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An EFL Student case study on Content Based English Teaching –
TEFL program portfolio

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ABSTRACT

This thesis describes Content-based instruction as a useful approach to language instruction that focuses on teaching English language at the same time as teaching subject matter classes. The purpose of this study was to determine the benefits and the drawbacks of Content-based instruction as well as the different types of Content-based instruction in order to integrate better the reading, writing, listening, and speaking English language skills required for academic success. This paper also demonstrates the application of NCATE/TESOL teacher education standards in this master's program as a way to train English teachers to provide students with quality instruction.

INTRODUCTION

This thesis is part of the master's program Master in Teaching English as a Foreign Language. This thesis is composed of two different chapters. The first chapter is about a content based English instruction course that was taught to a 4th grade student. This course had the objective of improving English skills through academic content. All four language skills were taken into account to help the student understand and learn 4th grade curriculum. The evidence of the effectiveness of this content based instruction is demonstrated through the EFL student portfolio. The second chapter covers the Standards Based Position paper. This paper used different assignments to demonstrate how all NCATE / TESOL standards were met.

The first chapter begins with an overview of Content Based Instruction as an outstanding approach to teach and learn English as a second language. It includes a definition and some benefits of this approach, types of Content Based Instruction, a comparison to other approaches, possible drawbacks and solutions, and assessing in this specific approach. The main objective of this study is to acquire the precise strategy or strategies to work in a content based instruction institution with English learning students. This chapter continues with a brief explanation of the Content Based Instruction course given to a student and shows student's improvement through some tasks in different periods of time. The first chapter also includes the EFL student portfolio and some methods to assess content based instruction.

The second chapter of this thesis is about the Standard based position paper. The objective of this paper is to demonstrate the inclusion and application of NCATE/TESOL standards in the masters program. This chapter connects selected assignments executed during the master's program with the NCATE / TESOL standards. In my opinion, all assignments met at least one of the mentioned standards. The assignments that were chosen for the portfolio were: A website

analysis that was completed during the English Structure course, four lesson plans that we did in Methods of Teaching English as a Foreign Language course, a reaction paper done in English for Academic Purpose course, a literature review that was executed during Educational Research course, a theme unit plan that was completed in International APE course, a concept paper done in Educational Research for Practitioners course, a power point presentation about the most important technological ways to English teaching that was elaborated in Technology in TEFL course, a paper about reliability and validity in different types of assessments that was executed in Testing and Evaluation course, a comparison between some English standard proficiency instruments that was done in Testing and Evaluation in TEFL course, a pre-test and post-test created during the Testing and Evaluation in TEFL, an English language timeline chart required in the Applied Linguistics course; and all Elluminate sessions and discussion posts from all courses and that helped us to interact with teachers and all master program participants.

METHODOLOGY

This study was conducted in order to assess Content-based instruction. The focal point of the assessment was to find the best approach and strategies to teach English as a foreign language in a Spanish environment where all academic subjects are taught in English as well.

Literature search was used to gather necessary data to understand concepts, benefits, drawbacks, types of content based instruction and to compare it with other important approaches. This search was obtained from interesting web pages and from some remarkable books which are detailed in the references section.

Vivential method through observation and collection of artifacts were also used during the EFL student case study and the TELF program portfolio. The chosen student completed different assignments since the beginning of the course to the end of it and those artifacts were individually analyzed and used as learning assessment.

The analysis of the collected data was made by observing and evaluating the advances of English language skills acquisition in the ELF student case study and by applying the NCATE/TESOL standards in each of the different assignments of the master's courses.

LITERATURE REVIEW

CONTENT BASED INSTRUCTION

DEFINITION AND BENEFITS

Content based instruction is a modern and a significant approach in English language learning. Learning English language through subject curriculum content is a medium to learn English in an interactive way. During the lessons students are focused on learning a specific topic that they might be interested in. Topics may vary depending on the subject. There can be Science, Social Studies or Math topics according to the student scope and sequence. Students learn about this subject using all English language skills at the same time. This is a natural way for developing their linguistic ability and it is the way we learn our mother language since our birth (Davies, 2003).

Students are exposed to a significant amount of vocabulary in English through different tasks while learning specific content. They acquire knowledge and improve their educational needs according to their age level. It is also important that students develop helpful study skills such as summarizing, writing their opinions about something, discussing about a topic, note taking, gathering information from different sources, analyzing and thinking before answering questions. Language learning process becomes automatic and without being aware of it. Learning English becomes a part of their daily routines where students happen to be more independent. Students are engaged in communicating with their peers and instructors by assuming active roles in the classroom (August, 2004).

Students also develop social skills such as listening and respecting others, sharing information with others, and working as a team when it is the appropriate moment to do it. Content based instruction is an enormous opportunity for students to

enrich their learning environment by learning two things at the same time; content and language.

Another advantage of this approach is that students read authentic native speaker texts and they might feel able to reach that level and become motivated to be part of an English language world. Learning is active, they are taught in real life situations where they practice all English skills daily from speaking about the different cultural aspects that they have learned about in Social Studies to writing an experiment report in Science or solving Mathematical problems (Zohoorian, Azad., Ambigapathy, 2011).

Language is a medium for communicating, for learning new things, for thinking, and for expressing our opinions. When children are immersed in a second language instruction, they need a purpose to learn it, something that will inspire them to understand and to be trained in a total new language. Students need to be able to do more than counting up to ten or to greet people in another language. They can become skilled at giving speeches, at writing letters, at producing skits and many different linguistic tasks that they are meant to do as social human beings.

Teaching English involves teaching academic and social English. Social English is acquired when interacting with others and Academic English grows in a classroom setting and needs more time to develop. It is fundamental that ESL teachers help students to gain both types of languages' skills in turn that children could use English in any environment that they might be involved in (Cummins 1980; 1981; 1996).

Content based instruction is a tool for English language students to learn structure, syntax, grammar, and phonology in a different way where they can apply all these linguistic features in entertaining activities about interesting topics. Grammar can be reinforced from time to time with a brief clarification but the purpose is to manage language as a natural approach focused on concepts and principles that

they will use in the future in new situations of their lives, therefore engaging them to enlarge their thinking skills.

TYPES OF CONTENT BASED INSTRUCTION

There are three types of Content Based Instruction models that can be used by teachers in order to instruct their English language students: the Sheltered model, the Adjunct model, and the Theme based model (Alvarado, 2012).

The Sheltered Model. - This model demands ESL students attend the same classes as native speakers of English. Teachers provide students with language instruction in a co-teaching method where both teachers, academic content specialist and ESL teacher work together in developing differentiated materials and assessments while instructing the students and assist students' deficiencies in the language (Freeman, 1988).

This is a total immersion model where students interact in English the entire school day. ESL students get all the support that they need to help them understand and respond well in subjects such as Math, Social Studies, and Science. Teachers must choose simple language, visual aids and the best learning environment to teach vocabulary that will help students to acquire important and useful concepts.

The Sheltered Instruction Observation Protocol (SIOP) identifies the characteristics of this type of instruction in order to train teachers who practice this model. The protocol follows three steps: Preparation, Instruction, and Review/Evaluation. Teachers are trained to implement new strategies in their classes to help them work effectively with English language learners. (Short & Echevarria, 1999)

Sheltered English programs include key elements of three other approaches: Bilingual education, Immersion, and Content-Based instruction (Freeman, ERIC 1988)

- Bilingual Education means that students develop English skills and academic content by being taught in English language and in their native language as well. Difficult concepts or hard vocabulary are explained in their mother language and translation also occurs while students work in

different tasks and participate in class. A disadvantage of this approach is that sometimes students mix both languages, create a new dialect, and become used to it even if they have learned and know how to say those words in English.

- Immersion Education uses all academic content in English language to provide students with great amounts of vocabulary and to make them use it in different areas. A disadvantage that I find in this approach is that sometimes students skip important and basic concepts because of the language. This happens especially in Elementary school grades where students develop specific skills such as critical thinking and problem solving, among others.
- Content-based Instruction that can be included in many programs that considers this type of academic instruction.

The Adjunct Model. - ESL teachers prepare students for having regular classes in the near future where they will be together with native speakers in the same class. The importance of these classes is that students acquire specific vocabulary and that they become familiarized with basic skills that may help them to learn content. Some of these classes are taught during summer months before classes begin.

In this model, students can also be enrolled in coordinated courses, a language course and a content course. The two courses share the same content base and instructors coordinate tasks to integrate content into the language scope and sequence (Brinton & Snow, 1988). Programs based in this English language teaching model, use content according to the students' age and needs.

The Theme Based Model. - This model can be used either by the ESL teacher or the ESL teacher and content specialist. The teachers create a course designed according to students needs. Teachers incorporate a theme as the lesson's topic. Students can inquire about that specific topic and can explore it in many different ways. Themes are chosen and designed according to students' interests, culture, or experiences (Davies, 2003).

This is a very popular approach in preschools and home school. Teachers plan curriculum ahead, based on what they want the children to learn. Teachers use what students already know and develop more complex skills step by step. Fun material can be used according to the selected theme; there can be songs, games,

videos, movies, experiments, and many other fun activities and tools that could be used to engage learning (Fiji, 2007).

The three models use tasks and materials meant to provide students with the essential tools to improve language knowledge acquisition. The theme-based model is an ESL course with a content orientation where teachers use content as a way to reach language acquisition and teachers evaluate students' language development very often instead of having periodically content knowledge assessments. The sheltered course is a content course that focuses on content rather than on language and students are evaluated according content knowledge acquisitions. The adjunct model has multiple teachers, an ESL teacher and a content specialist, and they are each responsible for their area.

COMPARISON TO OTHER APPROACHES

- English for Specific Purposes (ESP)

Content based instruction can be compared to English for Specific Purposes. Both approaches aim is to prepare students learn English language while using specific content. It is important to reassure that content is learned but it is also important that students acquire linguistic knowledge. These two approaches allow students to become more responsible of their learning because they have to be compromised with English language in order to learn academic content (Master, 1997).

A difference between these approaches is that English for Specific purposes is taught after doing a needs analysis to discover students' needs. It is centered on the language that is used in a specific environment and in specific activities. It does not go any further. Content based instruction uses all kinds of academic content and teaches about different topics. It is centered on language that could be used at any time or place. The selected activities help students to face a variety of situations in their lives.

Another difference is that English for Specific Purposes is designed for adult learners to help them obtain a degree or to help them in a professional work circumstance. It could also be for learners at secondary school level in case they have specific needs. Content based instruction could be designed for any age level in order to help students improve their English language knowledge.

It is important to point out that English for Specific Purposes students are required to have an intermediate or advanced language knowledge level to understand and to participate in class. Content based instruction students have no requirements of language knowledge; even small children are able to be in a content based instruction course to start learning English language.

- Task Based Approach

Task based language approaches can also be compared with Content based instruction. They are very similar because both of them specify themes while teaching English language. The difference between these two approaches is that content based instruction includes many strategies and topics to teach the language and Task based instruction use specific activities such as big projects where students must develop English language skills.

These tasks are not common English language grammar activities; these are all activities that have communication purposes (Willis, 1996). Teachers must select tasks and topics that will motivate learners to get engaged in the topic and feel the necessity to improve English language skills. Some relevant tasks are the ones that we make use of in our daily activities such as making reservations, appointments, go shopping, traveling, calling or answering phone calls.

It is important to point out that all these tasks have a goal to accomplish at the end of the lesson. They are goal oriented and they must be evaluated by the instructor and discussed with the students. All tasks have an outcome and this makes learning more challenging for students and they start feeling motivated to reach specific goals. Teachers guide students and monitor them during the different tasks but it is the student's decision of how to communicate about the given topic.

- **Natural Approach**

This approach, as its name states, is a natural way of learning a language. It is similar to the content based instruction because it is an unconscious language acquisition process where students focus their attention on something else such as interesting topics or academic content. Students use language to communicate to others and to learn new things but they are not immersed in grammar lessons or in any other linguistic instruction. Both approaches make students more responsible on their own language learning because they have to discover language while using it in other contexts. Both approaches retrieve information and activities from a variety of sources such as books, online articles, web pages, videos, among others (Kiyamazarslan, 1995)

This approach works a lot better in children because they are not conscious of the learning process. They acquire the language but do not learn it as adults do. There is a silent period while children are developing listening skills exactly as when they were babies and could not talk at all. After they become used to the language, they will start using it in conversations or to communicate something. If students are given the opportunity of not using English to express themselves, then they will understand English but they will not speak it until the moment where they will find the obligation to do it.

Terrell (1996), stresses the importance of vocabulary acquisition and the use of language as a vehicle for communication. Terrell states that the Natural Approach consists of 'lexical items', 'structures', and 'messages'. Krashen (1996) believes that acquisition is the natural assimilation of language rules while using language for communication.

POSSIBLE DRAWBACKS AND SOLUTIONS

One potential problem that could develop using Content based instruction is that teachers might stay focused in content learning and not in language development. ESL teachers are not academic content specialists and they might be learning about a topic at almost the same time that she/he is teaching it. Language is considered a tool to help students understand content rather than content being a vehicle for engaging students to learn a language (Peachey, 2003).

Sometimes teachers resort to students' mother language to explain something that might be difficult to understand. Teachers could also start getting used to facilitate their teaching by using both languages while explaining something important and students might not make an effort to understand what has been said in English and will wait until they get the same information in their native language.

It can also be difficult to adapt specific content to students' English level. Sometimes teachers work with texts that are meant to be for native English speakers and they are hard to comprehend and to follow the same learning rhythm as native speakers.

ASSESSING CONTENT BASED ENGLISH INSTRUCTION

Assessing students is a fundamental step to successful learning. Teachers need to diagnose students' knowledge for setting a start point and plan lessons according to students needs; teachers need to assess students to make sure that they understood everything or to know if they must re-teach a specific lesson; teachers must measure students' learning progress and achievement (Guskey,2003)

Students and parents also need to know how well they or their children are doing and if they are meeting the curricular benchmarks. It is important to monitor education progress and to be responsible enough to reach high education levels.

Teachers must be trained in assessment methods and tools in order to motivate students to keep track of their learning process and to continue improving it. Teachers should avoid criticizing students' weaknesses but should give them feedback and help those weaknesses to become strengths. It is important to have assessment strategies and techniques that will guide students to measure their own learning development.

Assessment for learning shows how pupils can be motivated to achieve further rather than a measure of what they can do. This assessment involves students in the process of increasing learning and ongoing improvement for all students. Using day to day assessment activities involves the students directly in their own learning so that they may see progression.

There are different types of assessments that should be used. A pre-assessment should be carried out to gauge students' understanding, skills and/or knowledge in the area. There are two purposes to this; it gives an initial understanding of what the students know. This helps the teacher to plan appropriate provocations and experiences for the students. At the end of the unit, students can look back at their pre-assessment and reflect on their learning. Another type of assessment is the formative assessment that helps the teacher to continue providing appropriate environments to students to engage learning. The assessment that is taken at the end of a unit or lesson to evaluate students is the summative assessment that provides information on the students' understanding (Watts, 2002).

Teachers are involved in content based assessment while observing students while they accomplish tasks and independent practices. Teachers must record results and must discuss with students to collaboratively develop an assessment task and to gauge student understanding of concepts. Teachers have to analyze students' work and have plenty of documentation such as portfolios or video/voice recording that will demonstrate students' development.

It is also fundamental that students participate in assessment tasks, for example in completing self and peer assessments to become aware of their quality of learning and to plan their next steps in learning. Feedback that furthers learning should be given after assessments, even for summative assessment, reflections on what has been learnt, how it was learnt and what could have been done differently or better will help guide further experiences in the future. Sadler (1989) states that descriptive feedback encourages students' self assessment and makes them to have a better quality learning. I agree with Sadler when he notes that students who succeed keep striving and those who fail give up. So for that reason positivity, praise, and constructive ideas need to be seen by students and adults alike to allow us as human beings to progress at our own pace and reach our own targets and goals.

At the heart of instruction is the desire to help our language minority students learn, and at the heart of assessment is the need to determine whether our students have learned. Let us focus on our students' strengths and give them opportunities to demonstrate ability, skill, and knowledge through the medium that suits them. Let us become alternative assessment advocates for our language age minority students (Short, 1993).

NCATE/TESOL STANDARDS

Candidates need to meet all NCATE/TESOL standards' expectations in order to obtain their license to teach k-12 English learners. The standards are organized around five domains which are: Language; Culture; Planning, Implementing and Managing instruction; Assessment; and Professionalism.

Each of the domains is divided into Standards and each standard has indicators that help to identify the evidence of the standards application.

Domain 1. Language

Standard 1.a. Language as a system. - Candidates need to demonstrate understanding of language as a system and must demonstrate a high capability in helping ESOL students to acquire and use language wisely.

Standard 1.b. Language acquisition and development. - Candidates understand and apply their knowledge in and out classroom settings.

Domain 2. Culture

Standard 2.a. Culture as it affects student learning. - Candidates know and understand the impact of culture in language development.

Standard 2.b. Cultural groups and identity.- Candidates know, understand, and apply their knowledge about how cultural identities affect language learning and academic achievement.

Domain 3. Planning, Implementing, and Managing Instruction

Standard 3.a. Planning for standards based ESL and content instruction.- Candidates plan their instruction to improve students' development. Candidates serve as models by planning for multilevel classrooms with learners from different settings and conditions.

Standard 3.b. Implementing and managing standards-based ESL and content instruction.- Candidates implement and use different teaching strategies in order to integrate all English skills with the academic curriculum.

Standard 3.c. Using resources and technology effectively in ESL and content instruction. - Candidates use a variety of tools to teach. These tools include technology resources that facilitate learning.

Domain 4. Assessment

Standard 4.a. Issues of assessment for English language learners.-

Candidates understand that there are many ways to evaluate students. Candidates understand the importance of using multiple sources of information to make appropriate assessment tools according to the students' needs.

Standard 4.b. Language proficiency assessment.- Candidates know and use different standards-based language proficiency instruments to notify about their instruction and to demonstrate the development of English language in their classes.

Standard 4.c. Classroom-based assessment for ESL.- Candidates know and use a variety of performance-based assessment tools and techniques to evaluate students and inform about their advancements.

Domain 5. Professionalism

Standard 5.a. ESL research and history. - Candidates research and know about the history of ESL teaching in order to learn and to improve their teaching.

Standard 5.b. Professional development, partnership, and advocacy.- Candidates provide help by offering their knowledge and their support to students and to students' families as well.

Standard 5.c. Professional development and collaboration.- Candidates collaborate in students' development and serve as a resource to all staff in order to improve all students' learning.

Candidates can meet these standards at three proficiency stages:

- **Approaches Standard:** It is when knowledge is acquired but the candidate does not apply it in the classroom or does not know how to apply it in daily classroom tasks.
- **Meets Standard:** It is when the candidate demonstrates disposition, knowledge and skills to teach English language to foreign students and also applies them in the classroom and in other professional situations.
- **Exceeds Standard:** It is when the candidate demonstrates disposition, knowledge, and skills to teach foreign learners and students obtain a positive attitude towards learning English language.

CHAPTER I: EFL Student case study

I teach 4th grade students at Terranova school in Quito, Ecuador. One of my male students, JS, entered last school year. He comes from Venezuela where he lived for over a year and before going to Venezuela, he attended a French school here in Ecuador. After all these changes, his family finally decided that the best for JS is to study at a school that engages students to learn English as a second language. They realized that English language is a global language that has better opportunities in universities admissions and increases the possibility of acquiring good jobs in the future. When JS was accepted at Terranova School, he was demanded to take English courses during summer vacation in order to obtain some basic vocabulary.

This school year was full of challenges for JS and for me as his Core teacher because all subjects are taught in English language. JS started the school year with very simple vocabulary and enormous grammar deficit. His family is aware of JS condition and all that it involves. His parents agreed on supporting him with a course outside the school because they are not able to help him due to their low knowledge of English language. He has a home teacher who helps him with his homework and who leans him in developing English skills.

A great advantage is that JS likes English language and he enjoys learning it. He has a strong personality and behind others has not affected him. He perfectly knows his educational background and he wants to continue learning English because he feels comfortable at Terranova School. He puts much effort in all what he does and he finds the way to participate in class. Sometimes he makes up new "English" words to be understood. His good attitude towards learning has made him to improve on this big challenge that represents for him to catch up on his classmates.

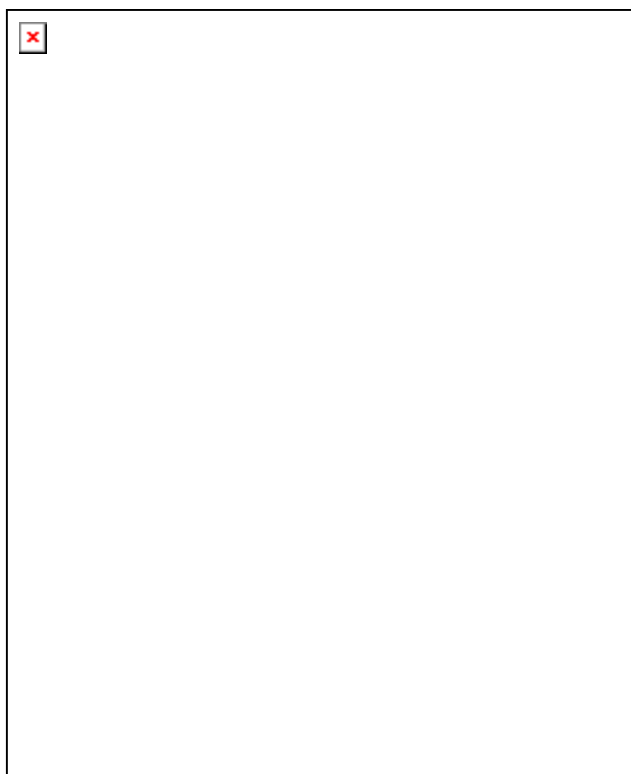
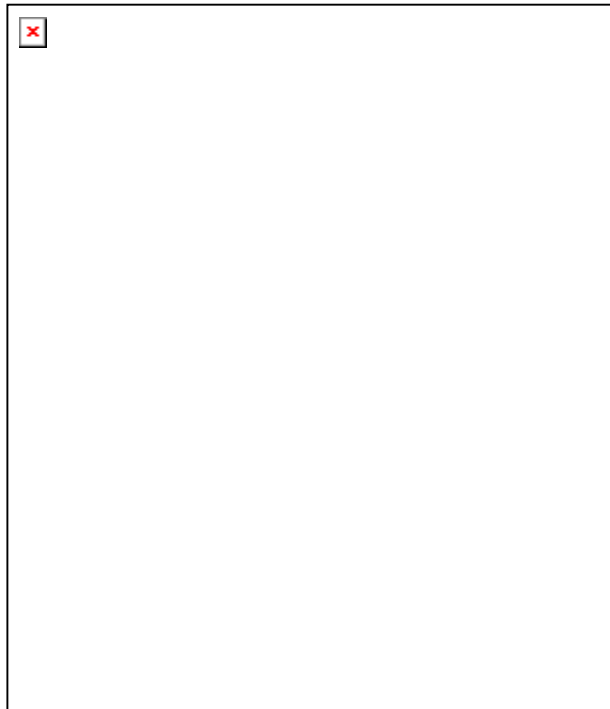
Pretest:

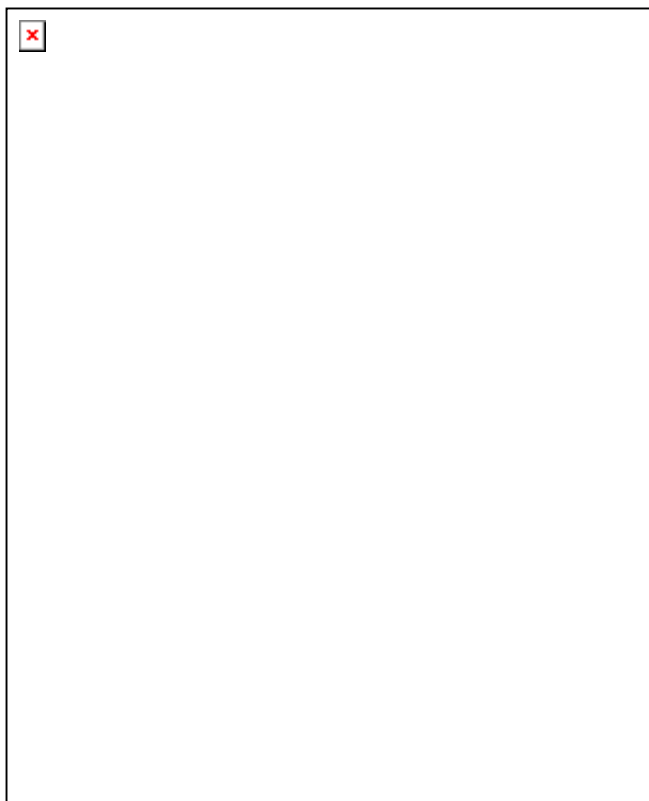
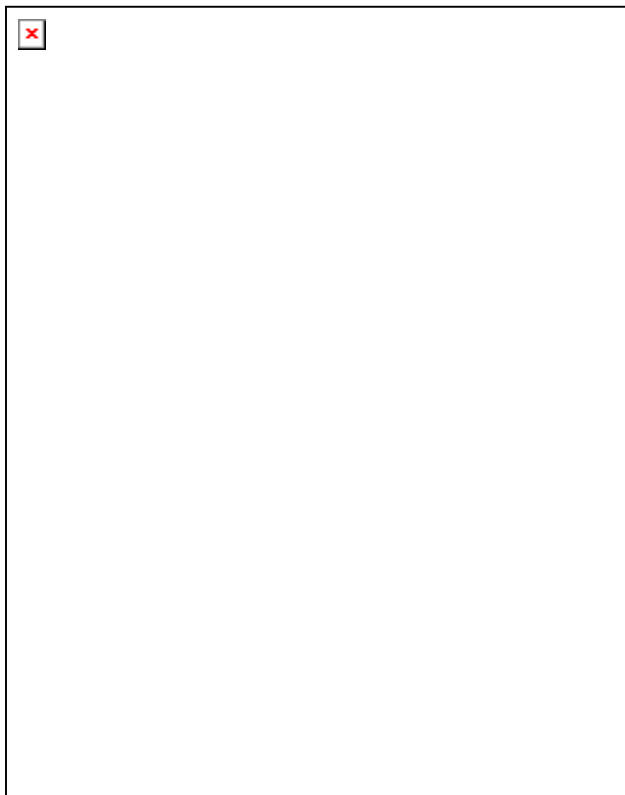
At the beginning of the school year on September 2011, students had a diagnostic test where they demonstrated their knowledge in English language and the skills that students have developed during the previous grade. This English test was made by the school's Language Head of Department and it is the same test for all 4th grade students.

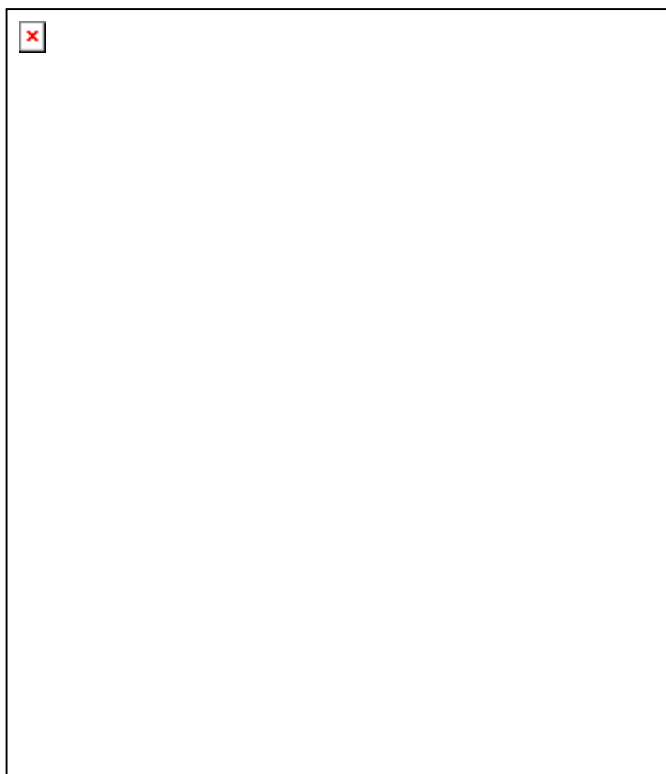
In this test JS did not do anything at all. He was very afraid of getting something wrong and he preferred leaving everything in blank. He had a very low self confidence and he thought that he was not able to come with a response. As we can see in the artifact below, he wrote some answers and then he erased them all. During the test, I observed that he was very nervous and very anxious as well. He had a hard time while completing this assessment.

The experience of having JS in my class was difficult because I work with twenty five students in the same classroom and they must achieve established benchmarks in each subject. Teachers do not count with assistants or any ESL pulls out program to support children with a low English level or any other difficulty. At the beginning I felt that the school made a big mistake in letting JS in because as I said before, all subjects are taught in English language. I felt that his parents took the wrong decision and that it was unfair for JS to feel that he was not able to learn any content because of the language. Decisions were already taken and I was the only person in charge of helping JS to succeed and I was not going to leave him behind. I asked his parents to put him on extra English class after school and to work together with me as a team to help their son. They agreed with me and they are very collaborative and active in JS's education.

1.







September 30th, 2011

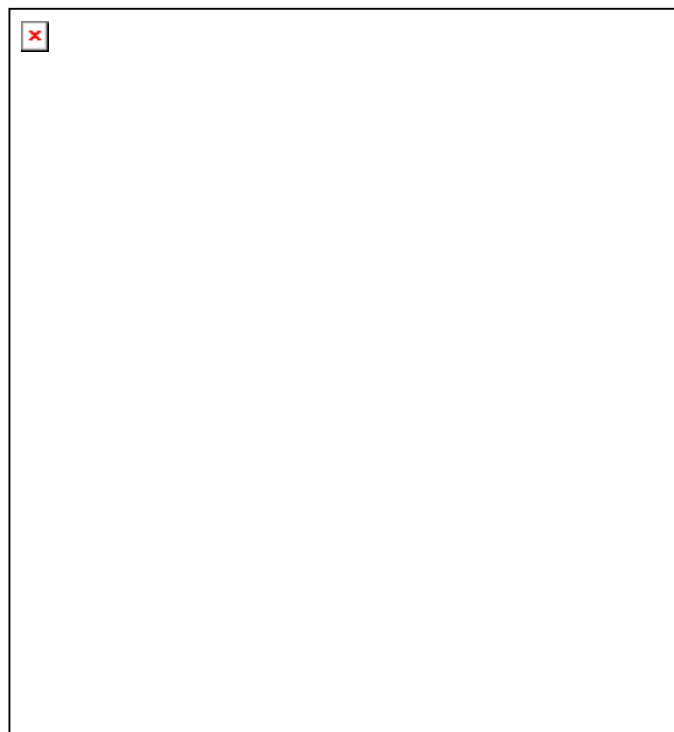
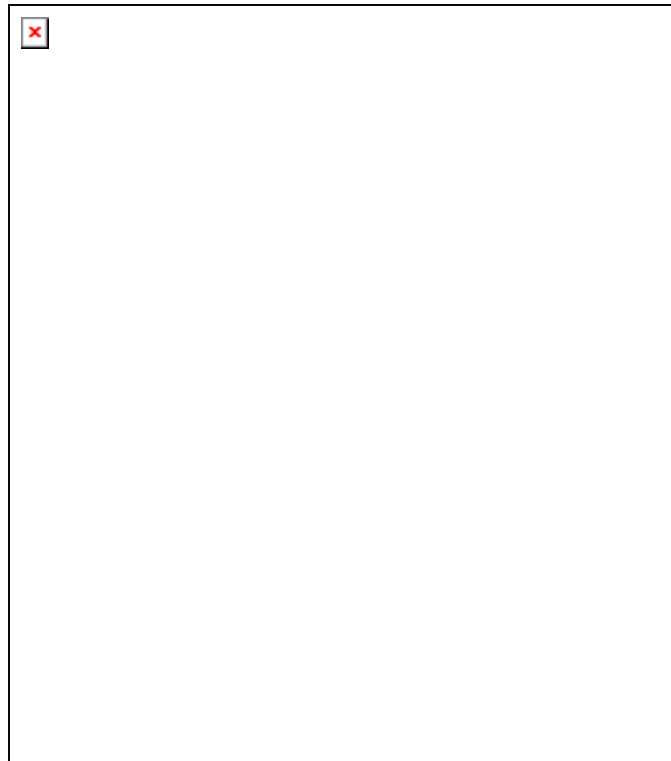
This Language formative assessment had eight components. The first one was listening comprehension. I read a short story to my students and they had to answer four questions. The story was about a girl named Ana who got up early on a Tuesday morning to go to school. She was happy to wear her lucky blue skirt because she really liked it and she had a new shirt to match it, and new shoes too. After Ana got dressed, she went into the kitchen, where her father was making bacon and toast. Ana's mother was getting ready for work; she worked at Ana's school teaching 4th grade. Ana was in 2nd grade and she was excited about going to school. She wore her lucky skirt because she was going to take a test, she couldn't wait to get to school. She sharpened her new pencils and she was ready to do her best on that test. Ana loved school and she liked to make good grades. Ana ate her breakfast, and then she and her mother went to the school. Ana went straight to her classroom. They started to do the test. Ana tried to remember all the things her teacher had taught her all year long. After the test was over, the class

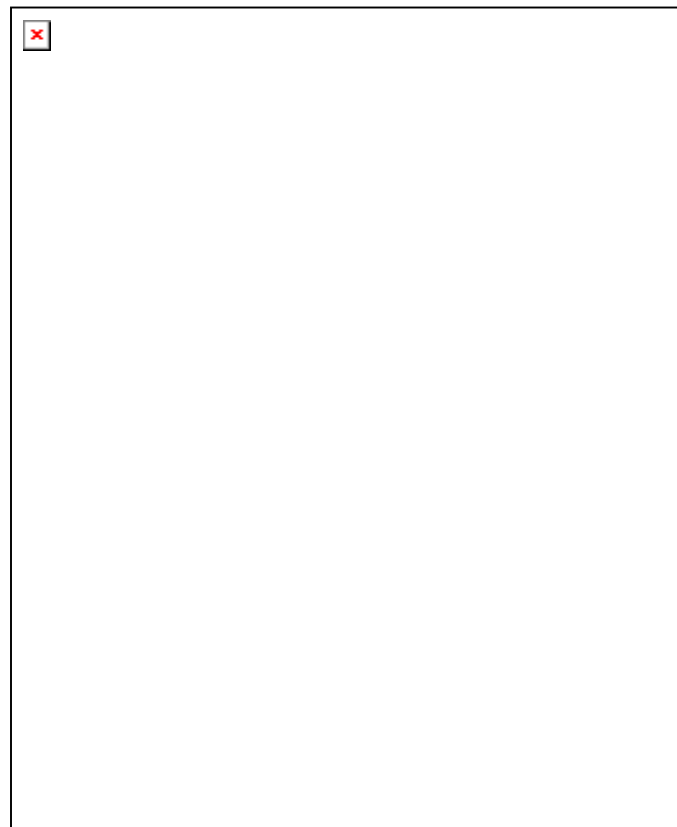
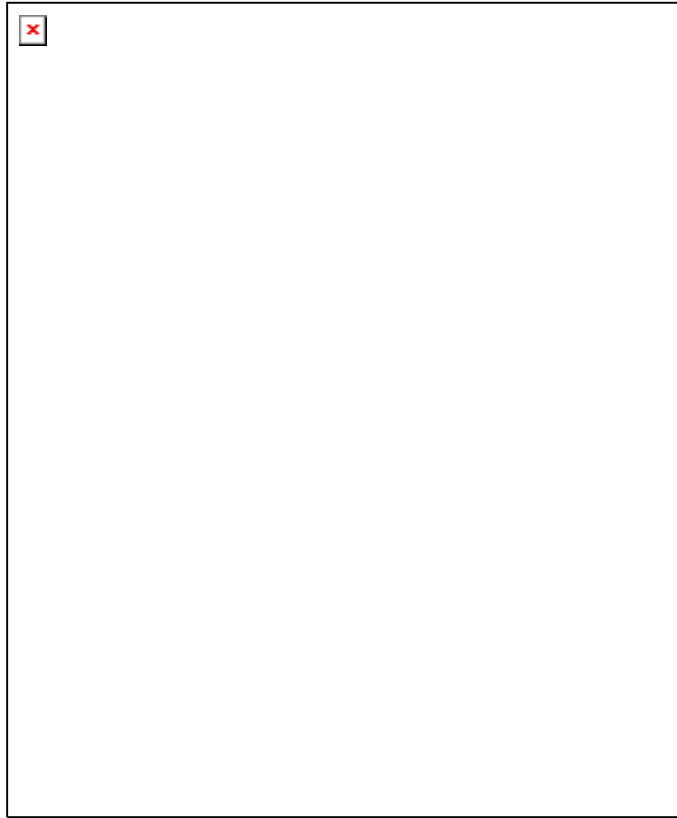
played outside for a long time. Then they ate lunch. After lunch, they watched a funny movie, and then they drew pictures until it was time to go home. It was a great day for Ana!

As we can see in artifact 2, JS circled the right answers in questions one to three. He did not choose the right answer in number four but he knew that the children watched a movie after taking the test. The second component was filling gaps to complete some sentences by using the right conjunctions, articles, or pronouns. JS chose the right article and the right pronoun but he was wrong on choosing the right conjunctions. The third component was about sentence structure. Students had to rewrite the sentences in the correct order. He got confused in the first sentence because he did not know that the verb to be goes together with the main verb in progressive tenses. The fourth component was about the use of "used to" when talking about something that happened regularly in the past. In this section JS got everything wrong. He said that he had never heard about this before. The fifth component was about answering questions using *want + to be* or *want + to do* by looking at some pictures. JS did not include "to" in any sentence and he wrote the two verbs in simple present one next to the other without using the infinitive of the verb. The sixth component was about choosing the best verb tense according to the questions and he did a good job here. He got confused in number four because he circled three options and there was only one right option. The seventh component was about writing about their favorite animal. JS wrote about the dog as his favorite animal. Paragraph structure was poor; he had punctuation errors and little spelling mistakes. This was his first paragraph that he wrote by himself without using a dictionary or getting help from others. The last component was about following instructions. He did not know what to do and when I explained to him he did not understand me at all. He got all wrong in this section.

The day after the test, we had a two hour review of the test topics and students correct their mistakes. We discussed about them together and they completed other exercises while JS and I worked together over his assessment.

2.

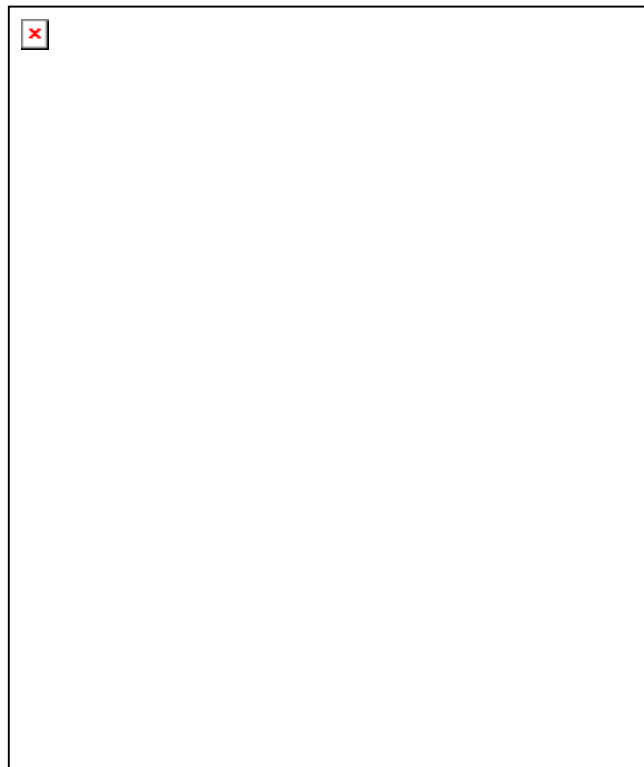




October 6th, 2011

This task was about writing a personal narrative. Students had to write something about them. JS wrote about studies and school. Paragraph structure was still poor and we had to continue working on it. As we can see in artifact 3, JS seemed a lot more confident in writing and he connected his ideas a lot better than he did before. He did not stay under the same main idea but sentences had a better structure.

3.



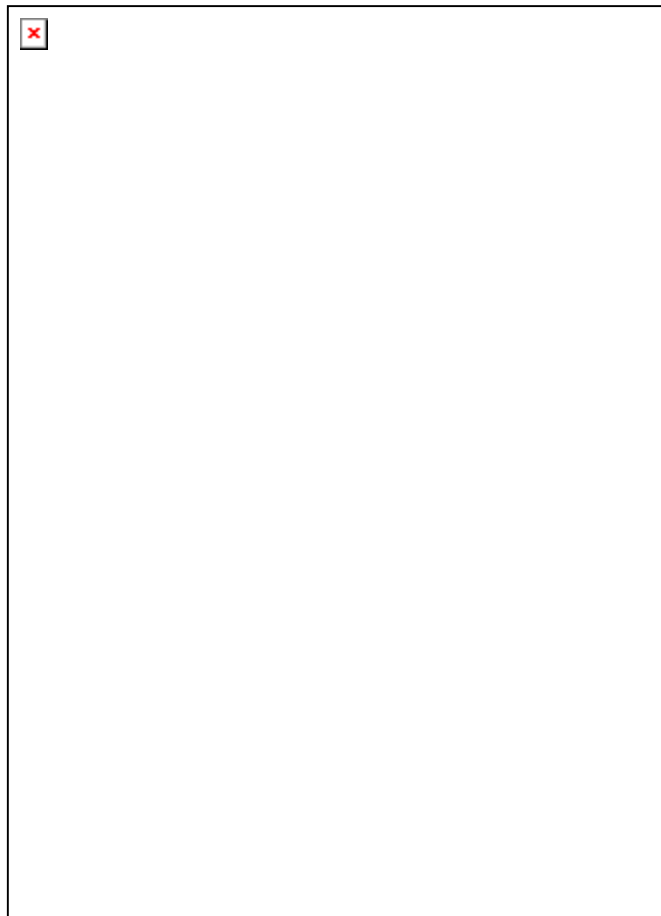
November 11th, 2011

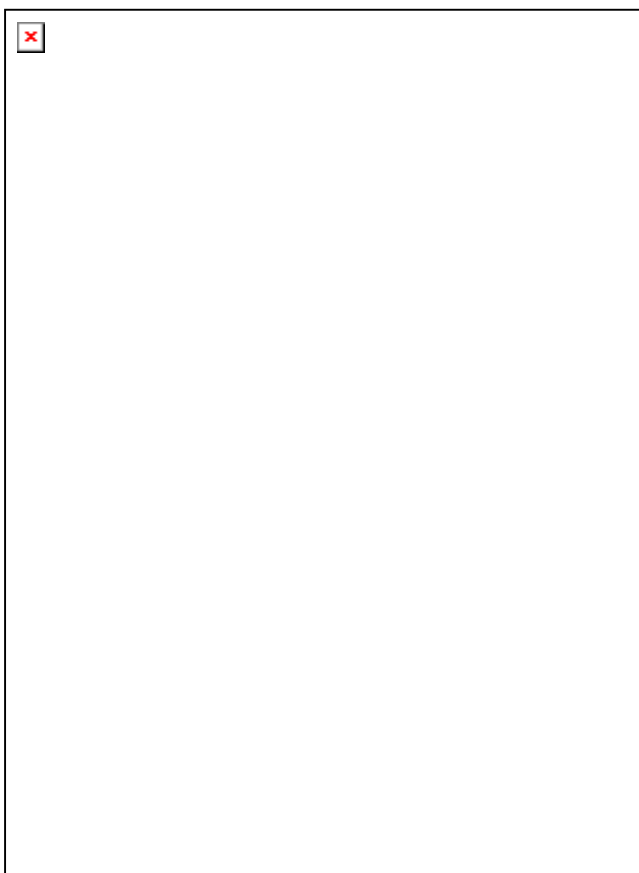
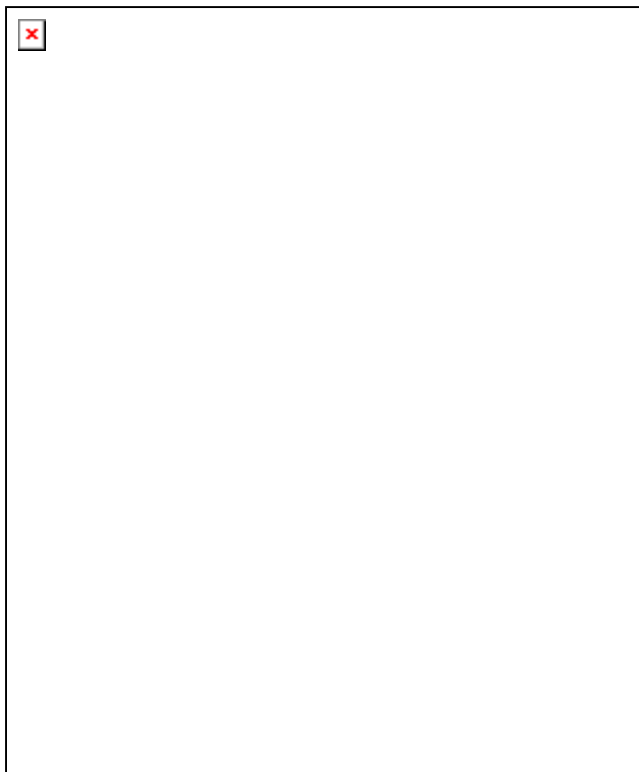
This was an English Quiz about pronouns, prepositions of place, and comparative vs. superlative adjectives (Artifact 4).

Students had to write the right pronoun in some sentences and JS got 6 out of 10 points. In the second part, students had to choose the right preposition of place to use in some sentences and JS got 3.5 points out of 5. The third section was about completing a comparative and superlative adjective chart and JS had no right answers. The last section was about circling mistakes in a paragraph and rewriting the same paragraph with no mistakes. He circled many right words and he was not able to rewrite it right at all.

After this quiz, JS started to check out some easy reading books from the library. He had to read every night aloud and his mother supported him with some comprehension questions to check on his reading.

4.



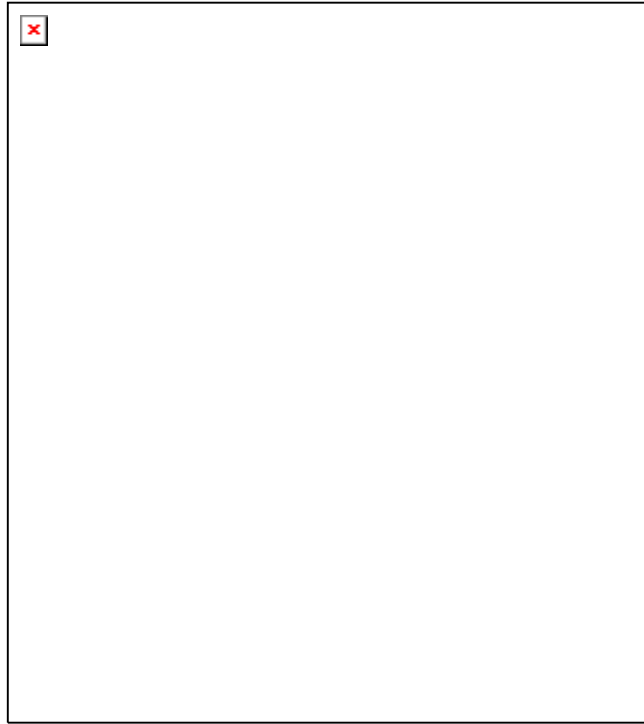




January 14th, 2012

When we came back to school after two weeks of vacation, students had to write about their holidays and JS wrote about his Christmas evening and about his New Year's evening as we can see in artifact 5. These two weeks with no English at all were no beneficial for JS. His writing got worst so we had to continue with reading books and more writing tasks for him. Motivation was absolutely necessary so I started giving him a sticker every time he did something right.

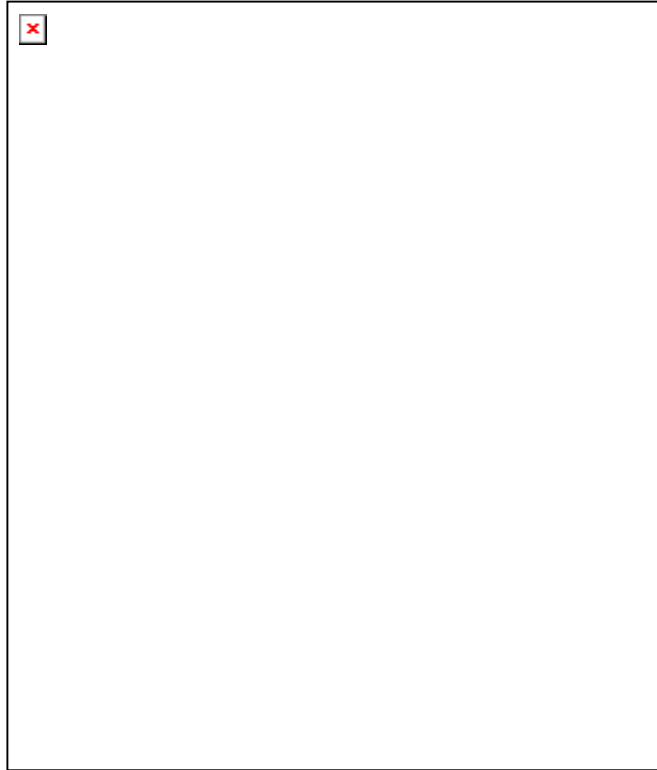
5.



February 22nd, 2012

Every Monday, students talked about their weekend in order to practice the simple past tense. After carnival holiday students wrote a paragraph about what they did on their vacation as we can see in artifact 6. They had to write minimum 10 sentences. JS improved writing paragraphs. He wrote a main idea and then he included many details about it. He stayed under the same topic.

6.



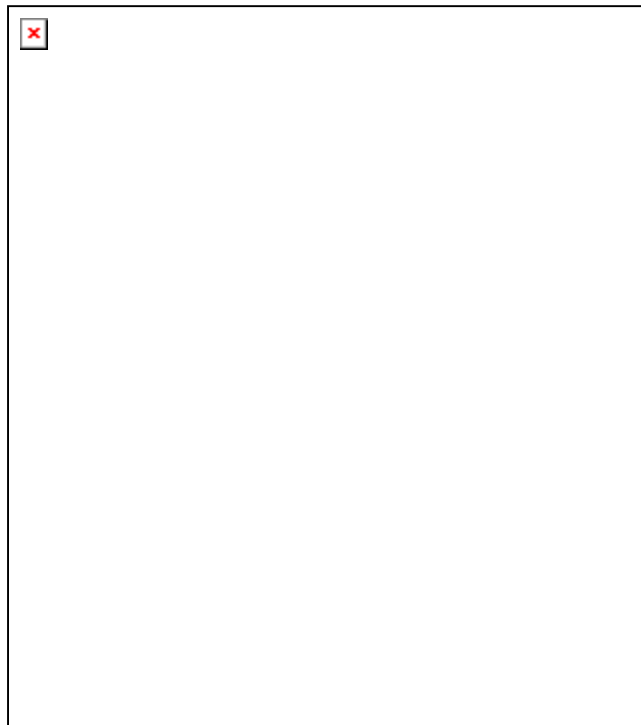
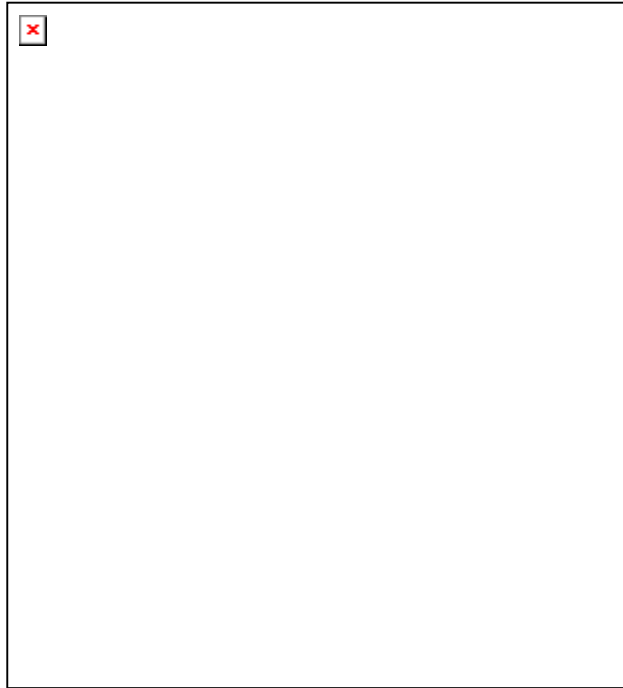
Content based tasks:

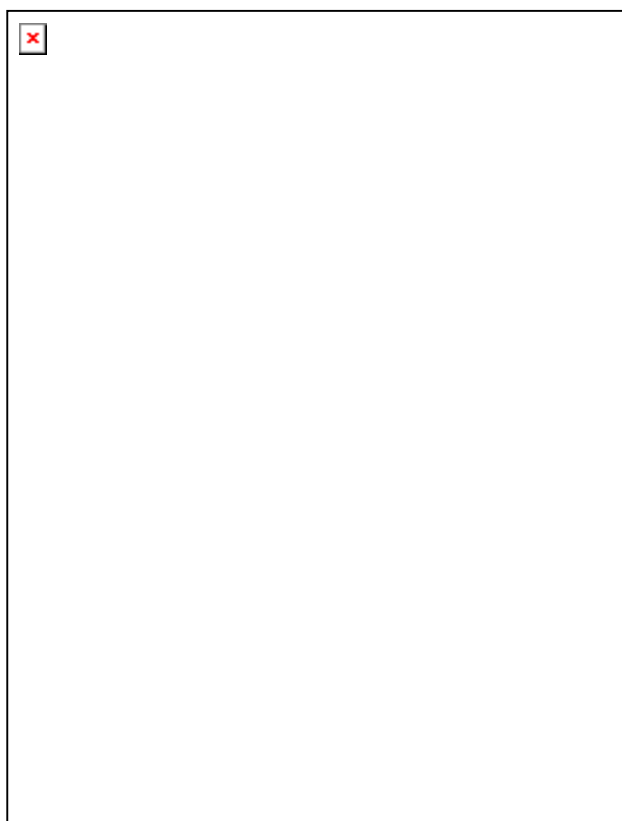
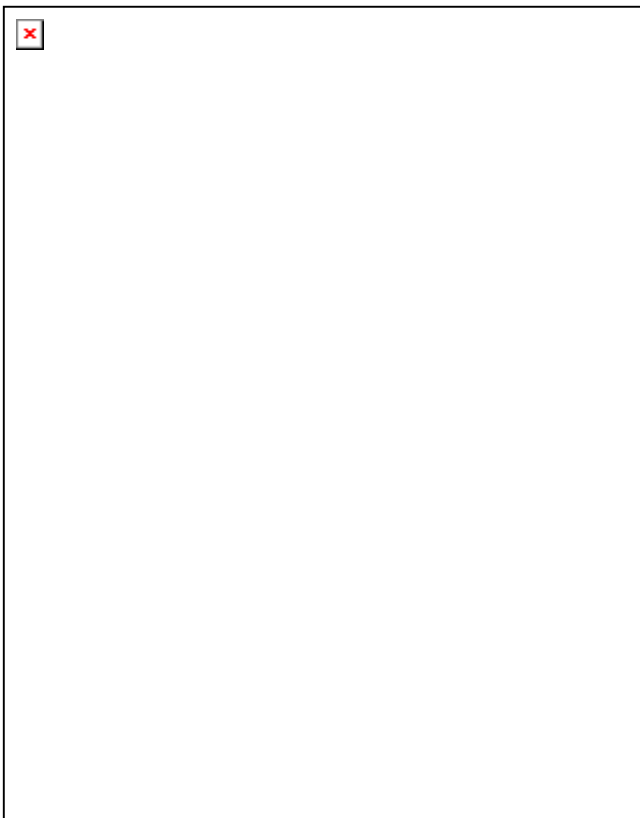
Social Studies

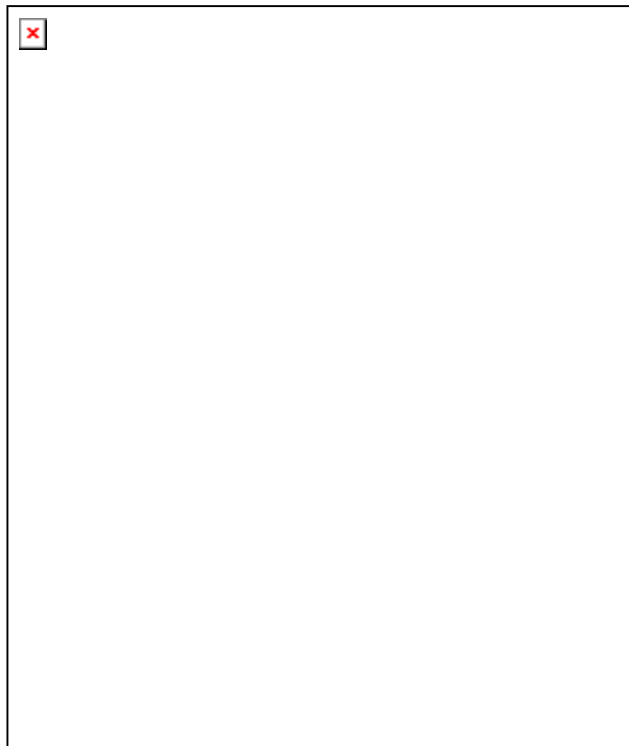
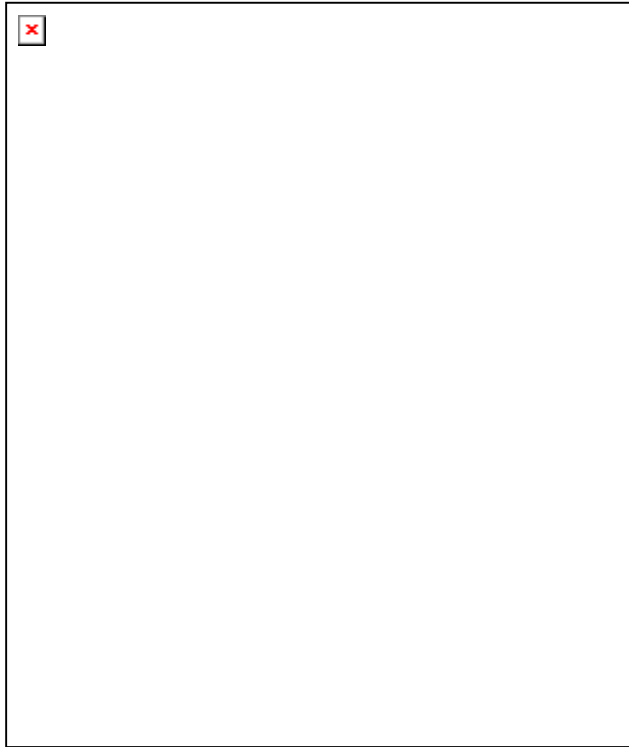
This was the summative assessment of a unit of inquiry. The unit was about learning continents and oceans. Students worked in pairs and they chose one continent to present about. They collected information from different sources and put the most important continent's features in a mini book.

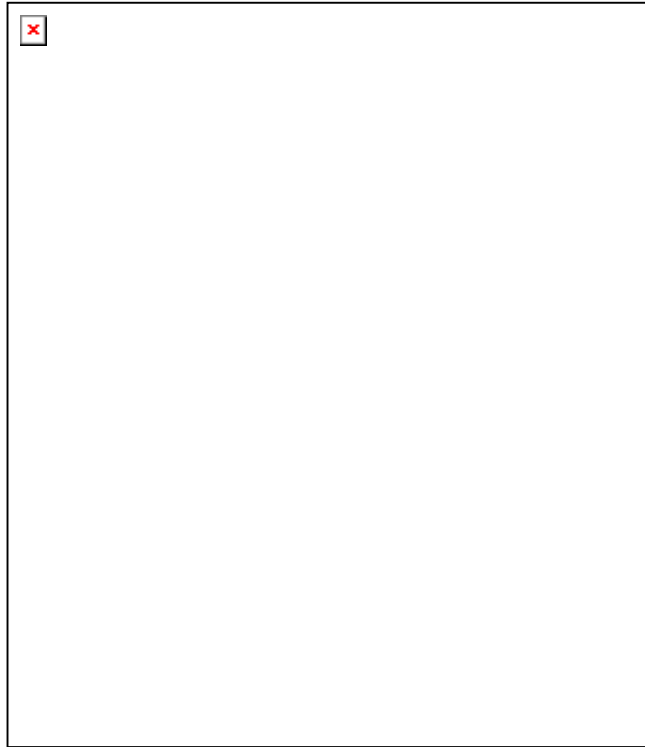
JS's mini book was about Antarctic continent (Artifact 7). He worked with JC and they both shared responsibilities and made an oral presentation as well. Information was clear and concise for the other children who had to answer some questions after the presentation.

7.







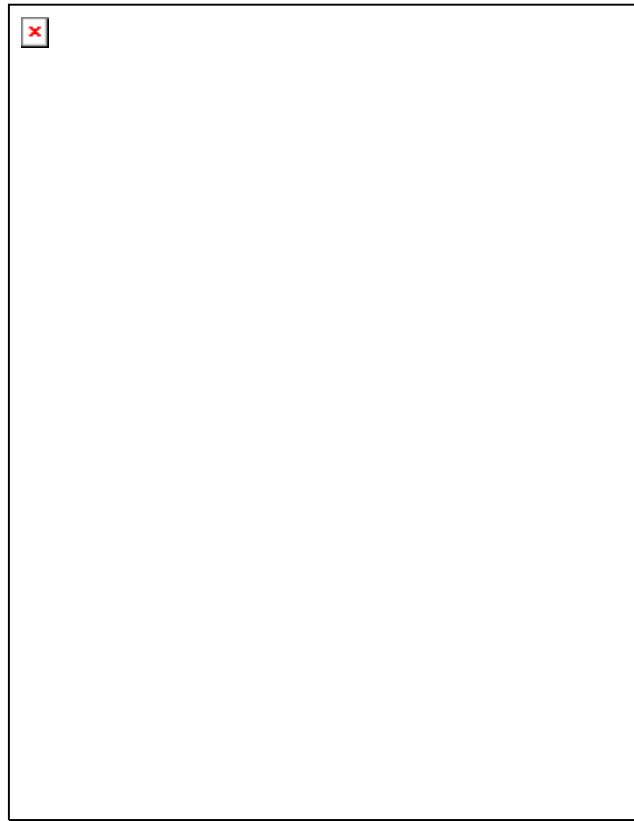


Math

Every morning students worked on the problem of the day where they demonstrated the development of problem solving skills. These math problems were about many Mathematical topics such as addition, subtraction, multiplication, division, fractions, decimals, time, measurement, and statistics, among others.

This activity was done in October 2011 after only one month since school year started. It was an easy problem where students had to find the best way to answer it in order to show their work. JS decided to draw which was a great method to solve it. As we can see in Artifact 8, students had other tasks to complete and they were about estimating and multiplying. These exercises show new English vocabulary words acquisition: estimate, round, compatible numbers, and multiply.

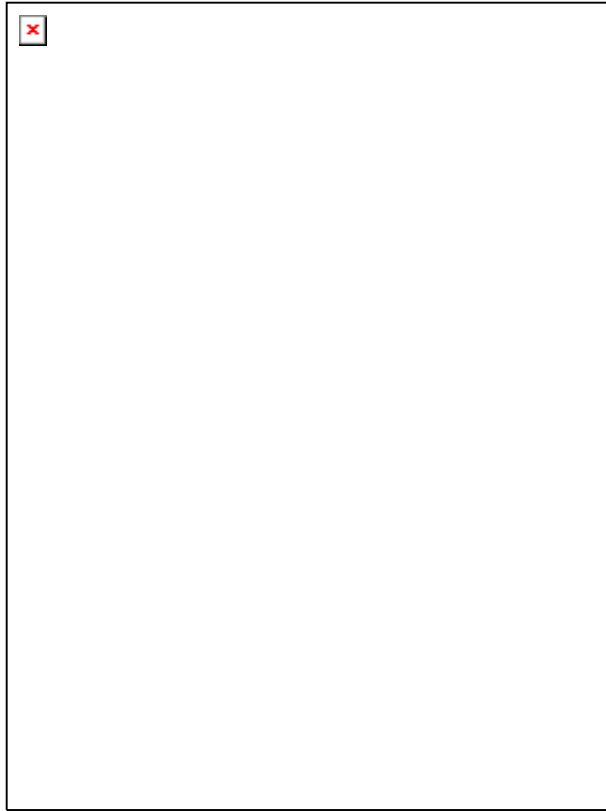
8.



Math

Artifact 9 is a Math pop quiz where students were evaluated about polygons' comprehension, finding perimeter, and measurement conversion skills. JS did a very good job in this quiz in despite of many spelling and punctuation mistakes. These errors were explained and corrected the next day in order to help students to be aware of them.

9.



Science

This assignment was a worksheet about the skeletal system. Students were learning about the human body systems. Students watched a variety of videos, they did a lot of research that included some interviews to doctors, and they also made some Science experiments. This specific worksheet in Artifact 10 has a word bank at the bottom of the page that students have to use in order to complete the facts above.

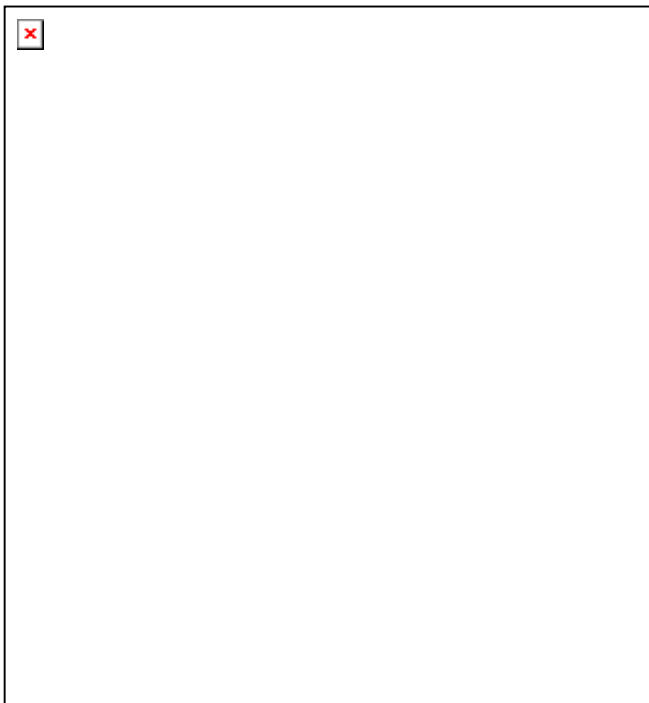
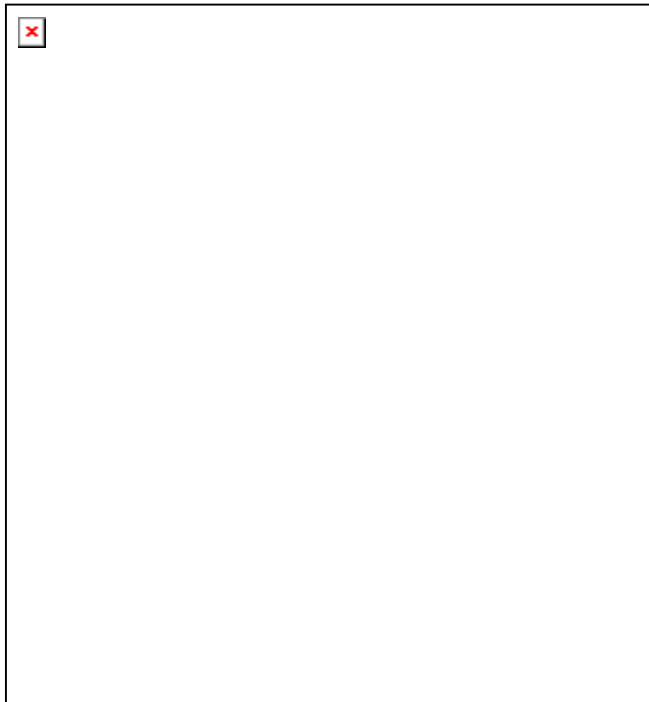
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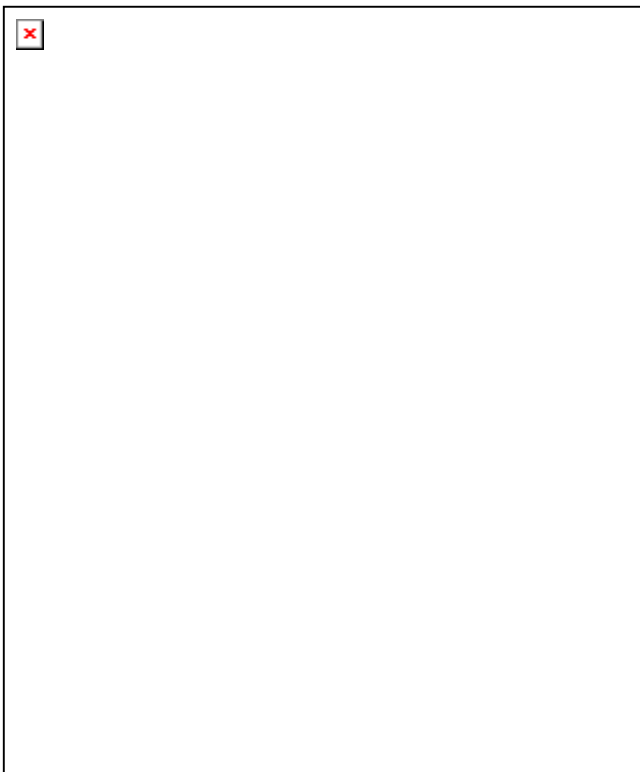


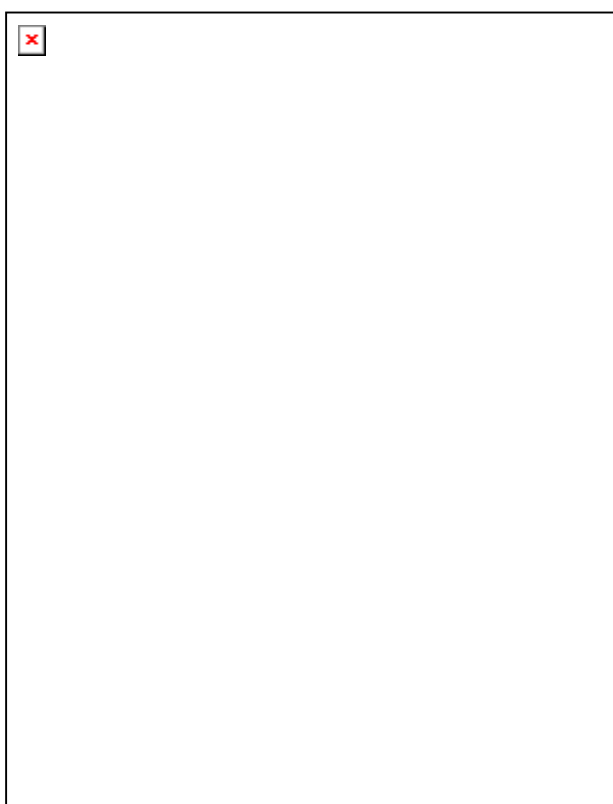
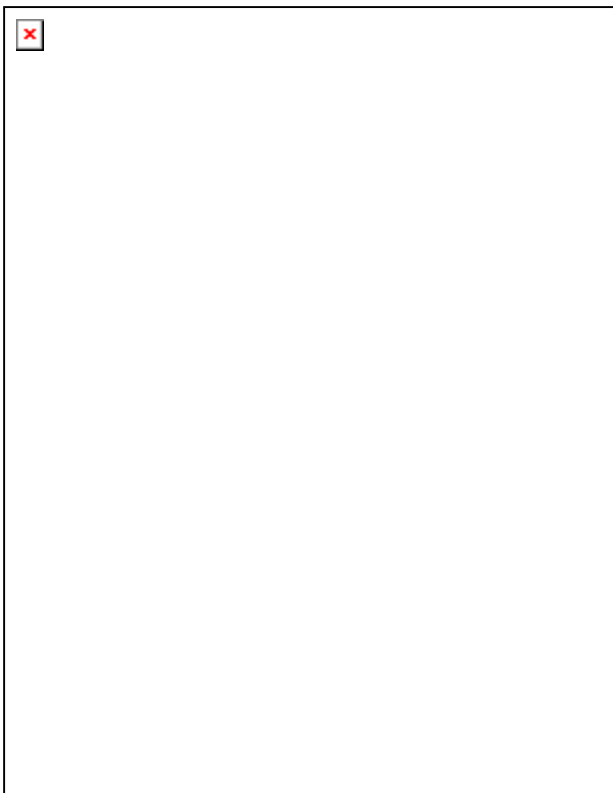
Post test

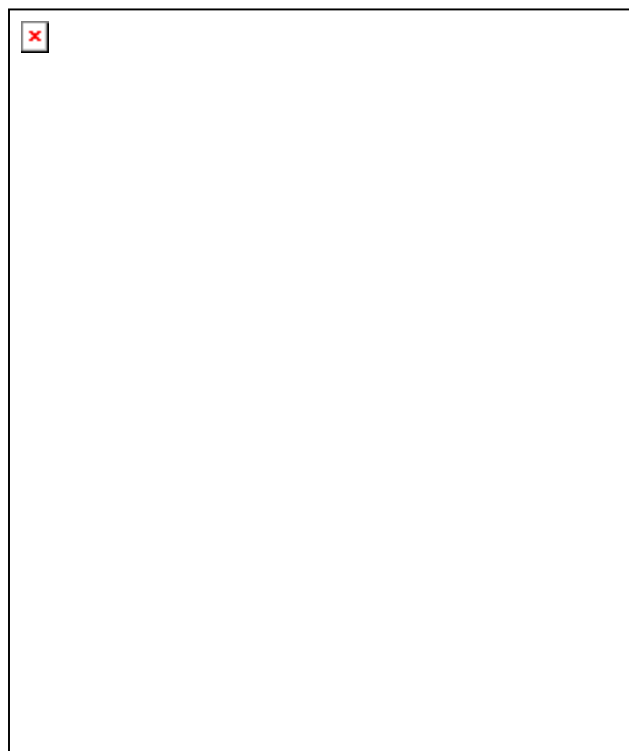
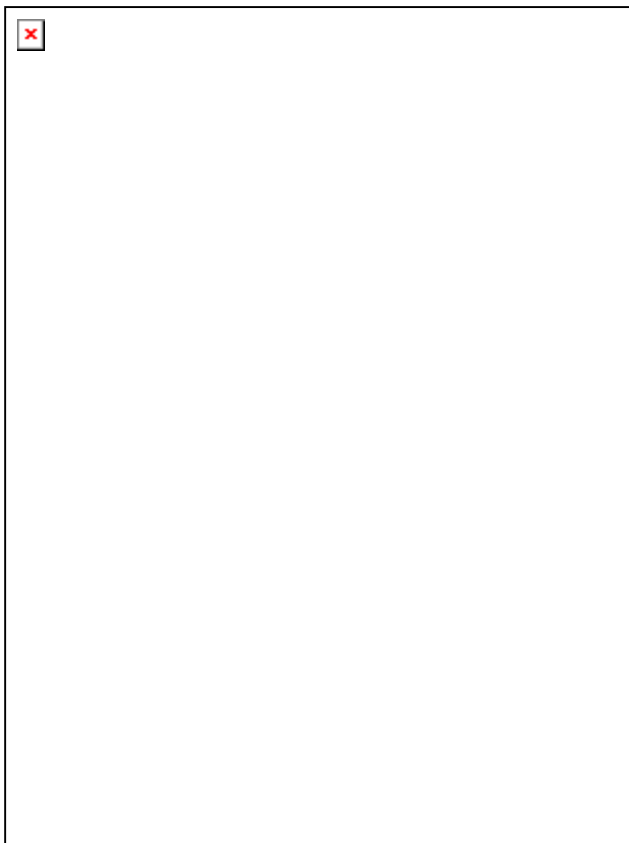
This was a term assessment based on four components according to the four English skills. The first one was about reading comprehension. Students read a story and then they answered some questions about it. They had new vocabulary on the story and they had to understand it by context. There was a second part about critical thinking where students answer some questions about one of the chapter books they read this last term. The next component was oral conversation about their favorite vacation. JS talked about a Disney trip with all his family. There was also a writing component about their family's daily routines. They had to write 100 words minimum and teachers used a rubric to score it. The last component was about grammar where they had several multiple choice tasks. See Artifact 11.

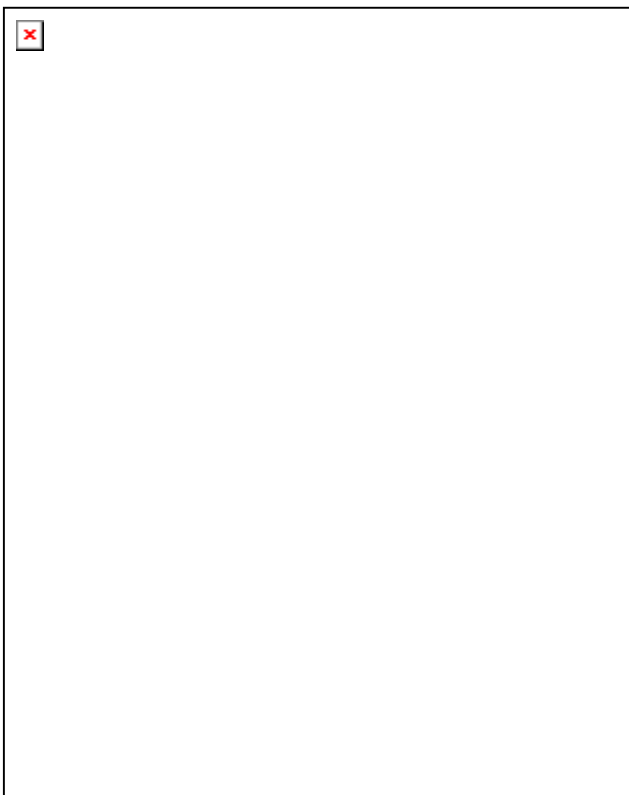
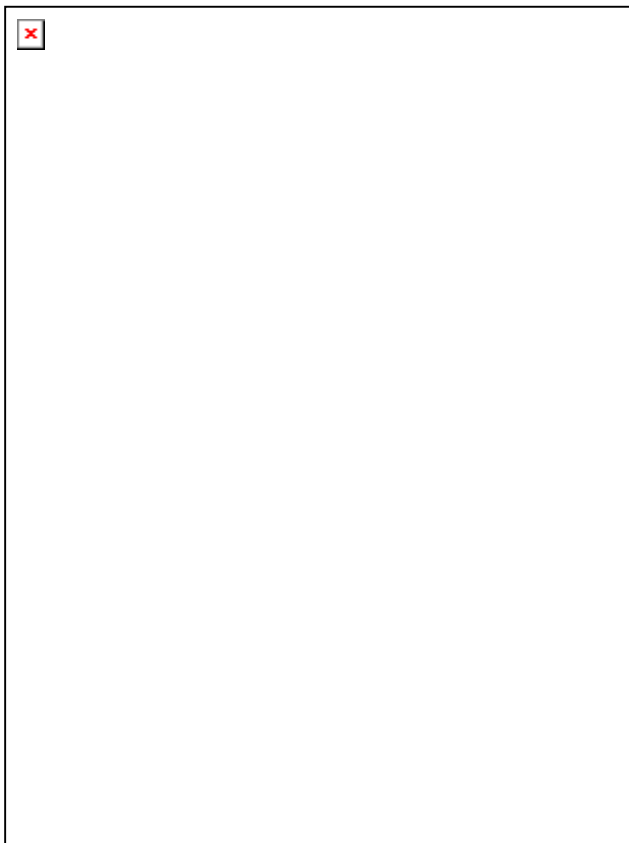
11.

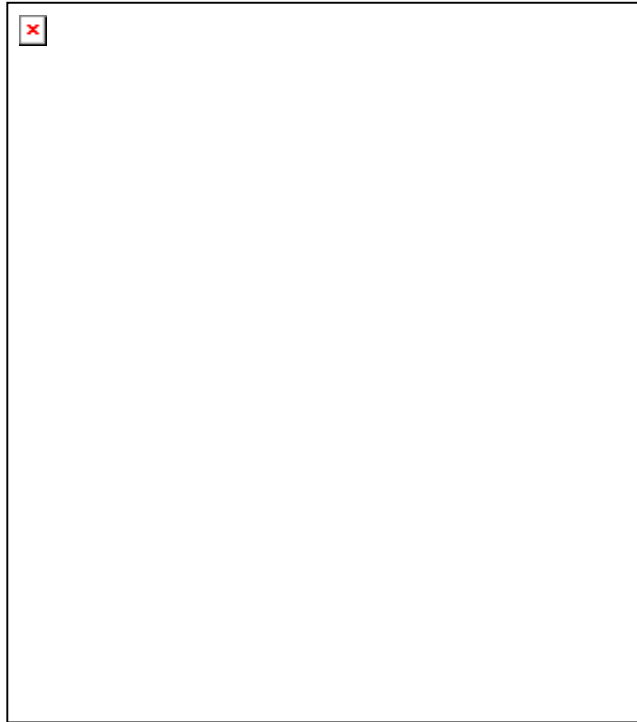












Self-evaluation

JS is a bright student who has demonstrated his interest in learning a new language. His answers in the self evaluation form in Artifact 12 show his attitude towards English language learning.

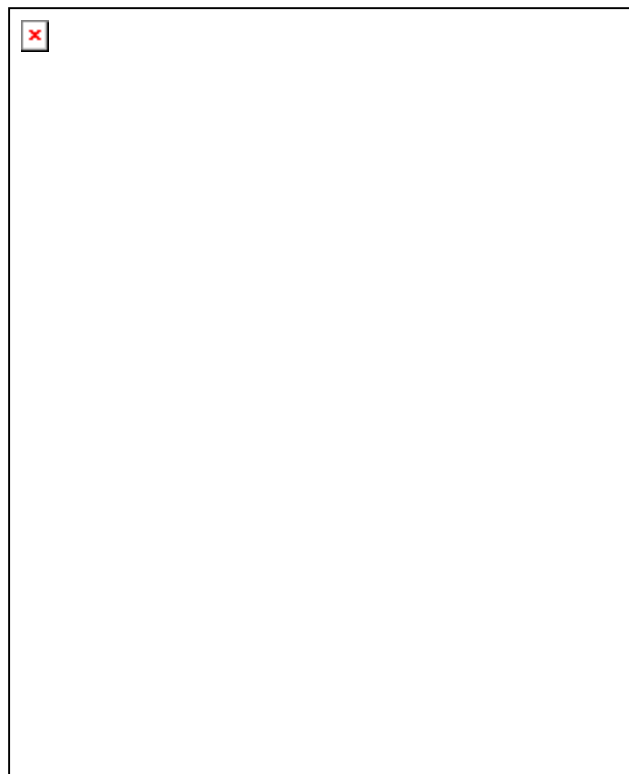
JS states that he likes to learn English but he is not sure of enjoying it. This is due because it has been really hard for him to catch up and he does not have free time to play or to do other activities that most of his friends do in the afternoons. As I explained before, JS has English class every afternoon at home but he also has to do his school homework. He answers that learning English is not easy for him and I totally agree with him because he attended a French school in Venezuela and there is a big difference between both linguistic roots.

He tries to speak in English with teachers in the school and with the primary Principal. Some teachers do not speak Spanish at all so he does a bigger effort with them. He uses many gestures and expressions while speaking in English to

make people understand him better. He hardly speaks English with his classmates and I think this is because he is afraid of committing mistakes directly with them with no teacher to help him in case other children make fun of him. He never speaks English at home because that is the only environment he feels free to express the way he enjoys and that is speaking in Spanish. His mother and I got an agreement about JS watching T.V. shows and movies in English from Monday to Friday and this has helped him a lot with his listening skills. It was difficult at first but he is used to it now and he does not complain about it anymore.

He completes all tasks at home and at school and he wants to continue learning English because as he answers, English language helps him a lot to understand other subjects in school such as Math, Science, and Social Studies.

12.



CHAPTER II: TEFL program portfolio

The TEFL program portfolio was done based on the NCATE / TESOL standards that had been created to improve the quality of English as a second language teaching and teachers in the United States. These standards meet all the expectations and practices that learners require in order to acquire superior English language knowledge. These standards could be very useful in other countries such as Ecuador where English language is taught in many schools and it is a requirement in almost every university.

These five standards have been selected to write this paper. I selected them according to assignments from the Master's program that helped me to improve my teaching methods and made me a better professional.

NCATE/TESOL Standards (NCATE, 2009)

Domain 1. Language

Standard 1.a. Language as a system

Demonstrate knowledge of language as a system includes phonology, morphology, syntax, pragmatics, and semantics knowledge. Teacher must engage students to properly use English language in a variety of contexts.

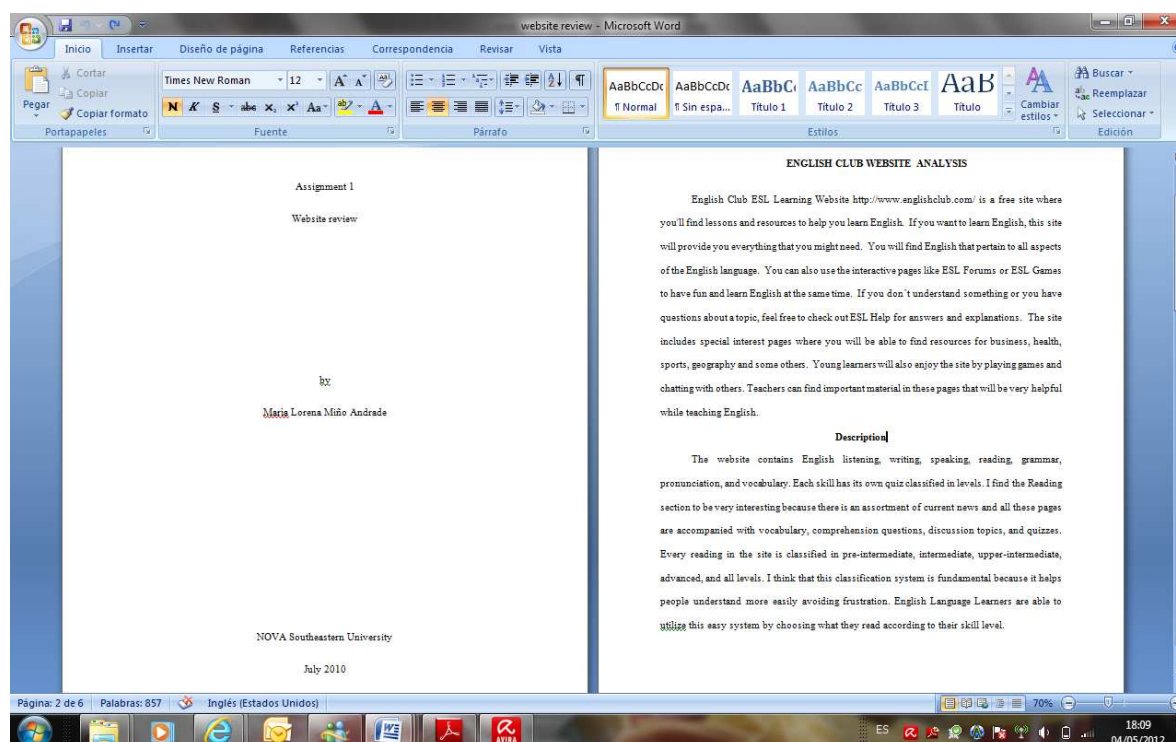
The following key indicators consider that the candidate:

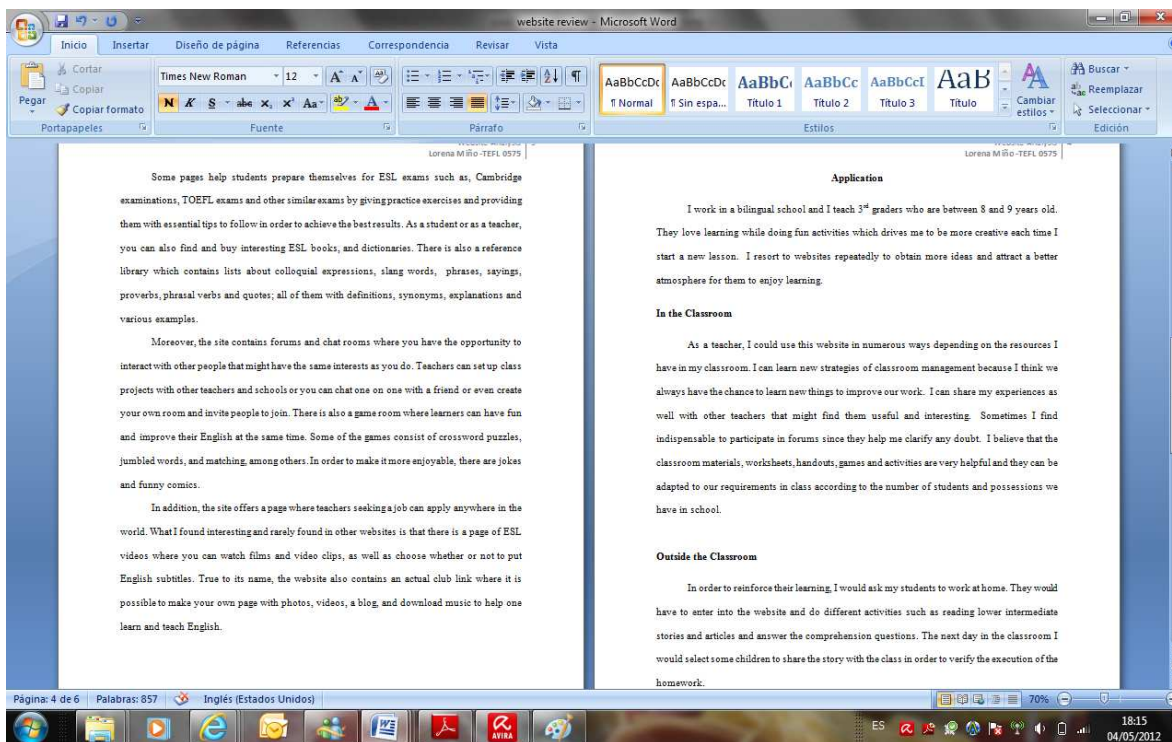
- 1. A.1.** Apply phonological knowledge to help students to develop their oral, reading, and writing skills in English Language.
- 1. A.2.** Apply morphological knowledge to help students to develop their oral and literacy skills in English Language.
- 1. A.3.** Apply syntax knowledge to help students to develop their writing and speaking skills in English Language.
- 1. A.4.** Apply semantics knowledge to help students to use a extensive vocabulary in English Language.

1. **A.5.** Apply pragmatics knowledge to help English language students to communicate effectively in a variety of settings and for different purposes.
1. **A.6.** Show the ability to help students to develop social and academic language skills in English.
1. **A.7.** Show the ability to help students to acquire a variety of genres, rhetorical and discourse structures, and writing standards in English language.
1. **A.8.** Understand the diverse World Englishes and dialect expansion and variation.
1. **A.9.** Locate and use linguistic resources to learn about English structure and other languages' structure depending on students' mother language.
1. **A.10.** Demonstrate English language proficiency to serve as a model for English language students.

The assignment that shows this standard application is a website analysis completed during the English Structure course.

13.





Rationale

This assignment encouraged me to learn more about some websites that might help my students and me in the language learning/teaching process. The analysis was about English Club which has a variety of lessons, practices, and quizzes about specific topics of English grammar. It also has many interesting articles and discussion blogs where students can communicate with other English learners from around the world and share their opinions and knowledge. English Club is also on twitter and there are different tasks to complete and sites to follow. This site contains an ESL help desk where students can ask questions or clarify doubts about English language.

Other assignments that meet this standard's application are all the discussion posts held during English Structure course and all the assignments of Academic Writing course.

Standard 1.b. Language Acquisition and Development

Candidates should support their English language learners in different ways by using their knowledge, applying theories, and doing research in language acquisition and development.

The following key indicators consider that the candidate must:

- 1. B.1.** Offer rich English coverage.
- 1. B.2.** Offer clear input and scaffolding.
- 1. B.3.** Offer interaction openings.
- 1. B.4.** Provide a happy and inspiring learning environment.
- 1. B.5.** Comprehend and apply present theories and research in language and literacy advances.
- 1. B.6.** Identify and build on the process and literacy stages that English language involves.
- 1. B.7.** Recognize the importance of students' native language and takes advantage of it for teaching English.
- 1. B.8.** Recognize the importance of sociocultural and political aspects to facilitate the process of English language teaching.
- 1. B.9.** Identify and comprehend the role of each student in the English learning process.
- 1. B.10.** Offer good quality instruction and feedback.
- 1. B.11.** Teach ESOL students to socialize and communicate in a proper way.
- 1. B.12.** Help students to develop academic language aptitude.
- 1. B.13.** Help students to develop strategies for better language learning.

The assignment that best shows the application of this standard is the lesson plans we did in Methods of Teaching English as a Foreign Language course.

14.

TEFL Lesson Plan 1

The Solar System

By: Maria Lorena Miño
Cesar Fernando Minda

Foreign language proficiency level: Elementary, 3th grade children.

Language skill focus: Listening, Speaking, and Writing

1) TEFL language objectives:

- Listening.** To share information through listening on the Solar System so that students gather information that will be used later.
- Speaking.** Students will be able to discuss and debate features from different planets in the Solar System.
- Writing.** Students will fill a Venn diagram using comparative and superlative adjectives. (To contrast and compare).

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

- Pictures (B5)


- Videos (B13)
- Labeling (B16)
- Discussion (C8)
- Venn Diagrams (B8)

3) Multiple intelligence approaches:


- Spatial:** The intelligence of pictures and images.
- Linguistic:** The intelligence of words.
- Interpersonal:** The intelligence of social interactions.

4) Teacher input:

- Teacher will introduce the topic by writing it on the board and showing pictures about the Solar System and encouraging students to brainstorm



about it. B5



This activity will provide the teacher with information of how much students know about the topic.

Teacher will show them a you-tube short video. B13
<http://www.youtube.com/watch?v=lgNdn9ugs3o>

Once they see it, students will be able to not only interact in class but also perform the next activities.

Teacher will ask questions about the video to reinforce the provided information.

- Labeling: Teacher will hand out pictures with descriptions of each planet and students will label them. B16

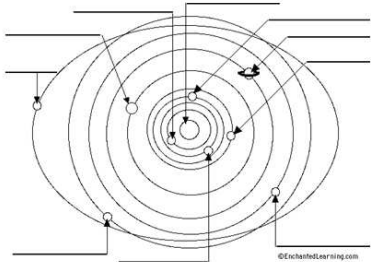
Label the Solar System Diagram

Read the definitions, then label the diagram below.

Definitions

Sun - The Sun is a star at the center of our Solar System.	Jupiter - Jupiter is the fifth planet from the Sun. This gas giant is the largest planet.
Mercury - Mercury is the planet closest to the Sun.	Saturn - Saturn is the sixth planet from the Sun. This gas giant has large, beautiful rings.
Venus - Venus is the second planet from the Sun. It is the hottest planet.	Uranus - Uranus is a gas giant and is the seventh planet from the Sun.
Earth - Earth is the third planet from the Sun and the planet we live on.	Neptune - Neptune is a gas giant and is usually the eighth planet from the Sun.
Mars - Mars is a red planet and the fourth planet from the Sun.	Pluto - Pluto is a dwarf planet that is usually the farthest planet from the Sun. It is smaller than the 8 planets.

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5) Guided student practice:

Discussion: Students will discuss their answers. Teacher will guide them by correcting any mistake that they may have. (C8)

6) Group practice activity:

Venn diagram: Students will be divided into pairs. Teacher will assign a planet to each and every student so that they work in pairs and complete the Venn diagram. (B8)

7) Assessment:

Teacher will be asking questions through the entire lesson to verify its assimilation.

8) Closing review and follow up:

The teacher will hand out copies of information related to what was learned in class. (This information will contain adjectives and relevant vocabulary.)

As a closure activity students will fill in blanks (one or two paragraphs) with general information previously acquired throughout the lesson.

TEFL Lesson Plan 2

The Solar System: Inner and Outer Planets

By: María Lorena Miño

Foreign language proficiency level: Elementary, 3th grade children.

Language skill focus: Listening, Speaking, and Writing

1) TEFL language objectives:

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a. Listening. Students will collect information by listening to important facts about the Inner and Outer Planets.

b. Speaking. Students will contribute with their knowledge about Inner and Outer Planets and will also discuss each planet features.

c. Writing. Students will describe the Inner Planets and Outer Planets using adjectives.

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

- K-W-L (Know, wants to know) (D2)
- Reading with a specific purpose. (E9)
- Note taking. (E23)
- Matching with visuals. (E14)
- Group projects (C7)

3) Multiple intelligence approaches:

- **Spatial:** The intelligence of pictures and images.
- **Linguistic:** The intelligence of words.
- **Interpersonal:** The intelligence of social interactions.

4) Teacher input:

- Teacher will ask students about the video they watched on the first lesson where they discovered that planets are divided into two main groups: Inner and Outer Planets.
- Students will tell what they know about these groups while the teacher fills in the K in the KWL chart.
- Students will also tell about what they would like to know about this topic while the teacher records their interests under the W of the KWL chart. (D2)
- Teacher will read the following article twice. The first time she reads it, they only listen. (E9)
- The second time she reads it the students take notes about each planet. (E23)

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8) Closing review and follow up:

As a closure activity students will choose their favorite planet and will describe it in a paragraph.

TEFL Lesson Plan 3

The Solar System

By: Maria Lorena Miño

Foreign language proficiency level: Elementary, 3th grade children.

Language skill focus: Reading, Listening, and Speaking.

1) TEFL language objectives:

- a. Reading.** Students will demonstrate their reading comprehension of a short article.
- b. Listening** Students will listen to the teacher's explanation about some key concepts and will also pay attention to a role play created by their classmates.
- c. Speaking.** Students will present a role play to the class where they will demonstrate what they have learned about the Solar System and its components.

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

- a. Small group activities (C2)
- b. Reading with a specific purpose (E9)
- c. Explain Key concepts (E6)
- d. Role Play (D3)
- e. Summarizing (E22)

3) Multiple intelligence approaches:

- **Linguistic:** The intelligence of words.
- **Interpersonal:** The intelligence of social interactions.
- **Bodily – Kinesthetic:** The intelligence of body movements.

4) Teacher input:

- The teacher will divide the students into two groups (C2).

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- She will also hand out the following article about other objects found in the Solar System.

OTHER OBJECTS IN THE SOLAR SYSTEM
By Science kids (<http://www.sciencekids.co.nz/sciencefacts/space/>)


Comet

- A **comet** is a relatively small solar system body that orbits the Sun. When close enough to the Sun they display a visible coma (a fuzzy outline or atmosphere due to solar radiation) and sometimes a tail.



Asteroid

- Asteroids** are small solar system bodies that orbit the Sun. Made of rock and metal, they can also contain organic compounds. Asteroids are similar to comets but do not have a visible coma (fuzzy outline and tail) like comets do.




Meteoroid

- A **meteoroid** is a small rock or particle of debris in our solar system. They range in size from dust to around 10 metres in diameter (larger objects are usually referred to as asteroids).

Meteor

- A meteoroid that burns up as it passes through the Earth's atmosphere is known as a **meteor**. If you've ever looked up at the sky at night and seen a streak of light or 'shooting star' what you are actually seeing is a meteor.



5) Guided student practice:

- Students will read aloud the article (E9) and the teacher will explain key concepts to them while reading. (E6)

6) Group practice activity:

- In the groups assigned by the teacher, the students will prepare a role play to present to the whole class. They will have to represent a dream where a kid goes to space and meets all the objects in the Solar System. (D3)

7) Assessment:

Teacher will be checking on them while they prepare and also at the moment of the presentation. The teacher will grade according to the following rubric.

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Rarely willing and focused during group work and presentation.
Presentation of Character	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.
Achievement of Purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained.	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way.	Good variety of non-verbal cues are used in a competent way.	Satisfactory variety of non-verbal cues are used in an acceptable way.	Limited variety of non-verbal cues are used in a developing way.
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play.	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate awareness and developing acceptably enhance role play.	Choices demonstrate little awareness and do little to enhance role play.

8) Closing review and follow up:

The students will discuss about the groups' presentation. They will summarize one of the role plays and will give their opinion about it. (E22)

TEFL Lesson Plan 4

The Solar System

By: Maria Lorena Miño

Foreign language proficiency level: Elementary, 3th grade children.

Language skill focus: Listening, Speaking, and Writing

1) TEFL language objectives:

a. Listening. Students will listen to a short video about the Solar System.

b. Speaking. Students will answer some questions from the video and will talk about what they saw at the planetarium.

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c. Writing. Students will two paragraphs minimum about their experience in the Planetarium.

2) List at least 5 TEFL methods and strategies to be used:

- a. Field trips (D1)
- b. Videos (B13)
- c. Retelling stories (A6)
- d. KWL, What they have learned (D2)
- e. Observation, anecdotal (G10)

3) Multiple intelligence approaches:

- **Linguistic:** The intelligence of words.
- **Spatial:** The intelligence of pictures.

4) Teacher input:

- The teacher will take the class to the planetarium. (D1) In the planetarium the students will watch two short videos about two of the most valuable theories of the Solar System creation and about the elements in the Solar System. (B13)
- The teacher will retell the main ideas of each video. (A6)
- Students will enter into a Space ship where they will feel exactly as if they were in the outer space visiting every planet.

5) Guided student practice:

- After the planetarium field trip is over, the students will discuss about it in class and will complete the L part of the KWL chart that they started filling in the second lesson.

6) Group practice activity:

- Students will write minimum 2 paragraphs about their experience in the planetarium. They will include at least 5 different adjectives in their piece of writing.

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7) Assessment:

- Teacher will be asking questions through the entire lesson to verify its assimilation.

8) Closing review and follow up:

- Students will share their learning experience about this topic (The Solar System) in class.

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Rationale

Through these lesson plans I have expressed knowledge and understanding of the theme. The lesson plans use different methods according to each of the multiple intelligences approaches and there are a variety of activities for students to understand and to learn about the Solar System and its components.

All the activities are based on the four English skills that involve language acquisition.

Domain 2. Culture

Standard 2.a. Culture as it affects student learning

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

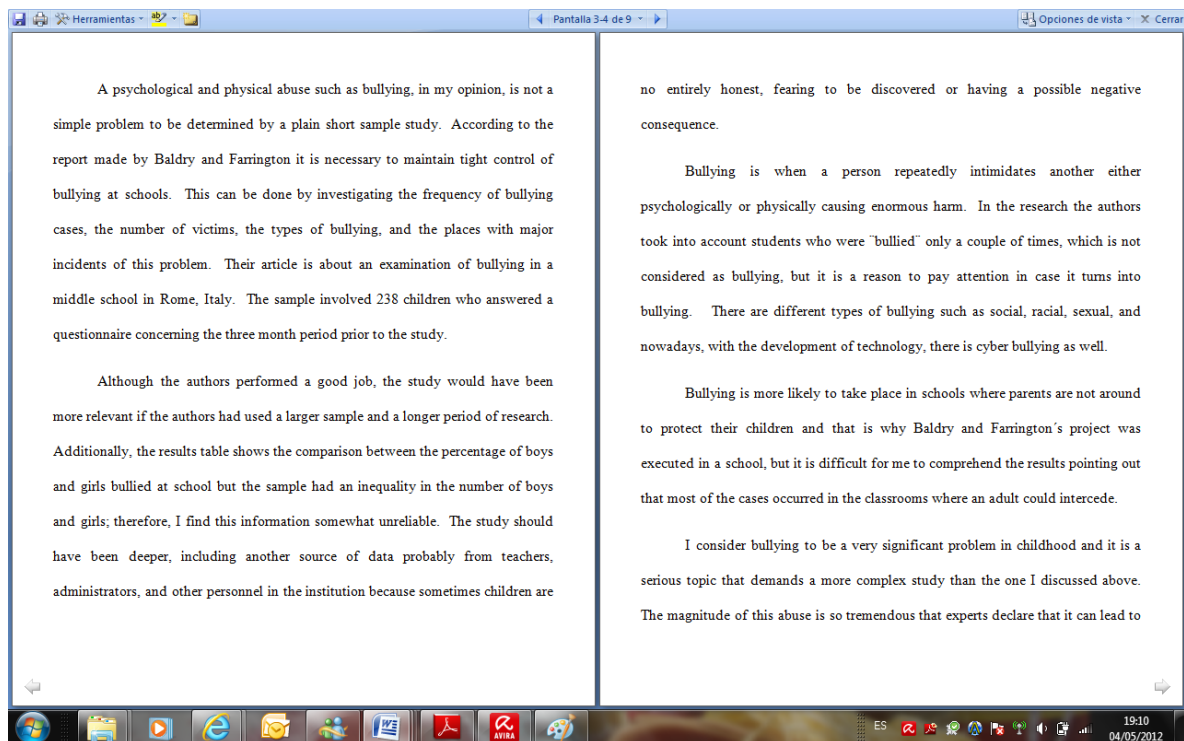
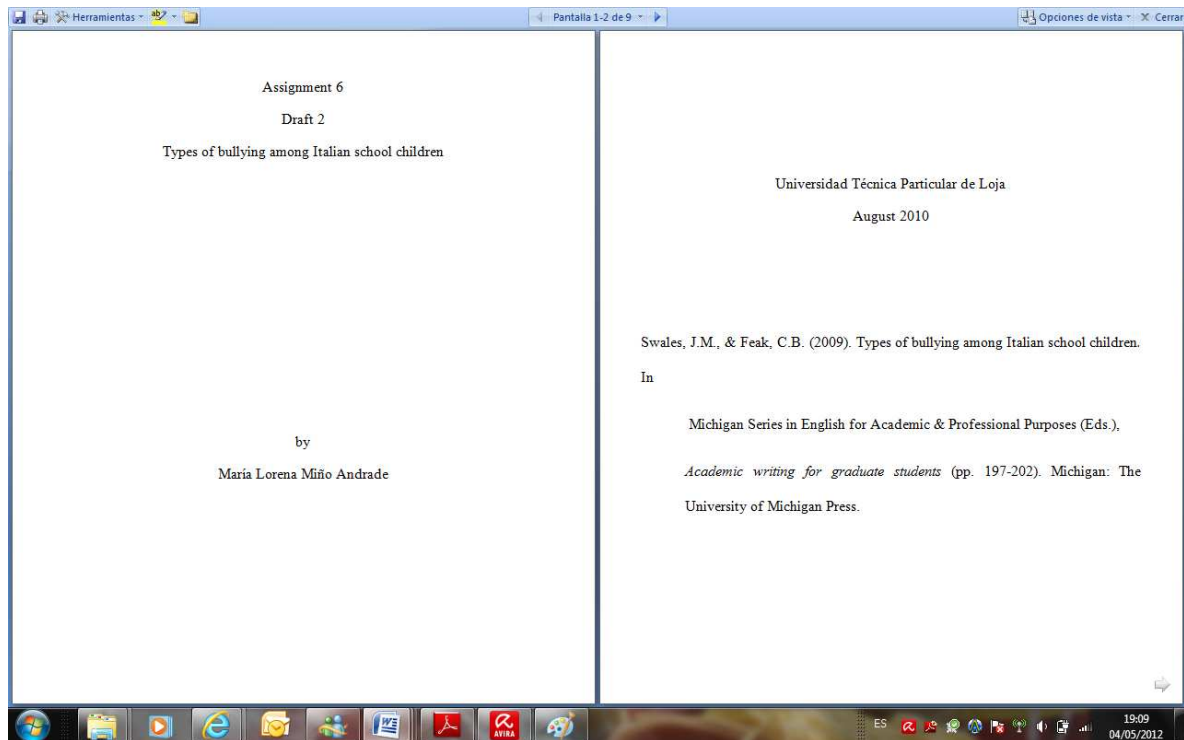
A positive classroom environment is essential for students to achieve academic goals and to have a good attitude towards learning. Teachers and students must be open minded and accept others' ideas, differences, and cultures.

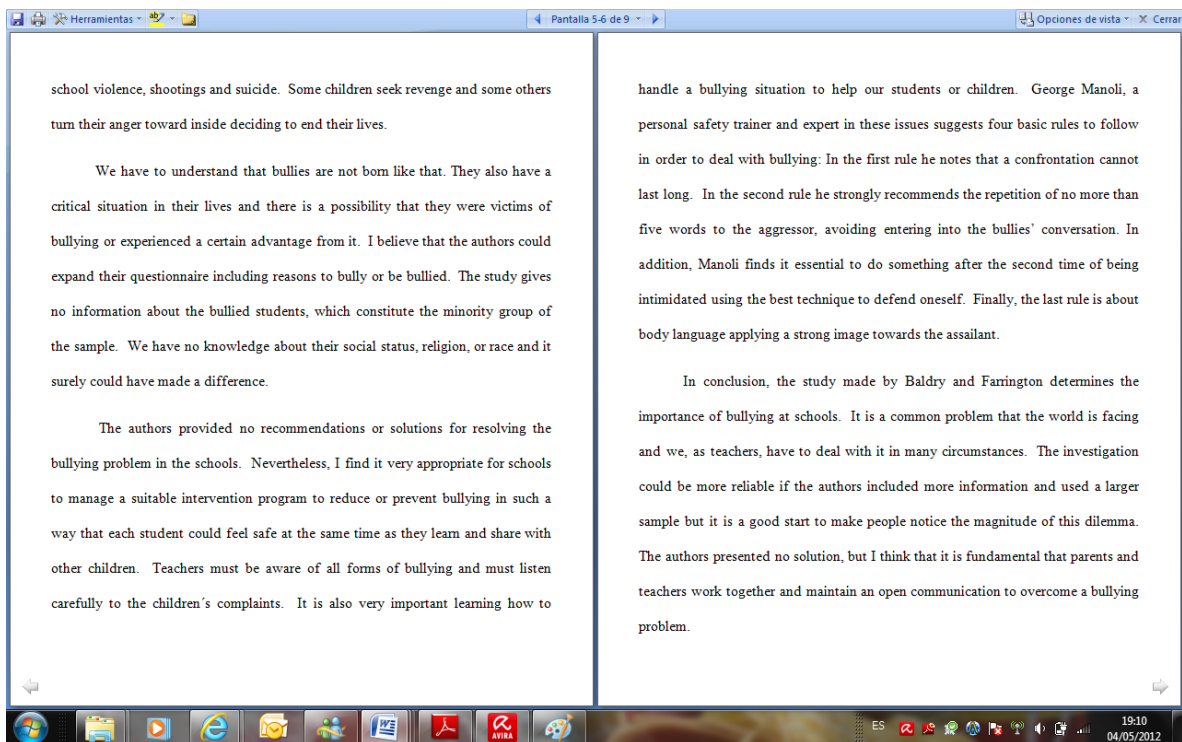
The following key indicators consider that the candidate must:

- 2. A.1.** Understand the importance of keeping cultural values and beliefs in teaching and learning context.
- 2. A.2.** Comprehend and inculcate values against racism, stereotyping, and discrimination to students.
- 2. A.3.** Apply home / school communication to improve ESL teaching and have a connection with ESOL families.
- 2. A.4.** Understand and apply concepts about the interaction between language and culture.

An assignment that shows this standard's application is a reaction paper in the English for Academic Purpose course.

15.



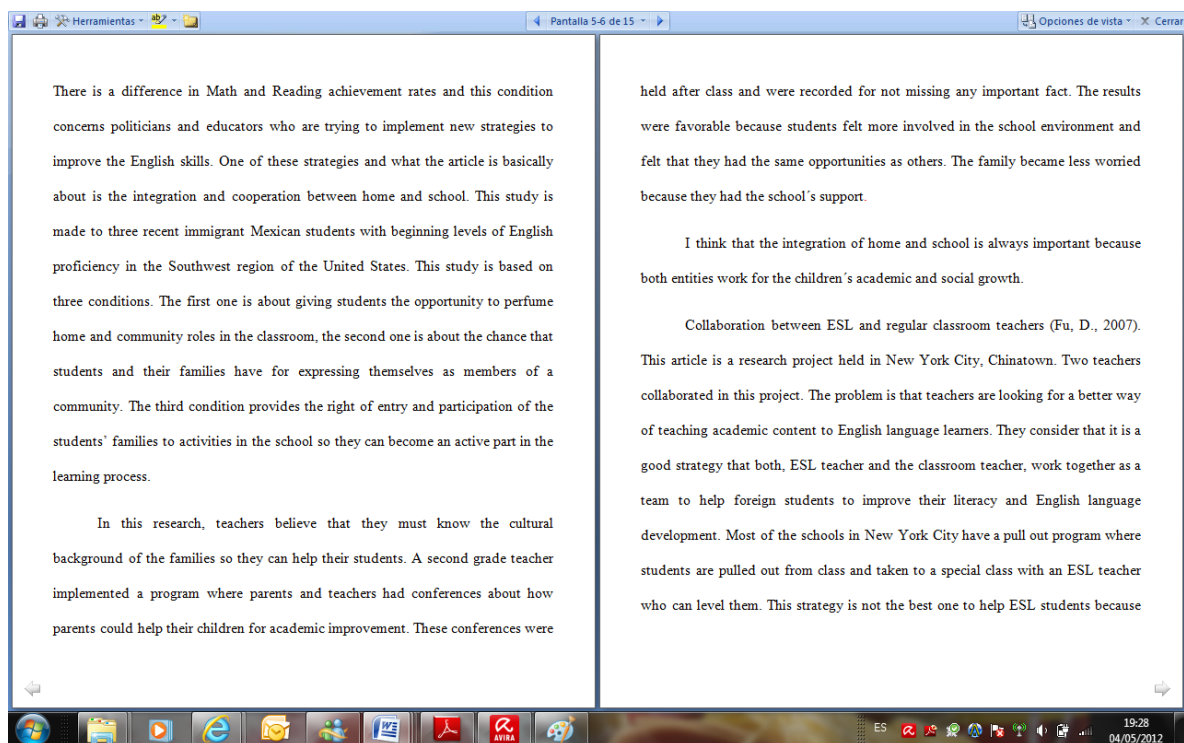
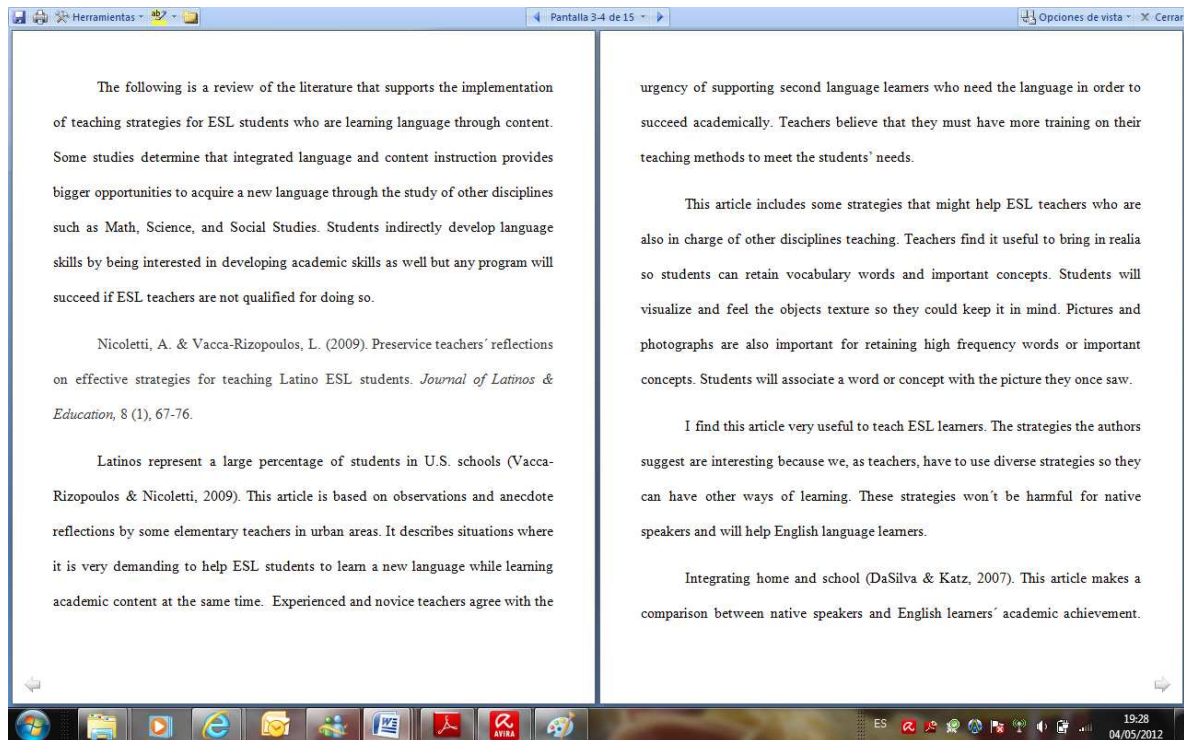


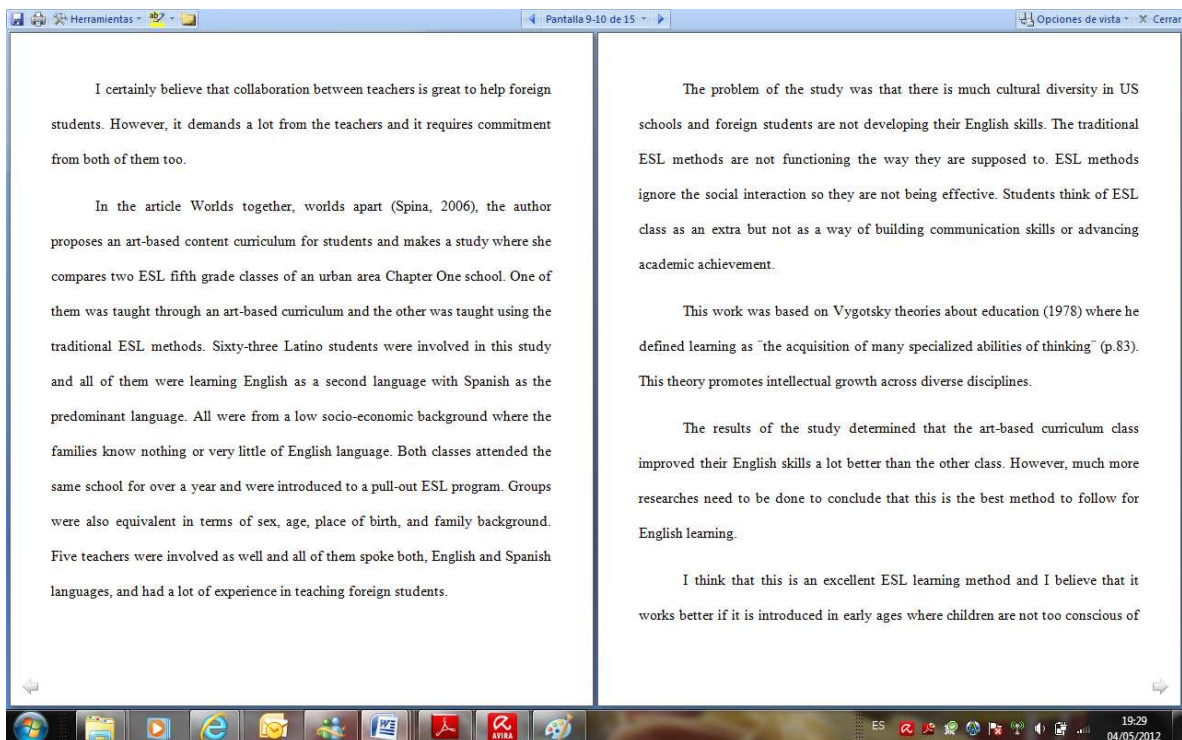
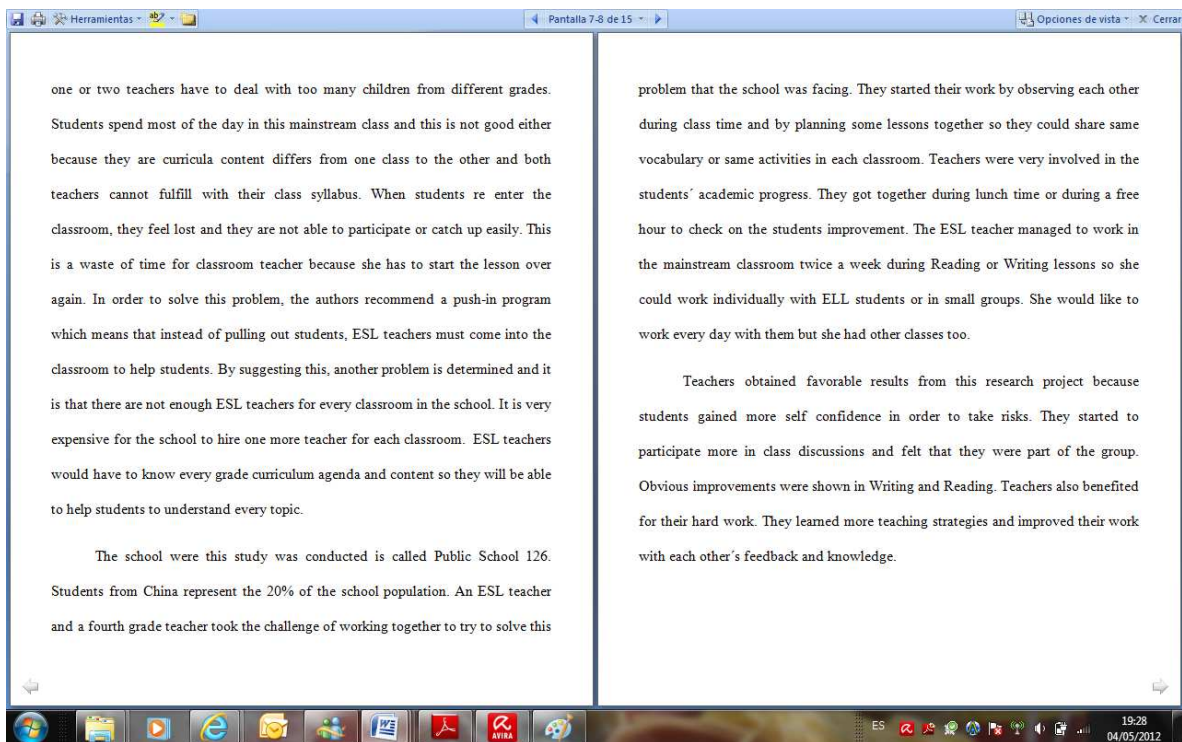
Rationale

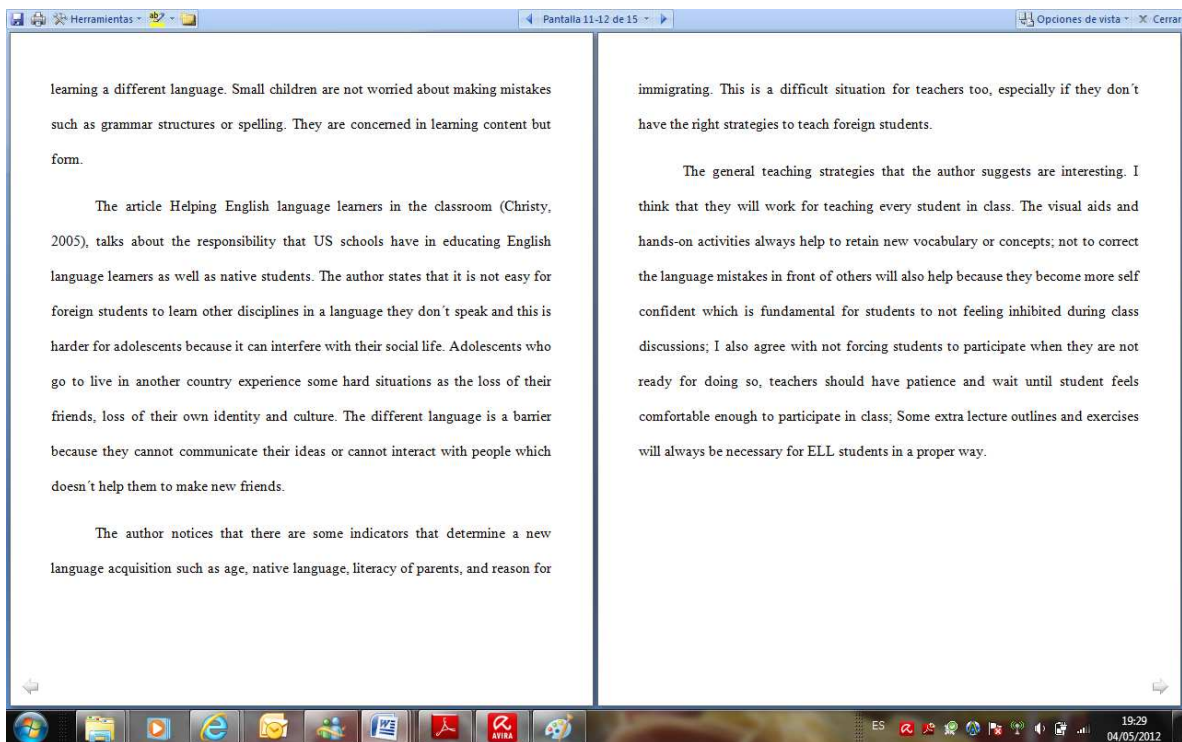
Types of bullying among Italian school children is about a large study report made by two people in Italy where they discovered and demonstrated that bullying was part of low academic achievement in children and teenagers.

Indicator 2.A.3 talks about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.

I find this standard's application in a Literature Review done in the Educational Research course.







Rationale

One of the strategies used in one of these articles is the constant communication and participation between home and school. Parents need to be involved in children's education, especially if they are from a non English speaking country and have a different cultural background.

Standard 2.b. Cultural groups and identity

Candidates know, understand, and apply their knowledge of how cultural groups and identities affect English language learning.

The following key indicators consider that the candidate must:

- 2. B.1.** Use a variety of resources to learn about world cultures and also get to know students' cultures and apply that information in language teaching.
- 2. B.2.** Understand and apply knowledge about how each student's culture identity affects their learning process.

2. B.3. Understand and apply knowledge about cultural backgrounds, conflicts, and events that may have an impact on students' learning process.

2.B.4. Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, origin, disabilities, and gender on learning and teaching English as a second language.

2. B.5. Understand and apply knowledge of U.S. immigration history and guides in teaching English language.

I find this standard's application in an assignment about Asperger Syndrome done in order to know more about a student's condition. I had to research and communicate with specialists to understand and apply new strategies to manage my class.

Rationale

This assignment included important information about Asperger Syndrome and its possible reaction in some people. We chose the subject of this research and I decided to work on this topic because I was just beginning to teach in a course with a child that presented this syndrome. It was good for me because I learned strategies that helped me to succeed with this new challenge.

Domain 3. Planning, Implementing, and Managing Instruction

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

Planning is fundamental in teaching. Teachers should have everything ready for instructing students and for giving them all the necessary tools to complete all assessments.

The following key indicators consider that the candidate must:

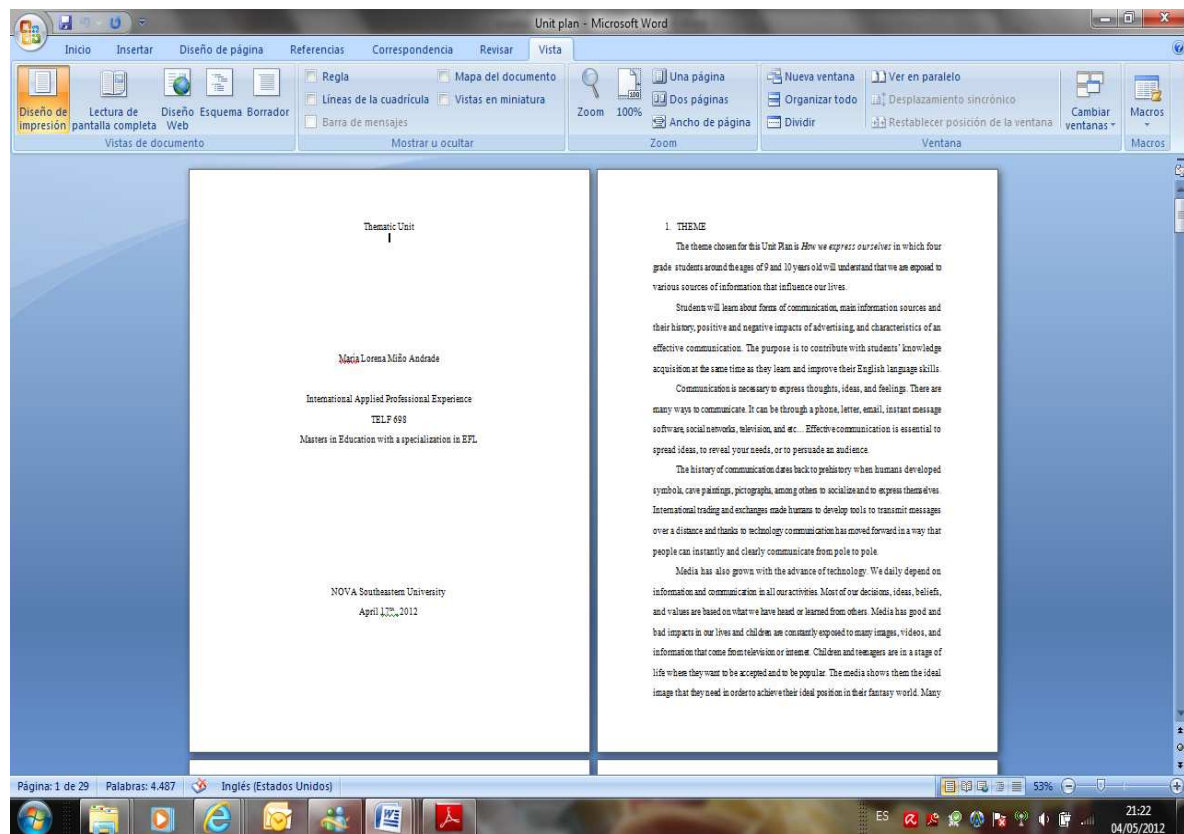
3. A.1. Plan standards-based ESL and content instruction.

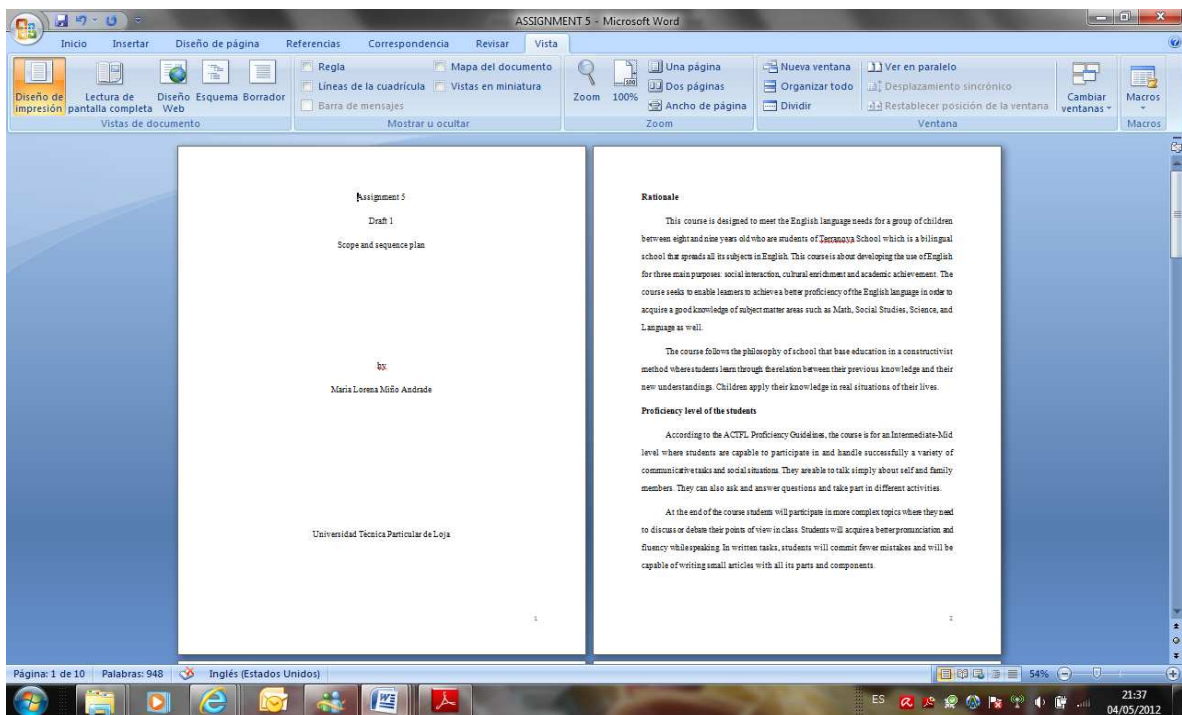
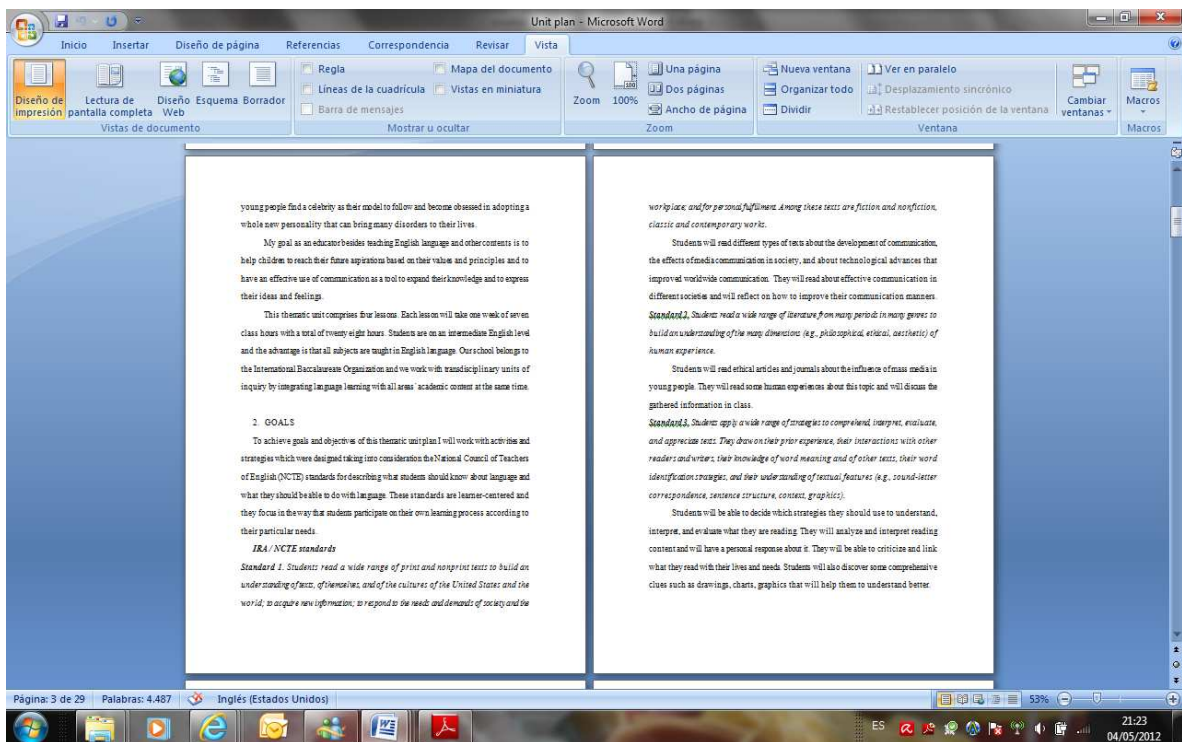
3. A.2. Create an environment that promotes standards-based language learning.

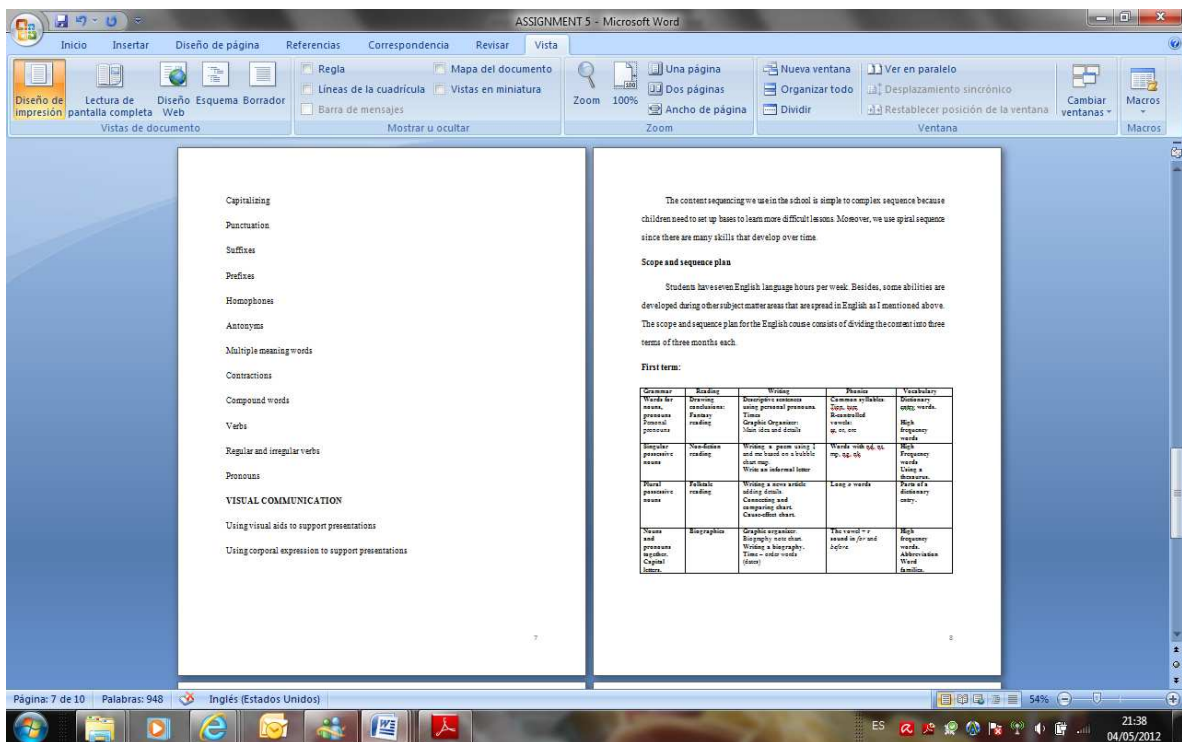
3. A.3. Plan class learning activities based on assessment of language aptitude and prior knowledge.

Some assignments show the application of this standard. One of them is the theme unit plan we did in the International APE course.

17.







Rationale

This assignment is a complete unit plan that includes the most important points in planning. I have planned many units and lessons during my teaching experience but in this assignment, I learned that students' attitudes also play an important role in a unit. I like the idea of connecting subjects in order to teach English language.

Some other assignments where I can say that I applied this standard are in all Curriculum Development assignments. I learned the difference between a curriculum and a syllabus. I also learned to elaborate needs analysis to identify and to meet my students' expectations. I did a scope and sequence plan that was carefully designed for my last school year students who were children around eight and nine years old. I only designed this plan but could not apply it because the school already has its own Language program that was designed by the English Language Coordinator.

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

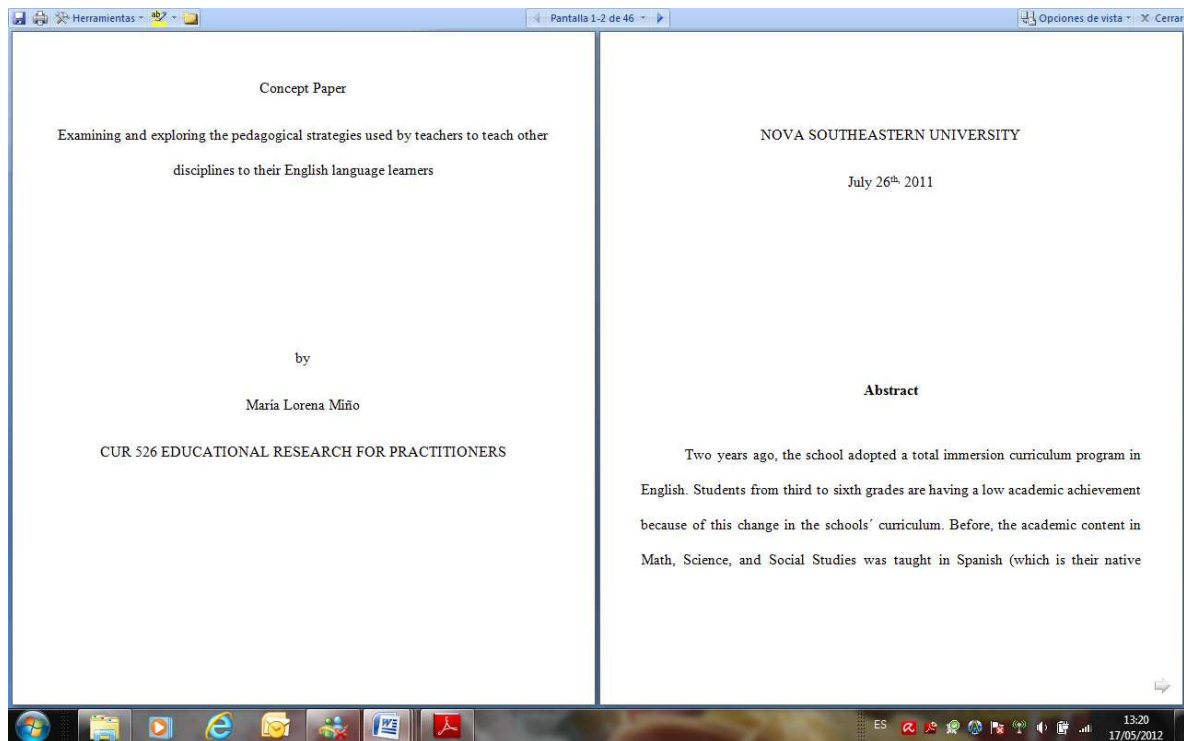
Teacher uses a variety of teaching strategies and techniques to develop each of English language skills. There is a curriculum content based English instruction.

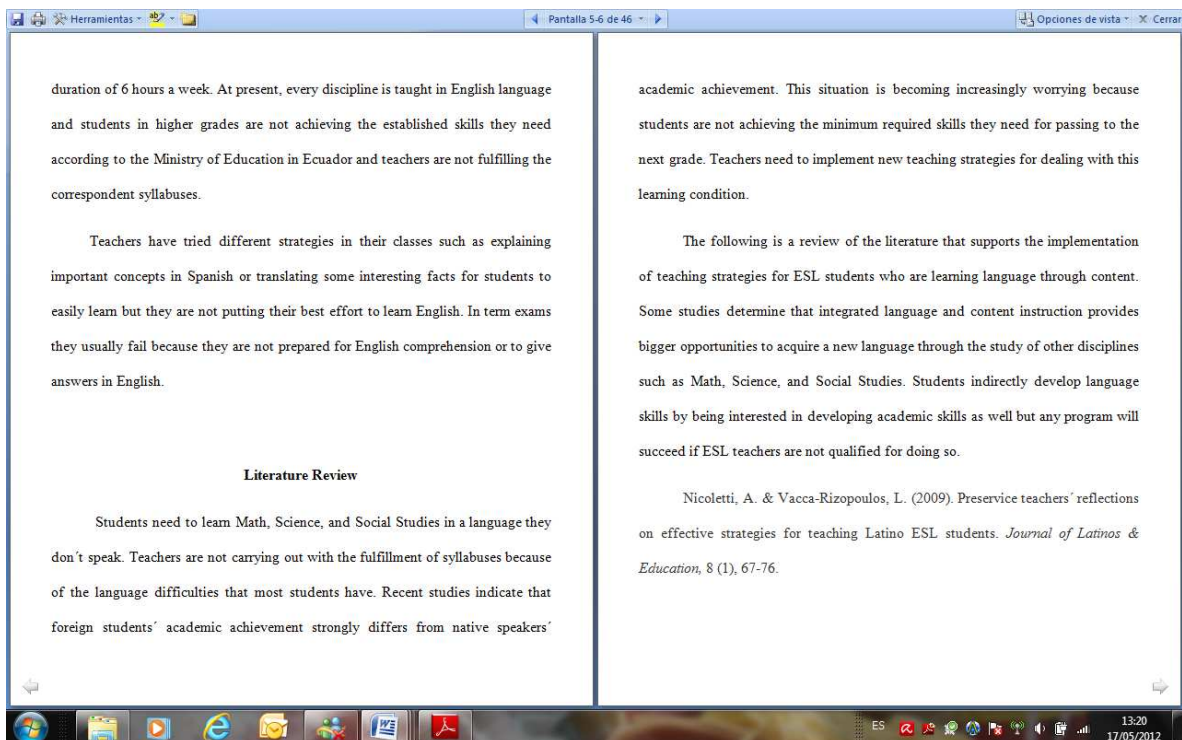
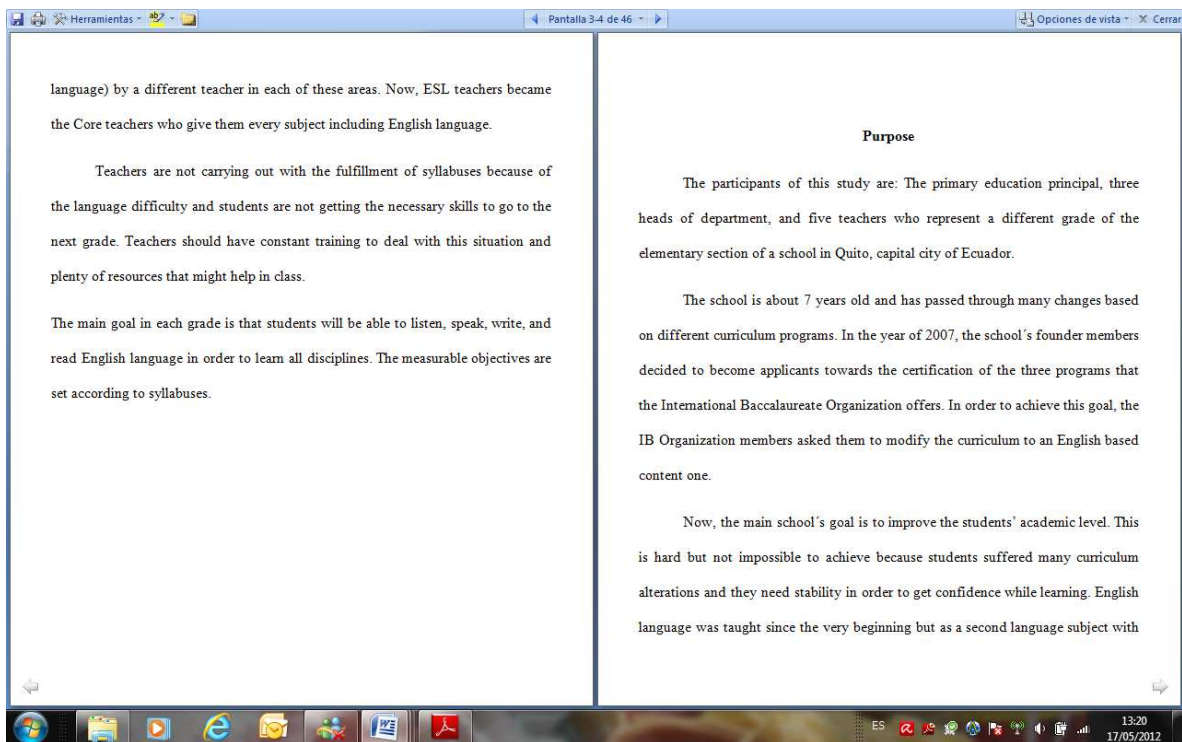
The following key indicators consider that the candidate must:

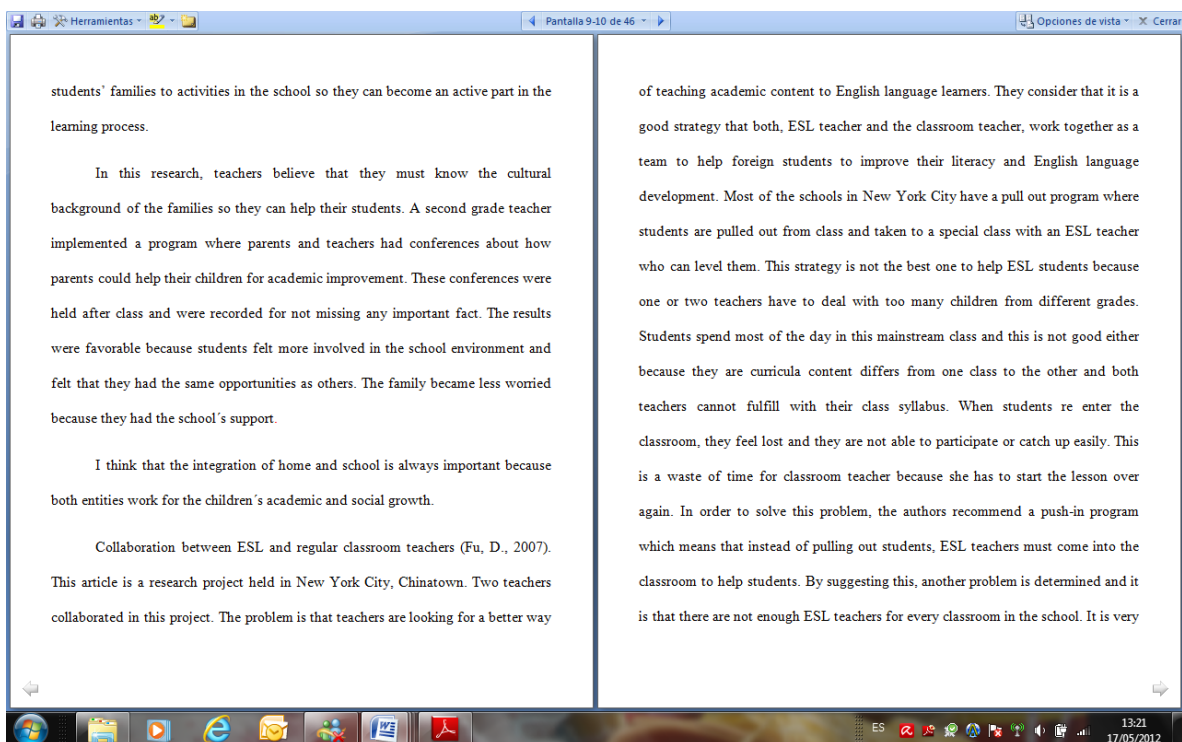
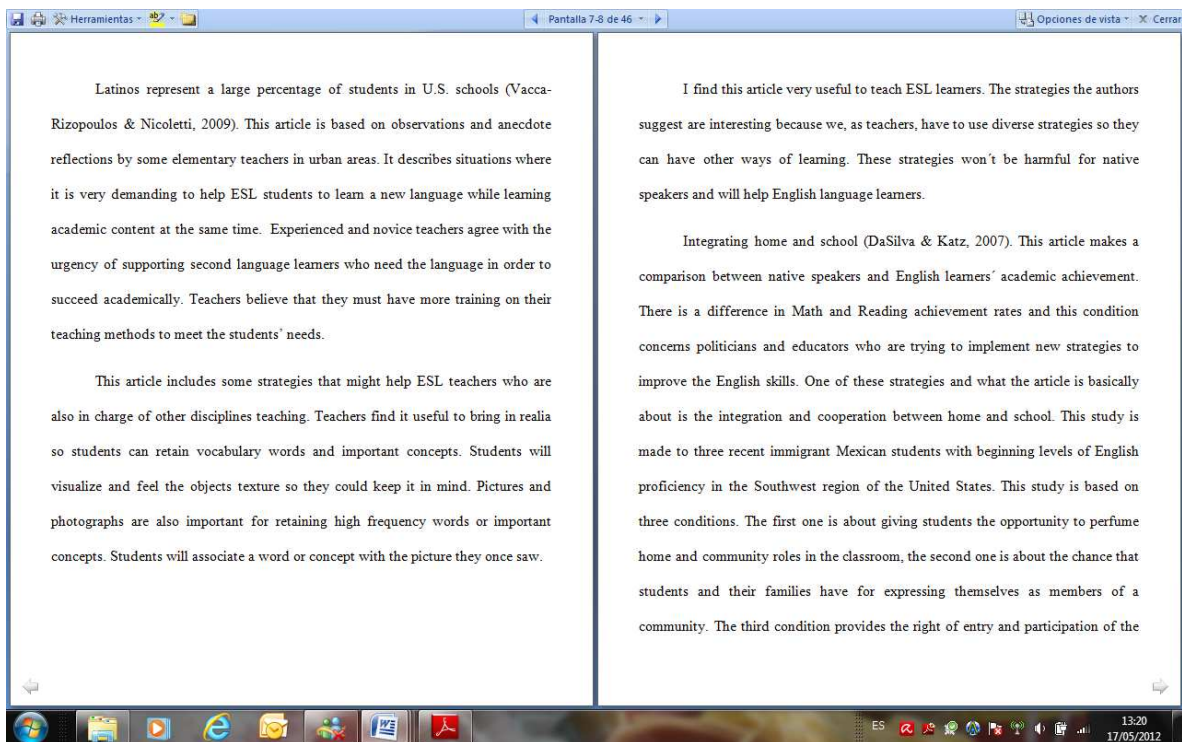
- 3. B.1.** Organize learning around standards-based theme and language learning goals.
- 3. B.2.** Integrate all activities and assignments that include authentic uses of language, the same time as students learn academic content.
- 3. B.3.** Present activities that combine all English language skills.
- 3. B.4.** Engage students to practice listening skills for a variety of purposes.
- 3. B.5.** Engage students to practice speaking skills for a variety of purposes.
- 3. B.6.** Provide standards-based instruction that helps students to develop oral skills in order to support learning to read and write.
- 3. B.7.** Provide standards-based reading lessons adapted to English learners.
- 3. B.8.** Help students to develop their writing skills through a variety of activities that challenge them to become better writers.

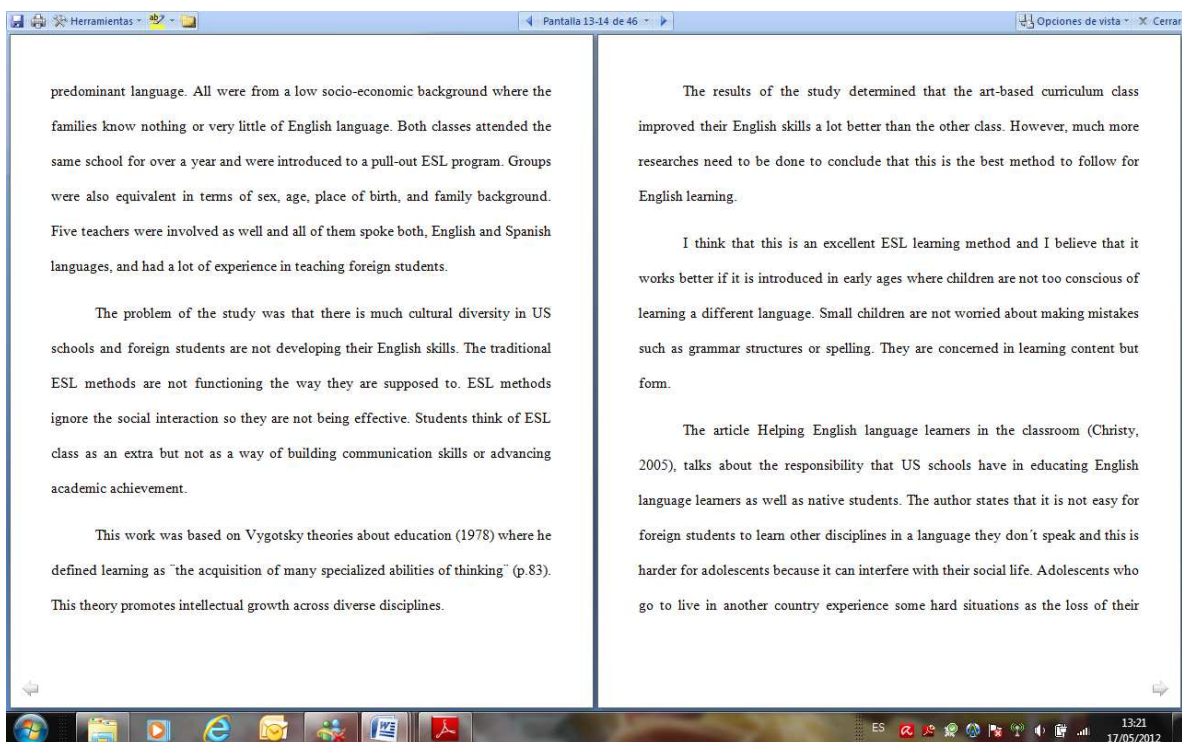
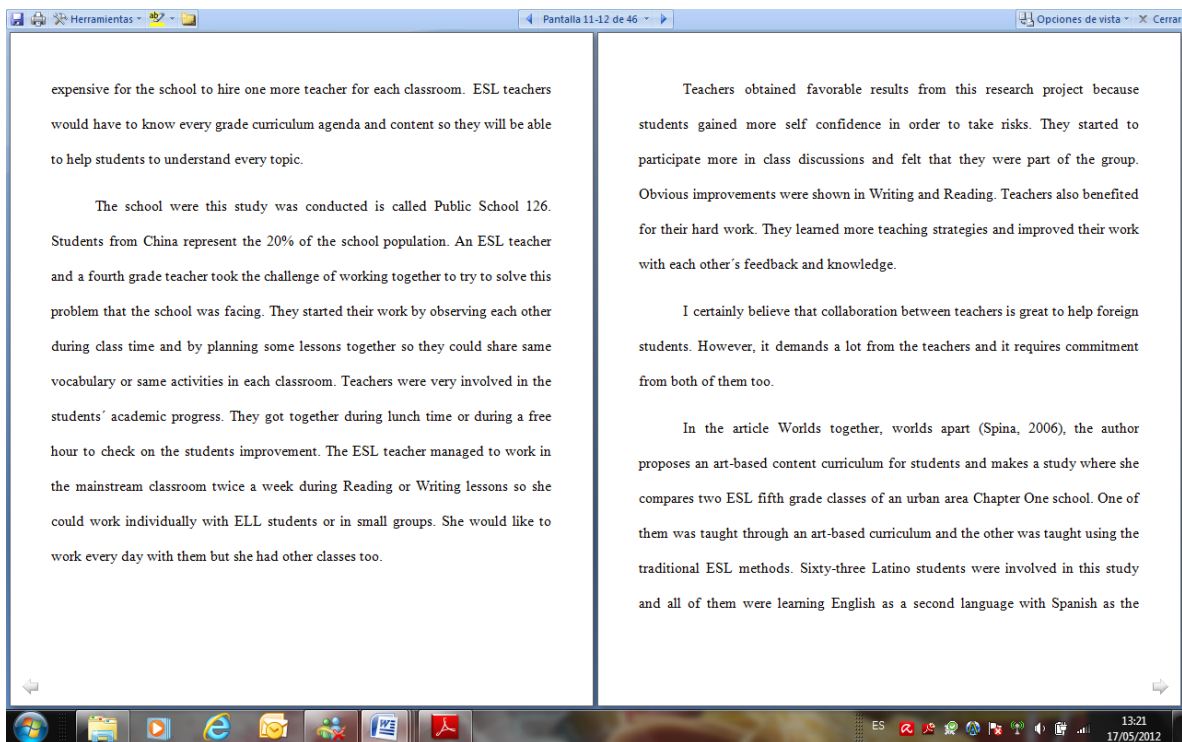
An assignment where I researched and discussed about teaching English through content instruction was the concept paper we did in Educational Research for Practitioners course.

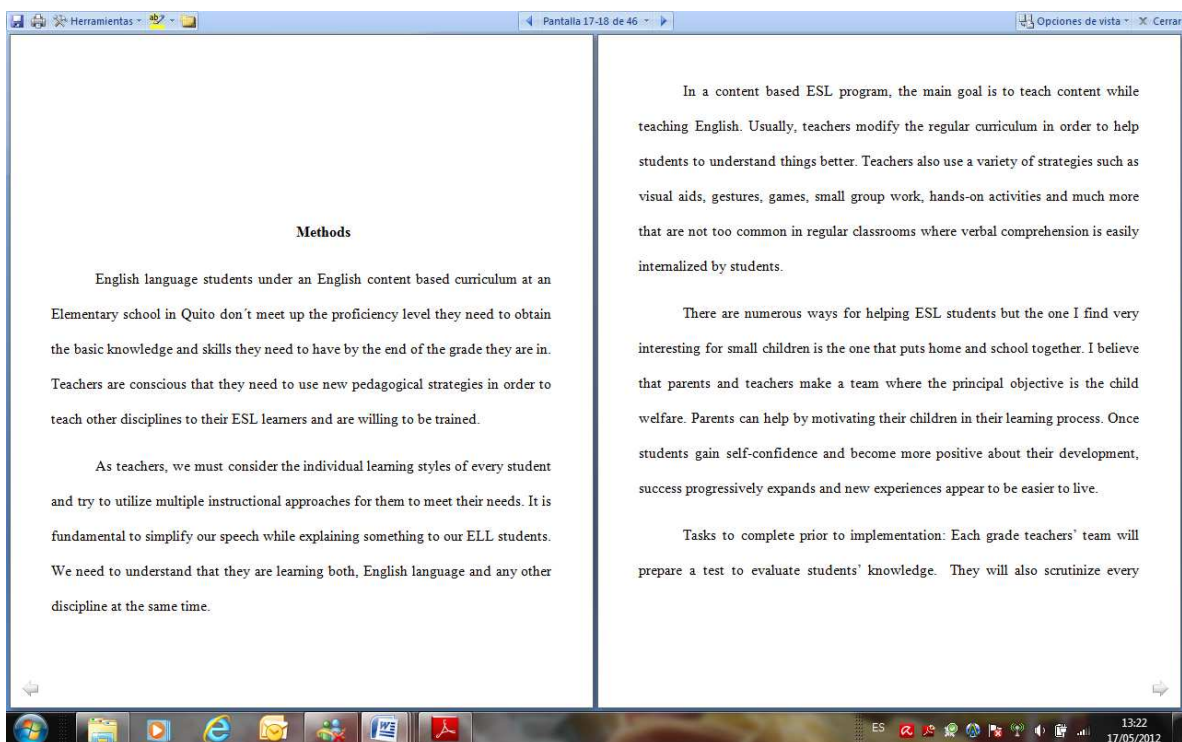
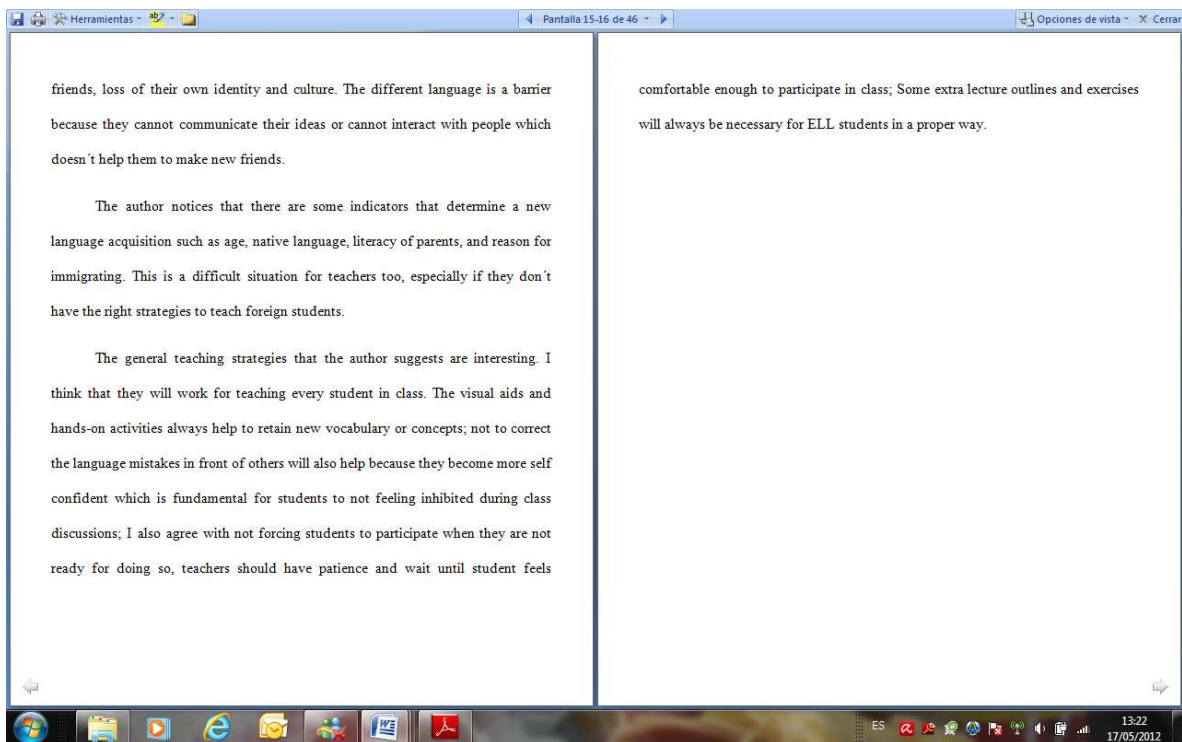
18.











syllabus and will make the corresponding changes to make content as simple as possible for students to achieve the basic skills they need.

The same activities will be carried out in every grade to detect if students are making progress in their learning. There is a minimum request in the four English basic skills per grade and we will be based on them for assessing students.

<p>Goal 1. Students will write an informative guide book and will make an oral presentation about it.</p> <p>Objective 1.1. During the four last weeks of school, students will be able to write a guide book based on a Science or Social Studies already seen class topic. They must use the vocabulary words with no spelling errors.</p> <p>Objective 1.2. Students will be able to orally share their information in class.</p> <p>Activity 1.1.1. Students will choose a topic from a list given by the teacher. They will write everything they have learned about the topic in a minimum number of paragraphs according to the grade they are at.</p> <p>Second grade: Minimum one paragraph.</p>	<p>Third grade: Minimum three paragraphs.</p> <p>Fourth grade: Minimum five paragraphs.</p> <p>Fifth grade: Minimum seven paragraphs.</p> <p>Sixth grade: Minimum ten paragraphs.</p> <p>All Paragraphs must have 5 sentences.</p> <p>Week 1 and 2</p> <p>Teacher tasks: Prepare the topics list and the corresponding vocabulary for each topic. Teacher will also divide the class into small groups of 5.</p> <p>Teaching strategy: Teacher will motivate students to cooperative learning. In small groups, students will share their ideas and opinions to complete their tasks.</p> <p>Learner task: Subtopics will be shared out among the group members and they will put all the work together in order to present it to the teacher.</p> <p>Materials required: Science or Social Studies text book, Science or Social Studies notebook, lessons vocabulary lists.</p> <p>Evaluation: Teacher will use a rubric to evaluate the written work according to</p>
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<p>the paragraph length, content, the vocabulary usage, grammar structure, and spelling.</p> <p>Activity 1.2.1. Students will make an oral presentation of the topic they wrote about.</p> <p>Week 3 and 4</p> <p>Teacher tasks: Teacher will guide students through the presentation process. She will help them with the necessary tools they might need such as providing them with extra information, computers, pictures, or any other useful tool.</p> <p>Teaching strategy: Integrating technology.</p> <p>Learner task: Students will present their topic to their classmates. Each member of the group will have to talk about a subtopic. They will use visual aids.</p> <p>Materials required: Visual aids such as posters, pictures, presentation to audience presentación femenino power point, videos, and other useful material for their oral presentation.</p> <p>Evaluation: Teacher will use a rubric to evaluate the oral presentation. The rubric will include the following aspects: participation, clearly speaking, organized</p>	<p>information, and appropriate visual presentation.</p> <p>Goal 2. Students will read a National Geographic article and they will answer some comprehension questions about the reading.</p> <p>Objective 2.1. Students will be able to identify important components from the reading.</p> <p>Objective 2.2. Students will be able to answer comprehension questions about the article they read.</p> <p>Objective 2.3. Students will be able to compare answers by discussing about them.</p> <p>Activity 2.1.1. All grades students will read a National Geographic article extracted from the web page http://kids.nationalgeographic.com/kids/.</p> <p>Week 1</p> <p>Teacher tasks: Teacher will make copies of the article and will give them to the students. The teacher will organize students so that they could read aloud one</p>
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paragraph each. The teacher will provide the meaning for any unknown word or expression.

Teaching strategy: Lecture approach. This strategy gives students the opportunity to communicate much information to many listeners; the teacher can control the class very easily.

Learner task: Students will take turns and will read aloud one paragraph each. They will pay careful attention in order to follow the others' reading. After they finish reading the whole article aloud, they will read it again in silence. Students will make a short summary about the article they read.

Materials required: Internet, article, printer, sheets of paper.

Evaluation: The results from the written summary.

Activity 2.2.1. The students will work in small groups and will answer a list of comprehension questions about the reading.

Week 2

Teacher tasks: The teacher will make a list of comprehension questions about the

reading and will divide students into small groups of work in order to answer the questions.

Teaching strategy: Active and collaborative learning. Students will work in small groups and will discuss about the possible answers for the comprehension questions given by the teacher.

Learner task: Students will read the question and will find the correct answer for each of them. Students will have to share ideas and discuss about the possible answers.

Materials required: Article, questions lists, notebooks, and pencils.

Evaluation: The results of the comprehension questions' answers.

Evaluation plan

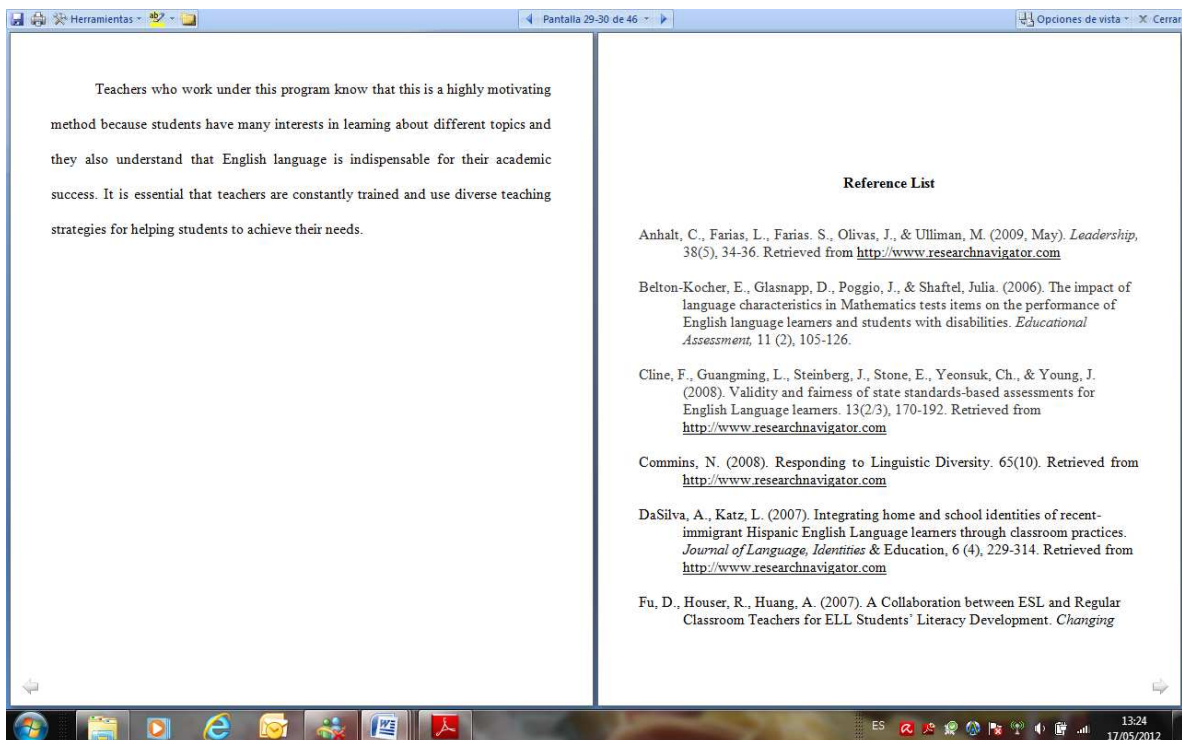
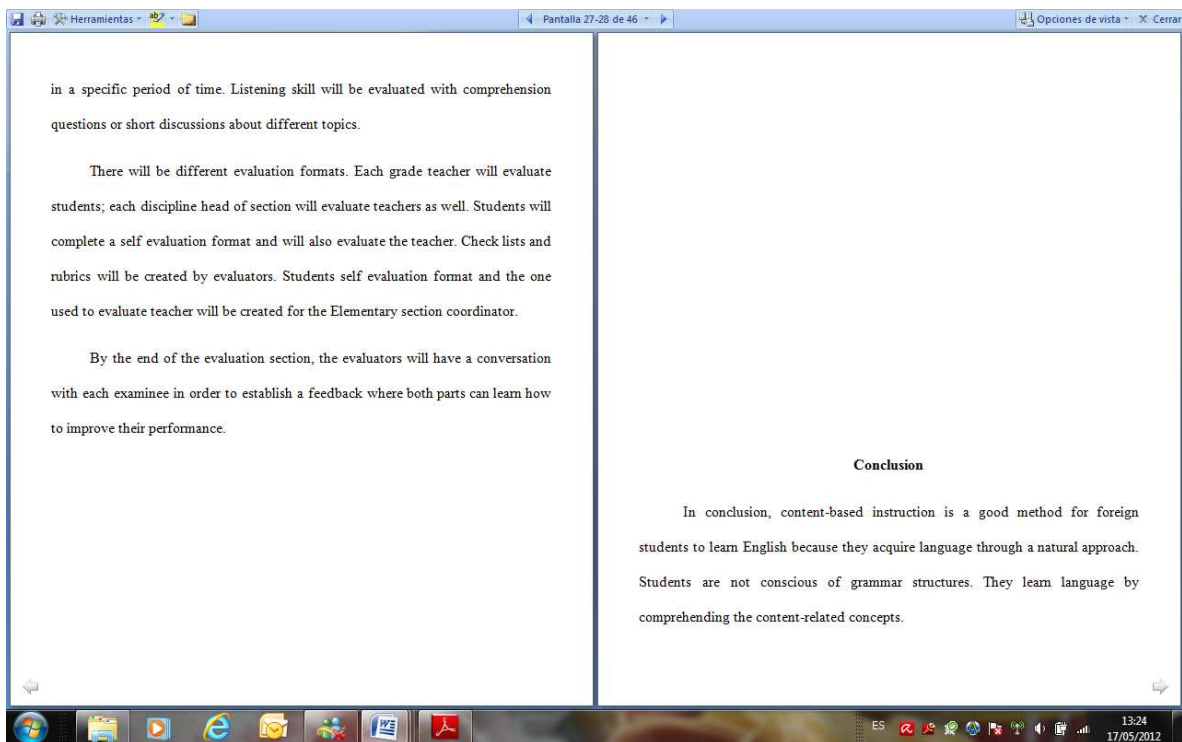
The following evaluation plan has been developed for assessing students at the end of each course. This will help teachers to determine the strengths and weaknesses of the course and if it's the case, it will help to make possible future modifications to the course. The objectives of this evaluation form will focus on measuring language improvement, students and teachers' performance, course content improvement, and others that will be useful for other course implementations.

There are some strategies that teachers may use in an English content based program but they need to be trained for doing so. It is necessary that teachers work as a team when working on projects that might involve different disciplines and it is always fundamental that parents and teachers work as a group to increase students' motivation.

Students in all grades will work in the same activities and will complete the **specify** d skills. These skills are **verbo transitivo (pretérito y participio pasado specified) especificar** specified in each grade syllabuses.

Goals and objectives evaluation:

The main goal in each grade is that students will be able to listen, speak, write, and read English language in order to learn all disciplines. The measurable objectives are set according to syllabuses. Writing skill will be evaluated according to the number of words students are able to write in a paragraph format. Speaking skill will be evaluated according to the number of minutes the student is able to fluently speak. Reading skill will be evaluated on how many words students are able to read



English: Studies in Culture & Education, 14 (3), 325-342. Retrieved from http://www.researchnavigator.com	Teachers
<p>Mahoney, K. (2008). Linguistic influences on differential item functioning for second language learners on the National Assessment of Education Progress. <i>International Journal of Testing</i>, 8(1), 14-33. Retrieved from http://www.researchnavigator.com</p> <p>Nicoletti, A. & Vacca-Rizopoulos, L. (2009). Preservice teachers' reflections on effective strategies for teaching Latino ESL students. <i>Journal of Latinos & Education</i>, 8 (1), 67-76. Retrieved from http://www.researchnavigator.com</p> <p>Spina, S. (2006). Worlds Together ... words apart: An assessment of the effectiveness of arts-based curriculum for second language learners. 5(2), 99-122. Retrieved from http://www.researchnavigator.com</p> <p>Christy, J. <i>Helping English language learners in the classroom</i>. Retrieved from http://www.glencoe.com/sec/teachingtoday/subject/help_ELL.phtml</p> <p>Williams, M. (2009). <i>Strategies to support ESL students in Math</i>. Retrieved from http://www.suite101.com/content/strategies-to-support-esl-students-in-math-a116386</p> <p style="text-align: center;">APPENDIX</p> <p>Interviews</p>	<p>Name: ?</p> <p>Grade: 2nd</p> <p>1. Are you facing a low academic achievement with your class?</p> <p style="text-align: center;">Yes () No (x)</p> <p>2. If you checked yes in the question above, why do you think this is happening?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. If you checked yes on the first question, how does it make you feel as the professional you are?</p> <p>_____</p> <p>_____</p>

<p>_____</p> <p>_____</p> <p>4. Are you a Math, Science, or Social Studies expert in order to teach these subjects? If you are, please specify the area.</p> <p>I am an English language teacher.</p> <p>5. Did you receive any training before you started teaching all 4 subjects to English language learners?</p> <p style="text-align: center;">Yes () No (x)</p> <p>6. Would you like to be trained on how to teach content based ESL instruction?</p> <p style="text-align: center;">Yes (x) No ()</p>	<p>1. Are you facing a low academic achievement with your class?</p> <p style="text-align: center;">Yes () X No ()</p> <p>2. If you checked yes in the question above, why do you think this is happening?</p> <p>Kids come from different schools and they are not used to a total English immersion content based program. It is hard for teachers and unfair for other students who already know English and who have been in this school since preschool.</p> <p>3. If you checked yes on the first question, how does it make you feel as the professional you are?</p> <p>It is very frustrating. New students don't understand instructions and it is harder for them to study other disciplines in English language. Solving problems in Math is impossible for them to do. I work with a 25 kids in the classroom with no help at all so I cannot explain everything to one by one.</p> <p>4. Are you a Math, Science, or Social Studies expert in order to teach these subjects? If you are, please specify the area.</p>
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Teachers
Name: ?
Grade: 3 rd

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I am a Natural Science teacher.

5. Did you receive any training before you started teaching all 4 subjects to English language learners?

Yes () No (X)

6. Would you like to be trained on how to teach content based ESL instruction?

Yes (X) No ()

2. If you checked yes in the question above, why do you think this is happening?

The English language level of students is not well developed for having a content based curriculum program. Students don't understand things well and they are not prepared for learning other content. Math is very difficult for them because of the language.

3. If you checked yes on the first question, how does it make you feel as the professional you are?

It's very hard to see that students are not learning the way they should. Schedule is too tight to complete syllabus content.

4. Are you a Math, Science, or Social Studies expert in order to teach these subjects? If you are, please specify the area.

_____, I am an ESL teacher

5. Did you receive any training before you started teaching all 4 subjects to English language learners?

Teachers

Name: ?

Grade: 4th

1. Are you facing a low academic achievement with your class?

Yes (x) No ()

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Yes () No (X)

6. Would you like to be trained on how to teach content based ESL instruction?

Yes (X) No ()

Teachers

Name: ?

Grade: 5th grade

1. Are you facing a low academic achievement with your class?

Yes (X) No ()

2. If you checked yes in the question above, why do you think this is happening?

They are not used to a content based English learning program. Two years ago, they had other disciplines such as Math, Science, and Social Studies in Spanish language and suddenly everything changed.

3. If you checked yes on the first question, how does it make you feel as the professional you are?

Awful

4. Are you a Math, Science, or Social Studies expert in order to teach these subjects? If you are, please specify the area.

No, I am an English teacher. I have to review or try to remember what I learned when I was in school in order to teach other disciplines.

5. Did you receive any training before you started teaching all 4 subjects to English language learners?

Yes () No (X)

6. Would you like to be trained on how to teach content based ESL instruction?

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Teachers	
<p style="text-align: center;">Yes () No (X)</p> <p>I only want to be what I am, an English teacher. English skills such as Reading, Writing, Listening, and Speaking... No more!</p> <hr/> <p>Name: ? Grade: 6th</p> <p>1. Are you facing a low academic achievement with your class?</p> <p style="text-align: center;">Yes (XXX) No ()</p> <p>2. If you checked yes in the question above, why do you think this is happening?</p> <p>_____ Students understand English but cannot produce it. They need to improve their English language skills before having every other subject in English. The spelling is terrible and they have no grammar structure at all. I mean, they can speak English and be understood by others. They are also good at Reading but their Writing is awful. Not all of</p>	<p>them of course... There are brilliant kids so are very good at everything.</p> <p>3. If you checked yes on the first question, how does it make you feel as the professional you are?</p> <p>Every teacher likes having success while teaching. I don't think it is my fault as teacher that students don't achieve decent scores. They were imposed to a total immersion program and their parents accept it even though they knew that their children's English level was not that good at the beginning. I am not too worried about this situation because I think that it is a process and every process takes time to success.</p> <p>4. Are you a Math, Science, or Social Studies expert in order to teach these subjects? If you are, please specify the area.</p> <p>I am a Math teacher but I lived in United States for about 5 years so I can manage teaching English to children.</p> <p>5. Did you receive any training before you started teaching all 4 subjects to English language learners?</p> <p style="text-align: center;">Yes () No (X)</p> <p>6. Would you like to be trained on how to teach content based ESL instruction?</p> <p style="text-align: center;">Yes (X) No ()</p>

School's Principal	Heads of Departments
<p>_____</p> <p>1. Do you think that the total English immersion program that we actually have is good for the school's academic success?</p> <p style="text-align: center;">Yes (X) No ()</p> <p>2. If you checked yes, how do you think it will be successful for the school's academic welfare?</p> <p>In the long run, students will have a high level of proficiency in English language and will be in constant contact with those who speak English and their culture as well. In high school, students have the chance of going abroad to different countries as foreign students and we want them to</p>	<p>communicate and to have success no matter where they go.</p> <p>3. Do you agree with the constant teachers' training to improve instruction strategies?</p> <p style="text-align: center;">Yes (X) No ()</p> <p>Area: Math</p> <p>1. Do you agree with the new total immersion program that we have?</p> <p style="text-align: center;">Yes () No (X)</p> <p>2. If you checked yes, what are the academic advantages that you find in this program?</p> <p>I don't agree with our total immersion program but it is something that the IB organization demanded us for getting the IB certifications. The school's goal was to be a bilingual school but for accepting us as one of the IB world, we had to modify our curriculum program.</p> <p>3. Do you think that an inexperienced in your area could teach the content to children?</p> <p style="text-align: center;">Yes (X) No ()</p>

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Why do you think so?

Content is simple in the elementary section. I certainly believe that everyone can remember the basic information that we all learned once in school.

4. Have you considered a change in each grade syllabuses to make them more achievable for our students?

Yes () No (x) We cannot be behind other schools. We follow what the Ministry of Education establishes.

5. Are you willing to train ESL teachers in your area?

Yes (X) No ()

program?

Students get to learn English unconsciously. They are focused on the subject content so they learn in a natural way. Children love Science experiments and everything about nature so this is a fun way of learning a new language.

3. Do you think that an inexperienced in your area could teach the content to children?

Yes (X) No ()

Why do you think so?

The content is very simple and the teacher textbooks we have are great. There is a vocabulary list in front of every new chapter with the words' meanings and pictures. They also give fun ideas to teach including a experiment for each unit. The book edition comes with visual aids such as posters and videos.

4. Have you considered a change in each grade syllabuses to make them more achievable for our students?

Yes () No (X) We work our content with units of inquiry which are amazing for children.

5. Are you willing to train ESL teachers in your area?

Heads of Departments	
Area: Science	
<p>1. Do you agree with the new total immersion program that we have?</p> <p>Yes (X) No ()</p> <p>2. If you checked yes, what are the academic advantages that you find in this</p>	

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Yes (X) No ()

Heads of Departments	
Area: Social Studies	
<p>1. Do you agree with the new total immersion program that we have?</p> <p>Yes (X) No ()</p> <p>2. If you checked yes, what are the academic advantages that you find in this program?</p> <p>Children learn English since early ages. They get used to it. They get prepared to communicate in a new language and they will be able to speak about different topics gaining a lot of vocabulary.</p> <p>3. Do you think that an inexperienced in your area could teach the content to children?</p> <p>Yes () No (X)</p> <p>Why do you think so?</p> <p>Social Studies involve Geography and History and these two subjects are not as easy as they seem to be. The teacher would have to study before imparting information in class for not committing mistakes.</p>	

4. Have you considered a change in each grade syllabuses to make them more achievable for our students?

Yes () No (X) Everything is done according to the Ministry of Education in Ecuador.

5. Are you willing to train ESL teachers in your area?

Yes (X) No ()

It will be hard if the teacher doesn't know anything about Social Studies. History is an events chain. It is a chronology!

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Rationale

This assignment consists on a literature review about curriculum content based English teaching and learning in a non English speaking country. It also provides information about different types of methods that teachers could use in order to teach English language and academic content at the same time.

I work in an IB world school in Ecuador where all academic content is taught in English language. Students are Spanish speakers and they make a great effort on understanding and learning new things in a different language. Teachers have different methods according to students' needs to help them to learn.

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

Teachers must be familiar and often use technology as a learning tool. Education has progressed with the inclusion of technology. Students have more opportunities and methods to learn. They have the possibility to participate more and express their ideas and thoughts with other people.

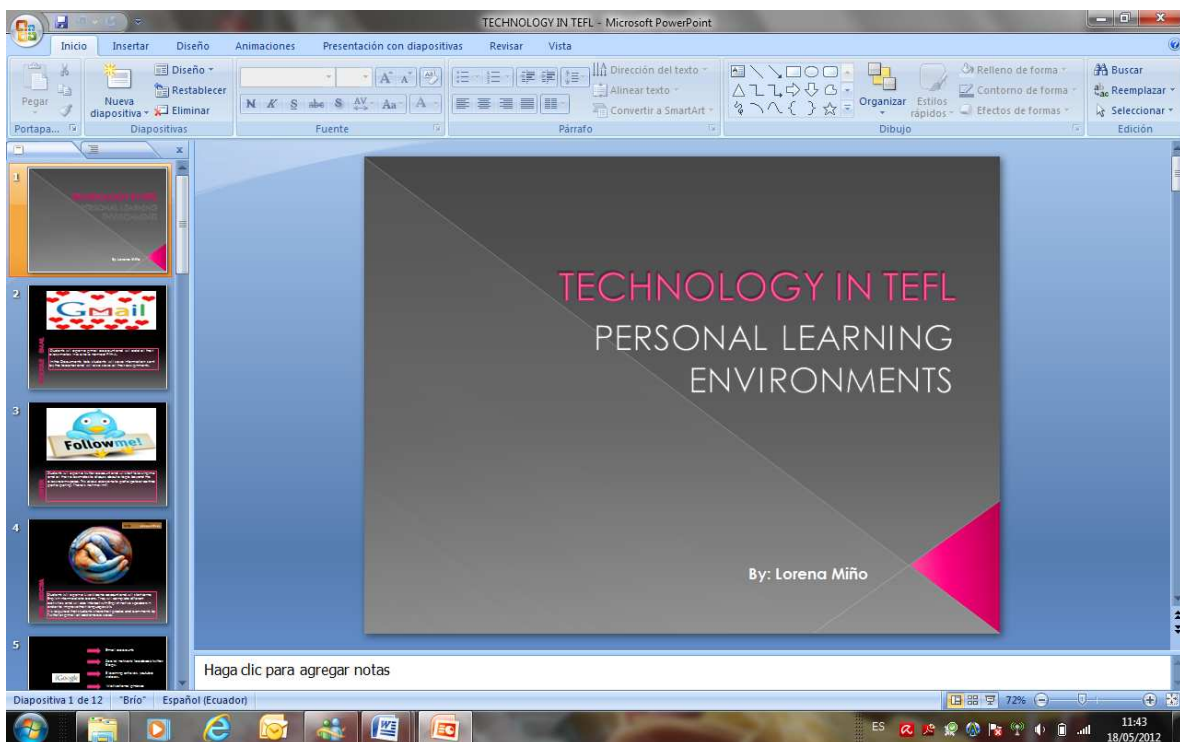
The following key indicators consider that the candidate must:

- 3. C.1.** Select, adapt, and use materials according to students' age, culture, and English knowledge level.
- 3. C.2.** Select resources in order to develop students' English learning and academic content learning.
- 3. C.3.** Provide a variety of resources to motivate and improve students' learning.
- 3. C.4.** Use suitable technological resources to motivate and improve students' learning.
- 3. C.5.** Use software and Internet resources to motivate and improve students' learning.

The assignments that have helped me to reach this standard application were all assignments in Technology TEFL class. We learned many ways to use technology in all our classes at all ages' level. We enjoyed applying technology in our daily lives and logging in some social network software to participate and have our class discussions.

One of these multiple assignments was a power point presentation about some of the most important technological ways to English teaching and improving students' skills in Technology in TEFL course.

19.



TECHNOLOGY IN TEFL - Microsoft PowerPoint

Inicio Insertar Diseño Animaciones Presentación con diapositivas Revisar Vista

Pegar Nueva diapositiva Eliminar Portapapeles Diapositivas Fuente Párrafo Convertir a SmartArt Dirección del texto Alinear texto Organizar Estilos rápidos Efectos de formas Buscar Reemplazar Seleccionar Edición

3 Follow me!

4

5

6 podomatic

7

LIVE MOCHA

Students will open a Live Mocha account and will start some English intermediate lessons. They will complete different activities and will also interact with English native speakers in order to improve their language skills. It is required that students share their grades and comments by Twitter or gmail at least once a week.

Haga clic para agregar notas

Diapositiva 4 de 12 "Brio" Español (Ecuador) 72% 11:44 18/05/2012

TECHNOLOGY IN TEFL - Microsoft PowerPoint

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iGOOGLE

Email accounts

Social network: facebook, twitter, Blogs.

Elearning articles, youtube videos.

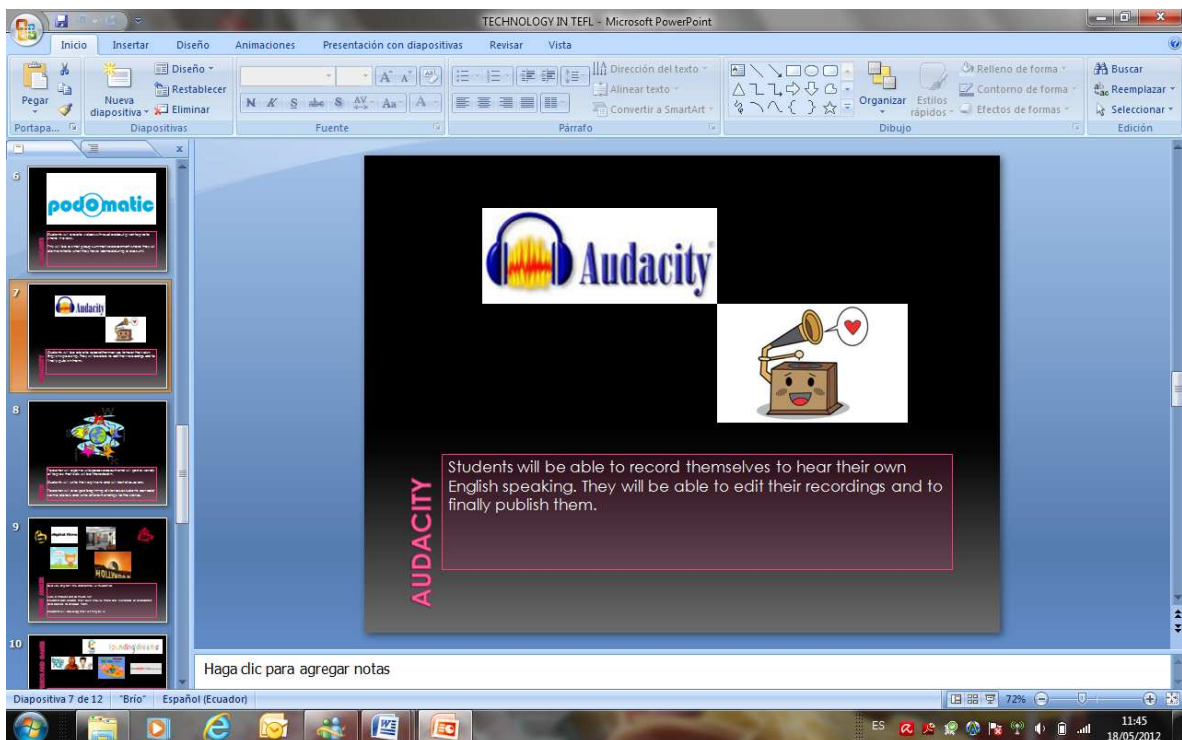
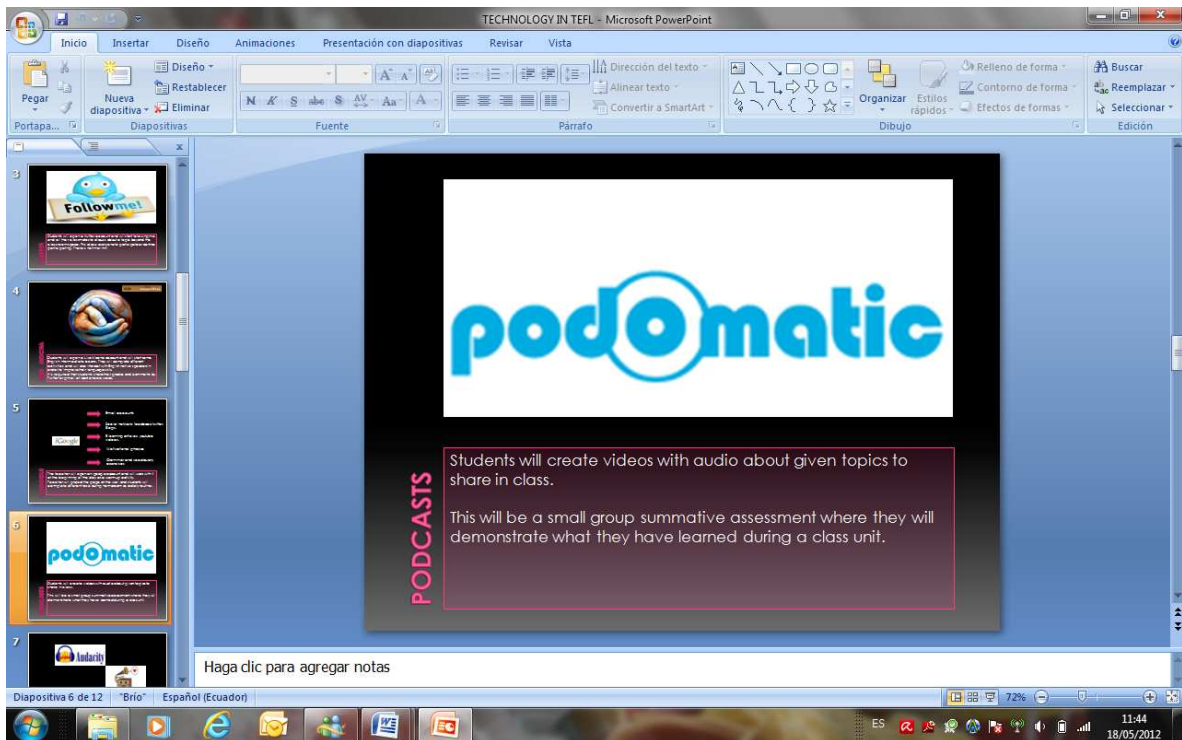
Motivational phrases

Grammar and vocabulary exercises

The teacher will open an igoogle account and will work with it at the beginning of the day as a warm up activity. Teacher will project the page on the wall and students will complete different tasks during homeroom as a daily routine.

Haga clic para agregar notas

Diapositiva 5 de 12 "Brio" Español (Ecuador) 72% 11:44 18/05/2012




TECHNOLOGY IN TEFL - Microsoft PowerPoint

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Diapositiva 8 de 12 "Brio" Español (Ecuador) 72% 11:45 18/05/2012



WIKIS

Teacher will open a wikispaces account and will post a variety of topics that kids will be interested in.

Students will write their opinions and will start discussions.

Teacher will also post beginning of stories so students can add some details and write different endings for the stories.


Haga clic para agregar notas

TECHNOLOGY IN TEFL - Microsoft PowerPoint

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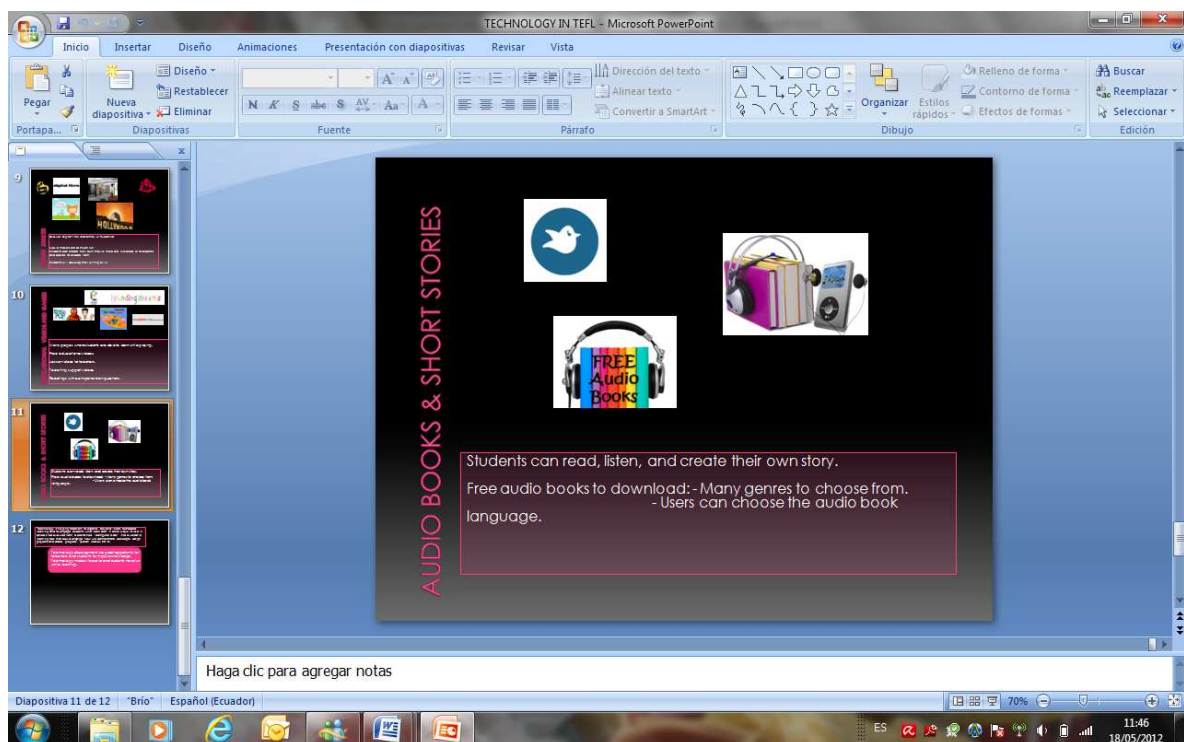
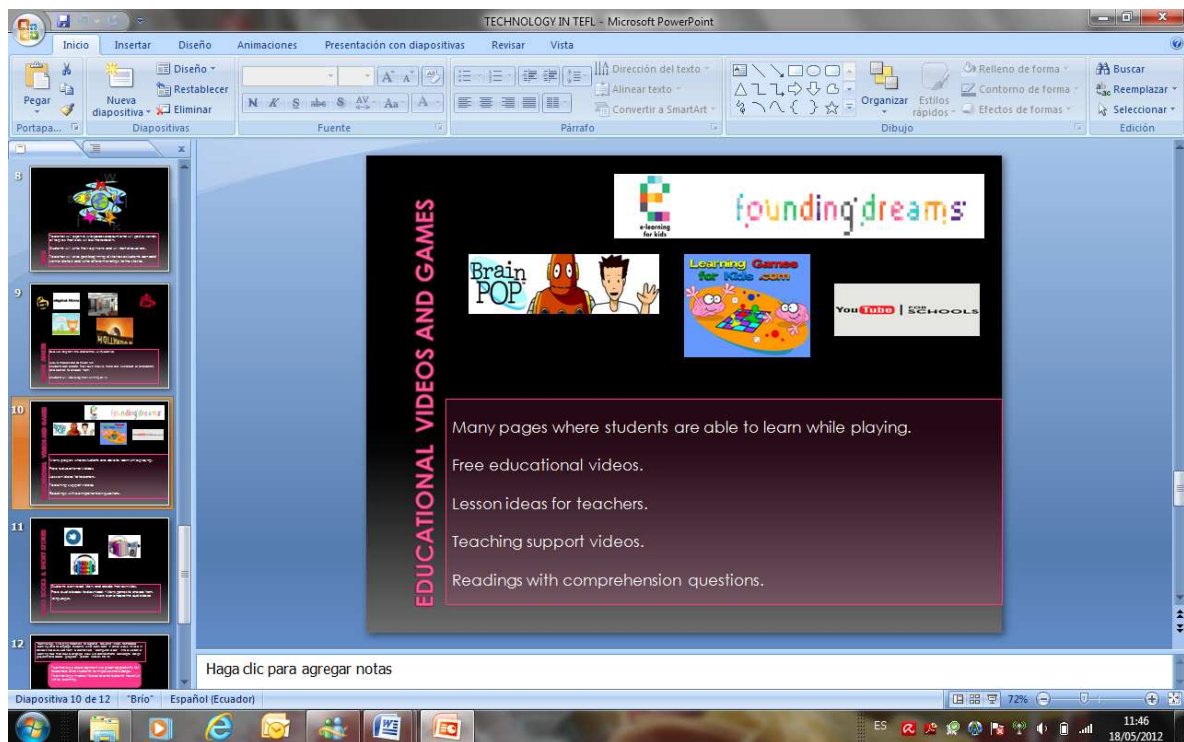
MOVIE MAKER

Dvolver, Digitalfilms, xtranormal, [wittycomics](#)

Movie makers are so much fun !
Students can create their own movie. There are hundreds of characters and scenes to choose from.

Students will develop their writing skills.

Haga clic para agregar notas



Rationale

Technology development is a great opportunity for teachers and students to improve knowledge. Technology makes life easier and students have fun while learning.

Domain 4. Assessment

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

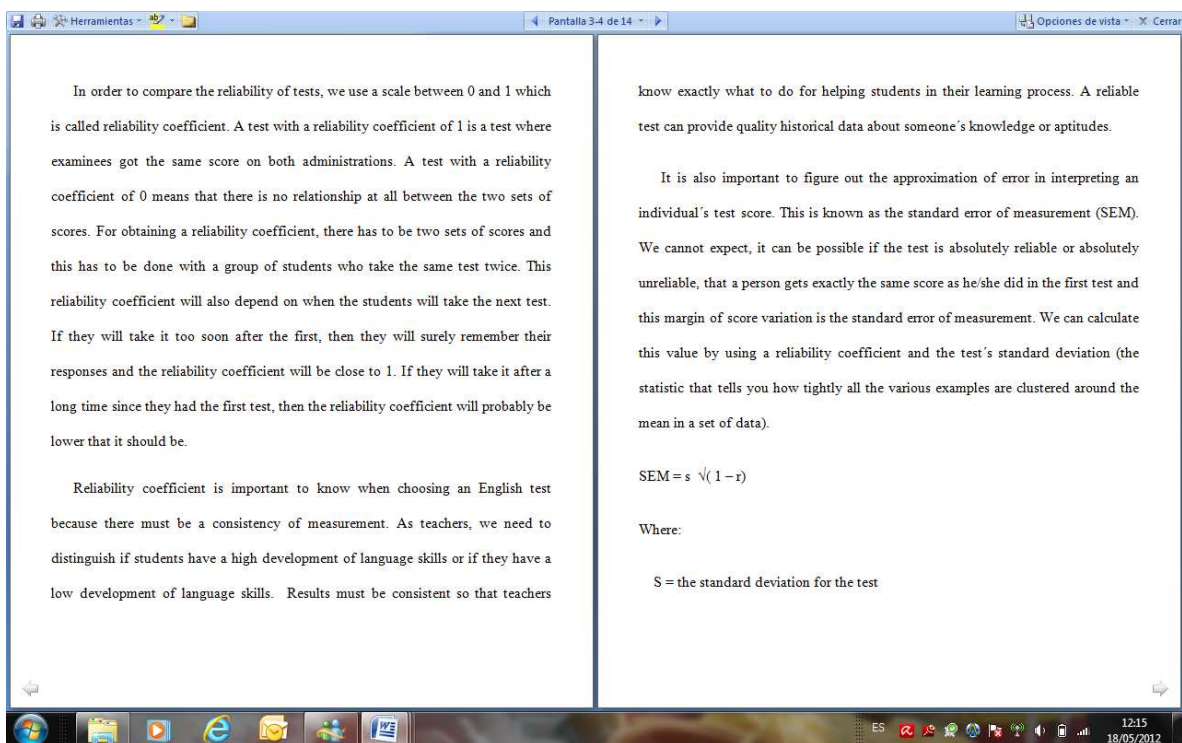
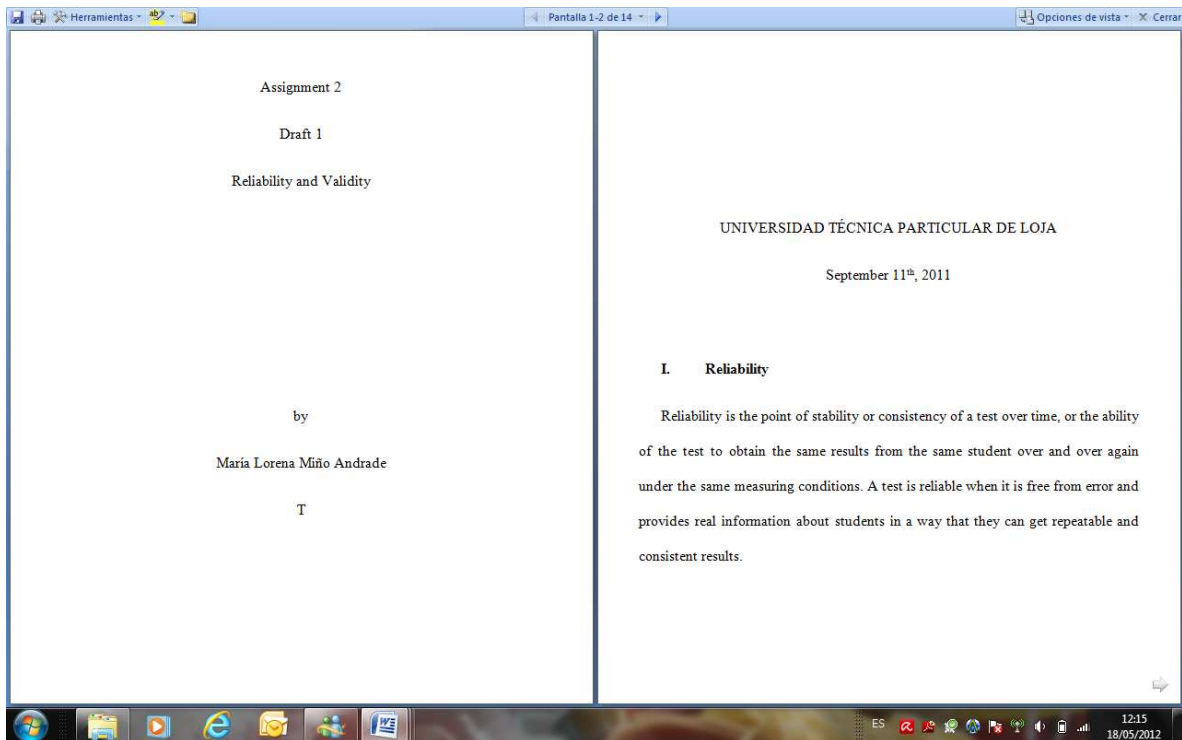
Candidates demonstrate the ability to understand and to create different types of assessments in order to improve students' learning process.

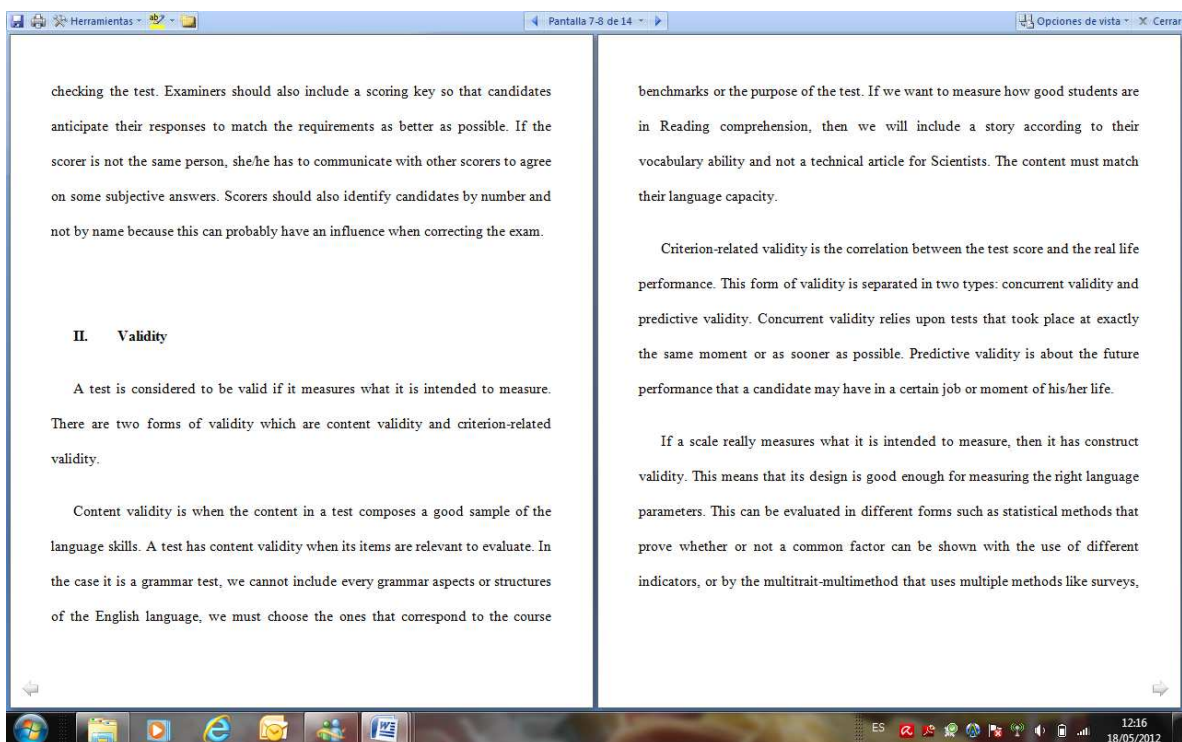
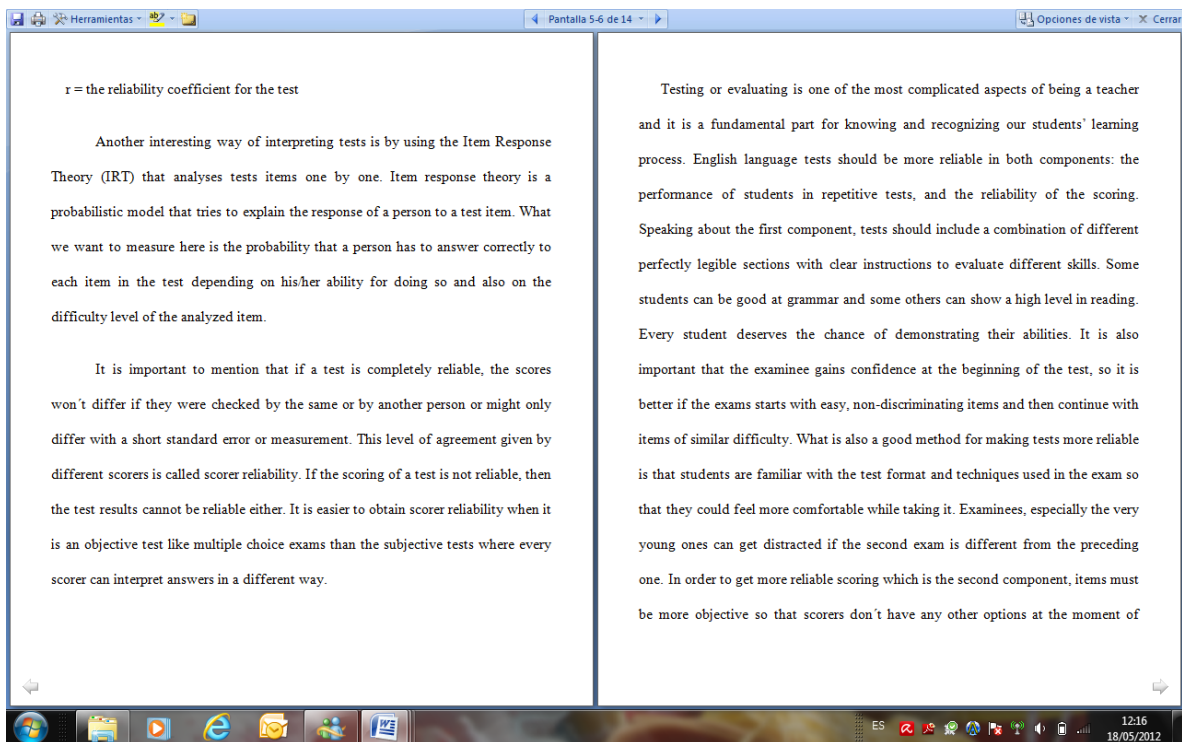
The following key indicators consider that candidates must:

- 4. A.1.** Demonstrate and apply assessment purposes.
- 4. A.2.** Demonstrate an understanding of the quality indicators of assessment instruments.
- 4. A.3.** Demonstrate understanding of the limitations of assessment situations and make adjustments for ESOL students.
- 4. A.4.** Distinguish and help students with special education needs in learning English language.

The assignment that meets this standard application is the one about reliability and validity in different types of assessments. We did this assignment in Testing and evaluation course.

20.





observations, tests, among others to measure the same set of characteristics and showing correlations in a matrix.

There are two important aspects to bring up. The first one is that we have to be very careful when scoring a test. We must take into account what we really want to measure in each item. In the same example that I mentioned above about Reading comprehension testing, we cannot take points away for a bad spelled word in an answer. The second aspect concerns to face validity and this means that if we want to measure pronunciation ability we must need our students to talk and if we want to measure writing ability then students need to write and not to choose a word that best matches in a sentence.

In order to make tests more valid, it is important to write clear specifications for the test including many different content sections, managing direct testing so students can perform precisely the skill that we want to measure, and finally we need to make sure that the scoring of responses relates directly to what is being tested.

III. Conclusion

Testing is a complex thing to do but it is extremely important because without it no teacher can really know how much the students have learned. This is also necessary for the teacher so that he or she can know who needs an extra help or explanation. In consideration to measure the knowledge development of our students, we need to provide high-quality tests where reliability and validity play a significant role by working together. Reliability estimates the degree to which an instrument measures the same way each time it is used in under the same conditions with the same subjects, and Validity, on the other hand, involves the accuracy of the measurement.

specifications
sustantivo plural of machine etc especificaciones femenino plural

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Standard 4.b. Language Proficiency Assessment

Candidates use standards-based language proficiency instruments to assess students and to identify their knowledge level of the English language.

4. B.1. Understand and apply national and state requirements to identify and place ESL students into language support programs.

4. B.2. Understand, develop, and use norm-referenced assessments accurately with English language students.

4. B.3. Understand, develop, and use criterion-referenced assessments accurately with English language students.

4. B.4. Understand, construct, and use assessments for different purposes in English teaching and learning.

4. B.5. Assess students' English learning development using a variety of sources.

A comparison between some English standard proficiency instruments is one of the assignments that we did in Testing and evaluation in TEFL course. It matches this standard's application.

21.

Test Name	Defining Characteristics	Strengths	Weaknesses	Examples
KET	Basic level exam. It shows that you can deal with common written and spoken communication at a basic level.	It covers the four language skills: writing, reading, listening, and speaking. It offers practical skills for using them in a variety of daily situations. It provides a	It is too long. It takes almost two hours to complete it and it is too much for a basic level student. The First part represents the 50% of the total score and this is not totally fair	The exam consists of three papers. The first paper is made of nine parts and 56 questions. These nine parts are very objective where students have multiple choice, complete in the blanks, matching
				<p>detailed evaluation of the strengths and weaknesses of the candidate. It is world-wide recognized.</p> <p>because some people are better on listening and speaking which are also important components of communication.</p> <p>questions. The second paper is about the listening skill where there are 5 parts and 25 questions and these consist of multiple choices, gap-filling, and matching. There are short and easy phone conversations or common discussions. The</p>

Herramientas Pantalla 3-4 de 22 Opciones de vista Cerrar

				last paper which is the speaking one is taken in pairs with another candidate. The speaking part is about daily situations such as introducing oneself to others or meeting new people, information about their families, friends, work, or
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				any topic about themselves.
PET	It is an intermediate level exam for someone who is able to communicate and to elaborate simple tasks in English language.	It covers the four language skills: writing, speaking, listening, and reading. It develops practical skills used in tourism or any informal conversation in English	Too much stress for those who take the test because like any of these standardized test, they have an intention and a requirement for taking it.	The content is about familiar topics. The vocabulary is meant to be for travelling purposes. It consists of three papers. The first paper is about reading and writing where candidates have

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		language. It has a world-wide recognition.		to read short texts and choose the best answer. In the writing section students fill in the blanks some missing information about other same meaning sentences and they write a short informal letter to someone. The second paper
--	--	--	--	--

				is about listening recording texts of short conversations and will have to match each conversation with a drawing, pick the best answer, and find the correct information. In the third and last paper, candidates speak for 10 – 12
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				minutes per pair. In this paper, candidates describe pictures, make short role play about a real life topics, or answer questions about a given information.
FCE	Upper-intermediate	It evaluates all four language skills but it also	It takes too long for the evaluator to	Technical vocabulary according to their

	level for work or study purposes.	includes a use of English part to show how well the candidate can control his/her grammar and vocabulary while communicating in the language.	send the results to the person who took the exam.	specialty. It consists of five papers. The writing one where the candidate demonstrates comprehension of different kinds of texts. The writing part where candidates write short pieces of writing such as letters, reports, reviews, and short
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Standard 4.c. Classroom-Based Assessment for ESL

Candidates use a variety of assessment tools to measure students' knowledge. Candidates have a relationship between these assessment tools and teaching in order to help students to achieve the set benchmarks.

The following key indicators consider that candidates must:

- 4. C.1.** Use appropriate assessment tools and activities that measure the progress of English learners toward state and national standards.
- 4. C.2.** Use a variety of instruments and techniques to assess students in content learning for students depending on their English proficiency level.
- 4. C.3.** Train students to use self and peer-assessment techniques when necessary.

An assignment that demonstrates this applied standard is a pre-test and a post-test that we designed in Testing and evaluation in TEFL.

22.

Assignment 3
Pre-test and Post-test

by
Maria Lorena Miño Andrade

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
September 22nd, 2011

PRE-TEST
Adjectives: Comparative and Superlative

GENERAL DATA

SUBJECT : ENGLISH LANGUAGE AREA : LANGUAGE
ARTS

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GRADE : 4TH

NAME : CAMILA REYES PARALLEL : 4TH "A"

DATE : SEPTEMBER 19TH TOTAL: 09/20

INSTRUCTIONS

- ✓ Read each question carefully and answer it.
- ✓ Each item is 1 point.
- ✓ You may use pencil but please write clearly.

1. Complete the chart with the comparatives and superlatives. The first one has been done for you.

Adjectives	Comparative	Superlative
happy	happier than	the happiest
beautiful	beautifuler than	the beutifulest
fast	faster than	the fastest
good	gooder than	the goodest
ugly	uglier than	the ugliest
short	shorter than	the shortest

2. Complete the sentences with the correct form of the adjective in brackets: The first one has been done for you.

a. Martina is the tallest (tall) girl in the class.

b. My grandpa is oldest (old) than your grandpa.

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c. Hanna Montana is the baddest (bad) singer!

d. I feel responsiblest (responsible) than last year.

e. My pencil box is newest (new) than yours.

f. This is the prettiest (pretty) dress ever!

3. Circle the correct answer: The first one has been done for you.

a. These sofas are more comfortable than / the most comfortable ours.

b. Who is shorter than / the shortest person in your family?

c. Leo's car is bigger than / the biggest his friend's car.

d. He is more popular / the most popular singer in the world.

e. My hair is the curliest / curlier than your hair.

f. That building is the oldest / older than in the town.

4. Write the sentences in the correct order. The first one has been done for you.

a. father / is / your / than / stronger / mine
Your father is stronger than mine.

b. interesting / my / is / book / more / yours / than
My book is more interesting than yours.

c. bike / better / your / is / my / bike / than
My bike is better than your bike.

d. nicer / teacher / my / is / your / than / teacher
Your teacher is nicer than my teacher.

e. that / biggest / house / is / the /
The house is that biggest.

f. movie / worst / the / this / is /
The movie is worst.

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Herramientas Pantalla 7-8 de 19 Opciones de vista Cerrar

Lesson Plan

English as a foreign language proficiency level: low - intermediate

Student's First language: Spanish **Student's Age:** 9 years old.

English Language focus: Grammar: Comparative and Superlative Adjectives

Length of Lesson (minutes): 60 minutes

1) TEFL language objectives:

a. **Speaking:** Students will be able to use the comparative and superlative adjective forms actively to communicate to others.

b. **Writing:** Students will identify the uses of Comparative and Superlative Adjectives and will write them in a correct sentence structure.

2) List the methods and strategies to be used in the lesson:

a. Bring different objects to the class and make students compare them by size, height, weight, wide, and design. (Visual aids)

b. Brainstorm ideas: What is an adjective? How do we use adjectives? Why do we use them?

c. Establish rules for the construction of the comparative and superlative forms all together. (Constructivism)

d. Provide them with the real rules for the construction of the comparative and superlative forms by using their previous ideas.

e. Small group conversations to use the comparative and superlative adjectives. (Group work)

3) Guided student practice activities used:

a. Worksheet

4) Independent activities used:

a. A 5 minute group conversation.

5) Closing review and follow up:

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Students will write 2 comparative sentences.

Students will write 2 superlative sentences.

They will read their sentences aloud to share them in class.

8) Teacher reflection of the lesson:

Did the lesson meet the academic needs of the student?

Yes, students were very interested in this topic.

What was effective in your instruction of the student?

The visual aids engaged them to participate.

What was not effective in your instruction of the student?

I think every activity and strategy was effective.

How could you have made the instruction more effective?

More time to play games according to the topic. Children love learning in a fun way.

Did the post test adequately measure what the student learned?

Yes, students revealed knowledge acquisition.

POST-TEST

Adjectives: Comparative and Superlative

GENERAL DATA

SUBJECT	: ENGLISH LANGUAGE	AREA	: LANGUAGE
			ARTS
GRADE	: 4 TH		
NAME	: CAMILA REYES	PARALLEL	: 4TH A
DATE	: SEPTEMBER 21	TOTAL:	15/20

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INSTRUCTIONS

- ✓ Read each question carefully and answer it.
- ✓ Each item is 1 point.
- ✓ You may use pencil but please write clearly.

1. Underline the best answer. The first one has been done for you.

a. The blue car is _____ than the red one.

- more fast
- more faster
- faster

b. This is the _____ dress in the store.

- most expensive
- more expensive
- expensivest
- expensiver

c. Antarctica is the _____ place on Earth.

- colder
- coldest
- more cold
- most cold

d. Michael Jordan is the _____ Basketball player.

- better
- most good
- more good
- best

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e. A tiger is _____ than a cat.

- stronger
- strongest
- more strong
- most strong

f. Sometimes email is _____ than a phone.

- convenienter
- more convenient
- most convenient
- convenientest

g. My mom is _____ than your mom.

- tallest
- taller
- more tall
- most tall

h. Your house is the _____ house in the neighborhood.

- more clean
- cleaner
- cleanest
- most clean

2. Write the correct form of the adjective. The first one has been done for you.

a. This medicine works better (*good*) than the one I took last week.

b. Who is the _____ best (*good*) soccer player in Ecuador?

c. She always gets good grades; she must be the _____ most intelligent (*intelligent*) girl in the class.

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d. A Ferrari is faster (*fast*) than a Maserati.



e. Moscow is farer (*far*) than London.

f. This is the funniest (*funny*) joke I've ever heard.

g. My nightmare was scarier (*scary*) than your nightmare.

h. This morning I saw the ugliest (*ugly*) dog.

3. Compare the following pictures by using at least 3 comparative sentences and 3 superlative sentences.

Comparative sentences:

The blue family is bigger than the green family.

The green family is happier than the blue family.

The father of the left is older than the other father of the right.

Superlative sentences:

The green family is the happiest.

The mother of the left picture is the best.

The family of the right is the most.

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Herramientas Pantalla 17-18 de 19 Opciones de vista X Cerrar

Reflection:

1. Did the pretest effectively measure what the ELL(s) knew and needed to know?

Yes, it was very useful because I could see the strengths and weaknesses of my students. It helped me to plan my lesson.

2. Did the lesson meet the academic needs of the ELL(s)?

Yes, the lesson was well organized and the strategies were favorable received by the students.

3. What was effective in your instruction of the ELL(s)?

It was great to bring different objects to the class so they could compare them.

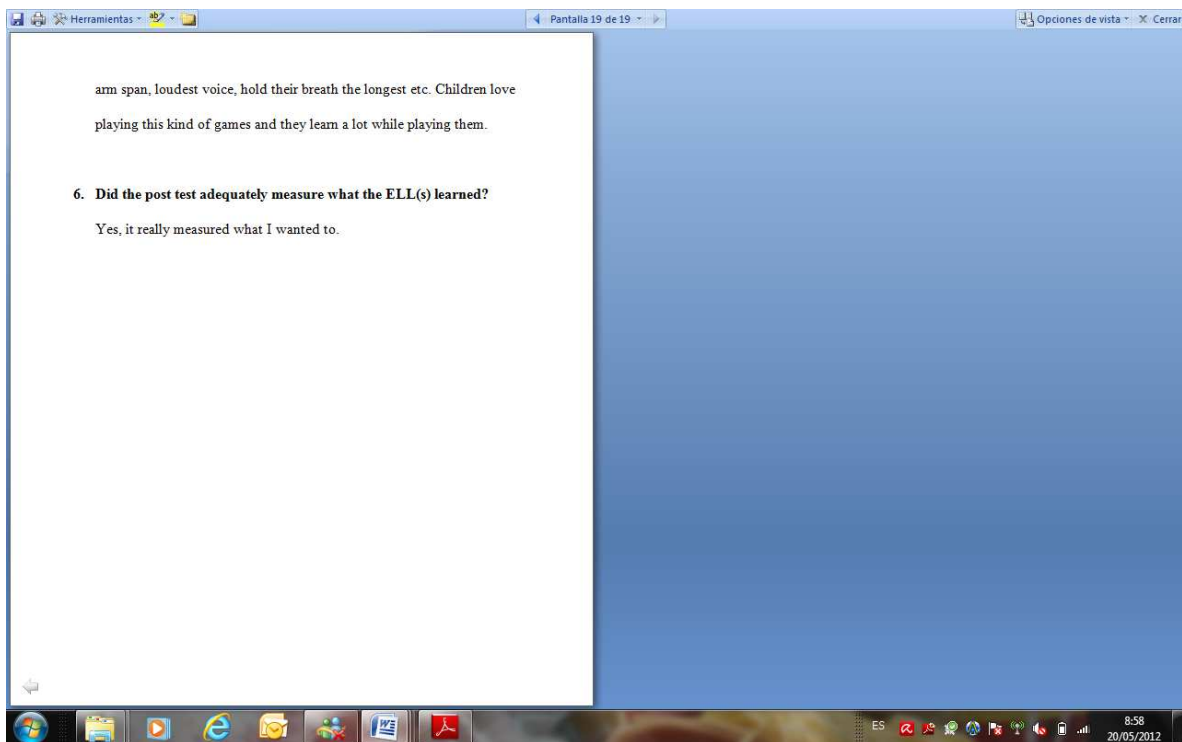
4. What was not effective in your instruction of the ELL(s)?

Everything worked out good.

5. How do you plan to make the instruction more effective for future grammar lessons?

I plan to make them play a game that is called "Superlative Olympics" where they each 'competed' to see who had the longest hair, biggest mouth, widest

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Rationale

Pre-tests are fundamental for teachers to measure how much students know about something. It is a starting point to teach and it is also necessary for students so they can be aware of their learning process.

Post-tests show how much students have learned in a specific period of time. I think that this is also a motivational tool for students to go further and to reach their goals as language learners.

Domain 5. Professionalism

Standard 5.a. ESL Research and History

Candidates know the history of ESL teaching and develop their knowledge by researching, understanding, and using new instructional techniques and advances in the ESL field. They use such information to improve their instruction and to be more professionals while teaching.

The following key indicators consider that candidates must:

5. A.1. Be experienced and knowledgeable in language teaching methods.

5. A.2. Demonstrate that they know about the evolution of ESL profession policy and law.

The assignment that matches this assignment is an English language timeline chart done in Applied Linguistics course.

23.

The chart is showing us the development of English Language through history.

In **1066** new cultures were introduced in England with the Norman Conquest. English becomes the language of the lower classes (peasants and slaves) and Norman French becomes the language of the court and high classes in the Middle English period.

In the **1200s** bilingualism gradually becomes more common, especially among those who had to deal with both upper and lower classes. Some years later the English

kings lose the duchy of Normandy to French kings and England becomes home for only Norman English. The first English written book appears and the first royal proclamation in English is issued.

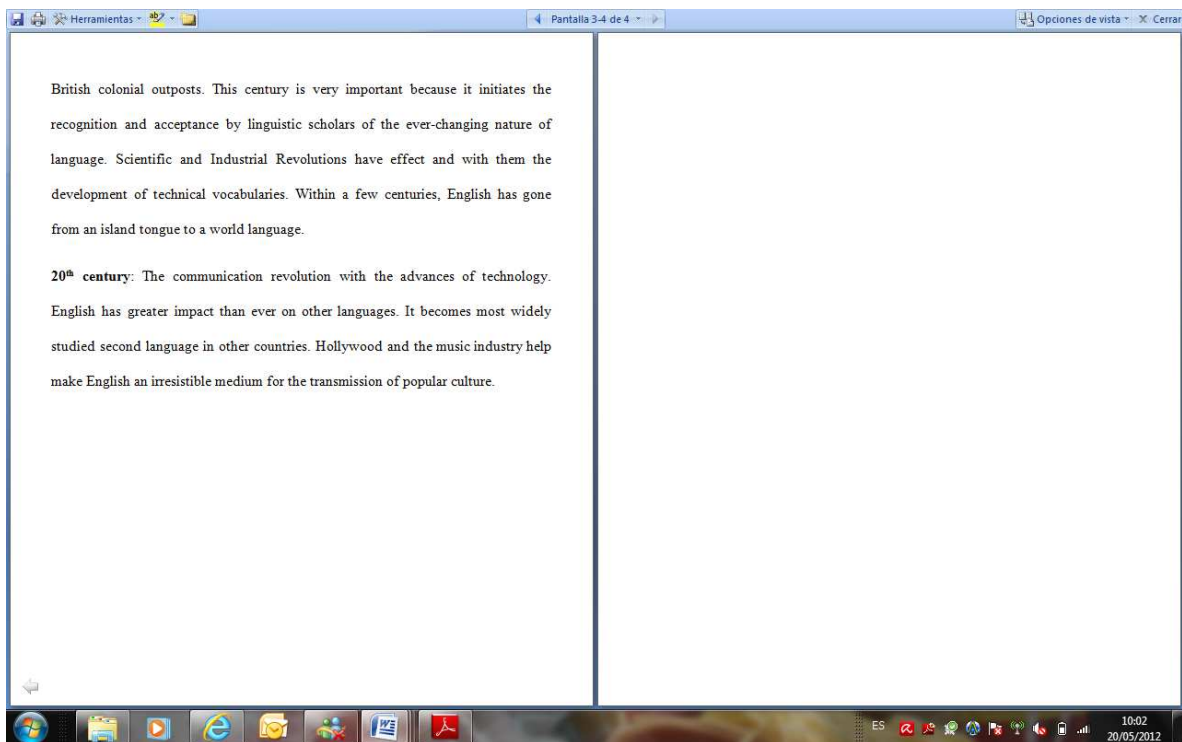
In the **1300s**, the noble class begins to educate their children in English and French is taught to children as a foreign language. In 1362 English becomes the official language of the law courts and more authors start to write in English.

In **1474**, England publishes the first printed book in England and that is the beginning of a long process of standardization of English spelling.

In **1500** starts the development of the modern English period where Latin and Greek borrowings and neologisms are a large influx for the language.

In **1700 to 1900s** the classical period of English literature takes place and there are borrowings from languages around the world.

By **19th** century, a standard variety of American English develops. This is the start of establishment of English in Australia, South Africa, and India, among other



Rationale

English language is considered a Global language and in many countries it is a priority in the economical and educational field. People need English language as a mean of communication. Therefore, many countries have adopted this language in their education national curriculums to satisfy the needs of a global world.

ESL teachers must be qualified and must know different strategies and teaching methods to teach foreign learners.

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

Candidates take advantage and participate in professional growth opportunities. They learn from their own and from others experiences to improve their labor.

The following key indicators consider that candidates must:

5. B.1. Advocate and serve as language and education resources for English students and their families as a community.

- 5. B.2.** Supply professional help to students and all community members.
- 5. B.3.** Advocate for English language students to access to all available resources in order to help them in their learning process.

I think that all Elluminate sessions and discussions we have had or posted with professors and all participants of this masters program are good examples of this standard's application.

Rationale

During this masters program we have shared experiences and knowledge and I am sure that everyone has learned more from each other and has contributed in this professional growth opportunity.

Standard 5.c. Professional development and collaboration

Candidates are well prepared to collaborate and to serve as a professional resource to improve learning for all ESOL students.

The following key indicators consider that candidates must:

- 5. C.1.** Set up professional goals and take advantage of all opportunities to grow in the field of ESL.
- 5. C.2.** Collaboratively work with other teachers and institution personnel to provide educational opportunities
- 5. C.3.** Work with other teachers as a team to teach general education and content based instruction.
- 5. C.4.** Model academic proficiency in the English language.

The tasks that meet this standard are all group work done in face to face sessions of all courses.

I believe that this Master's program meets all NCATE / TESOL standards and this is only a small sample of what we have learned and acquired in every course we

have completed. I feel more confident in teaching and I feel happy that I reached a new goal in my life.

Conclusion

Content-Based Instruction can help students to develop all language skills for academic purpose. Learners get access to an enormous amount of material about different subjects while learning and improving English language. Students feel the necessity to comprehend content and understand the importance of improving the language. Content-Based Instruction can be applied in different situations and can also be addressed to any age or any English knowledge level.

My student case study is an excellent example of Content-Based Instruction effectiveness. My student gained vocabulary and basic writing and reading English language skills in only five months of total English immersion in the classroom. He achieved much more confidence and self esteem while participating and interacting with others. He started raising his hand to take part of oral discussions and to ask for help. Content-Based Instruction is a good method of teaching a language, especially English language because of the access of information and available sources.

During this master's program I have realized that we have worked under the guidance of NCATE/TESOL standards that have taught us to develop our teaching skills and to become better professionals. These standards also demonstrated the significance of Content-Based Instruction. The third standard: Planning, Implementing, and Managing Instruction describes how to manage content instruction while integrating language skills to support learning environments for English language learners and I strongly believe that this approach has many advantages to help language acquisition.

Recommendations

I recommend that teachers use different techniques when teaching a foreign language. Not all students learn the same way and teachers must be open-minded to apply new teaching methods to help students. I have worked with Content-based instruction for four years and it is an outstanding approach where students get involved in many interesting topics and subjects that motivate them to develop their language skills and to acquire and independent and responsible learning.

I recommend that JS gets total English learning stimulation by participating in group activities and playing games in the classroom or by watching cartoons and movies with English audio at home. I also recommend that he continues with his English support in the afternoons but not every day since he needs to enjoy his childhood better. He needs to get in sports and to interact with other children too. He comes from a different country and he needs to engage in recreation and to meet new friends. It would not be good for him to get tired of English language and change his good attitude towards it.

I also recommend that the school implements an ESL pull out program or an English speaking assistant in the same classroom to help these children that come from other schools or from other countries with no English knowledge. It is hard to work with them during class time when other students start feeling left behind and get stuck in their learning process.

According to the master's program portfolio, I recommend English teachers to become more familiar with the NCATE/TESOL standards and to implement them in the classroom with their students. I also recommend that the program continues facilitating professional students the opportunity to develop their teaching skills.

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