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MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

An EFL Student Case Study: WRITING IMPROVEMENT: TRAVELERS'S TALES -TEFL Program Portfolio

<div align="right">Degree thesis</div>

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Loja, September, 2012.

………………………………………..
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AUTHORSHIP

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

Loja, September, 2012.

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Loja, 18 de julio del 2012

Fernanda Jiménez Arévalo.
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DEDICATION

I lovingly dedicate this thesis
 to Rafael and Gabriela who own my heart.
 We did it…

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ABSTRACT

The purpose of this study in its first chapter, The EFL Student Case Study, was to improve the writing skills of a specific Second learner student who had an intermedia level of knowledge; by the implementation of four weeks of teaching program. Another aim was to find out the weakness and strengths that she presented with her communicative abilities. Finally, all her class production was evaluated as part of the teacher assessment in order to monitor her advance and enhance her second language performance. Moreover, in the second and last chapter of this document, The TEFL Program Portfolio, the main objective was to associate the authors' production material during this Masters' program to the TESOL/NCATE STANDARDS FOR THE RECONIZITION OF INITIAL TESOL PROGRAMS IN P-12 ESL TEACHER EDUCATION by the use of some assignments performed during this specialized course. With the interrelation of this TESOL STANDARS and the authors' documents was confirmed the effectiveness of this Masters' Program and the authors' Teaching ESL strategies knowledge obtained.

INTRODUCTION

This thesis covers two chapters; the first one includes the EFL Student Case Study "Writing improvement: Travellers' Tales" and a TEFL Program Portfolio "Standards Based TESOL / NECATE". The reasons which pushed the author to write this thesis in the first chapter is the need to find a better approach for her learners in the writing class, since the author is a English teacher in a private high school in Cuenca, Ecuador and her second language (L2) students, specially intermediate level, are having serious lacks in the learning process of the writing production. On the other hand, in the second chapter, TEFL Program Portfolio shows how TESOL standards were successfully met in each course of this TEFL Masters' program.

Teachers must assume that there are some differences between first language (L1) and second language (L2) writing learning process. As Brown (2001) states it is completely necessary that teachers should understand that there are differences between the two. Since L2 writers do less planning, are less fluent, less accurate, and less effective in standing goals and organizing material when they produce a paper. This is the reason why the author decided to base the first chapter in the planning of a writing class for a month. In this process of production the intermediate level student who was taken as a sample showed that she needed more than one instruction in order to meet the teachers' expectations.

Additionally, since TESOL is the primary source for the development of ESL standards for teachers of P–12students in the United State the author in the second chapter contrast he TESOL standards with a document called TEFL Program Portfolio "Standards Based TESOL/NECATE", which includes some of her assignments completed in this Master's program; by this comparison the author shows how TESOL STANDARDS had been applied successfully in each course of this Master's program.

There was a specific goal to be achieved in the first chapter of this document which was to find useful techniques and methodologies for writing classes with the high school students who are having some difficulties producing good writing pieces according to

their level of knowledge. As is indicated in TESOL/NCATE 4c. "Create a portfolio that documents student work, including instructional materials and sample of students". And in TESOL/NCATE 1.b., 3a, 3c, 4b.). "Design and implement TEFL lessons through planning, instruction, and assessment.

Besides, this unit would help not only in this specific purpose, but also it will introduce the L2 into language structure, speaking and reading and comprehension. As is stated in TESOL/NCATE 2a, 2b. "Implement a culturally and linguistically sensitive, age-appropriate TEFL thematic unit."

Also, in the TEFL Portfolio, the author met the TESOL STANDARDS, by including her assignments with each domain of the standards. For this purpose, the author had carefully chosen the correct topics in order to fulfill the each domain required. As recalled TESOL/NCATE 5c "Summarize knowledge and understanding gained through his course and how that will be incorporated into future teaching experiences."

METHOD

A Mixed Method was used in this document. Three separate research approaches were embedded in this design:

A pretest-posttest control student design was used in the first chapter, which permitted to investigate and explore the hypotheses posed in this case study about the writing needs in a particular student.

An embedded focus methodology was used to proof more deeply the student response on the different class activities and homework about the presented topic, where the teacher was able to introduce new learning material, vocabulary by the use of reading texts, grammar structure, writing tips and other which were part of their primary sources of the research. Also some secondary sources were required given by the teacher monitor results, and the student response.

Finally, the teacher researched the practice in different courses of this Masters' Program were compared with TESOL/ENCATE Standards, and they were presented in the second chapter in order to show their qualitative results. The primary sources in the second chapter were the TESOL STANDARDS that where part of this document and secondary resources such as the different assignments gathered in the process of the Masters' program by the author.

LITERATURE REVIEW

In the first chapter, The EFL Student Case Study, the investigation was oriented to a second learner (L2) who was introduced in a four weeks English program in order to improve her writing abilities as a main goal, and also enhance the rest of skills in this foreign language.

Teaching writing is often about teaching grammar. If grammar comes up anywhere in EFL, it is in the writing classroom. Most EFL students will have some writing skills when they start na EFL course. But they will often have an idea that their writing is quite good and unfortunately, it will very often be quite poor.

Some EFL learners have had some experience in writing, but, in fact, they often will have quite poor writing skills even at the sentence level. Therefore, the teacher needs to take them back to sentence structure revision and begin to teach them very basic information and how to write simply. Run-on and fragmented sentences will be very common until you correct those errors.

At this point, the more basic the writing classes get with the students; it will ensure a better result. Once a good foundation is built, the planning of the class can move on to basic paragraph at this student proficiency level. These skills take time to develop though and the professional will find that most textbooks will move their students forward too quickly.

The teacher may find resistance from their students when they wish or need to take them back to basics. This can be done without demoralizing them or making them feel their skills are poor. Harmer (2010) states that there are different approaches to student writing, since the teacher needs to ensure that student will focus more on the process of writing than its product, or to study different written genres, and whether the teachers want to encourage creative writing – either individually or cooperatively. The teacher final goal is to build on them the 'writing habit'.

There are different approaches to practice the writing skills as:

- Process and product.
- Genre.
- Creative writing
- Writing as a cooperative activity
- Building the writing habit.
- Writing for learning and writing for writing
- The roles of the teacher.

Process and product

Process-driven approaches show some similarities with task-based learning, in that students are given considerable freedom within the task. They are not curbed by pre-emptive teaching of lexical or grammatical items. However, process approaches do not repudiate all interest in the product, (i.e. the final draft). The aim is to achieve the best product possible. What differentiates a process-focused approach from a product-centered one is that the outcome of the writing, the product, is not preconceived.

Process writing	Product writing
- text as a resource for comparison - ideas as starting point - more than one draft - more global, focus on purpose, theme, text type, i.e., reader is emphasized - collaborative - emphasis on creative process	- imitate model text - organization of ideas more important than ideas themselves - one draft - features highlighted including controlled practice of those features - individual - emphasis on end product

Genre

A genre approach is very appropriate for ESP students, and also general students will take advantage of this kind of writing, even in low and intermediate levels this kind of performing skill will allow students to produce a paper and feel proud of the results.

The teacher, needs to plan the writing lesson according to her class English level, since higher level students are more flexible and confident in choosing the genre for their writing production; in contrast of this the lower level students will have better results if the teacher provides as many examples to be follow as a patron of their writing, because they need more guidance in their writing production, and this imitation exercise will provide them general rules and security in the writing structure to be follow.

Creative writing

This approach could be a challenge for EFL teachers because students may find writing imaginatively difficult, some of them will have nothing to say, and probably they might feel creative writing a painful and demotivating experience, which would bring up to their minds a sense of frustration or failure. However, having a creative writing input in the EFL classes could also become fascinating and fun.

At this point the use of the technology could open different great options for students who are really into technology. Not only technology means creativity, also free writing as: articles for the school magazines, personal journals, or a friends descriptions could captivate the student preference and let them explore this fascinating field.

Writing as a cooperative activity

Group activities are used in many aspects of EFL instruction and teachers and students could take advantage of this type of activity. Among the reasons cited for their use is that they encourage students to work together, helping each other. However, simply putting students together in a group is no guarantee that co-operation will occur. One factor affecting the success of group activities is the goal structure present in the classroom.

Building the writing habit

Whether L2 are just starting out with writing as beginners, or whether they are in an intermediate or advanced level, no wonder writers find themselves engaging in displacement activities: checking emails, Twittering, even the housework can seem more attractive than writing.

Because of this writing really is a habit. If the students write every day (or at least most days), they will find the words flowing easily; if they take a writing vacation for a few weeks, it's much harder to get back into writing. So the whole point of writing activities are just to get students into a fun and practice work, rather than having them to write because they have to do so. Building a writing habit is a process that needs to be encouraged in the English learning class.

Writing for learning and writing for writing

In order to have a better understanding of these two approaches it is necessary to make a distinction between them:

- When a teacher gives her students an instruction about write sentences using present tense for example, she is making them writing for learning a specific topic. It is very common to use it in tests or exams to evaluate them.
- On the other hand, when students are requested to design an advertisement, or an article for the school magazine, or a fiction story, the teacher is making them to practice for being good in a writing aspect in specific. The teacher must include this type of activity writing for writing tasks as often as is appropriate.

The roles of the teacher

The teacher must remember that she needs to deploy some or all of the usual roles when students are in a writing activity:

Motivator

The teacher will motivate their students, providing the right conditions for the learners work and generation of ideas, persuading them about how useful this activity could become for them, and encouraging them to continue with the writing process than could have very interesting benefits.

Resource

Teachers must be available to students in a constructive and tactful way. And also the she must be prepared to help L2 supplying information and language where necessary.(Harmer 2010)

Feedback provider

Teachers must respond positively and encouragingly to the student work. And teachers will choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

According to Brown (2001) there are differences between L1 and L2 writing such as: accuracy, planning, fluency, and others; besides, there are characteristics of written language from the perspective of a reader, such as:

- Permanence.
- Production time.
- Distance.
- Orthography.
- Complexity.
- Vocabulary.
- Formality.

Permanence

The teacher could help her students to revise and refine their work, she should accept a first draft to revise their work before final submission will help give them confidence in their work.

Production time

One of the teachers' goals, especially if she is teaching in an EAP context, would be to train the students to make the best possible use of such time limitations. This may mean sacrificing some process time, but with sufficient training in the process of writing, combined with practice in display writing, the professional can help their students to deal with time limitations.

Distance

The distance factor requires "cognitive" empathy', which means that good writers can read their own work from the perspective of the mind of the target audience. Writers need to be able to predict the readers' reaction, knowledgment in certain theme, cultural and literary schemata, specific subject-matter knowledge, and how their choice of language will be interpreted.

Orthography

If students are non-literate in the native language, the teacher must begin at the very beginning with fundamentals of reading and writing. For more advanced students, if their native language system has a different phoneme-grapheme system, then some attention needs to be put there.

Complexity

Students must learn how to remove redundancy, which could exist in their native language rhetorical tradition, how to combine sentences, and make references to other elements in a text, and much more.

Vocabulary

Students must learn how to take advantages of the richness of English vocabulary when they are writing their papers, since writing language places a heavier demand on vocabulary use than does speaking.

Formality

For most students the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue in a foreign language.

Evaluating students writing

This is one of the most difficult stages of the writing teaching process especially if the teacher is managing a process-oriented classroom. However, there are six general categories that are often the basis for the evaluation of student writing.

Content

Thesis statement, related ideas, Development of ideas through personal experiences, illustrations, facts, opinions.

Organization

Effectiveness of introduction, Logical sequence of ideas ,Conclusion ,Appropriate length.

Discourse

Topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency economy, variation.

Syntax

Vocabulary

Mechanic Spelling, punctuation, citation of references (if applicable), neatness and appearance.

Experts have different opinions about the use of this system of evaluation, which has the six most important aspects on a writing piece. Nevertheless, vocabulary has a bigger priority in the order of evaluation, and in this scale this language structure skill is almost at the end.

In the teacher's evaluation, the most instructive aspect is the evaluative feedback with the teacher comments and recommendations, that usually is specific and summative, referring student's work. Usually in our study system the teachers need to sassing a single "grade" or score to each paper, then the teacher must consider weighting the first three categories more heavily. For example:

Content:	0-24	Organizat.:	0-20	Discourse:	0-20
Syntax:	0-12	Vocabulary	0-12	Mechanics	0-12
				TOTAL	**100**

Students need to understand that the teachers' grades, scores, and other comments are varied forms of feedback from which they can benefit.

The ability to write a paper or an article or an exercise is widely regarded as one of the hallmarks of a higher education. It is essential that students be able to write clearly about topics related to their exercises. However, EFL students often find it difficult to produce papers of the quality and speed most writing courses demand. Language difficulties are only part of the problem; often students are also unfamiliar with the different strategies of writing English. Therefore, ESP writing programs should seek to elucidate the features of writing as well as the paragraph-level and sentence-level aspects of expressing ideas in a foreign language.

Schmitt (2002) demystifies writing with his ideas about his particular view. It was often assumed that students would be able to write once they reached the higher level of proficiency a spoken language and orthography. One of the pedagogical implications of these assumptions were that language teachers refrained from introducing writing early in the process of language learning because they were afraid that the discrepancy between speech sound and spelling would interfere with the proper learning of speech. In spite of this, the acquisition of L2 literacy can take place at the same pace of L2 proficiency; more than that, L2 literacy can help to develop general linguistic competence in a learner.

Additionally, the generalized use of Internet and computer-mediated communication technology has also made it a common practice to carry real time written conversations with other people in distant locations which prove that writing is not decontextualized.

One essential section of a writing course or instruction is the creation of Portfolios, Journals, or letters. According to Harmer (2006), states that Portfolios are used by teachers to keep examples of students written work during a course, or are used as a way to encouraging student to take pride in their work, so they will work well and with care. For CEF (Common Eurepean Framework) The European Language Portfolio has three parts:

- Language biography
- Language passport

- Dossier.

Language biography

The language biography asks students in a qualitative form about what language experiences they have had, and what they have accomplished during the course, by the statement of "I can …." The student expresses what he / she is has learned and express by writing production.

Language passport

Quantitative expresses in a tabular form, the results of the Biography. This is the clearest statement of the advantages and benefits that accrue to people who speak more than one language, and it reinforces leaners' pride in their language profile.

Dossier

Projects, reports, diplomas, Power Point, media presentations, and other individual or cooperative extra activities are filed in this section of the Portfolio.

At this point, students needed to be personally involved in writing exercises in order to make the learning experience of lasting value. The teacher also encouraged student participation in the class exercises in the Portfolio assignments, while at the same time refining and expanding writing skills, were required a certain pragmatic approach. The teacher was cleared on what skills he/she was trying to develop. Next, the teacher needed to decide on which means (or type of exercise) could facilitate learning of the target area. Once the target skill areas and means of implementation were defined, the teacher could then proceed to focus on what topic could be employed to ensure student participation. By pragmatically combing these objectives, the teacher was able to expect both enthusiasm and effective learning during this Cast Study.

Choosing the target area depends on many factors; and more if the class students have different levels of acknowledge, this was the case in this project, so the author took one student to focus her work of the writing program. The age of students also was also very important, their needs and their specific goals in this process of learning. Other

important fact was to decide: what were the students able to produce at the end of this lesson (a well written letter, basic communication of ideas, etc.) What was the focus of the exercise? (Structure, tense usage, creative writing). Once these factors were clear in the mind of the teacher, the teacher could begin to focus on how to involve the students in the activity thus promoting a positive, long-term learning experience.

Having decided on the target area, the teacher could focus on the means to achieve this type of learning. In this lesson the teacher chose informal writing such as: e mails, paragraphs because the level of knowledge of the chosen student. With both the target area and means of production clear in the teacher's mind, the teacher begun to consider how to involve the students by considering what type of activities were interesting to the students: Were they preparing for something specific such as a holiday or test?, Would they need any of the skills pragmatically? What had been effective in the past? A good way to approach this was by class feedback, or brainstorming sessions. By choosing a topic that involves the students, the teacher was providing a context within which effective learning on the target area could be undertaken.

Finally, the question of which type of correction would facilitate a useful writing exercise was of utmost importance. Here the teacher needed to once again to think about the overall target area of the exercise. If there was an immediate task at hand, such as taking a test, perhaps teacher-guided correction was the most effective solution. However, if the task were more general (for example developing informal letter writing skills),the best approach was to have the students work in groups thereby learning from each other. Most importantly, by choosing the correct means of correction the teacher encouraged rather discourage students.

In spite of this, not only writing skill was presented in the program, the teacher also worked in order to improve the mentioned skill, and language structure, reading and speaking were also reinforced, keeping in mind that the main goal of this course is improve English level of the student.

In the second chapter of this thesis compares some of the assignments completed in this Masters' program and as part of this section it is necessary to recall the five Domains that are part of the TESOL /NCATE STANDARDS

Domain1.Language

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

Standard 1.a. Language as a System

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

Standard 1.b. Language Acquisition and Development

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

In the process of this Masters' program the candidate understood the language as a system, which includes diverse parts of the language as phonology, morphology, syntax, pragmatics and semantics. Also the candidate showed knowledge of the components of English language as an integrative system. On the other hand, the candidate understood and has applied different theories and research in language acquisition and development in order to support their ELLs' English language and literacy learning and content-area achievement.

Domain2.Culture

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

Standard 2. Culture as It Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of

how cultural groups and individual cultural identities affect language learning and school achievement.

The candidate is already aware in the use of the major theories and research related to the nature and role of culture in their work and research. The candidate showed understanding of how cultural groups and individual cultural identities affect language learning and school achievement in the learning process.

Domain3.Planning, Implementing, and Managing Instruction
Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating languages kills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
Standard3.a.*PlanningforStandards-Based ESL and Content Instruction*
Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard3.b. *Implementing and Managing Standards-Based ESL and Content Instruction*
Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.
Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

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

The candidate uses correctly different concepts and research in order to apply this knowledge in the classroom planning instruction in a supportive learning environment for ELLs. The candidate plans for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Additionally, the candidate know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English skills: listening, speaking, reading, and writing. The candidates also supports ELLs' access to the core curriculum by teaching language through academic content.

Finally, the candidate is familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL class planning, artifacts such as: websites, blogs, and others.

Domain4.Assessment

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

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

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

Standard 4.b. *Language Proficiency Assessment*

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

Standard 4.c. *Classroom-Based Assessment for ESL*

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

The candidate understands that there are various assessment issues that they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

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

In addition, the candidate knows and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Domain5.Professionalism
Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the communities to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a*. ESL Research and History*
Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. *Professional Development, Partnerships, and Advocacy*
Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

The candidate is informed properly about the history, research, educational public policy, and current practice in the field of ESL teaching and applies this knowledge to inform teaching and learning.

Moreover, the candidate takes advantage of professional growth opportunities and demonstrates the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

CHAPTER I
EFL STUDENT CASE STUDY

"Writing improvement: Travellers' Tales"

I.   Description of the student settings and purpose.

This school year I am teaching second learners (L2), nine graders at the age of twelve and thirteen years old. Most of these learners are in intermediate level of instruction, and they could show a variety of English knowledge in the different skills; as part of their learning process they could show an acceptable oral skill development since they are able to understand and maintain a conversation about daily situations, and their listening, reading and comprehension level are also acceptable because they are able to read and understand magazine articles and read books for L2 intermediate level and short texts about stories and understand oral commands and conversations.

However, their production on the writing skill needs a close follow up and reinforcement. I am specially working for this purpose with a female student, Maria Jose, from Cuenca City, who has been taking English classes for nine ESOL school years, the reason that I am choosing this student is because she really needs to get a good reinforcement in writing production. Maria Jose is not using verbs in a proper tense in general she shows a poor grammar structure and her vocabulary needs to be incremented. She is using a correct sentence structure; however, she does not know how to write a paragraph, her punctuation is also very poor; the use of descriptive adjectives, adverbs also needs to be reinforced for vocabulary. Reason why Grammar instruction is also needed on her since she does not use correctly singular and plurals and also orally and writing she has some problems making differences with the use of the Verb TO BE. Ma. Jose is taking two hours weekly for this reinforcement and the program is taking around four weeks.

II. **Pretest**

As a part of the introduction in the next Unit topic, my students took a Writing pretest about Advices for a trip abroad to study English, and they had to complete the following prompt:

> ***GOING ABROAD TO STUDY ENGLISH? Remember this advice!***
>
> ***You should*** *SEPEND A LOT OF TIME WITH YOUR HOST FAMILY, and*
>
> *…………………………………………………………………………………………*
>
> *…………………………………………………………………………………………*
>
> ***You shouldn't*** *MAKE FRIENDS ONLY WITH PEOPLE FROM YOUR COUNRY,*
>
> *and…………………………………………………………………………………..*

Maria Jose, was the best in her class to complete this prompt, however, she got confused with modal verbs, and tenses, also she showed an incorrect word choice , and the candidate struggled in the construction of each sentence. This exercise took fifteen minutes to be completed.

Maria Jose Polo
02/29/2012

> **GOING ABROAD TO STUDY ENGLISH? Remember this advice!**
>
> *You should* SEPEND A LOT OF TIME WITH YOUR HOST FAMILY, and
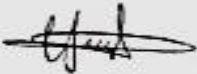>
> you have to buy clothes for the summer and winter
>
> and you will wait some places interesting
>
> *You shouldn't* MAKE FRIENDS ONLY WITH PEOPLE FROM YOUR COUNRY,
>
> and you don't have to eat fleat food so much and you
>
> don't have to destroy the culture places.

Ma José:
Please check the feedbark,
be careful with the use
of adjectives, verbs and
punctuation.

02/23/12

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After the pretest a new examination was prepared in order to introduce the student to the topic in a stronger way. On the other hand, more difficulties were found in her English knowledge.

III. Formal test

According to the teaching program the past month I had to cover for this class a topic regards *Customs around the world, and advice to other people*. In the writing skill students of this level had to write e mails and texts giving advice to a visitor or tourist about certain situations. On the other hand, they were also introduced to UK culture differences by reading and listening exercises, and in Grammar they were learning the use of should/ shouldn't as a part of modal verbs. In addition, students also were introduced to new vocabulary words such as: Personality adjectives, and adjectives for expressing opinions.

The candidate had to complete pg. 50 from Unit 7 and answer some questions as part of the first lesson about this topic. During the work session, Ma. Jose spent twenty five minutes completing the reading and listening part 1, her answers were correct, she had some doubts in the meaning of the new words (exc. 1-a), but finally she inferred the answers positively. The answers for exc. 1-b also were correct; however, she struggled in the grammar structure to answer the two questions.

 Finally, for this class session she completed questions d and e, the candidate realized that she did not answer correctly some of the questions quiz, I think it happened because the cultural differences between Ecuador an UK or could be also because she did not fully understood the meaning of each question.

As homework students had to answer the questions on exercise c; actually, Ma. Jose made a great effort in complete this assignment. I found some mistakes and her writing structure it is low, also she misunderstood the topic, because she wrote about a dailysituation, and the request was oriented to cultural differences.

7 Travellers' tales

* should/shouldn't, What's it like?
* Vocabulary: personality adjectives, adjectives for expressing opinions

1 Read and Listen

a Check that you know the meaning of these words. Match them with the pictures.

1 queue
2 bump into
3 bus stop
4 take off your shoes
5 kiss
6 cover your mouth

b Listen to two people talking about mistakes they made when meeting people from other countries. Make notes to answer the questions:

1 Who are the other people involved?
2 What mistake(s) did the speaker or other people make in each situation?

① The students - The friendly people
② The teacher didn't know about that culture / The girl arrived late to the house

c Have you ever made a similar mistake? Where were you? Who were you with? What happened?

* Homework only ⓔ

d Read the questions in the quiz. What do you think? Write T (true) or F (false).

e Listen and check your answers.

Quiz: what do you know about UK culture?

1 If you bump into someone, even by accident, you should say 'Sorry'. **F**

2 You should go to the front of the queue at a bus stop or ticket office. **F**

3 You should always take your shoes off when you go into someone's house. **T**

4 You should always kiss someone when you meet them for the first time. **T**

5 If someone invites you for dinner, you shouldn't arrive early. **T**

6 You shouldn't talk if you have food in your mouth. **F**

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Homework

Name Maria Jane Pa[...]
Course 7ª "B"
Date 03/01/2012

Have you ever made a similar mistake? Where
were you? Who were you with? What happened?

The last weekend I went to my friends house
and in the dinner her mom served to me some soup
but she didn't know that I don't like this. that
my friend said "Majo you've got to eat this! it's
only soup!" and I ate all that food.

Very well expressed,
let's keep working
on your writing, please
check out the feedback

04-01-12

Additionally to the post test, the four weeks Learning process started. The next section includes some student samples which provided a better idea of the student development in the process.

IV.   Sample of student work

Artifact 1:<u>Grammar (pg. 51) 03/06/12</u>

This worksheet was an end result of a grammar practice class about the use of ***should and shouldn't.*** First of all, in exercise A the candidate made a quick reading through the example sentence with the rest of the class. Then she tried to find some more examples from the quiz in pg. 50 and underline them. In order to complete this stage of the worksheet she had to read and rationalized the grammar rule in the same exercise which was easy for her to complete it.

Secondly, in exercise b the candidate completed the grammar table. At this point, the class had to recycle more modal verbs examples and they had to infer the answer about the grammar structure (DO NOT USE DON'T OR DOESN'T WITH MODAL V.). Maria Jose presented some doubts about the use of the negative form, she forgot about the use of contraction for the negative form.

Finally, exercise c was a dialogue to be completed in pairs. In this exercise Ma. Jose showed some problems in the use of the verbs, the construction of the statements, and also she got confused with other modal verb.

Mario San Polo
03/04/2012

2 Grammar

★ should/shouldn't

a Look at the examples and read the rule. Underline examples of *should* and *shouldn't* in the quiz.

You **should** go to the front of the queue at a bus stop or ticket office.
You **shouldn't** talk if you have food in your mouth.

> **RULE:** We use *should* or *shouldn't* to say 'It's a good idea' or 'It isn't a good idea'.

b Complete the table.

Positive	Negative	Questions	Short answers
I/you/we/they/he/ she/it should go	I/you/we/they/he/she/it **should** ~~at~~ (should not) go Or shouldn't	Should/I/you/we/ they/ he/ she/it go?	Yes, I/you/we/they/he/she/ it **should**. No, /you/we/they/he/she/ it **shouldn't** (should not). shouldn't

c Complete the dialogues. Use *should* or *shouldn't* and a verb from the box.

go   watch   wear

1   Steve: I don't know which jacket to wear.
Paul: The white one's great. I think you
should wear that one.

2   Jane: There's a programme about Japan on TV tonight.
Tim: Really? Then I **should watch** it. I'm doing a project on Japan.

3   Alex: My eyes really hurt. ~~will~~ should I go
to the doctor?
Father: No, but you shouldn't watch television so much, Alex.

4   Amy: I'm tired.
Lucy: Me too. It's nearly 11.30. I think we
should go to bed.

5   Anna: What do you think? **Should** I
wear / wears jeans to the party this evening?
Carol: No, everybody's wearing party clothes.
You should ? your long dress. wear

6   Peter: Mum, I feel awful this morning.
Mother: Yes, you look ill. Perhaps you
shouldn't to school today.
?
? go.

7   You should always cover your mouth with your hand when you laugh.

8   When you are staying with a family and someone offers you food, you should always say 'No thank you' three times before accepting, even if you are very hungry.

HA HA·HA!

3 Speak

Work with a partner.
Student A: Read the role card below.
Student B: Turn to page 73 and read the role card.
Take it in turns to listen to your partner's problem and give advice with *should* or *shouldn't*.

> **Student A**
>
> You play the guitar in a band. You practise for about two hours every evening, so you don't have time to do all your schoolwork. Your parents are annoyed because your test results are bad. They want you to leave the band and do your schoolwork. You are very unhappy because you love playing in the band, but you want to get good school results too. Should you stay in the band? Should you leave? Ask Student B.

Artifact 2:<u>Vocabulary (pg. 52) 03/08/12</u>

In exercise 4-a, the candidate read through the adjectives in the box. She also listened the audio and repeated each adjective, to ensure that she was stressing the words in the correct place. This exercise was very easy for her and actually she pronounced each word at the same time than the recording, but she did not understand the meanings of certain adjectives, so after an association exercise she recognized most of them in her L1.

Exercise 4-b was also completed successfully; this exercise intended to help students to work out with the meaning of the adjectives, so they worked together completing this task. Exercise C, D and E were very clear for the majority of them and Ma. Jose showed a lot of confidence completing them too.

4 Vocabulary

★ Personality adjectives

a [ ] Listen and repeat the adjectives. Check that you understand their meaning.

kind hard working polite honest organised cheerful relaxed friendly

b Complete the sentences with the adjectives in Exercise 4a.

1. A *cheerful* person is usually happy and smiles a lot.
2. An *honest* person tells you what he/she really thinks.
3. A *relaxed* person doesn't worry about things.
4. A *hard working* person works a lot.
5. An *organised* person is tidy and keeps things in order.
6. A *kind* person helps people and thinks about their feelings.
7. A *friendly* person is easy to talk to and makes friends easily.
8. A *polite* person always says please and thank you.

c [ ] Write the adjectives under the pictures. Then listen, check and repeat.

unfriendly dishonest unkind lazy miserable nervous rude disorganised

(A) *unfriendly* (B) *miserable* (C) *dishonest* (D) *unkind*

(E) *rude* (F) *nervous* (G) *lazy* (H) *disorganised*

d Complete the table of opposites.

Adjectives	Opposites
1 kind	unkind
2 cheerful	sad
3 polite	rude
4 honest	dishonest
5 organised	disorganised
6 relaxed	nervous
7 hard-working	lazy
8 friendly	unfriendly

e Complete the sentences with adjectives. your own ideas.

1. I think I'm a/an *friendly* person.
2. My best friend is *nice* and *polite*.
3. Our neighbours are very *lazy*.
4. I don't like people who are *miserable*.

5 Pronunciation

Artifact 3:<u>Grammar (pg. 53) 03//13/12</u>

After elicited the difference on the use of present and past tense with ***What's like?*** The candidate worked in exercise 6-a, it was performed with a minimum of difficulty, she made some questions about new words and it was easy to be understood. In addition, Maria Jose completed the table in exercise 6-b with no difficulties at all, and in exercise 6-c again she keeps getting confuse with the use of WAS and WERE.

On the other hand; vocabulary was also approached in this work session, Adjectives for expressing opinions were introduced to the class, and the candidate had a good appreciation in the answer of the table in exercise 7-a, and b.

6 Grammar

✷ What's it like?

a Match the questions with the answers.

1 What was the weather like on your holiday? ☐d
2 What's your new teacher like? ☐b x E
3 What are the people like in New York? ☐a ✓
4 What were the films like last night? ☐c ✓
5 What's this CD like? ☐e x B

a They're very friendly and helpful.
b It's brilliant! You should listen to it.
c Well, I thought they were a bit boring.
d Awful! It rained all the time.
e She's nice and she's really funny!

b When we ask for an opinion about something or someone, we can ask: What + be + subject + like? Look at the questions in Exercise 6a and complete the table.

What	is	he / she / it	like?
	was		
	are	they	
	were		

c Write the questions. Use the words in brackets.

1 A: I went to Greece last year.
   B: Really? What _was it like_? (it)
2 A: I've got the new Mariah Carey CD.
   B: Oh? What _is it like_? (it)
3 A: There's a new girl in our class.
   B: A new girl? What _is she like_? (she)
4 A: We visited Spain a few weeks ago.
   B: Oh, that's nice! What _was the weather like_? (the weather)
5 A: I've got some new trainers.
   B: Really? What _are they like_? (they)
6 A: I read three books last week.
   B: Wow! What _were they like_? (they)

7 Vocabulary

✷ Adjectives for expressing opinions

a Here are some adjectives we can use to give an opinion. Write them in the columns. Then listen, check and repeat.

boring   brilliant   interesting   attractive
fantastic   awful   cool   dull   ugly   dreadful

+ (positive)	− (negative)
brilliant	boring
interesting	awful
attractive	ugly
fantastic	dull
cool	dreadful

b Which adjectives from Exercise 7a can you use to describe:

1 a film? boring   3 a city/town? interesting   5 the weather? cool
2 a person? ugly   4 a party? fantastic

8 Speak

a Work with a partner. Ask and answer questions about the things in the box.

your brother/sister/parents/boyfriend/girlfriend
your town or city   your home   your last holiday
your favourite singer   your last weekend

A: What's your brother like?
B: He's OK sometimes. He's ____ .

b Work with a different partner.

Student A has 1 minute to think of as many different questions as possible using 'What's ... like?' Student A asks Student B the questions. Student B listens but doesn't answer.

Then Student B has one minute to remember the questions and answer them. He/she thinks of one 'wrong' answer. When Student B finishes, Student A guesses the wrong answer.

Artifact 4:<u>Read and listen (pg. 54) 03//15/12</u>

Since this article talks about a local football player and our country it was easy to be understood and internalized by the class, Ma. Jose was very confident with the answers; besides, she did not hesitate with answers in exercise 9-a, b and c. She looked at the photos and read through the text quickly in order to find the answers to questions 1-3. Then she read the text again following the recording and checked her answers, and finally, the candidate read through the instructions and checks her understanding. This work sheet was completed in twenty minutes with her; other students took longer period of time to complete the exercise.

Maria Jose Polo
03/15/2012

Culture in mind
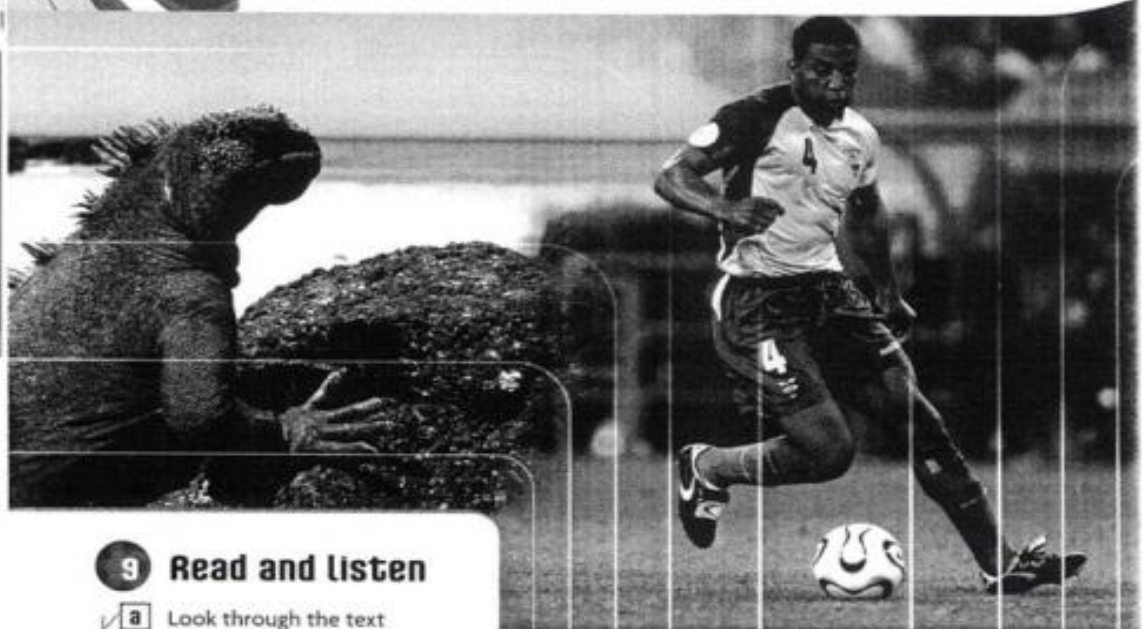
9 Read and listen

a Look through the text quickly and find answers to the following questions.

1 Who is the man in the picture? *Ulises de la Cruz*
2 What's his job? *play football*
3 Where is he from? *He is from Piquiucho*

b Read and listen to the text and check your answers.

c Find words in the text that mean:

1 the line on a map that separates two countries (paragraph 2) *Colombian border*
2 a place where people live, smaller than a town (paragraph 2) *village of Piquiucho*
3 with no shoes on (paragraph 3) *football barefoot*
4 an international football competition (paragraph 4) *World Cup*
5 in another country (paragraph 5) *abroad*
6 the situation of being very poor (paragraph 5) *poverty*

Heroic Ulises on a journey of hope

Tourists go to Ecuador to go whale or bird watching, to visit the Amazon Rainforest, or to go to the Galapagos Islands, one of the world's most famous nature paradises.

But not many tourists go to the village of Piquiucho in the Chota Valley. It is near the Colombian border, about three hours drive north of the capital, Quito. Life for people in this village is hard, and many of them haven't got houses, only simple huts. But there's something very special about Piquiucho: half of the footballers who played for Ecuador in the World Cup in 2002 and 2006 (a total of 11 players) came from this poor village.

Piquiucho was the starting point for one man's journey of hope. Ulises de la Cruz started to play football barefoot as a child. His dream was to become a professional football player. And one day his dream came true. He played for his national team, and later in the English Premier League.

He earned a lot of money, but he didn't spend his money on fast cars and big houses. When Ecuador reached the World Cup finals in 2002, Ulises used the money he earned to buy a fresh water supply for Piquiucho. He used the money he made from playing for Ecuador in the 2006 World Cup to help the people of his village too, 'The 2006 World Cup in Germany was fantastic because it meant I could give money for a new sports and community centre,' he said.

54 UNIT 7

Artifact 5:<u>Writing (pg. 55) 03//20/12</u>

The candidate matched the topics with the paragraph perfectly, and she identified the parts of the e mail without any problem. Nerveless, she complete exercise 11-a in ten minutes, because she read many times the example in the worksheet in order to understand the meaning of it, and get the correct answers.

Moreover the students had to finish a final writing piece for complete this topic study. For this purpose they had to make a PERSONAL LIST of useful tips for British tourist visiting our country. The candidate was encouraged to make notes of her ideas and write sentences using ***should and shouldn't.***

Finally, Maria Jose wrote an e mail to an English-speaking e-pail giving advice. She had the time to plan the layout of the e mail, since this activity was set as homework. She used the e mail in exercise 11a as an example.

11 Write

a Jill's e-pal Mathilde, is visiting Britain in March. Read Jill's email and match the topics with the paragraphs.

a Things that Mathilde should/shouldn't do in Britain. [3]

b Things that Mathilde should take to Britain. [2]

c British people. [1]

Hi Mathilde

I'm really happy you're coming to visit us here in Britain. I'm writing to tell you some things about my country.

1 First, I'm sure you're going to like the people here. They're usually friendly and helpful.

2 Remember to bring an umbrella and a raincoat. It often rains a lot in March and April. You should bring some warm clothes, too.

3 Don't forget, you should always say 'please' and 'thank you' when you ask for something. And you shouldn't go to the front of a queue – people hate that here!

I can't wait to see you!

Love,

Jill

---

10 Speak

Discuss in groups.

1 Which facts about Ecuador are new to you? Which ones did you already know?

2 What is your reaction to the story about Ulises de la Cruz?

3 Do you think what he does is 'heroic'? Why/why not?

COLOMBIA

Quito ● Piquiucho

ECUADOR

PERU

He pays for breakfast and lunch for 100 school children every day. Since he started to play abroad, he has sent hundreds of thousands of pounds back to his village. He has set up a medical centre there, and he pays for a doctor, a dentist and a nurse. 'I want to help the children of Piquiucho. I want to show them that they have a better future. I want to show them that by studying, they can help themselves to escape poverty. Football isn't the only way out.'

b Work with a partner. Make a list of useful tips for British tourists who are coming to visit your country. *hoja separada*

c Imagine that your English-speaking e-pal is visiting your country soon. Write a similar email to him/her.

For your portfolio

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Artifact 5A: POST TEST/ FINAL EXAM

Name: Maria Jose Polo
Course: 9th "B"
Date: 03/20/2012

Quiz.

Hi Katy

My sister is so happy ~~+~~ *because* you'll come to visit my country. And I'll tell you some~~thing~~ ~~that~~ *that* you've got to do here.

First, I think that you're going to visit museums and parks, and if you don't know where *are* them, the policemen can help you.

Also you can bring clothes like t-shirts and jackets because in my country rains and some days ~~it sunshine~~ it's very sunny.

Don't forget, you should always be polite with ~~this~~ *plural = these* people. You shouldn't be rude, people here hate that.

I'm waiting for you!

Love.
Majo

Excellent job, well structured, please check the misspellings & the rest of the feedback.

03/20/12

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V.   Assessment:<u>Self-Assessment.</u>

Maria Jose is a very dedicated young student who takes her EFL classes very seriously. She has completed all the assignments and class work in a satisfactory level. I think that her answers to the self-evaluation form included in this document reflect her feeling of progress in the English program.

The candidate answered to the first question with 2 which means that she had a low level of writing, and she felt that she has have an important improvement on her writing skills at the moment because she answered 4 to the second question. In addition, she answered very low with 1 to the third question, and 4 to the fourth question, which means that she also felt that was easier for her to structure correctly an e mail or an informal text.Besides, she is using more frequently the studied grammar points and the new vocabulary words, because she answered YES to questions number 5 and 6.

Finally, Maria Jose thinks that her writing skill has improved since she has more confidence on the writing production, and also she can organize in a better way her ideas, because she knows how to structure this kind of texts, and the learner will keep practicing this skill in order to continue her process of improvement on the writing production.

Maria Jose Polo
03/20/2012

SELF EVALUATION FORM.

1. From a scale of 1 to 5 how do you feel your writing skill was at the beginning of this case

    study?   1   ②   3   4   5

2. From a scale of 1 to 5 how do you feel is your writing skills at the moment?

    1   2   3   ④   5

3. Did you identify the parts of an e mail or an informal text before?

    ①   2   3   4   5

4. Do you identify the parts of an e mail or an informal text now?

    1   2   3   ④   5

5. Do you use any of the grammar points included in Unit 7 now?

    YES   NO   SOMETIMES

6. Do you use Personality adjectives in your writing now?

    YES   NO   SOMETIMES

7. What aspects of your writing have being improved during this month?

    Now I can write easily and I can organize my ideas

8. What aspects of your writing do you think are important to improve?

    I want to learn more and practice all the time

Thanks!

03/20/12.

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CHAPTER II
TEFL PROGRAM PORTFOLIO

The TESOL/NCATE standards and domains were taken for this analysis such as:

➢ Language,

➢ Culture,

➢ Planning, Implementing,

➢ and Managing Instruction.

➢ Assessment and Professionalism

With the use of standards in each one, and an artifact of this Masters' TEFL (MS TEFL) program shows how the MS TEFL program content has been applied to teaching EFL in classrooms during the last two years of work.

VI.   Standards Based Position Paper

The TESOL/NECATE standards were developed for the recognition of TESOL programs in P-12 ESL teacher education program were created   according to the need of having professionals in charge for the education of students with different linguistically and culturally background and many of them do not speak or speak very little of English. Therefore, many states in the US have adopted these standards to guide their teacher education programs.   The number of foreign students who are learning English as second language have grown drastically in the last ten years and the application to these standards to the professional development guarantee the learning process and the results of the second learners (L2).

Additionally, during this work at this Masters TEFL program all the mentioned standards were met through all the courses. All the subjects that were taken in this MS TEFL are great professional tools that are already improving our professional development and are giving us a new optic of view of TEFL now days; I also believe that all the knowledge that we have reached during this four semesters are part of our life and

surely it will make us grow in our fields as outstanding and pro positive professionals who will be a positive member of any English educational working team.

Domain 1: Language

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

Standard1.a.Languageas a System

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

Performance Indicator 1.a.1:

The candidate demonstrates knowledge of the components of language and language as an integrative system.

Meets the Standard:

Candidates can use the components of language and language as an integrative system to create instructional plans for ELLs**. *Thematic Unit Plan.***

Artifact for Standard 1aDate: May 2012

Course: TEFL 698 International Applied Professional Experience

Dr.George Iber.

THEMATIC UNIT PLAN

1. THEME

The theme chosen for this Unit Plan is *Eat for Life* in which special emphasize is given to topics such as: Healthy food, fast food and drinks, school canteen, and favorite food places. The purpose is to develop students' knowledge about the different aspects of food, and also give them reading material about food in other countries, and contribute to students cross curricular development in Nutrition at the same time they learn new English material.

Even though, teenagers do not know much about nutritional facts, their human body experiences the most dramatic, and rapid change and additionally their brains and bones are growing too; the first amazing growth takes place during the first year of life. Meanwhile, to support this major transition, the body requires to increase calories and nutrients input; especially during the year of greatest growth in height; for girls about age of 12, and boys about age of 14.

The percentage of teens on overweight and many more engaging in "disordered" eating habits such as: anorexia and bulimia, has created awareness in the Ecuadorian society of the need for healthier eating habits. Educational Authorities and Health National Authorities realize that change is hard to come by; however, in Ecuador there are different health and nutrition governmental campaigns in order to give information to Ecuadorian population about Eating Healthy, and Healthy habits. In contrast of all these national policies, many teens have simply responded by sneaking off school to local convenient stores to buy what they can't find in the lunchroom. Additionally, Adolescence seems to be synonymous with erratic eating habits as the typical teenager's life fills up with friends, sports and homework. This is a period of time in life of rapid growth and development that makes healthy eating habits; therefore, it is critically important that teenagers should be encouraged to make nutritious food choices.

Food and a healthy life style topics such as learning how to eat healthy and make the correct choices encourage students' awareness to how take care of their entire human body. Students through this theme will recognize the correct choice of words (Vocabulary) about this topic and also they will be introduced to some grammar points (Countable and uncountable nouns). In this Unit plan students will share and learn in a collaborative way about food and healthy habits, they will be familiarized with the main nutritional problems that teenagers are facing now days, and how to understand and work on projects to solve them, additionally, they will reinforce their English and Nutritional knowledge by identifying the different types of foods, and diets; moreover, students will be excited to explore and share options about food preferences, and places with their classmates.

This Thematic Unit is going to be used on eighth grader students from the age of 12 and 13 years old in a Private High school in Cuenca, Ecuador. In addition, for these students English is a mandatory subject into the national curriculum, and most of them have a beginner level of proficiency in this foreign language because many of them come from Public primary schools.

This thematic unit contains fourteen learning points that present reading, grammar, new vocabulary words, listening and writing exercises, they will take approximately twenty eight school hours (45 minutes each) including the reinforcement activities.   Several topics are underlined in the design of this unit plan. First of all, I have emphasized the importance of learning about Healthy Life Style. Secondly, I have focused all the activities on the curriculum .Students will use their previous knowledge in other areas of the curriculum (Nutrition) to learn English. Then, I show the importance of oral communication and learning through realia, the use of internet resources, and photo stories. Students will engage in pairs, or groups' activities that foster relationships through collaborative efforts and have the opportunity to reflect on their learning.
 Finally, Reinforcement activities have been designed with the purpose to provide students with the opportunity to consolidate their learning. Students will practice reinforcement activities either class activities, or at home as homework, and in order to complete the teaching plan students will be evaluated on their reading and comprehension, writing, grammar and vocabulary functions by a written Unit Quiz and the speaking skill by performing a Group Project.

2. *Goals*

In order to achieve goals and objectives of this thematic unit plan I will propose the use of activities and strategies based on the Teachers of English to Speakers of Other Languages, Inc. (TESOL) standards.

The TESOL standards base are based in areas such as: Professionalism but the important Domains they stress on are: Language knowledge, Culture knowledge and respect, accurate Assessment techniques and applications and management and

careful development of Instruction material.

A. STANDARDS

Domain 1: **Language**

Standard 1a: Language as a System:

Performance Indicator	Exceeds Standard
1.a.1.Demonstrates Knowledge of the components of language and language as an integrative system.	Candidates can use The components of language and language as an integrative system to create instructional plans for ELLs.

The teacher will use many elements of the foreign language and she will integrate all of them to design this thematic unit plan about *Healthy Life Style*, and the four English language skills will be developed in the students by using a compound of techniques and class activities.

Standar1b: Language Acquisition and Development:

1.b.5. Understand And apply knowledge of the role of individual learner variables in the process of learning **English**	Candidates use their understanding of learner variables to consistently provide individualized language-and content-learning goals and appropriate instructional environments for ELLs.

The teacher understand the learning abilities of the students and will design this thematic unit plan about Healthy Life Style, creating a Student Friendly learning environment in the classroom, based on the multiple intelligence theory that allows all students to be an active part and contribute in the class and to have an individualized

instruction for each one. This will be a big motivation for students in the course.

Domain 2: Culture

Standard 2: Culture as it Affects Student Learning

2.c Understand and apply knowledge about cultural conflict and home events that can have an impact on ELLs' learning	Candidates design and deliver instruction that allows students to participate in cross-cultural studies and cross-cultural extracurricular opportunities.
	Candidates integrate conflict resolution instructions into their instruction.

This thematic unit plan about *Healthy Life Style* talks about movies and the culture that is implicit inside every movie. Students will learn different facts about other cultures and they will be able to discuss them in class. There will be occasions where students will agree with the discussions about other cultures seen at movies, and other occasion where they won´t, so they will integrate conflict resolution techniques into the instruction.

Domain 3: Planning, Implementing and Managing Instruction

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

3.a.2. Create Supportive ,accepting classroom environments.	Candidates Systematically design ESL and content instruction that is student centered.
	Candidates design lessons such that students work collaboratively to meet learning objectives.

The teacher will designed this thematic unit plan about *Healthy Life Style* focused on the students' needs and their different abilities.   All the students work at this unit plan will collaborate to meet the learning objectives of the course.

Standard3.b: Implementing and Managing Standards-Based ESL and Content Instruction

3.b.3. Provide Activities and materials that integrate listening, speaking, reading and writing	Candidates design Activities that integrate skill and content areas through thematic and inquiry-based units

The teacher will design this thematic unit plan, providing class activities and materials to develop their English skills knowledge. The content of this thematic unit will increase the students' English abilities and knowledge. Additionally, at this thematic unit students will have writing, reading and comprehension, and conversation activities which will help them to develop input and output skills.

Standard3.c: Using Resources and Technology Effectively in ESL and Content Instruction

3.c.4. Use technological resources (e.g., Web, software, computers, and related devices)to enhance language and content-area instruction for ELLs.	Candidates assist Students in learning how to evaluate And use Technological resources for their own academic purposes.

The teacher will encourage students to include the use technological tools by conducting an online search for information for this unit plan. Students will be able to analyze evaluate and critique the resources they find.

Domain 4: Assessment

Standard4.a: Issues of Assessment for English Language Learners

4.a.3. Demonstrate An understanding of key indicators of good assessment instruments.	Candidates can create Assessment measures that are standards based, valid, and reliable, as appropriate.

The teacher will design different kind of assessments to have different views of the students' progress. This assessment will be valid and reliable to guarantee that students are being evaluated according to their progress and what they are learning.

Standard4.c: Classroom-Based Assessment for ESL

4.c.3. Use various Instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and Literacy	Candidates develop And adapt a variety of techniques and instruments when appropriate to assess ELLs' content Learning at all levels of language proficiency and literacy.

The teacher will use different techniques and instruments to evaluate the students' progress at the different skills of the language according to their proficiency level at the language.

Domain 5: Professionalisms

Standard5.a:ESL Research and History

5.a.3.DemonstrateAbility to read and conduct classroom research.	Candidates design And implement classroom research that will affect their instruction

The teacher will conduct a classroom research that will increase the student's knowledge about the theme of this unit. Students will be able to find this information and share it with class for a discussion.

Skills

This thematic unit goal is to develop the four English skills that students should be reaching in this stage of knowledge.

- Reading skill: Students will expand it by understanding and confirming ideas, reading for detail, reading and following instructions, by using information about

Healthy life Style, food and drinks.

- Listening skill: Students will develop it by listening for general idea, listening for specific information, listening and matching and identifying.

- Speaking skills: Students will expand their by giving and asking for information about the unit topic.

- Students will build up their ability to write a paragraph by writing a description of food: likes and dislikes.

- Students will increase their target language vocabulary by learning new word vocabulary.

Sub-skill

- Students will do nutritional research about Healthy life Style.

- Students will develop their critical thinking (analysis) performing an ideal menu and offering healthy food in a plate.

- Students will develop their collaborative and turn-taking skills by working in a group.
- Students will develop their critical thinking by discovering information about the importance of eating healthy.

Attitudes and Beliefs

- This unit plan will explore the how teenagers eat in their daily bases.
- This thematic unit plan will explore the attitude held by parents in front of the nutrition of their teenagers and how they manage nutrition at home.
- This thematic unit will explore the values that teenagers find in having a healthy life style.
- This thematic unit plan will explore if the food that teenagers eat these days offer authentic right nutrition values to them.

This Unit Plan uses the contend –based teaching, which means that it draws much on its content from general culture, nutrition and arts. The advantages of this kind of approach are that the course motivates students to become more aware of other cultures and learn important values such as:

- Use the knowledge they will acquire about eating healthy to critique the nutritional values that unhealthy food or fast food offers to teenagers and young kids.
1. Use the knowledge they acquire about Food and drinks to make a value judgment about the food on the market so they can start making a right choice.

3. **Content including concepts to be learned**
   English:
- Talk about different kinds of food.
- Learn how to use countable and uncountable nouns.
- Talk about Eating Healthy in other countries.
- Vocabulary and phrases about the topic
- Write a paragraph about food.
- Learn new vocabulary words.

INTEGRATING OTHER SUBJECT AREAS

Nutrition

Students will learn about different kinds of food by learning new vocabulary words.

- Students will learn about how people behave inside other cultures about having a Healthy life Style.

Art

- Students will create a Menu cart about their favorite food using their imagination.
- Students will make a plate of a Main Course food with different kinds of food draws made by themselves that we have talked in class.

Technology

- Students will find the information they need about nutrition and places they like using the internet, so they will apply and improve their technological skills.

4. Instructional strategies/activities

4.a. Teaching Strategies

TOTAL PHYSICAL RESPONSE (TPR)

TPR is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. Additionally, it allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.

TPR can complement normal classes by enhancing student motivation and confidence, developing students listening ability, and breaking up the routine through "brainswitching". For this approach teacher give students the command and students have to demonstrate their understanding by a physical respond.

The Natural Approach

The natural approach is based on the theory that language acquisition occurs only when students receive comprehensible input. The natural approach is focus on language competence and not in grammar rules. Students have to be exposing to the language, they have to listen before they produce. Competence in a language cannot be learned it has to be acquired, and this only happened with time when students have expose to the language. Kiymazarslan (1995).

Task Based Approach

This approach is based around a central task during the unit. There are some pre-task activities, where teacher introduces the topic and the task to the students, then student do the task and finally there is a post task activity where the student shares the task with the rest of the class.

1. Read and Listen

- Students will be asked to think of things that can help people live a long time. They will be encouraged to think of things that they shouldn't do against their health (smoke, drink alcohol excessively, etc.). Then, the teacher will ask student to read the text quickly and compare with their responses.

- The teacher will read though the questions with students to check they understand them all. Then she will play the recording while students listen and read and find the answers to questions 1-4.

- The teacher will ask a student about any member of their extended family has lived the longest. The teacher will monitor answer and circulate around the class offering advice and feedback, and then the students will share their ideas.

2. **Vocabulary**

*Food and Drink.

Write many food words that students are familiarized on the board, and let them identify the vocabulary words. Secondly, students will read through the food vocabulary in the box. Students will match the items with the pictures. Finally, they can compare their answers in pairs.

Teacher will check pronunciation of these new words making them identify the pictures loudly for the rest of the class.

3. **Grammar**

 ***Countable and uncountable nouns.**

- Teacher will write some vocabulary words on the board (nouns). Students will give the plural of them; for example: Onion- Onions. Next step the teacher will write a vocabulary word on the board, this time she will use an uncountable noun, for example sugar. Then she will write the words: COUNTABLE, UNCOUTABLE, the students will identify to which group those words belong to.

Students will go to exercise a pg. 47 and read through the rule and the example sentences. Students will complete the exercise and then the class will check the answers.

- Teacher will check that students understood the difference between Countable and uncountable nouns. Students will complete the exercise. The class will compare the answers.

 ***a /an and some.**

- The teacher will write the words: "vegetable and bread" on the board, she will ask students in which word go "a" and "some". Then the class will read the rule and the teacher will give an extra explanation if it is necessary. Students will complete the rule, and then the class will compare the answers.

- The teacher will solve the first item with the students as an example. The students need to decide whether it is countable or uncountable. The students will complete the rest of the exercise.

*much / many

- The teacher will ask the students if the noun in each example is countable or uncountable. Then, she will point out the words before each of these nouns (much/ many) and ask them to read the rule and try to complete it.

- The teacher will ask students why milk is an uncountable noun; therefore much is used before it. Students will answers 2-6. Once they have completed this part of the exercise, the class will compare their answers.

4. Speak

a. The students should underline new vocabulary words from the Health Quiz on the previous page, and look up in the dictionary. Students will work in pairs to discuss the questions and guess which answer is correct in each case. Finally, the class will check their answers in group.

b. Students will ask each other their own questions about things in the quiz, while the teacher monitors for errors. The teacher will get feedback with a few questions and answers from pairs at the end.

5. Pronunciation

The teacher will read the words listed in this exercise and ask students to identify the *schwa* sound. Students will underline the syllables with the *schwa* sound. Finally the will check their answers with the teacher.

The teacher will play the recording and students will listen out of the *schwa* sound. Then they will underline the syllables with the *schwa* sound. Finally, the class will share the answers.

6. Listen

- Students will look at the pictures and the menu with their pairs. They will match the pictures with the items on the menu. Then they will listen to the recording to check the answers.

- Students are going to listen a dialogue between two students and a dinner lady. Students will listen and write down what Annie and Jack ask for. The teacher will play the recording again, pausing for clarification and then the class will check the answers.

7. Grammar

*some and any.

- The teacher will write the headings Countable and Uncountable on the board and go through the examples with students

- Students will work in this exercise using: any and some. Teacher will monitor responses and give feedback in this exercise.

8. Speak

- The teacher will divide the class in small groups and ask them to decide who has the healthier meal in Exercise 6b. Then the class will vote and decide which was the healthier. The teacher will also ask students which of the two meals they would prefer.

- Using the prompts the teacher will ask the class to repeat the questions, checking for intonation. Students will practice the dialogue with individuals, before dividing the class into pairs and letting them practice together.

9. Photo story

*A double ice cream/ Read and listen.

- Students will read the instructions and try to guess the answer to the question. The teacher will play the recording again, pausing as necessary for students to clarify any problems.

- The class will read through items 1-7. Students will answer the questions. Then check the answers.

10. Everyday English.

- Students will find the expression in the photo story text and match them with the meaning in the second column, and then the teacher will allow students to check their answers with their partner.

- Students will complete the activity filling the blank and using the Idiomatic Expressions.

11. Improvisation

The teacher will divide the class into pairs. Students will plan their dialogue in two minutes (between Mrs. Sanders Jess and Pete). The teachers and the class will read the instructions. The teacher will monitor the students work and she will help with vocabulary as necessary. Students need to be encouraged to use the topic vocabulary, and then some of the conversation will be listened in open class.

12. Team Spirit

- Students will give information about the photostory members and the teacher will write that information on the board.

- Students must complete the activity with more sentences and try to describe each member of the story.

13. Write

Students will write a description of a classmate and they will use present simple for habits/ repeated actions and the use of but to express contrast. Using their notes they will write a paragraph about one of their partners. Next class, the teacher will read some of the writing pieces without name and let students to guess who the person is.

- The teacher will read with student trough the questions. Students will make a list of places they eat out and decide which is their favorite and why. Students will

compare their answers with a partner. They will share some of the answers in open class.

Additionally, students will make a research on the web looking for some ideal restaurants around the globe that they will like to visit, and bring information, and images of them.

- After students answer all the questions in the above exercise they will be ready for the conversation.
- Students at the end of the exposition will decide which the best place to eat is.

4.b. Technology
Activity 1:   FINAL PROJECT.
Students using their imagination will create a Menu Cart from their favorite restaurant around the world, they will use suggested websites by the teacher from the lesson resources list. The Menu Cart will contain vocabulary words from this topic, and invented names for each course as well.

4.c. Cooperative Learning
Students will work in pairs for some activities described below because for many of them it is easier to work in pairs and exchange their information and discuss their opinions. They will practice English, and they will feel more conformable practicing some of the English skills together specially speaking and writing (production skills) by sharing their opinions with their classmates and in open class.

4.d. Multiple intelligences
According to Howard Gardner there are seven types of intelligence and there is one type what is more developed in every student in the world. That is the reason why our educational programs have to be developing many kinds of activities or assignments to meet all or almost all the kinds of intelligences to make sure we do not leave any student unattended. Champman (2012)

- Linguistic Intelligence

   This kind of intelligence involves words and language, oral or written. At this unit plan there are many written and oral tasks to meet this kind of intelligence. For example the last assignment of this unit plan consist in writing piece about their favorite place to eat around the world, after have looked many places in internet. At this assignment students have to write why they like the place and the food that is served there, what do they think about the service and all the aspects there are important about that.

- Logical-Mathematical

   This kind of intelligence involves logical thinking and numbers, detecting partners, analyze of problems, perform mathematical calculations, etc. This unit plan does it is not precisely designed for this kind of intelligence but there is an assignment where students have to make dialogues about the topic. And of course they need to know countable and uncountable notion of nous in order to make the difference in the use of this particular point of the unit.

- Musical

   This king of intelligence involves music ability. This unit plan it is not designed for this particular kind of intelligence. However there are many exercises of listening which also would be interesting for this type of intelligence individual.

- Body Kinesthetic

   This kind of intelligence involves body movement control, physical experience movement, touch and feel. For this unit plan students will be working in groups to act in play roles regards food and healthy habits.

- Spatial-Visual

   This kind of intelligence involves visual and spatial perception, interpretation and creation of visual images. In this unit plan students have to create a Menu Cart about their favorite best place to eat around the world, they can use any material they want to create this cart.

- Interpersonal (perception of other people feelings)

    This is the ability to relate to others, human contact, communication, cooperation and team work. In this unit plan there will be many activities that meet this kind of intelligence, students will have to work in pairs to do many of the exercises, and they will work in pairs to practice and to create dialogs about going to this topic. And finally, they will present their Project to the rest of the class.

- Intrapersonal (self-awareness)

    This kind of intelligence involves personal cognizance, personal objectivity, and the capability to understand oneself Champman (2012). All the assignments describe it at this unit plan will contribute to meet this kind of intelligence, because after completing this unit, students will feel they have learned more, the their listening, speaking, reading and writing skills have developed, so this will make them feel better about themselves and the goals that they could achieve.

4.e. Culture Gender and exceptional student considerations

This unit plan is designed to learn and investigate about Healthy life style, and a correct Nutrition, unfortunately in Ecuador teenagers does not have enough information and nutritional education about this topic, although there are many mythsand truths that show the reality of the nutritional culture in Ecuador, these mythsand truths will be analyzed in class, asking the students about the values the find on a healthy habits for living and what do they find different from the way they are living now. Also with this unit plan students will be learning interesting facts about other cultures and their healthy habits, and interesting places for food as well.

Finally this unit plan it does not offer special consideration to exceptional students because there are none in the class, but it will encourage developing values on the students to learn about different people, different cultures and different environments where people live to understand, value and respect them and how they take their life in order to have a healthy living.

4.f. Management Concerns

For this unit plan we will have four weeks of class, the classes are in the morning, from Monday through Friday (seven hours per week), the classes will be taught at the classroom and at the audiovisual room of the school, when we need to watch videos and presentations, or listen any recording because this room provides all the audiovisual facilities and the appropriate illumination for this purpose.

14. *Assessment*

Students will be evaluated with the following assessment tools:

- *Formative Assessment:*

This kind of assessment provides information to adjust teaching and learning while is still happening. It also serves as a practice for the student and a good way for checking understanding developing for the teacher. Therefore, this kind of assessment will use different tools such as:

- o Observation: the teacher will observe or monitor the class constantly while students are working on the different tasks. The teacher will be circulating around the class to check the progress they are making or to clarify some doubts they may have.
- o Students will be working in groups to create dialogs and practice them; they will practice with a pair the grammar point and the new vocabulary words. For this activity students will receive immediately feedback from the teacher.
- o Students will have to complete worksheets with key vocabulary to be able to describe and to talk about Food and drink. For this activity students will receive immediately feedback from the teacher.

- Summative Assessment

This kind of assessment is the formal assessment. It is often due with tests or quizzes to check the student learning progress. For this unit plan students will have a quiz or Unit check on the use of the grammar points and new vocabulary words.

- Authentic Assessment

This kind of assessment refers to real tasks that students perform during or after they finish a unit. For this unit plan students will be producing a paragraph about interesting places around the globe for eating their favorite food, for this assignment the teacher will evaluate writing, vocabulary grammar and structure. Finally students as a Final Project a Menu Cart, they can choose the food they like and they will be evaluated according to what they have learned in class about the Unit topic.

15. Materials

The teacher will need the following materials:

Publish Materials	Other Materials
Textbook, Teacher's book	A computer with internet access
DVD -ROM	Pictures about food and drink
	worksheets
	board
	Colored markers
	Dvd. Playter, infocus.

The student will need the following materials:

Publish Materials	Other Materials
Student's book	A computer with internet access
Student's workbook	Pictures about places around the globe, and food (samples)
	Postersof Healthy habits (samples)
	Worksheets and board
	glue
	Appendixes for references

APPENDIX 1A   UnitPlan Graphic Organizer Week 1

DAY	CONTENT	GOALS	METHODS	MATERIALS	ASSESMENT
MON DAY	The teacher will star the class for introducing the topic about Eat for life. he teacher will set the background information about the first text for reading in the unit. The teacher will show them pictures about different kinds of food and drinks and artifacts used to serve the food and will give them a vocabulary key list, after that. Then students will work in groups answering questions in class and performing the exercises about vocabulary.	Students will increase their reading and listen abilities by answering the question and making the exercises Students will increase they vocabulary by learning new vocabulary words and expressions to talk about food and drinks.	TPR Total Physical Response.	Pictures of food The board Paper textbook	Teacher will use direct observation to assess the students learning process. (Formative Assessment)
TUE SDA Y	Students will reinforce with exercises what they have learned about the grammar topic, and the teacher will clarify any doubt to them.	Students will develop their grammar knowledge by learning about countable and uncountable nouns. Students will increase they vocabulary by learning new words and expressions to talk about food.	TPR Natural Approach	Board textbook Worksheets	Teacher will use direct observation to assess the students learning process. (Formative Assessment) Students will be answering some questions about the topic and the teacher will check them. (Formative Assessment)
WED NES DAY	Students will use the knowledge they have about the topic and have a speaking session with their pairs. Also they will discuss the quiz questions and the correct answers. And they will have a discussion about	To reinforce their grammar abilities, and facilitate them a practice session in order to make them feel more confident about this topic.	Cooperative learning	Pictures of food worksheets The board Dictionary	The teacher will use direct observation of how the students perform the exercises given after the explanation. (Formative

					Assessment)
	some questions. They will complement the previous oral activity with a pronunciation activity to target the speaking skill in this class.				
THU RSD AY	Students will continue working in this topic they will have a reinforcement session identifying the vocabulary words already learned. Also they will have a vocabulary quiz about the adjectives they have learned. And the use of the superlative and the comparative form.	Students will practice the grammatical forms they have learned to improve their speaking abilities. Students will increase their speaking abilities by performing the dialogs with the partner.	TPR Natural Approach Cooperative learning	Worksheets Textbook Dictionary notebook	The teacher will use direct observation to evaluate the student perform of the tasks. The teacher will circulate around the class to clarify any doubts the students may have. (Formative Assessment)
FRID AY		Students will increase their vocabulary knowledge; they will practice their listening skill and it will be a great learning tool for multiple intelligence purposes.	TPR Natural Approach	Worksheets Pencil notebook	The teacher will use direct observation to evaluate the student perform of the tasks. The teacher will circulate around the class to clarify any doubts the students may have. (Formative Assessment) The students will have a vocabulary quiz to check their learning progress. (Summative Assessment

APPENDIX B
Unit Plan Graphic Organizer Week 2

DAYS	CONTENT	GOALS	METHODS	MATERIALS	ASSESMENT
MONDAY	Students will watch a video about Team Spirit, and answer some questions. Also they will finish two activities about it in the text book. Finally they will give their personal appreciation about the video	• Students will critical thinking. • Students will practice their oral skills.	TPR Natural Approach	• DVD player • Textbook • Pencil • notebook • The board • Dictionary	The teacher will use direct observation of how the students perform the exercises given after the explanation. (Formative Assessment)
TUESDAY	Students will work in groups and read "A double ice cream…" photo story, they will listen the recording and try to recreate by a role play this dialogue. Also students will answer the following comprehension activity to reinforce reading skill.	• Students will learn more about writing structures. Students will practice their writing skills.	• TPR Natural Approach • Cooperative learning	• Notebook for brain storming • Pencil • Text • Dictionary •	The teacher will use direct observation of how the students perform the exercises given after the explanation. (Formative Assessment)
WEDNESDAY		Students will develop their reading and listening abilities by following this photo story. Students will increase	• Cooperative Learning • Task based approach	• pencil • text • dictionary • dvd recorder	The teacher will use direct observation of how the students perform the exercises given after the explanation.

		their reading and comprehension abilities by performing exercise b about true or false statements.			
THURS DAY	Students will have an activity about food and drink worksheet. Also grammar worksheet will be completed in this period.				
FRIDAY		Students will recycle information and will reinforce the topics' knowledge	• Cooperative Learning • Task based approach	• The board • Markers • Pencil • worksheet	The teacher will evaluate they form that students present their work, how clear is it, and if the work reflect what they have learned in this unit. (Summative Assessment) The students will have a unit test to check their learning process. (Summative Assessment

APPENDIX C
Unit Plan Graphic Organizer Week 3

DAYS	CONTENT	GOALS	METHODS	MATERIALS	ASSESMENT
MONDAY	The teacher will encourage students to start the week with a grammar exercise *some and any And they will work on this activity completing the rule and the following statements.	• Students will increase their grammar abilities • Students will increase their writing abilities by writing completing the statements. • Students will practice their new grammar knowledge by working in a worksheet about this topic.	TPR Natural Approach	• Worksheets • The board • Textbook • Dictionary	• The teacher will use direct observation of how the students perform the exercises given after the explanation. (Formative Assessment)
TUESDAY	Students will be instructed about how to make a paragraph. Then they will write a paragraph about one of their partners, following an example in text.	• Students will learn more about writing structures. • Students will practice their writing skills.	• TPR Natural Approach • Cooperative learning	• Notebook for brain storming • Pencil • Text • Dictionary •	• The teacher will use direct observation of how the students perform the exercises given after the explanation. (Formative Assessment)
WEDNES DAY	Students will work in groups and read and answer the bank of questions about the	• Students will develop their reading and listening abilities by following this photo	• Cooperative Learning • Task based approach	• pencil • text • dictionary • dvd recorder	• The teacher will use direct observation of how the students perform the

	topic.Then share in open class their ideas.	story. • Students will increase their reading and comprehension abilities by performing this exercise			exercises given after the explanation.
THURSDAY	Students will take a grammar and vocabulary quiz about the unit.	• Students will be evaluated according to what they have study in the past 3 weeks.	• Cooperative Learning • Task based approach	• pencil • quiz	• This will be a formal assessment.
FRIDAY	Students will have a personal feedback about the quiz. And receive instructions for the final project.	• Students will make a self-evaluation about their quiz result • The students will work in the final project.	• Cooperative Learning • Task based approach	• Pencil • Notebook • Textbook • Dictionary •	• Summative Assessment and self -evaluation.

APPENDIXD
Unit Plan Graphic Organizer Week 4

DAYS	CONTENT	GOALS	METHODS	MATERIALS	ASSESMENT
MONDAY	The teacher will encourage the students to finish this unit making the final project The menu cart about food and drinks.	Students will increase in their written and oral abilities	TPR Natural Approach	• Worksheets • The board • A4 cardboard • Markers • Color pencils • Magazines pictures	• The teacher will use direct observation of how the students perform the exercises given after the explanation. (Formative Assessment)

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

| easier | guess | speak | ~~went~~ | accent | worst | than | imitate | difficult | look |

Michelle and Luc were born in France but their family _went_ to live in Verona two years ago, and now they both [1]................ Italian. Michelle is older [2]............... her brother and at first she found the new language more [3]................ to learn. 'I think it's [4]................ to pick up a language when you're younger,' she said. For her, pronunciation is the [5]................ problem. 'A lot of Italian vocabulary is similar to French, so I can often [6]................ the meaning of words – I don't have to [7]................ them up in a dictionary,' she said. 'But I still have a strong French [8]................ and sometimes people find it difficult to understand me. As soon as Luc went to school, he began to [9]................ the other children, and he speaks almost perfect Italian now.'

⊡ 9

2 Choose the correct answers

Circle the correct answer: a, b or c.

1 Jessie .... four languages.
   a **speaks**   b says   c tells

2 I don't want to .... any mistakes in my maths test.
   a do   b make   c get

3 They're .... a book from German into English.
   a correcting   b translating   c communicating

4 Look .... these words in your dictionary.
   a up   b down   c to

5 Young children usually .... their parents.
   a communicate   b imitate   c guess

6 He's one of the .... film stars in the world.
   a most successful   b successfuller   c successfullest

7 Ruth was .... than the other students in the class.
   a tall   b taller   c the tallest

8 Mrs Wilson is the .... person in our street.
   a more friendly   b friendliest   c more friendliest

9 All the food was great, but the soup was ....
   a the better   b the most good   c the best

⊡ 9

3 Vocabulary

Underline the correct words.

1 My mother's from Switzerland – she's a _native_ / mother speaker of German.

2 They're from Japan so they've got a Japanese sound / accent when they speak English.

3 Our teacher always corrects / mistakes us when we get something wrong.

4 If you don't know what the word means / says, use a dictionary!

5 I didn't know the answer so I had to translate / guess.

6 English is my mother tongue, so Spanish is a regional / foreign language for me.

7 I always make mistakes in Italian – I'm not very accurate / creative.

8 My dad says the 1990s were the best year / decade of his life.

9 'Cool!' is my favourite expression / communication in English.

⊡ 8

How did you do?

Total: ⊡ 25

| 😊 | Very good 20 – 25 | 😐 | OK 14 – 19 | 😟 | Review Unit 8 again 0 – 13 |

Write

Write a paragraph about *one* of your partners. Use your notes from Exercise 12 to guide you. Here is an example.

Carol eats three meals a day. She eats a lot of salad and vegetables, but not much meat. She hates carrots! She doesn't eat a lot of snacks but she sometimes has an ice cream or some chocolate. She drinks about two litres of water a day.

Carol thinks it's important to keep fit. She plays basketball once a week. She swims and rides her bike, too, and she enjoys going for walks at the week⊙

Last but not least: more speaking

a Read the following questions. Take three minutes to think about your answers. Make notes.

1 Which is your favourite eating place? (a restaurant, a fast food place, your grandma's?) What do you especially like about the place and why? (the food, the people?)

2 Imagine you have your own restaurant. What is it like?
   - What kind of food and drink do you serve?
   - Where is it?
   - What is the style like?
   - What are the people working there like?
   - What does it look like?

3 Imagine you are in a restaurant with a famous person.
   - Who is the person?
   - Where is the restaurant?
   - What are you talking about?

b Ask and answer the questions with three other people in your class.

c Share your favourite ideas with the class.

68

🔟 Everyday English

a Find expressions 1–6 in the photostory. Who says them? Match them with the expressions a–f.

1 ... and stuff. [c]
2 I know what you mean. ☐
3 No problem. ☐
4 Absolutely! ☐
5 ... as well. ☐
6 ... a couple of ... ☐

a Yes!
b ... too.
c ... and things like that.
d ... two ...
e It's easy.
f I understand you.

b Read the dialogue. Use the expressions in Exercise 10a to complete it.

Paula: I'm really tired. Too much work!

Julian: ¹ *I know what you mean* .
I did three hours of homework last night. French, Maths ² ....

Paula: Me too. But I watched the football on TV ³ ....

Julian: Really? So you did your homework after the match? How did you stay awake?

Paula: ⁴ .... !
I just drank ⁵ .... cups of coffee.

Julian: So, coffee keeps you awake?

Paula: ⁶ .... !
I didn't go to sleep for hours. I'm really tired today, though!

> **Discussion box**
> 1 Pete says 'you've got to enjoy life as well'. What do you think?
> 2 How do you relax after a long day at school?

1️⃣1️⃣ Improvisation

Work in groups of three. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 10a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Pete, Jess and Mrs Sanders

Situation: At the café – a few minutes later

Basic idea: Pete and Jess have just ordered their ice creams. Mrs Sanders has come into the café.

Use one of these sentences to start the conversation:

Mrs Sanders: Jess? Pete? What a surprise to see you here!

Pete: Hello Mrs Sanders. Would you like to join us?

1️⃣2️⃣ Team Spirit ● DVD 1 Episode 3

a How well do you know Jess, Debbie, Pete and Joel? Complete the gaps with their names.

b Watch Episode 3 and check if you were right.

.... hates gardening.

.... says .... eats unhealthily.

.... thinks he/she isn't overweight.

.... says that what .... eats is gross.

.... wants .... and .... to stop arguing.

.... is worried that the group are not working as a team for the Community Award.

.... didn't mean to be rude.

A double ice cream ...

9 Read and listen

a Look at the photostory. Who do you think orders a double ice cream – Jess or Pete? Read and listen to find the answer.

1

Pete: I really like coming here. It's good after a long day at school.

Jess: Yeah. And today was a long day. That lesson this afternoon with Mrs Sanders ... wow!

Pete: Didn't you like it?

Jess: It was OK. But, I mean ... how many lessons are we going to have about food and diet and stuff?

Pete: Yeah, I know what you mean. It's important, though.

3

Jess: Sure. of course it is. But then I look at the cakes and ice cream on this menu and ...

Pete: And?

Jess: There's this little voice inside my head. It's going 'Bad! Bad!' And it sounds like Mrs Sanders!

4
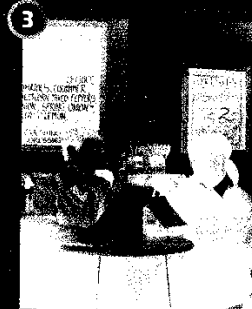
Pete: Yeah, I know that voice.

Jess: I try not to listen to it – but it isn't easy.
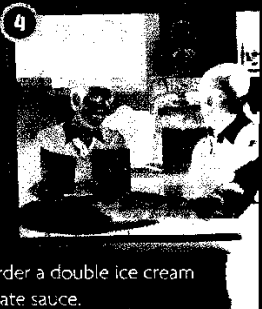
Pete: No problem! Order a double ice cream with chocolate sauce.

6
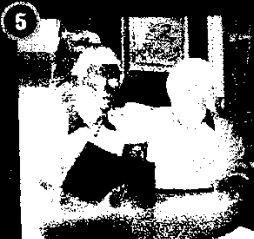
Jess: Are you serious?

Pete: Absolutely! Look, I know diet is important. But you've got to enjoy life as well.

Jess: That's right. But a double ice cream with chocolate sauce? Isn't that a bit too much?

Pete: Well, yes. That's why I can only do this a couple of times a month!

Jess: Bo-ring! OK, let's get two!

b Mark the statements *T* (true) or *F* (false).

1 Jess and Pete are at the café after school. *T*
2 They had a lesson today about food. ☐
3 Jess thinks they have too many lessons about food. ☐
4 Mrs Sanders says 'Bad! bad!' when Jess looks at the menu. ☐
5 Pete has a problem with ice cream with chocolate sauce. ☐
6 Pete is not serious when he says you've got to enjoy life. ☐
7 Pete only orders double ice cream with chocolate sauce about once a month. ☐

🔊 Pronunciation

🎧 Listen

a Match the dishes on the school canteen menu with the pictures. Write the numbers 1–10. Then listen and check.

(A) (B)

(C) (D)

(E) (F)

(G) (H)

(I) (J)

Starters
1   Pasta (with tomato sauce)
2   Vegetable soup
3   Mixed salad

Main courses
(with vegetables or chips)
4   Fish
5   Chicken and mushrooms
6   Cheeseburger
7   Vegetarian curry and rice

Desserts
8   Yoghurt (various fruit flavours)
9   Ice cream
10 Cheese

b Listen to the dialogue at the school canteen. Write down what Annie and Jack ask for.

1   Annie: ....

2   Jack: ....

🟠 Grammar

✱ some and any

a Look at the examples from the dialogue. Complete the rule.

I'd like some yoghurt, please.
I'd like some carrots.
We haven't got any carrots today.
Do you want any dessert?

> **RULE** With uncountable and plural nouns, we usually use .... in positive sentences, and we usually use .... in negative sentences and questions.

b Complete the sentences with *some* or *any*.

1   I wanted to buy __some__ food, but I didn't have .... money.

2   A: Have we got .... homework tonight?
    B: Yes, we've got .... grammar exercises to do.

3   Mario bought .... new socks last week, but he didn't buy .... shoes.

4   A: Let's listen to .... music.
    B: OK. Did you bring .... CDs?

5   I'd like to make .... sandwiches. The problem is I've got .... cheese, but I haven't got .... butter.

🔵 Speak

a In Exercise 6b, who orders a healthy lunch – Annie or Jack? Discuss in a small group.

b Work with a partner. One of you works in the canteen. The other one orders a meal. Then change roles.

Look at the menu in Exercise 6a. Choose what to order.

Use these expressions to help you.

What would you like?	Can I have ... ?
What else?	I'd like ... , please.
Here you are.	Thanks!

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✱ *much* and *many*

e Look at the examples. Then complete the rule.

Don't use much oil.
They don't have many diseases or heart problems.
How many meals do you have a day?
How much water do you drink?

f (Circle) the correct words in questions 1–6. Then match the questions with the answers.

1 Is there (much) / many milk in the fridge?
2 How much / many potatoes do you want?
3 How much / many time have we got?
4 Are there much / many people in the café?
5 How much / many subjects do you study?
6 How much / many money have you got?

a Yes, there are about 50.
b €15.
c No, there isn't.
d Two, please.
e Ten minutes.
f Nine.

⓸ Speak

a Work with a partner. Discuss the quiz questions and choose the answers you think are correct.

b Ask your partner about the things in the quiz. For example:

Do you eat a lot of hamburgers?
How many hamburgers do you eat every month?
How often do you eat an apple?

2 Vocabulary

✱ Food and drink

Write the words under the pictures. Then listen, check and repeat.

apples carrots eggs meat fruit
bread ~~vegetables~~ tomatoes orange juice
beans onions sugar mineral water rice

(A) _vegetables_ ____ (B) ____ (C) ____ (D) ____ (E) ____ (F) ____ (G) ____

(H) ____ (I) ____ (J) ____ (K) ____ (L) ____ (M) ____ (N) ____
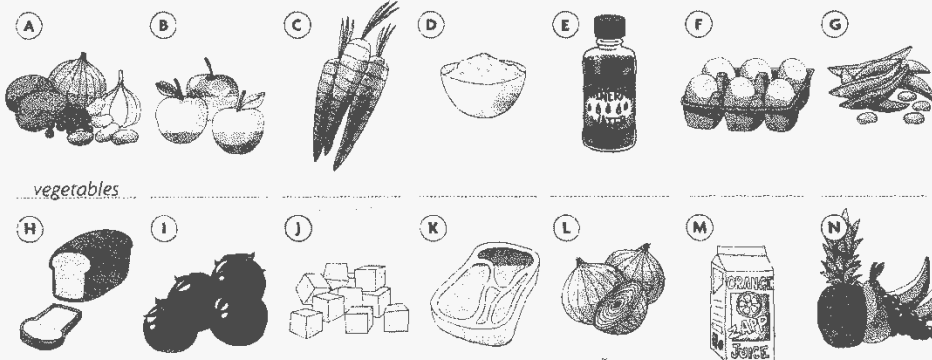
Vocabulary bank Turn to page 65.

3 Grammar

✱ Countable and uncountable nouns

a Read the rule. Then underline the countable nouns and (circle) the uncountable nouns in examples 1–4.

> RULE: In English, we can count some nouns:
> *one apple, two bananas, three carrots.* etc.
> We call these words *countable nouns.*
>
> There are some nouns we can't count, for example: *food* and *fruit.* These nouns have no plural. We call them *uncountable nouns.*

1 Eat an apple or a carrot.
2 They do some exercise every day.
3 Some years ago ...
4 The Okinawa women eat fish and green vegetables.

b Complete the lists with words from Exercise 2.

Countable nouns	Uncountable nouns
vegetables	_fruit_

✱ a/an and some

c Look again at the examples in Exercise 3a. Complete the rule with *countable* or *uncountable.*

> ____ We use *a/an* with singular ____ nouns. We use *some* with plural ____ nouns. We use *some* with ____ nouns.

d Complete the sentences with *a, an* or *some.*

1 I'd like _some_ sugar in my coffee.
2 I'm going to the shops. Mum needs ____ meat and ____ eggs.
3 This is ____ lovely apple!
4 ____ onion is ____ vegetable.
5 Have ____ fruit. There are ____ nice bananas in the kitchen.
6 She needs ____ bread, ____ cheese and ____ tomato to make a sandwich.
7 I'm a bit hungry – I think I'll eat ____ orange.

RATIONALE

I have chosen this assignment *the thematic unit plan*, from the course of International Applied Professional Experience to meet the standard 1.a. *Language as a System with the indicator "Candidatescan use thecomponents of languageand languageas an integrative system tocreate instructional plans for ELLs."* In order to create a Thematic Unit I needed to work with the English language as a system, making sure that all the four language skills were covered on this study and by using all the components of the foreign language.

This assignment was created in order to enhance the knowledge of certain cross curricular topic and at the same time to develop and reinforce the four English skills: listening, writing, reading and speaking on my students and offering to the different methodology and techniques. With this teaching document, students were able to learn new vocabulary words and English expressions, also grammar, their listening and comprehension were improved and they were able to express their thoughts using the new language.

Moreover, completing this assignment I learned that is a very important part of the teaching process to integrate all the components of the language to develop all the skills on the students with a variety of exercises to help them to acquire the required knowledge. In the future, think that <u>Content Related Instruction Approach</u>, gives to the teacher the opportunity to organize the teaching activities around a topic and to include different learning strategies to guarantee the learning process on the students since the learners need to infer the answer by themselves.

Standard1.b.LanguageAcquisition and Development
Candidates understand and apply theories and research in language acquisition
and development to support their ELLs' English language and literacy learning
and content-area achievement.

Performance Indicator 1.b.5:

The candidate understand sand apply knowledge of the role of individual learner variables in the process of learning English.

Meets the Standard:

Candidate's use their understanding of learner variables to consistently provide individualized language; content learning goals and appropriate instructional environments for ELLs.

Artifact for Standard 1B: Lesson Plans

Date: April 2011

Course: TEFL 569 Methods of Teaching English to Speakers of other Languages

LESSON PLANS

INTRODUCTION

The importance of English for Specific Purposes is given by the use these professional students are going to do with the language. As its name says, English for Specific Purposes prepares students in special contents of English and it is always directed to an specific field. This program has been designed to work with Real Estate brokers who are not English native speakers but who are willing to use the language to broaden their limits and boundaries in order to work with foreigners in the city of Cuenca and selling real estate to them.

Therefore, its focus is to develop the skills these professionals need to do and maintain business adequately with foreigners. It was designed to provide the tools real estate brokers need to communicate and serve outsiders in order to help not only search the area but also understand a property's and its surroundings conditions, acceptable prices according to its circumstances and the Ecuadorian legal process to buy.

This program was designed for a 2 month course which will take place from Monday to Friday, two hours each day. To develop this ESP program for real estate brokers it was necessary to determine the students' prior knowledge and experience which would lead the teachers and the group to achieve goals and perform wisely in a real business environment.

- **Stage 1**

		Topic	Language Focus	Skills
week 1	**Introduction to the topic**	**Selling opportunities in Ecuador to foreign people.**	Strengths, opportunities, weaknesses of real estate brokers in Ecuador.	Listening, Reading Opinions, Formal Information.
	Technical Vocabulary	Working with real situations in this field.	Problems that Ecuadorian brokers face when dealing with foreign clients.	Speaking and Writing; organize a solution chart using new vocabulary.
week 2	**Communicate activities.**	Real Estate management	Selling, buying, renting strategies	Reading and Speaking: Describe traditional and suggested features of the business.
week 2	**Every day and Technical Vocabulary**	Properties' description for selling.	Use every day and technical vocabulary; describe proprieties in a general way.	Listening and Writing: Describe proprieties' features.
week 3	**Vocabulary**	Legal vocabulary	Learn legal teams concerning real estate in Ecuador.	Discuss, use and apply legal terms for transactions.
week 3	**Communicative activities**	The Ecuadorian law for Real Estate busines.	Discuss about the Ecuadorian legal procedures for buying or selling proprieties to foreign people	Writing and Speaking: Discussion table, analysis and description.
week 4	**Cultural Background**	Engineering and Architecture in Cuenca	Talk about Cuenca's Engineering and Architecture	Describe, research and explain the city's main features.

		Language Focus	Vocabulary	Skills Application
week 4	**Technical Vocabulary**	Engineering and Architecture technical vocabulary	Specific terms in order to give a complete description of a propriety	Writing and Speaking: Write a description of proprieties using the correct terms and giving that information to their virtual clients

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- **Stage 2**

		Language Focus	Vocabulary	Skills Application
Week 1	**Introduction To American social environment**	Holidays Special acassions Social rules	All about language focus	Reading and Comprehension: articles about American holidays and festivities; listening dialogues about this special days, writing and speaking about the above information.
Week 2	**General Information for Financial Enviroment**	Paper work and financial documentation regards Real Estate in Ecuador.	How to request a load for buying a house. Information about money transfer from abroad and others.	Reading an writing in order to complete financial paper work.
Week 3	**Introduction to the project**	Case of study	Legal, selling, Engineering and Architecture.	Propriety are presented, students need to create a selling project, by presenting

				it to the class.
Week 4	**Project presentation**	Working with realia	Students will play roles seeling and buying properties	Listening, speaking, reading, writing. Students will create a real Estate business environment.

ESP LESSON PLAN WEEK 1

English for specific purpose course: INTRODUCTION TO REAL STATE COURSE

Language Skill focuses: Selling opportunities in Ecuador to foreign people, Strengths, opportunities, weaknesses of real estate brokers in Ecuador. Listening, Reading Opinions, Formal Information.

1. TEFL Language objectives

- Listening: Students will listen to the facilitator and they will be able to understand directions about the course, also needs and specifications about the Selling opportunities in Ecuador to foreign people
- Reading: Students will read carefully the teacher's information to recognize vocabulary related with the topic and other facts about Real Estate market.

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

- Whole Language Approach
- Charts
- Realia
- Reading with a Specific Purpose
- Explain Key concepts
- Language Masters.

3. Materials to be used

- White board,
- Print outs (worksheets)
- Formal Real Estate information about their business facts.
- Writing material (paper, pen, markers)

4. Multiple intelligence approaches

- Guest speaker: Local interviews
- Visual: Charts and concept maps

5. Teacher input

- B14. Demonstrations. The teachers will explain students the objectives of this English for Specific Purpose Course and what he/ she expects from them.
- The teachers will be monitors and they will use specific terms In order to help them to find the Selling opportunities in Ecuador to foreign people
- Teachers will hand out printed information about specific Formal Information.

6. Guided student practice

Teachers will keep track on student's tasks. Written report will be done in groups and the teachers will supervise their development after each activity summarizing the given information.

7. Group practice activity

Reading activities looking for specific information about Real Estate market in Cuenca.

8. Assessment

- Content retelling.
- Observation
- Teacher Rating Checklist.

9. Closing review and follow up

- G5. Graphic representation. Creating a Real Estate current situation chart in Cuenca
- Start giving information about next class activities.

ESP LESSON PLAN WEEK 2

English for specific purpose course: COMMUNICATIVE REAL STATE ACTIVITIES AND VOCABULARY

Language Skill focuses: Business strategies, and the use of technical vocabulary for descriptions and general communication in the field. Reading and Speaking: Describe proprieties' features. Listening and Writing: Describe proprieties' features.

1. **TEFL Language objectives**

- Listening: Students will listen to the facilitator and they will be able to understand directions about the course, also needs and specifications about the Selling opportunities in Ecuador to foreign people.

- Reading: Students will read carefully the teacher's information to recognize vocabulary related with the topic and other facts about Real Estate market.

2. **List at least five TEFL methods and strategies to be used**
   - Activating Peer Knowledge
   - Pictures
   - Charts
   - Videos
   - Language Master
   - Role plays
   - Panel Discussion Debate.

3. **Materials to be used**

According to the materials required by the teacher in class.

4. **Multiple intelligence approaches**

- Visual: Charts and concept maps
- Realia   demonstration about the topic.

5. **Teacher input**

- Explain key concepts. The teachers will explain students the new words and their use in the Real Estate Context.

- The teachers will be   monitoring students and their activities, using one on one Instruction with them.

- Teachers will provide hang outs in order to help students to work in the new vocabulary and practice their use.

6. **Guided student practice**

 Teachers will keep track on student's tasks. Students will be working in groups, or peer work.

7. **Group practice activity**

 Students create word banks for vocabulary practice, they also will use small groups activities to introduce these new words to their business communication needs.

a. **Assessment**

- Group testing.
- Teacher rating checklist
- Observation

b. **Closing review and follow up**

- Role Play where students will be able to represent a dialogue between Real Estate brokers and possible clients.
- Start giving information about next class activities.

ESP LESSON PLAN WEEK 3

English for Specific Purpose course: COMMUNICATIVE REAL STATE ACTIVITIES AND VOCABULARY II.

1. **TEFL Language objectives**

Language Skill focuses: Legal Vocabulary, application of Ecuadorian law terms for Real State business.

- Read and Discuss, uses and applications of legal terms for transactions according to the new learned vocabulary.

- Writing and Speaking: Discussion table, analysis and description of the Legal paper work and Ecuadorian reglamentation for Real Estate.

2. **List at least five TEFL methods and strategies to be used**
- Activating Peer knowledge.
- Pictures
- Videos
- Computer /software
- Demonstrations: filling legal paperwork
- Panel Discussion Debate.

3. **Multiple intelligence approaches**

 .Visual: Charts and concept maps

 Realia demonstration about the topic.

4. **Teacher input**
- Explain key concept. The teachers will explain students the new words and their use in the Real Estate Context.

- The teachers will be monitoring students and their activities, using one on one Instruction with them.
- Teachers will provide hang outs in order to help students to work in the new vocabulary and practice their use.
- Teacher will start open debate about the topic,
- She will also monitor the writing activities.

5. Guided student practice

Teachers will keep track on student's tasks. Students will be working in groups, or peer work. They will monitor one on one instruction with the students.

6. Group practice activity

Students will work in peers and they will assume a role play creating templates about real paperwork and for the Real Estate legal process. Each small group will represent a step in the market.

7. Assessment

- Interview
- Writing sample
- Observation

8. Closing review and follow up

- Role Play where students will be able to represent a dialogue between Real Estate brokers and possible clients and Financial or Legal dependencies in the selling process.
- Start giving information about next class activities.

ESP LESSON PLAN WEEK 4

English for Specific Purpose course: CULTURAL BACK GROUND AND COMMUNICATIVE REAL STATE ACTIVITIES AND VOCABULARY III.

1. **TEFL Language objectives**
   - Engineering and Architecture in Cuenca, Engineering and Architecture technical vocabulary
   - Talk about Cuenca's Engineering and Architecture. Describing, research and explain the city's main features.
   - Specific terms in order to give a complete description of property. Writing and Speaking: Write a description of proprieties using the correct terms and giving that information to their virtual clients.

2. **List at least five TEFL methods and strategies to be used**
   - Activating Peer knowledge.
   - Pictures
   - Cultural sharing
   - Use of Community Resources
   - Field Trips
   - Writing Sample

3. **Multiple intelligence approaches**

   Realia demonstration about the topic.

4. **Teacher input**
- The teachers will explain students the new words and their use in the Real Estate Context and Cultural background.
- The teachers will be monitoring students and their activities, using one on one Instruction with them.
- Teachers will provide hang outs in order to help students to work in the new vocabulary and practice their use.
- Teacher will start open debate about the topic.
- She will also monitor the writing activities and presentation about the properties.

5. **Guided student practice**

Teachers will keep track on student's tasks. Students will be working in groups, or peer work. They will monitor one on one instruction with the students.

6. **Group practice activity**

Students will work in peers and they will research and explain the city's main features. Write a description of proprieties using the correct terms and giving that information to their virtual clients.

7. **Assessment**
- Graphic representation
- Observation
- Writing simple.
- Interview

8. **Closing review and follow up**
- Group report and Project about their field trip made on this week.
- Start giving information about next class activities.

ESP LESSON PLAN WEEK5

English for Specific Purpose course: INTRODUCTION   TO   AMERICAN   AND   SOCIAL ENVIROMENT

1. **TEFL Language objectives**
- Holidays, special occasions, social rules.
- Reading and Comprehension: articles about American holidays and festivities; listening dialogues about this special days.
- Writing and speaking: about the above information

2. **List at least five TEFL methods and strategies to be used**
   - Story Maps
   - Books
   - Cultural sharing
   - Role plays Provide Meaningful Language Practice.
   - Summarizing
   - Varied Holiday Activities

3. **Multiple intelligence approaches**

 Videos, e books, stories.

4. **Teacher input**
- The teacher will provide the access to videos, e books and texts stories about these festivities and they will also open a debate about the differences with their cultural identity and students will be able to share their knowledge about holidays and special occasions.
- Teachers will provide hang outs in order to help students to work in the new vocabulary and practice their use.
- The teacher will also monitor the writing activities and presentation about the topic of the week.

5. **Guided student practice**

Teachers will keep track on student's tasks. Students will be working in groups, or peer work. The teacher will monitor one on one instruction and they will provide to students the guide lines for their activities.

6. **Group practice activity**

Students will work in peers and they will explain and write their conclusions about cultural differences in holidays and special occasions and how to manage them with their clients.

7. **Assessment**

- Observation

- Teacher rating checklist

- Student self-rating and Evaluation.

8. **Closing review and follow up**

- Group writing report and Final debate about cultural differences.

- Start giving information about next class activities.

ESP LESSON PLAN WEEK 6

English for Specific Purpose course: GENERAL INFORMATION FOR FINANCIAL ENVIROMENT.

1. **TEFL Language objectives**

- How to request a load for buying a house.

- Information about money transfer from abroad and others.

- Reading and writing in order to complete financial paper work.

2. **List at least five TEFL methods and strategies to be used**

- Demonstrations

- Flow charts

- Realia

- Language master

- Reading with a specific purpose.

3. **Multiple intelligence approaches**

Realia for financial transactions.

4. **Teacher input**

- The teacher will summarize legal procedures for Real Estate transactions

- Teachers will provide hang outs in order to help students to work in the new vocabulary and organize their own flow charts about each transaction.
- The teacher will also provide legal vocabulary in order to facilitate students understanding for the formal documentation.

5. Guided student practice

Teachers will keep track on student's tasks. Students will be working in groups, or peer work. The teacher will monitor one on one instruction and they will provide to students the guide lines for their activities in the legal and formal paperwork and transactions.

6. Group practice activity

Students will work in peers and they will request a load for buying a house and they will get Information about money transfer from abroad.

7. Assessment
- Observation
- Graphic representation
- Writing sample
- Student self-rating and Evaluation.

8. Closing review and follow up
- Group writing report about Legal paper work for buying, selling or renting properties
- Start giving information about next class activities.

ESP LESSON PLAN WEEK 7

English for Specific Purpose course: **INTRODUCTION TO THE FINAL PROJECT.**

1. TEFL Language objectives
- Legal, selling, Engineering and Architecture transactions.

- Propriety are presented, students need to create a selling project, by presenting it to the class.

2. **List at least five TEFL methods and strategies to be used**
   - Pair work
   - Categorizing vocabulary
   - Flow charts
   - Summarizing
   - Note taking

3. **Multiple intelligence approaches**

   Realia for the project organization.

4. **Teacher input**
   - Teacher will monitor group work, and facilitate students organization for the final presentation.
   - Teachers will keep track on student's tasks.

5. **Guided student practice**

   Students will be working in groups, or peer work. The teacher will monitor one on one instruction and they will provide to students the guide lines for their activities.

6. **Group practice activity**

   Students will work in peers and they will create a selling project, and present it to the rest of the group.

7. **Assessment**
   - Observation
   - Student self-rating and Evaluation.

8. **Closing review and follow up**
   - Students will start gathering information for the Final project presentation.

Project presentation	Working with realia	Students will play roles selling and buying properties	Listening, speaking, reading, writing. Students will create a real Estate business environment.

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- The teacher will give the instructions for the next demonstration.

ESP LESSON PLAN WEEK 8

English for Specific Purpose course: STUDENTS WILL PLAY ROLES SELLING AND BUYING PROPERTIES IN A FINAL PROJECT WORKING WITH REAL PROPERTIES.

1. **TEFL Language objectives**

Students will create a Real Estate business environment and they make a roll play by selling and buying a variety of properties in available in the Real Estate market at the moment.

2. **List at least five TEFL methods and strategies to be used**
- Demonstrations
- Realia
- Language master

3. **Multiple intelligence approaches**

Realia making business in a Real Estate environment

4. **Teacher input**
- Teacher will monitor the project progress with students in class and the Teachers will keep track on student's tasks.

5. Guided student practice

 Students will be working in groups, or peer work, and they will present the project to the rest of the class.

6. Group practice activity

Students will make the final presentation.

7. Assessment

- Observation and Teacher Rating Checklist.

8. Closing review and follow up

Students have accomplished all the required participations in this ESP course.

RATIONALE

I chose this artifact lesson *plans*, created in the course of Teaching English to Speakers of other Languages to meet the standard of Language Acquisition and Development with the indicator: "*the teacher understands and apply knowledge of the role of individual learner variables in the process of learning English*". The mentioned lesson plans included different learning methodologies and multiple intelligence approach in order to meet the individual learner variables in the process of second language acquisition.

This lesson plan was created by the teacher under the criteria that each learner is different and they need to be taken as individual, who needs to be provided with individualized learning and appropriate learning environments. The lesson plans are designed to develop different skills on the student by using many strategies and activities to enhance and motivate students to learn English and to use this new language in a communicative way.

Working in this lesson plan project made me realize that the teacher needs to be very

careful when the time for designing a TEFL program comes. Because we need to include a variety of activities in order to meet all the learning styles possible, keep learners motivated and interested on learning a second language.

I will keep including as many strategies as possible in my lesson plans, as part of the instructions for my students, keeping in mind all the individual variables in order to create an appropriate learning environment.

Domain 2: Culture

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

Standard2. Culture as It Affects Student Learning

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

Performance Indicator2.a:

The teacher understands and applies knowledge about cultural values and beliefs in the context of teaching and learning.

Meets the standard:

The teacher consistently design and deliver instruction that incorporates student´s cultural values and beliefs.

Artifact for Standard 2.a: The importance of culture when teaching English
Date: April 2011
Course: Applied Linguistics. Dr. Teena Villaroel

THE IMPORTANCE OF CULTURE WHEN TEACHING A LANGUAGE

When a person is able to speak more than one language it helps to understand the real dimension of different cultures because the structure of each language has reflection on the way that people view the world. Language is the principal element of a culture, since it is the way how people can communicate their ideas and feelings and their world vision.

Each region of our world has a different culture and even if they use the same language for communication in two different regions, each one has a different way to say things and different words for saying some things for example in Ecuador there are different ways to call a jacket. In the north jacket is called chompa, and in my city Cuenca, chompa means sweater so do you imagine a quitenian person asking for a jacket but a cuencano will understand sweater?

On one hand these are the reasons why while learning a language it is important to learn about the culture that language belongs to because this is the only way that learners will have a complete understanding of the language and how the language is used by native speakers for example in English we say black cat, we use de adjective before the noun to modify the noun. In Spanish we use the adjective after the noun to modify it, so we say gato negro. In English we have a bigger list to name colors and the shades of each one than what we have in Spanish. In Spanish we have the pronoun used to use it with respect for an adult or someone we do not know well, in English we use the pronoun you in that case and we do not make a distinction.

There are a lot of cultural differences about English and Spanish as well as there are cultural differences between all languages.   While learning a language the student should be aware of those differences by being immersed on the culture that language comes from, this means that learn the language knowing what is important in that culture, for example holidays, traditions, the name of regional fruits, seasons and their activities, etc.   There is impossible to learn a language without a complete

understanding of these things and a good exercise to understand these holidays, tradition and season activities is to make a comparison between our country traditions and USA traditions for example.

People from all over the world is tending to hold and take care of their own cultures in a globalized world that has a been influenced by other cultures like the American because most of the academic discourse around the world takes place in English, the music and the big movie industry takes place in English and these elements carry on part of the American culture. This is the reason why English now days is considered as a Lingua Franca around the world.   Therefore, not everyone sees the expansion of English like a good phenomenon in their countries. Harmer, (2007).   Many people worries about what will be the consequence for their own cultures and languages when they come in contact with English and the American culture. A clear example of this is Halloween festivity in Ecuador. The government does not allow to any Educational Institution even to consider to give any extra explanation about Halloween since that day locally is celebrated EL dia del Escudo Nacional and all the schools need to make a remembrance about that day and none about this cultural and very interesting Anglo festivity.

This example shows what happen in Ecuador there is even a project of the Minister of Education in Ecuador that wants to teach Quechua, (language that comes from some native communities in Ecuador and Colombia), in the schools which is a good effort to preserve this language and maintain the culture that comes with it. However I think the authorities should be aware that in our days English has become an international language that could open many doors for business and jobs opportunities to our population. Moreover, as English teacher we cannot deny the importance of maintaining the culture of each region that brings with it the identity of a region. Learning a language and its culture does not mean to lose its own.

Possible Solutions

As a part of a solution to this situation in our school I strongly suggest to provide cultural information to our students about the foreign culture. As English teacher make sure that all the festivities, holidays and tradition will have some extracurricular information that will help our students to understand the real dimension of the date.

To conclude, in order to learn a language it is also necessary to have knowledge about the culture that surrounded this new language. When we are learning a language we can see the importance and the influence that language and culture have on each other. As English professionals we need to make sure that we will provide de correct information about culture and language and explain the relation between culture and English.

RATIONALE

I have chosen this artifact: _The Importance of Culture when Teaching a Language_to meet the standard _Culture as it Affects English Language Learning_ because I think this produced document meets the indicator that says that " _the teacher understands and applies knowledge about cultural values and beliefs in the context of teaching and learning"_. This is an essay that explains the importance to include in the teaching program some cultural facts, when teaching a second language, and to respect the culture of the students.

In this assignment I transmitted that was impossible to separate language and culture; this is the reason why in our classes in a Spanish speaking country we should respect our local culture and identity and introduce to our students also facts about the culture of a foreign country as well. In addition, we need to incorporate elements from an English speaking country for example, since we are teaching this language; however as a part of an integral education, I think that teachers are called to include cross curricular information in each subject, I think could be fantastic to integrate to our English program information about cultural facts form countries around the globe; that

information could open many windows of knowledge to our students and we as teacher would collaborate to raise their view of the world. Finally I conclude saying that culture has a big influence on the development of a language.

Domain 3: Planning, Implementing, and Managing Instruction

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

Standard3.a.PlanningforStandards-Based ESL and Content Instruction

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

Performance Indicator3.a.2:
The teacher creates supportive, accepting classroom environments.
Meets the standard:
Teachers systematically design ESL and content instruction that is student centered. Teachers design lessons such that students work collaboratively to meet learning objectives.

Artifact for Standard 3.a.2: ESP (English for Specific Purposes) Course
Date: December2011
Course: Teaching English for Specific Purposes. Dr. Jean Pritchard.

RATIONALE

I have chosen this artifact called *ESP Course* to meet the standard: Planning for Standard-Based ESL and Content Instruction. With the indicator: " Plan Standard-Based and Content Instruction." I think this artifact meets the standard because the ESP course was created according the standards and using a content-based approach.

The goal of this ESP Course was to design a course for training Real Estate brokers from Cuenca, and Azuay province that were interested in making business with North American retirees, English speaking foreign people, and expatriates who are relocating in this region of the country. Moreover, the Real Estate brokers needed to have a good level of English knowledge, and they needed to be trained with an appropriate and technical vocabulary for business and Real Estate, also special techniques and special information about the city by using English for communication, to assist the foreign people on the process of moving to Cuenca, and buying or renting a property here .

This course followed the content-based approach because it had a topic to develop in the course, it also included the information about how to communicate, specialized vocabulary, and legal terminology that Estate Brokers could require in order to complete a business relation with their clients, also it included cultural facts that were part of the language learning process.

With this course I have learned how to plan a content –based instruction course where students learned the language around a Main topic. Using this approach I could help the students to meet their learning goals and to stay motivated because they were learning something that was interesting and useful for them. In the future I will continue planning my courses according to the INTASC standards, the TESOL or other appropriate foreign language teaching standards to guarantee the content is valid for the students.

Standard3.b. Implementing and Managing Standards-Based ESL and Content Instruction

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

Performance Indicator3.b.3:

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

M*eets the standard:*

Candidates design activities that integrate skills and content areas through thematic and inquiry based-units.

Artifact for Standard 3.b.3: Planning and Syllabus Design

Date: October 2010

Course: Curriculum and Materials Development. Dr. Julie Alemany

PLANNING AND SYLLABUS DESIGN

English improvement program seeks to promote learning methods and innovations to students and teachers in order to contribute to the development and the upgrade of the English education for students in Latinoamericano high school in Cuenca, Ecuador; English improvement program main purposes include: teacher's training, work organization, and English courses improvement for learners.

The course rationale

This English improvement program has been designed for learners older than twelve years old in high school years, who need to develop effective communication skills and critical thinking in order to get through everyday personal, familiar or social needs situations, university requirements, and language skills reinforcement.

 English improvement program has mainly focused its effort on better communicative approach to students who need or want to reinforce their English skills in a higher level of accuracy; in addition, this course will encourage students to develop specific strategies inside and outside of the classroom, and effective use of English to enhance a communicative ability by using their gained developed skills.   This English improvement program seeks to include the most convenient methodology in order to ensure the reinforcement of the learners' needs and demands.

ENTRY AND EXIT LEVEL OF STUDENTS

Entry Level

The UCLES/RSA Certificate in Communicative Skills in English as cited in Richards J.C (2001) Appendix 3 is a band descriptor which determines in detailed a scale of the English proficiency skills that students s will start the program with, as a learners' entry level. However, this program goal is to improve English efficiency in high school years it is necessary to take each level of this band as a reference for each student in the English classes.

The UCLES/RSA certificates four English skills: writing, reading, speaking and listening with the following criteria degrees: accuracy, appropriacy, range, flexibility and size; each one of these degrees details a complete description of the proficiency the student would achieve at each level of study.

Exit Level

Students should be able to demonstrate the developed abilities that UCLES/RSA states with each criterion to determine the proficiency level that has been reached at the end of each course.

Additionally, students will be able to:

- To develop and enhance communicative skills and use them fluently with people.
- Students will be able to process and understand complex spoken messages.
- Students will be able to produce oral messages and give commands used in the daily basis.
- Students will be able to process and understand reading material.
- Students will be able to produce and understand written material.
- Students will learn how to apply critical thinking in writing assignments.
- Students will be ready to take the IBT test, or TOEFL test, or university entry test.

Course content

English improvement program offers theoretical and practical instruction in order to enhance students' abilities in the application of their English knowledge. Students will be able to develop a communicative competence by complete application of English knowledge. Because the program will be based on the improvement of four English skills, students will develop their practice around:

- Read and listen Topics: Different topics proposed by the chosen English text and the students
- Vocabulary builder: new words and English expressions related to the proposed topic

- Grammar skill builder: grammar used as a tool for appropriated English learning process.
- Speaking and pronunciation skills: the application f the skills listed above.
-

Sequence course content

The chosen scope for English improvement program goes from simple to complex; the improvement program has been designed by established difficulties cited in Richards UCLES/RSA, appendix 3. In addition, each level will have four stages or skill sections; each one will increase its difficulty level, these are the following:

- Grammar, with the purpose of identifying and analyzing grammar rules to later apply in the learning context.
- Listening and audiovisual.
- Reading and Writing.
- Conversation (applying the four integrated skills)

PLANNING THE COURSE CONTENT

Selecting a syllabus framework

English improvement program combines multi-skills approach in order to develop the students' learning abilities, a strong grammatical syllabus which is graded in different levels of difficulty to facilitate student assimilation, a systematic vocabulary syllabus according to the given topic, it also includes every day English expressions and lexical chunks, the syllabus also includes cross-curricular information as a culture spot in each lesson in order to capture student attention in the learning process.

Developing instructional blocks

English improvement program is planning by two modules per school year. Each module has four units. The program is developed on twelve years old eight graders to seventeen years old senior students. The complete English improvement program will cover high school students. Each school year course will be divided in eight units; each unit will last a month and will be split in the following skills development: grammar

lessons, listening and audiovisual lessons, reading, writing and critical thinking lessons and a speak class, each one of these will have a gradual difficulty level.

As part of each course there will be 140 contact hours every month for eighth, ninth and tenth graders, this hours will be divided in 35 weekly hours. On the other hand, students under the last three high school years will attend 100 contact hours every month, this hours will be divided 25 weekly hours; additionally students should complete reading, research and writing assignments as homework. Besides, at the end of each unit, the student will take a Unit test, and at the end of each module learner will take a checking progress exam.

Planning the Course Content

Grammar	Listening – audiovisual	Reading- writing	Speaking and functions.
Students will be able to recognize different grammar tenses, modal verbs, Conditionals, reported statements, indirect questions, defining & not defining relative clauses, articles, different uses of gerunds and infinitives. Grammar of phrasal verbs, and apply this information in different skills. **Vocabulary:** new words according to the unit topic and everyday English expressions.	Students will be able to process and understand spoken messages, dialogues, radio shows, descriptions, and songs of which complexity gradually increases.	Students will be able to process and understand written material like: Narrative, discursive composition, formal letter, descriptions, and poem review. Reading material such as: questionaire, films, novels, general articles to develop critical thinking in the process.	Students will be able to exchange information, to discuss a theme, theories, or films, to describe hypothetical situations, to make speculations, to describe someone, to talk about people or situations, to tell stories, to give personal opinion

COURSE CONTENT PLAN FOR SENIOR YEAR.

(PUCHTA & STRANKS 2007)

Senior year Module 1.	Grammar	Listening – audiovisual	Reading	Writing	Speaking
UNIT 1. UNIT QUIZ	Verbs + gerunds/ infinitives. Verbs with gerund & infinitive	Dialogue about a topic	Introductions of classic novels.	Discursive composition Advantages & disadvantages specific topic	Exchanging information. Specific topic
UNIT 2 UNIT QUIZ	Second Conditional. First C. vs. Second C.	Dialogue: radio interview…	Questionannaire: Specific topic	Formal letter: Opinion letter for example.	Describing hypothetical situations
UNIIT 3 UNIT QUIZ	Modal verbs for deduction (present t.)	Interview: TV. Talked show…	A fiction article, or A movie comment.	Discursive opinion: Giving your opinion…	Discussing theories about the reading activity.
UNIT 4 UNIT QUIZ.	Indirect questions. Modal verbs (deductions in the past)	Interview: The author of a popular song.	A real life inspiring story.	Narrative: A personal story	Indirect questions. Speculating about the author in listening activity.
			Module check.		
Senior year	Grammar	Listening –	Reading	Writing	Speaking

Module 2.		audiovisual			
UNIT 5. UNIT QUIZ	Reported statements. Reported questions. Reported verbs.	Description or opinion about a film or a novel.	An article about a real situation or culture cross curricular info.	Description of a person.	Describing someone. Discussion about the reading activity.
UNIT 6 UNIT QUIZ	Third conditional. The use of wish/If only/should/shouldn't/ have done…	Dialogues about thing that make you angry	Article about personal situations.	Narrative	Talking about things that make you angry and how to solve them.
UNIIT 7 UNIT QUIZ	Defining & non-defining relative clauses.	Description of a film	A fiction article	Film review using listening activity.	Discussing about scary situations or stories.
UNIT 8 UNIT QUIZ.	Expressions with gerund and infinitive. Grammar of phrasal verbs.	Dialogues: cross curricular Values theme, and a song.	An article about personal feelings.	Poem	Talking about theme in listening activity.

FINAL EXAM.

RATIONALE

I have chosen the artifact called *Planning and Syllabus design* from the course *Curriculum and Materials Development* that meets the standard 3.b. "*Implementing and ManagingStandards-BasedESL and ContentInstruction*" because provides activities and materials that integrate the four skills of the English language: listening, speaking, reading and writing.

This artifact consisted on the design of a syllabus for an English course for private High School in Cuenca. The program was developed on twelve years old eight graders to seventeen years old senior students. The complete English improvement program I covered high school students.   The course was   focused to teach English, and developing the four skills of the language in order to give the students the confidence to use the language more effectively, and to become fluent by the time they graduate from high school.   The course used different kinds of activities, materials, and dependency resources in order to provide students with interesting and updated tools to make their learning process more interactive and attractive by integrating the four skills of the language and technology.

In this assignment the syllabus design included content-based activities that integrated all the skills of the language to increase the learning process of the students, and the circle of teaching a foreign language was concluded. Moreover, in the future this would be an extraordinary tool to organize any English courses in this working field.

Standard3.c. Using Resources and Technology Effectively in ESL and Content Instruction

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

Performance Indicator3.c.4:

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

Meets the standard:

Candidates assist students in learning how to evaluate and use technological resources for their own academic purposes.

Artifact for Standard 3.c.4: Technology Plan
Date: February 2012
Course: Technology in TEFL. Dr. Rashid Moore

What some teachers say…

- I'm not into computers
- I have no time
- Computers are complicated
- They will take my job!

WHERE ARE WE TODAY?

Our students:
- Make new friends in FB and build networks over 300 friends.
- They tweet on how they feel or what they do in fewer than 140 characters
- They join social or learning groups according to their own interests
- They instant message to friends and family more than 3 times a day
- They hold video conference meetings on a weekly or monthly bases

Teachers of today …

What does technology in our EFL classroom?

o **Encourage interaction in the classroom.**

o **Create excitement for learning**

Are we ready to integrate technology?

o Teaching has changed dramatically in the 21st century with the advent of Web 2.0 tools like wikis, blogs and podcasts just to name a few.

o Technology has modified the landscape of information and knowledge.

o Learning in this scenario poses new questions for teachers.

o Anyone with access to Internet has the ability to create videos, text and audio that can be shared with a global audience.

How can teachers be inspired to gradually start incorporating technology in our daily teaching?

Technology is here to stay!

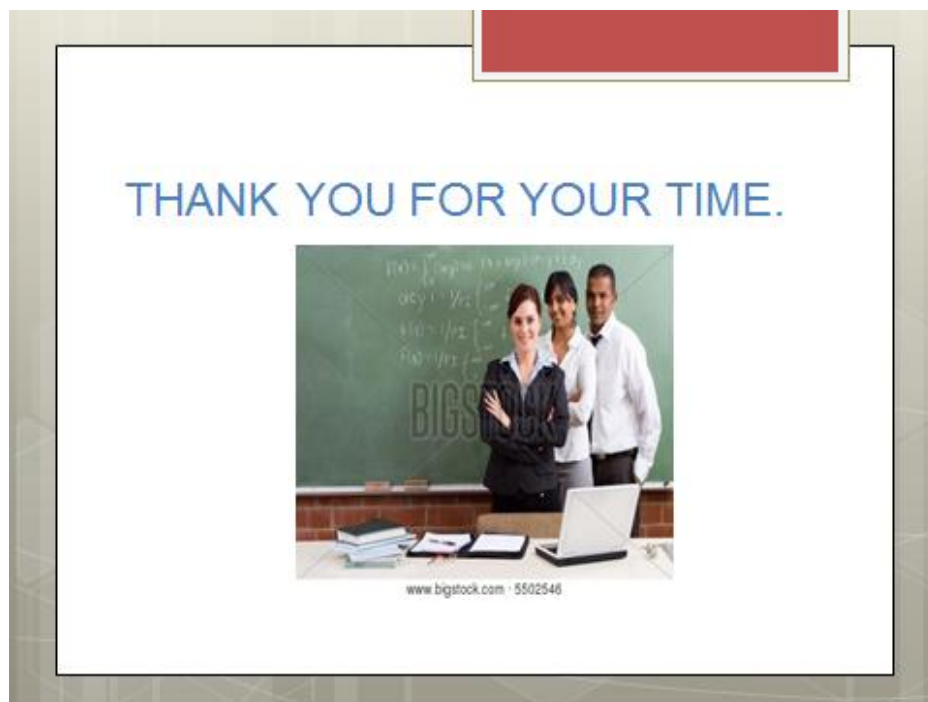o Integrating technology is not putting computers in the classroom without teacher training...

o Technology should be used effectively and efficiently to allow students to learn how to apply computer skills in meaningful ways.

o Let's consider the power that we have as teachers to start sharing with our students this kind of work .

RATIONALE

I have chosen this artifact called *Technology Plan from the Course Technologyfor TEFL* that meets the standard 3.c. "*Using Resources Effectively inESL Instruction, because encourages students to use computers and internet to enhance language and content-area instruction.*" This assignment is a summary of in the Technology course was learned and it was a guide of what could be taught to L2 students for enhancing and improving their English learning process.

This Technology plan was based on the material that was develop in this class about different web-sites that were very useful for English language teachers and learners. It also have included a personal point of view about how teachers should face Technology, and included it in their daily lessons as part of a Teaching plan and organization. Tools such as: Blogs, a Google account and a Google + page where students could have all this interesting gadgets that could   help them in their learning process. Twitter website or live mocha were also found as a part of a variety of interesting options that were learned in this course with Dr. Moore as great tools to

encourage students to open their efforts to learn in a new way. I my personal appreciation I think that this type of courses should be taken at the beginning of a MS TEFL since it open to us a enormous possibility of developing in a better way all our projects as learners. Now from the professional point of view, I think that the use of the technology it is not only to have a Computer Lab. For the students, means that we need to train our teachers, and coworkers in the use of the technology in order to enhance results in each field.

Doman 4: Assessment

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

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

Performance Indicator4.a.4:

The teacher demonstrates understanding of the advantages and limitations of assessments, including accommodations for ELLs.

Meets the standard:

Candidates evaluate formal and informal assessment measures for psychological, cultural, and linguistic limitations and create strategies to help ELLs in such situations.

 Artifact for

Date: October 2011

Course: Testing And Evaluation In TEFL. Dr. Julie Alemany

TESTING AND EVALUATION IN TEFL

Compare and Contrast Test Techniques of Assessment

These two international standardized tests are focused on the evaluation of a person's proficiency in English. TOEFL and IELTS are required for candidates that are trying to be admitted to Universities or higher education Institutes of English speaking countries like South Africa, Australia, Canada, UK, US etc. Even though both look similar, there are many differences between TOEFL and IELTS.

More concretely, and according to the web publication of *Difference Between.net*, there are a couple of key differences between the tests; for example, while the tests are accepted in the UK and the US and other English speaking countries, and while British English and American English are not as similar in many aspects, IELTS tends to use British English and the TOEFL uses exclusively American English. On the IELTS, this aspect will have a larger effect in *spelling*, because British and American English are different in this area. Additionally, if the candidate has problems with the British *accent* (or Australian, New Zealand, Irish and Scottish) listening and comprehension will be another issue to be solved. Moreover, certain terms are also different and student doesn't want to waste time in their *speaking* test asking what a trouser or a lift is. For this reason, it would be another disadvantage to consider what kind of English the candidate is used to; British or American.

For the *reading and listening* sections, TOEFL gives you multiple-choice questions, in contrast, IELTS generally expects you to copy down words from the text or the conversation word-for-word. Multiple-choice questions will tend to require abstract thinking, but the IELTS helps candidates who have good memories and think more concretely. The good thing about multiple-choice is that it is easy to pick out wrong answers, and the advantage about copying down is that the answer is in the text. For these reasons, concrete thinkers will find an advantage by taking IELTS, and abstract candidates will do better l on the TOEFL.

TOEFL exam is also more predictable than the IELTS. The IELTS has different versions with different question types for the candidates. That makes IELTS harder to prepare for. The TOEFL, on the other hand, is pretty much the same test every time. On the other hand, the IELTS certainly keeps the candidate more alert.

Another large difference is the methods that are used in the *speaking* section in each test. For some people, it's very relaxing to just record their answers into a computer because it feels like no one is listening. In contrast, the IELTS test is done in an interview format with a native speaker present, and the candidate might get nervous or feel judged. On the other hand, the candidate might feel more relaxed in a conversation, with a person there to explain if you don't understand a question, or simply having a face to look at, instead of a computer screen. Getting feedback from a native speaker can be helpful too, in order to correct mistakes and improve during the test.

Finally, the speaking and writing sections of the TOEFL are graded holistically. The grader gives a score to the candidate, based on the *overall quality* of the essay, including vocabulary, logic, style, and grammar. On the other hand, the IELTS is marked by individual criteria and the candidate is scored individually for grammar, word choice, fluency, logic, cohesion, and other criteria. In other words, if the candidate writes well but have a lot of small grammar mistakes, his or her TOEFL score might be quite good because graders will ignore small mistakes, if the *overall essay* is logical and detailed the IELTS will not overlook bad grammar, If candidate's grammar and vocabulary are strong but he or she has trouble expressing his opinion or organizing an essay, candidate could end up with a low TOEFL score but the IELTS will give him or her good marks for language use. So while it may sound like the IELTS is much tougher since it grades the candidate on everything, in fact the student can get quite a good score if is strong in a number of areas. The TOEFL emphasizes the ability to put together a logical and detailed argument (or summary) and looks at clarity, word choice, and style above all. If the student doesn't feel comfortable writing essays but he thinks

that he has excellent grammar and vocabulary and overall and also he is a decent writer, the IELTS will probably be easier for the candidate.

Summarizing the main differences with these two international exams:

• One of the biggest differences between IELTS and TOEFL is that while IELTS assesses proficiency in British English, TOEFL measures proficiency in US English.

• Though both assess abilities in reading, writing, speaking and listening, formats of the two tests are quite different.

• TOEFL has more multiple choice questions while in IELTS candidates have to copy words after listening to a conversation.

• For some, it is easier to prepare for TOEFL as the format remains constant, while format in IELTS keeps changing.

• Marking is also different in both the tests. While in TOEFL, small grammatical mistakes are generally ignored if the topic has been handled well by the candidate, in IELTS, a candidate cannot hope to be marked leniently.

• One major difference between IELTS and TOEFL lies in the fact that IELTS also has a General version for those who are immigrating to English speaking countries and would be working in environments that are not academic in nature. TOEFL does not make any difference between candidates.

• While TOEFL focuses on North America, IELTS has been designed to take into account various accents and situations. So unless you are trying to go to a specific North American region, it is better to take IELTS.

• While scores are given in a band of 0-9 in IELTS, scores in TOEFL are between 310 and 577. There is also an online version of TOEFL where scores are provided with a highest possible score of 120.

• While the duration of IELTS is 2hr 45min, TOEFL is longer and has duration of 4 hours.

TOEFL

Reading by Free Practice Test for learners of English**.** *Exam English.*

Length of passage	Number of passages and questions	Timing
Approximately 700 words	3-5 passages 12-14 questions per passage	60-100 minutes

PART 1: 0/10 score   multiple choice

PART 2: 0/6 score multiple choice

PART 3:0 /6 score multiple choice

PART 4: 0/11 divided in 10 short answers, 1 multiple choice.

TOTAL 33 items   23multiple ch.= 11,17%   10 short answers = 4,85%

Listening

Listening Material	Number of questions	Timing
4–6 lectures, 3–5 minutes long each About 500 words	6 questions per lecture	60-90 minutes
2–3 conversations, about 3 minutes long, about 12–25 exchanges	5 questions per conversation	

LECTURE   1   0/10 score multiple choice questions

LECTURE   2   0/6   score multiple choice questions

LECTURE   3   0/6   score multiple choice questions

LECTURE   4   0/6   score multiple choice questions

CONVERSATION 1 0/5 score multiple choice questions

CONVERSATION 2   0/5 score multiple choice questions

CONVERSATION 3   0/5 score multiple choice questions

TOTAL: 43 ITEMS = 20,87%

Writing and Structure

This section has 20 questions and 20 minutes each part of the test.

Structure test 1   0/20 score multiple choice questions

Structure test 2   0/20 score multiple choice questions

Structure test 3   0/20 score multiple choice questions

Structure test 4   0/20 score multiple choice questions

TOTAL 80 items   = 38,83%

Speaking And Vocabulary

There are 50 questions, 10 seconds to do each questions

50 vocabulary words   with multiple choice with context.

TOTAL 50 items. = 24,27%

IELTS

IELTS by Learn IELTS. *Description of IELTS Test* .(2010-2011).

MULTIPLE CHOICE – YES/NO OR TRUE/FALSE- SHORT ANSWER –GAP FILLING.

(MATCHING AND TRUE/FALSE/NOT GIVEN ALSO FOUND IN CB IELTS VERSION.)

2 hours, 45 minutes. Four sections:

Listening: 4 section, around 40 questions, 30 minutes.

Speaking: Interview (15 minutes)

Reading: 3 sections, around 40 questions, 60 minutes.

Writing: Pieces of writing, 60 minutes.

(22 gap filling, 11 multiple choice)

MULTIPLE CHOICE, YES/NO OR TRUE FALSE, SHORT-ANSWER, GAP FILLING.

Listening 4 parts.

Part 1: 10 gap filling.

Part 2: 4 gap filling y 1 multiple choice.

Part 3: 1 multiple choice, 5 multiple choice, 2 gap filling.

Part 4: 6 gap filling, 4 multiple choice.

Speaking 3 parts. Students need to be able to communicate with fluency and correct grammar.

Part 1: Open questions

Part 2: Open questions

Part 3: Open questions

Reading 3 parts.

Part 1: 5 multiple choice.

Part 2: 5 multiple choice.

Part 3: 5 multiple choice.

(15 multiple choice)

Writing

2 classes of tests:

Academic Writing and General Writing.

El Academic Writing 2 sections

Part 1: Essay

Part 2: Summary

El General Writing one section:

Part 1: Letter

RATIONALE

I have chosen the artifact called *Compare and Contrast Test Techniques and Assessment* from the course *Testing and Evaluation in TEFL* that meets the standard: "*Issues of Assessment for English Language Learners* because with this assignment I can demonstrate my understanding of the advantages and disadvantages of assessment.

With this artifact I made a measurement result research about the most popular

proficiency English tests available at the moment: the TOEFL test and the IELTS test, it was interesting to understand how they work, what do they measure and how can they evaluate students to give a diagnostic of their English language proficiency.

Moreover, with this assignment I made an analysis of how each section of this test work, and finally I made a comparison of both in order to identify the strengthens and weakness of each test. In conclusion, I found that both of them have their own particularities and also they measure the student knowledge from different point of view, no one is better they are just different and they are directed to be used differently too. The TOEFL test is use more for academic purposes and the IELTS use is focused to measure working skills. Both measure English language proficiency at all skills of the language. By writing this assignment I can tell that I have evaluated formal assessment measures for psychological, cultural, and linguistic limitations and I have created strategies to help ELLs in such conditions.

Standard4.c. Classroom-Based Assessment for ESL

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

Performance Indicator4.c.1:

The teacher uses performance-based assessment tools and tasks that measure Ells' progress.

Meets the standard:

The teacher designs performance-based tasks and tools to measure Ells' progress.

Artifact for Standard 4.c.1: Test Administration: An Applied Project

Date: October 2011

Course: Testing and Evaluation in TEFL. Dr. Julie Alemany

TEST ADMINISTRATION: AN APPLIED PROJECT

I.   Background Information of the course

I am currently working with a group of fifteen undergraduate college students , with a high intermedia proficiency English level, who are taking a fifty hours course in an advance level; in order to obtain their Mechanical Engineering degree in Unversidad Politecnica Salesiana, in Cuenca, Ecuador. Their first language is Spanish, and their ages are in a range of twenty five to twenty eight years old. Because of their cultural background they are feeling very motivated in this course, and students strongly believe that by increasing their level of English proficiency, it will affect positively in their personal and professional lives.

I.   Vocabulary Test

UNIVERSIDAD POLITECNICA SALESIANA
Vocabulary Test
2011-2012.
Name:…………………………………………..
Intensive English course.
Date:…………………………………………

Personality   Types, Optimistic and Pessimistic, Music moods :

A) **Choose the correct meaning of the following vocabulary words:**

- Someone who is likeable and easy to get along with is:
  a. a reliable   b.   a brain   c. a sweetheart

- Someone who works well with other people so the whole group is successful is:
  a.   A people person   b. impolite   c. a wise guy

- Someone who is always working and does not have time for anything else is:
  a. Tyrant   b. workaholic   c. friendly

- Someone who says or does annoying things, specially to make himself or herself seem smarter than other people:
  a. modest   b. a wise guy   c. a pain in the neck

- Someone who is intelligent and can solve problems that are difficult for others is:
  a. A brain   b. offensive   c. easygoing

- Expecting that bad things will happen in the future or that a situation will have a bad result.
  a. Helpful   b. pessimistic   c. a tyrant

- Never satisfied and hard to please:
  a.   difficult   b. energetic   c. imaginative

- Having a natural ability to do one or more things extremely well :
  a. Passionate   b. gifted   c. moody

- Showing a strong liking for something and being very dedicated to it:
  a. Imaginative   b. passionate   c. funny

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- Behaving in an unusual way or appearing different from most people:
  a. Energetic   b. unhappy   c. eccentric

B) **Write the meaning of the following definitions:**

- _ _ _ _ _ _ _ _ _ _ _ _ _ _ a. a type of music with jazz, blues, and gospel influence
                        Tha**t** often expresses deep emotions.

- _ _ _ _ _ _ _   b. a form of raised printing that blind people can read by
                          touching.
- _ _ _ _ _ _ _   c. Times are hard now, but life will get better.
- _ _ _ _ _ _   d. not considering yourself better than others
- _ _ _ _ _ _ _   e. not able to see
- _ _ _ _ _ _ _ _ _ _   f. a man who enjoys and attracts the company of
  women
- _ _ _ _ _ _ _ _ _   g. a style of religious music associated with the southern
  U.S.
- _ _ _ _ _ _   i. the glass is half empty
- _ _ _ _ _   j. life will always be difficult and painful
- _ _ _ _ _ _ _ _ _ _ _   f. habitually working diligently and for long hours

C) **Fill the blank spaces with the words from the box.**

-optimists   optimist   confident   pessimists pessimists worst
Painful   give up   seeing a problem   cynical

Optimists and Pessimists

The difference between …………………… and ………………………. Isn't a difference in life experiences but rather   in how   people perceive and respond to problems. For example, an ………………. Who is going through a hard time feels ……………………… that life will get better, while a ………………………….. is more ………………………………… and believes life will always be difficult   and ……………………………. . Pessimists tend to expect the……………………… and see only problems. Optimists, confronted with the same situations, expect the best. While a pessimist may ……………………., an optimist will look on the bright side and, instead of …………………………… will see a solution.

II. Conclusion

The vocabulary test applied to the students of Politecnica Salesiana University is divided in three different kind questions about **Personality   Types, Optimistic and Pessimistic, Music moods**.

- The first one contained multiple choice questions for the second question they had to write the concept vocabulary word by guessing the concept of each word and for the third part they had to fill in the gap questions about the topic with context about the vocabulary word.

Most of the students did well on the test because they have been studying those words during the Intensive course, they had a better performance on the first and third question, since they had some context about the word and it was easier for them to remember the answer.

a) What test questions were answered correctly?

The multiple choice questions with context were answer correctly, because it is easier for most of the students to remember the meaning of a word by reading the context were the word is located, I think this strategy is very important for their learning language ability on the future where they have to guess the meaning of some words by the context.

b) Why do you feel the questions were answered correctly?

I think the multiple choice questions and context blank space help students to remember the meaning of the word more even in this case they have already know the words from the course, because they have been studying them since the course started weeks ago.

c) What test questions were answered incorrectly?

The multiple choice questions without context were answer incorrectly, even students know those words.

d) Why do you feel the questions were answered incorrectly?

I think when students study for a vocabulary test, they try to memorize the meanings of the words and that is the reason why choosing the correct meaning of a word in a multiple choice question without context makes harder for them to remember the meaning of the word and they get confuse by the other meanings of the multiple choice items.

e) Were there any test administration procedures that were misunderstood
By the ELL(s) taking the test?

I do not think that the test procedures were misunderstood, I just think that it is easier for students to answer those questions with context than those without context because the first technique demonstrate their knowledge of the language while the second technique it could not represent their knowledge because they try to memorize the meanings of the words and they get confused when they are presented with the other meanings.

f)   What do you feel were the most important factors for the effective test
Administration of the vocabulary test you created?

I think the most important factor for the administration of the test was to give the candidates CLEAR INSTRUCTIONS OR DIRECTIONS of what they had to do; they understood the commands and completed the test without a problem.

g)   What have you learned about test administration from completing this
Assignment and how will it benefit you in the field of English as aforeign language?

I have learned from completed this assignment, that assessment and the different ways of evaluation are a very important stage in the English learning process because, aloud the teacher to measure their learners improvement in the different skills and also the learner will know in a certain and objective method how the student is doing in the learning process and both parts will be able to identify the strengthens and weakness of the English program.

RATIONALE

I have chosen this artifact called _Test Administration_: An applied project to meet the standard: _Classroom-Based Assessment for ESL_ because this is an applied project that evaluates and measures the vocabulary knowledge of my college students after finished the current Intensive English course. With this assignment I was able to prove that I used performance-based assessment tools and tasks to measure my student´s progress.

In addition, with this assignment I have learned to design performance –based tasks and tools to measure my student's progress or performance in certain skill or course during their leaning process; Moreover, I have learned the importance of the use of correct evaluation tools, and the correct use of a varieties of questionnaires in order to help students with the evaluation performance. Evaluation is a very important part of assessment, and it should include all the English skills, in this case this artifact is focused on vocabulary and how to measure students learning abilities had increased during the English course.

On the other hand, clear, specific or direct instructions will also be very useful for students before taking the test; in order to help them to understand the methodology of the test or the evaluation. This course for me was absolutely useful as English teacher I learned de importance of good assessment tools and how to apply them in the different English skills for evaluation.

Domain5: Professionalism

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

Standard5.a.ESL Research and History

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

Performance Indicator5.a.1:

Demonstrate knowledge of language teaching methods in their historical contexts.

Meets the standard:

Candidates use their knowledge of the evolution of the field of ESL to design instruction and make instructional and assessment decisions and conduct their own classroom-based research.

Artifact for Standard 5.a.1: English Language Curriculum Development

Date: September 2010

Course: Curriculum and Material Development Dr. Julie Alemany

ENGLISH LANGUAGE CURRICULUM DEVELOPMENT

Historical background of Foreign Language Teaching in Ecuador

The education system in Ecuador has had drastic changes in the last two centuries. Regular education was a privilege for wealthy families only, but things began to change, as well as governments' policies. For example, young students were registered for school at the age of eight or nine years, and only those from rich families were allowed to learn a second language, the most popular taught language in schools was French, for the European background in their families. English has been taught formally in Ecuador after World War II ended in 1945. For instance, Ecuadorian authorities and educators had become that the United States of America became one of the most important countries around the world, also, teaching English as a foreign language was crucial at this time.

In addition, the educational system experimented reforms on its organization, and the system varied content and methodology. In the sixties, English private institutes became quite popular in big cities like Quito, Guayaquil, and Cuenca. These private institutions offered learning programs for business men and few women were registered too. In the seventies a new way of learning English became popular with Ecuadorian students who were interested, it was called foreign exchange student program. Students were able to attend their senior high school year in the United States and not only learn a foreign language; but to exchange cultural knowledge as well. This intercultural activity was very successful since young learners were exposed to English learning immersion process.

From 1989 to 1992 the British and the Ecuadorian governments signed a Technical Complementary Cooperation Agreement called CRADLE PROJECT or Curriculum Reform and Development for the Learning of English. This program was initiated to

improve procedures in schools through teacher training, text book production, and examination writing. The main purpose of this project was to improve the English teaching- learning process in our Educational System, by a curriculum reform in this field. The Project established three phases for its development; the first one began in January 1992 and lasted until October 1998, the second phase from December 1998 to December 2000, the third and last phase from January 2004 through March 2006. (Ministerio de Educación y culturas del Ecuador, n. d.)

This is the reason why this current school year, educational authorities are working on an English teacher workshop around the country including teachers from private schools. The main purpose of this is to reinforce methodologies and teaching tools, and to introduce private schools as a part of the government policies, into the CRADLE program in an effort to obtain better results in the oncoming school year from the government perspective.

Methods of language teaching used throughout history in Ecuador
 There is not a specific methodology used in this field in our country, since English learning programs have been managed with different criteria, and more than that, in Ecuador the differences between private and public schools in this arena are very obvious. It is important to realize that education has been divided in two big ranges: private education and public education. Language teaching in public schools has suffered several changes; however they have not improved in a successful way. On the other hand, Ecuadorian educational system efforts to achieve better results with the foreign language curriculum have not been enough. Teachers in this field, have not been fully capacitated, as a result, a nonspecific method had been officially stated for the curriculum.

In Public Schools the foreign language education was generally based on word repetition and structural approach combined with grammar translation method. After the CRADLE program started engaging public educators, communicative approach in language learning was included to reinforce the curriculum. On the other hand, Private

schools have chosen a different methodology which combines a communicative approach with modern, updated books, and constant teacher training; as a result, a wide gap between public school learners and private schools learners has been opened.

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

Through my working experience as an English coordinator and teacher in Private Education Institutions in Ecuador I have found that there is a common issue to be discuss: curriculum design has to be developed along to specifics needs s such as skills development , and teachers educational plans in agreement with the stakeholders in each institution .

Although, the real concern to Ecuadorian Institutions is to make the correct choice of the right content in the text rather than make by themselves their own material. Our job has been focalized to analyze and study books for each level, and for this purpose we need to design our curriculum according to our students' learning needs and the national program given by Education Ministry of Ecuador.

However it is a very complex process since in our country we do not follow exactly the same English curriculum. It means that I usually analyze the content of the books and material that is being offered, looking for a program that will meet all the expectations in a curriculum. It also includes selecting, and organizing the students' learning according to their psychological and intellectual needs. It is important to create a positive learning atmosphere, thinking in the student's differences in learning styles, intelligence(s), and the educators must facilitate the development of the students' study skills.

Differences between curriculum design and syllabus design

A curriculum is learning experiences which are presented in sequence to the learner in order to achieve their expectations. In designing a curriculum, whether for a whole degree program or for a particular unit, the curriculum designer is planning a series of experiences that will result in students lessons for what the teacher is intended to teach, and students really learn. (University of Manchester, 1984)

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Curriculum can be defined as the main educational programs which develop a course of study in a specific area; for this reason, curriculum design has to contain the learner's needs, and it has to include all the learners' goals and objectives. Curriculum states the purpose of the program, the demanded teaching plans and procedures in order to achieve success in the planed goals and objectives, and fulfill the learners' needs.

On the other hand, a syllabus is the content of the main program, presented in segments by modules, or units, with detail information about study plans, activities and specific methods of teaching, practice and evaluation tools. For these reasons Syllabus design has to follow the material selected in the curriculum, and its sequence as well.

METHODS IN LANGUAGE TEACHING

The Grammar- Translation method
According to Karel Cooney , (2009) academic consultant from Cambridge University Press in Ecuador, grammar-translation method is based on learning grammar rules of the foreign language adopting the native language as a base for knowledge; this means that native language is fully involved in the teaching process. This method is completely teacher based; the teacher is in charge of translating vocabulary to the native language, and grammar lessons are explained by the study of rules.

Also known as Classical method is still used for the study of languages in terms of reading, writing and structure for dead languages like Latin and literature. However, foreign language learning also needs other components for their comprehension such as communicative approach in the classroom.

The Direct method
According to Cooney, (2009) direct method is based on the theory that the foreign language should be learned in a way that was more similar to first language .This method intends to be accomplished through discussion, conversation and reading in the

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second language. The direct method focuses vocabulary teaching through visual tools, grammar is not explained by rules, by the contrary it is explained by an inductive method; and skills like a speaking and pronunciation are also strongly used and emphasized.

The Audio-lingual method

The audio-lingual method, also known as Army Method, or New Key, is a style of teaching used in teaching foreign languages. (Wikipedia, 2010) The audio-lingual method is based on the acquisition of speaking and listening skills within the use of grammar rules or patterns. This method is based on a habit formation development, where the learner has to be taught in such a way that mistakes should be avoided in order to achieve good language habits thought positive reinforcement.

The audio-lingual method emphasizes vocabulary through demonstration; objects, and pictures; language is practiced trough structured dialogue. With this method the learner accomplishes accuracy in speaking first, and then writing.

The Situational method

This method focus in learning vocabulary and reading skills; likewise the audio-lingual method, the situational method is based on a language learning habit formation; the learning process is more important rather that the learning conditions.

The learning process holds three stages: receive the information, memorize the information by repetition, these stages would bring the ability to manage the basic skills in any situation.

Different curriculum approaches in language teaching in different countries

The language teaching in India starts with the curriculum design analysis which carefully studies issues like students' needs, infrastructure for their classes, suitable material development, evaluation tools development and program of evaluations. The national curriculum report offers to all the schools and high schools the necessary information for

their activities. Also the Institutions use the official set of books for English teaching produced   in this country. They do not have any other optional book, only those that are giving by the Official program.(Mallikarjun, B., Mohanlal, S. & Sharanda 2004)

Mexico has passed through an extended reform in this curriculum for ESL classes. Their education now is oriented to the experimentation of what is learned, making a cyclic experience in the learning process. (Martinez, J., n. d.)

RATIONALE

I have chosen this artifact called *English Language Curriculum Development* from the course *Curriculum and Materials Development* that meets the standard 5.a. *"ESL Research and History*." Because this assignment was a research about the curriculum development in Ecuador, and the English language practiced in our country, it includes an historical review, the methodologies and approaches that have been used through history in Ecuador regards English as a part of the National curriculum.

On the other hand, writing this assignment allowed me to go over different historical facts and my knowledge of language teaching methods in their historical context. Moreover, with this artifact I have learned about language teaching methodologies used through history in my country and others, and also I was able to identify the advantages and disadvantages of these National Educative policies. Finally, I also learned about the increasing interest for learning English around the world.

With the knowledge that I have acquired from this artifact I feel confident in designing instruction, or making instructional assessment decisions and conducting my own students' classroom based research.

CONCLUSIONS AND RECOMMENDATIONS

Chapter I Student case Study

Conclusions

Maria Jose is a very responsible and dedicated young student, who really cares about her improvements in this course. Her educational goals are to finish high school and continue her studies in a local University. Currently, looking to Maria Jose writing samples she is in the correct track to reach her English learning aims. On the other hand, the learning program applied on her was easy to follow, and the student had a very important acceptance of the new material that was taught.

Recommendations

Since her knowledge is in an intermediate level of ESOL, her improvements on grammar, vocabulary and writing will eventually be reflected on her production skills such as writing and speaking. Moreover, if she continues in her writing lessons as motivated as she is now she will reach an upper intermediate level very soon. In her case, the student needs to learn more writing techniques, and how to organize her writing ideas in a better way. Being Maria Jose's English teacher has been a pleasure since she has showed dedication and perseverance on this course. But the learner must keep working in this subject since she is aware of the tools that could help her in the process.

Chapter II TEFL Program Portfolio

Conclusions

In the second chapter of this document the candidate related different assignments of the twelve courses taken in the last two years of this Masters' Program to the TESOL/ NCATE domains. By meeting some of the standards, the validity of this program was proved and also the candidate learned the further application of the TESOL/NCATE document as Professional tool in this field.

Recommendations

As main recommendation for this chapter, the candidate shouldconsider the use of this standard document as a highly important way to ensure that her professional work is properly managed and the results will bring Academic Excellence at the end of any teaching planning or teaching process.

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