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A Case Study of an English as a Foreign Language Grammar Student, TEFL
Program Portfolio

TRABAJO DE FIN DE MAESTRÍA

AUTHOR: Espinosa Jaramillo, Franklin Oswaldo

DIRECTOR: Camacho Minuche, Gina Karina, Mg.

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Gina Karina Camacho Minuche

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DEDICATION

To be grateful is a quality that a person should never neglect the privilege to acquire. Therefore, I consider totally necessary to thank God for all the wisdom and strength; I am sure without his help I could not have achieved the goal of graduating from this Master's program. Besides God, I want to give a special thanks to every single member of my family: thanks to my wife Jessica, for the endless emotional support; I also want to thank my two little children Guillermo and Francesca for being my companion even sacrificing their vacation time. Finally, special thanks to my parents who have been of a great help with wise advice at moments of confusion.

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ABSTRACT

Teaching implicit or explicit English grammar has been a controversial issue since the origins of English. Regarding this issue, Lynch (2005) adds that teaching implicit or explicit grammar depends on the teaching-learning context where the language is taught. Therefore, it was considered necessary to perform a study about “A Case Study of an English as a Foreign Language Grammar Student TEFL Program Portfolio”; which aims to prove whether teaching explicit or implicit grammar, to young learner, is necessary to achieve high communicative skills.

The study was carried out in the city of Loja-Ecuador. The participant of this study was an 8-year-old student.

The current study was analyzed qualitatively, since it was necessary to interpret the progress of the learner through: observation, tutorials and analysis of evaluating instruments.

Finally, it was concluded that neither implicit, nor explicit grammar, alone, contributed to help young learners reach high communicative levels; instead, a mixture of both is recommended.

Additionally to the student’s case study, an analysis of TESOL/NCATE standards was performed in order to establish their value in any EFL program.

Key words: young-learners, implicit, explicit, grammar, TESOL/NCATE standards, evaluation, qualitative.

RESUMEN

La enseñanza implícita o explícita, de la gramática del inglés, ha sido un tema controversial desde el origen mismo del inglés. Según Lynch (2005), enseñar gramática de manera implícita o explícita, depende del contexto educativo. Dichos antecedentes, confirmaron la necesidad del presente estudio, "A Case Study of an English as a Foreign Language Grammar Student TEFL Program Portfolio"; cuyo objetivo fue probar si la enseñanza implícita o explícita de la gramática son significativas para alcanzar altos niveles comunicativos.

El presente estudio se realizó en Loja-Ecuador, y como participante se consideró a un niño de 8 años.

El método utilizado fue cualitativo ya que se requirió hacer la interpretación del progreso del participante a través de observación, tutorías, y análisis de instrumentos de evaluación.

Finalmente, se concluyó que al enseñar gramática, ni la forma implícita o explícita, de manera aislada, contribuyen a alcanzar altas destrezas comunicativas; en su lugar, se recomienda su combinación.

Adicional al estudio de caso, también se realizó un análisis de los estándares internacionales TESOL/NCATE, cuyo objetivo fue resaltar su valor en los programas de enseñanza EFL.

Palabras Claves: estudiantes-menores, implícito, explícito, gramática, TESOL/NCATE estándares, evaluación, cualitativo.

INTRODUCTION

As mentioned in the Literature Review, there has always been the controversy about how to teach grammar to young learners. Therefore, as an English teacher, I have always had that concern about which would be the most appropriate way to teach grammar to young learners. This general and personal uncertainty created the interest in choosing grammar as the topic for this study. Therefore, the development of this thesis project will have as its main goals: to get to a conclusion whether it is convenient to teach implicit or explicit grammar to young learners; familiarize teacher candidates with the TESOL/NCATE standards for the recognition of initial TESOL programs in P-12ESL teacher education; finally, create awareness of the importance of planning teaching courses, taking into consideration those international standards. Besides the purpose of meeting the aforementioned goals, an additional reason for developing the current study is to meet the requirements from UTPL in order to receive the certificate of approval of the Master's program in Teaching English as a Foreign Language'.

The development of the current study is of great importance to whole educational community. Considering the objectives of the study, having factual information about the way grammar should be taught would be of a great help since educators will be able to use a teaching way that will be effective for both, teachers performance, and students learning; furthermore, being aware of the international standards for the recognition of initial TESOL programs in initial P-12 ESL teacher education is going to be a great contribution not only for teachers and students, but also for authorities of educational institutions who will be able to offer an education of quality.

For the development of this study 'A Case Study of an English as a Foreign Language Grammar Student TEFL Program Portfolio' four different, but interrelated aspects were considered. First, a literature review which used as its main sources the Internet, books, and journals; second, a students' case study, for the development of this methodological tool, a 10-week planned process was held; third, a research of the different TESOL/NCATE standards was carried out; finally, a positioning paper was performed; the purpose of this activity was to show the alignment that must exist between established assignments and TESOL/NCATE standards.

The development of the current study let in evidence that performing a case study to only one student becomes a limitation that makes it difficult to generalize information. Nonetheless, it is important to mention that the four aspects considered,

as part of this study, will provide important information to take into account at the moment of planning or developing English courses.

METHOD

To develop this EFL Portfolio-Case Study, it was necessary to ask for the permission of an 8 year-old boy. The participant is from Loja city (South province of Ecuador country), and he studies at Antonio Peña Celi Institute, a private elementary high school located downtown; he was studying the 4th year of elementary school, at the moment of this research.

It is important to mention that even though the participant received the subject of English in the morning-school, he attended a private English institute in the afternoon. The participant's mother tongue is Spanish, but his parents would speak English to him frequently, and he would change codes from Spanish to English, regularly. The participant for the current portfolio case study will be called 'ELL', from now on.

The proficiency level of the ELL was 'A1', according to the Common European Framework Reference of the languages (CEFR).

Once the ELL was chosen, it was necessary to inform him that the aim of the portfolio was to identify the weakness he may have in the sub-skill of grammar. This decision was previously conceived from the researcher, at the moment of deciding the bibliography for the literature review.

In order to identify the weakness of the ELL, it was necessary to apply a pre-test. The selection of the evaluating material, used to assess the participant's progress, was obtained from ESOL, tests for school students. The criteria used at the moment of the choosing the evaluating instruments was; first, that the instruments are aligned to the CEFR; second, that the evaluating instruments must be appropriated to the level of the ELL.

After the pretest was applied, it was carefully checked and many linguistic weaknesses were identified; some of the most common weaknesses were: comparative and superlative form of adjectives, simple present (sentence formation, and subject-verb agreement), short questions and answers, substitution of nouns and pronouns or vice versa, prepositions of place, possessive adjectives, reading for specific information and comprehensive reading.

As it can be seen the field of action is wide, but considering time constrains, just some of these linguistic aspects received attention; in fact, the linguistic aspects that were considered part of this portfolio case study were: comparative and superlative form of one syllable adjectives, simple present: positive sentences (do/does) and short questions and answers.

The methodology used for the current case study was the qualitative method since most of the portfolio process used the observation technique to be able to identify the ELL reaction as a result of the exposition to different kinds of instructional and evaluating instruments. Besides, it can be said, that the quantitative method is also used, but in a lower range because it was used only to check the scores that the participant obtained in every evaluating instrument.

This thesis project was developed considering different methodological aspects that contribute to the improvement of the linguistic skills of the ELL. Therefore, besides the ELL portfolio case study, this study also included a deep research about the different international standards TESOL/NCATE which are the standards use to validate the initial TESOL programs in P-12 ESL teacher education. For this research a comprehensive reading technique was used to ensure that those international standards were understood; after that, a discussion about them was held in order to highlight the most relevant linguistic points that they mention.

This thesis work ended up by developing a comparative assignment; it consisted in choosing five different assignments from the different subjects of the current Master's program, and aligning them with the TESOL/NCATE standards that those assignments were closely related to. For the development of this assignment, a critical reading technique was used in order to identify the existing links between the subject's assignments and the relation that they have to the TESOL/NCATE standards. The aim of this activity was to help the participants of this Masters' program to become aware of the relevant importance of planning: activities, classes, or even full courses aligned to the TESOL/NCATE standards.

CHAPTER I: LITERATURE REVIEW

In order to have a clear and deep knowledge of the main focus of this study, a literature reviews was performed. This Literature review was developed in order to get information about fundamental concepts that will contribute to clarify the purpose of the current study which is to decide *whether it is convenient, or not to teach explicit grammar to young learners*.

Considering the aim of the current study, the topics to be researched were: The importance of learning English, Grammar definition, the importance of grammar in foreign and second language learning, the influence of age in learning languages: the critical period hypothesis (CPH), how grammar should be taught: implicit versus explicit teaching of grammar, The Role of Grammar in Teaching Young learners, and finally, how to teach grammar to young learners, will be considered in this Literature Review.

1.1 The importance of learning English

Regarding the importance of learning English, Harmer (2012) emphasizes that there are different purposes that motivate people to learn the English language. To the same respect, Karchu (1990) cited in Yujiahelen, 2012 asserts that one of the most important events of this century is the development of English as a global language. "It has developed from the native language of Inner-circle countries to the most widely read, spoken and taught language in the world. It has been widely spread through emigration, colonization, and globalization and has been acquired as a first, a second, and a foreign language".

In Ecuador, the importance of learning the English language has arisen because the Ecuadorian government has understood that the English language is an important tool for the social, economic, and scientific development. Therefore, In 2013, the Ecuadorian government founded 'Go Teacher', Go teacher is an international agreement between Ecuadorian and USA. governments in which some scholarships are being granted for Ecuadorian English teachers to study the language in prestigious universities of the United States; afterwards, those teachers will return to Ecuador to replicate their knowledge in the public schools of Ecuador (Ambrecht 2014). It is seen as positive strategy that shows the importance that the Ecuadorian government is giving to the teaching-learning process of the English language.

Regarding the importance of learning English, and the importance that the Ecuadorian government has given to this subject; it is important to highlight that in order to teach a language, having the content knowledge, in isolation, is not enough

to be able to teach the language; additional to content knowledge, it is necessary to know, and use the different teaching-learning Approaches and Methods, especially the ones that lead to communication.

1.2. Grammar definition

Regarding grammar definition, we can start with the definition given by Carter, and McCarthy (2006) who define grammar as follows: “grammar is concerned with how sentences and utterances are formed. In a typical English sentence, we can see the two most basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology)...”

An additional definition of grammar comes from Collecting, and putting together, what teacher’s state when asked to define grammar, we can get to the following definition. Grammar is the spine cord of any language; others define grammar as the structure, or core thread of any language syllabus, and as a matter of fact, most of school curricula and course books are designed based on grammar criteria. (Sitorus, D. 2012)

Considering the previous definition, it can easily be inferred that grammar is a very important element of any language; hence, the importance of learning grammar in order to learn any target language.

1.3 The importance of grammar in foreign and second language learning

Once the concept of the word grammar has been defined, it is necessary to talk about the importance of grammar in the process of learning a foreign or a second language, in order to achieve this goal, some authorities in the field have been cited. The first researchers to be chosen are: Sylviane Granger, Joseph Hung and Stephanie Petchl-Tyson (2002); VanPatten and Cadierno (1993a & 1993b), Ellis (1995) and Robinson (1996), cited in Sylviane Granger, Joseph Hung and Stephanie Petchl-Tyson (2002), in their studies, they all have stated that explicit teaching of grammar improves accuracy; going in the same perspective, Dewdaele (1996), in a study of L2 French, concludes that a lack of formal instruction affects morphosyntactic accuracy in interlanguage.

An additional study that focus on the importance of Teaching formal grammar to ESL learners, is the study made by Celce (2012) in her article about ‘Grammar Pedagogy in Second and Foreign Language Teaching’; she cites to Canale and Swain's (1980), who discuss about their model of communicative competence; this model views *grammatical competence as one component of communicative competence*, the paper argues that grammar instruction is part of language teaching.

In this new role, grammar interacts with meaning, social function, discourse, or a combination of these rather than standing alone as an autonomous system to be learned on its own; in her article she concludes with a number of options for integrating grammar instruction into a communicative curriculum and with a reformulation of the role of grammar in language teaching.

1.4 The influence of age in learning languages: The critical period hypothesis

To this regard, there is a serious study made by Penfield and Roberts (1959); in their study, they originally state that young learners have a wide neurological advantage to learn languages because their brain has a specialized capacity. This specialized capacity is directly related to the biological growth of brain; this period has been called the critical period hypothesis (CPH); the authors believed that during this period children are capable to learn languages, as long as appropriate stimulus is given. The authors also state that this biological growth of brain decreases considerably around the age of 9; "It is the time of brain transition from input-base "direct or implicit" learning towards analytical or explicit learning".

The person who brought the critical period hypothesis (CPH) into fashion was the linguist and neurologist Eric Lenneberg (1967). He explained that it seemed that children had a better capacity to learn multiple languages than the capacity adults have. Lenneberg insists that children's biological capacity to learn languages easily is limited by age; the author also maintains that children's capacity to learn languages only by exposure seems to disappear at a point after puberty. This is the time when brain development stops.

Learning languages is a complex event; therefore, a single opinion about the way languages are learned is not accepted. In fact, an opposing point of view, to the CPH, is going to be considered. Andy Schouten (2009) has developed a study in which he presents information on favor, information that opposes, and finally information that conceptualize the CPH. Since the information on favor of the CPH was already given in the previous paragraphs, in this moment the information that opposes that theory is going to be presented.

One of the opposing perspectives to the CPH is the one given by Krashen , in Andy Schouten (2009), Krashen states that an adult learner can compensate the lack of language stimuli, during childhood, with intensive language exposure at adulthood; Krashen affirms that at a later stage of language learning; the process of learning a first or second language will be quite different from the process at childhood; at the

same time, he states that even if not very common, under intensive language stimuli, there may be the possibility to get a native-like acquisition of a second language.

Besides what was just said for and against the CPH hypothesis, it is important to get familiar with two relevant hypotheses about how languages should be taught. These hypotheses refer to the implicit vs. explicit form of teaching a language/grammar.

1.5 How grammar should be taught: Implicit versus explicit teaching of grammar.

An additional controversial issue regarding second and foreign language acquisition is the issue related to which type of knowledge, implicit or explicit, influences more effectively to the learning of grammar (Essays, UK. 2013).

Firstly, *implicit knowledge* is defined as “learner’s linguistic competence” (Ellis, 2005) in Essays, UK. (2013); an additional definition provided by Bialystok (1981) in Essays, UK. (2013), states that implicit knowledge means “know things intuitively without being aware of the formal properties of that knowledge”.

On the other hand, explicit knowledge is defined as the type of knowledge held consciously, and it is learnable and explainable; it is commonly learned at the moment learners experience a kind of linguistic problem at the moment of using the target language (Ellis 2004), in Essays, UK. (2013). Likewise, Hulstijn, (2007) in essays, UK., defines explicit knowledge as a “conscious, deliberate process of structuring explicit, verbalisable knowledge, which can take place while learning concepts/rules in the classroom or it may be initiated independently [...] . This type of learning requires a degree of cognitive development; therefore, *it is unlikely to take place in early childhood*”

Besides providing definitions of implicit and explicit knowledge, it is important to describe what classroom instructions are predominant in each case. A classroom instruction is considered implicit if structures are not presented at the beginning of the lesson, and students are not required to pay attention to forms (Norris and Ortega, 2000) in Essays, UK. Some common activities performed in an implicit class are high frequency input, interaction, and recasts (Spada, 2010), in Essays, UK.

Likewise, Sitorus (2012), declares that in inductive/implicit grammar teaching, teachers do not present grammar structures to students; instead, a text with the target grammatical point is presented; the students find out the new structure by focusing attention in the text rather than in the form.

According to Ellis (2005b), in Essays, UK. , grammar and lexical components of the language are considered tools to an end; considering that the end for an implicit class is fluent communication. Ellis also came up with the reflection about the logic and the way implicit knowledge is acquired; He maintains that communicative activities play an essential role in the implicit teaching-learning process.

On the other hand, a classroom instruction is considered explicit if rules are taught before a structure is presented in context. A less explicit example of explicit classroom instruction is the use of inductive instruction; in this case, language learners are asked to pay attention and make generalizations on structures and forms which firstly had been presented in context (Norris and Ortega, 2000) in Essays, UK.

The existing dichotomy about the contribution and the extent to which implicit/explicit knowledge provides to the learning of a second language, has encouraged SLA researchers to develop studies that could identify how these two types of knowledge could possibly interface. These studies had led to the implicit/explicit interface hypothesis.

The interface hypothesis presents three interface categories: the none-interface position, the interface position, and the weak interface position. Each of these interface positions try to define to which extent explicit knowledge is involved in L2 acquisition.

1.5.1 None-interface position.

Authors on favor of the none-interface positions state that conscious or explicit knowledge is distinct from that unconscious or implicit knowledge which characterizes natural language (Ellis, 2004) in Essay, UK. A similar opinion states that 'acquired' and 'explicitly' learned L2 knowledge do not interface; indeed, the former is responsible for language fluency, and the later, is aimed only to control communicative output (Krashen, 1982). in Essay, UK. The same author points out that like L1, L2 acquisition is also a natural process which occurs implicitly as long as the learner is exposed to comprehensible L2 input.

Counter to Krashen's claims, evidence from previous studies have demonstrated that regardless immersion in L2 learners, they still make grammatical mistakes. In fact, a study by Harley and Swain (1984), in Essay, UK., showed that immersion L2 learners relying mainly in comprehensible input were not able to reach high levels of language proficiency.

1.5.2 The interface position.

Comparing Krashen's (1982) point of view about the interface hypothesis, to Harley and Swain (1984) perspective; it can be seen that the former author assures that knowledge is acquired only through meaningful L2 input, while the latter author proves Krashen's theory wrong by stating that immersion L2 learners who mainly rely on comprehensive input, cannot avoid making grammar errors; therefore, these students cannot acquire high levels of language proficiency only by acquisition.

Taking into consideration the previous information, it is evident that the none-interface position can be subject of analysis, and different perspectives regarding implicit/explicit interface hypothesis should be considered.

Consequently, the interface position suggests that explicit knowledge can be gained from implicit knowledge and vice versa; the only condition needed is a good amount of contextualized communicative practice with repeated use and corrective feedback (Sharwood Smith, 2004) in Essay, UK. In the same way, the skill building theory by Dekeyser, (2003) in Fatahi & Pishghadam (2007), suggests that a proceduralised form of explicit knowledge is functionally equivalent to implicit knowledge if L2 learners are engaged to an intense meaningful communicative practice.

As a contribution to the interface hypothesis, it is important to present the PPP (Presentation Practice Production) instructional approach which makes emphasis on form. PPP stands for: first P for presentation of the information, second P for the practice of the information, and the last P for production; this last step helps in the process to proceduralise de feature (Swan, 2005) in Essay, UK.

1.5.3 The weak interface position.

The weak interface position suggests the possibility to transfer knowledge from the implicit to explicit system. To support this position, the ACT model has been considered; similarly to PPP approach, the ACT model, suggests that "declarative knowledge (knowing that something is the case) leads to procedural knowledge (knowing how to do something)" (Anderson, 1983) in Essay, UK. Anderson explains the functionality of the ACT model by providing an example in which he describes the case of a L2 learner who explicitly starts learning a rule, any rule, but every time that a phrase contains this rule, is produced or received, the phrase is stored in an instance in

memory (Logan, 1988) in Essay, UK.; afterwards, constant encounter with these instances increases their activation levels to such an extent that eventually retrieving a stored instance will be quicker than applying the rule. As an additional effort to show or suggest the interface position for implicit and explicit knowledge, it is necessary to consider Ellis' *consciousness raising* (CR) task; through CR, L2 learners are supposed to set a linguistic focus to communicative goal-orientated task; CR is also supposed to encourage L2 learners' autonomy by requiring them to induce explicit grammar rules by themselves (Ellis 2005) in Essay, UK. CR task can be inductive or deductive; in the first case, L2 learners are supposed to derive an explicit presentation of a rule. On the second case, the structure is given at the beginning of the task (Ellis et al ... 2003) in Essay, UK. The main goals of CR tasks are to involve L2 learners in goal-orientated communication, and to encourage the deductive knowledge (Ellis et al ... 2003) in Essay, UK.

Going in the same vein, Smith (1981) & Dekeyser (1995, 1998) in Fatahi & Pishghadam (2007) argue that not only explicit knowledge can be deducted from inductive knowledge, but also, explicit knowledge can be transformed into implicit knowledge, all of this is possible through the appropriate application of communicative contextualized activities, recycling and accurate feedback.

Following the same tendency, here we have a kind of controversial contribution given by Ellis (2004) in Fatahi & Pishghadam (2007). Ellis starts by confirming that implicit and explicit knowledge are neurologically distinct, but on the other hand, he says that he does not imply that implicit knowledge cannot be transformed into explicit or vice versa. In fact, he maintains that "learning processes and knowledge types are correlated to some degree at least" and that "they interact at the level of performance" (Ellis, 2004 p. 235) in Fatahi & Pishghadam (2007).

Information regarding CPH (Critical Period Hypothesis), and implicit vs. explicit theory that has been analyzed, clearly shows that both theories contend a counter opinion about what each of them claims to be the most influential aspects in learning a L2. However, it is important to take into account that a mid-point of every theory should be consider at the moment of teaching a L2; for example, for the CPH hypothesis, it could be advisable to accept that people who have already passed the adolescent period (appropriate age to learn languages in a native-like way) are also capable to learn a L2 in a native-

like manner as long as comprehensive input and determination are added to the process of teaching and learning a L2

Regarding implicit vs. explicit theory; In one hand, the implicit theory states that it is necessary to take into account that learning a L2 fluently is not only a matter of exposure. On the other hand, the explicit theory, states that it is also important to consider formal teaching of forms since the formal teaching of grammar helps to develop high levels of L2 acquisition.

a balance of both inductive and deductive theory should be applied.

1.6 The role of grammar in teaching young learners

Taking into account the concepts of the theories above, it is evident that grammar is such an indivisible part of the language system. Therefore, it is evident that the teaching of grammar goes along with the teaching of any language.

Therefore, it is important to state which is the role of grammar when teaching young learners.

Young learners are well suited to learn grammar inductively through games, and any other fun activity; young learners speak clearly and fluently with a mastery of certain level of grammar, though. It is well known that young learners are capable to use certain grammar structures in context, but they are not able to explain why they use certain grammar rules; as said by (Pinter, 2006), in Sitorus (2012); even though grammar seems not to be necessary at young ages, it plays an important role in the development of communicative skills; therefore, it is important for teachers to know what kind of specific grammar structures their students, at certain levels, need to know; Afterwards, these grammar structures must be taught in context; likewise, Phillips (1993) in Sitorus (2012), affirms that students need to face as much as new structures as they need, but this information needs to be presented in context because young students feel motivated to learn when they are faced to real activities that they may find in everyday situations.

The aforementioned information helps to infer that the role of grammar in young learners is aimed to help them to speak with organized sentence structures, and to convey messages fluently and clearly.

1.7. How to teach grammar to young learners.

Considering the information provided from the researchers cited above, it is a fact that grammar should not be taught apart, as if it was a different system of the language system which is only one. In agreement with what Pinter (2006) in Sitorus (2012) asserts that teaching grammar by itself can become a sterile and demotivating

task; instead, the author suggests that grammar should be learned inductively, in context; finally, grammar should be inferred through meaning and task.

From what has already been said, it is important to provide a number of suggestions about the way grammar should be taught to young learner.

Teacher planning should include activities that seek to achieve a communicative goal. “For example, teacher can ask children to describe a picture, which will involve using present progressive...” Sitorus (2012 p.4)

“Keep in mind that children may learn easily but forget quickly. Recycle new grammar frequently to help them remember”

Regarding recycling, “The more times children are exposed to the structure, the more sense it will give them.” (Scrivener, 2003) cited in Sitorus (2012).

Celce and Hilles (1988) cited in Sitorus (2012), suggest teaching grammar through games and problem solving activities. The authors say that learning grammar through games, not only enhances learners’ knowledge, but it also helps learners to apply and use the new content. Among the great amount of advantages of teaching through games, the authors state that learning through games is highly motivating, and it also allows a meaningful use of the language in real contexts.

Besides games, another important way of teaching grammar to young learners could be through the use of songs. Songs are one of the richest sources of meaning and culture that can be used in class. (Murphy, 1992) cited in Sitorus (2012). Teaching through songs, help learners to improve: listening, speaking, reading and writing skills. Furthermore, songs can help to learn many additional sentence patterns, as to mention: vocabulary, pronunciation, adjectives, adverbs, etc. Finally, it is important to mention that learning English through songs, help students to reduce anxiety and raise self-esteem.

1.8.TESOL/NCATE standards

1.8.1. Domain 1: Language.

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students’ language and literacy development and content area achievement. (TESOL, Inc. 2013).

1.8.1.1. *Standard 1.a. Describing language.*

Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students

acquire and use English in listening, speaking, reading, and writing for social and academic purposes. (TESOL, Inc. 2013).

1.8.1.2 Standard 1.b. Language acquisition and development.

Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. (TESOL, Inc. 2013).

1.8.2. Domain 2: Culture

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement. (TESOL, Inc. 2013).

1.8.2.1. Standard 2.a. Nature and role of culture.

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning. (TESOL, Inc. 2013).

1.8.2.2. Standard 2.b. Cultural groups and Identity.

Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. (TESOL, Inc. 2013).

1.8.3. Domain 3: Planning, implementing, and managing instruction

Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. (TESOL, Inc. 2013).

1.8.3.1. 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 ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. (TESOL, Inc. 2013).

1.8.3.2. Standard 3.b. Managing and implementing 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, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together. (TESOL, Inc. 2013).

1.8.3.3 Standard 3.c. Using resources 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. (TESOL, Inc. 2013).

1.8.4. Domain 4: Assessment.

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students. (TESOL, Inc. 2013).

1.8.4.1. Standard 4.a. Issues of assessment for ESL.

Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning. (TESOL, Inc. 2013).

1.8.4.2. Standard 4.b. Language proficiency assessment.

Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students. (TESOL, Inc. 2013).

1.8.4.3. Standard 4.c. Classroom-Based assessment for ESL.

Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction. (TESOL, Inc. 2013).

1.8.5. Domain 5: Professionalism.

Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment. (TESOL, Inc. 2013).

1.8.5.1. Standard 5.a. ESL research and history.

Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning. (TESOL, Inc. 2013).

1.8.5.2. Standard 5.b. Partnerships and advocacy.

Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families. (TESOL, Inc. 2013).

1.8.5.3. Standard 5.c. Professional development and collaboration.

Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students. (TESOL, Inc. 2013).

CHAPTER II: EFL STUDENT CASE STUDY

Chapter II deals with the application of a portfolio case study to a young EFL learner. The main goal of the current portfolio case study is to help the participants of this Master's program to become aware of this powerful instrument which is useful to keep track of students' improvement.

2.1. Description of student and setting

To develop this EFL Case Study (portfolio), it was necessary to ask for the collaboration of an 8 year-old boy. The participant is from Loja city (South province of Ecuador country), and studies at Antonio Peña Celi Institute, a private elementary high school located downtown; he was studying the 4th year of elementary school, at the moment of research.

It is important to mention that even though the participant received the subject of English in the morning-school, he attended a private English institute in the afternoon. The participant's mother tongue is Spanish, but his parents would speak English to him frequently, and he would change codes from Spanish to English, regularly. The participant for the current portfolio case study will be called 'ELL', from now on.

The proficiency level of the ELL was 'A1', according to the Common European Framework Reference of the languages (CEFR).

Once the ELL was chosen, it was necessary to inform him that the aim of the portfolio was to identify the weakness he may have in the sub-skill of grammar. Consequently, grammar became the main goal of the current portfolio case study. In order to identify the weakness of the ELL, it was necessary to apply a pre-test.

2.2. Pre-test

In order to develop this portfolio assignment, some ESOL tests for school students were chosen. The considerations at the moment of choosing these materials were; first, the material must be aligned with the CEFR standards, and second, the material assigned to the ELL should be chosen according to his proficiency level.

2.2.1. Pre-test analysis.

The current pre-test showed that there are many parts of the English language in which the ELL needs some help to improve. Some of these weak points are: Comparative and superlative form of one syllable adjectives, simple present Do/Does for positive sentences, short questions and answers, substitution of nouns and pronouns or vice versa, prepositions of place, possessive adjectives, reading for specific information and comprehensive

reading, and writing for sentence formation. All of these weaknesses in the command of the English language were identified in this pre-test, but for time matters, comparative and superlative form of one syllable adjectives, simple present: sentences (do/does) positive and short questions and answers are going to be considered in this portfolio assignment.

The specific analysis of the pre-test went as follows. In the first part of the test, question number 3, it is evident that there was a misunderstanding of the question's instruction, as it was said by the ELL; therefore the answer was incorrect. Again, in part one, question 5, there was a misunderstanding in the instruction of the questions, and as a result the response, was incorrect too. When the instruction was clarified; then, the ELL was able to respond correctly to questions 3 and 5.

Moving to part two of the pre-test, question 2, it is clear that the ELL does not have a good command of the preposition of place *below*; in this case, the lack of this knowledge was the main cause for the wrong answer. Going ahead to part four, question 7 there is a mistake on a question related to reading comprehension, which is a skill, up to high, for the level of our ELL. Now in part five, question 4, the ELL double mentioned the subject of the sentence because, apparently, he did not know that proper nouns can be substituted by subject pronouns. Finally, in part six, question 4, the ELL showed a lack of knowledge about the possessive pronouns, and in the same part, question 5, there was a mistake on noun and verb agreement, simple present *do/does*.

Pre-Test

Movers

Centre Number	Candidate Number
---------------	------------------

Cambridge Young Learners English
Movers
Reading & Writing
Sample Paper

 **UNIVERSITY of CAMBRIDGE**
ESOL Examinations
English for Speakers of Other Languages

There are 40 questions.
You have 30 minutes.
You will need a pen or pencil.

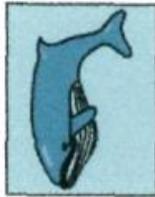
33,5/40. 
way to go
✓

My name is: *Guiliana*

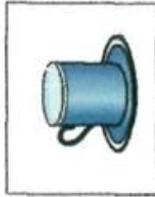
April 16/2012

Part 1
- 6 questions -

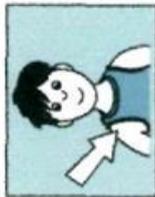
Look and read. Choose the correct words and write them on the lines.



a whale



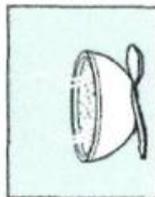
coffee



a shoulder



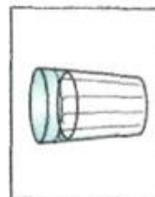
an elephant



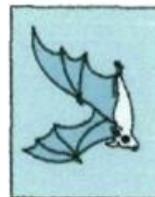
soup



a stomach



milk



a bat

2

Example

This animal can fly and it comes out at night. — a bat.

Questions

- 1 You can eat this from a bowl. Sometimes there are vegetables in it. soup
- 2 This is the biggest animal in the world. It lives in the sea. a whale
- 3 This is part of your body. All your food and drink goes here first. coffee X
- 4 This big animal lives in hot countries and eats leaves and grass. an elephant
- 5 This is between your neck and your arm. a stomach X
- 6 Mothers give this white drink to their babies. milk

4

3

Part 2
- 6 questions -

Look and read. Write **YES** or **NO**.



Examples

There are five white towels in the bathroom. YES

The two smallest bears are washing their faces. NO

4

Questions

- 1 A big brown bear is having a shower. YES
- 2 There are some glasses below the mirror. NO
- 3 The yellow bear is fatter than the blue bear. YES
- 4 There are four toys in the bath. YES
- 5 There are lots of boxes in the cupboard. NO
- 6 The floor is wet and there is a toothbrush on it. YES

5

8

6

Part 3
- 6 questions -

Read the text and choose the best answer.
Peter is talking to his friend Jane.



Example

Jane: Hello, Peter how are you?

Peter: A) I'm not very well.
B) I'm John's cousin.
C) I'm going outside.

Questions

1 Jane: What's the matter? Have you got a headache?
Peter: A) No, thank you. I don't want one.
B) No, I've got toothache.
C) No, I haven't got it.

4

2 Jane: Would you like to come to my house?
Peter: A) Yes, I went home quickly.
B) No, thanks. I want to go home.
C) Well, I like my house a lot.

3 Jane: Have you got a coat?
Peter: A) Yes, it does.
B) OK, he's here.
C) No, I haven't.

4 Jane: Do you want a drink of water?
Peter: A) Yes, please.
B) Yes, it is.
C) Yes, I had.

5 Jane: Shall I walk home with you?
Peter: A) He can walk there.
B) I'd like that, thanks.
C) I can go with her this evening.

6 Jane: Is your room at home?
Peter: A) It's his new home.
B) Next to the bus station.
C) Only my dad's there today.

7

Part 4
- 7 questions -

Read the story. Choose a word from the box. Write the correct word next to numbers 1-6. There is one example.

My name is Daisy. I like toys, but I like books and comics best. I love stories about men on the moon and about

(1) children who live in different countries.

I read a good story yesterday. In this story, a boy climbed

a (2) mountain. At the top, there was a lot of snow. It was

evening, but the boy could see the forest below him.

He (3) saw down on a rock to have a drink and to look

up at all the (4) stars.

But then he (5) sat something that he didn't understand.

Something very big and round flew quietly and quickly behind a cloud.

What was it? The boy didn't know and he didn't wait to see it again. He

(6) ran home to his village because he was very afraid.

I wasn't afraid! I enjoyed the story a lot!

6

*

 example	 blankets	 run
 comics	 cooked	 stars
 children	 sat	 mountain
 saw		

(7) Now choose the best name for the story.

Tick one box.

A boy that Daisy knows

A film that Daisy watched

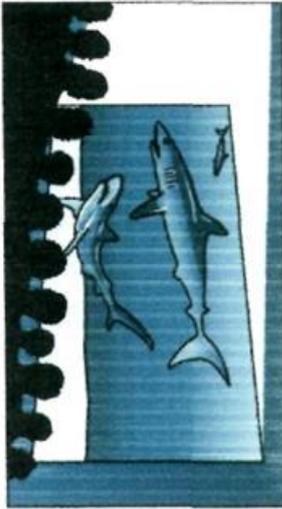
A story that Daisy liked

*

Part 5
- 10 questions -

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

A family holiday



Vicky lives with her parents and her two brothers, Sam and Paul, in the city. Last week, they had a holiday by the sea. Sam is ten, Vicky is eight but Paul is only five. They went to the cinema on Wednesday because it rained all day. They saw a film about sharks. The sharks had very big teeth. Paul didn't like watching them and he closed his eyes.

Examples

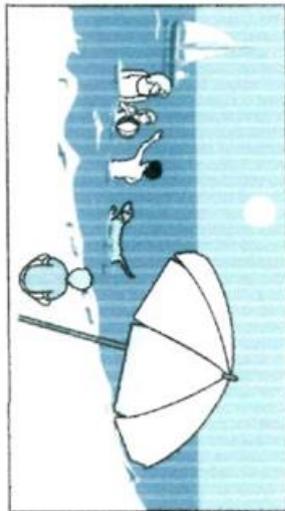
Vicky's family went on holiday last _____ week.

Vicky has two _____ brothers _____ who are called Sam and Paul.

Questions

- 1 The family had a holiday by _____ all day on Wednesday and the family went to the cinema.
- 2 Paul didn't enjoy seeing _____ in the film.

(sharks)



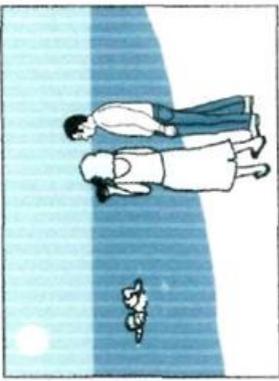
On Thursday, Paul thought about the film. He didn't want to swim in the sea. He sat on the beach and watched Sam and Vicky. They played in the water. Mum gave Paul an ice cream but he didn't want it. Then Dad said, "Come on Paul! Let's go for a swim." But Paul didn't want to.

- 4 Sam and Vicky _____ in the sea.
- 5 Paul didn't want the ice cream that his _____ gave him.
- 6 Dad wanted to go for _____ with Paul.

Blank Page



12 ↑



On Friday, the family ate breakfast in the garden because it was very sunny but Paul didn't want any. Then they all went to the beach again. The sea was very blue. Paul looked. There were three beautiful dolphins in the water. He ran to the sea and swam to them. Then Paul's dad threw a ball in the sea and the dolphins played with it. It was great and Paul stopped thinking about the sharks in the film. That evening, all the family went to the cinema again. This time the film was about a funny dolphin and they all enjoyed it.

4

7 The family had breakfast in the garden on Friday.

8 Paul saw three dolphins in the water.

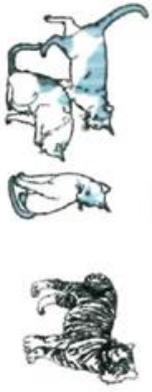
9 Paul's dad threw a ball into the water.

10 All the family enjoyed another film at the cinema on Friday evening.

12

Part 6
- 5 questions -

Read the text. Choose the right words and write them on the lines.



Cats

Example

Cats have good eyes. They can see very well at night. All cats climb trees and eat meat. They can move very quietly and catch animals. Then they eat them. They have strong teeth.

3

- 1 There are small cats and big cats like lions and tigers. Only tigers live in the jungle.
- 2 Lions don't. Some people go and see lions and tigers at the zoo.
- 3 A lot of people have small cats in their homes. There cats are pets. People like them because they are beautiful.

Example

had have has
All Every Any

- 1 am are is
- 2 at on in
- 3 your their our
- 4 like like likes

2.3. Samples of student's work.

After the ELL took the pre-test, the first support was given. As mentioned in the introduction of this portfolio assignment, one of the points that we were supposed to focus on, was comparative and superlative form of adjectives. The support given to the ELL, was a mixture of inductive and deductive lesson in which all the details about this part of the speech were covered.

2.3.1. Artifact # 1.

For the inductive part of the lesson, a video about the comparative form of adjectives was presented. The source was a YouTube video (<http://www.youtube.com/watch?v=YIHTIILOp34>). The ELL was asked to watch the video, identify the structures that the video presented, and provide a few examples of the structure presented on the video.

The ELL developed the activity in a great manner, but it was noticed that he tended to repeat some of the examples from the video due to lack of vocabulary.

On the other hand, the deductive presentation of the grammatical form was made through a chart which included the structure and use of comparative and superlative form of adjectives.

After the training, the ELL was given a quiz, artifact #1, retrieved from (www.eslkidsworld.com); this artifact was focused on the comparative and superlative form of one syllable-adjectives. As it can be seen below, it still had some errors, but most of them were related to spelling errors.

Comparatives and superlatives

Name: Guillermo 7/12. 😊 not bad. Date: April 18 2012

Complete the worksheet using the correct comparative or superlative.

1) Canada is bigger ✓ than China but Russia is the biggest ✓ country.

- a) big b) bigger c) biggest

2) Monkeys are small ✓ but ants are smallest ✗

- a) small b) smaller c) smallest

3) Giraffes are the tallest ✓ land animal.

- a) tall b) taller c) tallest

4) Boys usually have shorter ✓ hair than girls.

- a) short b) shorter c) shortest

5) Lamps are brighter ✗ but the sun is brightest ✗.

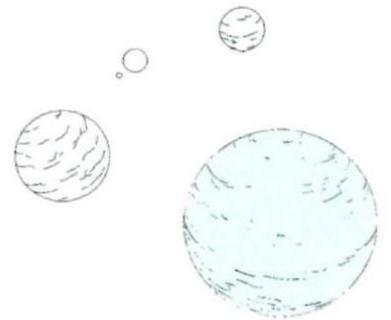
- a) bright b) brighter c) brightest

6) Mars is far ✓ from Earth but Neptune is farthest ✗.

- a) far b) farther c) farthest

7) Emma is happier ✓ but Stephen is happier.

- a) happy b) happier c) happiest



According to the results of this artifact (7/12) that was aimed to evaluate knowledge acquirement of the comparative and superlative form of one syllable adjectives, it can be said that there was an improvement on the management of the comparative and superlative form of one syllable adjectives, also it is important to mention that it is necessary to provide some extra explanation about the instructions of the activities proposed because the result was not as expected.

The results of the examination, clearly suggested the urgent need of an additional training on the topic: comparative and superlative form of one syllable adjectives. Consequently, an extra lesson was prepared for the ELL; the new training followed the same criteria as the first one, a mixture of an inductive and deductive presentation of the topic; the lesson focused on the comparative and superlative form of one syllable adjectives. At the end of the training lesson, another evaluating artifact was provided to the ELL. This artifact was also retrieved from (www.eslkidsworld.com).

2.3.2. Artifact # 2.

Planets: Comparatives and superlatives

Name: Guillermo  105/11 ^{excellent} Date: 20th April 2012

Complete the worksheet using the correct comparative or superlative.

1) Saturn is bigger ✓ than Earth but Jupiter is the biggest ✓.

- a) big b) bigger c) biggest

2) Mercury is the smallest ✓ planet in the Solar System.

- a) small b) smaller c) smallest

3) Mercury is the hottest ✓ planet in the Solar System.

- a) hot b) hotter c) hottest

4) Mars is closer ✓ to Earth than Uranus.

- a) close b) closer c) closest

5) The moon is bright ✓ but the sun is brighter ✓.

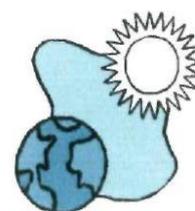
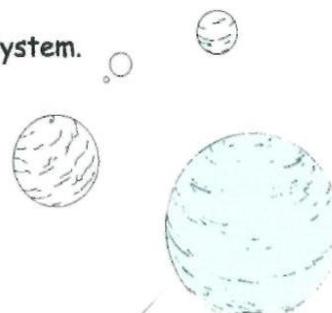
- a) bright b) brighter c) brightest

6) Venus is far ✓ from Earth but Neptune is farther ✓.

- a) far b) farther c) farthest

7) Neptune is cold ✓ but Uranus is colder ✓.

- a) cold b) colder c) coldest



The results of this artifact are excellent (10,5/11); as you can see, there is one single and little mistake. Therefore, it can be said that the mixture of inductive/deductive training lessons and the assessment artifacts contributed to ELLs' academic development.

The command of comparative and superlative form of one syllable adjectives will be recycled later throughout the development of the ELL portfolio; meanwhile, the second topic to be presented and evaluated is *simple present Do/Does* for positive sentences and short questions and answers.

2.3.3. Artifact # 3.

Regarding the topic *simple present Do/Does* for positive sentences, it was developed through inductive and deductive teaching of the grammatical point; firstly, for the inductive reinforcement of the appropriate use of 'Do/Does', The tutor showed a picture of the members of the family; after that, the tutor described each member of the family and their occupation; right after the tutor finished, the ELL was asked to do the same, and corrective feedback was given at the end of the presentation. Considering the formal training, some worksheets were given to the ELL in order to help him to learn the theme. Right after the formal training and the worksheets completion, the ELL was evaluated on the targeted theme, simple present, and the results went as follow.

Artifact # 3

Present Simple positive form

Guillemo
9/10
Excellent
April 24th 2012
GRAMMARHELPERS

1 Match.

she it you we they he swim swims

2 Choose the correct word.

like / likes

I like apples.

eat / eats

We often eat pizza.

swim / swims

They swim every day.

cook / cooks

He cooks well.

This artifact consisted on assessing ELL's knowledge about 'subject and verb agreement in simple present positive sentences (do/does). The result gathered from this worksheet was (9/10) points which was really good, and it showed that the ELL was ready to move to the next step, and also it showed that the training strategy was effective.

Once the, new topic, was clear for the ELL, he was ready to move on. An additional artifact (self-check worksheet) was given to him in order to verify ELL's knowledge about sentence formation; though, it was not the purpose of this portfolio, but the reason the ELL was assigned a self-check worksheet was because this knowledge was considered an essential one in order to be ready to work with short questions and answers.

2.4. Student self-evaluation

Artifact # 4

Test yourself!

Name: Guillermo
April 24th 2012

8/8

Excellent

Write the sentences.



He well. cooks

He cooks well. ✓



speak We English very well.

We speak English very well. ✓



Poland. in live I

I live in Poland. ✓



like pizza. You

You like pizza. ✓



every morning. swim They

They swim every morning. ✓



a lot. You read

You read a lot. ✓



a dog. has She

She has a dog. ✓



from It Dragoland. comes

It comes from Dragoland. ✓

The results of this self-evaluation worksheet (8/8) demonstrated that the ELL did not have any trouble to organize sentences, and also, this assignment demonstrated that the ELL was ready to move to the next grammar point: 'short questions and answers', it was necessary to provide some training on the topic and then an evaluation instrument to assess acquisition. The training for this grammatical point made emphasis on the order to create yes /no questions (AUX N/S VC ?), the training also put emphasis on the order to answer short questions (Yes/No, Pronoun of Subject Aux.); additionally, this training made emphasis in identifying the different parts of the speech such as: subject, noun, verbs, auxiliaries, complement. The evaluating instrument was retrieved from (www.anglomaniacy.pl)

2.4.1 Artifact # 5.

Artifact # 5

Name: *Guilherme* Date: *28 April 201*

GRAMMARHELPERS

① Complete the questions. *6/6*

I	do	live		<i>Do</i>	<i>I</i>	<i>live</i>	<i>in Poland?</i>
do	drink	you		<i>Do</i>	<i>you</i>	<i>drink</i>	<i>tea?</i> ✓
cook	does	he		<i>Does</i>	<i>he</i>	<i>cook</i>	<i>well?</i> ✓
she	have	does		<i>Does</i>	<i>she</i>	<i>have</i>	<i>a dog?</i> ✓
does	it	like		<i>Does</i>	<i>it</i>	<i>like</i>	<i>milk?</i> ✓
speak	we	do		<i>Do</i>	<i>we</i>	<i>speak</i>	<i>Polish?</i> ✓
they	swim	do		<i>do</i>	<i>they</i>	<i>swim</i>	<i>every day?</i> ✓

www.anglomaniacy.pl PRACTISE! page 1

The results of this assessment worksheet were satisfying because the ELL got it all right, 6/6.

Short questions and answers are very useful for everyday communicative purposes; therefore, it was necessary to assign to the ELL an additional worksheet with extra exercises to assess short questions understanding. This new evaluation tool was assigned, to the ELL, three days after the first worksheet in order to confirm ELL's internalization of the skill.

2.4.2. Artifact # 6.

Artifact # 6

Name: *Guilherme* Date: *1 May 201*

Present Simple questions **GRAMMAR HELPERS**

② Write the questions. *7/7*

	I live in Poland.	<i>Do I live in Poland?</i>
	You read a lot.	<i>Do you read a lot?</i> ✓
	He cooks well.	<i>Does he cook well?</i> ✓
	She has a cat.	<i>Does she have a cat?</i> ✓
	It likes milk.	<i>Does he like milk?</i> ✓
	We speak English.	<i>Do you speak English?</i> ✓
	You like pizza.	<i>Do you like pizza?</i> ✓
	They swim every day.	<i>Do you swim every day?</i> ✓

www.anglomaniacy.pl PRACTISE! page 2

Again the result was excellent, 7/7. This result confirmed that the skill was achieved, and that the objectives for this portfolio assignment were met. The ELL was able to use accurately comparative and superlative form of one syllable adjectives, and also to perform simple present tense positive sentences with a correct noun and verb agreement; besides, the ELL, was able to form simple present short questions and answers.

Finally, one more artifact was assigned to the ELL. This final evaluation instrument was aimed to cover the same topics of the first evaluation instrument that served as the pre-test, from which, it was decided the relevant points for training and evaluation of the current portfolio assignment. It is clear that the pre-test and final test are long, and that these tests cover themes that were not considered into the training and evaluation process of this portfolio assignment, themes like: comprehensive reading, past tense events, new vocabulary, among some others; even though, these themes were considered again in the final assessment in order to know how the support and evaluation given in the topics, reason for this portfolio assignment (comparative and superlative for of one syllable adjectives, and short questions and answers), helped to improve some of the skills that were not considered as the main focus of this portfolio.

2.5. Post-Test

2.5.1 Post-test analysis.

As it was mentioned at the end of artifact # 7, the main goals of this portfolio were successfully achieved, but taking a look to general results of the pre-test (33,5/40), and post-test (31,5/40), it is evident that the general result of the post-test is inferior than the result of the pre-test, but it is mainly because the post-test has 21 points dedicated to comprehensive reading while, Pre-Test had only 13 questions focused on comprehensive reading. Now it becomes evident that comprehensive reading is one of the skills that our ELL needs to be trained in.

In summary, this student portfolio assignment has been worth doing because it helped to identify weakness and strengths of our ELL and provide training and evaluation that contributed to improve the proficiency level of our ELL. Regarding to comprehensive reading skill, it can be said that at the end of this student portfolio assignment it was clearly evident that reading is an skill that our ELL needs support on; therefore, it is recommended to start a plan

that involve choosing reading material that is interesting for him, besides it is necessary to select material according to his level of proficiency, and also it is necessary to be aware of the accurate extent of the reading material, so it does not become boring.

Post-Test

Centre Number	Candidate Number
---------------	------------------

Cambridge Young Learners English
Movers
Reading & Writing

Version 121 0756

 **UNIVERSITY of CAMBRIDGE**
ESOL Examinations
English for Speakers of Other Languages

There are 40 questions.
You have 30 minutes.
You will need a pen or pencil.

31/40 
Very good job
Guillermo
Keep working hard.

My name is: Guillermo Espinosa

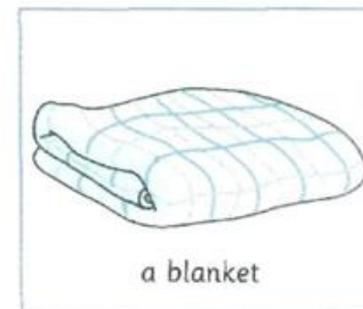
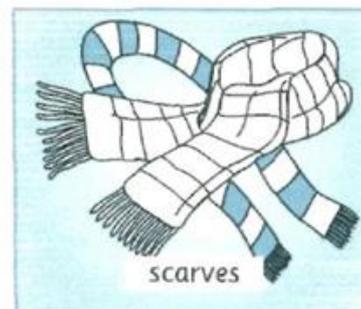
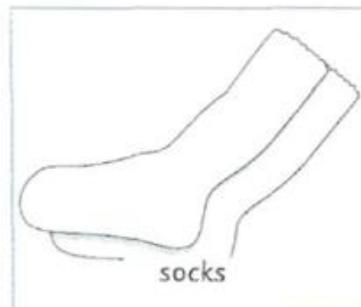
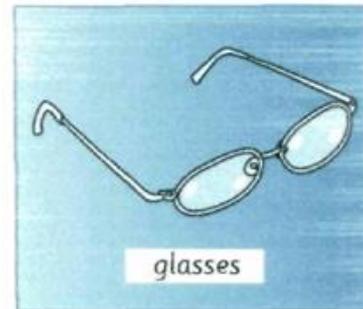
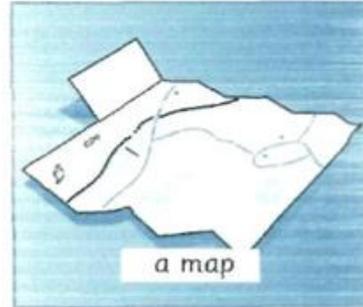
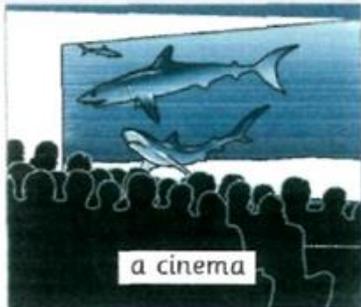
4 May 2012

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© UCLES 2009

Part 1

- 6 questions -

Look and read. Choose the correct words and write them on the lines. There is one example.



Example

Some people wear these round their necks.

scarves

Questions

1 When you go to bed, you can sleep under this.

a blanket ✓

2 You can go here and see a film.

a cinema ✓

3 You read this when you need to find a place.

a map ✓

4 People wear these on their feet.

socks ✓

5 You go here to eat or drink something.

a café ✓

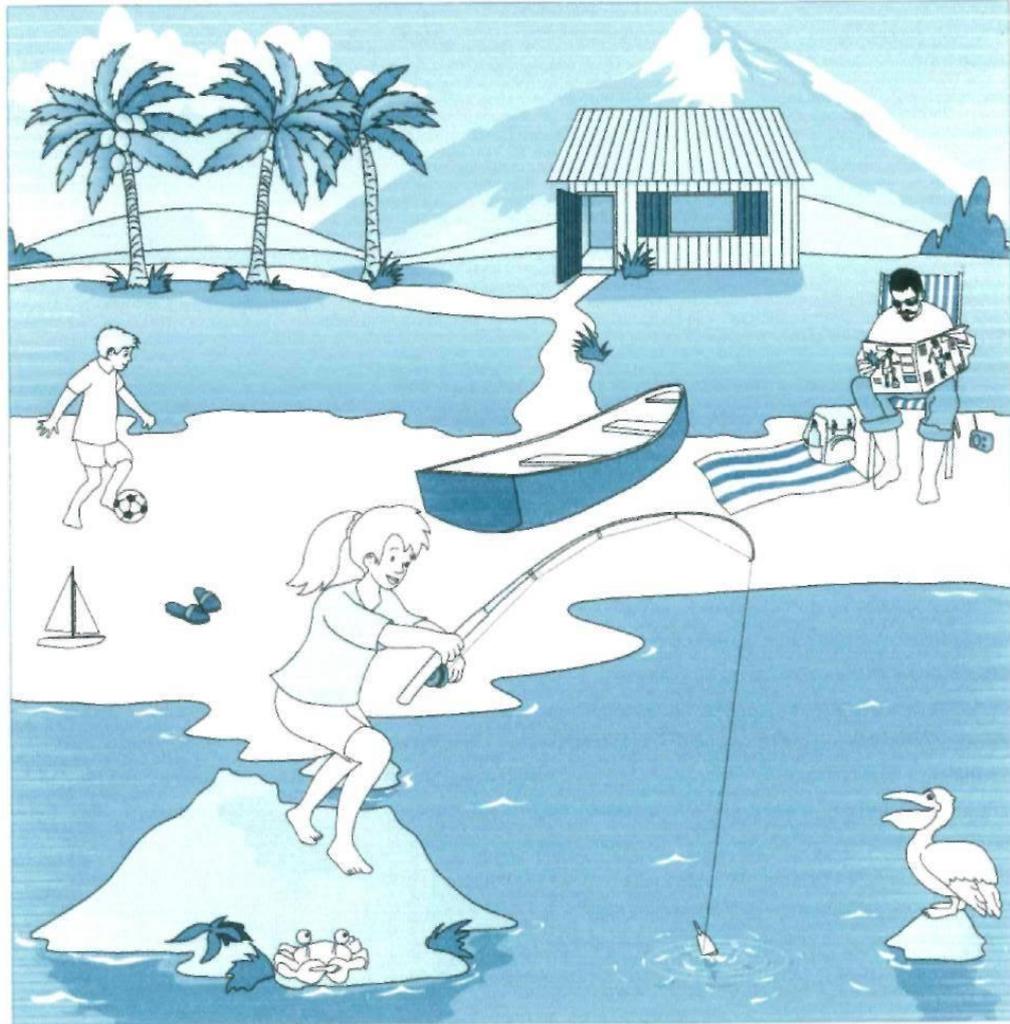
6 These help you to see better.

glasses ✓

Part 2

- 6 questions -

Look and read. Write **yes** or **no**.



Examples

There are coconuts in one of the trees. yes

The boat is in the water. no

Questions

1 The person who is sitting down is a grown-up.

..... yes ✓

2 There is a red and blue towel on the sand.

..... no ✓

5

3 The girl who is fishing is wearing blue shoes.

..... no ✓

4 The smaller rock has got a bird on it.

..... yes ✓

5 A boy is kicking a ball on the beach.

..... ~~no~~ yes ✓

6 There is snow on the mountain behind the house.

..... no X

Part 3

- 6 questions -

Read the text and choose the best answer.



Jim and his friend, Lucy, are talking about pets.

Example

Lucy: We've got a dog at home. Do you have a pet, Jim?

Jim: A No, he isn't here now.
B Yes, we've got a kitten.
C Sorry, I can't do that.

Questions

1 **Lucy:** Oh! What's its name?

Jim: A She shouted my name.
B She's called Daisy.
C She doesn't know.

2 **Lucy:** And what's your pet's favourite food?

- Jim:** A She loves chicken and milk.
 B We're having burgers with chips.
 C I'm good at making cakes.

3 **Lucy:** Where does she sleep?

- Jim:** A It's cold outside.
 B Yes, every evening.
 C On a mat in the hall.

4 **Lucy:** Is she big?

- Jim:** A Me too!
 B No, small and fat!
 C That's nice!

5 **Lucy:** Where did you get her from?

- Jim:** A My grandpa bought her for us.
 B She's at the shops.
 C I can't find my animal book.

6 **Lucy:** Can I come and play with her?

- Jim:** A No, she wasn't there.
 B Sorry, I can't go today.
 C Yes, come this afternoon!

Part 4

- 7 questions -

Read the story. Choose a word from the box. Write the correct word next to the numbers 1-6. There is one example.

Paul and his two sisters, Jane and Mary, live in a^{town}.....

which is called Grey Top. One Saturday morning, Paul

(1) ...looked ✓ out of the window and said "It's raining

again. What terrible (2) ...weather ✓! I want to go swimming

but we can't go to the sea on a day like today."

"And I want to play (3) ...~~tennis~~ badminton ✓ in the park," said Jane.

"Me too!" said Mary. "But we can't do that when

6 it's (4) ...wet ✓ outside."

Their mother smiled. "Go and get all your sports things and put on your

(5) ...coats ✓," she said.

The children were surprised. "But where are we going?" they asked.

"To the new sports centre!" their mother answered. "A woman talked

about it on the (6) ...radio ✓ yesterday. We can do all the

things that you want to do there."

"Wow!" said Paul. "Great!" shouted Jane and Mary.

example



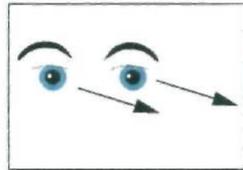
town



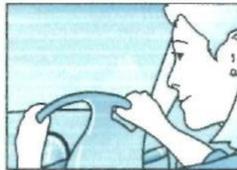
badminton



strong



looked



drove



wet



radio



weather



coats

Now choose the best name for the story.

Tick one box.

Saturday at the beach

Sports lessons at school



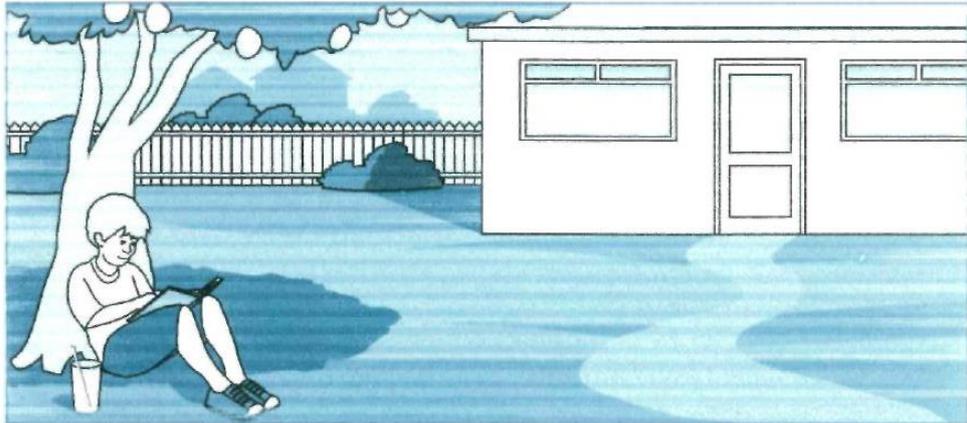
Mum's good idea

Part 5

- 10 questions -

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Jack's dream



Jack loved reading stories. One afternoon, he sat under a tree in his garden and opened his newest book. The story was about a clown called Funny Fred and all his animal friends. Jack started reading, but the sun was hot, his eyes were tired and he went to sleep. Then he had a dream.

Examples

Jack enjoyed reading stories

He read his newest book one hot afternoon.

Questions

1 The name of the clown in the story was Funny Fred.

2 Funny Fred had lots of friends that were animals.

3 When Jack went to sleep in the sun, he had a dream



In his dream, Funny Fred went to a jungle.

"Jack," he called. "Come and listen to the animals. They can tell you stories too."

Jack sat down. He saw the head of a pink hippo in the water. "I've got a good story for you," the hippo said.

The hippo told Jack about a naughty baby bear who climbed to the top of a big tree to find some fruit. Funny Fred and Jack laughed and laughed because the hippo was good at telling funny stories.

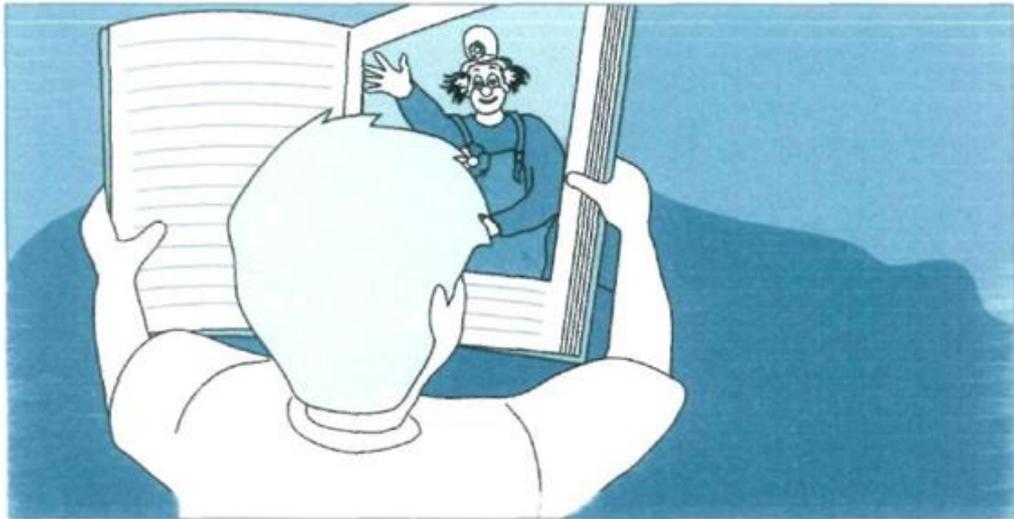
4 In Jack's dream, the clown was in a ~~.....~~

5 A clown ~~.....~~ told Jack a story.

6 The hippo ~~.....~~ in the story climbed a big tree.

7 Jack and clown ~~.....~~ laughed a lot at the story.





Then a big orange mango dropped on Jack's head from the tree.

Jack opened his eyes. "My head hurts!" he said. "And what a funny dream!"

He picked up the mango and looked at the picture in his book again.

Funny Fred had a big orange mango in his hand too!

8 Ahead..... dropped off the tree.

9 Jack woke up because hishead..... hurt.

10 In the picture in his book, Jack saw a mango in Funny Fred's

.....hand.....

Part 6

- 5 questions -

Read the text. Choose the right words and write them on the lines.

The letters of the alphabet



b c d e f g h i j k l m n o p q r s t u v w x y z

Example Most letters in the alphabet come from
1 pictures *that* people drew first, and then
they learnt to write. The letter 'A', for example, comes from
the picture of a kind of farm animal which is called a cow.
2 Look carefully and you can *saw* two of its
legs and its face in the letter 'A'. When people started
3 *to* write, they made words from these
4 letters, and wrote *mine* stories on leaves and
5 on walls. But now, we all write *with* pens
and pencils in books. Some of us can write on computers too!

14

Example	in	about	after
1	than	because	or
2	see	saw	seeing
3	at	by	to
4	her	mine	their
5	with	off	for

CHAPTER III: TEFL PROGRAM PORTFOLIO

3.1. TESOL/NCATE standards

During this Master's Program in TEFL, there was the opportunity to work through all of TESOL/NCATE standards in a deliberate, and even in an unconscious way. The current Master's Program has been of great value because every single subject has given us the opportunity to grow professionally, and as human beings. The new knowledge acquired through the study of the different components has built confidence for the development of every single professional activity. The most important part of the acquisition of new information is the fact that as English teachers there is always going to be the opportunity to multiply this new knowledge at the moment of sharing it with English Language Learners.

It is important to position the value of TESOL/NCATE standards in some of the components of this Master's Program, but considering time constrains, only, five standards are going to be chosen in order to demonstrate how the program content meets the different TESOL/NCATE standards, in the classroom.

3.2. 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". (TESOL, Inc. 2013).

3.2.1. Standard 1.b.5.

"Understand and apply knowledge of the role of individual learner variables", such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style which can affect learning process in the L1 and L2. (TESOL, Inc. 2013).

ARTIFACT 1

Assignment 1

Summary of Chapter 10

'Focus on the Language Learner: Motivation, Styles and Strategies'

By

Franklin Espinosa.

APPLIED LINGUISTICS

Universidad Técnica Particular de Loja/NSU

November 2010

Archivo Inicio Insertar Diseño de página Referencias Correspondencia Revisar Vista

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

188 *An Introduction to Applied Linguistics*

- **Dornyei, Z. (2001).** *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press. Written for practicing teachers, this book is the first publication that is entirely devoted to discussing 12 motivational strategies, that is, practical techniques to generate and maintain student motivation in the language classroom.
- **Reid, J.M. (Ed.) (1995).** *Learning Styles in the ESL/EFL Classroom*. Boston, MA: Heinle & Heinle. This book provides an edited collection of essays on learning styles and a number of sample learning style surveys.
- **Weaver, S.J., Cohen, A.D. (1997).** *Strategies-based Instruction: A Teachertraining Manual* (CARLA Working Paper Series #7). Minneapolis: Center for Advanced Research on Language Acquisition. This teacher-training manual provides a broad range of activities and materials to demonstrate how strategies-based instruction can be used in the language classroom. The manual outlines a 30-hour training course, ideas for three-, six- and 15-hour versions of the course, as well as optional activities.

Hands-on Activity _____

The following is a shortened version of the 'Learning Style Survey' (adapted by Julie Chi and Andrew Cohen from Rebecca L. Oxford's (1993, in Reid, 1995) 'Style Analysis Survey'), designed to assess language learners' general approach to learning. Your task is to fill in the survey, then total your points, and based on your scores, consider your overall learning preferences. In the Suggested Solutions section we will provide specific guidelines on how to interpret your scores.

For each item, circle your immediate response:

- 0= Never
- 1= Rarely
- 2= Sometimes
- 3= Often
- 4= Always

Part 1: How I Use My Physical Senses

I remember something better if I write it down 0 1 2 3 4

I understand lectures better when they write on the board 0 1 2 3 4

Visual - Total

Charts, diagrams and maps help me understand what someone says 0 1 2 3 4

I remember things better if I discuss them with someone I prefer to learn by listening to a lecture rather than reading

I like to listen to music when I study or work 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4

How on the Language Learner: Attitudes, Styles and Strategies 189

I need frequent breaks when I work or study 0 1 2 3 4

If I have a choice between sitting and standing, I'd rather stand 0 1 2 3 4

I think better when I move around (for example, pacing or tapping my feet) 0 1 2 3 4

Tactile - Total

Part 2: How I Expose Myself to Learning Situations

I learn better when I work or study with others than by myself 0 1 2 3 4

I meet new people easily by jumping into the conversation 0 1 2 3 4

It is easy for me to approach strangers 0 1 2 3 4

Introverted - Total

I am energized by the inner world (what I'm thinking inside) 0 1 2 3 4

I prefer individual or one-on-one games and activities 0 1 2 3 4

When I am in a large group, I tend to keep silent and just listen 0 1 2 3 4

Introverted - Total

Part 3: How I Handle Possibilities

I have a creative imagination 0 1 2 3 4

I add many original ideas during class discussions 0 1 2 3 4

I am open-minded to new suggestions from my peers 0 1 2 3 4

Random-Innovative - Total

I read instruction manuals (for example, for VCRs) before using the device 0 1 2 3 4

I trust concrete facts instead of new, untested ideas 0 1 2 3 4

I prefer things presented in a step-by-step way 0 1 2 3 4

Concrete-Sequential - Total

Part 4: How I Approach Tasks

My notes and other school materials are carefully organized 0 1 2 3 4

I write lists of everything I need to do each day 0 1 2 3 4

I enjoy a sense of structure in the classroom 0 1 2 3 4

Closure-oriented - Total

I gather lots of information, and then I make last-minute decisions 0 1 2 3 4

I prefer fun or open activities rather than structured activities 0 1 2 3 4

My schedule is flexible for changes 0 1 2 3 4

Open - Total

Página: 3 de 5 Palabras: 1425 Inglés (Estados Unidos) 77%

Beginner and experienced second language teachers should not miss the opportunity to read this very interesting, and practical book “An Introduction to Applied Linguistics” made by Schmitt, N (2002), this material will be of great help in many of the fields related to teaching and learning a second language. Each chapter of this book has been written by two experts on the topic being discussed; this fact makes that the contents of the book become accurate, updated, and of a practical use for those who challenge to read this material.

Chapter ten “Focuses on specific aspects of the Language Learner: Motivation, Styles and Strategies”. The study of chapter ten is a requirement of the subject ‘Applied Linguistics’ which is part of the Masters’ Program ‘Teaching English as a Second Language’. The authors of this chapter cited Cohen & Dörnyei (2002), who assure that there are three learners’ aspects, which can be controlled by teachers in order to increase effectiveness when teaching and learning a second language; these aspects are: motivation, learning styles, and learner strategies.

Additionally of becoming aware of learners’ aspects that teachers can control; chapter ten also includes a “shortened version of the ‘Learning Style Survey’ (adapted by Julies Chi and Andrew Cohen from Rebecca L. Oxford’s (1993, in Reid, 1995) ‘Style Analysis Survey’)” (Schmitt. 2002, pp. 188, 189).

The survey was applied to every participant of the Master’s Program, and results were discussed and interpreted as a whole class in order to identify the different Language Learners’ general approach to learning.

Results of Hands-on Activity:

Part 1: How I Use My Physical Senses.

Visual – Total = 8 Marks.

Auditory – Total = 9 Marks.

Tactile – Total = 10 Marks.

Part 2: How I Expose Myself to Learning Situations.

Extroverted – Total = 4 Marks.

Introverted – Total = 7 Marks.

Part 3: How I Handle Possibilities.

Random-Intuitive – Total = 7 Marks.

Concrete-Sequential – Total = 9 Marks.

Part 4: How I Approach Tasks.

Closure-oriented – Total = 8 Marks.

Open – Total = 5 Marks.

Rationale

It is important to highlight that the current assignment was a well-planned activity which followed the learning cycle strategy; the assignment was divided in three parts, the first part was a reading from the book “An Introduction to Applied Linguistics” by Schmitt (2002); then, it was necessary to make an online research in order to expand our perspective about the topic; additionally, it was necessary to develop the Hands-on-Activity assignment, aimed to identify our own approach to learn languages.

Finally, it was necessary to discuss our perspectives about the topic during an online discussion with every participant of the Master’s Program.

As a final thought, it can be stated that the objective to teach us some principals about the important features of learner centered approach has been met, and the assignment from Applied Linguistics subject, certainly meets TESOL/NCATE standard 1.b.5.

3.2.2. Standard 1.b.1.

The teacher candidates demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs (TESOL, Inc. 2013).

ARTIFACT 2

Assignment 1

Origins of Language Curriculum Development
&
From Syllabus Design to Curriculum Development

By:

Franklin Oswaldo Espinosa Jaramillo

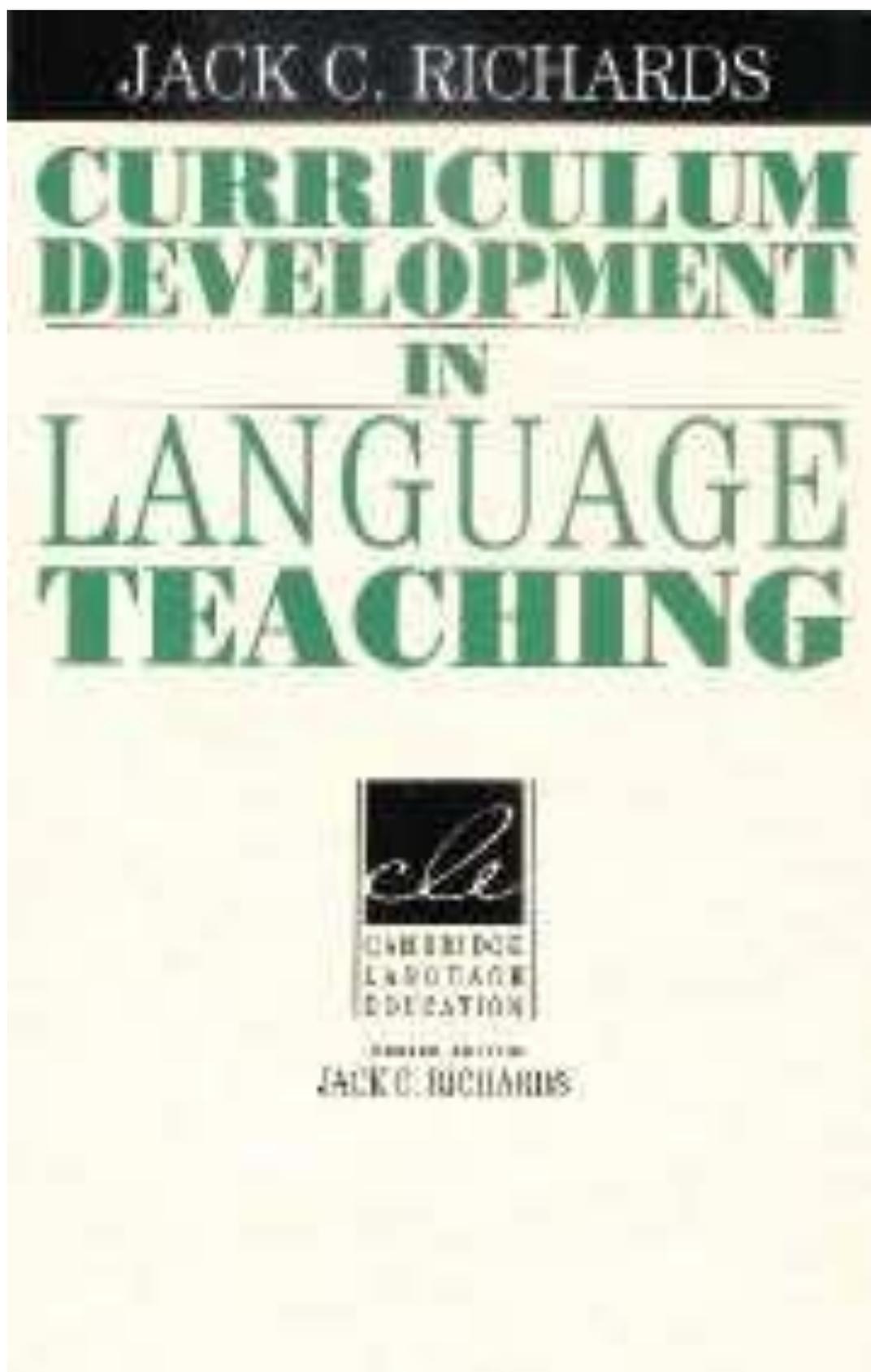
FEFL 515

Curriculum and Materials Development

Nova Southeastern University

June 2011

ARTIFACT



FILE HOME COMMENT VIEW FORM PROTECT SHARE HELP

Find

Pages

1 The origins of language curriculum development 1

Historical background 2

Vocabulary selection 4

Grammar selection and gradation 9

Assumptions underlying early approaches to syllabus design 15

Discussion questions and activities 16

Appendix 1 Entries from *A General Service List of English Words* 17

Appendix 2 Entries from *Cambridge English Lexicon* 18

Appendix 3 Part of an early English grammatical syllabus 20

References 22

2 From syllabus design to curriculum development 23

foespinosa

The quest for new methods 23

Changing needs for foreign languages in Europe 26

English for specific purposes 28

Needs analysis in ESP 32

Communicative language teaching 36

Emergence of a curriculum approach in language teaching 30

1/4 199.27%

Summary: chapter 1

A very important part of language program, is to determine the content that should be offered in it. The main reason a language program is offered should always be to enable learners to reach a good level of communication in the targeted language; based on that principle, it should be advisable to suggest a syllabus that may focus on the students' needs; therefore, once those needs are identified, it should be necessary to establish the objectives based on those pre-identified learner's needs, all of these ideas are complemented with the idea that it is wise to take an eclectic approach in order to develop a successful language program; as stated by Rabbini, R., & Gakuen, B. (2002).

This eclectic approach will provide the opportunity to include content with different orientations. Ultimately, all the activities that may be included in the eclectic syllabus must be activities that facilitate real communication, as said by Richards, JC. (2001). Of course the contents that may be selected and proposed in this eclectic syllabus, must be organized according to the main stream of the course (got from the student's needs) as well as the scope and sequence as stated by Richards. (2001), the criterion to develop a syllabus, is different from the criterion to develop a curriculum since syllabus is part of the curriculum, but is not identical to it (Richards. 2001).

At this point, it is important to set clearly the field of Curriculum and Syllabus. Curriculum and syllabus are two terms frequently used in the field of teaching languages. Therefore, it is important to provide a definition of them. According to Richards (2001), a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. On the other hand, curriculum development is a more comprehensive process than syllabus design; it includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes. It is clearly that since curriculum has a wider coverage of teaching aspects than the syllabus; among all those additional aspects it covers, we have a very important one, it is the method that is going to be used to teach a specific English program.

Rationale

In order to prove the applicability of the current standard, in the subject 'TEFL 515 Curriculum and Materials Development', there was the assignment of an artifact which consisted in reading chapter 1 'The Origins of Language, Curriculum Development', and chapter 2 'From Syllabus Design to Curriculum Development' from the book Curriculum Development in Language Teaching by J.C. Richards (2001); in order to expand the information, an Internet source was provided (<http://iteslj.org/Articles/Rabbini-Sullagus.html>); at the end of the activity there was a discussion with the participants of the Master's Program; this activity contributed to get to the conclusion that the different theories about curriculum development, have changed along with time changes; therefore, it is convenient to update our knowledge about all and new theories.

The main objective of the assignment was to help students learn the history of curriculum development and the development of the different approaches to teach and learn languages; it can be said that the objective was successfully accomplished since the study of the theory, the discussion of the different points of view, and finally the agreed conclusions were the strategies that contributed to internalize the knowledge suggested in the objective of the assignment/artifact which consisted of providing the background about the history of curriculum development and the development of the different approaches to teach and learn languages.

From what has been done and said, it is evident that the assignment/artifact from the subject 'Curriculum and Materials Development' perfectly aligns with the TESOL/NCATE standard 1.b.1. Consequently, these standards should be always considered at the moment of developing a Teaching-Learning Program.

3.3. Domain 4. Assessment.

"Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs." (TESOL, Inc. 2013 p. 57).

3.3.1 Standard 4.a.1.

Teacher candidates demonstrate understanding of the purposes of assessment: diagnostic, language proficiency, academic achievement; besides, teacher candidates manage basic concepts of assessment; concepts such as: fair valid, reliable, and practical. The action to measure ELLs should

be both formative (ongoing) and summative (provides scores). (TESOL, Inc. 2013).

ARTIFACT 3

Assignment

Kinds of Tests and Testing Effect on Teaching

BY:

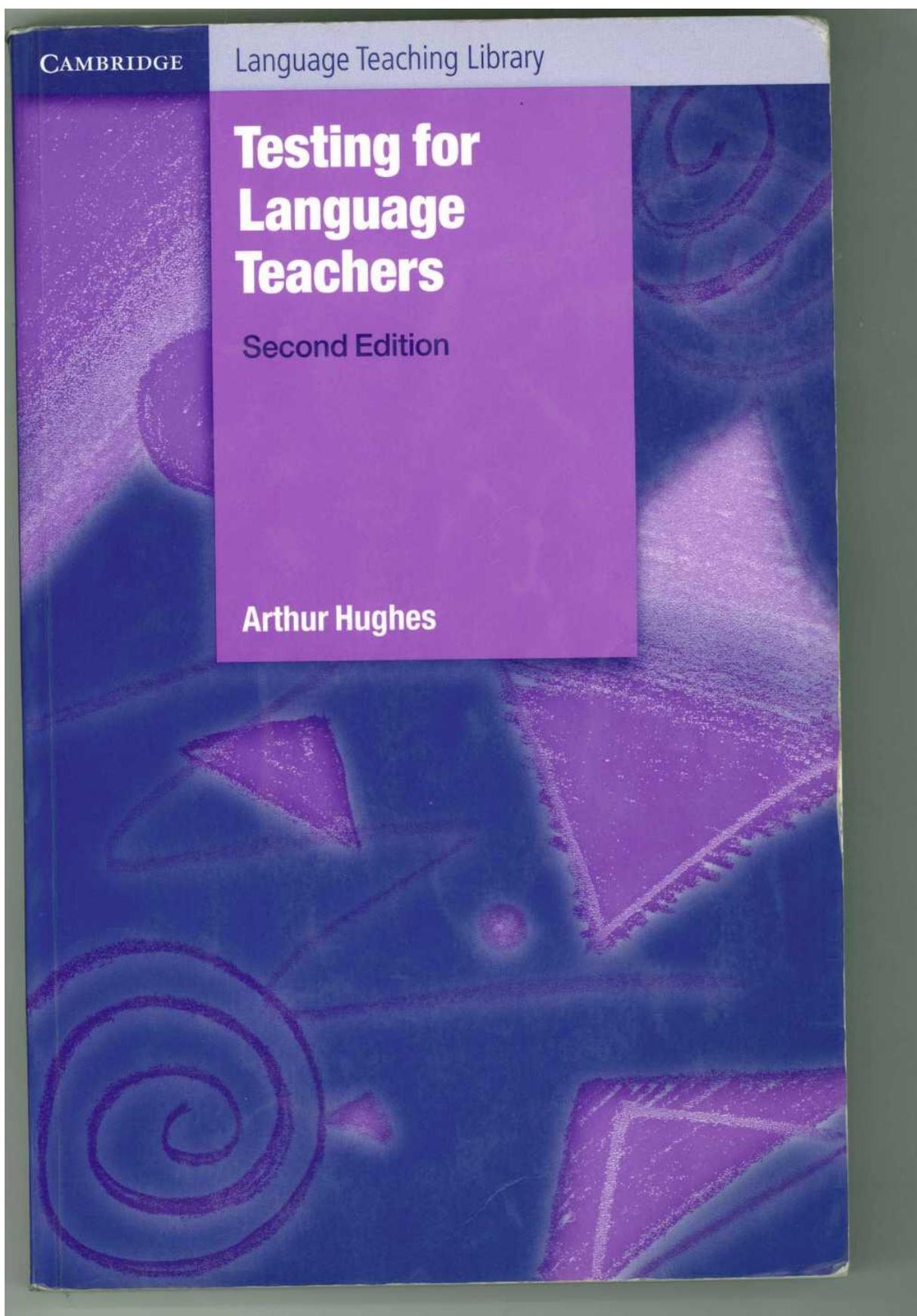
Franklin Oswaldo Espinosa Jaramillo.

TEFL 547

Testing and Evaluation in TEFL

Nova Southeastern University/UTPL

September 2011



ARTIFACT: PART I

Test Name	Defining Characteristics	Strengths	Weaknesses	Examples
KET	<ul style="list-style-type: none"> - Worldwide recognized test aimed for basic level candidates who <i>may be able</i> to hold familiar everyday conversations. - It is <i>A2 level</i> at the Council of Europe's Common European Framework of Reference for Languages (CEFR). 	<ul style="list-style-type: none"> - Uses authentic material. - Testes the four language skills. - Offers two formats: paper and computer based. - Provides modified material that can be used for candidates with special needs. 	<ul style="list-style-type: none"> - Can only be taken twice a year. - Provides less attention to speaking part, only 2 parts 	<p>Paper 2: listening.</p> <ul style="list-style-type: none"> - Listen to the conversation, and choose the right answer from the multiple choice options.
PET	<ul style="list-style-type: none"> - Worldwide recognized test aimed for basic level candidates who <i>are able to</i> manage everyday written and spoken communications for work and study purposes. - It is <i>B1 level</i> at the CEFR. 	<ul style="list-style-type: none"> - Uses authentic material. - Offers two formats: paper and computer based. - Testes the four language skills. - Of valuable qualification to work or study abroad. 	<ul style="list-style-type: none"> - Can only be taken twice a year. - Provides less attention to written part, only 3 parts. 	<p>Paper 1: Reading and Writing.</p> <ul style="list-style-type: none"> - Read the sign and decide which is the best answer (A, B, or C)
FCE	<ul style="list-style-type: none"> - Worldwide recognized test aimed for upper-intermediate level candidates who <i>are be able to</i> hold familiar everyday conversations for work and study purposes; at a fairly wide range of topics. - It is <i>B2 level</i> at the CEFR. 	<ul style="list-style-type: none"> - Uses authentic material. - Offers two formats: paper and computer based. - Testes the four language skills. - Of valuable qualification to work or study abroad. 	<ul style="list-style-type: none"> - Limited time to take the quiz (one hour). 	<p>Speaking paper 1: Interview about personal information. Examiner asks questions about personal information and some other topics.</p>
CAE	<ul style="list-style-type: none"> - Worldwide recognized test aimed for advance high-level English qualification for candidates who pursue professional and academic development goals. - It is <i>C1 level</i> at the CEFR. 	<ul style="list-style-type: none"> - Uses authentic material. - Offers two formats: paper and computer based. - Testes the four language skills. - Offers support for candidates prior test. - The only English test needed to study in UK. 	<ul style="list-style-type: none"> - It takes long time to take the test (four hour, and 40 minutes). 	<p>Paper 2: Writing.</p> <ul style="list-style-type: none"> - Read a text, and write an article out of the information from the text.
CPE	<ul style="list-style-type: none"> - Worldwide recognized test. - Is the most advanced exam. - Aimed for candidates who have achieved an extremely high level of skills in the English language. - It is set at <i>level C2</i> at the CEFR. 	<ul style="list-style-type: none"> - Uses authentic material. - Offers two formats: paper and computer based. - Testes the four language skills. - Offers support for candidates prior test. - Provide material for you to buy and get prepared to the test. 	<ul style="list-style-type: none"> - It takes long time to take the test (six hours). 	<p>Use of English paper 1:</p> <ul style="list-style-type: none"> - Read the text, and fill in the gaps choosing the word that best fit the content.

ARTIFACT: PART II

'Summary of Findings'

Regarding Cambridge exams mentioned above, it is easy to realize that these exams are of great value, due to many positive aspects that can be mentioned about them; first of all, all of them are worldwide recognized, and they are accepted almost at every single academic institution around the world; besides, these exams are very important, and useful because they all use authentic language in each of the parts that make up the exams; moreover, it is also important to mention that there are exams for every level of language proficiency.

The first three exams mentioned above (KET, PET, FCE) range from basic to upper-intermediate level of proficiency respectively. While the last two (CAE, CPE) are high level exams for candidates with a high level of English language proficiency who strive for high academic or work goals; It is also important to mention that the different level-acquisition of Cambridge exams have an equivalent to the Common European Framework of Reference for Languages (CEFR). As follows:

ESOL/Cambridge exams:	CEFR equivalent:
KET	A2
PET	B1
FCE	B2
CAE	C1
CPE	C2

Besides, it is important to mention that all of these exams are prepared by professionals that make sure the exams gather standards of validity and reliability, and what is also important, ESOL (English for Speaking of Other Languages) offers support previous exam-taking, exams are available both; paper and computer based.

Additional to mentioning the important characteristics of Cambridge exams, it is important to include some relevant information about Beneficial and Harmful Backwash!

According to Hughes (2003), "The effect of testing in teaching and learning is known as backwash, and can be harmful or beneficial."

Regarded harmful backwash, Hughes (2003) states that "If a test is regarded as important, if the stakes are high, preparation for it can come to

dominate all teaching and learning activities. And if the test content and testing techniques are at variance with the objectives of the course, there is likely to be harmful backwash.” Additional to Hughes definition of harmful backwash, it is important to state what Saville (2008) mentions to the same respect; backwash takes place when there is a restriction of the content, narrowing of the curriculum, and also when there is too much practice for the test itself.

Regarding beneficial backwash, Hughes (2003), states that in order to foster beneficial backwash, it is necessary to consider the following suggestions; first, ‘use direct testing’; what Hughes means by this is that the exam should measure the skill it is supposed to measure directly; then, the samples/participants for the exam should be ‘wide and unpredictable’ to this respect Hughes means that the sample taken should represent as far as possible the full scope of what is specified. After that, Hughes suggest to ‘make testing criterion-referenced’ Hughes believes that if exams specifications make clear just what candidates have to be able to do, and with what degree of success, then students will have a clear picture of what they have to achieve, and all of these, will result in a beneficial backwash; moreover, Hughes suggests that exams must be ‘based on objectives’, rather than in content.

Finally, Hughes suggests that test providers should make sure that ‘the test is known and understood by students and teachers’ if it is the case of the introduction of a new test, test providers must make sure to provide some guidance, and training if necessary to teachers.

To the same respect, beneficial backwash, Saville (2008), expresses that evaluation fosters beneficial backwash when: ‘Exams state transparent objectives and outcomes’.

Exams increase motivation of learners.

Exams increase accountability of teachers.

Finally, Saville (2008) refers to an important aspect of the current issue. It is who or what might be affected by backwash: teaching, learning, content, rate of learning, sequence of teaching and learning, degree/depth of curriculum coverage, teachers and learners’ attitude.

Considering what the experts have said, it can be concluded that English teachers should always keep in mind all of the features that an exam must have in order to foster beneficial backwash. Besides the characteristics

of exams mentioned above, we should also keep in mind validity, reliability, and practicality of exams in order to be able to foster beneficial backwash.

Rationale

The alignment of the subject, 'TEFL 547 Testing and Evaluation in TEFL', to standard 4.a.1. can be proven through the accomplishment of the artifact assigned by the tutor. The task consisted of reading chapters 1-3, and 6 from the book Hughes, A. (2003). The aim of reading these chapters was to familiarize teacher candidates with basic concepts of evaluation. After performing a theoretical background about evaluation, the development of this assignment was divided in two parts:

Part I, required teacher candidates to review 5 different Cambridge Exams; finally,

Part II, required teacher candidates to make a critical summary of the review done to Cambridge Exams; the critical summary was supposed to be done under the criteria of reliability, validity, and practicality of those international exams.

Consequently, it can be said that the current artifact is completely aligned with the objectives stated in standard 4.a.1. What is more important, the knowledge acquired in the development of this subject, will provide enough content base to create and apply valid, reliable and practical tests.

3.4. 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 (TESOL, Inc. 2013).

3.4.1. Standard 5.a.3. Teacher candidates demonstrate ability to read and conduct classroom research; teacher candidates also demonstrate knowledge of current practice in the field of ESL teaching and applies this knowledge to inform teaching and learning. (TESOL, Inc. 2013).

ARTIFACT 4

Assignment

Draft Purpose Section of Concept Paper.

BY:

Franklin Oswaldo Espinosa Jaramillo.

TEFL 526

Educational Research for Practitioners.

Nova Southeastern University.

June 2011

ARTIFACT

Draft Purpose Section: Justification

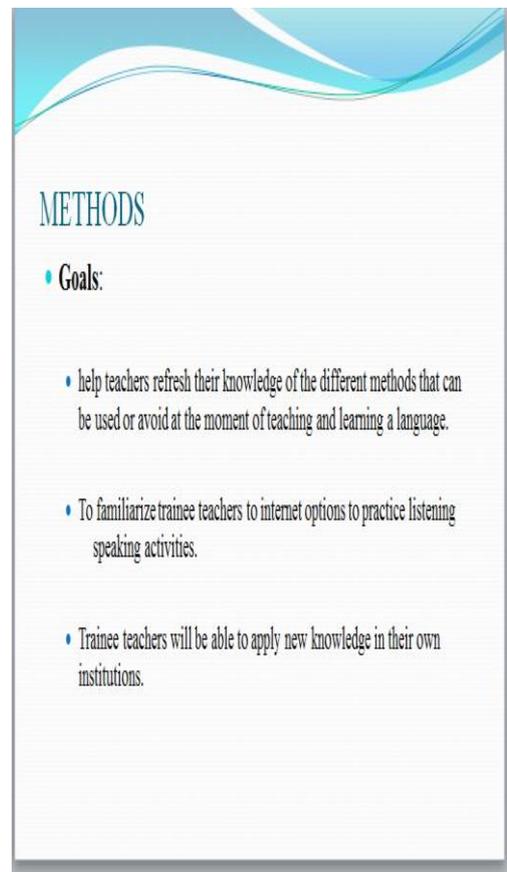
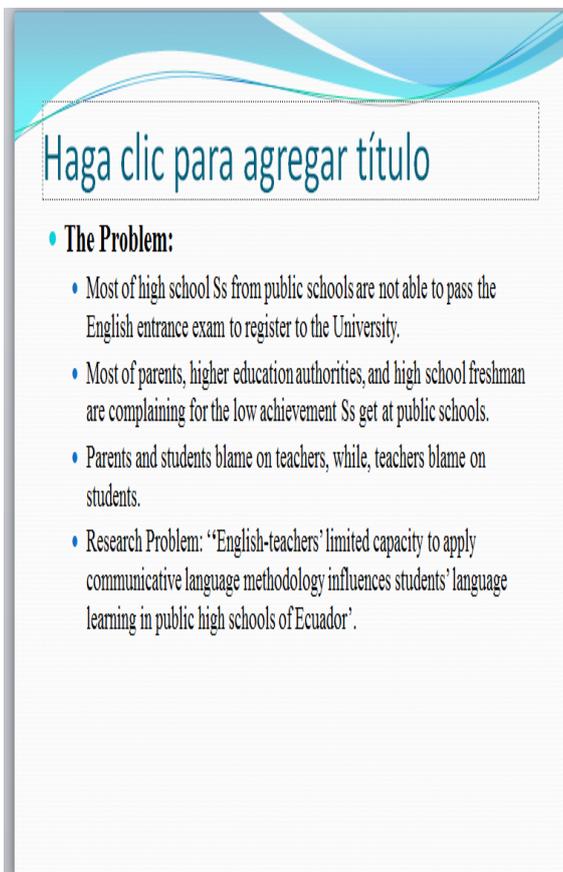
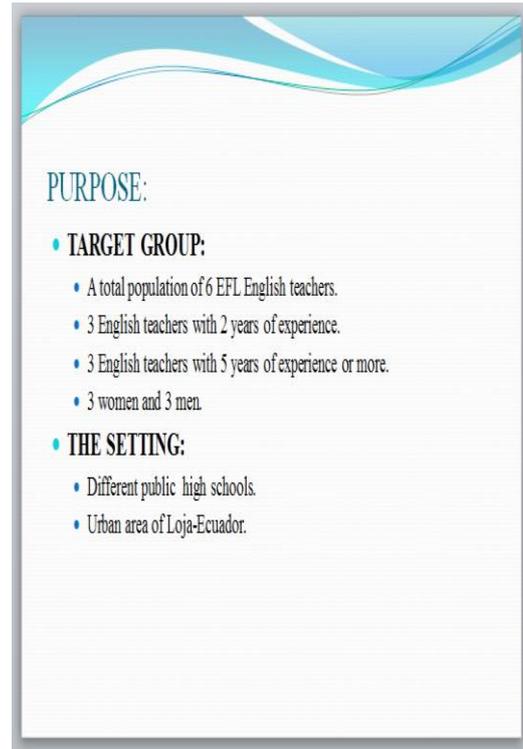
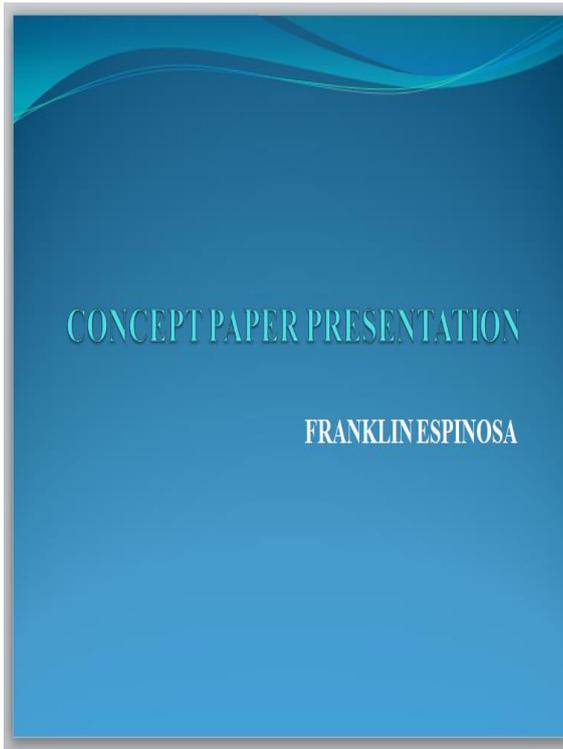
Some weaknesses of the national curriculum program 'CRADLE' have been left in evidence. As a matter of fact, the majority of high school freshman from public high schools of Loja and all over the country, are not able to pass the entrance exams required by the universities all over Ecuador; the main reason is the low scores candidate students get in the English exam.

Considering the aforementioned information, it is necessary to conduct this analysis about the way in which teachers are conducting the national curriculum program CRADLE, especially the matter related to the application of methodology suggested by CRADLE curriculum program. A previous interview held to few English teachers left an evidence that teachers do not even acquire the basic communicative level of the English language at the moment they leave university studies, this evidence provided the necessary element to think about a research on ***'How does High School English-teachers' Limited Command of English language Influences Students Language Learning in Some of the Most Prestigious Public High Schools of the Urban Area of Loja-Ecuador?'***

Besides the suggested topic research, this research will give us the opportunity to answer some questions that concern the educational community; some of them are: *Do teachers' command in the targeted language influences students' motivation and pre-determination to learn the language?; What are some of the teachers' methods and strategies used in class that do not favor communicative competence in English learners?; What are the most common teaching methods used by English teachers when teaching EFL courses?; How often is English teachers' performance being evaluated ?; and Is there any factor that limits non-native English speaking teachers to use and apply communicative methods and strategies?*

Furthermore, this research will help us to confirm *teachers' existing weaknesses in the knowledge and application of communicative methodology which is the suggested method of CRADLE national curriculum program*; additionally to the identification of the problem, this research will help us to generate some recommendations to solve the current problem which has left a lot of high school freshman with no opportunity to study at the university.

ARTIFACT



Haga clic para agregar título

• Strategies to be used:

- Reading to get the main idea and specific information.
- Debate to discuss about pros and cons of teaching approaches.
- Listen to bottom up and up bottom listening speaking techniques
- Ask and provide feedback on how to prepare a lesson plan.
- Chart completion(KWL) for review.

Haga clic para agregar título

• Objectives:

At the end of six weeks of implementation, Ss will be able to:

- Identify communicative approaches of teaching English, and the most common activities that are commonly used with every approach.
- Discuss about pros and cons of the different teaching approaches.
- learn about some websites to practice listening speaking skills.
- To make use of the TICs (internet) to search for communicative activities to plan with.
- Perform a class under observation.
- Recall previous information to complete a chart. (KWL)

EVALUATION PLAN

• Evaluation methods to be used:

- Pre/pos tests (to compare performance before and after implementation process).

• Ways results will be analyzed:

- Results will be explained qualitatively/descriptively with a lot of details
- Results will be analyzed trying to avoid biases of any kind.

• How Data will be used:

- Data will be use as an important instrument to make conclusions.
- Data will be use to provide suggestions to solve the problem.
- Data will be use as the bases for implementing development projects.
- Data will be use to see if there id the possibility to apply the results in broader areas.

Rationale.

To make evident the applicability of the standard above, it is appropriate to take into consideration the assignment-artifact from the subject 'TEFL 526 Educational Research for Practitioners'; for the development of this assignment, it was required to write a 'draft purpose section of a Concept Paper' the resource to develop such an activity was the textbook of the subject where the procedures and steps were clearly stated. At this point it is important to mention that this first artifact-assignment was just the beginning of a full research process to get to the final concept paper.

The aforementioned artifact, took us into an interesting challenge to discover the process of research. It was hard at the beginning because there were many aspects of the process to cover; besides, we did not know where to begin, where to continue, but little by little and with the professional help of our tutor and textbook, it was discovered that doing a research is an adventure in which learners begin from a hypothesis, some research questions, and then the adventure goes on with some organizational suggestions given by some authorities in the field (literature review). It is important to mention that there is not one established order that works for every research.

Regarding elements that were necessary to analyze in order to arrive to a concept paper we have: the purpose section, needs assessment, annotated bibliography, literature review, method section, evaluation plan for concept paper, and finally the concept paper. It will be too long to describe every single element of the research process.

Finally, it is important to say that Educational Research was a subject that has taught us the importance of learning how to make a research which is the ultimate goal of standard 5.a.3.

3.4.2. Standard 5.b.5.

Teacher candidates understand the importance to "advocate for ELLs' access to academic classes, resources, and instructional technology" (TESOL, Inc. 2013 p. 74).

ARTIFACT 5

Assignment

Summary: Personal Learning Environments (PLE). Language Learning and Technology'

BY:

Franklin Oswaldo Espinosa Jaramillo.

TEFL 530

Technology for TEFL

Nova Southeastern University.

January 2012

ARTIFACT

012_Panagiotidis.pdf - Foxit Reader

FILE HOME COMMENT VIEW FORM PROTECT SHARE HELP

Find

Pages

PERSONAL LEARNING ENVIRONMENTS FOR
LANGUAGE LEARNING

Panagiotis Panagiotidis

Aristotle University of Thessaloniki, Greece, pana@frii.auth.gr

Abstract

The advent of web 2.0 and the developments it has introduced both in everyday practice and in education have generated discussion and reflection concerning the technologies which higher education should rely on in order to provide the appropriate e-learning services to future students.

In this context, the Virtual Learning Environments (VLEs), which are widely used in universities around the world to provide online courses to every specific knowledge area and of course in foreign languages, have started to appear rather outdated. Extensive research is under progress, concerning the ways in which educational practice will follow the philosophy of web 2.0 by adopting the more learner-centred and collaborative approach of e-learning

420 (1 / 21) 169.78%

ARTIFACT
ARTICLE'S SUMMARY

Regarded Godwin-Jones' (2009) article about 'Personal Learning Environment. Language Learning and Technology'.

It is not difficult to agree with, Godwin-Jones about the fact that nowadays, most of the students have acquired sophisticated technology skills, and that many of these students are committed to communicate through social network sites, but unfortunately, their need to make use of these skills is not met at most of the educational institutions. Fortunately; some teachers are changing the traditional inflexible way of teaching, to new generations, for a more flexible and updated ways of teaching. As Godwin-Jones says, these flexible teachers are making use of sources that catch the attention of the new generations of students.

According to Godwin-Jones, what specifically these teachers are doing is: they are choosing a variety of free mini-applications which are used as online tools to create a 'Personal learning environments (PLE)' which are aimed to feed students' current technological needs, and also to develop self-learning awareness and motivation.

Regarding Godwin's article, previously analyzed, it can be considered that teachers should be more up to date in terms of technology because nowadays it is a subject that is gaining lots of field around the new generations of students and occupational areas; therefore, we should have a good command in the management of the new technologies in order to provide a more efficient education.

It can be foretold that adding technology to personal learning environments will have positive implications for students since new generations of students are fond to technology, and the use of it will represent an extra intrinsic and extrinsic motivation for them to focus on the subject they are learning.

Technology for PLE will have positive implications in the teaching of any language or subject, only if its use is well planned, otherwise, the use of technology for PLE will have negative implications, specially, if it is offered with little or no planning at all.

ARTIFACT

RATIONALE

Now a days technology is gaining a lot of followers, especially young people who in the majority of the cases do not use this important and useful tool wisely. Therefore, It is important, as EFL English teachers, to learn about all of the multiple and creative uses that we could give to technology in order to multiply this knowledge with our students, and consequently, help them to use this great tool wisely.



- Vast site to look for information and offers:
 - Google plus which is ideal for creating circles of study.
 - iGoogle which is a platform that allows to add as many gadgets may be required for teaching and learning purposes, and also iGoogle page can be customize according to needs and creativity.



- Useful to translate information from mother tongue to any other languages, or vise verse.
- Students can get more assertive meanings of words by making translations of words in context.



- Useful for downloading videos of EFL students' interest
- Useful to face EFL learners to real targeted language situations
- Useful to upload own YouTube videos



This gadget is particularly useful to:

- Reinforce grammar
- Upload and comment about Blogs and Podcasts that refer to grammar matters
- Apply self assessment tests about grammar



Blogs like Twitter can be used:

- For keeping up conversations in target language outside the class
- For Helping EFL learners to become effective writers when conveying a message by making use of not more than 140 characters
- For sharing links that may help them to obtain relevant information in the target language
- For sharing study materials among colleagues and classmates
- For fun activities like: word games, quizzes, and contests of vocabulary
- For uploading videos, photos, and music to posts
- For connecting EFL students with native speakers by sharing topics of their interest.
- For tracking words that appear in different contexts and learning the different meanings the same word may have
- For creating a group story like a chain story; in which student use the 140 characters to write a bit of the whole story



I consider that both skype and podcasting are tools that provide great help for EFL teachers and learners if used wisely.

Skype benefits:

- Used for having videoconferences in real time
- Used for practicing with native speakers of the target language
- Used for communicating with relatives and friends abroad
- Its use is free

Disadvantages of Skype:

- Not all the institutions have connectivity or access to this type of technology
- Communication takes place in an informal way



- Useful for practicing both written and oral communication
- Useful to create projects and comment about them in school specific circles.
- Useful to develop communicative skills throughout the encouragement of creativity.

Thanks for your
attention.



Rationale.

The close relationship between the subject, 'Technology for TEFL' and the standard 5.b.5. can be proven through the brief presentation of the artifact assigned by the tutor of the subject. The assignment-artifact consisted of reading and summarizing an article about 'Personal Learning Environments (PLE). Language Learning and Technology' by Godsia-Jones (2009).

The main goal of this artifact was to familiarize teacher candidates with the importance of Personal Learning Environments (PLE). Additionally, to help participants of the current Master's Program create different accounts to access to some academic sites which are useful for academic purposes, the development of this artifact, together with the development of the whole course, have accomplished that goal.

It is important to mention that the course, 'Technology for TEFL' which was 75% practice; this practical methodology helped to change some mental schemas which contributed to highlight the importance and usefulness of incorporating technology in English classes.

As final words, it can be said that standard 5.b.5 and the component Technology for TEFL strongly complement to one another.

CONCLUSIONS

- There is still the tendency to teach grammar as if it were an isolated system in the system of communicative language.
- There are many studies about ways grammar should be taught; unfortunately, the lack of knowledge on field research does not permit, teachers, to try different manners of teaching grammar.
- The teaching of grammar in either deductive or inductive form, separately, makes students feel bored and demotivated to continue studying the language.
- Lack of knowledge of TESOL/NCATE standards, prevent teachers from teaching language in a more purposeful and productive way.
- Portfolios are powerful assessment tools that are not being used as frequent as they should be.
- TESOL/NCATE are not frequently used to plan teaching programs, it limits teaching programs from becoming meaningful and interesting.

RECOMMENDATIONS

- Teachers should not favor only one style of teaching grammar; they should try to find a balance between inductive and deductive teaching of grammar; considering that the purpose of learning the different skills of the language is to be able to communicate.
- English teachers must keep their knowledge up to day about every single topic that refers to teaching and learning theories. It will be beneficial for the teacher and the students.
- Teachers should change their misconceptions about the use of technology for teaching and learning purposes; instead, they have to start improving their own mastery of technology in order to be able to use this important resource for teaching and learning purposes.
- Learning institutions ought to encourage the use of portfolios as an evaluating tool for teachers and students, besides this type of practice encourages students to improve themselves.

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ANNEXES

Pre-Test

Movers Reading & Writing

Centre Number

Candidate Number

Cambridge Young Learners English

Movers Reading & Writing

Sample Paper



UNIVERSITY of CAMBRIDGE
ESOL Examinations

English for Speakers of Other Languages

There are 40 questions.

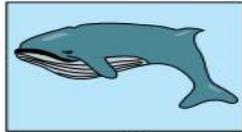
You have 30 minutes.

You will need a pen or pencil.

My name is:

Part 1
- 6 questions -

Look and read. Choose the correct words and write them on the lines.



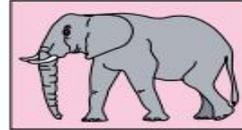
a whale



coffee



a shoulder



an elephant



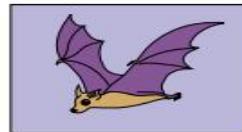
soup



a stomach



milk



a bat

Example

This animal can fly and it comes out at night. a bat

Questions

- 1 You can eat this from a bowl. Sometimes there are vegetables in it. _____
- 2 This is the biggest animal in the world. It lives in the sea. _____
- 3 This is part of your body. All your food and drink goes here first. _____
- 4 This big animal lives in hot countries and eats leaves and grass. _____
- 5 This is between your neck and your arm. _____
- 6 Mothers give this white drink to their babies. _____

Part 3
– 6 questions –

Read the text and choose the best answer.
Peter is talking to his friend Jane.



Example

Jane: Hello, Peter. How are you?

Peter: A I'm not very well.
 B I'm John's cousin.
 C I'm going outside.

Questions

1 **Jane:** What's the matter? Have you got a headache?

Peter: A No, thank you. I don't want one.
 B No, I've got toothache.
 C No, I haven't got it.

6

2 **Jane:** Would you like to come to my house?

Peter: A Yes, I went home quickly.
 B No, thanks. I want to go home.
 C Well, I like my house a lot.

3 **Jane:** Have you got a coat?

Peter: A Yes, it does.
 B OK, he's here.
 C No, I haven't.

4 **Jane:** Do you want a drink of water?

Peter: A Yes, please.
 B Yes, it is.
 C Yes, I had.

5 **Jane:** Shall I walk home with you?

Peter: A He can walk there.
 B I'd like that, thanks.
 C I can go with her this evening.

6 **Jane:** Is your mum at home?

Peter: A It's his new home.
 B Next to the bus station.
 C Only my dad's there today.

7

Part 4
- 7 questions -

Read the story. Choose a word from the box. Write the correct word next to numbers 1-6. There is one example.

My name is Daisy. I like toys, but I like books and _____ comics _____ best. I love stories about men on the moon and about (1) _____ who live in different countries. I read a good story yesterday. In this story, a boy climbed a (2) _____. At the top, there was a lot of snow. It was evening, but the boy could see the forest below him. He (3) _____ down on a rock to have a drink and to look up at all the (4) _____. But then he (5) _____ something that he didn't understand. Something very big and round flew quietly and quickly behind a cloud. What was it? The boy didn't know and he didn't wait to see it again. He (6) _____ home to his village because he was very afraid. I wasn't afraid! I enjoyed the story a lot!

example

 comics	 blankets	 ran
 children	 cooked	 stars
 saw	 sat	 mountain

(7) Now choose the best name for the story.

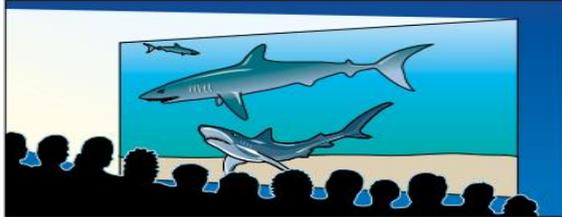
Tick one box.

- A boy that Daisy knows
- A film that Daisy watched
- A story that Daisy liked

Part 5
- 10 questions -

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

A family holiday



Vicky lives with her parents and her two brothers, Sam and Paul, in the city. Last week, they had a holiday by the sea. Sam is ten, Vicky is eight but Paul is only five. They went to the cinema on Wednesday because it rained all day. They saw a film about sharks. The sharks had very big teeth. Paul didn't like watching them and he closed his eyes.

Examples

Vicky's family went on holiday last week.

Vicky has two brothers who are called Sam and Paul.

Questions

- 1 The family had a holiday by _____.
- 2 It _____ all day on Wednesday and the family went to the cinema.
- 3 Paul didn't enjoy seeing _____ in the film.

10



On Thursday, Paul thought about the film. He didn't want to swim in the sea. He sat on the beach and watched Sam and Vicky. They played in the water. Mum gave Paul an ice cream but he didn't want it. Then Dad said, "Come on Paul! Let's go for a swim." But Paul didn't want to.

- 4 Sam and Vicky _____ in the sea.
- 5 Paul didn't want the ice cream that his _____ gave him.
- 6 Dad wanted to go for _____ with Paul.

11



Example	had	have	has
1	All	Every	Any
2	am	are	is
3	at	on	in
4	your	their	our
5	like	liking	likes

15



On Friday, the family ate breakfast in the garden because it was very sunny but Paul didn't want any. Then they all went to the beach again. The sea was very blue. Paul looked. There were three beautiful dolphins in the water! He ran to the sea and swam to them. Then Paul's dad threw a ball in the sea and the dolphins played with it. It was great and Paul stopped thinking about the sharks in the film. That evening, all the family went to the cinema again. This time the film was about a funny dolphin and they all enjoyed it.

- 7 The family had breakfast in _____ on Friday.
- 8 Paul saw _____ in the water.
- 9 Paul's dad _____ into the water.
- 10 All _____ enjoyed another film at the cinema on Friday evening.

Part 6
– 5 questions –

Read the text. Choose the right words and write them on the lines.

Cats



Example Cats _____ have _____ good eyes. They can see very well at night. _____ cats climb trees and eat meat. They can move very quietly and catch animals. Then they eat them. They have strong teeth.

1 _____

2 There _____ small cats and big cats like lions and tigers. Only tigers live _____ the jungle. Lions don't. Some people go and see lions and tigers at the zoo.

3 _____

4 A lot of people have small cats in _____ homes. These cats are pets. People _____ them because they are beautiful.

5 _____

14

Comparatives and superlatives

Name: _____

Date: _____

Complete the worksheet using the correct comparative or superlative.

1) Canada is _____ than China but Russia is the _____ country.
a) big b) bigger c) biggest

2) Monkeys are _____ but ants are _____.
a) small b) smaller c) smallest

3) Giraffes are the _____ land animal.
a) tall b) taller c) tallest

4) Boys usually have _____ hair than girls.
a) short b) shorter c) shortest

5) Lamps are _____ but the sun is _____.
a) bright b) brighter c) brightest

6) Mars is _____ from Earth but Neptune is _____.
a) far b) farther c) farthest

7) Emma is _____ but Stephen is _____.
a) happy b) happier c) happiest



Artifact 3

Present Simple positive form GRAMMAR HELPERS

1 Match.

2 Choose the correct word.

	like / likes		eat / eats
I <u>like</u> apples.		We often _____ pizza.	
	swim / swims		cook / cooks
They _____ every day.		He _____ well.	

PRACTISE! page 1

Self-Evaluation

Test yourself! Name: _____

8

Write the sentences.

- 1  He → well. → cooks → _____
- 2  speak → We → English → very well. → _____
- 3  Poland. → in → live → I → _____
- 4  like → pizza. → You → _____
- 5  every → morning. → swim → They → _____
- 6  a lot. → You → read → _____
- 7  a dog. → has → She → _____
- 8  from → It → Dragoland. → comes → _____

GRAMMAR HELPERS

Post-Test

Centre Number	Candidate Number
---------------	------------------

Cambridge Young Learners English

Movers

Reading & Writing

Version 121 0756



UNIVERSITY of CAMBRIDGE
ESOL Examinations
English for Speakers of Other Languages

There are 40 questions.
You have 30 minutes.
You will need a pen or pencil.

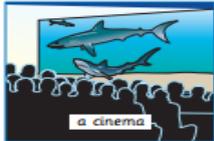
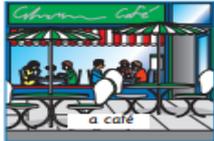
My name is:

SP (LEOUG) T772294
© UCLES 2009

Part 1

- 6 questions -

Look and read. Choose the correct words and write them on the lines. There is one example.

 <p>a cinema</p>	 <p>a map</p>
 <p>a café</p>	 <p>glasses</p>
 <p>socks</p>	 <p>a library</p>
 <p>scarves</p>	 <p>a blanket</p>

2

Example

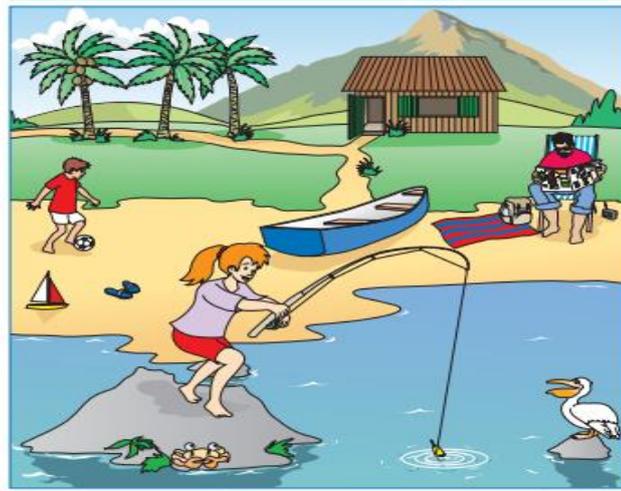
Some people wear these round their necks. scarves

Questions

- 1 When you go to bed, you can sleep under this.
- 2 You can go here and see a film.
- 3 You read this when you need to find a place.
- 4 People wear these on their feet.
- 5 You go here to eat or drink something.
- 6 These help you to see better.

Part 2
- 6 questions -

Look and read. Write **yes** or **no**.



Examples

There are coconuts in one of the trees. yes

The boat is in the water. no

Questions

- 1 The person who is sitting down is a grown-up.
- 2 There is a red and blue towel on the sand.
- 3 The girl who is fishing is wearing blue shoes.
- 4 The smaller rock has got a bird on it.
- 5 A boy is kicking a ball on the beach.
- 6 There is snow on the mountain behind the house.

Part 3 - 6 questions -

Read the text and choose the best answer.



Jim and his friend, Lucy, are talking about pets.

Example

Lucy: We've got a dog at home. Do you have a pet, Jim?

- Jim:**
- A No, he isn't here now.
 - B Yes, we've got a kitten.
 - C Sorry, I can't do that.

Questions

- 1 **Lucy:** Oh! What's its name?
Jim:
 - A She shouted my name.
 - B She's called Daisy.
 - C She doesn't know.

- 2 **Lucy:** And what's your pet's favourite food?
- Jim:** A She loves chicken and milk.
B We're having burgers with chips.
C I'm good at making cakes.
- 3 **Lucy:** Where does she sleep?
- Jim:** A It's cold outside.
B Yes, every evening.
C On a mat in the hall.
- 4 **Lucy:** Is she big?
- Jim:** A Me too!
B No, small and fat!
C That's nice!
- 5 **Lucy:** Where did you get her from?
- Jim:** A My grandpa bought her for us.
B She's at the shops.
C I can't find my animal book.
- 6 **Lucy:** Can I come and play with her?
- Jim:** A No, she wasn't there.
B Sorry, I can't go today.
C Yes, come this afternoon!

7

Part 4

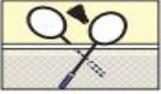
– 7 questions –

Read the story. Choose a word from the box. Write the correct word next to the numbers 1–6. There is one example.

Paul and his two sisters, Jane and Mary, live in a^{town}..... which is called Grey Top. One Saturday morning, Paul (1) out of the window and said "It's raining again. What terrible (2) ! I want to go swimming but we can't go to the sea on a day like today." "And I want to play (3) in the park," said Jane. "Me too!" said Mary. "But we can't do that when it's (4) outside." Their mother smiled. "Go and get all your sports things and put on your (5), " she said. The children were surprised. "But where are we going?" they asked. "To the new sports centre!" their mother answered. "A woman talked about it on the (6) yesterday. We can do all the things that you want to do there." "Wow!" said Paul. "Great!" shouted Jane and Mary.

8

example

		
town	badminton	strong
		
looked	drove	wet
		
radio	weather	coats

(7) Now choose the best name for the story.

Tick one box.

- Saturday at the beach
- Sports lessons at school
- Mum's good idea

Part 5

- 10 questions -

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Jack's dream



Jack loved reading stories. One afternoon, he sat under a tree in his garden and opened his newest book. The story was about a clown called Funny Fred and all his animal friends. Jack started reading, but the sun was hot, his eyes were tired and he went to sleep. Then he had a dream.

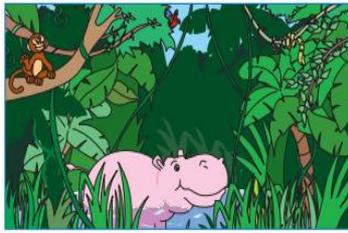
Examples

Jack enjoyed reading stories

He read his newest book one hot afternoon.

Questions

- 1 The name of the in the story was Funny Fred.
- 2 Funny Fred had lots of that were animals.
- 3 When Jack went to sleep in the sun, he had



In his dream, Funny Fred went to a jungle.

"Jack," he called. "Come and listen to the animals. They can tell you stories too."

Jack sat down. He saw the head of a pink hippo in the water. "I've got a good story for you," the hippo said.

The hippo told Jack about a naughty baby bear who climbed to the top of a big tree to find some fruit. Funny Fred and Jack laughed and laughed because the hippo was good at telling funny stories.

4 In Jack's dream, the clown was in a

5 A told Jack a story.

6 The in the story climbed a big tree.

7 Jack and laughed a lot at the story.

11



Then a big orange mango dropped on Jack's head from the tree.

Jack opened his eyes. "My head hurts!" he said. "And what a funny dream!"

He picked up the mango and looked at the picture in his book again.

Funny Fred had a big orange mango in his hand too!

8 A dropped off the tree.

9 Jack woke up because his hurt.

10 In the picture in his book, Jack saw a mango in Funny Fred's

12

Part 6

- 5 questions -

Read the text. Choose the right words and write them on the lines.

The letters of the alphabet



- Example** Most letters in the alphabet come from pictures people drew first, and then they learnt to write. The letter 'A', for example, comes from the picture of a kind of farm animal which is called a cow.
- 1
- 2 Look carefully and you can two of its legs and its face in the letter 'A'. When people started
- 3 write, they made words from these
- 4 letters, and wrote stories on leaves and
- 5 on walls. But now, we all write pens and pencils in books. Some of us can write on computers too!

Example	in	about	after
1	than	because	or
2	see	saw	seeing
3	at	by	to
4	her	mine	their
5	with	off	for