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TITULACIÓN DE MAGÍSTER EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

Improvement of the writing skill of a student from the distance education at Universidad Técnica Particular de Loja

TRABAJO DE FIN DE MAESTRÍA

AUTOR: Morocho Cuenca, Elsa Liria

DIRECTOR: Cabrera Solano, Paola Alexandra, Mg.

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De mi consideración:

Que el presente trabajo de fin de maestría: Improvement of the writing skill of a student from the distance education at Universidad Técnica Particular de Loja realizado por Morocho Cuenca Elsa Liria, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, julio de 2014

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

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Elsa Liria Morocho Cuenca
0103599858

DEDICATION

I dedicate this work to my beloved mom, who has always pushed me to continue studying and to whom I owe everything that I am. To my beloved husband, who has been always encouraging and helping me and to my little Sophy, who is my inspiration to keep going in my life.

Elsa Liria Morocho Cuenca

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CONTENTS

ABSTRACT

The theme of this thesis is "A case study based on improvement of the writing skill of a student from the distance education at Universidad Técnica Particular de Loja -TEFL Program Portfolio". The Case Study aims at analyzing the improvement of the writing skill of a student, who was enrolled in the distance education of the Universidad Técnica Particular de Loja. This student was selected randomly in order to apply a pre-test, post-test and self-assessment through eight artifacts, which show the student´s progress on the above mentioned skill.

On the other hand, the TEFL portfolio shows how some assignments, which were carried out in the Master's program, are linked to the TESOL/NCATE standards. To fulfil this purpose, five assignments with their corresponding rationale were selected according to each standard.

As a general conclusion, it was shown that through the use of artifacts and assistance of the teacher, the student definitely improved his writing skill in a short period of time. In addition, most of the assignments developed in the Master's program fit with the TESOL standards, which are very useful for people involved in the teaching of a foreign language.

KEY WORDS: Portfolio, teaching, TESOL standards, writing, distance education, artifacts, pre-test, post-test, self-evaluation.

RESUMEN

El tema de la presente tesis es "A case study based on improvement of the writing skill of a student from the distance education at Universidad Técnica Particular de Loja -TEFL Program Portfolio". El propósito del estudio de caso es analizar el mejoramiento de la destreza de escritura del idioma inglés de un estudiante de la Modalidad a Distancia de la Universidad Técnica Particular de Loja, el mismo que fue seleccionado al azar para aplicarle un pre-test, post-test y auto-evaluación a través de la herramienta llamada "artifacts", la cual demostrará el progreso del estudiante en la mencionada destreza.

Por otro lado, el Portafolio TEFL demuestra cómo algunos trabajos desarrollados en el programa de maestría se vinculan a los estándares de TESOL/NCATE. Para lograr este propósito, se seleccionaron 5 trabajos que cumplen con los estándares mencionados incluyendo la justificación correspondiente.

Como conclusión general se ha demostrado que el uso de la herramienta de "artifacts" y la asistencia del profesor definitivamente ayuda a mejorar la destreza de escritura del estudiante en un corto periodo de tiempo. Adicionalmente, la mayoría de los trabajos realizados en el programa de maestría encajan con los estándares TESOL, los mismos que son de mucha utilidad para las personas involucradas en el proceso de enseña de un lenguaje extranjero.

PALABRAS CLAVES: Portafolio, enseñanza, estándares TESOL, escritura, educación a distancia, artifacts, pre-test, post-test, auto-evaluación.

INTRODUCTION

English has become a language mostly spoken all over the world, being the language of communication, business, studies, science, and so forth. Many people decide to study this language in English institutes or face-to-face or distance programs at universities. The study of the four language skills requires a lot of practice and effort to succeed and master it.

This thesis comprises two major chapters. In the first chapter, an EFL case study is described. This case study was applied to a university student, who was enrolled in the distance education. It was aimed at analyzing the student's learning progress regarding the writing skill and documenting it in a portfolio. The second chapter describes how some assignments carried out during the master's program met the NCATE / TESOL standards, which were developed for the recognition of TESOL programs in teacher education by providing a nationally recognized framework for teacher preparation and evaluation and ensure English language teaching-learning quality.

On the other hand, this work was done in order to determine how portfolios can be applied in a learning setting and demonstrate that they can be used as a powerful strategy to assess students' progress as in the instance of the case study. Additionally, through a selection and compilation of tasks that fit with the NCATE / TESOL standards,the outcomes of a successful learning are evidenced.

Having the human and technology resource for developing the case study, was not a big deal, despite the lack of willingness to participate on it, i.e. some students who were asked to participate showed very reluctant because of the time they had to devote to carry out the corresponding tasks; they were very few of them who thought this project was going to be an advantage, because they realized they will have a personalized teaching and it meant a great support to pass the course.

The importance of this thesis is represented through the results obtained after the development of the case study and the portfolio. On one hand, the student who participated in the case study reached a significant learning through the activities carried out during the process; to accomplish it, a pre-test, a post-test, and a self-evaluation, were applied. On the other hand, to make the assignments match with the standards, it was necessary to deeply analyze them and each one of the standards as well.

The research objectives which were to create a portfolio that documents student work, including instructional materials and samples of students' work and assessments as well as to summarize knowledge and understanding gained through the master's program and how that will be incorporated into future teaching experiences, were all accomplished.

The only limitation found during this work, was the time devoted to develop the case study, since it lasted just one month and as a distant student, his time was very limited.

METHOD

In order to develop the Case study, a student, who was enrolled in the first semester of the English major of the distance education, was selected. This student belonged to the University Center of Loja, Ecuador and was chosen to see his progress regarding the writing skill. To do this, a pre-test, a post-test, a self-evaluation was applied and the information was included in eight artifacts which constituted the evidence of his learning progress.

To carry out the standard based position paper, a TEFL program portfolio that includes the assignments developed during the Master's program, was prepared. The process followed was to read and analyze the NCATE / TESOL standards carefully and then match them with the assignments that are related to their corresponding standards and domains. The portfolio includes the name of the standard, the domain, the name of the subject and the rationale from which it was explained why each assignment was chosen to that effect.

Bibliographic resources included books, the Internet and, journals, that were useful to write the literature review.

The case study was done through Skype sessions, artifacts, and face-to-face sessions in order to apply the assessments and give feedback.

CHAPTER I: LITERATURE REVIEW

1.1 Learning at a distance.

First, it is important to understand what distance education is, from which according to Yates and Bradley (2000) it is "an educational process in which for the majority of the time the learning occurs when the teacher and learner are removed in space and/or time from each other" (p. 9).

Nowadays, learning at a distance has become a study system preferred by people who mostly work. Regarding this aspect, Ayers and Simonson (2010) state that the "the term *distance education* has been applied to a tremendous variety of programs serving numerous audiences via a wide variety of media. Some use print, some use telecommunications, and many use both. Finally, rapid changes in technology, challenges the traditional ways in which distance education is defined" (p. 45).

Referring to learners' attitude towards this system, Hanson and Maushak (1996) point out that distance learners have more favorable attitude than students from the traditional system, and it seems that in this education they learn as well as in the traditional one.

Another important aspect within the educational distance environment is the learners' characteristics, which according to Howard and McGrath (1995), these students have as a main characteristic that they are committed to learn; that is, they are highly motivated to learn and are considered as self-starters. The distant learner may be of any age and often live in rural areas. On the other hand, Cowan (as cited in Howard, 1995) reminds us that "distance learners have greater freedom than their conventional counterparts to choose what, when, where, and how to learn. For example, the distance learner can set the pace of his/her learning" (p. 5).

1.2 Importance of learning English.

As stated by Verghese (2007) English is the language mostly spoken worldwide being the bridge of communication among people from different countries. It is not a matter of learning it because it is compulsory but because the advantages of using it are enormous since it is not used just for political issues but for scientific and technological ones as well.

Talbot's (2009) study found the following:

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The UK government currently estimates that more than a billion people speak English, and projections indicate that by 2020 two billion people worldwide will be learning or teaching English. So English is not just for the nation that gives the language its name. It does not belong to a single culture but acts as a bridge across borders and cultures. (p. 7)

On the other hand, according to Dudeney and Hockly (2010), presently 470 million people around the world speak English and this number is increasing. In many countries the learning of English as a foreign language in primary schools is compulsory. Even parents are aware of the importance of learning it since it will help their children to get better jobs in the future.

1.3 English language skills.

English language has four skills: listening, speaking, reading, and writing. Christison and Murray (2014) highlight that listening and reading are known as the receptive skills and speaking and writing as the productive skills. Whereas listening and speaking are needed for oral communication, reading and writing are part of literacy development.

1.4 Focusing on writing.

Writing is one of the most important language skills since writers can express their feelings, opinions, emotions, and so forth. With reference to this aspect, Atlee (1995) mentions that "writing is the ultimate test of literacy, incorporating all other communication skills. In our technological age, writing is still the one true "hard copy" of a person's ability to reason and express himself clearly" (p. 5).

There are many reasons to write as stated by the author above mentioned, for instance, to inform, entertain, reflect, persuade; however, to achieve this, the writer has to have in mind and be clear what he wants to covey through his composition and the kind of audience in order to make decisions about, genre, use of language, and writing styles.

Additionally, it is worth mentioning some other aspects to be considered when writing something, those are stated by Jones (2006) and are listed in the following lines:

- Accuracy, appropriateness, attentiveness to your audience, and avoidance of ambiguity.
- Brevity (or conciseness), brightness or buoyancy.
- Correctness of usage and grammar, clarity, consistency, and concreteness. (p. 1)

Likewise, this author suggests that the simplicity and coherence are key characteristics of a good writing in order to keep readers to be interested in what they are reading.

1.5 Writing for beginners.

Helmers (1994) explains that a beginner is considered as someone who lacks of words, who has absence of internalized conventions of grammar; hence, "the beginning writers are represented, not so much as lacking as a tabula rasa lacks, but as having notions about writing that need to be corrected" (p. 78).

In contrast, a research carried out by I.S.P NATION (2009) shows that learners should have some experience and knowledge regarding writing. As a result, any writing will be successful and meaningful if they are prepared. For doing this, it becomes necessary to practice as many times as possible considering the different elements of the writing skill.

Besides the experience that learners may have, there are other points that need to be taken into account, these are: having a feeling of success after having writing, use writing to improve the language knowledge, develop this skill through the use of computers for increasing the quality of the writing and the speed as well.

1.6 Writing short paragraphs.

According to Christopher (2011), the basis of a good writing is to have knowledge about how to write a clear and a well-organized paragraph. "When students realize that longer

pieces of writing are written one paragraph at a time, they will become capable and confident writers"(p. 3).

But, what is a paragraph? The same author aforementioned explains that a paragraph is "a piece of writing that has a beginning, a middle, and an end" (p. 4).

Likewise, Baruah (2006) mentions that a paragraph is composed of a series of ideas that are organized in a coherent way, sometimes there is not a limit regarding the length of a paragraph, some well-written paragraphs are comprised by a single sentence.

Once being familiar about what a paragraph is, it is important to mention its parts from which Kelly (2011) points out that in order to start writing, the first step is to choose a topic or any subject that will be the main point in the writing, and then write a list of ideas related to the selected topic. In this respect, Wingersky, Boerner, and Holguin-Balogh (2009) state that all sentences in a good paragraph are connected to the main idea. "When any idea doesn't relate specifically to the topic sentence, then that paragraph lacks unity or is not unified"(p. 47).

Having in mind that a paragraph is a set of sentences that are organized in a coherent way, and that it helps the reader to understand the main points of any text, it is necessary to study its parts, which are: the topic sentence, supporting sentences or body sentences, and the concluding or closing sentence.

Almost all paragraphs have a topic sentence, which is generally found in the first paragraph, those except the paragraphs that include a list of events, for example. Back to the point, the topic sentence shows or explains what will be the paragraph about, "should be the focus of what the rest of the paragraph is about" (Newton, 2006, p. 117).

Referring to the supporting sentences, these are the ones that add details about the main idea. "The supporting sentences come after the topic sentence, making up the body of your essay; they give details to develop and support the main idea of the essay" (Gbireh, 2012, p. 28).

Finally, a paragraph contains a concluding or closing sentence which according to (Stout, 1998, p. 21), "sums up the main idea, it emphasizes the topic sentence by restating it in different words"

Etherton (2004) adds four things to take into consideration before writing paragraphs:

- Short paragraphs are better that long ones: There is no limit to the length of a paragraph but short ones are easier for a reader than long ones. If a paragraph is longer than 6-8 lines, the reader may become bored.
- Sometimes there is a topic sentence at the start of a paragraph: This may tell us what the paragraph is about. However, in many cases there is not a topic sentence, especially when we describe different stages of an event.
- There should be continuity between paragraphs.
- When you use a dialogue, each new speaker starts a new paragraph. (p. 202)

1.7 Punctuation.

Punctuation is another significant aspect to be highly considered when writing since it makes the reader to understand the text clearly. With regards to this aspect, Angelillo (2002) says that punctuation is a system of small symbols that help readers to find sense to any writing being one of the several tools that allows readers to convey a message, "control the pace, volume, and rhythm of the words"(p. 8).

Nonetheless, punctuation does not just involve the use of standard marks and signs that are used to split words into sentences, clauses and phrases, as Gbireh mentions (2012, p. 31), but it implicates students' reaction with its use; most of times, it is seen as a boring thing. To avoid these feelings, it is relevant to make students to be aware about the importance to use it correctly and properly, since this is a key aspect for them to develop as writers and be able to convey meaning to the reader. Teachers must show their students how powerful punctuation is when writing (Leochko, 2000).

On the other hand, McCaskill (1990) points outs that besides the main function of a punctuation mark, which is "the basis for the rules governing its use and should be the basis for determining whether or not it is needed" (p. 48), there are other functions that the punctuation marks accomplish, too, such as: separate, group or enclose, connect, and impart meaning.

1.8 Capitalization.

Capitalization, indeed, has to do more with editorial style and inclination, rather than rules. There are certain rules that require nouns to be capitalized although some opinions diverge about what a proper noun is (McCaskill,1990).

In the same way, when referring to capitalization, Amato (2008) emphasizes that it is an important mechanical skill for an effective writing. Despite proper capitalization of words is not involved in the meaning of a composition, it is relevant that students learn the rules since if any writing presents many errors, the writing will lack of quality.

Within the use of capital letters, the following precepts are mentioned below:
- Titles
- The word "I"
- Days of the week and months of the year
- Names of people and animals
- Titles given to people when the titles appear before the person's name
- Names of companies or business and brand names
- Names of streets, avenues, etc.
- Names of towns, provinces, states, countries
- Abbreviations
- Names of holidays and events
- Names of languages, nationalities, and religious groups

1.9 Assessment in writing.

Assessment is an important component in the process of writing, through which the writer becomes aware of their weaknesses or strengths. Referring to this aspect, Hughes (2003)

assumes that if we want to test students' writing skill, the only way is to make them write. He also adds that "the writing of elementary students is not to be tested; whatever writing skills are required of them can be assessed informally" (p. 112).

Besides, the aspects of organization, coherence, fluency, among others, six general categories may be considered as the basis for evaluating student writing, as mentioned by Brown (2001) below:

- Content: Thesis statement, related ideas, development of ideas through personal experience, use of description, cause/effect, comparison/contrast, consistent focus.
- Organization: Effectiveness on 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
- Mechanics: Spelling, punctuation, citation of references, neatness and appearance.

Despite the above mentioned categories, it becomes crucial to encourage students to attempt to writing, monitor them in the process, and provide them useful strategies that will help them achieve their goals in writing.

Finally, the aforementioned author points out that the best feedback the teacher can give to students' work is his comments, which can be specific and summative. Here the key of a successful evaluation is having students know that those comments benefit them to improve their writing skills.

1.10 TESOL/ NCATE standards.

According to TESOL, Inc. (2013), the Teachers of English to Speakers of Other Languages (TESOL) and the National Council on the Accreditation of Teacher Education (NCATE) standards were developed for the recognition of TESOL programs in P-12 ESL teacher education, with the aim at providing a nationally recognized framework for teacher

preparation and evaluation, so that other countries adapt these standards to ensure English language teaching-learning quality.

The standards are organized around five domains: language, culture, instruction, assessment, and professionalism. Each of the domains is divided into standards. There are a total of 11 standards. The standards show the evidence of the candidate performance based on what they know and what they are able to do in the English learning.

1.10.1 Domain 1. Language.

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

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

1.10.1.1 *Standard 1.a. Language as a System.*

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

Candidates understand the ways in which languages are similar and different. They identify linguistic structures that distinguish written and spoken language forms as well as

those representing social and academic uses of language. Candidates understand that one's first language (L1) may affect learning English.

Programs and states identify languages commonly spoken by students in their communities. Candidates relate their knowledge of English to these languages, as well as others they may encounter. Candidates build on similarities between English and students' L1s and anticipate difficulties that learners may have with English. They identify errors that are meaningful and systematic and distinguish between those that may benefit from corrective feedback and those that will not. They understand the role and significance of errors as a gauge of language learning and plan appropriate classroom activities to assist ELLs through this process.

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

Candidates serve as good models of spoken and written English.

1.10.1.2 *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.

1.10.2 **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.

1.10.2.1 *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.

1.10.3 **Domain 3. Planning, Implementing, and Managing Instruction.**

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

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

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

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

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

1.10.3.3 *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.

1.10.4 **Domain 4. Assessment.**

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

1.10.4.1 *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.

1.10.4.2 *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.

1.10.4.3 *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.

1.10.5. Domain 5. Professionalism.

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

1.10.5.1 *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.

1.10.5.2 *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.

CHAPTER II: EFL STUDENT CASE

2.1. Description of Student and Setting

In order to develop the present portfolio, I asked the collaboration of a student from the Distance Education at Universidad Técnica Particular the Loja, who was in the first semester of the English Major. This person was 25 years old and he studied Business Administration as his first career. He considers English very important, being that the reason to start studying it at the university.

He studied English in a public high-school for six years, since the time devoted to teaching English was just four hours a week, he only learnt basic things about the language mostly grammar and vocabulary according to the contents of the book he studied. Since then he has not had the opportunity to study English in a deep way. Therefore, due to his very little knowledge of English, he could be placed in a Beginning I level. His home language was Spanish, although he was in contact with native speakers because of his job, he has practiced only basic things such as greetings and introductions.

It is important pointing out that studying at distance requires much effort and self-discipline since it is not the same as attending regular classes every day and interact with the teacher and the rest of classmates. In this modality, students have other supporting tools such as a virtual platform, electronic mail, and telephone calls to be in contact with the teacher. As they are distance students, during the semester, they are required to develop two distance assignments and take two tests.

To carry out this portfolio, I asked one of my students to work together to achieve this goal. He was willing to help me and we started to work together sometimes through Skype sessions and e-mail. Besides, as a supporting material, he has the didactic guide, which contains learning strategies, guidelines, proposed exercises and a clear explanation about the contents of the textbook they study, and the resource book addressed to this subject.

2.2. Pre-test

2.2.1 Pre-test analysis

The evaluated skill was writing. In the first semester of the English major, students have to take the subject Reading and Writing I, but I focused just on the writing skill. As this is the first term, in this subject students are required to write short paragraphs about real life topics. The students included in their writing some sentences taking into consideration capitalization, parts of the sentence, paragraph, and punctuation. Later, they will have to recognize the topic sentence, supporting sentences and concluding sentences.

In the pre-test, I have included two activities. In the first activity, the student had to read a paragraph and find the errors. These errors are related to grammar, punctuation, and capitalization. It is shown that he has found just 3 out of six mistakes. He has noticed that a sentence starts with a capital letter and he has found that the last sentence is a question, so that he put a question mark at the end of the question. On the other hand, it is noticeable that this student does not have a good command of grammar. For example, in sentence number 4, Likes playing soccer and going dancing, there is not a subject, so that the student should have added He/She. Another error in sentence number 5, Bernard's best friend Alexander, is the lack of the To Be verb (is), maybe he confused the contraction 's with the verb. The last mistake was that the student did not notice that at the end of the sentence 2, there is not a period. It is an indicator that the student does not have a good command of punctuation.

In the second activity, the student was asked to write a paragraph by describing one of his good friends. Despite, he was asked to write five or more sentences within a paragraph, he limited himself to write just five sentences. He has some mistakes regarding grammar, especially in the use of the verb in a sentence, he omitted the verb in the first sentence, wrote *has* instead of *is* 33 years old and did not include the subject in two of the sentences. As it was not a difficult topic to write about, it seems that what he wrote was clear enough, so that his message was conveyed. However, he was not creative and his vocabulary, which was very limited although the topic was appropriate for including many things.

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
DISTANCE MODALITY
READING AND WRITING I

Name: CARLOS VALDIVIESO   **Grade:** _____

Date: APRIL 03

WRITING

1. Read the sentences. Find the errors and correct them

(1) my classmate's name is Bernard. (2)He is 24 years old. (3) He is from Senegal (4) Likes playing soccer and going dancing. (5) Bernard's best friend Alexander. (6) he . is from France. (7) He is intelligent and shy. (8) He likes going to the beach and reading. (9) Do you have any questions to ask him.

2. Write about this topic

Describe one of your good friends. Who is this person? Why are you friends? Look at the list. Check (√) the most important qualities of your friend. Write five or more sentences about your friend.

My friend's name Armando. He has 33 years. is from Loja, He does not working. He does not married. We are good friends sing high-school. He is honest, intelligent, patient, talkative. and

_____

_____

_____

Qualities of a good friend:

____ funny
____ good-looking
____ helpful
✓ honest
✓ intelligent
✓ patient
____ popular
✓ talkative
____ your idea (s): _____

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2.3. Samples of student work.

2.3.1 Artifact #1.

According to the results of the pre-test, it can be noticed that the student does not have a good command of writing. Therefore, it was necessary to start working on the "Parts of a sentence"; thus, as a first step, the student was asked to read the information provided in his textbook about what a sentence is and its parts, the paragraph, punctuation rules, and spelling as well. Additionally, it was important to review grammar structures from which, he was suggested to check some links about basic grammar of the English language.

After reading and providing an explanation about the parts of the sentence, the student was asked to read a list of sentences. Some of them had a correct sentence structure and others not. The aim of this artifact was to make the student realize if those statements were correctly written.

Most of the students' answers were correct. However, in the first one "My friend´s name is Jane", the student did not pay attention to punctuation. There was not a period at the end of the sentence, so the student checked the space as *Sentence*.

Another mistake that the student did not notice, is in sentence number seven "*My brother my best friend.*" in which, the To Be verb was omitted. He checked in *Sentence* column despite being incorrect.

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

DISTANCE MODALITY

READING AND WRITING I

Name: _CARLOS VALDIVIESO_

Date: _APRIL 09_

WRITING

If the group of words is a sentence, check (√) **sentence**. If not, check **not a sentence**, and change it to make a sentence.

	Sentence	Not a sentence
1. My friend's name is Jane.	√ ✗	
2. Ronny and Vera are from Chicago.	√	
3. Tony 23 years old. _Tony is 23 years old_		√
4. Is a good student. _He is a good student_		√
5. My sister is playing basketball.	√	
6. I play tennis? or _Do I play tennis?_ _Am I playing tennis?_		√
7. My brother my best friend. _is_	√ ✗	
8. we have fun on the Facebook. _we have fun on the facebook_		√

2.3.2   Artifact #2

In artifact 2, the student had to write two paragraphs by ordering the sentences in a correct way. He had to read the sentences and order them so that the paragraph has a logical sequence for the reader to understand it.

For having success in this activity, the student had to understand the meaning of each sentence to give sense to the whole paragraph. It was necessary to rewrite both paragraphs. The student was allowed to look for synonyms of unknown words.

As it can be seen, the student did not have many mistakes in this activity. In paragraph 1, the only error he had is in the last sentence where he wrote *Juno said the sword was very rare and worth $35,000*. He got confused with the sentence *Pritchard was very surprised to hear this.*

On the other hand, in the second paragraph, he did not make too many mistakes when deciding about the order of the sentences in this paragraph. Both were written in a format paragraph, the only mistake is that he did not indent any of them.

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
DISTANCE MODALITY
READING AND WRITING I

Name: CARLOS VALDIVIESO

Date: APRIL 12

WRITING

Write two paragraphs with these sentences, which are not in a correct order. Follow the rules for paragraph form.

Sentences for paragraph 1

- ~ Juno said the sword was very rare and worth $35,000.
- ~ He had a large sword.
- ~ George Juno, an antiques expert, told Pritchard it was an American Civil War sword.
- ~ One day, a man named Russ Pritchard was a guest on *Antiques Roadshow*.
- ~ Pritchard was very surprised to hear this.
- ~ When he was young, Pritchard found the sword in his new house.

Sentences for paragraph 2

- ~ Pritchard and Juno made up the story together.
- ~ As a result, Juno cannot be on Antiques Roadshow in the future.
- ~ WGBH was very angry because it wants only true stories on Antiques Roadshow.
- ~ Two years later, there was a story in the newspaper about Pritchard and Juno.
- ~ WGBH, a Boston TV station, learned that Pritchard's story was not true.

Write the paragraphs in the next lines:

One day, a man named Russ Pritchard was a guest on Antiques Roadshow. He had a large sword. when he was young, Pritchard found the sword in his new house. George Juno, an Antiques expert, told Pritchard it was an American Civil War sword. Pritchard was very surprised to hear this. Juno said the sword was very rare and worth $35,0

Two years later, there was a story in the newspaper about Pritchard and Juno. WGBH, a Boston TV station, learned that Pritchard's story was not true. Pritchard and Juno made up the story together. WGBH was very angry because it wants only true stories on Antiques Roadshow. As a result, Juno cannot be on Antiques Roadshow in the future.

2.3.3 Artifact #3.

Artifact 3 was designed for the student to identify the main idea of a paragraph (in this case the writer's opinion), supporting sentences, and concluding sentences. Before asking the student to develop this task, a deep explanation about the topic, supporting, and concluding sentences was given. Additionally, he had to practice these aspects by doing some exercises. For a beginner, it is kind of difficult to write the topic sentence when writing a paragraph. For that reason, it was necessary first to make him to identify it and then practice how to write it.

When answered the question "*What is the writer´s opinion?"* he did it well. It is clearly shown that he read the whole paragraph and summarized the main topic. In the second question *What support does the writer give for his/her opinion?* he stated two reasons, it is evident that he understood the extract clearly. Although he had some grammar errors, the message is meaningful.

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
DISTANCE MODALITY
READING AND WRITING I

Name: CARLOS VALDIVIESO

Date: APRIL 16

1 Read the paragraph. Then answer the questions.

> In my opinion, I think families should have only one child. I am an only child. I don't have the problems other people have. The people that I interviewed come from "medium-sized" families—families with two or three kids. One reason I think that one child is best is that children are expensive. Parents are worried about money. Can they pay the bills? How will their kids go to college? It's too much. Another reason is that parents are busy. They can't give attention to each child if there are many children. If there is just one child, it is easier for everyone. For all these reasons, I strongly believe that the best number of children in a family is one.

1. What is the writer's opinion?

   About families problems when they have many kids and don't have enough money.

2. What support does the writer give for his/her opinion?

   a. Having many children is too expensive.

   b. Parents are really busy and they can't give attention to each child.

Read the paragraph. Then read the three concluding sentences. Choose the best one. Explain your choice.

> I think that families should eat dinner together. One reason is that dinner time is a chance for family members to talk. Everyone is always very busy. But if they sit together at dinner, they can slow down and spend time together. Another reason that I think families should eat together is that it is healthier. If people eat alone or eat fast food, they will become fat and unhealthy.
> For these reasons, families should have dinner together.

Concluding sentences:

1. For these reasons, dinner is my family's favorite meal.

2. For these reasons, families should have dinner together.

3. For these reasons, I think eating dinner is very important.

2.3.4   Artifact #4.

Continuing analyzing the student´s progress in writing, the student was asked to complete a letter. It is important to help students not to feel frustrated; thus, a good strategy is to provide them activities where there is something written, so that they do not see it as a difficult task.

In this artifact, the student had to write a letter to a friend who lives in another town and he had to provide information about teenagers in his town. The student was already familiarized with the letter format, since there is a chapter in the textbook where it is reflected through some letter samples. As it can be seen, the student has improved his writing, although he continued making grammar mistakes and spelling errors, too. Sometimes, students think they do know how to spell words and they do not check the words in a dictionary to make sure about the correct spelling. Something that was difficult to infer is in the part where he wrote *I hope that they live comfortable on next time.* Semantically, it does not have any meaning and has inconsistences regarding coherence.

Artifact #4

Name: _CARLOS VALDIVIESO_

Date: _APRIL 18_

WRITING

Imagine that you have a friend in another town. Your friend is writing a report about teenagers. Complete the letter. Tell your friend about teenagers in your town.

APRIL 18

(Date)

Dear _FREDDY_

(name of friend or family member)

In sociology class, we are learning about at-risk teens in urban areas. Let me tell you about teenagers in my community.

Most teens here do not have problems. They _are studying in high school and sometimes they practice some sports._

But some teens have problems, such as _drugs, alcohol, and don't study Enough_ _They_ all _always are walking around my community and don't spend your their time in a good way._

I hope _that they live confortable on next time_ .

Let me know if you need more information.

CARLOS VALDIVIESO

(your name)

2.3.5 Artifact #5.

This artifact was written in order to see the student's improvement after studying and checking some aspects of writing. So far, and as it is evidenced in the artifact below, the student had already learnt to identify the parts of a sentence (i.e. topic sentence, supporting sentences, and concluding sentences), how to write a paragraph, and other aspects to consider when writing a paragraph. Therefore, the student was ready to write paragraphs about different topics by himself. In this artifact the student was given a topic about a time when his life changed in a good or a bad way. In order to check his grammar, he was asked to use simple past verbs and time order expressions. Most of his writing was good, he conveyed his message in a good way, but still had some errors regarding punctuation, and the use of verbs. For example, he wrote *leaved* as the past of *leave*, *I was working* instead of *I worked*. But generally talking, he has improved a lot.

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

DISTANCE MODALITY

READING AND WRITING I

Name: CARLOS VALDIVIESO

Date: APRIL 20

WRITING

Write a paragraph about a time when your life changed in a good or in a bad way. What happened? How did you deal with the change? Use simple past verbs and time order words and expressions.

When I was a child, I lost $300,00 USD. The money belonged to my boss. I worked as an assistant in a mechanic shop. My boss give me $300,00 usd to pay a bill, but when I felt, I don't know what happened. At first, my boss was really angry and then I had to work so hard to pay the money and finally my boss told me that I have to be careful for the next time.

2.3.6   Artifact #6.

Artifact 6 was designed to continue with student's improvement regarding writing rules. Distance students demand themselves to practice a lot to perfect their English. That is why they consider really necessary to write as much as they can. They like the tasks to be checked and corrected. This time, the student had to write about an interesting topic titled *¨Parents with little money should have only one child*". When the topic is about real situations, students are encouraged to write, but when it is not appealing, students are reluctant to write. In this topic, the student wrote a well-structured paragraph despite the few grammar mistakes presented. It seems that he tried to translate some expressions, he did not know in the target language.

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

DISTANCE MODALITY

READING AND WRITING I

Name: CARLOS VALDIVIESO

Date: APRIL 24

WRITING

Write a paragraph on your opinion about this topic: Parents with little money should have only one child.

Nowadays, ~~In this time~~ parents should have only one or two children becouse all of ~~things~~ everything ~~are~~ is ~~so~~ too expensive for example: ~~students~~ food always have high prices, and if you want to chose an elementary school for your child, you have to pay $100,00 or $150,00 usd each month is difficult to have good jobs in ~~our~~ there days.

2.3.7   Artifact #7.

The Artifact 7 was prepared to make the student practice more about the topic sentence and supporting sentence. It is an objective quiz, which includes four questions, and the reading passage, which is according to the student's level. For the student to succeed on this quiz, and before developing it, it was necessary to provide feedback through exercises got from the textbook and from the Internet. When checking the quiz, it was noticeable that he really learnt to identify and write the topic sentence and supporting details in a paragraph, from which it was very pleasant because that was the main goal of this course. The only mistake he made was in the last question, perhaps he got confused about the answer.

Artifact #7

Name: _____CARLOS VALDIVIESO_____

Date: _____APRIL 26_____

WRITING

Read the paragraph. Then check the best answer to each question.

(1) Antiques Roadshow is a popular television show. (2) The show travels to different cities. (3) The guests are regular people. (4) The show is not very funny. (5) They bring their special possessions to the show. (6) They tell stories and ask questions. (7) You can see similar shows in other countries around the world.

1. Which is the topic sentence of the paragraph?

   a. 1
   b. 2
   c. 6
   d. 7

2. Which is the first supporting sentence in the paragraph?

   a. 1
   b. 2
   c. 3
   d. 7

3. Which is the last supporting sentence in the paragraph?

   a. 2
   b. 4
   c. 6
   d. 7

4. Which sentence is not about the main idea?

   a. 3
   b. 4
   c. 5
   d. 6

2.3.8 Artifact #8.

The last artifact intends to demonstrate student ability to write according to his level. The student was asked to write a paragraph about something he owns and would never want to lose. The student definitely showed a great improvement in this paragraph. He included the topic sentence, its corresponding supporting details and the concluding sentence, which was expected from him. It is clearly seen that he enhanced his knowledge regarding vocabulary and grammar, since there are not big mistakes that could affect meaning. This artifact clearly reflects the student learnt in a meaningful way.

Artifact #8

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

DISTANCE MODALITY

READING AND WRITING I

Name: CARLOS VALDIVIESO

Date: APRIL 28

WRITING

Write a about something you own that you would never want to lose. Explain why.

- Include a topic sentence. It should give the main idea.
- Include sentences to support and explain the topic sentence.

Something that I would never want to lose is a ring my grandmother gave me when I was a teen. First, it is the unique thing I have from my grandmother.
Second, because it is worth a lot of money. Finally, when I see this ring, I remember her with love. My grandmother was the best person I had next to me when I was young.
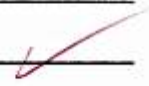
2.4. Student self-evaluation.

It is very important that the student evaluates himself in order to notice his weaknesses and strengths that he may have regarding his knowledge. Self-evaluation helps students to check the contents again and improve. It can be seen he has grasped relevant aspects regarding punctuation and writing sentences, he did a good job comparing to the pre-test. It seems that he put into practice what he has learnt. Referring to writing about two topics, they demonstrate that he has improved in a substantial way. He did not make the same mistakes as the ones he had at the beginning and had included all the studied aspects concerning writing.

UNVERSIDAD TÉCNICA PARTICULAR DE LOJA

DISTANCE MODALITY

READING AND WRITING I

Name: _CARLOS VALDIVIESO_

The following test I for you to evaluate your knowledge and progress.

A.   **Circle the complete sentence.**

1.   a. Want to make my own website.

      b. It's a good website.

      c. It a funny website.

2.   a. Some friends help her.

      b. Are popular students.

      c. She only 16 years old.

B.   **Add punctuation: (.) (?) or (!)**

1.   Do you like the website _?_

2.   It's really great _!_

3.   I like to read the poetry _._

4.   Where are they from _?_

C.   **Imagine that your friend won a million dollars. What advice can you give your friend? Write what he or she should do or should not do. Give your opinion. Use complete sentences and should and shouldn't.**

Wow it is a good news. I think my friend should buy interesting things, for example a new house, a new car, some clothes. It is important help her or his family and make some plans to have a nice trip, buy a lot of books and other things. He should not for example spend money in partys drinking alcohol or bit? with friends or buying bad things. My friend should invest some money buying a company.

D.   **Why do you study English?**

Because I love English, and it is very important to talk with people from around the world. I think it's really essential to read good and interesting books, and improve my skills because there too much important information in English. I'd like to become an a good translator.

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2.5. Post-test.

Post-test Analysis

The post-test analysis was taken a month later, on May 2nd. This test was different from the pre-test regarding the topic required for writing and it was designed to evaluate student's progress. If we observe and compare the pre-test and this post-test, we can notice that it is quite different. In the first test, there were meaningful mistakes. The student had many mistakes regarding grammar, punctuation, and his writing was very poor. There was a lack of creativity, the vocabulary was very limited, and the student did not have a clear idea about writing rules. I could say that he has improved a lot during this time. The artifacts development made me notice that he needed extra explanation about concepts, structures, rules and a lot of practice. Although, his paragraphs do not have a title or indentation, the meaning is clear, he learnt the punctuation rules, spelling rules (which at the beginning were difficult for him) and the most outstanding aspect, his way of writing improved since the content follows the guidelines of a good paragraph.

As a result, this student is ready to continue with advanced topics regarding writing rules because he has the basis of a good writing, which is very necessary for a student who has started studying English and for not having problems in the future. As an English distance teacher I can say that if a student does not have basic knowledge about writing, grammar, vocabulary, it becomes difficult for him to succeed. That is why, it is really important to help students to develop good basis from the beginning.

POST-TEST

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
DISTANCE MODALITY
READING AND WRITING I

Name: _____ CARLOS VALDIVIESO _____

Date: _____ MAY 02. _____

WRITING

You are going to *write a paragraph expressing your opinion.* First interview two friends and ask their opinions. Ask these questions:

- What is the best number of kids to have in a family? Why?

- What should the mix of children be (if any)? Why?

Then write your opinion. Include topic sentences, supporting sentences and a concluding sentence. Pay attention to punctuation and capitalization.

I think that the best number of kids to have in a family is one, because life is very expensive and parents work all day. They don't have time to take care of children.

The mix of children should be two no more because there should be more expenses in the family, food, clothes, medicine, etc.

Therefore, I think the perfect number of children is one

good.

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CHAPTER III: STUDENT PROGRAM PORTFOLIO

The present analysis will be carried out considering the TESOL/NCATE standards. Five assignments with their corresponding rationale have been selected according to each standard. It is important pointing out that most of the assignments developed in the Master's program fit with the TESOL standards, which are considered very useful for people involved in the teaching of a foreign language.

3.1 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.

Artifact for Standard 2: Culture as It Affects Student Learning
Name of the artifact: Instructional Sequence
Date: October 2011
Course: TEFL-English for Adults and Adolescents

INSTRUCTIONAL SEQUENCE

MODULE 3

by

Elsa Liria Morocho Cuenca

Universidad Técnica Particular de Loja / Nova Southeastern University

2011

Theme:

Ethnic groups of Ecuador

Topic:

"Saraguros" Ethnic group

Student characteristics:

This course is addressed to teenagers, who belong to an intermediate level. Their age is 16 years.

Prior learning:

As prior knowledge they need to have general knowledge about indigenous communities in Ecuador.

Goal

The class is aimed to make students discuss the topic about Saraguros' community and expand their knowledge about this topic.

Objectives

Terminal objectives:

- Students will know about culture, customs, and traditional dress of the Saraguros.
- Students will be familiarized with the vocabulary related to the topic.
- Students will socialize their knowledge on the topic through communicative competence by working in groups.

Enabling objectives:

- Students will read a passage about Saraguros community.
- Students will answer comprehension questions related to the reading.
- Students will identify some topic-related vocabulary.

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- Students will work in groups to talk on what they know about the topic.

- Students will improve their speaking skill by sharing information about the topic of the class.

Materials and equipment:

- Flashcards

- Photocopies

Methods:

- Communicative approach

Procedures:

The teacher will introduce the topic by showing some pictures of people dressing different kinds of clothing. He would ask what these pictures refer to. After eliciting some answers, he will manage the class by encouraging them to state some ideas about the pictures. As students realize the pictures refer to ethnic groups. He would point out a specific ethnic group "Saraguros community."

The previous activity will be useful to share ideas on ethnic groups and see what students know about it. This topic is appealing for them since this ethnic group is from Loja, although they have seen these people they do not know exactly about their customs, gastronomy, meaning of their clothing, and so forth. In order to interact with the whole class the teacher will first ask questions to the whole class, so that, each of them will want to share the information they already know and ask the teacher about unfamiliar words.

As students belong to an intermediate level they will be able to discuss or argue about any topic. This topic does not require from students to have a high fluency since it is not difficult.

3

To continue with the class, the teacher will provide photocopies containing a reading passage about the Sagaruros community. They will have ten minutes to read silently and think about what they have read.

Once they have read, they have to get together and make groups of four. The teacher will write on the board some titles like: clothing, gastronomy, traditions, and clothing and will assign each group a different topic for them to discuss.

Since the method applied by the teacher is the communicative approach students are not allowed to use their native language, instead they would ask the teacher about unknown words. As the class is divided into groups, it is important that the teacher encourages students to name a coordinator and a secretary to take notes about their conclusion on the required topic.

As students work, the teacher will monitor each group in order to assure interaction and that every student is participating. Working in groups is an excellent opportunity to make them to interact and lose their fear when speaking.

Finally, after 20 minutes of discussion, they will choose a person to represent the group and expose their conclusions about the required theme.

Assessment:

- Students will present an oral report to the whole class about the conclusions they have drawn.
- There would be co-evaluation among groups.

4

Pictures

Rationale:

This standard states that teachers use information about their students' background to choose appropriate and effective teaching techniques, so that they use their knowledge of cultural diversity to foster critical thinking and improve students' achievement. It is for that reason that this artifact has been selected since it is an instructional sequence that includes a topic related to culture (i.e. Ethnic groups of Ecuador) and is addressed to teenagers. It has been prepared taking into consideration previous students' knowledge about culture. Besides getting students improve their language skills, the teacher aims to cover in the class aspects related to culture and the teaching techniques include activities in which students, in a communicative setting, have to read information, share their knowledge about culture, customs, and traditions of the different ethnic groups in Ecuador. From my experience with children, adolescents and adults I would say that including this important aspect in the class is an advantage for both teachers and students. On one hand, students do not leave their culture knowledge apart and do not concentrate just in the culture of the target language; on the other hand, the teacher exploits his class providing an enjoyable environment.

3.2 Standard 3.b. Implementing and managing Standards Based ESL and content instruction.

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

Artifact for Standard 3.b: Implementing and managing Standards-Based ESL and content instruction
Name of the artifact: Project planning
Date: October 2011
Course: TEFL-English for Adults and Adolescents

PROJECT PLANNING FORM

Project title: *Interviewing Native English Speakers. Reasons why they have decided to live in the town of Vilcabamba.*

Teacher(s): *Elsa Morocho Cuenca*

School: *UTPL*

Grade level(s): *Intermediate*

Subjects: *Reading and Writing*

Describe your Learners and Learning environment

Demographic data (age, gender, socio economic background, languages spoken, country and city of residence)	The students range from 19 to 26 years old (male and female). The majority belong to a middle class. They speak Spanish as their native language and English (intermediate level) as the target language. They are from Loja, Ecuador.
Professional goals (career goals, field of studies, current profession, current level of schooling)	Their career goal is to get deep knowledge of the language and pedagogic strategies to apply when teaching since their field of studies is Teaching English as a Foreign Language. Some of the students already have other professions like Computer Technicians and Lawyers; however, the majority of them are current students of the fourth semester of the English School.
Prior experience and knowledge (level of language skills and cultural knowledge, familiarity with project-based learning)	The students belong to an intermediate level; therefore, they already have acquired good knowledge of the four skills of the language. Furthermore, as they have some knowledge they already

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	know about the culture of the target language.
	Students have developed few projects asked by their teachers, but they do not master this aspect at all.
Learning environment (high school, university, language institute, traditional school with 45 min. periods, innovative school, technology available)	The participants are university students.

Begin with the End in Mind

| Summarize the theme for this project. Why do this project?

The theme for this project is "Interviewing Native English Speakers. Reasons why they have decided to live in Vilcabamba town." Through this project the students will be able to be in contact with English native speakers and will practice their productive and receptive skills since they are going to interview some people and write a report based on those interviews. |
|---|

| Identify the content that students will learn in this project

Since students have to apply interviews, what they are going to learn is how to ask questions, and new vocabulary as well. As the interviewed people are going to state their reasons to live in Vilcabamba, they will talk about their culture and maybe make some comparisons between their native country and ours. Additionally, students will practice the four skills of the language and will experience cooperative work. |
|---|

| Identify key skills students will learn in this project.
List only those skills you plan to assess (two to four)

Students will learn:

Speaking: Students will practice their speaking skills by interviewing native English speakers and will also practice their pronunciation and fluency.

Writing: Students will practice writing by preparing a report on the information they have gathered.

Listening: Students will practice their listening at the moment of listening to people's responses. They would have to pay attention to accent and intonation through (follow-up) questions.

Skills that will be assessed: |
|---|

2

Writing: Report based on the collected information.

Grammar: Practice of grammar structures (sentences, questions).

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

Students will need to:
- Be persistent, since they could find in the way people that are reluctant to provide the required information even to be interviewed.
- Listen to others with Understanding and Empathy since listening is the nature of the interview.
- Be flexible to change ideas and opinions for improving any aspect in the project
- Question and pose problems to succeed with the different aspects of the project.
- Think and communicate with clarity and precision.
- Find humor
- Put in practice research skills such as: reporting, organizing work, writing, creativity and innovation, asking for help, self-awareness, self-discipline

Craft the Driving Question

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

Problem statement for the project: There are many foreign people who live in Vilcabamba, Loja. Therefore, it is important to know through field research the reasons these people have for making that decision. As the outcomes at the end of the project, the students will improve their receptive and productive skills, as well as be able to interact with English native speakers.

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

It is important pointing out that the students who are afraid of speaking or have problems when listening will practice in a real setting and will lose their fear. Probably, as they listen they will be asked some questions from the interviewed people, so they will need to improvise and try to be involved in the dialogue as well as possible.

Possible areas of inquiry chosen by students

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

3

Before the project, the students will need to ask themselves and keep in mind the following questions:
(As the project is in groups the questions are in plural.)

What places do we need to go?
Do we have to visit foreign people at their homes or in the surrounding area?
What tools do we need to make the interview?
Do we need just to record the information or take notes?
Do we need to start giving information about our project?
What questions we will ask?
Do the questions need to be related to their personal life?

Once answered the questions mentioned above. The students will ask some (and even more) of the following questions:

Where are you from?
Do you live here? Or Are you just visiting this place?
In the case they find people who live in Vilcabamba they would ask:
Can you tell us some of the reasons why you decided to live in our town?
Is the culture of your native country different or alike from ours?
Have you had any problem to get used to our culture and customs? Or have you preserved your customs? Why?
What do you think of this town?
What impelled you to make the decision of living here?
Have you had any information about this place before coming?
Have you experienced any cultural shocks about the differences between the way we ...... and the way that you ....?
Are there some aspects of life here that you disapprove of in comparison to the way things happen in your home country?

Plan the Assessment

Step 1: Define the products for the project. What will you assess?
Early in the Project: The students will present the schedule they will follow, which will consist of the activities and the days they will carry out. Additionally, they will present the whole project, the members of the group and their role, the tools and material they will use and the aspects they will cover during the interview.
During the Project: As the students develop the project they will keep a diary where they will take notes about every detail during their project. This diary will be used to write a report about the

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activities carried out to present the teacher. This report will have to be well structured and will contain the information gathered. Students will include some aspects that they think will be useful to implement to the project and this way improve it.

End of the Project:

At the need of the project, the students will write a final report. The report will contain all the questions in essay format. They will prepare a PowerPoint presentation to show the information collected and the conclusions to the rest of students. They will talk about their gained experience and occurrences when doing this project.

Plan the Assessment (2)

Step 2: State the criteria for exemplary performance for each product:		
RUBRICS		
Exceeds Expectations **18 – 20 points**	**Meets Expectations** **17 – 15 points**	**Does not meet Expectation** **0 – 14 points**
• The project is well organized and well structured. • There is a well written description of the questions asked in the interview. • The report has an essay format. • The PowerPoint is free of all written, grammar, and spelling errors. • Students' speaking is fluent and intelligible. • The PowerPoint has 25 slides.	• The project is well organized and well structured. • There may be a good description of the questions asked in the interview. • The report has an essay format. • The PowerPoint is free of most written, grammar and spelling errors. • Students' speaking may be fluent and intelligible. • The PowerPoint presentation has between 20 to 25 slides.	• The project may not be organized and well structured. • There is not a description of the questions asked in the interview. • The report does not have an essay format. • The PowerPoint has many written, grammar and spelling errors. • Students' speaking is not fluent and unintelligible. • The PowerPoint presentation has less than 15 slides.
RUBRICS FOR THE POWERPOINT PRESENTATION		
Exceeds Expectations	**Meets Expectations**	**Does not meet**

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18 - 20 points	17 – 15	Expectation 0 – 14
• The PowerPoint has plenty of the required information. • The ideas are clear and the writing is free of grammar mistakes. • The description of the collected data is complete and according to people responses. It is written in essay format. • The presentation is attractive; it has pictures about the process.	• The PowerPoint may have some of the required information. • The ideas are clear and the writing has few grammar mistakes. • The description of the collected data may not be complete. It may be written in essay format. • The presentation is not attractive. It may have few pictures about the process.	• The PowerPoint does not have the required information. • The ideas are not clear and the writing has many grammar mistakes. • The description of the collected data is incomplete. It has just questions and answers. • The presentation is not attractive. It does not have any pictures about the process.

RUBRICS FOR ASSESSING THE SPEAKING SKILL

Exceeds Expectations 18 - 20 points	Meets Expectations 17 – 15	Does not meet Expectation 0 – 14
• Uses varied and comprehensible vocabulary. • Uses grammar structures with almost no mistakes. • The pronunciation is clear and precise. • The topic is clear and organized.	• The vocabulary used may not be comprehensible. • Uses grammar structures with some mistakes. • The pronunciation may not be clear. • The topic may not be clear and organized.	• Uses very limited vocabulary. • Uses grammar structures with many mistakes. • The pronunciation is not clear. • The topic is not comprehensible and is unclear.

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Map the Project

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

Product:

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1. Vocabulary	x		
2. Grammar structures (Wh-questions-Yes/No questions mainly)	x		
3. Reading skills at an intermediate level	x		
4. Speaking skills at an intermediate level (Ask for information and answer questions)	x		
5. Interviewing Techniques		x	
6. Writing skills at an intermediate level	x		
7. Interaction with people			x
8. IT skills (Present a PowerPoint)			x
9. Work in teams			x
10. How to make interviews			x
11. Write essays		x	

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

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

    Absolutely, each student will be assigned a role and finally he/she will explain or show the information collected.

Map the Project (2)

List the key dates and important milestones for this project.

The students will have to present the project after three months. It will start on October 3rd, 2011 and will end on January 2nd, 2012. They will present a project draft to their teacher at the end date and will have two weeks to revise it and prepare the PowerPoint presentation to the class on January 16th, 2012. It is important to mention that they will present a progress report three times throughout the term.

Manage the Process

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

In order to address those students with diverse learning styles, it will be necessary that the teacher look for different ways to provide clear instructions. To make sure all students have understood the assigned task, the teacher will provide help by monitoring the projects, ask key students to be aware of those who have problems for understanding and help them when necessary. It would be useful to make them to participate in the same way as the rest.

On the other hand, to make students to reach their goals, the teacher will support them by giving clear instructions on what they have to do exactly. It would be necessary to provide some techniques and tips for applying an interview. As it is their first time they face native people, the teacher should encourage them by giving some information on how to interact with people. For accomplishing this aspect, students will practice in class

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by pretending being the interviewer and the interviewed. As practice the teacher provides any topic so that students have to ask and answer questions taking into account what their teacher taught them.

Moreover, it is necessary to consider the instruments that students will need. What they will need is a tape recorder with good audio, a camcorder (in the case they want to and if it is available), a notebook, a camera, and stationery.

Finally, students will have to consider the due dates provided by their teacher, which is specified in the Map the Project (2) section.

How will you and your students reflect on and evaluate the project?

x Class discussion

x Fishbowl

x Student-facilitated formal debrief

x Teacher-led formal debrief

□ Individual evaluations

x Group evaluations

□ Other: —————————————————————————

□ —————————————————————————

Rationale

This assignment was included because it has been designed to develop and integrate the four language skills through a project planning directed to university students. In this project planning, students had to select a theme from their interest and develop it in a real setting by interviewing native English speakers who live in Vilcabamba and get information about the reasons why they decided to live in there, in this way they were able to practice their listening and speaking skills. Reading and writing skills were thought to be practiced when writing a report about what they had gathered in the interview. That project helped the teacher to enhance students' communication and promote cooperative learning.

What I have learnt from this assignment is to think on projects to make students from any level to work on since it involves everyone, from the top to the weak student in the process, so that they will be willing to learn and will be enough motivated to learn the language in an effective and meaningful context. In fact, I have started working on projects with my students, and I have seen that they really enjoy it and learn in a substantial way, although at the beginning they are afraid of doing it.

3.3.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.

Artifact for Standard 3.c: Using resources and technology effectively in ESL and content instruction.
Name of the artifact: Elluminate sessions
Date: May 2012
Course: TEFL 698: International Applied Professional Experience

Rationale*:*

This standard states that teachers should select challenging, interesting, and motivating material to support student learning taking into consideration age, needs, interests, etc. For that reason, I consider that the Elluminate platform is a very useful technological tool, since it was the main communication tool during the whole Master's Program in almost all of the subjects. I think it has been helpful first to foster communication; second, to facilitate interaction between teacher-students, students-students and shorten distances; third, to provide students information about the course, give feedback, explanations, among other uses. In the Elluminate session, we were able to participate, give our point of view about the topic covered in the class, provide presentations about our assignments, and chat with teachers and classmates.

From my experience, I could say that this kind of tools really helps in the teaching and learning process, students are always encouraged in using technologies. Where I work, there is a virtual platform called EVA (Virtual Learning Environment) and it is addressed to students who study in the distance and face-to-face programs. By using this platform, teachers can check students' assignments, post forums, send information about their subjects, and receive messages. Unfortunately, in this platform there is no way to interact with students as in the Elluminate platform, but in my case I ask them to use Skype, especially with my listening and speaking students, where they can practice their listening and speaking skills by talking about topics from the textbook, it really works and we have a lot of fun.

3.4 Standard 4.b. Language proficiency assessment.

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

Artifact for Standard 4.b. Language proficiency assessment
Name of the artifact: Test Administration: An Applied Project
Date: October, 2011
Course: TEFL 547: Testing and Evaluation in TEFL

by

Elsa Liria Morocho Cuenca

TEFL 547

Testing and Evaluation if TEFL

Nova Southeastern University

October, 2011

Test administration: An applied project

I. Background information

  The vocabulary test will be applied to English language learners who are university students from 19 to 20 years old. They are in the third semester of the English school, their English level is high-intermediate and their first language is Spanish. Students belong to a middle class, most of them are from the city and very few come from the province. Those who come from the province do not have a good command of the language; whereas, some of the city students have had the opportunity to attend to English institutes and the rest have basic knowledge of English from the elementary school. As they are in the third semester, they already have acquired a good knowledge of the language skills.

II. Vocabulary Test

  I have considered what Hughes (2003) suggests about test administration to list and discuss the procedures for a successful test administration regarding the vocabulary test.

  First, it is important to organize and print the test in advance, two or three days before, it is not a good idea to make copies of the test in the day of the test since there cannot be time available to check the number of copies or any faulty reproduction.

  Before the intended day to administer the test, it is important to give students information about where the test will take place (room number), the time they will have to arrive, the material that they will need for the test, in this case they will only need a pen and a liquid paper if necessary. Likewise, students might know what could happen if they arrive too late, if that is the case, they could not take the test. However, they will be allowed to arrive only five minutes late.

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During the test, the students have to be seated in such a way they are not too close each other, so that they could not pass information, or cheat. Before starting the test, it is necessary to give clear instructions about the time they will have to develop the test (i.e. one hour will be given to develop the whole test) and what they are required to do. Personally, I will have them read the instructions aloud and if there is someone who does not understand, I would explain the same thing to everybody, this is an important point since in the middle of the process there have been cases where people start asking for explanations about the instructions of the test, causing interruption and discomfort to rest of the students or tempting them to cheat. In addition, I would explain about the procedure to follow after finishing the test. If students finish very soon, they will need to leave the room in a very silent way. If everybody finishes at the same time they will leave the room one by one in order to avoid interruptions.

III. Conclusion

It is worth mentioning that the vocabulary test was not very easy for students. They are afraid of this kind of test because there are words that are not easy to remember. After they finished the test, I was able to see that most of the questions were answered correctly. Therefore, the multiple choice questions with context and the gap filling questions were answered correctly and it seems that students understood the meaning of the vocabulary and did not simply memorize. Actually, the context helped students to identify the words they already knew. I think those answers were correctly answered first because the teacher has used good strategies to make them to learn their meaning and use that vocabulary in different contexts. When there is a practice of the words in real settings, it is easy for

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students to infer the meaning from any context. I could notice that most of questions related to phrasal verbs, which most of students are afraid, were answered correctly.

On the other hand, few of the multiple-choice questions without context were answered incorrectly. The reasons for this failure can be that there was not enough practice, or the teaching techniques used by the teacher were not appropriate.

Regarding the instructions before and during the test, they were clearly understood, therefore, there were not problems during the test.

The most important factors for the effective test administration were to provide clear instructions to students as well as a good and relaxing environment. Moreover, giving students confidence is something that I consider really important and helpful, encouraging them and telling them that they can do it and that their effort will be rewarded. According to my experience as an examiner, I have noticed that students get really tense before the test, but if someone (in this case, the examiner) says "You can do it, Good luck!" they feel really motivated and relaxed to develop the test, so that the results can be even better.

I have learned that assigning rules is necessary and it is the role of the teacher to make students be aware of these rules to have positive results at the end of the process.

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VOCABULARY TEST

Name: _____   **Grade:** _____

Term: _____

Date: _____

Level: _____

A. Read the sentences and complete them by choosing the correct answer.

1.   Scientists _____ that the rats would continue to push the bottom even after the

     scientists had stopped giving them rewards.

     a. predicted

     b. conditioned

     c. concepts

2.   When researchers pose a research question, it may actually affect their _____ of

     the results.

     a. resemble

     b. prevail

     c. evaluation

3.   In many cultures, people think it is _____ and arrogant for young people to

     believe that they can choose a marital partner well.

     a. immeasurable

     b. presumptuous

     c. vigorously

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4. Some learners can never _____ to studying alone behind a computer screen.

    a. persistence

    b. adjust

    c. isolation

5. Some students _____ their grades, regardless of their performance.

    a. viable

    b. stimulate

    c. dispute

B. **Read the sentences and choose the best explanation for each boldfaced phrasal verb.**

6. When the students **found out** the new graduation requirements, they were indignant and completely opposed to them.

    a. Created something

    b. Discovered something lost

    c. Learned new information about something

7. People fear that if students do not do community service, they will **end up** being uncaring and unsympathetic individuals.

    a. Complete a project

    b. Be in a situation without planning it

    c. Stop something

8. When people donate old clothes to a community center, the center staff will often come to the house and **pick up** the donations.

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a. Start to increase

b. Clean something

c. Collect something

9. Karen was afraid that the garage sales would **dry up** by the end of the summer.

    a. Be dull and uninteresting

    b. Slowly come to an end

    c. Become useless

10. Supporters of mandatory volunteering say volunteering for community service is time better spent than **sitting around** all day watching television or playing computer games.

    a. Doing nothing special or useful

    b. Sitting with friends in a circle

    c. Not taking part in something

C. **In this activity, two of the three words have similar meaning to the boldfaced word. Choose the word that does not belong.**

1. **proposal**

    a. suggestion

    b. order

    c. recommendation

2. **thrilled**

    a. happy

    b. scared

    c. excited

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3. **manage**

   a. handle

   b. cope with

   c. respond

4. **proudly**

   a. modestly

   b. self-satisfyingly

   c. contentedly

5. **determined**

   a. insistent

   b. stubborn

   c. uncertain

D. **Choose the best synonym or definition for the boldfaced word.**

1. **accommodate**

   a. assist

   b. make comfortable

   c. feed

2. **ostentatious**

   a. smart

   b. quiet

   c. showy

3. **conceal**

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a. reveal

b. hide

c. use

4. **cozy**

a. quiet

b. comfortable and intimate

c. crowded

5. **confronted**

a. upset

b. confused

c. faced with

E. Read and complete the letter using the words in the box.

allegations	besieged	legitimate	scrutiny
anguish	judgment	perspective	suppose
beg	justified	relevant	suspect

To the Editor:

Sensationalist reporting is very harmful and has no place in our society. I feel strongly about this because my family has been adversely affected by the media's sensationalism. I realize that it is the media's responsibility to supply its audience with some _____ (1). However, reporting unconfirmed _____ (2) is not acceptable. There is no _____ (3) reason to report facts that cannot be verified.

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My son, Richard Jewell, was initially considered a hero for helping people to safety after the Centennial Olympic Park bombing. Later, the police believed that he was responsible for the bombing and considered him a _____ (4). He was recently been cleared of any suspicion by the U.S. Attorney, yet the media's reporting has changed our lives forever. Our family has been _____ (5) by reporters around the clock. We have been under intense _____ (6); now everything is reported. Nevertheless, some of what has been published about Richard is not even _____ (7) as it is not related to the bombing. The media's reporting has also caused Richard considerable _____ (8). He is always sad and upset. Because of his state of mind, I have gone so far as to _____ (9) reporters to keep my son's name out of their news coverage, until the U.S. Attorney settled the case, but nothing changed.

Is this type of sensationalist news ever _____ (10)? I don't think so; there is no reason for it.

<div align="right">*Barbara Jewell*</div>

<div align="center">***GOOD LUCK !***</div>

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References

Hughes, A. (2003). *Testing for language teachers* (2nd ed.). New York: Cambridge

University Press.

Rationale:

This assignment has been included because it is about a test to be applied to university students. The aim of this test was to evaluate vocabulary and identify students' knowledge and understanding. As it was a summative assessment, all the vocabulary covered in a unit was assessed by using multiple choice questions with context and gap filling questions. In this assignment, it is explained how this test will be administered before and during the test. Likewise, the results obtained were explained and interpreted.

From this course experience, I could say that it is really necessary to consider those standards-based language proficiency instruments; so that, what students really know can be measured and this helps teachers look for suitable ways to reach objectives and have success in the teaching-learning process.

3.5 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.

Artifact for Standard 5.a. ESL Research and History
Name of the artifact: Needs and Situation Analysis
Date: June, 2011
Course: TEFL 515: Curriculum and Materials Development

Assignment #2

Needs and Situation Analysis

by

Elsa Liria Morocho Cuenca

TEFL 515

Curriculum and Materials Development

Nova Southeastern University

June, 2011

Needs and Situation Analysis

I. Introduction

In order for a program to be successful, it is relevant to take into consideration some aspects, among them, needs and situation analysis.

Therefore, the present document is aimed to show a needs and situation analysis to be carried out in the sixth level of English for the Hotel and Tourism Administration distance program of the Universidad Técnica Particular de Loja, which is located to the southern of Ecuador in a small city called Loja. Due to the nature of a distance program it is addressed to people, who for different reasons, do not have the opportunity to study on a face-to-face modality, the age of the students fluctuates from 17 to 60 years old approximately and they belong to a variety of socioeconomic backgrounds and ethnic groups. As the students are in English VI, their English level is intermediate.

The tourism field requires students to have knowledge not just of one foreign language but several ones, but as it is known English is an international language that is spoken all over the world. Consequently, the purpose of this program is to get students to learn English and use the four skills: listening, speaking, reading, and writing since this language is a tool to foster national and international tourism.

II. Content

To design a needs analysis, it is important to take into account some aspects, which will be mentioned in the next lines.

It will be necessary to review and analyze the previous curriculum to have an idea of what aspects were included and which ones would be useful for the new curriculum. The

needs analysis not only includes all the activities used to collect information about students' learning needs, wishes, desires, but the expectations and requirements of teachers and authorities of the Hotel and Tourism Administration program. Consequently, to reach the objectives some resources such as, questionnaires, test scores, collecting data may be used.

Due to the fact that students from a distance program are not able to interact face-to-face with the teacher, their needs differ a lot from a regular class, where the students have the opportunity to interact with their classmates and teacher.

As it was mentioned before, to succeed in the field of hotel and tourism, students are required to master the English language; thus, the purpose of this needs analysis is to find out what are the weaknesses learners have regarding language skills, to determine if the existing course addresses those learners' needs and to collect information about a particular problem learners are experiencing for finally make changes in the curriculum to be developed.

One of the learners´ needs of this program is to acquire all the skills of the language since it is going to be useful in their professional life. Another aspect that is worth mentioning is the contents they need to learn. When students start their major, they have to take general English courses, where they study elementary things related to the language itself, but from level five they start linking those general knowledge about the language with topics related to the hotel and tourism field. Therefore, the contents to be covered are an important aspect to analyze when designing the curriculum. Additionally, in order to fulfill those needs it is needed to take into consideration the time students devote for studying and the tools that are going to support them in the process. The university offers

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students excellent technology tools where they have the chance to be in contact with the teacher and their fellow students.

As it is a large-scale needs analysis, the users will be the students of English VI of the distance program; the teachers who will teach this course from the new curriculum, analyze the bibliography, make a comparison between the previous curriculum and the new one; a team of teachers in charge of the evaluation of the curriculum, who will monitor the process and find out the weaknesses and strengths of the program; an academic team with the director of the program, who will develop the new curriculum looking for ways to improve it and see if it fulfills students' needs or not.

On the other hand, besides the students of the hotel and administration program, the target population in this analysis will be EFL teachers; academic specialists; people involved in the tourism field, such as hotel managers, employees, specialists in tourism and hotel, among others. The last is an important aspect to consider at the moment of developing a curriculum because those people who have experience and knowledge about this area would be considered to establish what students need to learn and the professional profile they need to acquire at the end of a program. The curriculum is not just thinking about what content to cover but designing the profile and competences that the students are going to develop in their professional life.

People who will administer the needs analysis will be the academic staff of the hotel and administration program who along with the staff of the English department will design questionnaires to apply students and request teachers reports about the results of previous curriculums. The teachers who teach English VI will be in charge of administering this

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analysis too. This is a relevant fact since the teachers who have experienced previous curriculums and who have faced a lot of students and settings, may contribute to select the corresponding material for the course, contents, and what students need to know.

To end the needs analysis, the process to follow is firstly to be aware of learners' needs, then to create a questionnaire for the students to complete. Since the distance program is addressed to students from around the country, it will be essential to choose a sample of students from some cities from remote areas to regional centers (i.e. centers in large cities) to have a clear idea and reliable information about what are their needs regarding the English program. The people who will be in charge of designing the questionnaire will be the academic staff with the teacher of level VI. The people in charge of giving the questionnaire to the students will be the coordinators of each center, who will explain students the reason why they are asked to complete it. Once the questionnaires are completed, the coordinators are asked to send them back to the main campus to verify and classify the collected information from all students. At the same time, the academic staff should contact various hotel managers to send them a questionnaire to request information about the aspects they consider necessary the new professionals should have to find a job in that area. Those aspects may include competences, professional profile, language skills, among others. This information will be very important to have a very clear idea about the expectation people involved in this field have from graduate students.

Once having the questionnaires from both sides and comparing the previous curriculum with the information provided, there will be a meeting with all the staff in order to develop a profile of the language needs and make decisions about the goals and content for the new curriculum.

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Regarding situation analysis, some factors will be considered when designing the English program. Since English is an international language, the government is the first party that establishes its study as a compulsory subject starting from elementary schools until higher education encouraging students to study English to be a successful professional.

Because of the increasingly globalized world we live in, it is definitely necessary that people learn a foreign language. That is why the UTPL has set the EFL learning as a compulsory subject at each major. There are programs that demand students to learn English and for this purpose the university is always looking for appropriate methods and instruments to provide distance students the necessary tools to acquire the best knowledge of this language.

Societal factors is an important issue to deal with when developing a curriculum, in the case of Hotel and Tourism administration, it is necessary that students learn English because in the future they will be in contact with people involved in this field from all over the world. Therefore, the creation of an English program requires the planners of the curriculum to be aware of the contents that fit aspects related to this field and what students will need when working.

The project group members are constituted by the academic team, who are four people selected by the director of the program taking into account their expertise and knowledge about developing language programs; additionally, the teachers of English V, VI, VII, and VIII, who have knowledge and experience about the tourism field combined with the skills of the English language will be also part of the team. As they have faced

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conflicts in the teaching-learning process, they must get involved in this project. Even if there is a good relationship among them, the ideas must be shared and considered at the moment of developing the program, everyone has to be open to any opinion or contribution avoiding any conflict that may arise. On the other hand, their responsibilities are to set the goals of the program, analyze the learners' needs, discuss about suitable contents, choose the appropriate material (i.e. basic textbook, technological tools, audio-visual material, didactic guide) and executing the project.

The project goals and procedures will be determined by the teachers, who have checked students' distance assignments, tests; received complains and suggestions from their students; and also the academic team, since they have read and analyzed the completed questionnaires from the students. As they are working on the curriculum, the progress will be reviewed by the director of the program. The director will ask them to meet every two weeks, in order for them to show how the project advances.

The resources that the group has are the technological support, such as the virtual platform, electronic library, and bibliographical support, like textbooks and didactic guides. Regarding funds, the university provides the approval and economic support to projects that are aimed to reach the academic excellence.

To reach the goals set for this project, the time the team will have is around two semesters where they have to get together every week.

Referring to institutional factors, the team will have all the necessary resources to work with. One of these resources is the room they will work in; they will have a room with good physical conditions that provides a good atmosphere. One of the advantages of the departments of the UTPL is that each room has physical and technological facilities, they

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are well equipped with whiteboards, photocopiers, data projectors. Regarding technology, there is internet access, a virtual platform, an electronic library to look for textbooks, as well as a physical library where as teachers we can ask for any available textbook. The only problem that the staff would face is the schedule addressed to this effect, since there are a lot of activities teachers are involved. Therefore, the director of the school would have to give permission to the team and assign them specific tasks, and a schedule. Our university is one of the best higher institutions in our country because of its commitment to offer excellent education throughout the country and abroad, that is why, the authorities are always looking for modern technological resources. Additionally, the university encourages teachers to study masters or doctoral degrees abroad and gives them economical support or scholarships.

As it was mentioned before, English I, II, III, and IV is a compulsory subject to students from all majors and the curriculum is the same despite the majors are different; however, in the Hotel and Tourism Administration program starting from English V the contents have to be related to the tourism field and teachers should have knowledge or should be trained in this field. In the university it is not an advantage and unfortunately we cannot say that teachers are prepared in this field, but they must get used to the idea of teaching it. What the teachers need to do is to be involved in the developing of the curriculum by choosing a book, preparing the syllabus and studying what the course is about. This is not a positive aspect since some teachers do not like this field or they are used to teach other courses so it becomes difficult for them. Therefore, the team should include within the curriculum continuous training, and teachers involved in English V, VI,

VII, and VIII should work together sharing the methodology that would best fit all students. Regarding evaluation, teachers will design the distance assignments and face-to-face evaluations, check them each others, provide suggestions and opinions about their design, have to be open to any comment or suggestion, think about students' benefits and of the institution, be willing to provide students tutoring through the virtual platform, e-mails, videoconferences, telephone, etc.

In the distance program, students' knowledge of English varies for many different reasons some of them have good level of English but others do not. So students' needs are different, some of them want to study because they already have a job and they need just the certificate and other simply because they like this major and therefore are motivated to study because they know that English is necessary to have a good job, travel, continue studying abroad, and so forth. Students of the distance program feels they will be alone in their studies, but it is important to remind them that despite having just a textbook and a didactic guide, they will receive tutorials from their teachers and through the virtual platform they will have the opportunity to be in contact with their classmates as well. Likewise they have to be conscious that the time they devote to their studies depend on their discipline and their motivation to learn.

The design of the curriculum will benefit all parties, institution, school, students and all people involved in this program; everybody will be benefited. However, the team should plan a meeting to make all people to know about the changes made and explain the benefits and strengths it has, especially to the students because they are the first ones who feels the changes.

III. Conclusion

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The project has been designed taking into account needs and situation analyses. The project is aimed to change the previous curriculum and strengthen the skills of the language. The needs analysis will be carried out through questionnaires to be completed by students of the tourism and hotel major and people who are involved in this field and tests of previous courses. There will be a deep analysis of the contents of the program to select the textbooks that fit those contents. Based on the results of the students responses and on a deep study of the English program, the team in charge will proceed to make the changes that will really benefit students. Although there will be relevant changes, the students will find it useful and will realize that their learning is improving. This project requires a lot of time and dedication by the people in charge since it is a long-scale project and the process demands much time and effort. As a recommendation, the present curriculum will be addressed just for students of fifth level, after one semester the process will continue with the next level, and so forth. Additionally, the student should be informed about the new textbook and explain them the advantages about their use. Explain them the reasons of the new changes and who are in charge to ensure their confidence about it.

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Rationale*:*

This artifact has been selected since it reflects a deep study of needs and situation analysis of a program (i.e. Hotel and Tourism Administration). As this standard suggests teachers to demonstrate knowledge of research, educational policy, and current practice of ESL teaching, I have considered that this assignment fits these requirements. Before analyzing students' needs, teachers need to have knowledge and carry out a deep study of previous curriculums, students' needs, and teachers' expectations, among other things in order to establish methodologies and strategies to succeed in the teaching and learning process.

From this course, I have learnt that teachers should constantly search to adapt effective methods and strategies and to be at the cutting edge in education. If teachers are involved in different projects and look for ways to improve education, so that there will be a learning environment improvement.

CONCLUSIONS

- Writing is a skill that requires much practice and guidance. The student involved in the case study improved his writing skills after a process of rules explanation, practice, and assessment evidenced through the use of a pre-test, student self-evaluation and a post-test.

- The use of the artifacts is beneficial in the distance education teaching-learning process whenever we make use of current technology tools.

- Evaluating students progressively is fundamental in the teaching-learning process in order to be aware of their needs as distance learners.

- The compilation of assignments that may fit TESOL standards was helpful to have deep knowledge about what each of these standards requires from students at the end of the teaching-learning process.

- The TESOL standards are very useful for professionals involved in teaching of a foreign language, if they consider these standards, which include social and academic aspects of the language, their students will succeed in the learning process.

RECOMMENDATIONS

– English teachers should have more contact with students to make them feel confident when learning and to provide feedback and extra explanation about the contents they have studied, especially at distance education.

– Students should use all the learning tools provided by the teacher to fill some gaps they may have when studying.

– Teachers should provide as many activities with exercises as possible, since writing requires much practice.

– Students should not be conformist and study just the things they have in their textbooks, but they should demand from their teachers to provide them more material to deep on their knowledge.

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ANNEXES

Sample of pre-test

WRITING

1. **Read the sentences. Find the errors and correct them**

(1) my classmate's name is Bernard. (2)He is 24 years old.(3) He is from Senegal (4) Likes playing soccer and going dancing. (5) Bernard's best friend Alexander. (6) he . is from France. (7) He is intelligent and shy. (8) He likes going to the beach and reading. (9) Do you have any questions to ask him.

2. **Write about this topic**

Describe one of your good friends. Who is this person? Why are you friends?Look at the list. Check (√) the most important qualities of your friend. Write five or more sentences about your friend.

My friend's Armando. He has 33 years; is from Loja, not working. He is not married. We are good friends of high-school. He is honest, intelligent, patient, talkative.

Qualities of a good friend:

```
_____  funny
_____  good-looking
_____  helpful
  ✓    honest
  ✓    intelligent
  ✓    patient
_____  popular
  ✓    talkative
_____  your idea (s): _____
```

Sample of student self-evaluation

UNVERSIDAD TÉCNICA PARTICULAR DE LOJA

DISTANCE MODALITY

READING AND WRITING I

Name: CARLOS VALDIVIESO

The following test I for you to evaluate your knowledge and progress.

A.   Circle the complete sentence.

1.   a. Want to make my own website.

   b. It's a good website.

   c. It a funny website.

2.   a. Some friends help her

   b. Are popular students.

   c. She only 16 years old.

B.   Add punctuation: (.) (?) or (!)

1.   Do you like the website __?__

2.   It's really great __!__

3.   I like to read the poetry __.__

4.   Where are they from __?__

C.   Imagine that your friend won a million dollars. What advice can you give your friend? Write what he or she should do or should not do. Give your opinion. Use complete sentences and should and shouldn't.

Wow it is a good news. I think my friend should buy interesting things, for example a new house a new car, some clothes. It is important help her or his family and make some plans to have a nice trip buy a lot of books and other things. They should not for example spend money from partys drinking alcohol or (...) with friends or buying bad things. My friend should invest some money buying a ... company.

D.   Why do you study English?

Because I love English and it is very important to talk with people from around the world. I think it is really essencial to read good and interesting books, and improve my skills because there do much important information in English. I'd love to become an a good translator.

Sample of post-test

Name: _____ CARLOS VALDIVIESO _____

Date: _____ MAY 02 _____

WRITING

You are going to *write a paragraph expressing your opinion.* First interview two friends and ask their opinions. Ask these questions:

- What is the best number of kids to have in a family? Why?
- What should the mix of children be (if any)? Why?

Then write your opinion. Include topic sentences, supporting sentences and a concluding sentence. Pay attention to punctuation and capitalization.

I think that the best number of kids to have in a family is one, becouse life is very expensive and parents work all day. They don't have time to take care of children.

The mix of children should be two no more becouss there should be more expenses in the family, food, clothes, medicine, etc

Therefore, I think the perfect number of children is one

good