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MAESTRIA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

An EFL student case study of English as a foreign language in the Tourism and Hotel Management qualification at UTPL- TEFL program portfolio

Degree thesis

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CERTIFICATION

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THESIS ADVISOR

CERTIFIES THAT:

The following research work developed by Maria Arias Córdova 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 15, 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 15, 2012

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MARIA ARIAS CORDOVA

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ACKNOWLEDGEMENT

María Arias Córdova

DEDICATION

I would like to dedicate this research work to my beloved family.

Maria Arias Córdova

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ABSTRACT

This study is about an EFL student case study of English as a foreign language in the Tourism and Hotel Management qualification at UTPL..- TEFL student program portfolio during September 2011 – May 2012, the last term of the Master´s Program. This research was carried out in the city of Loja the capital of Loja province.

For this research work, the qualitative research and several methods were used. The qualitative research was used for the narrative data in all of the process; and the scientific method in order to compare the empirical data with the scientific one, the cognitive language learning method was used because it employs strategies for direct instruction of learning strategies and for teaching language through education content, and the natural approach because it focuses on the theory of learning.

Main findings were found after the analysis of the artifacts. Artifacts showed that grammar errors were made at the beginning but at the end student´s grammar errors were minimal. Additionally, the use of TESOL/NCATE standards demonstrated how the program content has been applied to teaching EFL in the master´s program.

INTRODUCTION

The purpose of this study was to investigate the value and outcomes of an EFL student case study of English as a Foreign Language in the Tourism and Hotel Management qualification at UTPL, and the TEFL student program portfolio that demonstrate foreign language learning progress according to the objectives of the Master´s Program learning process.

As a beneficiary of this Master Program, it is important to consider the most outstanding things through course work and previous field work in the area of teaching English as a Foreign Language.

To do this research, the qualitative research was used. The qualitative research was used for the narrative data in all of the process because it has a natural and holistic representation. This qualitative research was useful because it allowed working with fewer participants and it is less concerned about issues of generalizability. The scientific method was used in order to compare the empirical data with the scientific one and the bibliographic method for gathering the literature information. In addition, the cognitive academic language learning method and the natural approach were involved.

The scope of specific objectives was the following: First, design and implement TEFL lessons through planning, instruction, and assessment. TESOL/NCATE standards. Second, develop contextualized activities to assist English as a Foreign Language (EFL) learners to recognize, and acquire English writing language ability. Third, create a portfolio that documents student work, including instructional materials and samples of student´s work and assessment. Fourth, summarize knowledge and understanding gained through this course and how that will be incorporated into future teaching experiences. Finally, demonstrate management of learning process, handling mistakes, grouping strategies, and feedback. All of these planned objectives were accomplished in an accurate way by the graduate student.

Regarding limitations, the amount of time spent in the case study was restricted because eight weeks were not enough time to study the planned contents and to practice the language using accurate reproduction techniques.

It is expected that this study can serve as a starting point for further investigations on the feasibility and conditions for success on the educational use of this pedagogical innovation within the area.

For this research work, primary sources such as journal articles, scholarly books, and technical reports were used. Secondary sources such as encyclopaedias, scholarly books, reviews of research, newspaper articles, and magazine articles were utilized as well. Directories such as Eric descriptors and books in print were applied. Computer assistance such as ERIC and other databases were used in all of the process.

METHOD

This qualitative research intends to examine in the value and outcomes of an EFL student case study of English as a Foreign Language in the Tourism and Hotel Management qualification at UTPL.- TEFL student program portfolio.

The target group belongs to on campus system of studies. The selected student for the study case is on-site student who is the one that has several advantages such as technological tools at hand, well-implemented laboratories, and daily contact with teachers, daily classes and a lot of material resources. Additionally, the student is very young.

The second person involved in this research work is a teacher of both at-distance and on-campus education systems who is in charge of various subjects in the English field. These subjects are part of the curriculum of different qualifications especially in the at –distance system for students who live in different places around Ecuador or even overseas. The principal characteristic of this group is that the majority of them are adult persons who do not have access to on campus universities because they live or work in rural areas.

This research includes a variety of activities related to writing skills, especially, artifacts written by the selected student. Additionally, summarize knowledge and understanding gained through this course and how that will be incorporated into future teaching experiences. Finally, demonstrate management of learning process, handling mistakes, grouping strategies, and feedback.
Once the student´s needs were evaluated, the first thing to be done was to elaborate an improvement plan. To do this, it was necessary to invite the student to participate in setting her goals, the competences the student wanted to develop and the contents to be proposed in order to achieve her learning goals.

The qualitative research method was used. The qualitative research was used for the narrative data in all of the process. The purpose of this method is not only to study individuals and events in their natural settings but also to present a natural and

holistic picture of the phenomena being studied. In addition, the cognitive academic language learning method and the natural approach were involved.

The Cognitive Academic Language Learning Approach (CALLA) was used for several reasons. First, this method is designed for training teachers that focuses on curriculum development, lesson planning, and teaching. Second, CALLA was also used because it employs strategies for direct instruction of learning strategies and for teaching language through education content.

The natural approach was also used because it focuses on the theory of learning. Additionally, this method was applied because it concentrates especially in language acquisition, the monitor hypothesis, the natural order hypothesis, the input hypothesis, the learner´s emotional state, and particularly in learning needs.

Some techniques were used during the period of instruction such as semantic mapping, computer/software, realia, videos, demonstrations, and labeling. Also, some materials were used such as a textbook, flow charts, maps, graphs, and pictures. Additionally, cooperative learning activities were done such as peer buddy, small group activities, group report and panel discussion/ debate.

LITERATURE REVIEW

This section intends to provide an overview of some of the most outstanding aspects of English instruction in the Tourism and Hotel Management field, and current trends in language teaching and writing. The area of this investigation set out for this paper, " A case study of English as a foreign language student at UTPL in the tourism and hotel management qualification.- Tefl student portfolio", is a research work that is directly related to both language and its development using international standards.

In addition, It is vital to review the use of TESOL/NCATE and INSTAC standards in order to demonstrate how the program content has been applied to teaching EFL in the Master´s Program.

Current Trends in the English Instruction as a Global Language

Parkir (2000 p. 14) explained that one of the greatest challenges faced by language teachers in the classroom practices today is the rapid development of English as the lingua franca for an interconnected world. Harmer (2007) explains that the lingua franca is a language that is used between different groups of people who do not share the same language and for whom English is not their mother tongue. As a result, there exists a great demand for learning English in all fields, especially in the Tourism sector. This demand entails that English is required not only for formal credentials, but also for effectiveness in the work places and for career innovation.

This trend has led to an increase in the demand for courses that can provide users and clients with English skills specifically needed in workplace contexts. Equally true, English for specific academic purposes helps students in their actual subject tasks.

In the Ecuadorian higher education system, there are a large number of universities offering ESP (English for Specific Purposes). These courses are designed to meet specific needs of the learner which are related to specific disciplines, occupations and activities and which are centered on language appropriate to those activities in syntax, lexis, semantics, and discourse analysis.

One of the examples of the great demand is in the tourism sector. The growth of tourism will lead to the growth of hotels, restaurants, self-catering, tourism agencies, package holidays, cruise ships and other related sectors which can drive the growth of the economy regionally, nationally and internationally.

This growth leads to the demands of workers who are professionally competent, in the sense that they are skillful and are competent in using English in their fields. The market that needs this kind of worker is found not only in Asia but also in, Africa, Europe, Australia, North America and South America.

Aniroh (2009) explains that another observable phenomenon in the global communication revolution is that learners of English nowadays can learn English through various modes of learning contexts such as formal, informal, and/or casual environments. These three kinds of context are now very influential in the learning of English or of other fields. The formal context is obvious: where students learn English at schools from elementary to higher levels of education. Environments that are characterized by the availability of computer and electronic sources such as tablets, iPods, intelligent cell phones facilitates learners in learning English informally through their environment, which is making English grow rapidly in non-English speaking countries.

Nowadays, students can also take courses outside of formal learning contexts. Television, multimedia courses (Rosetta Stone courses/Longman English Interactive courses), interactive or radio programs which offer authentic language activities are also sources of learning. More casually, computer games for children in the market, mostly imported, are in all places presented in English, which also serves as an important access to learning English casually. It is amazing to see how children develop correct pronunciation and vocabulary when they are playing games.

Key issues in English for Specific Purposes

Given that English for tourism is a professional area of ESP (English for Specific Purposes), it is extremely important to highlight *the origins of ESP. Concerning*

English for Specific Purposes, it is known that three fundamental reasons for the emergence of all ESP.

First of all, the demands of a post WWII Brave New World appeared; second, a revolution in linguistics; and finally, a focus on the ways the learner acquires the language and the differences in the ways language is acquired.

Hutchinson and Waters (1987) offer a good explanation of two historical periods which breathed life into ESP. First, the end of the Second World War brought with it an age of incredible advances in scientific, technical and economic activities on an international scale. Especially in United States of America in the post-war world, the role of international language fell to English. Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into oil-rich countries. Thus, the language of this scientific and technical activity became English.

In terms of *the revolution in Linguistics*, Gatehouse (2001) assumes that two different positions were observed by both traditional linguists and revolutionary pioneers in linguistics during the 1960s and 1970s. Traditional linguistics set out to describe the features of languages, whereas revolutionary pioneers in linguistics began to focus on the ways in which language was used in real communication.

The third reason for the emergence of ESP explained by Hutchinson and Waters (1987) was *the attention in the ways learners acquire the language* and *the differences in the ways language is acquired*. For instance, learners were seen to employ different learning strategies: they use different skills, enter with different learning schemata, and are motivated by different needs and interests. Then specific courses were designed which focused on the learner's individual needs and individual interests.

Regarding *key notions about ESP,* the distinctions between the absolute and variable characteristics of ESP, types of ESP, characteristics of ESP courses, and the meaning of the world "special" in ESP are considered.

Regarding the distinctions between the absolute and variable characteristics of ESP, the author makes a distinction between four absolute and two variable characteristics suggested by Strevens (1988) and Dudley-Evans and St John (1998).

The most important distinctions in the variable characteristics suggested by Dudly-Evans are the following: designed for specific disciplines, designed for adult learners at secondary school level, and designed for intermediate advanced students. A premise is that ESP courses assume some basic knowledge of the language system, but that it can also be useful with beginners.

Regarding types of ESP, Carter (1983) explains that there are three types of ESP: English as a restricted language, English for Academic and Occupational Purposes, and English with specific topics.

Restricted language is a *special* language that would not allow the speaker to communicate effectively in a novel situation, or in contexts outside the vocational environment. The restricted language used by the army members in a war is a clear example of this special language. It is special because the repertoire required by the soldiers is strictly limited and it can be accurately determined situationally.

Regarding English for Academic and Occupational Purposes, the author explains in detail how it is divided. ESP is broken down into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). For example, EOP for the EST branch is English for Technicians whereas an example of EAP for the EST branch is English for Medical Studies.

The third and final type of ESP identified by Carter (1983) is *English with specific topics.* The author explains that only here is where emphasis shifts from purpose to topic.

This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

Regarding *characteristics of ESP courses*; Carter (1983) states three interesting characteristics of ESP courses. These are authentic material, purpose-related orientation, and self-direction.

As it is observed, the use of authentic learning materials is completely feasible. Independent assignments in which the learners are required to conduct research using a variety of different resources, including the Internet, is observed.

Continuing with the second characteristic, purpose-related orientation refers to the simulation of communicative tasks required by the target setting. Referring to it, Carter (1983) explains that student's simulation of a conference, involving the preparation of papers, reading, note taking, and writing is the most important aspect. Finally, self-direction is characteristic of ESP courses in that ESP is concerned with turning learners into users. In this context, the learners must have a certain degree of freedom to decide when, what, and how they will study. Also, the author adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies and about how to access information in a new culture.

Another interesting point is key issues in ESP Curriculum design. Gatehouse (2001) assumes that there are three abilities necessary for successful communication in a professional target setting. The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context. A clear example is the particular jargon used by lawyers or engineers.

The second is the ability to use a more generalized set of academic skills such as conducting research and responding to memoranda. For example, a teacher or an investigator presents a research project or proposal to authorities for it to be considered for acceptance.

The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context such as sharing a conversation with a colleague during lunch time.

In conclusion, it was a rewarding experience for me to analyse these issues in English for Specific Purposes. It was very interesting to find out how ESP was conceived and about its absolute and variable characteristics. It was necessary to review the theoretical underpinnings in order to observe if principles on effective, efficient, and specific learning of ESP are useful.

Obviously when language content is extremely specialized, the content materials of a course would lack any value for a more general audience. However, English for tourism for example, is much better overlapped with a basic English curriculum and therefore methods and strategies for teaching would be more similar in these cases.
I believe that the most important point to keep in mind about ESP is to be aware of the type of person who is engaged in workplace activities of a specialized nature. They have some skills and abilities unavailable to younger learners so the learning approach would be different from that of younger learners.

There are particular cases in which the learner is, at the beginning level, engaged in special work or activity, so they could be profitably trained in the context of the specialized ESP needs. The language used in a classroom is very different from general English. ESP comes from an intense analysis of the learners needs in terms of their specialized English needs and interests.

Needs analysis and evaluation

Needs Analysis refers to an assessment that plays a powerful role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or a general English course. Fulcher (2010) emphasized the importance of carrying out a Needs Analysis for developing EAP (English for Academic Purposes) tests. The term *Needs Analysis* generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

So, the most important activity is gathering information about target needs. Hutchinson & Waters (1987) suggest that the analysis of target needs involves far more than simply identifying the linguistic features of the target situation. The most common ways of gathering information are: questionnaires, interviews, observation, data collection, informal consultations with tutors, sponsors, learners, and others.

Regarding assessment, Graves (2000) suggests *formative assessment* in order to know how well the students are doing, what they have achieved, what they need to work on, and how well the course is meeting their needs. *Summative* assessment will be completed at the end of the course; the purpose is to determine the student's level of achievement, as well as the total effectiveness of the course.

The role of materials in ESP

Teaching materials are tools that classroom teachers use to help their students learn quickly and thoroughly. (Claus 1999). With this idea in mind, it is important to identify the various ways that teaching materials function in an English classroom. The role of materials depends, to a large extent, on the activities to be carried out in the classroom. Additionally, it depends on the level of prior knowledge and the ages of these students.

The primary material used, obviously, is the textbook, from which the contents are assigned for a specific course. However, supplemental materials such as flow charts, maps, charts, graphs, pictures, hand-outs, Venn diagrams, story maps, timelines, realia, demonstrations, music/songs, online researches, and a variety of audio and video tools can be used. The way the teacher uses these materials depends on his or her creativity and sense of responsibility.

Teaching English for Tourism

The current position of English as the main language used for international communication and tourism means that it is essential for people who are interested in adventure travel and extreme tourism, culture and the arts, culinary, ecotourism, responsible and sustainable tourism, and others.

Thus, English has become the international language in these areas. Walker (1995) stated that among the many vocational and professional fields that make up the world of English for Specific Purposes is *English of Tourism*. English for Tourism is very appealing to learners since all of us are tourists on countless occasions throughout our lives, and hence, as teachers, we can bring our own real experience and opinions to the language classroom. However, teaching of the English for tourism is a little more complex than simply knowing how to change a flight reservation.

Teachers who are teaching English for Tourism need to review the bibliography of published materials. These materials may have limited value for Ecuadorian students because they are designed for international students. So teachers will have to use available materials such as newspapers, brochures, magazines, wiki spaces, audio and web-pages.

In addition, it is important to take into account the age, needs, interests, learning styles, level of languages and realities of the students so as to provide a meaningful framework within which learners can improve knowledge and skills based on the principles of tourism such as the social, cultural, political, labor and economic dimensions.

Also, it is important to understand the legal framework governing tourism activities so as to ensure successful implementation of tourism development. It is also important to use information technology and communications in the various areas of the tourism sector and apply theory and method to the improvement of research done for the purpose of planning and project formulation for tourism related companies and hotels. Finally, respect for cultural heritage should be encouraged as an important part of the tourism product and as a way to highlight the importance of the various multiethnic groups in Ecuador.

My understanding is that students will need to stay current with the changes that are occurring more and more in a globalized world. Thus, hotel accommodations, booking, and promoting destinations are transacted online.

Trends on Foreign Language Writing

Composing vs. writing

Writing is the graphic representation of spoken language. The process of writing requires an entirely different set of competencies and is fundamentally different from speaking. One major theme in pedagogical research is the nature of the composing process of writing.

Brown (2001) expresses that written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. The conclusion of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize then coherently, how to use discourse markers and rhetorical conventions cohesively in a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Process vs. product

During the 50s, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should look like. Compositions were supposed to meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would consider to be conventional.

Now, we see learners as creators of language. They are allowed to focus on content and message, and their own individual intrinsic motives are at the center of learning. Regarding the process approach, Shi (1986) emphasized the following aspects:

a. Focus on the process of writing that leads to the final written product.
b. Help student writers to understand their own composing process.
c. Help students to build repertoires of strategies for pre-writing, drafting and rewriting.
d. Give students time to write and rewrite.

e. Place importance on the process of revision.
f. Let students discover what they want to say as they write.
g. Give students feedback throughout the composing process.
h. Encourage feedback from both the instructor and peers.
i. Include individual conferences between teacher and student during the process of composition.

The current emphasis on process writing must be seen in the perspective of a balance between process and product. As in most language teaching approaches, it is quite possible for teachers to go to an extreme in emphasizing process to the extent that the final product diminishes in importance. It is necessary to complete the whole process of prewriting, drafting, revising and editing.

THE WRITING PROCESS

According to Seow (1995), the writing process as a private activity may be broadly seen as comparing four main stages: *planning, drafting, revising*, and *editing.* The stages are neither sequential nor orderly. Classroom activity incorporates these four basic writing stages and additionally three other stages externally imposed on the students by the teacher. These stages are *responding* (sharing), *evaluating* and *post-writing.*

Planning (Pre-writing)

Seow et al (1995) explains that pre-writing is an activity in the classroom that encourages students to write. This activity stimulates thoughts for getting started in the process of writing. This activity moves students away from having to face a blank page toward generating tentative idea and gathering information for writing.

According to Solorsano (2004 p. 1) in pre-writing activities, the student think about a topic and write whatever comes into her/his mind. The learner does not worry about grammar, spelling, or vocabulary. The learner do not stop to cross out or change what he has written. The most important thing is to keep a pen moving across the page.

Pre-writing activities include *group brainstorming, clustering, rapid free-writing, and wh-questions.*

Group brainstorming

Additionally, Seow et al (1995) states that brainstorming is an interesting activity which generates ideas about the topic in the classroom. Spontaneity is very important here. There are no correct or wrong answers. Students can cover familiar opinions first and then move off to more abstract or wild territories in which a student or group of students write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. It serves to gather ideas, viewpoints, or ideas related to a writing topic. Brainstorming is a fruitful activity to help the writer produce ideas.

Other writing activities included under brainstorming are:
- Clustering
- Word bank
- Mapping

Clustering

Clustering means to write a topic or concept in the middle of a page and gather ideas into clusters around the topic.

This activity, students form words related to a stimulus supplied by the teacher. The words are circled in a text and the linked by lines to show discernible clusters. Clustering is a simple powerful strategy because its visual character seems to stimulate the flow of association and is particularly good for students who know what they want to say but just cannot say it. (Proett & Gill, 1996, p.6).

Rapid free-writing

In the same way, Seow (1995) suggests that within a limited time of one or two minutes, students work individually. They freely and quickly write down single words

and phrases about the topic. The time limit keeps the writer´s minds ticking and thinking very fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy. For example, writing an introductory paragraph to introduce the topic including a thesis statement starting your opinion. After that, giving two or three reasons for your opinion, and finally writing a concluding sentence that restates your opinion about your writing.

At this point, Solórzano et al (2004 p. 17) suggests that it is important do not worry too much about grammar while writing, just concentrate on making your ideas clear.

Wh-questions

Students generate who, why, where, and how questions about the topic. More such questions can be asked as answers to the first string of wh-questions. This strategy can go on definitely. Additionally, ideas for writing can be elicited from multimedia sources such as videos, movies, interactive web pages, wikis, journals, printed materials, as well as from direct interviews, talks, surveys, and questionnaires.

There are several activities to ensure that rewriting does not mean recopying. For example, lead students to work in pairs to read each other´s drafts aloud before they revise. As students listen intently to their own writing, they are brought to a more conscious rethinking and rereading of what they have written. Meanings which are vague become more apparent when the writers actually hear their own texts read out to them.

Editing

When we write the *first draft*, it is important to follow some important guidelines for each paragraph such as having a topic sentence that clarifies which topic or main idea we are writing about and   giving two or three reasons for your opinion. Support your reasons with examples and write a concluding sentence that restates your opinion about the topic.

At this point, it is necessary to use *transitional words* in order enhance logical organization and understandability of the paragraph. Transitional words allow the reader to flow more smoothly from one point to the next.

According to Celce-Muricia & Larsen Freeman (1999 p. 540-543) "transitional words are often called logical connectors or subordinating conjunctions between two segments in oral or written discourse."

My understanding is that these authors explain transitional words as adjacent sentences that can make the connections in an oral or in a writing discourse. The most highlighted transitional words are presented in the following way:

Addition:

Also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly.

Consequence:

Accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore.

Contrast and Comparison:

Contrast, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast.

Direction:

Here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance.

Diversion:

By the way, incidentally.

Emphasis:

Above all, chiefly, with attention to, especially, particularly, singularly.

Exception:

Aside from, barring, beside, except, excepting, excluding, exclusive of, other than, outside of, save.

Exemplifying:

Chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as.

Generalizing:

As a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually.

Illustration:

For example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case.

Similarity:

Comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with.

Restatement:

In essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently.

Sequence:

At first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind.

Summarizing:

After all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, and finally.

When we write the *second draft*, we make sure all the sentences support the main idea stated in the topic sentence and check our use of grammar and punctuation rules.

Besides, it is important to bear in mind that a paragraph is a group of sentences about one idea. A paragraph has *unity* when all the supporting sentences are connected to the topic sentence and none of the supporting sentences are about other topics. A paragraph contains a *topic sentence*, *supporting sentences*, and a *concluding sentence.*

Solórzano (2004 p. 3) explains that the *topic sentence* states the main idea of the paragraph. The *supporting sentences* explain the main idea with details and examples. The *concluding sentence* brings the paragraph to a close, often restating the main idea from the topic sentence.

Finally, at this stage, students organize their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer´s work for grammar, spelling, punctuation, stylistic issues, sentence structure and the accuracy of textual material such as quotations, examples, spelling, vocabulary, citation of references, neatness and appearance, and finally, other revisions as needed.

Evaluating

The evaluation should be analytical in the writing process. This is to say, based on specific aspects of writing ability or holistically based on global interpretation of the effectiveness of that piece of writing. The criteria for evaluation should be made known to students in advance. For example, it should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication.

Depending on the purpose of evaluation, a numerical score or grade may be assigned. Students may be encouraged to evaluate their own pieces of writing and each other´s texts once they have been properly taught how to do it. For example,

students need to know the rubrics, an explanatory comment on the aspects that will be considering at the grading stage.

According to Brown (2002) there are six general categories that are often the basis for the evaluation of student writing.

Content
- Thesis statement
- Related ideas
- Development of ideas through personal experience, illustration, facts, opinions
- Use of description, cause/effect, comparison/contrast
- Consistent focus

Organization
- Effectiveness of instruction
- Logical sequence of ideas
- Conclusion
- Appropriate length

Discourse
- Topic sentence
- Paragraph unity
- Transitions
- Discourse markers
- Cohesion
- Rhetorical conventions
- Reference
- Fluency
- Economy
- Variation

Syntax

Vocabulary

Mechanics

- Spelling
- Punctuation
- Citation or references (if applicable)
- Neatness and appearance

After the student writing evaluation, the most instructive evaluative feedback is the teacher´s comments, both specific and summative, regarding the student´s work.

Post- Writing

Post-writing is an activity that the teacher and students can do with the completed pieces of writing. This includes *publishing, sharing, reading aloud, transforming texts* for stage performances or publish texts on notice-boards. The post-writing stage is a platform for recognizing student´s work as important and useful. With this activity, students must be made to feel that they are writing for a very real purpose.

Writing in superior levels requires a formal academic style which includes being cautious about generalizations, using references to support the points of view, and showing an awareness of the process. For instance, it is significant to review some important characteristics of academic writing such as the following:

POSITIONING

Dudley-Evans and others (1998) suggest that *positioning* is the framing of the content, character or style of a text using a determined point of view according to the purpose and intention of the author in academic writing. Positioning displays control of sentence structure, word choice, adequate reasoning, and specific organization of ideas and the conventions of written English.

However, a text can be read and understood in a way that is different from the intended meaning, or the reader can perceive and interpret it as the author intended

it to be read and understood. An interpretation distinct from the one intended depends sometimes on the attitude of the reader.

In my personal opinion, knowing the intended audience is fundamental. Therefore, the topic, the style, and the language have to be selected after a detailed observation of the audience. For instance, if my audience is advanced English students taking an academic writing course, the style must be formal; the use of adequate vocabulary and the language have to be simple and direct and the topic has to be in accordance with the audience background.

Regarding to *purpose*, it is the reason for the text being composed. Readers must follow what they read. The purpose of the speaker or writer depends on the audience to be addressed. So the audience has to be analyzed prior to the presentation of a text. For example, if the audience is the teacher of English for Academic Purposes, the writer should consider that she is an expert on the subject and the student taking this course has less knowledge on the topic. Then, the writer working on this paper has to do the best to make it interesting for the audience. On the other hand, a strategy has to be chosen relying on the characteristics of the audience.

Organization is another characteristic of academic writing. Here, the information is presented to readers in a structured format following regular and predictable patterns of external and internal organization

Style is the way a written or spoken text is developed. Style is interconnected with audience. Style can be formal or informal depending on the topic and intended audience. For instance, a term paper reporting the results of a formal research must be written in a formal but direct language style. Usually, the vocabulary coming from Latin origin provides more formality to the written text. However, academic style differs in terms of what is acceptable for a particular area of study and a determined topic.

Since the aim of speaking and writing in any language is to achieve successful communication, it is necessary to make ideas flow smoothly in order to reach a high

level of comprehension of the message delivered. This smooth movement from one idea to the next is known as flow.

To accomplish flow and therefore to make the reader follow the text easily, the writer has to establish clear connections of ideas in the text using well-recognized features of academic writing such as connectors, linking words and phrases, and transition words.

The presentation of an essay must be neat. Then, we should carry out a careful proofreading to avoid misspelled words and errors in subject-verb agreement or errors using homophones.

To successfully revise a paper we should follow some steps such as: revising the format or checking it, correcting grammar mistakes and misspelled words.

To conclude, my understanding is that the author focuses on the accurate use of rules, conventions and regulations that the writer must follow when delivering a message in academic writing. Audience, purpose, organization, style, flow and presentation are characteristics of academic writing that are interconnected; and to deliver a message successfully the text must have not only interconnection but also grammar conventions, correct punctuation and a smooth transition of ideas.

TESOL / NCATE / INTASC STANDARDS

By: Teachers of English to Speakers of Other Languages (TESOL).

The purpose of this section is to describe the theoretical foundations of standards on multiple areas should know and be able to do. This study gave me the idea of what should know and be able to do in the teaching process. Also, this study gave me the notion of how I might use and apply standards in areas such as: language, culture, planning, implementing, and managing instruction, assessment, and professionalism. Additionally, content pedagogy, diverse learners, multiple instructional strategies, motivation and management, communication and technology. Reflective practice:

professional development, and school and community involvement as well. These standards especially focus on local, personal, and interpersonal contexts as well as in sociocultural contexts of English language teaching.

Domain 1. Language

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

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

Standard 1.a. Language as a System

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

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

Programs and states identify languages commonly spoken by students in their communities. Candidates relate their knowledge of English to these languages, as well as others they may encounter. Candidates build on similarities between English

and students' L1s and anticipate difficulties that learners may have with English. They identify errors that are meaningful and systematic and distinguish between those that may benefit from corrective feedback and those that will not. They understand the role and significance of errors as a gauge of language learning and plan appropriate classroom activities to assist ELLs through this process.

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

Candidates serve as good models of spoken and written English.

Standard 1.b. Language Acquisition and Development

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

Supporting Explanation. Candidates understand that acquiring English for social and academic purposes takes a long time. ELLs often understand linguistic concepts intellectually while still needing time to fully comprehend all of the elements. On the other hand, candidates should expect students to have difficulty with the marked linguistic phenomena of the second language (L2) because these unusual forms often confound and confuse L2 learners.

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

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

Candidates understand how different theories of language acquisition (for L1 and L2) have shaped views of how language is learned, ranging from nativist to cognitive and social interactionist perspectives. Candidates are familiar with key research in factors that influence the acquisition of English, such as the amount and quality of prior formal education in an English-dominant country, the age of arrival and length of residence in an English-dominant environment, developmental stages and sequences, the effects of instruction and feedback, the role of L1 transfer, L2 input, and communicative interaction. They are able to take pertinent issues in second language acquisition (SLA) into account when planning for instruction and apply these SLA findings in the classroom. Candidates also understand that individual learner variables such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style can affect learning in the L1 and L2. Candidates understand the processes of language and literacy development, use this knowledge to provide optimal language input, and set appropriate goals and tasks for integrated oral and written language development. Candidates are familiar with developmental stages of language acquisition (including interlanguage) and understand that errors are often signs of language learning.

Candidates understand that language acquisition and development are affected by age, previous education, and personal experience. They are aware that linguistic structures are often acquired by implicit means rather than explicit direction, particularly with younger learners.

Candidates understand the important foundation set by the L1; the cognitive, linguistic, and academic benefits of L1 development; and the potential transfer of language skills and strategies from the L1 to the L2. They understand that without a strong base in L1 literacy, it may be more difficult for ELLs to acquire L2 literacy. Candidates understand that ELLs come to class with previously developed language skills, and when appropriate, they extend and use a student's L1 as a resource for learning the new language and for learning in other areas. Candidates understand that proficiency in an L2 (or subsequent language) does not have to come at the cost of the L1. They are aware of the possible negative effects of losing a home language and encourage the maintenance and development of students' L1s, even when formal bilingual programs are not available.

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

Domain 2. Culture

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

Standard 2. Culture as It Affects Student Learning

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

Supporting Explanation. Candidates recognize that language and culture interact in the formation of students' cultural identities. They further recognize that students' identities are tied closely to their sense of self-worth, which is correlated to their academic achievement. Candidates know that all students can learn more readily when cultural factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. They further understand that students' academic achievement can suffer if classroom instruction does not respect students' cultural identities.

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

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

The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems; and learning styles and modalities. From this knowledge base, candidates design culturally appropriate learning environments and instruction. Candidates understand the importance of the home culture and involve ESOL families and community members in students' learning. They understand that multicultural inquiries and interactions among students and colleagues foster critical discourse, systemic discovery, and multiplicity in approaches to academics.

Domain 3. Planning, Implementing, and Managing Instruction

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

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

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

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

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

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

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

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

Supporting Explanation. Candidates provide ESL and content instruction and assessment that are standards based and that integrate listening, speaking, reading, and writing for purposes that are relevant and meaningful to students. Candidates provide a wide variety of activities for students to develop and practice their listening, speaking, reading, and writing skills in social and academic environments. Candidates base activities on student interests, texts, and themes, a range of genres, and personal experiences to enhance students' comprehension and communication. Candidates view language and content learning as joint means to achieve ELLs' academic and language development goals. They understand that language is developed most effectively in meaningful contexts, and they manage and implement learning around subject matter and language learning objectives. They also understand that such learning is more effective when it is standards based. Candidates use meaningful instruction to build relevant academic vocabulary.

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

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

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

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

Domain 4. Assessment

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

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

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

Supporting Explanation. Candidates understand the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment so that they are prepared to assess ELLs. For

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

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

Candidates understand how assessments for native English speakers and English learners differ and the variety of ways in which assessments of English learners may be biased and therefore invalid measures of what they know and can do. Such assessments may contain *cultural bias* (e.g., images or references that are unfamiliar to ELLs). Assessments may also contain *linguistic bias* (e.g., items overtly or implicitly favoring speakers of standard dialects or items that are more difficult for ELLs because of complex language).

ELLs may also be challenged in formal testing situations if they are unfamiliar with item types (e.g., multiple choice) or response formats (e.g., bubble sheets), or if they are unfamiliar with timed, competitive, high-stakes testing. Candidates should be able to identify such biasing elements in assessment situations and work to help ELLs become familiar with the content and conditions of tests in school. Candidates work with other professionals (e.g., speech pathologists, psychologists, special educators) who assess ELLs in order to distinguish the differences among normal language development, language differences, and learning problems.

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

Standard 4.b. Language Proficiency Assessment

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

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

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

Standard 4.c. Classroom-Based Assessment for ESL

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

Supporting Explanation. Candidates understand the interdependent relationship between teaching and assessment and can develop instructional tasks and assessment tools that promote and measure student learning. They are familiar with assessment goals, tools, and tasks appropriate for ELLs that correspond with the program's philosophy, the unit's conceptual framework, as well as state and national standards in ESOL. Candidates can assess learners' content-area achievement independently from their language ability and should be able to adapt classroom tests and tasks for ELLs at varying stages of English language and literacy development. They also understand the importance of assessing language skills in an integrative way.

Candidates understand that portfolios are important tools in the assessment of ELL learning. A portfolio is a collection of student work that reflects progress over time. Portfolio samples are typically based on work conducted as part of class activities or home assignments. Using authentic examples is a characteristic of unbiased performance assessment. Performance assessments help candidates evaluate students' complex thinking (the ability to write a summary is demonstrated through a written summary; the ability to orally debate an issue is demonstrated through an oral debate). Candidates are familiar with and can use a variety of rubrics to assess portfolios and their individual contents. They also understand that self-assessment and peer-assessment techniques can be used regularly to encourage students to monitor and take control of their own learning.

Candidates develop classroom assessments using a variety of item types and elicitation and response formats to assess students' receptive and productive language skills. Candidates assess their ELLs' English literacy skills appropriately. They understand the implication of assessing language and literacy skills in students' native languages. They also know how to interpret test results and plan instruction based on those results.

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

Domain 5. Professionalism

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

Standard 5.a. ESL Research and History

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

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

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

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

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

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

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

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

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

Candidates advocate for appropriate instruction and assessment by sharing their knowledge of ELLs with their general-education and content-area colleagues and the community. They also advocate for equal access to educational resources for ELLs, including technology**.**

THE INTASC STANDARDS

By: The Interstate New Teacher Assessment and Support Consortium (INTASC).

The Performance-Based Licensure product uses the ten standards articulated by the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards reflect the professional consensus of what beginning teachers should know and be able to do. The standards and the key indicators associated with them follow.

STANDARD 1: CONTENT PEDAGOGY

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

STANDARD 5: MOTIVATION AND MANAGEMENT

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

STANDARD 6: COMMUNICATION AND TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

CHAPTER I: AN EFL STUDENT CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE

This chapter intends to describe the step by step progress of an EFL student in English language development during eight weeks of instruction. For this portfolio, I have chosen a student in the career of Tourism and Hotel Management. Most of the students in this major are on-site students who are the ones that have several advantages such as readily available technological tools, listening labs, daily contact with teachers, daily classes and a lot of material resources. They are also very young people.

Maria Cristina is the name of the student who participated in this study. She is 21 years old and she is from Olmedo parish, in the Chaguarpamba canton. She is enrolled in the fourth term of Tourism and Hotel Management at the university level. She is a native speaker of Spanish and she is taking English courses because English knowledge is required to get the Bachelor´s degree in any major at the university.

Maria Cristina wants to improve her English language because she wants to go to the United States as an exchange student in an education program for one year in order to become familiar with the cultural, social and economic aspects of American society.

Maria Cristina has chosen Tourism and Hotel Management because this career is in harmony with her goals and objectives at a professional level. She has to study 10 academic semesters (5 years) through the Credit System in order to get the Engineering degree in Tourism and Hotel Administration, which is made up of professional education credits distributed in 6 areas: Career Core, Generic, Complementary, Management, Production, Basic Training, Electives, including the degree thesis.

The allocation of ECTS credits (European Credit Transfer System) is based on the official length of a study program cycle. The total workload necessary to obtain a diploma degree officially lasts five years which consists of 284 credits and 10 semesters. Her workload constitutes a full time of program study. Additionally, Maria Cristina´s program includes lectures, congresses, seminars, conferences, independent study, and preparation for / taking of examinations.

FIRST SESSION
Pre-Test

English Test

Student's name: Maria Cristina.

Date: February 22, 2012.

Level: 4th.

Strategy: Answer the following questions.

1. Why are you studying English?
   Because it's very important for communicate with other persons and I like to communicate efficiently.

2. What is your plan after you graduate?
   My plan is work and travel to another country.

3. Do you like English?
   Yes, I like it.

4. What is difficult for you In English?
   For me it is difficult speak. (2 errors)

5. What is easy for you in English?
   For me is easy learn the grammar. (multiple errors)

6. Do you use English outside of class?
   Yes, I do. I like. Sometimes to talk with a new friend.

7. What do you think is a good way of learning English?
   I think the best way is practice a lot. I want to speak and to study grammar

8. Are you planning to be an English teacher?
   No, I am not planning to be a manager. (multiple errors)

9. When are you going to graduate?
   Maybe after 3 years (missing words)

10. Is English important for you?
    Yes, it is important because it is a universal language. ✓

40

The first session was on March 15th, 2012. Maria Cristina was afraid at the beginning. Later, she showed herself to be willing to answer the pre-test questions. At this time the purpose of this study was explained to her in detail.
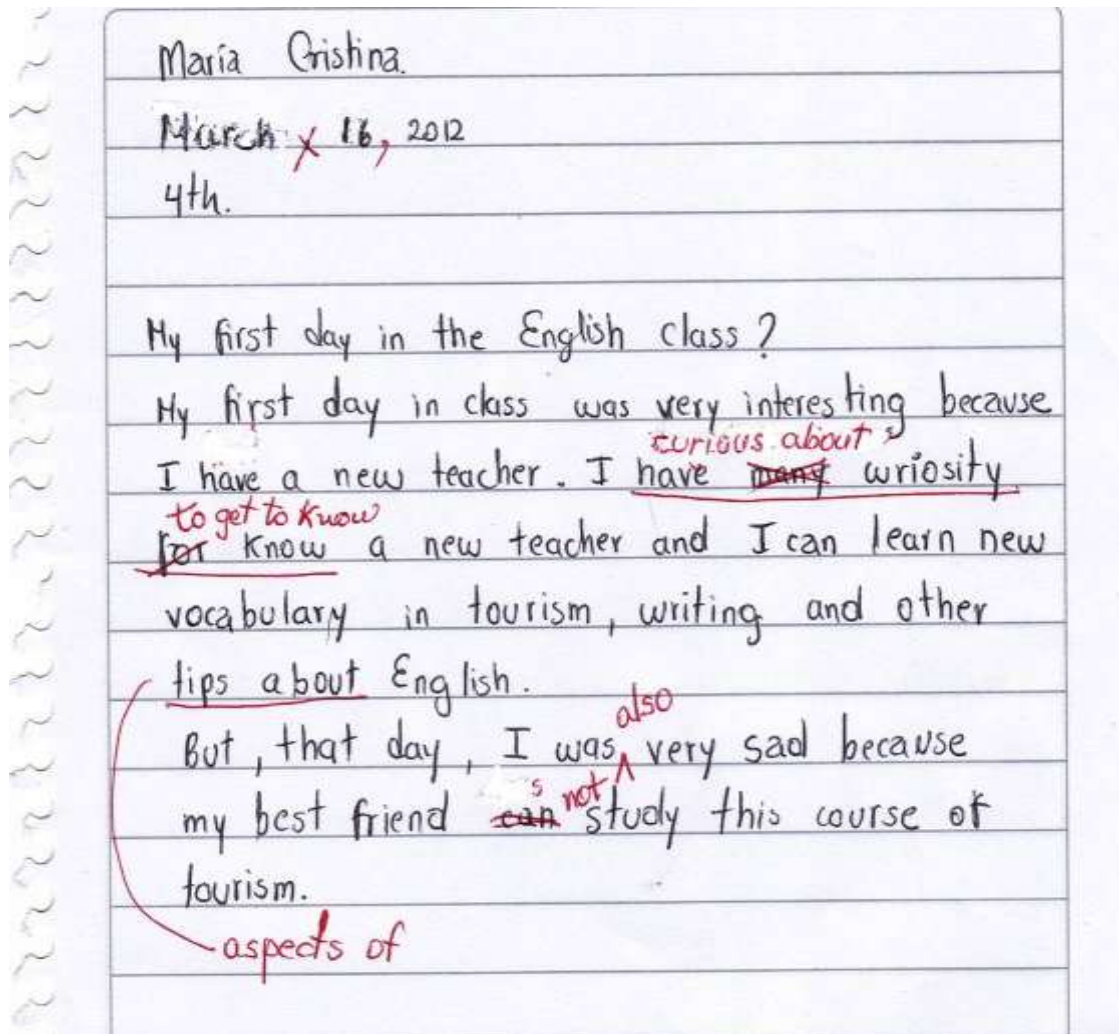
After applying and reviewing the pre-test, an initial evaluation was made in this initial session.

I feel the questions were answered incorrectly either because she did not pay attention to grammar rules or because she did not have enough knowledge of them. In terms of administrative procedures, there was no problem because the examiner gave clear instructions to Maria Cristina about what she was required to do.

Analysis of this artifact shows that grammar errors were made. For example, there are multiple errors, including missing words: in the first question, there is an omission of the infinitive construction and at the end of the sentence there is an omission of " it." In the second sentence, there is an omission of the infinitive form as well. In question seven, sentences are incomplete. As a general criticism, infinitive constructions, personal pronouns and gerund forms are omitted.

Artifact 1

> Maria Cristina.
>
> March ✗ 16, 2012
>
> 4th.
>
> My first day in the English class ?
> My first day in class was very interesting because
> I have a new teacher. I have ~~many~~ wriosity ~curious about~
> ~~for~~ know a new teacher and I can learn new ~to get to know~
> vocabulary in tourism, writing and other
> tips about English.
> But, that day, I was very sad because ~also~
> my best friend ~~can~~ ⁿᵒᵗ study this course of ˢ
> tourism.
> ~aspects of~

This teaching session took place on March 16th, 2012. The most important parts of a sentence such as nouns, noun phrases, subject pronouns and verbs were explained. Three activities were completed: the first one was underlining the subjects and the verbs in sentences, the second one was a completion exercise, and the last one was writing complete sentences. Then, Maria Cristina was asked to write about "My first day in the English class."

Analysis of this artifact shows that grammar errors were made. In the first paragraph for example, there is incorrect word choice, and an omission of the infinitive constructions. I guess she wanted to express curiosity about her new teacher and get to know her new teacher. In the last part of the paragraph, she wrote tips about the subject instead of

writing about aspects of the subject. In the second paragraph, she expressed a new idea but omitted the adverb "also"; the copula be is incorrect, and the word "can" is used incorrectly. In the last sentence, I believe she wanted to write that she was sad because her friend was not going to participate in the tourism course.

THIRD SESSION
Artifact 2
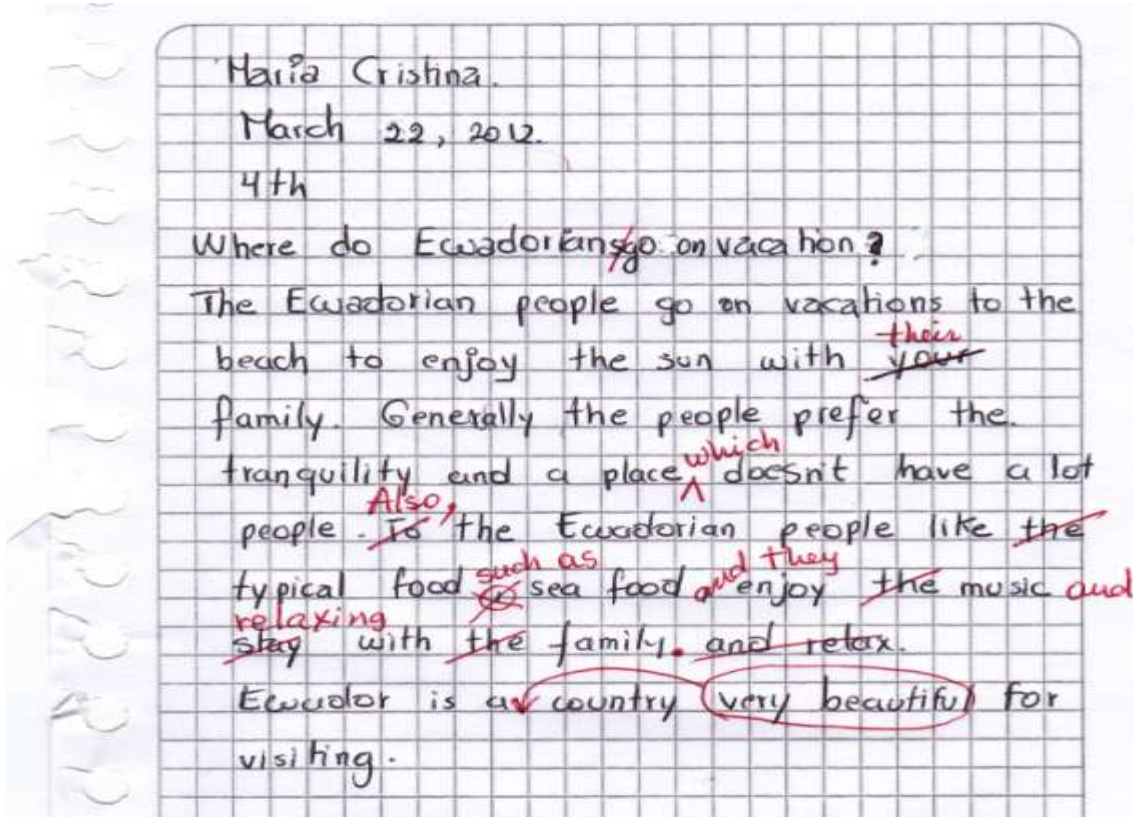
The third session took place on March 22nd, 2012. Types of holidays, types of holiday prices, and simple present verb forms were explained. In order to practice types of holidays, four conversations in a travel agency were listened to and matched the customers to four advertisements. Speaking activities were carried out in this class as well. The instructor elicited the student to talk about details of the best holiday she ever had such as duration, destination, type of holiday, how organize, means of transport, activities and value for money. For the verb forms, a short reading was presented and the student had to underline simple present in paragraphs. As a final activity, a written

exercise was conducted answering the question "Where do Ecuadorians go on vacation."

Analysis of this artifact shows that grammar errors were made. For example, in the first part of the paragraph, she wrote "your" instead of "their"; the definite article "the" is erroneously used a number of times; there is missing punctuation; the relative pronoun is omitted; omission of the personal pronoun "they" is evident; and the verb "stay" is used instead of "relaxing".

The ending is weak because the conclusion of an essay should be relevant to the body of the essay, which in this case is an answer to the question of where Ecuadorians go for vacation.

As a general criticism, a number of grammar errors were observed. Regarding continuous errors, Brown (2001) explains that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. For instance, I as a teacher need to develop the intuition through experience and established theoretical foundations, for asserting which option or combination of options is appropriate at this moment. I need to follow the instructions given by Brown who explains that affective and cognitive feedback, or reinforcing theory, and of communicative language teaching techniques will allow instructors to master the process of error correction in student essays.

Artifact 3

Maria Cristina

March 30, 2012

4th.

The importance of tourism in Ecuador.

~~Actually~~ the tourism in our country is very important, ~~it~~ is an income for the economy of ~~the~~ Ecuador.

Also ~~the~~ tourism gives employment to ~~much~~ **many** people that depend ~~of the~~ **on it** same, like workers in restaurants, hotels, transports, artisan, ~~voyage~~ **travel** agen~~ce~~ **ts**, and others. ~~In this time~~ **Currently** the tourism has increased to ~~big ladder~~ **a large degree** in comparisison to ~~before~~ **previous** years. For me ~~like~~ **as a** student of tourism this ~~activity~~ **course** is very complete, I have learned **alot** about ~~of~~ culture, typical food, great landscapes, different regions and environments. All this is very attractive for ~~the tourist so much~~ **both** for national tourist ~~like~~ **as well a** foreing tourists.

This session took place on March 30th, 2012. The simple past / present perfect, definitions of tourism, development of tourism in Singapore and in Ecuador, and summer holidays were studied. Four activities were completed: the first one was to correct errors in the simple past tense in a reading, the second one was asked to write sentences about past experiences using the simple past of the verbs; the third activity was underlining subjects, verbs, objects, and adverb phrases. The last activity consisted of putting words into the correct order to make sentences. Additional information was given concerning proper capitalisation and punctuation. The form of the simple present perfect

tense was explained as well. Then, Maria Cristina was asked to write about "The importance of tourism in Ecuador."

Analysis of this artifact shows the student´s grammar errors continue. In the first part of the essay, the word "actually" is written instead of "it is true that". The reason for this would be that the student is unaware of particular false cognates. The word actually is a word which has the same or similar form in English and Spanish, but it has a different meaning. The similarity might cause the student to use actually incorrectly. In the Spanish language, actually means presently whereas in English it means really, in fact.

False cognates exist between Spanish and English, German and English. They also exist between Portuguese, Italian and Spanish. They share the same Latin roots.

Continuing with the analysis, there is an omission of the impersonal "it" the use of the preposition "on" is incorrect; and she uses the word voyage, meaning is a long journey involving travel, instead of travel which means move or go. The phrase "big ladder" is used but this has no meaning. I think the correct phrase might be a "large degree". Additionally, the paragraph is not well organized; it does not have a complete topic sentence; and she did not add more information about the idea introduced in the first sentence. The body of the paragraph is not well constructed because she did not tell the reader about her topic by including specific details. Also, there is no closing sentence after all the details of the paragraph. These sentences did not support, or did not add more to the topic of the importance of tourism in Ecuador.

Artifact 4

> Maria Cristina
>
> April 4, 2012
>
> 4th
>
> Tourism expectations.
>
> The first thing I think. about tourism is that it is to travel by the city or in our country and around. the world.
>
> For me, the ~~more~~ easiest or best easy and better way is to know about other countries or even our own country is by visiting its attraction, traveling to its turistic places, eating ~~the~~ our own food ~~of the~~ at any place.
>
> Therefore, as students of tourism is very important Know speak, and write (correctly) the English language because ~~this~~ is universal, and the majority of tourist speak English besides our interest is to attract foreing tourists.
> → English is the universal language

The fifth session was taken on April 4th, 2012. In this session, contents such as describing the role of tourism in an economy, the definite article, figures, simple present versus present progressive and frequency adverbs were studied. Several activities were conducting during this class. For example, underlining the verbs in a paragraph; labelling simple present verbs (SP) and present progressive verbs (SP); and underlining the frequency adverbs in a group of sentences. Additionally, group work activities were done for discussing the role of tourism in an economy, the different Ecuadorian holidays, and community based tourism here in Ecuador. Additional information was given

concerning the majestic snow-capped peaks of the Andes such as Cotopaxi Corazon, Pasachoa, Ruminahui and Illinizas, which are some of Ecuador´s most impressive volcanoes in the avenue of the volcanoes of the Sierra region. Follow-up activities were done as well. Then, Maria Cristina was asked to write about *"Tourism expectations."*
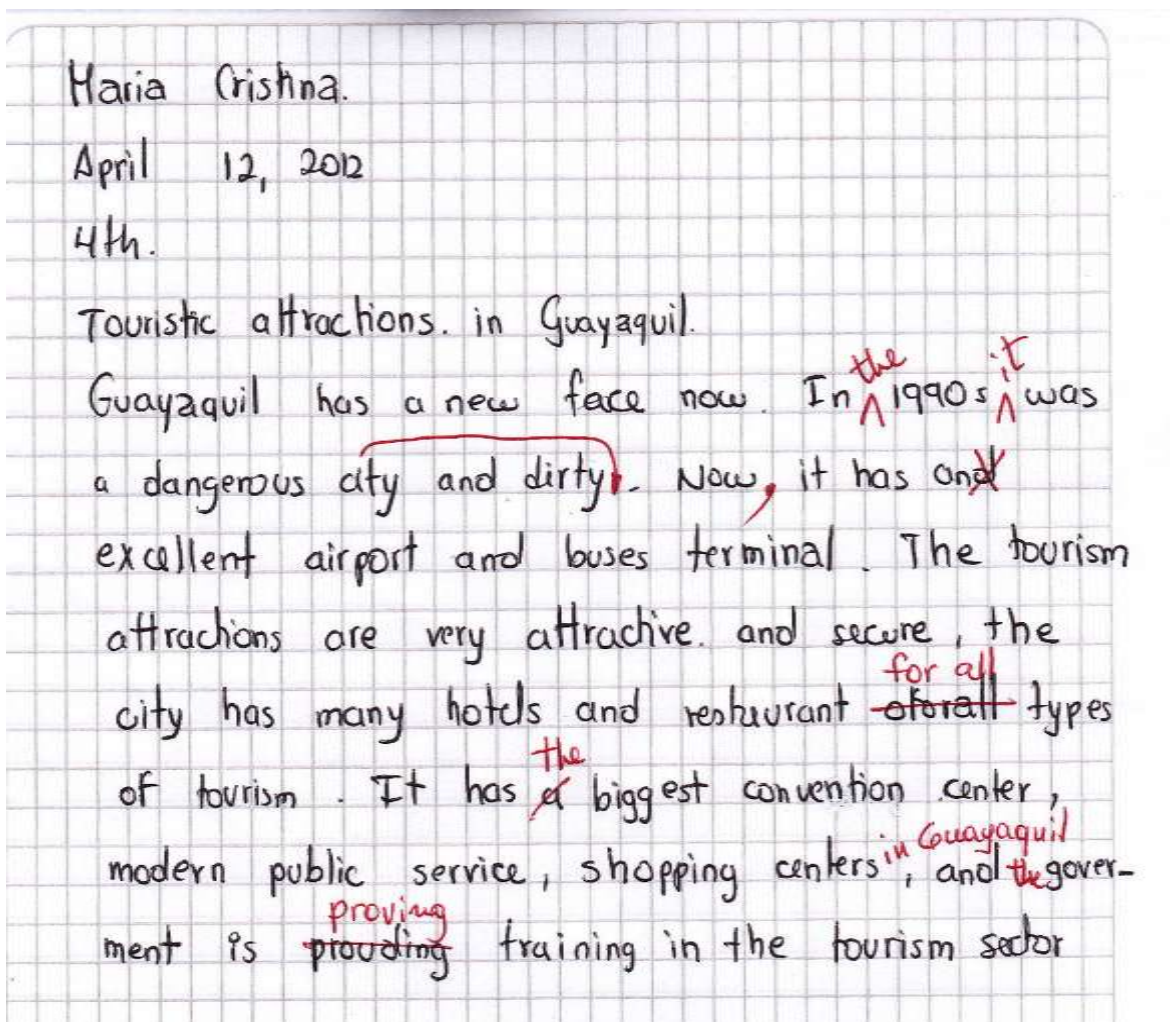
Analysis of this artifact shows the student´s grammar errors continue. Additionally, in the first paragraph, she misunderstood the idea of tourism expectations. She did not add more specific information about the principal idea introduced in the first sentence of tourism expectations. Also, there is incorrect word choice: she wrote "the" instead of "our"; "of the place" instead of "any place"; omission of the infinitive constructions is also evident.

I guess she misunderstood the idea of writing about tourism expectations because the title was not specific enough.

Maria Cristina.

April 12, 2012

4th.

Touristic attractions. in Guayaquil.

Guayaquil has a new face now. In the 1990s it was a dangerous city and dirty. Now, it has only excellent airport and buses terminal. The tourism attractions are very attractive and secure, the city has many hotels and restaurant for all types of tourism. It has the biggest convention center, modern public service, shopping centers in Guayaquil, and the government is providing training in the tourism sector

The sixth session took place on April 12th, 2012. In this session, telephoning, taking bookings and filling in booking forms, asking questions, tag questions, phrasal verbs used in phone calls and payment procedures were studied. Three activities were completed: the first one was asking direct and indirect questions; the second one was a completion exercise using verbs when making telephone calls; and the last one was discussing "how you can give good impression over the telephone" Then, Maria Cristina was asked to write about a free topic.

The topic she wrote "Touristic attractions in Guayaquil." Analysis of this artifact shows that a few grammar errors were made. In the first part of the paragraph, she described and included more information about the idea introduced in the first sentence and there

is some missing punctuation. She gave a global view of a limitless amount of attractions designed to make tourist´s experience unforgettable.

My understanding is the student did not realize to add some important information like to suggest taking a stroll through the Simon Bolivar Pier, visiting the bars in Las Peñas neighbourhood, Santa Ana Hill, La Rotonda Monument, and the Palacio de Cristal, the impressive Guayas River or trying the exquisite cousine which offers a look into the culture of Guayaquil, for example.

In conclusion, this artifact was quite good. The topic was selected by María Cristina and I think it gave her self-confidence and security. I guess she went to Guayaquil several times and she had good impression about the city. However, she could explain more about Guayaquil which offers a never-ending variety of destinations.

Maria Cristina.
April 18, 2012
4th
My Trip to [the] Dominican Republic
One day with my family we were talking at home
about new places and trips, and we decided [to] travel
to [the] Dominican Republic [during] the last holidays.
We traveled on August, 2011 to Punta Cana with a
travel Agency tour.
we went to Barcelo' Resort.
When we arrived at the "La Ramona Airport" we [were] was
so happy because the weather was delicious.
In the resort we enjoyed ✓ a lot, the food [and] the
environment was perfect.
The people were very amable [amiable] and the place had a
lot [of] nature and the beach was very beautiful.
And nights we went to Dominican Republic culture
speckicles [very] so interesting.
We stayed there for 5 days [it] and was [an] amazing
experience because we spend time [together as a] family, we
enjoyed the nature, and we relaxed.

The seventh session was taken on April 18th, 2012. In this session, reporting verbs, advertisement and publicity, countable / uncountable nouns, graphic organizers and brochure language were studied. As a writing activity, recognizing and writing topic sentences; supporting sentences and concluding sentences were practiced; and preparing a scenario giving information and advice on specific holiday destinations were performed. Then, Maria Cristina was asked to write about her last holiday or a recent trip.

The topic selected by the student was "My trip to Dominican Republic." Analysis of this artifact shows the student´s grammar errors were minimal. In the first part of the essay, she tried to explain how was born the idea to go to the Dominican Republic came about. Then, she wrote about date of traveling, places where they went, and the beautiful time they spent there during their stay. In the last part of the paragraph, she wrote "amable" instead of "amiable" or "pleasing", "loveling".

Overall, this essay was successful. She developed the theme nicely; she tried to express her ideas and her beautiful experiences with some supporting details; and she used correct punctuation marks.

Topic sentences, supporting details and a concluding sentence were written in an accurate way by Maria Cristina.

EIGHT SESSION

Self-evaluation Test

SELF-EVALUATION TEST

Name: ...Maria... Cristina...   19/20

Date: ...May 23, 2012...

Level: ...4th...

A. Complete the sentences using infinitive constructions.

1. One way .to increase. (increase) tourism is .to develop. (develop) clean public transportation.

2. The best way .to attract. (attract) tourists is by the internet.

3. One thing .to improve. (improve) tourism is ...to build... (build) more hotels.   5/5

4. I would like ...to spend... (spend) a few days in a luxurious resort.

B. Change the following sentence to the past tense.

1. The spacious agency has a very good brochure range.

   The spacious agency had a very good brochure range. ✓

2. A young clerk checks with a colleague this week.

   A young clerk checked with a colleague this week. ✓

3. She recommends the Galapagos Islands.

   She recommended the Galapagos Islands ✓   5/5

4. Crete and Turkey are suggested for vacations.

   Crete and Turkey were suggested for vacations. ✓

C. Read each word or phrase below and circle the word or words that go with it.

1. set

   ⓐ priorities   b. failure   c. reasons ✓

2. achieve

   a. examples   b. goals   ⓒ tasks ✗   4/5

3. a fornight

   ⓐ two weeks   b. one week   c. three weeks ✓

   4. a check

   a. a round trip   b. a lift   ⓒ a bill ✓

D. Complete each sentence with the correct object pronoun.

1. Maria Isabel wants to buy something. The store clerk is helping ...her... ✓   5/5

2. Carlos is buying a new TV. He plans to put ...it... in his bedroom. ✓

3. Susan wants to travel to Quito. She always buys ...her... tickets by internet.

4. We ride with ...them... to school.

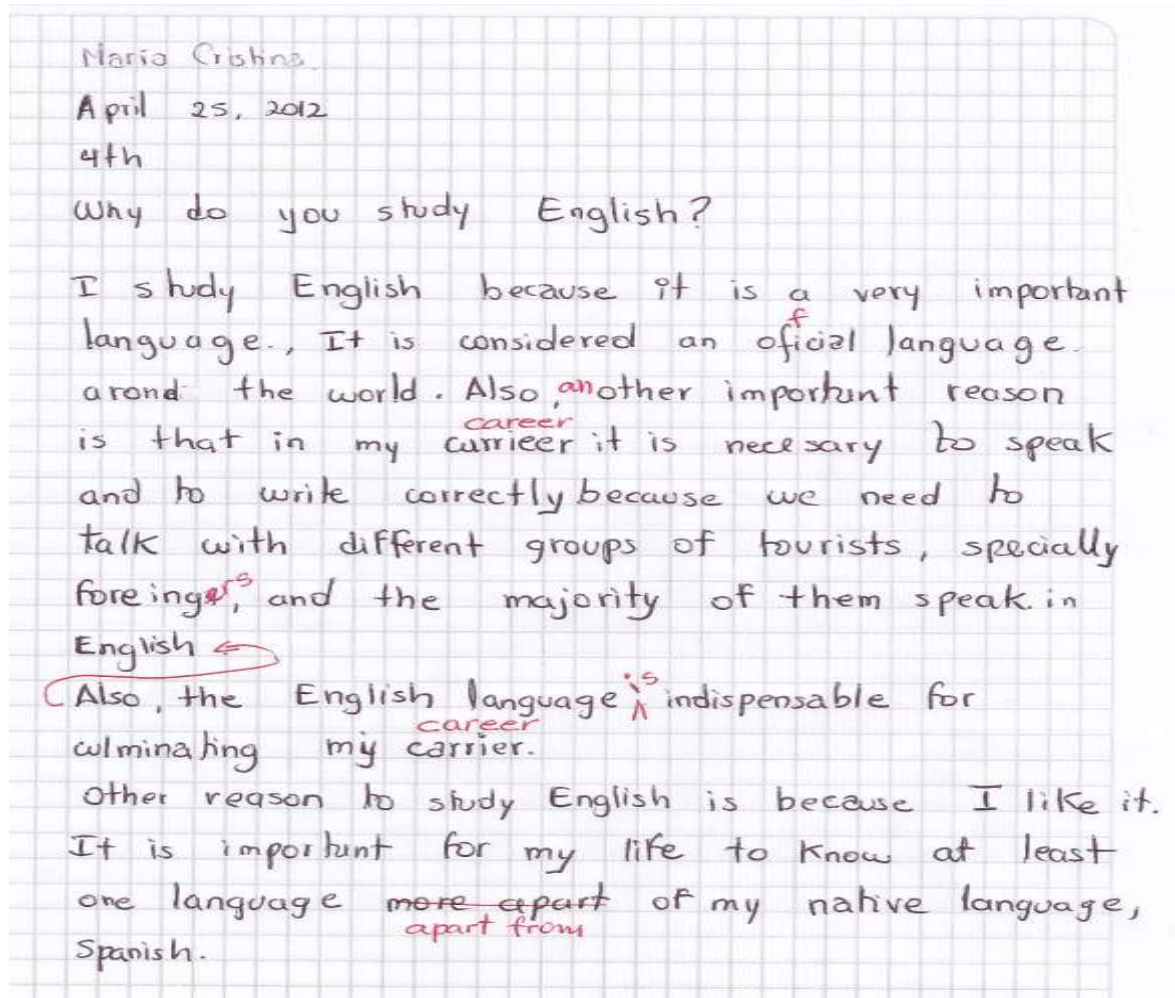Maria Cristina

Student's signature   good

This test was about the correct use of infinitive verb constructions, past tense verbs, and vocabulary and object pronouns. A few mistakes were made especially regarding the use of correct vocabulary word choice.

It was important to include feedback on specific things the student did well on, and on what the student did not do well. The student was reminded that it is essential to pay special attention in the future to her weak points.

NINETH SESSION

Post-Test

Maria Cristina.
April 25, 2012
4th
Why do you study English?

I study English because it is a very important language., It is considered an *ofiçial f* language. arond the world. Also, *an*other important reason is that in my *career* currieer it is neceṣary to speak and to write correctly because we need to talk with different groups of tourists, specially fore inger*s*, and the majority of them speak. in English ⬅
Also, the English language *is* ʌ indispensable for *career* culminating my carrier.
Other reason to study English is because I like it. It is importunt for my life to know at least one language ~~more apart~~ of my native language, *apart from* Spanish.

The post-test was taken on April 25th, 2012. After applying and reviewing the post test, a final evaluation was made. The post test was designed to have similar characteristics of the previous artifacts. This test was applied to Maria Cristina in order to know her strengths and weaknesses in her acquisition of English language. She was asked to write about the same question of the pre-test, why do you study English?

Analysis of this artifact shows that grammar errors were almost nonexistent. The results were amazing because strengths outweighed weaknesses. For example, in the first part of the paragraph, she wrote a topic sentence and supporting sentences; a transitional word "also" is used correctly; use of the infinitive constructions is evident and the conclusion is relevant to the body of the essay including facts and details.

CHAPTER II: STANDARD BASED STUDENT POSITION PAPER

During my *Master´s Program*, the contents of the different courses were evaluated using the Interstate New Teacher Assessment and Support Consortium (INTASC) and Teachers of English to Speakers of Other Languages (TESOL/NCATE standards.

These standards are a norm, a convention, and a necessity suitable worldwide. Giving that professionalism in education is it the heart of standards, teachers need to be aware of the importance that standards and indicators play in an effective language learning environment.

For the following analysis, I will reflect on six selected standards with their corresponding assignment artifact and rationale to demonstrate the applicability of the program content to English Foreign Language (EFL) teaching. These standards are: communication and technology, culture, motivation and management, planning, and assessment.

The following standards were applied to teaching English as a foreign language:

STANDARD 3: USING RESOURCES AND TECHNOLOGY EFFECTIVELY IN ESL AND CONTENT INSTRUCTION

"The teacher is familiar with a wide range of standards-based materials, resources, and technologies, and chooses, adapts, and uses them in effective ESL and content teaching".

Artifact for Standard 3: Employ a variety of materials for language learning, including visual aids and realia.

Name of Artifact: An improving plan for English Business Management Students
Date: February the 3rd, 2011
Course: TEFL: Teaching English for Specific Purposes

TEACHING ENGLISH FOR SPECIFIC PURPOSES

María Arias and Karina Celi

TITLE OF THE PROJECT

AN IMPROVING PLAN FOR ENGLISH BUSINESS MANAGEMENT STUDENTS

PURPOSE

The purpose of this study is to design a course for English Management students of the Millennium University of Loja.

What we intend to accomplish with this study is to determine the specific areas of importance that our Business Management students need to focus on.

The target group
- 14 students, ages 18 and 24
- 10 girls and 4 boys
- 14 Hispanic
- Home language : Spanish

The setting
- The Millennium University
- City of Loja: middle to high socioeconomic status

The problem

- Issues to attend business English management development as an important fact to consider in the learning process.

STATEMENT OF THE PROBLEM

The principal problem students are encountering is the lack of appropriate focus and practice with *English for Specific Purposes*. It is for this reason that this study intends to solve the problem in a feasible way by giving students the opportunity to work and to practice as active learners during five days of instruction. In other words, students must perform tasks and research work that the teacher will assign for each day depending on the topic that will be studied.

Goals and Objectives

Goal: Develop scientific and technical information about English business management and increase listening, reading speaking, vocabulary, writing and grammar.

Objectives: Students will be able to:

- Identify market analysis, market needs and market growth.
- Determine financial budgets and forecasts.
- Distinguish commercial correspondence.
- Understand the differences between diverse types of banking facilities.
- Develop listening, reading speaking, vocabulary, writing and grammar skills.

Goals and Objectives

SPECIFIC OBJECTIVES

- Identify market analysis, market needs and market growth.
- Determine financial budgets and forecasts.
- Distinguish commercial correspondence.
- Understand the differences between diverse types of banking facilities.
- Understand the principal characteristics of order forms.
- Develop listening, reading speaking, vocabulary, writing and grammar skills.

LESSON PLAN #1

Introduction to Marketing

Topic: Market analysis, Market needs, Market trends and Market growth

Prerequisites

- **General Goal:** Students will be able to understand the meaning of the marketing function.
- **Specific Objectives**
- **Procedure**

THE FIRST MATERIAL USED

THE ROLE OF ASSESMENT

Real Needs

Factors

Wants

Subjective needs
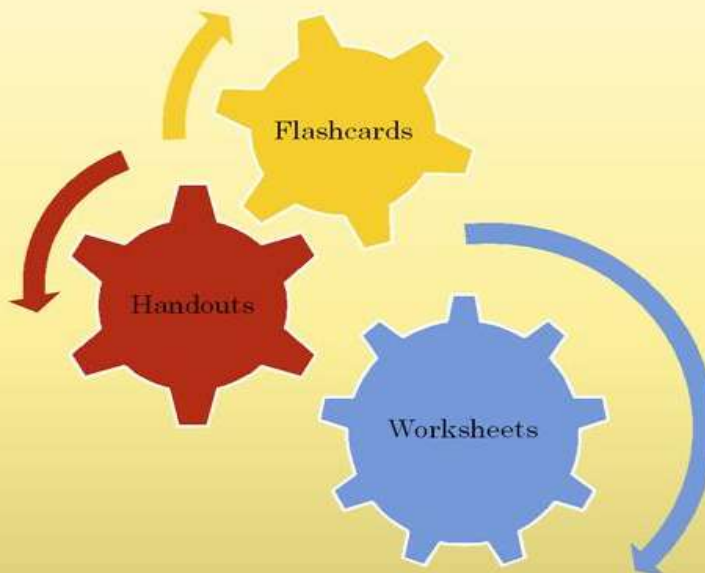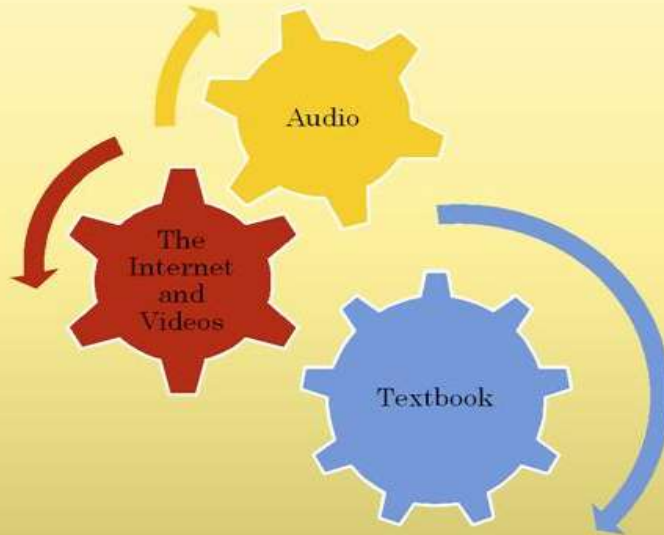
| Assessing needs | Assessing students learning | Evaluating the course itself | Formative Assessment | Summative Assessment |
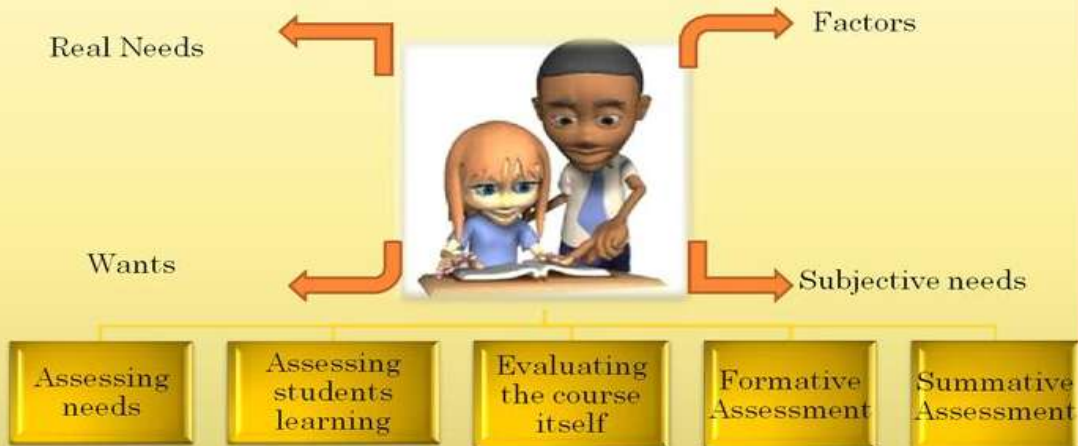
THE ROLE OF MATERIALS IN ESP

This study intends to explain the role that materials play in the ESP (English for Specific Purposes) teaching lesson plans for the students of the 5th level in the on-campus Business Management major of the Millennium University in Loja.

What we intend to accomplish with this teaching plans is to provide a coherent framework for the integration of the various language aspects that our Business Management students require.

Teaching materials are tools that classroom teachers use to help their students learn quickly and thoroughly. (Claus 1999). With this idea in mind, it is important to identify the various ways that teaching materials function in an English classroom.

CONTENTS

Day 1: Introduction to marketing
- 1.1 Market analysis
- 1.2 Market needs
- 1.3 Market trends
- 1.4 Market growth

Day 2: Description of financial budgets and forecasts
- 2.1 Budget Overview
- 2.2 Initial information for preparing a budget or forecast
- 2.3 General incomes
- 2.4 Expenditures

Day 3: Description of Commercial Correspondence
- 3.1 Letters, faxes, and emails
- 3.2 Content and style of letters
- 3.3 Miscellaneous correspondence

Day 4: Description of banking facilities
- 4.1 Merchant Banks
- 4.2 Commercial Banks
- 4.3 Private Banks
- 4.4 Current and deposit accounts
- 4.5 Standing orders and direct debits

Day 5: Feedback and Evaluation
- 4.1 Feedback & Comments
- 4.2 Evaluation & Discussion

6. How significant is Banking to you in your business dealings?

7. How important is it to carry out Credit Arrangements?

8. How important is it to distinguish between Insurance Policies?

9. How important is it to be familiar with Miscellaneous Correspondence?

10. Do you know how important is it to write Personnel appointments?

INTERVIEWS

What problems do you face in the English lessons?

What is your principal interest in learning English for Business?

Do you consider English communication is important?

How should the teacher's communication style be?

What do you want to achieve in the English classroom?

NEXT PAGE

DURING THE PROCESS:

Task

Language

Content

Feedback

References

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○ Claus, J. (1999). *A definition of teaching aids*. Retrieved from http://www.ehow.com/about_6317487_definition-teaching-aids.html
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Rationale:

I have selected this artifact because it is in agreement with the standards and exemplifies how select challenging, culturally appropriate, interesting, and motivating materials to support students learning.

In EFL teaching, we can create power points or use wikis for every need we have in the classroom, depending on the groups, age and level of students, and the topics we are going to study of course. For example, Biology, linear Algebra, Calculus, Cosmology and Astronomy, Computer science, and so on can be taught by having access to an academy which is the highest wikis sites for learning in youtube.

It is amazing to see how visual aids and wikis help teachers. Wikis are almost magical. They provide an almost unbelievable capacity for empowerment of both the teacher and students. We are just beginning a new revolution in teaching and education in which computer enhancement of the learning process will produce positive changes which we can only begin to imagine.

STANDARD 2: CULTURE AS IT AFFECTS STUDENT LEARNING

"The teacher knows, understands, and uses major concepts, principles, theories, and research related to the nature and role of culture in their instruction. The teacher demonstrates understanding of how cultural groups and individual cultural identities affect language learning and school achievement."

Artifact for Standard 2: Culture as it affects student learning

Name of Artifact: Culture
Date: June the 27th, 2011
Course: TEFL: Teaching English to Adolescents and Adults

"CULTURE"

Culture is behaviour. It is how a person behaves in everyday life, both in relation to society and its relationship to the language. It refers to patterns of human activity and the symbolic structures that give such activity meaning and acceptance.

The Spanish population in Latin American countries, show marked differences in behaviour and beliefs which influence on and establish differences in the use of the common language among them. For example, each country may exhibit differences in the expressions used regarding issues of social class, customs, food, traditions, gender and ethnicity.

Talking about stereotypes, in our community, we have several stereotypical traits; for example, Cuencan people are workaholic, Guayaquileñan women love cleanliness and order, Zarumeñan men are good husbands, Lojan people are well educated and love music. Passion for music is transmitted generation to generation. In addition, we have different forms of greetings. When we meet someone for the first time, it is common to shake hands (strong shake hands means an open minded person, sociable power and weak shake hands means shyness, and disloyalty.); give a kiss on the cheek between a man and a woman, a parent and a child, and two women. These social gestures show respect and politeness on the part of the greeter.

Regarding attitudes, it is seen that students that come from the province or other cities of our country, they feel comfortable because teachers, partners and Lojan society in general are good persons. It seems to be different in Quito. A clear example is when students come from other provinces, they have to suffer ridiculous things; for parties, quiteñian fellows give cards saying "chazo". Chazo is a depreciator term used for decades. It means an unworthy and illiterate person. As a revenge, quiteñian people are called "chagras." In addition, chagra means an unworthy and illiterate person. However, the fact is that students from Loja succeed as outstanding professional people.

In conclusion, this article made me understand in detail the importance of teaching culture to our students. To teach culture is of great importance because it is the way we act, feel and behave in everyday life. It encompasses how a person sits, how a person eats, how a person dresses, how a person feels, and what kind of vocabulary the person uses.

Rationale:

I have selected this artifact because it is in harmony with the standards and exemplifies how culture affects students´ learning. Language does not exist outside of culture and what is good in one culture is not good in another. Therefore, the instructor must be aware of and address this source of issues. For example, cultural norms at workplace should be observed.

Culture changes overtime and we need to be advanced in order to help students' misunderstandings. If our English is comprehensible but inappropriate to the cultural context then the communication will be unsuccessful. Students´ cultural backgrounds should be used as a great advantage of any lesson because they are belonging to a particular society.

Culture and gender will be considered during the instruction because culture is a way of life, the way we sit, the way we eat, and the way we act and dress. According to Matsumoto (2000 p.24), culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviours, shared by a group, but harboured differently by each specific unit within the group, communicated by generations, relatedly stable but with the potential to change across times.

I discovered ways to teach how conduct research on culture and traditions using culture capsules explaining the differences between English and Spanish. Additionally, students find cultural differences in their own families, family relationship, cultural values,

and behaviour in society. The information gained from those activities will help me to exceed the standard.

STANDARD 5: MOTIVATION AND MANAGEMENT

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

Artifact for Standard 5: Motivation and Engagement
Name of Artifact: English Prepositions
Date: July 3, 2010
Course: TEFL 575: Structure of English

ENGLISH PREPOSITIONS

This assignment intends to describe the use of prepositions for a particular meaning, to identify what errors there are, to show how the instructor will make the students aware of the errors, and to show what exercises the instructor will prepare to correct the errors.

Prepositions in English indicate role relationships. For example, in the passive structure, A cake was baked by Maria, the noun phrase Maria is the agent. The agent is a role played by the performer of the action. Then, the preposition *by* in the example given is used to signal a particular noun phrase as the agent. In addition, prepositions such as *for*, *of*, and *with* indicate other relationships.

For native Spanish speakers prepositions are quite difficult to handle because prepositions in English have different uses from the ones assigned to their equivalents in Spanish. For example:
- *We got back into the train quickly.*
- *Regresamos al tren rapidamente.*

In the sentence in Spanish the word "**al**" is the contracted form of the preposition "**a**" and the article "**l**". Therefore, the preposition **a** and the preposition **into** are not equivalent because their spatial meaning do not match up well in both languages.

Celce-Murcia & Larsen-Freeman (1999) state that prepositions display some particular characteristics. In the first place, prepositions are free morphemes. Second, they are followed by noun phrases because the noun phrases function as object of a preposition. Third, prepositions are usually single words. However, prepositions may be more complex structures formed by two or more words but functioning as single prepositions such as *on top of*, *because of*, *in front of*.

In addition, we should remember that prepositional phrases are formed by a preposition + a noun phrase; these structures follow copula verbs (be) as well as certain intransitive verbs. For example:
- *He is in school.*
- *I walk in the park.*

Finally, it is important to remark that a number of verbs and adjectives co-occur with certain prepositions and so should be taught as set phrases. For example: *depend on, listen to, afraid of, content with.*

Concerning the exercises given in the text, I will explain the errors appearing in each one of them and the reasons why they happened.

* a. We discussed about our plans.
This sentence is incorrect because the verb **discuss** requires no preposition. One might say that the meaning of **about** is already part of the meaning of **discuss.** The verb **discussed** can´t be used with the preposition **with**. For instance, the correct sentence would be: We discussed our plans.

* b. Stuart lives on 160 Western Avenue.

This sentence is incorrect because the preposition **on** is used with a specific address. The preposition **at** is used for the number and street together because they indicate a specific point. (Correct sentence: Stuart lives **at** 160 Western Avenue).

To avoid this mistake, I would like to explain that **on** is used for the street alone.

We can use **on** to mean "concerning". We use **on** in a formal way, for example:

To describe a textbook: a textbook **on** Biology.

Also, Verbs which describe "movement with an end". For example:

The chair he was *sitting* **on** was very shaky.

* c. Because of the teacher gave us a lot of homework, I can't go.
As we can see here, this sentence is incorrect due to **because of** must be followed by a noun phrase, not a clause. We use a noun or pronoun after *because of*.

There are two options to correct this sentence:
1. The sentence could be changed to **Because of all the homework I have, I can't go.**
2. **The *of* could be deleted**, leaving **because** correctly followed by a complete clause. **Because of all the homework I have, I can't go.** This clause broadly answer the question Why? In this case **because** is an adverb, not part of the complex preposition **because of.**

Examples:
Because + subject + verb
She can't reach the smoke alarm **because the ceiling is too high.**
Because of + noun phrase
She can't reach the smoke alarm **because of the high ceiling.**

* d. After my evening class, I went to home.

This sentence is incorrect because locative nouns such as *home, downtown, and overseas* never occur with the preposition *to* with a verb of motion or direction. The preposition *to* shows direction with movement.

It is the case that sometimes a word in English or in another language as well some words function differently in a sentence. For example, gerunds can be adjectives, gerunds of course are verbs, and gerunds can be heads of a phrase functioning as a subject so when we learn English we can have to be aware that the functional component of the language must be understood to understand the grammatical elements.

Correct: After my evening class, I went home.

With certain nouns, the destination after movement may be *at* or *in* depending on whether the location is seen as a point or an area. For example:

Jim has gone *to* the restaurant and now he is *at* the restaurant.

Jim has gone *to* the restaurant and now he is *in* the restaurant.

We have to remember that the preposition **to** is not used before **home.**

I am **going home**. (NOT I am going to home.)

In an informal style, **at** can be left out before **home.**

There is **nobody home**. (OR There is nobody at home.)

* e. I live in Washington, D.C. I like living in here.

In this sentence the preposition " in" is not necessary since the word "here" indicates the place, Washington. We can use "*in*" with "*here* and "*there*" with stative verbs when *in* is interpreted in its core meaning of being enclosed by something. For example: It is in here.(meaning in this room or inside in the room).

Correct sentence: I live in Washington, D.C. I like living here.

To avoid this mistake, I would explain the obligatory deletion of the preposition "**in**", the use of stative verbs, and the use of the preposition *in* mainly with:

Large areas: *in* Europe.

Towns/ parts of towns: *in* Dallas.

Outside areas: *in* the garden.

Rooms: *in* the bedroom..

Nouns with zero articles: *in* church.

Rationale

I have selected this artifact because it is in harmony with the standards too. The study of prepositions and their basic characteristics gave me the opportunity to understand how to teach them because they are notoriously difficult to learn. I have included this artifact because I now think differently from the past. I am able to discover the important aspects of form, meaning and use. It was extremely important to know about co-occurrence with verbs, adjectives and nouns. For native Spanish speakers, *prepositions* are quite difficult to handle because prepositions in English have different uses from the ones assigned to their equivalents in Spanish.

Even second-language learners (SLL) often have difficulty learning prepositions because a preposition is not visual. Teaching the meaning of a preposition is not as simple as holding up an object and announcing its name. According to Slutsky (1998), prepositions do not have easily conceptualized meanings, but create a relationship between nouns, pronouns and phrases. Nevertheless, teachers can use objects, actions and pictures to help students learn propositions and understand their meanings.

Additionally, this assignment was meaningful for me; I have learned that the principal factor in language acquisition is motivation. I am conscious that learners who want to learn tend to do better, participate actively in class, and express interest in the subject than those who do not want to learn. Now I can make a positive contribution to student's motivation and engagement designing classroom tasks and techniques that feed into intrinsic motivation drives.

From this course experience, I discovered how to teach grammar as in the case of prepositions. It is important to bear in mind age of the students, skills, proficiency level, educational background, and needs and goals. I like to create a good atmosphere in the classroom; students work autonomously and we spend time together discussing the use and form of prepositions of place, time, and direction.

STANDARD 6: COMMUNICATION AND TECHNOLOGY

"The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom."

Artifact for Standard 6: Communication and Technology

Name of Artifact: Grammar Websites Review

Date: May 22, 2010

Course: TEFL 575: Structure of English

GRAMMAR WEBSITES REVIEW

Websites have become essential instructional tools for English teachers to motivate students to learn and practice English. There is a variety of sources and tools which can be used by teachers in order to teach grammar points. But the most recent one is to use websites because they offer a great deal of resources and suggestions to create a positive learning environment in English class.

I have evaluated two websites *English with Jennifer's and BBC –Skillswise*. I would say that they provide teachers and students with a great amount of information regarding to grammar, vocabulary reading and writing skills.

The first website I will mention is *English with Jennifer*. This website is very attractive because in it you will find different YouTube videos, colorful images, explanations and examples for teachers to use with students from different ages and English levels. In my personal opinion, this link is a wonderful teacher resource to make classes more attractive and interactive.

English with Jennifer presents YouTube videos which focus on grammar explanations that can be used to reinforce what you have taught to your students. In the example below you will see a funny way to repeat and practice adjectives. Language patterns are important to children. Their operational ability in the language is fundamentally based on

learning these patters. Chants, songs, and poems are good examples of teaching grammar to them.

This website also presents grammar explanations, practice and exercises for adult students. One of the things that have caught my attention was the clear examples and explanations Jennifer provides.

Regarding vocabulary, the videos are motivating. In the case of children, they love colorful pictures and songs; so, I considered vocabulary videos of this website that are appropriate to be adopted in English classes. For example, this video about the alphabet helps children to connect sound patterns to letter combinations. In this way, children are exposed to visual and audio media that helps them to acquire listening, spelling and pronunciation.

Songs are very important to practice vocabulary and grammar structures; students are very motivated when teachers use songs in class because they involve movement so that they are effective means of introducing new words and expressions.

In this website we will find songs in which students can use complete sentences with the new words. Vocabulary presented in these videos involves more that just showing single words. It includes idioms where the meaning cannot be deduced from the individual word, but has to be learned as a chunk.

Regarding pronunciation some videos that allow students to listen the correct pronunciation with emphasis in the sound are presented in this website. Students can listen to the video several times and repeat the correct pronunciation of words and letters sounds.

The second website I have evaluated is the BBC Skillwise web page. It was very through webpage. Here you will find explanations, exercises and practice, and quizzes about English grammar, spelling, reading, writing, listening, and vocabulary. All of the mentioned points have factsheets, quizzes, and worksheets, and sections for tutors.

Regarding grammar, spelling, reading, writing, and vocabulary topics you will find the following functions to teach your students:

GRAMMAR

- Adverbs
- Apostrophes
- Personal Pronouns
- Verb-subject agreement
- Describing people, places, and things
- Using commas
- Making sentences
- Putting sentences together

SPELLING

- Root words
- Suffixes
- Words that sound the same
- Syllables
- Look, save, cover, write, and check
- Prefixes
- Confusing words
- Letter patterns
- Spelling plurals

READING →
- Fact an opinion
- Types of text
- Scanning
- Summarizing
- Your stories
- Skimming

WRITING →
- Paragraphs
- Planning your writing
- Your stories
- Proof-reading
- Format and Structures

LISTENING →
- Listening for specific information
- Types of listening

VOCABULARY →
- Childcare vocabulary
- Retail vocabulary
- Carpentry vocabulary
- Plastering vocabulary
- Plumbing

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After having analyzed both websites, I can conclude that the BBC and English with Jennifer websites are very useful and attractive for teaching English to all level of students. They are well designed and organized which makes it easy for students to use them. Teachers and students will enjoy learning through these websites because all of the grammar points presented in them are clear, well-organized and make any grammar lesson easier to learn through games and fun activities

Rationale:

I have selected this assignment because the use of technology in the classroom reveals my ability to conduct activities in a very interesting way. I think that the most interesting websites are: *English with Jennifer´s* and *BBC-Skillwise*. With this information in mind I may apply these ideas to classroom use in developing enjoyable or stimulating ways to learn adjectives. Also, I encourage my students to review adverbs, prepositions grammar rules, grammar structures, vocabulary, Youtube videos, songs, explanations and examples.

Students have the opportunity to go to the laboratory in order to practice listening, reading, speaking and writing skills with the intention to increase their knowledge and to improve their motivation to learn and practice English.

Additionally, I upload activities and tests in the Educación Virtual a Distancia (EVA) system and students submit the answers within a time limit. Doing this, students have the opportunity to practice and they will be able to gain more background knowledge.

STANDARD 7: PLANNING

"The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals."
Artifact for Standard 7: Planning
Name of Artifact: Final Project Proposal
Date: August 2, 2011

Course: TEFL: Teaching English to Adolescents and Adults

Adapted from:

STANDARDS-FOCUSED

PROJECT BASED LEARNING

Buck Institute for Education

PROJECT PLANNING

Project title: Strategic Plan to implement the "Old Mill Hotel" in Macará

Teacher: Maria Arias

School: UTPL Tourism and Hotel Business Administration.

Level: Eight

Subjects: ESP for Tourism.

DESCRIBE YOUR LEARNERS AND LEARNING ENVIRONMENT

Demographic data (age, gender, socio economic background, languages spoken, country and city of residence)	ESP for tourism is a subject designed for students who are registered in the eighth level of instruction of the Open System of Tourism and Hotel Business Administration school in the Universidad Técnica Particular de Loja. This subject is designed for adult learners whose ages are between 19-40 years and it corresponds to the ESP courses to the complementary curriculum of the educational career which contributes to the development of competencies. It is designed for adult learners who live in urban and rural areas of Ecuador and work in the tourism field, in hotel industry, or private enterprise.
Professional goals (career goals, field of studies, current profession, current level of	This course is designed for adult learners who want to improve communication skills in English, in order to have more opportunities in a wide range of professional and social contexts, especially in tourism

schooling)	as part of their work; in addition, students of tourism who plan to succeed in the tourism world are engaged in this project. The title granted by the university is Bachelor's degree in Tourism and Hotel Business Administration major, the duration of the program is 8 semesters and complete 240 credits. Students will be able to function as: - Program director of tours and tours for the national tourism and internationally. - Administrator of tourism facilities and hotels. - Manager of the component projects in the tourism and hospitality. - Promoter of social and leisure travel plans. - Director and coordinator of tourism marketing programs. - Manager of specialized food establishments. - Administrator in travel agencies and airlines. - Sponsor conferences, conventions, fairs and exhibitions. - Manager of recreational centers. - Public relations of tourism enterprises and tourist transport companies.
Prior experience and knowledge (level of language skills and cultural knowledge, familiarity with project-based learning)	Students are mid-intermediate language level of instruction. They have cultural knowledge about tourism and English fields. In general sense, they know about Macará. They maybe know the phrase: Macará where the country begins and ends; the county is at the border with Peru, and as a border is the header canton city Macará. Students are not familiarized with this kind of project-based learning; they have any experience about

	project-based learning because after finishing their studies, they are able to carry out research as a requisite to obtain their Bachelor's degree.
Learning environment (high school, university, language institute, traditional school with 45 min. periods, innovative school, technology available)	ESP for Tourism is a course designed for students who are registered in the eighth level of instruction of the Open System of Tourism and Hotel Business Administration school in the Universidad Tècnica Particular de Loja.
	The total workload necessary to obtain a diploma degree lasting officially five years is expressed as 284 credits and 10 semesters. The student workload of a full time study program amounts in most of the cases to 40 weeks per year and in those cases act like for 32 working hours. Student workload in ECTS includes the time spent in attending lectures, congresses, seminars, conferences, independent study, preparation for, and taking of, and examinations.
	UTPL Academic Model.
	Students have access to technology. Interactive EVA system where students have the opportunity to ask questions to their teachers, clear doubts, read uploaded information from teachers, send first and second bimesters at-distance works, illuminate sessions, interactive web pages, video-conferences, chats, and graded system.

Begin with the End in Mind

Summarize the theme for this project. Why do this project?
The principal problem students are encountering is the lack of instruction and practice on English specific purposes. Is for this reason, this study intends to solve the problem in a feasible way. Give students the opportunity to work

autonomously during five months of instruction.

To tackle the lack of instruction and practice of English specific purposes in Tourism and Hotel Business Administration major, it is extremely necessary to work on a project-based learning to solve this problem reflecting on the student's needs, and interests; continuous improvement through small, gradual changes that involve all organizational levels of tourism; an improvement plan of the organized creation of beneficial changes as soon as possible.

Students are going to work on a strategic marketing plan to run a business. Its title is "Old Mill hotel" in Macará city, Loja Province.

To do this in a successful way, the following objectives are going to be considered:

General objective:
- To research on the development of a strategic plan to implement "Old Mill Hotel" in Macará city.

Specific objectives:
- To identify business overview and strategies.
- To identify market analysis, market needs, market trends, and market growth.
- To describe hotel services.
- To determine financial budgets and forecasts.
- Identify management summary and financial plan.
- Research on Tourist places and Arqueological Heritagein Macara: Numbiaranga, El Jorupe, and Hornillos
- Research on ecological tourism in Macará.
- Research on gastronomy in Macará.

Identify the content that students will learn in this project

In this research, the following contents are going to consider:

1. General Notions of Research on Project-Based learning.

2. Steps to conduct research.

3. Methods of Qualitative and Quantitative Research.

4. How to write Qualitative and Quantitative Research.

5. How to make descriptive analysis

6. How to present the final report.

7. Business overview and strategies.

8. Market analysis, target market segment strategy, market needs, market trends, and market growth.

9. Services.

10. Financial budgets and forecasts.

11. Management summary and financial plan: Important assumptions; key financial indicators; projected profit and loss; and projected cash flow.

Identify key skills students will learn in this project.

List only those skills you plan to assess (two to four)

Students will develop listening, reading, speaking, and writing skills.

Identify the habits of mind or the learning and working strategies that students will practice in this project (one to two per project) (see http://www.habits-of-mind.net/)

Students will:

- Listen to others.
- Demonstrate a clear understanding of Project-Based Learning goals.
- Monitor his/her own progress toward understanding and solution.
- Write his/her own opinions.
- Decide to work efficiently.
- Face challenges.
- Persevere in the investigation toward understanding and solution.
- Be respectful.
- Make correct decisions.
- Work in teams.

- Share knowledge.

- Interpret results.

Craft the Driving Question

State the essential question or problem statement for the project. The statement should encompass all project content and outcomes, and provide a central focus for student inquiry.

Survey of Students Perception of the development of Project-Based-based learning .

Name: _____   Age: _____

Date: _____   Sex: _____

The following research questions will address in the present study to students:

1. Do you know the role of the students involved in Project-Based Learning?

    Yes: _____

    No: _____

    Why? Explain the reasons.

    _____

    _____

    _____

2. Do you reckon that the student can learn through Project-Based Learning?

    Yes: _____

    No: _____

    Why? Explain the reasons.

    _____

    _____

    _____

3. Do you know business strategies to implement a business?

    Yes: _____

    No: _____

    Explain which ones.

_____

_____

_____

_____

4. Do you know how to make market analysis, market needs, market trends, and market

   growth?

   Yes: _____

    No: _____

   Which ones? Explain.

_____

_____

_____

5. Could you explain hotel services around the community?

   Yes: _____

   No: _____

   Which ones?

_____

_____

_____

6. Do you know how to carry out financial budgets and forecasts?

   Yes: _____

   No: _____

   Why? Explain the reasons or which ones?

_____

_____

_____

7. Do you how to make a financial plan to implement a business?

Yes: _____

  No: _____

  Explain.

_____

_____

_____

8. Do you agree with the idea to carry out a challenge project-based learning in which you as participant have the opportunity to work on interdisciplinary activities?

  Yes: _____

  No: _____

  Why? Explain the reasons.

_____

_____

_____

9. Do you agree with the idea to carry out a project-based learning encompassing social activities?

  Yes: _____

  No: _____

_____

_____

_____

10. . Do you how to make the recruitment process to implement a business?

  Yes: _____

  No: _____

  Explain.

_____

_____

_____

Thanks for your collaboration.

- *Have you posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer.*

Possible areas of inquiry chosen by students

Chose four to six questions for inquiry and products students might chose as their area of specialization for the project. The questions would be within overall framework chosen for the project.

Students are going to answer the following open questions:

1. Do you consider important project-based learning activities in the classroom?
2. How do you describe the role of the Manager of specialized food establishments?
3. How do you describe marketing studies in the last decades?
4. Are you aware of the importance of project-based learning activities in the classroom where you master new roles as global citizen?

Plan the Assessment

Step 1: Define the products for the project. What will you assess?

Early in the Project:

- Regarding assessment, a diagnostic evaluation will be applied to students in order to
- know how much students know about the topic.
- Advice students the importance of the project
- Explain students time deadlines.
- Explain their duties in each step of the project.
- Explain how will be managed the entire process of research.

During the Project:

-   Control the advance of the project.
-   Remind them how much time they dispose to complete the project.
-   A mid-term evaluation assessing first bimester contents will be carried out, students will present to their teacher the data collected during this time.
End of the Project: -   Students present their final report.   -   Students present management summary and financial plan.   -   Students implement their own business.   -   Students will present to the teacher the data collected in this final phase. If the phases are not completed at all, the students will be given an extra opportunity, a make-up test at the end of the semester.

Plan the Assessment (2)

Step 2: State the criteria for exemplary performance for each product:
Product: Quality of information   Criteria: 20- 15 points: Information clearly relates to the project-based learning activities. Participation is relevant in the research process.   15-10 points: Information clearly relates to the project-based learning activities.   10-0 points: Information has little or nothing to do with project-based learning activities.
Product: Organization of information   Criteria: 20- 15 points: Accurate and complete information is presented in a concise logical sequence.   5-10 points: Information gaps are evident.   10-0 points: Information is incomplete.
Product: Learning activities   Criteria:

20- 15 points: Accurate and complete learning activities are developed.
15-10 points: Half of learning activities are completed..
10-0 points: Learning activities are incomplete.

MAP THE PROJECT

What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Look at one major product for the project and analyze the tasks necessary to produce a high-quality product.
Product:

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1. Grammar structure rules			X
2. Punctuation marks			X
3. Comma splices			X
4. Verb agreement			X
5. Know reading strategies		X	
6. Know writing styles		X	
7. Steps to start a research		X	
8. Formulate hypothesis		X	
9. Formulate variables		X	
10. Know vocabulary related to tourism		X	
11. Know APA style format		X	

What project tools will you use? □ Know/need to know lists □ Daily goal sheet □ Journals □ Briefs □ Task lists □ Problem logs	□ _____ □ - _____ □ _____ □ - _____ □ _____ □ _____		

- *Do the products and tasks give all students the opportunity to demonstrate what they have learned?*

Map the Project (2)

List the key dates and important milestones for this project.

This project-based learning will start on September the 26th, 20111. Students start classes at this time after vacation.

The duration of this project is 6 Months. September 2011- February 2012.

The presentation of the final results will be on February the 18th.

Manage the Process

List preparations necessary to address needs for differentiated instruction for special-needs students, or students with diverse learning styles.

The purpose of this study to determine the value and the expected results of the development of project-based learning classroom activities. For instance, students with diverse learning characteristics such as age, intelligence, and aptitudes are going to take into consideration. Learning styles such as how students learn, their habitual way of retaining information and skills as well.

In conclusion, this type of real project-based learning implementation is the first step to run a business; it is feasible because the cost is not too much.

Projects like this, encourages students to start their own business maybe in a near future. This type of instruction provides opportunities to language learners to know and practice the fantastic world of tourism and hotel business administration.

How will you and your students reflect on and evaluate the project?
□ Class discussion
□ Fishbowl
X Student-facilitated formal debrief
X Teacher-led formal debrief
X Student-facilitated formal debrief
X Individual evaluations
X Group evaluations
□ Other:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Rationale:

I have included this assignment because it was so interesting to plan projects distinguishing how do adolescents and adults learn in contrast to children; what can we

as teachers do to support adult and adolescent learners in our society; and what are the most applicable methods, techniques and strategies to teach adolescents and adults.

Additionally, this final project proposal, embraces holistic language teaching, that is, integration of foreign language teaching into a learner´s context through projects considering student´s needs and interests, groups of students, age and level of the students, professional goals, cooperative learning, multiple intelligence provisions, learning environment, the topics we are going to study, and learning styles in order to get an active participation in all students.

Projects like this, encourages students to be motivated, to continue studying, do not be frustrated and do not quit. This type of instruction provides opportunities to language learners to know and practice the fantastic world of an effective communication and practice.

STANDARD 8: ASSESSMENT

"The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner."

Artifact for Standard 8: Assessment
Name of Artifact: Chapter Review Assignments: Testing and Evaluation
Date: March 2, 2012
Course: TEFL 698: International Applied Professional Experience

The following power point successfully illustrates the most important features of testing and evaluation.

DIFERENT TYPES OF TESTING

Placement Tests: enable us to sort students into groups according to their language ability at the beginning of the course. Such a test should be as general as possible and should concentrate on testing a wide and representative range of ability in English.

Diagnostic tests

Involve identifying specific areas of strength or weakness in language ability so as to assign students to specific courses or learning activities. Lyle F. Backman and Adrian S. Palmer (2000)

PROGRESS OR ACHIEVEMENT TESTS

J.B.Heaton (1991) explains that the type of test we give will depend very much on our purpose in testing.

There are many reasons for giving a test.

We should always ask ourselves about the real purpose of the test which we are giving to our students.

Proficiency tests

Heaton says that we use proficiency tests to measure how suitable candidates will be for performing a certain task or following a specific course.

PURPOSE OF TESTS

These tests have different parts which candidates can choose to do according to their different purposes.

- ✓ PERSONALITY TESTS
- ✓ MEDICINE
  - Blood
  - Cancer screening
  - Hearing
- ✓ DNA TESTS
- ✓ THE LAW
  - Paternity tests
  - Lie detection tests

Portfolio Assessment

❖ Provides evidence of student effort. It helps students become more autonomous, and it can foster student reflection and help them to self monitor their own learning. (Nunes 2004 p. 334)
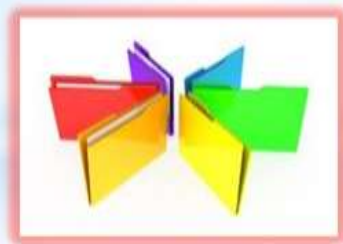
Portfolio Assessment

*Students work on their own way from the classroom.

*There are some pitfalls such as time consuming, selection of items is difficult, and grading.
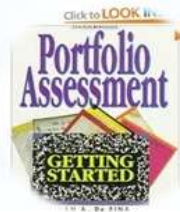
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Rationale:

I have selected this artifact because it is in agreement with the standards and exemplifies how thematic units should be planned according to learning styles, age of the students, skills which I need to focus on, proficiency level, educational background, and needs and goals. It was amazing to see the benefits of language testing with students that we have in the English as a foreign language class. This study gave me the opportunity to review how I might use different tests such as placement, diagnostic, achievement, and proficiency tests, the purpose of tests and types of items for specific skills, and validity and reliability of tests.

Regarding *reliability,* it was extremely important to know its definition such as precision of test results, stability of test scores, consistency in test results, and accuracy of test results. It was enjoyable to see if a person needs to get a driver´s license, the individual takes a written driving test and receives a high score, it could be expected that the individual would also receive a high score if he took the same written test again.

In conclusion, I would say that language testing is a method, technique, procedure for evaluating a student´s ability or knowledge in a particular domain or competence. The

purpose of Language Testing is to determine the student's level of achievement, as well as the total effectiveness of the course.

There are different types of testing that differ with respect to how they are designed and what they are for such as placement, diagnostic, achievement, progress, proficiency, and purpose tests. Direct test item types such as multiple-choice, completion, true/false, dichotomous, cloze, fill-in that we must use when testing speaking, writing, reading and listening in education and in employment in a feasible way.

CONCLUSIONS

- It was a productive experience for me to describe step by step Maria Cristina´s progress during eight weeks of instruction. It was a great experience for both the both of us to determine her level of English proficiency.

- In the EFL student case study of English as a foreign language in the Tourism and Hotel Management qualification Program Portfolio, it was helpful to know if the teaching procedures were effective and what strategies could be used in order to improve Maria Cristina´s communicative competence.

- Analysis of the artifacts showed that grammar errors were made at the beginning. For example, word choice, omission of the infinitive and gerund constructions, misuse of pronouns, missing punctuation, omission of relative pronouns, misuse of cognates and false cognates, and misuse of adverbial forms.

- Analysis of the artifacts showed that grammar errors were minimal at the end of the process. Feedback on specific things that the student did well on and on what the student did not well on was included.

- In chapter II, standard based student position paper, I have reflected on six selected standards with their corresponding assignment artifact and rationale to demonstrate the applicability of the program content to English Foreign Language (EFL) teaching. These standards were especially focused on areas such as: communication and technology, culture, motivation and management, planning, and assessment.

- It was a rewarding experience for me to use standards in the student position paper in order to provide a coherent framework for the integration of appropriate foreign language teaching standards that I as a teacher need to meet.

- The selected artifacts were in agreement with the standards and exemplified how portfolios should be planned according to learning styles, age of the students, skills which I needed to focus on, proficiency level, educational background, and needs and goals.

- It was amazing to see how visual aids and wikis help teachers. In my personal opinion, wikis are almost magical. They provide an almost unbelievable capacity for empowerment of both the teacher and students. Nowadays, we are just beginning a new revolution in teaching and education in which computer enhancement of the learning process will produce positive changes which we can only begin to imagine.

RECOMMENDATIONS

My recommendations for Maria Cristina future study are the following:

- Maria Cristina should go to the Internet to Top Notch Fundamentals website (http://wps.pearsonlongman.com/topnotchfund/) in order to find numerous resources to improve listening, reading, speaking, writing, grammar and vocabulary.

- The student should practice paragraph format issues such as topic sentences, supporting sentences, punctuation, comma splices, and transitional words. She should strive to improve coherence and cohesion as well.

- She should study essential grammar structure rules. For example, comparative and superlative forms; and gerund and infinitive constructions- especially as the subject of the sentences, the object of the verb, and the object of a preposition.

- She needs to use infinitive constructions, especially as the object of the verb, and verb+ pronoun/noun + infinitive, and verb agreement. In general she needs to pay special attention in the future to her weak points in terms of the mechanics of writing.

My recommendations for the Tourism and Hotel Management major are as follows:

- Before starting an English Tourism course, it is important to analyse real needs, wants and interests of our students in order to develop a suitable program to meet the most pressing needs. Factors to consider are ones which may affect the way they learn (wants, means, subjective needs), effective ways of learning the skills and language as determined by deficiencies and knowledge of how language and skills are used in the target situation.

- When selecting a syllabus framework, it could be selected as situational, topical, and functional or task based. The syllabus framework for Tourism and Hotel Management major should be placed on a situational category; it should be organized around the language needs for different situations, i.e. the English of tourism.

- When using technology in an English class, the use of blogs turns wasted time into productive time for EFL learners because it provides opportunities in real time for reading and writing, extending study groups within a class or other classes, informing student's class requirements, and uploading discussions. In Addition, we can find galleries, static pages, share buttons, contact forms, team blogs, comments, post excerpts, and feedback.

- Finally, when teaching English as a foreign language, it is important to take into account cultural aspects. Culture changes overtime and we need to be staying current in order to address students' misunderstandings. If our English in the classroom is comprehensible but inappropriate to the cultural context then the communication will be unsuccessful.

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ANNEXES

Annex 1

WRITING RUBRICS

Student´s name: _____

CATEGORY	EXCELLENT	GOOD	PARTIALLY GOOD
Focus on topic (content)	Sentences support the importance of the topic. There is one clear, well-focused topic. Main idea stands out and is supported in detail.	Sentences support the importance of the topic almost in a feasible way. Main idea is clear but the supporting information is in a general sense.	Sentences support the importance of the topic almost in a less extent. The main idea is not clear or incomplete. There is a little information.
Accuracy	The body of the paragraph is well constructed. A descriptive, clear, and comprehensive introduction is written to introduce the topic. Detailed facts are reported accurately.	The body of the paragraph is almost well constructed. An introduction is apparent, but maybe not be complete. Almost supportative facts are reported accurately.	The body of the paragraph is not well constructed totally. The assignment may have an incomplete introduction. No facts are reported or most are inaccurately reported.
Introduction	The introduction states the main topic of the essay and previews the structure of the writing.	The introduction states the main topic but it is not particularly inviting to the reader.	There is no clear introduction of the main topic or the structure of the writing.
Sequencing (organization)	Details are placed in a logical order and the way they are presented effectively	Details are placed in a logical order, but the way they are presented sometimes	Many details are not in a logical order. There is little sense in the organization of

	keeps the interest of the reader.	makes the writing less interesting.	the writing.
Flow	Coherence and cohesion are present in each paragraph. The paragraphs Each sentence is clear and natural.	Coherence and cohesion are almost present in each paragraph partially. Almost each sentence is clear and natural.	Coherence and cohesion are not present in each paragraph. Each sentence is repetitive and difficult to understand.
Word choice	Correct word choice. Choice and placement of the words seems accurate and natural, and not forced.	Correct word choice in some sentences. Occasionally the words are used inaccurately or seem overdone.	Correct word choice is inexistent. Use of a limited vocabulary which does not capture the reader´s interest.
Grammar	Grammar errors are inexistent. Punctuation marks are correct. Correct spelling words. Verbal forms are correct. Use of adjectives and adverbs are correct. Pronouns are used correctly.	Grammar errors are minimal. Punctuation marks are almost correct. There are some correct spelling words. Verbal forms are minimal. Use of adjectives and adverbs are almost correct. Pronouns are used partially correct.	Grammar errors are existent. Punctuation marks are partially correct. There are spelling words mistakes. Several verbal forms are incorrect. Use of adjectives and adverbs are not correct. Pronouns are not used partially correctly.

ANNEX 2

PRE-TEST

English Test

Student's name: Maria Cristina.

Date: February 22 2012

Level: 4th.

Strategy: Answer the following questions.

1. Why are you studying English?

Because. it's very important ~~for~~ to communicate with other persons and I like to communicate efficiently.

2. What is your plan after you graduate?

My plan is to work and travel to another country.

3. Do you like English?

Yes, I like it.

4. What is difficult for you in English?

For me it is difficult to speak. (2 errors)

5. What is easy for you in English?

For me is easy to learn ~~the~~ grammar. (multiple errors)

6. Do you use English outside of class?

Yes, I do. I like.

Sometimes to talk with a new friend.

7. What do you think is a good way of learning English?

I think the best way is to practice a lot. I want to speak and to study grammar

8. Are you planning to be an English teacher?

No, I am not am planning to be a manager. (multiple errors)

9. When are you going to graduate?

Maybe after 3 years (missing words)

10. Is English important for you?

Yes, it is important because it is a universal language. ✓

Maria Cristina.

March x 16, 2012

4th.

My first day in the English class ?

My first day in class was very interesting because I have a new teacher. I have ~~many~~ *curious about* wriosity *to get to know* ~~for~~ know a new teacher and I can learn new vocabulary in tourism, writing and other tips about English.

But, that day, I was *also* very sad because my best friend ~~can~~ *s* *not* study this course of tourism.

aspects of

Maria Cristina.

March 22, 2012.

4th

Where do Ecuadorians go on vacation?

The Ecuadorian people go on vacations to the beach to enjoy the sun with ~~your~~ their family. Generally the people prefer the tranquility and a place which doesn't have a lot people. Also, ~~Is~~ the Ecuadorian people like the typical food ~~is~~ such as sea food ~~and~~ they enjoy the music and ~~stay~~ relaxing with the family. ~~and relax.~~

Ecuador is a country (very beautiful) for visiting.

Maria Cristina

March 30, 2012

4th.

The importance of tourism in Ecuador.

Actually the tourism in our country is very important, it is an income for the economy of the Ecuador.

Also the tourism gives employment to much [many] people that depend of the same [on it], like workers in restaurants, hotels, transports, artisan, voyage [travel] agence [ts], and others. In this time [Currently] the tourism has increased to big ladder [a large degree] in comparission to before [previous] years. For me like [as a] student of tourism this activity [course] is very complete, I have learned a lot about of culture, typical food, great landscapes, different regions and environments. All this is very attractive for the tourist so much [both] for national tourist like [as well a] foreing tourists.

Maria Cristina

April 4, 2012

4th

Tourism expectations.

The first thing I think. about tourism is that it is to travel by the city or in our country and around. the world.

For me, the ~~more~~ easy and better way is to know [easiest or best] about other countries or even our own country is by visiting its attraction, traveling to its toristic places, eating ~~the~~ own food ~~of the~~ place. [our] [at any]

Therefore, as students of tourism is very important Know speak, and write (correctly) the English language because this is universal, and the majority of tourist speak English besides our interest is to attract foreing tourists.

→ English is the universal language

Maria Cristina.

April 12, 2012

4th.

Touristic attractions. in Guayaquil.

Guayaquil has a new face now. In ^the 1990s ^it was a dangerous city and dirty. Now, it has one excellent airport and buses terminal. The tourism attractions are very attractive. and secure, the city has many hotels and restaurant ~~of orall~~ for all types of tourism. It has the biggest convention center, modern public service, shopping centers in Guayaquil, and the government is providing training in the tourism sector

Maria Cristina.

April 18, 2012

4th

My Trip to the Dominican Republic

One day with my family we were talking at home about new places and trips, and we decided to travel to the Dominican Republic during the last holidays.

We traveled on August, 2011 to Punta Cana with a travel Agency tour.

We went to Barceló Resort.

When we arrived at the "La Ramana Airport" we were so happy because the weather was delicious.

In the resort we enjoyed a lot, the food and the environment was perfect.

The people were very amiable and the place had a lot of nature and the beach was very beautiful.

And nights we went to Dominican Republic culture spectacles very interesting.

We stayed there for 5 days it and was an amazing experience because we spent time together as a family, we enjoyed the nature, and we relaxed.

ANNEX 9
SELF-EVALUATION TEST

SELF-EVALUATION TEST

Name: Maria Cristina

Date: May 27, 2012

Level: 4th

19/20

A. Complete the sentences using infinitive constructions.

1. One way to increase (increase) tourism is to develop (develop) clean public transportation.
2. The best way to attract (attract) tourists is by the internet.
3. One thing to improve (improve) tourism is to build (build) more hotels. **5/5**
4. I would like to spend (spend) a few days in a luxurious resort.

B. Change the following sentence to the past tense.

1. The spacious agency has a very good brochure range.

   The spacious agency had a very good brochure range.

2. A young clerk checks with a colleague this week.

   A young clerk checked with a colleague this week.

3. She recommends the Galapagos Islands.

   She recommended the Galapagos Islands **5/5**

4. Crete and Turkey are suggested for vacations.

   Crete and Turkey were suggested for vacations.

C. Read each word or phrase below and circle the word or words that go with it.

1. set

   (a) priorities   b. failure   c. reasons

2. achieve

   a. examples   b. goals   (c) tasks ✗   **4/5**

3. a fornight

   (a) two weeks   b. one week   c. three weeks

4. a check

   a. a round trip   b. a lift   (c) a bill

D. Complete each sentence with the correct object pronoun.

1. Maria Isabel wants to buy something. The store clerk is helping her. **5/5**
2. Carlos is buying a new TV. He plans to put it in his bedroom.
3. Susan wants to travel to Quito. She always buys her tickets by internet.
4. We ride with them to school.

Maria Cristina

Student's signature

good

Maria Cristina

April 25, 2012

4th

Why do you study English?

I study English because it is a very important
language., It is considered an oficial language.
arond the world. Also, another important reason
is that in my carrieer it is necesary to speak
and to write correctly because we need to
talk with different groups of tourists, specially
foreingers, and the majority of them speak.in
English

Also, the English language is indispensable for
culminating my carrier.

Other reason to study English is because I like it.
It is important for my life to know at least
one language more apart of my native language,
Spanish.