in an authentic setting.

In chapter two the research provides an array of varying assignments to demonstrate a plethora of skills, techniques and methods the candidate learned throughout the masters program. Each of those assignments has been connected to a NCATE/TESOL standard.

The research in the portfolio demonstrates the amount of effort and work the candidate put into the masters program. In most instances each of the assignments portrays the candidate's extensive abilities in teaching and their overall understanding of English as a second language.

The program portfolio also presents how the candidate is able to use specific standards created for teachers of English as a second language in assignments and classroom environments. The NCATE/TESOL standards are useful for teachers when imparting particular skills and use specific techniques while teaching, which the candidate corroborated in the evidence provided in the chapter two. The program portfolio also provides examples of how the candidate will persevere in their profession in the future. Each section of the portfolio includes examples of the many skills the candidate acquired to use in teaching future courses and creating lesson and assessment plans.

The recommendation for the participant of the case study in chapter one is he should go on to study English at the beginner level. The next step in his learning process in English should be to learn more vocabulary, so he can make more simple sentences and advance to complex ones. The student could also go on to learn present continuous grammar to write sentences more fluently in present tense.

Based on artifact 5 and 6 and his post-test he is on his way to making complete correct present simple sentences. However, he has big goals of being fluent enough to have conversations and write e-mails with native English speakers. Therefore, he needs to take more classes to also improve his speaking, listening and reading skills. If he were to begin classes he would still be considered a beginner, but would have some advantages and knowledge in his class that his classmates may not have. He has a lack of practice and use of English in his daily life, he just needs to keep taking classes and make more time utilizing the skills he already has.

It is recommended in chapter two that the candidate continues to utilize the NCATE/TESOL standards in future classes and educational endeavors. It can also be recommended that the candidate continue her education after this Master's Program to constantly gain more useful knowledge and insight into teaching English as a foreign language. It has been demonstrated through the evidence provided in the portfolio that the candidate has gained sufficient knowledge to begin her teaching career as an educator with a masters degree in teaching English as a foreign or second language.

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