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EXTRANJERA

**An EFL Writing Case Study of a Student at the Language Department
of the Army Polytechnic School - TELF Program Portfolio**

Degree thesis

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DEDICATION

To God

I dedicated this entire project to God and to the Lord Jesus Christ. I actually do not find words to describe my immense gratitude for being a strong light in my path every single day and blessing me with the Saint spirit by providing me wisdom, humility and peace.

To My Family

Everybody has an inspiration to reach goals and this challenge was another thing I have done inspired in my daughter, "I love you so much EMILY". My mother, my sister and my brother are the mentors of this achievement, thank you for your encouragement, help and support every single day! I am not going to forget everything you have done for me since I had the chance to participate in this program ;your words, actions and love have been the energy that pushed me to work.

TABLE OF CONTENTS

AUTHORSHIP	II
CESIÓN DE DERECHOS	III
ACKNOWLEDGEMENTS	IV
DEDICATION	V
ABSTRACT	1
INTRODUCTION	2
CHAPTER I:	4
1. LITERATURE REVIEW	4
1.1. IMPORTANCE OF THE WRITING SKILL	4
1.2. DEFINITION OF WRITING	5
1.3. DIFFERENCES BETWEEN L1 AND L2	6
1.4. TYPES OF WRITTEN LANGUAGE.....	7
1.5. WRITING APPROACHES.....	8
1.6. EVALUATING STUDENT WRITING	10
2. TEFL PROGRAM PORTFOLIO	11
2.1. NCATE: National Council for Accreditation of Teacher Education	11
2.2. Mission and Goals of NCATE	11
2.3. TESOL /NCTE STANDARS FOR THE RECOGNITION OF INITIAL TESOL PROGRAMS IN P-12 ESL TEACHER EDUCATION.....	12
2.4. STANDARDS: DOMAIN 1 LANGUAGE.....	12
2.4.1. Standard 1.a. Language as a System	13
2.4.2. Standard 1.b. Language Acquisition and Development	13
2.5. Domain 2. Culture	15
2.5.1. Standard 2. Culture as It Affects Student Learning 16	
2.6. Domain 3. Planning, Implementing, and Managing Instruction	17
2.6.1. Standard 3.a. Planning for Standards-Based ESL and Content Instruction	17
2.6.2. Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction	18
2.6.3. Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction	18

2.7. Domain 4. Assessment	19
2.7.1. Standard 4.a. Issues of Assessment for English Language Learners	19
2.7.2. Standard 4.b. Language Proficiency Assessment	20
2.7.3. Standard 4.c. Classroom-Based Assessment for ESL	21
2.8. Domain 5. Professionalism	22
2.8.1. Standard 5.a. ESL Research and History	22
2.8.2. Standard 5.b. Professional Development, Partnerships, and Advocacy	23
CHAPTER II: EFL CASE STUDY	24
Description of pre-test.....	24
1. <i>Artifact No. 1:</i>	26
3. <i>Artifact No. 2</i>	29
4 . <i>Artifact No. 3</i>	31
5 . <i>Artifact No. 4</i>	34
6. <i>Artifact No. 5</i>	37
7. <i>Artifact No.6</i>	39
8. <i>Artifact No. 7 16/04/2012</i>	42
9 <i>Artifact No. 8: SELF EVALUATION</i>	44
10. <i>Post- test</i>	46
CHAPTER III: TEFL PORTFOLIO	49
1. TEFL PROGRAM PORTOFOLIO.....	49
Domain 1: Language	49
1.1.1.a Language as a system	49
2.Domain 2: Culture	58
2.1. <i>Standard 2. Culture as It Affects English Language Learning</i>	58
2.e. Understand and apply concepts about the interrelationship between language and culture	58
3. Domain 3. Planning, Implementing, and Managing Instruction	66
3.1. <i>Standard 3.a. Planning for Standards-Based ESL and Content Instruction</i>	66
3.a.1. Plan standards-based ESL and content instruction	66
3.Domain 3. Planning, Implementing, and Managing Instruction	95
3.1.1. <i>Standard 3.a. Planning for Standards .Based ESL and Content Instruction</i>	95
3. a.2. Create supportive, accepting classroom environments.....	95

3.1.2. <i>Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction</i>	100
3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.	100
4. Domain 4 Assessment	108
4.1. <i>Standard 4.a. Issues of Assessment for English Language Learners</i>	108
.4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ELLs. .	108
4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.	108
5. Domain 5 Professionalism	114
5.1. <i>Standard 5.a. ESL Research and History</i>	114
5. a.1. Demonstrate knowledge of language teaching methods in their historical context	114
<i>Standard 5.a. ESL Research and History</i>	119
5.a.3. Demonstrate ability to read and conduct classroom research.	119
10. CONCLUSIONS AND RECOMMENDATIONS.....	123
10.1 TEFL CASE STUDY.....	123
RECOMMENDATIONS	124
10.2 TEFL PROGRAM PORTFOLIO	125
REFERENCES	126

ABSTRACT

The current study was conducted in order to document student work including instructional materials, samples of student works and assessments through elaborating a portfolio which focuses on improving the writing skill. Therefore, it constitutes a case study to improve the writing skill for EFL.

The subject of this study is an Ecuadorian eighteen year old girl. She is attending a two-hour course which belongs to fifth and sixth level out of eight levels that make the sufficiency program of English as a Foreign Language at the Language Department of the Army University during the term March- July 2012. A detailed description of this study and the impact that managing the writing skill can have in EFL students were described to all class at the beginning of the course; therefore, the selection of the subject was performed by interest; the student, participant of this study showed a highlighted motivation toward the whole activity.

A pre-test was applied to establish the weaknesses in order to work on them by means of providing the student the appropriate feedback. Afterwards, a post test was applied to measure the improvement of those specific points. These activities constituted the starting point of the whole project since they allowed determining the student's previous knowledge giving the basis to arrange activities throughout the process. Therefore, the development of each artifact led the student to achieve a higher level of writing skill by working with better fluency, arrangement, content, outline, mechanics and vocabulary progressively.

INTRODUCTION

This thesis constitutes the final part of the Masters program in Teaching English as a Foreign Language. The thesis focuses on a case study related to the writing skill that was developed during eight weeks at the Language Department of the Army University ESPE (Army Polytechnic School) during the current year. Therefore, this study aimed at improving strategies, techniques and specific knowledge in order to reinforce the process of reaching a higher level of the writing skill. The theoretical research led to establish the importance of the writing skill for learners of English as a Foreign Language (EFL) in order to be successful using this skill as a powerful tool to communicate in the target language.

There was a high interest in working on the writing skill by the student who was the subject of this portfolio, *Priscila Alvear*. She is an Ecuadorian eighteen year old student who has finished high school and is taking this course of two hours per day because she liked improving her language skills and in general her English language proficiency. Therefore, she was very interested in accomplishing a better level of the target language. *Priscila* approved pre-intermediate level during the former term, so the application of the *pre-test* constituted the first session of this study and aimed at establishing weaknesses as well as strengths about the writing skill which might correspond to this level.

In fact, one of the weaknesses was related to the wrong use of some structures in context; the failure in organizing paragraphs without appropriate mechanics and qualified outline. Consequently, these results provided enough parameters in order to design the next sessions, which were developed during eight weeks. Thus, there are eight writing artifacts with different topics that were taken from the textbook of this course since they responded to the main language contents which belong to this level.

Consequently, the following objectives will be accomplished at the end of this current case study:

- Reaching a higher level of writing skill which responds to an international

standard for ESL (English as Second Language) /EFL (English as Foreign Language). Then, the following standard fits with Design and implements TEFL lessons through planning, instruction, and assessment. TESOL/NCATE (1b, 3a, 3c, 4b)

- Create a portfolio that documents student work, including instructional materials and samples of students' work and assessments. (TESOL/NCATE 4c)
- Summarize knowledge and understanding gained through this course and how that will be incorporated into future teaching experiences. (TESOL/NCATE 5c)
- Create a teaching approach that effectively meets the needs of a particular group of EFL students that considers factors of primary language, age, learning modality, and motivation. (TESOL/NCATE 1.b.2)

METHOD

The present study has the purpose to prove how effective is the implementation of a portfolio as an approach to improve the writing skill at the Language department of the Army Polytechnic University during the term March- July of the current year. For instance, it was necessary to document the student's progress through working with different artifacts such as a pre- test, which was the starting point of this approach's application; eight specific activities were developed with the corresponding input and feedback that at the end allowed determining the learner's improvement by applying a post- test and a self-evaluation that together might have contributed to state conclusions and recommendations.

This current study was an apply research. The applied methodology responds to the case study because there was a subject involved in it. The selection of the participant of this class was performed by interest and motivation since there was a stage of highlighting the importance of managing the writing skill for students of English as a Foreign Language.

CHAPTER I:

1. LITERATURE REVIEW

1.1. IMPORTANCE OF THE WRITING SKILL

Nowadays, the fast development of technology and science influence the quality of education that students are exposed. In fact, a globalized world requires individuals who have developed capacities and skills to participate in it efficiently (Martinez & Prendes, 2004). Therefore, there is a necessity to master at least a foreign language in order to become active part of this demanding world as well as to promote in our societies commercial, educational and research activities that together ensure a growing improvement economically and culturally.

For instance, EFL students are required to develop the four language skills in order to become proficient in using English as a Foreign Language. Thus, the writing skill constitutes a complete section to evaluate in most standardized tests. In fact, interactions, transactions and study opportunities abroad might be facilitated by using written communication as a main mean of showing the real management of the target language (Yi, 2009).

The writing skill constitutes a powerful tool to communicate ideas, express opinions and knowledge in different fields of knowledge and daily activities. Therefore, achieving personal and professional goals might depend on the capacity of working with this skill.

The National Council of Teachers of English (www.ncte.org/dayonwriting) declared October 20th as National Day of Writing since 2009 to emphasize the importance of this language skill highlighting the following main reasons:

- To highlight the fundamental place that writing has in American culture
- To emphasize the importance of teaching writing at every grade level and in every subject

- To underscore the life-long process of learning to write
- To bring attention to the range of writing done by Americans in subject matter as well as in media
- To encourage more writing

1.2. DEFINITION OF WRITING

According to Elbow (1973 in Brown, 2006) this skill involves a two- step process. Thus, writers work on what they want to write in order to arrange ideas through a plan or outline; only after that, the writer can start. Moreover, White and Arndt (1994 in Darn&Ulusoglu, 2006) point out that “writing is far from being a simple matter of transcribing a language into written symbols: it is a thinking process in its own right “; leading in this way to establish that acquiring this skill is not a simple process.

Under a vision of product-based approach Nunan states that (1999 in Yin 2009) “writing is defined as the ability to respond to a given stimulus according to some authority’s definition of the correct response “. It is an activity in which the writer is able to use a scheme of organization, structure and punctuation, correctly. On the other hand, the discourse analysts strongly criticize the idea of focusing on a product rather than a process since their point of view focuses on designing whole compositions that will respond to a closer relationship between discourse and grammatical points that are not restricted to state isolated sentences.

Additionally, Widdowson (1978 in Admin 2010) refers to writing as “the act of making up correct sentences and transmitting them through the visual medium as mark on paper “.

Hornby (1974 in Admin 2010) states that “writing is in the sense of the verb ‘write’. Write is to make letters or other symbols on a surface, especially with a pen or a pencil on a paper “.Troyka (1987 in Admin 2010) states that “writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one’s self, to provide information for one’s reader, to persuade one’s reader, and to create a literary work“.

Yi (2009) claims that a clear approach might be established before starting any course or instruction of the writing skill; however, he states that most of the teachers fail at

doing that. Consequently, teachers might base the approach on their experiences or philosophy leading to establish a variety of definitions for the writing skill.

Finally, the following point of view might be interested analyzed since it states that “writing is not only an innate skill that comes naturally. It is also an acquired ability learned or culturally influenced in an instructional setting in different environments“(Pamukcu,Salihovic &Akbarov 2011).

1.3. DIFFERENCES BETWEEN L1 AND L2

According to Vygotsky (1995 in Pamukcu et al., 2011) language is a connection between socio-cultural aspects and individual cognitivism. Consequently, writing in L2 also responds to a cognitive process in which the learner restructures internal representations of L1 constantly; in which the cognitive factors depend essentially on linguistic, environmental and internal mechanisms of the learner. Therefore, the extensive practice leads learners to switch their cognitive mechanisms in order to improve the level of the writing skill in L2 ((McLaughlin, 1988 in Pamukcu et al.,2011).

For instance, cognitive strategies and memory might be taken into account during a process or writing instruction since the practice of writing is closely related to the development of memory determining an improvement of its capacity (Pamukcu et al., 2011). Silva (1993 in Beare 2002) stated that writing in L2 is a different process from L1, thus beginners specially face difficulties when they have to establish a plan and select an appropriate content. Although, learners of English pay more attention to the quality of material, they usually face a failure as a result.

Additionally, Silva (1993) underlines the responsibility that teachers have about taking into account socio cultural and linguistic differences among L1 and L2 in order to provide appropriate input to teach writing (Silva, 1993 in Brown, 2006). However, Beare (2000) claims that proficient bilingual writers are able to follow the same process through working with the same strategies in both languages since they are not real learners of L2.

Consequently, socio-cultural impacts and motivation are relevant aspects in the process of developing the writing skill in L2. Thus, significant activities might be selected in order to promote intrinsic and extrinsic motivation in learners (Pamukcu et al., 2011).

1.4. TYPES OF WRITTEN LANGUAGE

According to Miller (Tang, 2006) “a genre is centered on the form of a discourse or substance but not on the action it is used to accomplish “

Additionally, Redman and Medway stated that:

“While recognizing that genres can be characterized by regularities in textual form and substance, current thinking looks at these regularities as surface traces of a different kind of underlying regularity. Genres have come to be seen as typical ways of engaging rhetorically with recurring situations. The similarities in textual form and substance are seen as deriving from the similarity in the social action undertaken” (1994: 2 in Tang, 2006).

Tang (2006) claims that genre goes farther than restricted to a piece of writing since this language skill leads individuals to communicate constituting an essential part of their social life by allowing them to inform, complain, entertain, keep in touch with friends, etc. Therefore, it is not a good idea to work with formal styles during instructional courses of the writing skill.

Moreover, Tang (2006) states that each piece of writing must have a significant purpose for individuals since instruction might focus on providing tools to lead them to communicate in real life situations more than designing just products to complete academic requirements. As a result, teachers or instructors might highlight the importance of taking into account that the forms of genres respond to an established scheme, but it is more relevant the social action that it pursues.

Meer states that (2011) there are four types of writing. First *expository writing* in which the author tells about a given topic following a sequence without expressing personal points of view; *descriptive writing* which focuses on elaborating detailed descriptions of an event, a character or a place; *persuasive writing* promotes the expression of opinions, justifications and reasons in order to persuade or convince readers. Finally,

narrative writing can be categorized as the art of describing a story by following a sequence in which there might be conflicts, problems and solutions.

1.5. WRITING APPROACHES

On one hand, Hedge (1998 in Yi, 2009) claims that there are two approaches to teach the writing skill: product approach and process approach. On the other hand, Hyland (2002 in Yi, 2009) proposes a different criterion stating that there are three approaches to teach the writing skill: product/text-oriented, process/cognitive-oriented and reader/genre oriented. Product/text-oriented approach focuses on the final product lessening the correction of grammatical errors emphasizing the importance of language features (Tribble, 1996 in Yi, 2009). This approach was strongly minimized since it concentrated on the writer's expression rather than on the followed process. Consequently, process/cognitive-oriented approach appeared to underline what happens during writing and it was divided into three subcategories: expressivist, cognitivist and social (Hyland, 2002 in Yi, 2009).

Expressivist fosters the development of creativity by selecting their own ideas to write. For instance; personal compositions constitute the main type of writing to encourage writers to feel free and autonomous (Kaplan, 1996 in Yi, 2009).

Cognitivist is strongly related to the process of writing by itself (Grave & Kaplan, 1996 in Yi, 2009). Another approach appeared later: "a model of writing was developed based on transcripts, protocols and videotapes of students talking aloud during writing" (Hayes & Flowers, 1980 in Yin, 2009). However, this approach can not possess validity to constitute a method to teach writing since writers cannot be uniform related to cognitive abilities and preferences.

Heald-Taylor (1986 in Harvis 2002)

"Process Writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past, until students have perfected their abilities in handwriting, reading, phonetics, spelling, grammar, and punctuation. In Process Writing the communication of the message is paramount and therefore the developing, but inaccurate, attempts at

handwriting, spelling, and grammar are accepted, know that within the process of regular writing opportunities students will gain control of these sub-skills. These skills are further developed in individual and small group conference interviews."

The great benefit of the process approach to writing instruction (Brown, 2006) is related to the significance it gives to the process rather than to the product. This procedural instruction for writing skill appeared during the 1980's and involved the following stages: (1) prewriting brainstorming; (2) first draft; (3) conferencing; (4) second draft; (5) editing; (6) third draft; and (7) sharing/feedback (Chew, 2006 in Yan,2010). Therefore, prewriting, drafting or rewriting constitute basic and important strategies in order to provide students flexibility about time, self- error correction and own improvement. Additionally, this approach proposes "modeling" which refers to present samples of compositions, stories or essays that give the writer a closer idea of the final product. Also a given criteria about the way the process will be measured is a concern of this approach , "which in fact focuses on including content, organization, vocabulary use, grammatical use and the mechanical considerations of spelling and punctuation "(Brown, 2006).

Teaching writing integrated with other skills can be another useful approach since it might be commonly applied in most of EFL courses. In fact, this approach facilitates to encourage learners to express ideas or opinions in a written way as well as they are able to work with the language skills of listening, speaking and reading. Therefore, the way that a thematic unit is assembled may be the core of this approach, thus it can start with a stage or presentation followed by a stage of interaction and the writing activity might be a task which is the last stage of a whole thematic unit. For instance, it fosters learners to manage vocabulary, grammar, spelling and punctuation basically from topics given in context. Consequently, they can easily focus on expressing ideas through using these new features of the target language (Ikeguchi 1997).

Portfolios are considered an important practical approach to improve writing skills since they provide the scheme for a whole writing course. A portfolio leads learners to document their progress, their achievements and any relevant information. Self written evaluations and own choices are part of this pedagogical resource; permanent feedback

promotes learner's improvement and performance throughout an academic instruction. However, the permanent feedback guarantees learners success, it might also involve some disadvantages such as time consuming for teachers to develop it (Rea, 2001).

Therefore, the applied approach definitely determines the context of teaching. Thus, communicative approach involves some aspects related to the context which develop the writing skill such as task, situation organizer, writer, setting and materials. Unfortunately, the selection of a context might also be an issue since it depends on teacher's philosophy (Monsenthal, 2003 in Yi, 2009).

Finally, it is relevant that teachers keep in mind the following statement:

“We cannot teach students to write by looking only at what they have written. We must also understand how that product came into being, and why it assumed the form it did. We have to try to understand what goes on during the act of writing ...if we want to affect its outcome. We have to do the hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product ”.(Hairston, 1982: 84 in Yi, 2009).

1.6. EVALUATING STUDENT WRITING

Evaluation is a relevant part in all learning-teaching process, especially in a process of skill acquisition which is the case of portfolios. Consequently, it is a great responsibility for teachers to develop it in an appropriate way since a teacher is the guide of the process and the evaluator of the product. For instance, some parameters might be established in order to be objective about student's performance (Brown, 2006).

According to Brown (2006) the most important aspects to be taken into account in a process of evaluation of the writing skill are the following; content which focuses on a thesis statement, development of ideas through personal experience, illustration ,facts, opinions, use of description, cause/effect ,comparison/contrast and consistent focus.

An additional aspect to be evaluated is organization with the subcategories of effectiveness of introduction; logical sequence of ideas; conclusion and appropriate length.

Discourse is another feature of evaluation and it mainly involves topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation. Moreover, syntax, vocabulary and mechanics might require be evaluated since they are related to spelling, punctuation, neatness and appearance.

2. TEFL PROGRAM PORTFOLIO

A portfolio project is intended to structure a reflection by the involved student on the value and applicability of the various course experiences and information gained throughout an instructional program using standards based on a specific system. For instance, there is a section of Standards Based Position Paper: Based on the list of NCATE standards, the TEFL Master's program required participants to write a response to five selected standards. Each response includes an assignment artifact and rationale to show how the developed content has been effectively applied in specific teaching activities by means of using the NCATE standards.

2.1. NCATE: National Council for Accreditation of Teacher Education

The NCATE is a non-government, non-profit American organization whose main action is centered in public educational organizations. It is an organization that fosters the development of education in environments of responsibility and high quality of instruction (www.ncate.org). For instance, it facilitates teachers to reach a high professional level showing extensive knowledge, capacity and effectiveness to transmit it. Therefore, teachers receive a permanent training to be prepared and licensed to lead P-12 students to internalize effective learning.

2.2. Mission and Goals of NCATE

“The National Council for Accreditation of Teacher Education (NCATE), created by the education profession and state representatives, acts on their behalf to further excellence

in preparation for the practice of education. It carries out this mission primarily through performance-based accreditation of U.S. schools, colleges and departments of education and other providers of educator-preparation programs (www.ncate.org).

Goal one: “To develop and maintain high standards for the knowledge, skills and professional dispositions required of educators and for the units and programs that prepare them to practice”(www.ncate.org).

Goal two: “To operate an efficient and effective accreditation system to assess the quality of educator-preparation units and their programs” (www.ncate.org).

Goal three: “To offer advice and limited technical assistance to educator –preparation units in improving their own quality and the quality of their completers “(www.ncate.org).

Goal four: “To communicate effectively with all interested parties, including the public, about its work and to co-ordinate with others also having responsibility for the improvement of educator preparation and other aspects of educator quality” (www.ncate.org).

2.3. TESOL /NCTE STANDARDS FOR THE RECOGNITION OF INITIAL TESOL PROGRAMS IN P-12 ESL TEACHER EDUCATION

These standards were designed by TESOL/NCTE P-12 ESL Teacher Education Program Standards team in order to regulate and guarantee high level of ESL classes.

For instance, it is important to describe the organization of these standards; there are five domains, thus domain1: language, domain 2: culture, domain3: planning, implementing and managing instruction, domain4: assessment and domain 5: professionalism. Every domain contains different standards.

2.4. STANDARDS: DOMAIN 1 LANGUAGE

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

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

2.4.1. Standard 1.a. Language as a System

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

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

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

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

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

Candidates serve as good models of spoken and written English.

2.4.2. Standard 1.b. Language Acquisition and Development

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

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

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

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

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

development. Candidates are familiar with developmental stages of language acquisition (including interlanguage) and understand that errors are often signs of language learning.

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

Candidates understand that aspects of ELLs' L1 may be transferred to English and may affect an individual student's learning.

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

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

2.5. Domain 2. Culture

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

2.5.1. Standard 2. Culture as It Affects Student Learning

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

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

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

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

The nature and role of culture encompasses such factors as cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, the interrelationship between language and culture, and the effect of this relationship on learning. It also recognizes the various stages of acculturation and assimilation. Taking these and other factors into account, candidates design lessons that embed instruction in the appropriate cultural context.

The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems; and learning styles and modalities. From this knowledge base, candidates design culturally appropriate learning environments and instruction.

Candidates understand the importance of the home culture and involve ESOL families and community members in students' learning. They understand that multicultural inquiries and interactions among students and colleagues foster critical discourse, systemic discovery, and multiplicity in approaches to academics.

2.6. Domain 3. Planning, Implementing, and Managing Instruction

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

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

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

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

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

Candidates recognize the needs of students with interrupted formal education (SIFE) in acclimating to the school environment. They plan for a broad spectrum of instructional

techniques in a variety of settings in which students interact, use their first language whenever possible, and learn reading strategies that emphasize comprehension and writing strategies that emphasize communication.

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

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

Supporting Explanation. Candidates provide ESL and content instruction and assessment that are standards based and that integrate listening, speaking, reading, and writing for purposes that are relevant and meaningful to students. Candidates provide a wide variety of activities for students to develop and practice their listening, speaking, reading, and writing skills in social and academic environments. Candidates base activities on student interests, texts, and themes, a range of genres, and personal experiences to enhance students' comprehension and communication.

Candidates view language and content learning as joint means to achieve ELLs' academic and language development goals. They understand that language is developed most effectively in meaningful contexts, and they manage and implement learning around subject matter and language learning objectives. They also understand that such learning is more effective when it is standards based. Candidates use meaningful instruction to build relevant academic vocabulary.

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

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

Supporting Explanation. Candidates select challenging, culturally appropriate, interesting, and motivating materials to support student learning. They must also know how to select materials that are linguistically accessible and age appropriate.

Candidates match materials to the range of developing language and content-area abilities of students at various stages of learning. They can also determine how and when it is appropriate to use L1 resources to support learning.

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

2.7. Domain 4. Assessment

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

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

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

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

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

assessments and also understand issues of accommodation for ELLs in formal testing situations.

Candidates understand how assessments for native English speakers and English learners differ and the variety of ways in which assessments of English learners may be biased and therefore invalid measures of what they know and can do. Such assessments may contain *cultural bias* (e.g., images or references that are unfamiliar to ELLs). Assessments may also contain *linguistic bias* (e.g., items overtly or implicitly favoring speakers of standard dialects or items that are more difficult for ELLs because of complex language). ELLs may also be challenged in formal testing situations if they are unfamiliar with item types (e.g., multiple choice) or response formats (e.g., bubble sheets), or if they are unfamiliar with timed, competitive, high-stakes testing. Candidates should be able to identify such biasing elements in assessment situations and work to help ELLs become familiar with the content and conditions of tests in school.

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

2.7.2. Standard 4.b. Language Proficiency Assessment

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

Supporting Explanation. Candidates are familiar with national and state requirements, procedures, and instruments for ELL identification, reclassification, and exit from language support programs. They use available language proficiency test results to identify ELLs' language skills. They also use criterion and norm-referenced language

proficiency instruments, both formative and summative, as appropriate. Candidates design assessment tasks that measure students' discrete and integrated language skills and their ability to use language communicatively within a range of contexts. The teaching of test-taking and learning strategies has an important place in the ESOL classroom.

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

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

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

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

Candidates understand that portfolios are important tools in the assessment of ELL learning. A portfolio is a collection of student work that reflects progress over time. Portfolio samples are typically based on work conducted as part of class activities or home assignments. Using authentic examples is a characteristic of unbiased performance assessment. Performance assessments help candidates evaluate students' complex thinking (the ability to write a summary is demonstrated through a written summary; the ability to orally debate an issue is demonstrated through an oral

debate). Candidates are familiar with and can use a variety of rubrics to assess portfolios and their individual contents. They also understand that self-assessment and peer-assessment techniques can be used regularly to encourage students to monitor and take control of their own learning.

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

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

2.8. 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.

2.8.1. Standard 5.a. ESL Research and History

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

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

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

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

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

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

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

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

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

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

CHAPTER II: EFL CASE STUDY

The subject of this case study is *Priscila Alvear*. She is an Ecuadorian eighteen year old student who has attended a two hour course every day at the Army University. Her participation was by interest and self motivation to improve her writing skill. *Priscila* approved pre-intermediate level during the former term. Therefore, the activities developed focused on assessing the acquired knowledge that belonged to pre-intermediate level. For instance, a pre-test was designed in order to determine weaknesses as the first stage of this process, seven artifacts were followed and each of them aimed at improving progressively, a self-evaluation and a post-test were part of the last stage to establish differences between previous artifacts and the pre-test and in that way obtain the real improvement of the writing skill by working with portfolio.

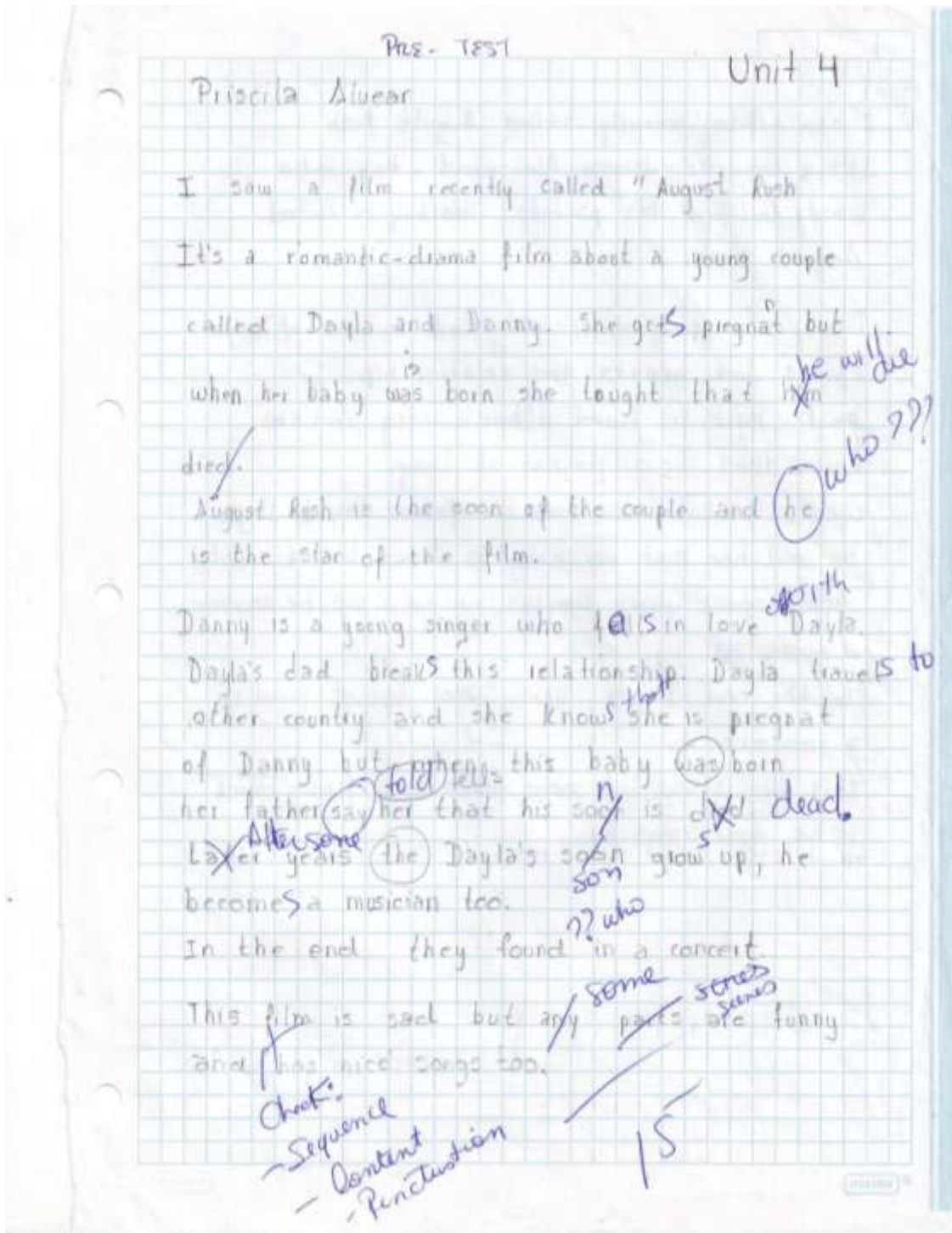
Description of pre-test

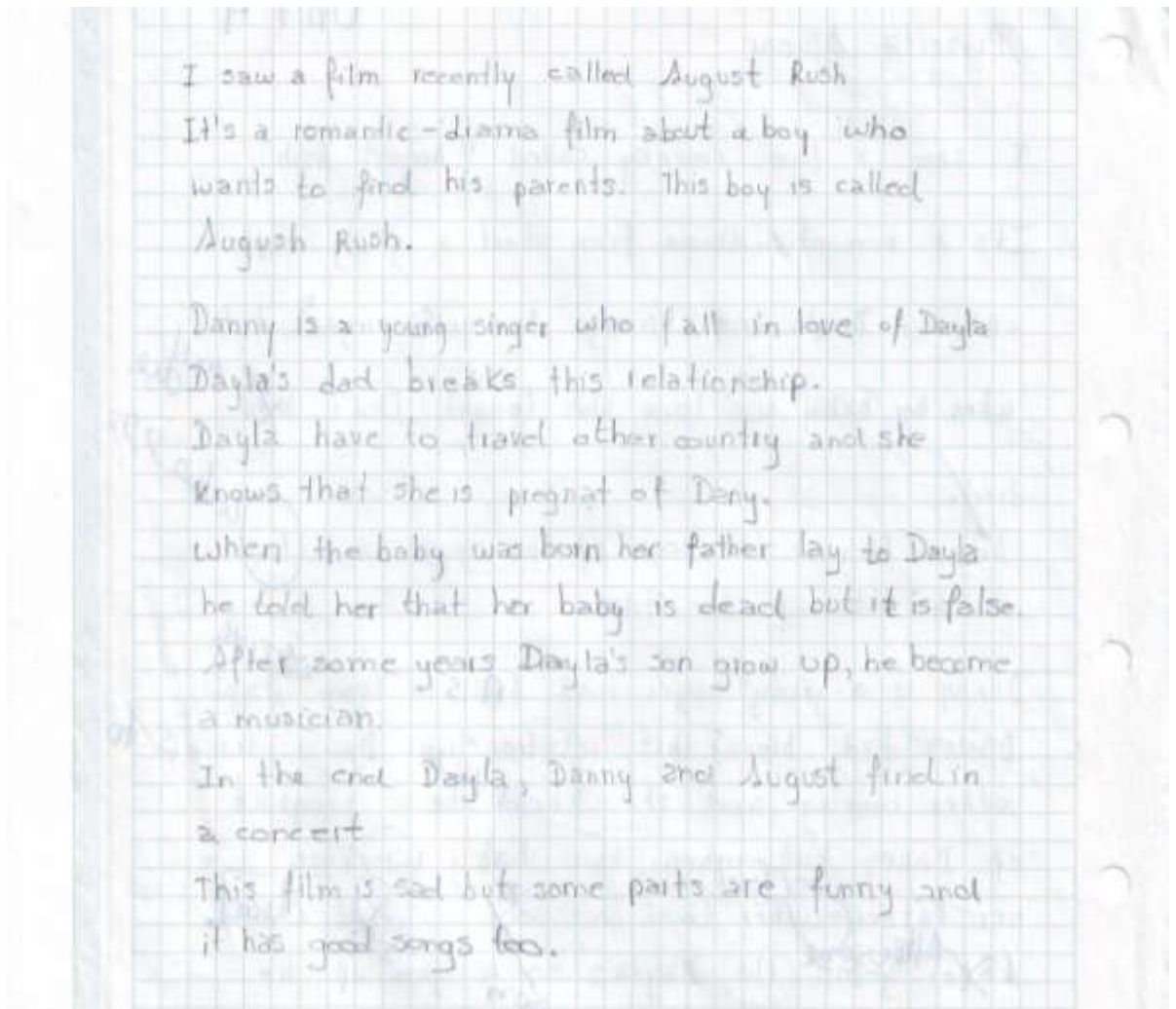
Pre test: The most interesting movie I have seen lately 3/14/2010

In order to establish the level of management of the writing skill that the student has at this level I gave a topic which was narrating a movie she had seen lately. Consequently, the use of basic tenses was the focus of this task, then present simple, past simple, present and past continuous as well as the use of time expressions and linking words. Therefore, the student required to write about a film during fifteen minutes.

Thus, Priscila worked correctly with some of the functions and grammatical aspects such as present simple and past simple. However, she failed at using third singular form (*She know, she get, he fall, she travel*); she combined incorrectly present simple and past simple to refer to the same event (*she get pregnant but when her baby was born she taught that him died*). Moreover, she only included few time expressions. She also had some troubles using some vocabulary (*died* instead of *dead*, *soon* instead of *son*, *parts* instead of *scenes*) mechanics (spelling and punctuation of *pregnat* instead of *pregnant*; *soon* instead of *son*; some missing commas and full stops) and she also omitted some factual information.

Paragraphs were mostly well organized and each one of them contained a specific topic. Overall, Priscila developed a good product; in fact the narration followed a sequence which made it easy to understand the entire product.





1. Artifact No. 1:

An unexpected story 3/21/2012

This writing activity was developed after finishing a lesson about past perfect and past simple which emphasis the management of past tense in general. The purpose of this artifact was giving the learner the chance to practice the grammar in a specific context. Additionally, the learner read a narrative and answered some comprehension questions and also selected a heading for it providing her a “model” of the final product to follow. Afterwards, she analyzed the given narrative and put emphasis on the organization of paragraphs and also selected events that fitted with each paragraph. A possible outline

for descriptions was provided by using some examples that facilitated the organization of the content into paragraphs and specific topics for each one of them.

The learner had the opportunity to write a first draft and twenty minutes were given to develop this activity, then she designed a product with fluency and an improved level of accuracy; she kept making some errors on the spelling of some irregular verbs in past tense (*heard, had prepared*). Thus, Priscila failed basically in using prepositions after specific verbs (*back of me, said me, said her*), but the content reached a sequence and the whole product was easy to understand.

Consequently, the feedback focused on the underlined weaknesses that the learner showed in the first draft. Then, she had the opportunity to write a second draft which constituted the final product in this case. Although, she reached a great improvement related to specific directions and observations she repeated most of the same errors. This fact was negatively surprising, but the analysis given to it might lead to establish that mother tongue interference was the cause for them, especially for those related to prepositions (*behind of me*).

Priscila Alvar

Unit 5

The moment I walked to my house I knew something was wrong.

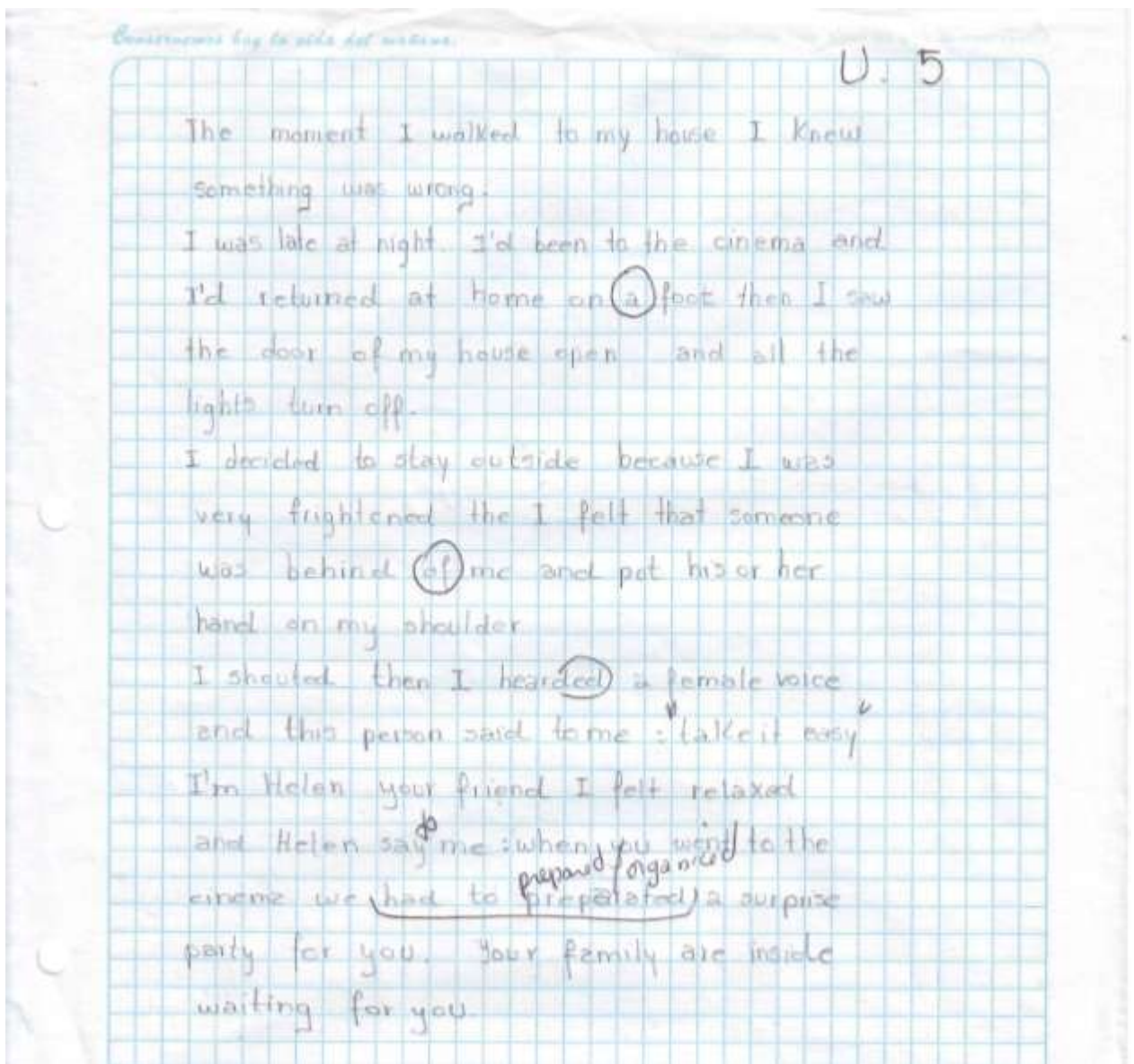
I was late at night. I'd been to the cinema and I'd returned at home on foot then I saw the door of my house open and all the lights turn off.

I decided ^{to} stay outside because I was very frightened then I felt ^{that} someone was back ^{behind} of me and put his or her hand on my shoulder.

I shouted then I heard a female voice and she said ^{to} me: take it easy I'm Helen your friend I felt relaxed and I said ^{to} her that I didn't know what happened in my house and she said ^{to} me: all is great, inside of your house. 777

When you went to the cinema we had ^{to} prepared a surprise party for you. prepared

18



3. Artifact No. 2

Prepositions 3/26/2012

However, this artifact is not a writing sample, may be considered as an important activity since it focused on measuring the capacity that she acquired in the management of syntax and vocabulary related to prepositions. The second part of this activity focused on the syntax and context because the learner was able to establish a relationship between the picture and the corresponding sentence. Therefore, Priscila could easily fill the gaps basing her choices on the correct use of grammar and she was capable to internalize the meanings of the statements by relating them with the graphics.

The overall activity developed by Priscila can be categorized as an improvement since she mainly managed the correct meaning of prepositions; however, she failed in four sentences using some wrong particles such as *to* instead of using *of*. While in the second part of the activity she reached a successful management of the structures and meanings related to pictures.

Priscila Alvar


- write sentences with the prepositions

- 1) Diego Velazquez is behind Maria. ✓
- 2) Jose Nieto is at the back of the room. ✓
- 3) Marcela is behind Isabel. ✓
- 4) The bodyguard is on the left ~~to~~ ^{of} Marcela. ✓
- 5) Maria is on the right ~~to~~ ^{of} Margarita. ✓
- 6) Margarita is in the middle of the room. ✓
- 7) Isabel is at the front of ~~to~~ ^{of} Marcela. ✓
- 8) Maribarbola is behind the ~~to~~ ^{of} ✓
- 9) Nicolas is on the left ~~to~~ ^{of} Maribarbola. ✓

B Vocabulary position

3 Complete the sentences with these prepositions.
 in behind on of to front

- 1 Alice's new boss sits at the back of the office. on the right. True/False
- 2 There is a door to the right of Ms Walters. True/False
- 3 Brian is sitting in front of his computer at the moment. True/False
- 4 John's desk is in the middle of the room, and behind it is the office photocopier. True/False
- 5 Ms Walters has got some books at the front of her desk. True/False



4 .Artifact No. 3

E-mail 3/29/2012

This artifact was given after some additional instruction about the uses of simple present, present continuous and a reinforcement of a possible outline in order to express opinions in a discussion group through an email. The learner had the chance of writing a first draft. The first draft showed that there were not grammatical mistakes; however, she kept failing in using third singular person (e.g. *that help*) and in the paragraph of "*hopes for future*" she added a wrong sentence obtaining a misunderstood paragraph. The elaboration of the final product constituted the next stage in which improvements and corrections were observed by the learner. In fact, Priscila designed a good product when she corrected all errors. Although the overall product can be considered an understandable and a neat piece of writing, it does not reach a real improvement.

On the other hand, the outline was easily followed in the first draft. Thus, she started with a greeting for the group, followed to give personal information (*her name and how she heard about the discussion group*). In the next paragraph she clearly stated her interest in the topic of discussion. The last paragraph aimed to say good bye and the type of signature is appropriated for the informal style of this artifact. Finally, the mechanics, vocabulary and the syntax in general are well developed giving the product a good level of fluency and connection with the reader.

Priscila Alvear Unit 1

Dear list members

14-03-12

I'm Priscila Alvear and I was invited to join this global warming discussion group by Helen Picasso

I'm 18 and single and I live in Sangolquí

with my parents. I'm a student ^{at} the ESPE

University. I'm studying English at morning

classes because I want to travel to EUU

I enjoy playing soccer.

I like to talk ^{of} the environment. I'm working

^{on} a project that helps to save the energy.

I think that the global warming is a serious

problem. I'm sending my project and I

consider it has interesting ideas.

I'm looking forward to learning more about

environment ^{for better my project}

and I hope I can contribute something too.

Best wishes

Priscila



Unit 1

①

19-03-2012

Dear list members

I'm Priscila Alvear and I was invited to join this global warming discussion group by Helen Picasso.

I'm 18 and single and I live in Sangolquí with my parents. I'm a student at ESPE University.

I'm studying English because I want to travel to New York.

I like to take care of the environment. I'm working on a project that helps to save the energy

I think that the global warming is a serious problem. I'm sending my project and I consider it has interesting ideas.

I'm looking forward to learning more about environment.

I hope I can contribute something too

Best wishes

Priscila

5 .Artifact No. 4

Reply a letter 4/3/2012

This writing activity consisted in developing a letter that focuses on exchanging personal information following an informal style. Therefore, the arrangement of this letter required an outline that was previously analyzed during class time through reading a model of letter.

Some techniques were established to obtain a product of quality, thus it was firstly established that this letter belongs to an informal style. Consequently, it is mainly used to communicate among friends, it also requires the writer to: ask the reader questions, write about people and facts the reader knows, express personal feelings about the news in the letter and use written expressions similar to *hello* and *goodbye* in spoken dialogue.

For instance, Priscila´s letter replied the following letter:

Dear Priscila

How are you? I´m fine. I´ve just moved into my new flat and it´s brilliant. It´s such a great feeling having a place of my own, although I´m absolutely exhausted after moving all my boxes!

My neighbors Angela and Bruce are nice, although their kids are quite noisy. However, school term starts next week, and Angela says they ´will be quieter then. Anyway, I can´t complain. I´m quite noisy myself, as you know!

By the way, bad news about me and David. We´ve split up. It was really hard but I think it was the right thing to do. I´ll tell you all about it next time we meet.

Last time we met, you said you were going to move flat as well. Have you moved yet? What´s the new place like? Is it a nice area? Do you get on with the neighbors? Write soon and tell me all about it!

Love from

Marissa

After reading this letter she had time to understand and organize the ideas to develop the letter since it was not possible to design a first draft. The analysis of the letter gave the following results: she followed the outline and arranged paragraphs according following it by including a topic in each paragraph.

Moreover, she managed to connect ideas using linking words such as *by the way*, *however*, *anyway*, *although* which were part of the previous instruction by joining ideas in previous exercises.

Additionally, the informal style that this activity required was well selected; the quality of content is interesting and well developed. In fact, she was able to share details in a smart way addressing the questions in order to switch personal information. The errors that she made are few and most of them are related to spelling, a couple of prepositions and the spelling of verbs in third singular person. Furthermore, the student was able to manage most of the linking words throughout the letter which was an achievement at this stage.

Priscila Alvear

Unit 6

Dear Ashley

I received your letter. I'm so pleased for your new flat Ashley. Well now I live in a new place. It is quiet but ~~it~~ is sometimes very noisy, but I feel good in this place.

Sur and George are my new neighbours they are friendly with me, although they sometimes fight each other.

Andy is my ~~other~~ neighbour. He is a teenager and lives ~~in front~~ ^{of} to me. He plays the piano. However, I can listen ~~it~~ and it is relaxing for me.

I guess that you don't know that Mark our old friend of school lives ~~next~~ ^{to} next to me. It was very surprising

By the way, do you remember Mark? Will you like to meet ~~at~~ him?

Write soon and answer me about it!

Kisses

Fran

18

6. Artifact No. 5

***Letter of application* 4/9/2012**

This artifact focused on writing a letter of application which was based on a given advertisement that invited people to participate in a reality show. At this time the learner did not have the drafting stage. This writing activity was developed after working on extensive vocabulary related to physical appearance, personality, clothes and feelings. The grammatical points that were covered before doing this artifact were related to future intentions.

The application letter designed by Priscila responded to a well organized outline based on a given “model”. In fact, the plan she used was appropriate for this formal style of letter and she also included all possible items such as personal information, background, physical description, personality, attitude and availability. Surprisingly, she was able to combine the formal style creating a funny character with an unusual content which might engage easily the reader with the entire product.

Additionally, mechanics such as spelling and punctuation were improved in a significant way. Moreover, paragraphs also reached a higher level than the former artifacts, thus the topic sentence stated in the first paragraph is persuasive, the second paragraph included background and the last paragraphs provided detail description of characters’ personality in a comic way.

Paisala Alvear

17th / March / 2012

Unit 7

12 Rose Lane
London SE20 9JF

17 March 2012

Change Your life TV
PO Box 2998
Bexhill, Surrey

Dear Sir or Madam

I'm writing in response to your advert in the Evening Times for participants in a TV reality show. You said you wanted a variety of people. I think I have a lot of interesting things. I think I would be a good candidate for your programme.

I'm 18 years old and I was born in Japan but when I was 4 years ^{old} my family ~~bring~~ ^{bring} me here. I'm very tall. My height is 2 metres, one of my arms is smaller than the other. In my head, the half of my hair is curly and the other half is straight.

In my hands, I only have 4 fingers, but I can do many things with my hands for example: I paint very well.

Many years ago, I had a problem with my skin, all my body was white but after of the problem my legs are black. My nickname is milk and chocolate

I'm generous but sometimes I'm aggressive and I don't

Very excited

20

ESTILO

mind what people think of me.

At the moment I'm free, so I will be easily available to participate in your programme.

Please find my photograph enclosed

best wishes

Floripondia Hong

Correction

I'm 18 years old and I was born in Japan but when I was 4 years my family brought here. I'm very tall

My height is 2 metres one of my arms is smaller than the other

In my head the half of my hair is curly and the other half is straight

In my hands I have only 4 fingers but I can do many things with my hands for example I paint very well

7. Artifact No.6

A travel recommendation 4/17/2012

This writing activity consisted in designing a blog following some stages in order to focus on a process more than on the final product. For instance, some strategies were previously analyzed such as placing the main topic in a circle in the middle, think of words connected (subthemes) with the topic in order to design a list of words and arrange them into the mind map. The process started by selecting an interesting place

to visit; after the learner had to assemble a mind map and finally the most important aspects were chosen to give details about them.

The type of writing activity led to develop an entire product through following a process; for instance the use of drafting technique was not selected. Therefore, Priscila worked on this activity step by step. Thus the selected place was Quisapincha (a small town in Ambato) , then she designed the mind map with these selected key aspects like location, transport, possible needs and problems for visitors, activities to do there and landscapes to see.

The overall writing revealed that Priscila really managed to brainstorm relevant aspects to be described in a blog; she also did a good work related to the organization of a specific aspect per paragraph. Topic sentences were really clear stated and there was an excellent fluency throughout the entire product. She provided helpful information giving details, also directions were well described and she included new vocabulary.

However, she made some mistakes related to mechanics and syntax the general improvement that can be observed responds to a positive work since this artifact constitutes a better product than the former ones.

Unit 11

Piscila Alvear

A travel recommendation Quisapincha

If you're going to Ambato, you ought to visit Quisapincha, which is in the west of the ^{city} Ambato.

It's a really interesting place and it is on the mountain.

It's a 12-kilometre walk from Ambato to Quisapincha. You need to wear warm clothes and you have to take a ^{sunscreen} sun hat because the sun in the highland is very strong. ^{longer}

Also you should take a bottle of water.

First of all, you take a bus in the center of Ambato to Quisapincha. You have to pay \$ 1 and you come ^{to} the place then you decide where you want go. You can go to the Family Park, here you should do a picnic or you should take photos after that you can go to buy hand crafts or leather clothes. It is a famous place for its good leather.

Unfortunately ^{at} here there aren't hotels so you have to return to the center of Ambato. However, we think Quisapincha is a secluded place for ^{to} enjoy with your family.

19, 5

8. Artifact No. 7 16/04/2012

An interesting festival

The aim of this writing activity was to reinforce the process of writing a narrative through organizing a brainstorming of aspects in a mind map. The topic was an interesting festival and each learner had to follow the process. For instance, Priscila designed the mind map with possible aspects about the topic, and then she selected the most relevant points according to her opinion.

She selected the following topic *Day of dead* which got four categories in the mind map such as *where, when, origin, events* and *people* with their subcategories were part of the brainstorming stage. After, she decided to write about each chosen aspect distributing the information in different paragraphs.

Additionally, the designed blog addressed easily the reader by using direct questions and establishing in that way a possible direct dialogue to make it more interesting.

In general, the content was interesting, informative and each paragraph focused on a specific topic; additionally, the questions were appropriate and were placed correctly to make the reader feel more interested in the content.

Finally, it is not so difficult to notice that syntax, mechanics, vocabulary, fluency, development of ideas and descriptions have been improved notoriously reaching a good management of the writing skill.

Name: Priscila Alvear



Hi there I'm back again!

I want you to know that here in Ecuador is the day of the dead, this celebration happens every year on November 2nd. I've been trying to find more information about this celebration and now it's time to visit the cemetery and buy flowers.

What Ecuadorian people celebrate the day of the dead? you say; Yes, it's been a tradition of hundred of years, nobody knows the exact origin of it, but also countries like Mexico and Peru celebrate it.

In this day Ecuadorian people go to the cemetery and buy and leave flowers on the tumb of their familiars and friends that have passed away.

So what happens in this day? They use to prepare special food like bread with the form of a child and colada morada which it's a drink made with different kind a fruits and it's very delicious.

Some people go to the cemetery give serenades to the dead and sometimes they leave the food that they prepared on the tumbs, I know it sounds crazy but it's

9 Artifact No. 8: SELF EVALUATION

The self evaluation was a relevant activity for Priscila since it led her to establish her weaknesses and strengths as well as the level of improvement she has achieved so far. Therefore, she was able to analyze carefully some aspects in which she had to continue working on and she was eager to work more on the writing skill since she realized that she succeeded in most of the items throughout this study.

Moreover, it is important to point out that the self evaluation tends to assess those aspects related to contents and useful strategies about the writing skill. In fact, it does not require the student to express any opinion about the process since the purpose of applying this test was measuring the improvements and it did not focus on the participant's opinion.

Finally, the results of the evaluation showed that the student internalized most of the instruction since the results are positively revealing a high score obtained.

SELF EVALUATION

Name: Piscila Alvarez

A. IMAGINE YOU WANT TO JOIN A DISCUSSION GROUP. DECIDE THE ORDER OF THESE HEADINGS TO OBTAIN AN EMAIL.

-my general background and interests ³

-my hopes for the future ⁵

-greeting ¹

-goodbye ⁶

-my interest in the topic of the discussion group ⁴

-my name and how I heard about the discussion group ²

B. USE NARRATIVE TENSES TO ORDER THE STORY.

My phone rang..... a.....and then I left the office.

b.....after I'd left the office.

c.....while I was leaving the office.

1. b.....first green, then blue

2. a.....first blue, then green

3. c.....green and blue at the same time

What tense are the verbs in green?

Order these actions using the three narrative tenses

1. Watch TV

have dinner

2. Listen to the radio

make lunch

3. Read the newspaper

travel to work

I watched TV and then I had dinner
I listened to the radio while I was making lunch
I read the newspaper while I was traveling to work.

C. COMPLETE THE FOLLOWING TALE WITH THE TIME EXPRESSION IN THE BOX.

After

during

finally

for

later

next

when

I'm from the west of Ireland, originally when I finished university, I decided to leave Ireland to find work. Although I missed home, I enjoyed living in London for a while. But after two years, I felt I needed a change, so I bought a ticket to Ecuador, a country that many of my friends were talking about. Two months later I was in Quito, a beautiful city high up in the mountains. First, I explored the city. Next I decided to walk on the old Inca Trail, the Camino Real. It was hard work, but the views were just wonderful. After the walk, some clouds came down and it was difficult to see. Then I heard this magical Irish music. It reminded me of home.

For a while, I thought I was dreaming! I just couldn't believe it. The day after that, while I came down for breakfast at my hotel, I finally discovered the truth. Someone was practicing Irish music in the hotel gardens. It was an American tourist who was making the magical music of home!

D. COMPLETE THE SENTENCES WITH WHO, WHICH, THAT, OR NOTHING IF YOU THINK IT IS POSSIBLE TO LEAVE OUT THE RELATIVE PRONOUN.

1. He is the man who the police were following.
2. It was a computer virus which he sold to criminals that caused all the problems.
3. It was these criminals who used it to get government information.
4. The government had to change the energy programme that it had planned.
5. His body was found in a car which he had rented for a holiday.

E. CHOOSE A FESTIVAL YOU KNOW AND COMPLETE THE MIND MAP.



F. COMPLETE THE FOLLOWING OUTLINE IN ORDER TO WRITE A DESCRIPTION OF A FILM OR BOOK

- Paragraph 1 : title, type of film, setting
- Paragraph 2 : the main the key characters, how the story begins
starts
- Paragraph 3 : a good moment in the film, a final opinion about the film and actors

10. Post- test

After the application of the self-evaluation some key aspects were taken into account such as the use of simple present and present continuous was reviewed. Thus, it was highlighted that present simple describes states, habits and permanent or long-term facts. Additionally, it was established that present continuous is used for actions happening at this moment and actions happening these days. The spelling rules for third singular form were also emphasized according to verb endings such watch: watches, wash: washes, try: tries, etc. Some key verbs in past; sentence agreement according to the events as well as some irregular verbs in past were also analyzed. All these

structures were evaluated with the purpose of providing the learner enough tools to enrich her writing skills as well as her knowledge about syntax.

This test contains three parts; in the first part a dialogue was required to be completed by selecting the correct form of the verb between present simple and continuous basing the choices on the verbs given in brackets and in the correct function of each structure. The second part focused on evaluating present simple in the third singular form (spelling) of different verbs. The last part checked some vocabulary and the past tense of some irregular verbs.

Priscila's test showed a great improvement in most of the items; however, she failed in two items about present simple and present continuous, especially in those cases where she had to use third singular form and questions.

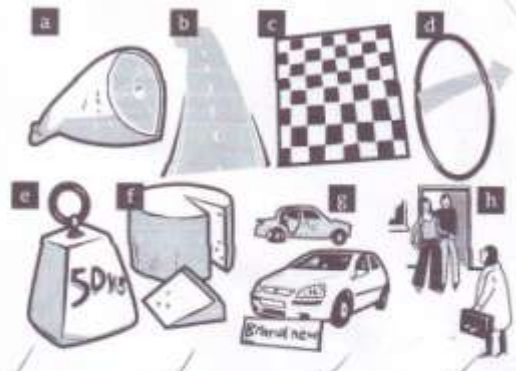
Overall, the obtained results permitted to determine that there is a good level of improvement in recognizing functions, organizing ideas into paragraphs, using correct structures in context and the internalization of some irregular verbs in past tense.

Priscila Alvear

Post Test

- 2 Complete the conversation with the correct form of the verb in brackets. For some, both the present simple and present continuous are possible.
- A So, tell me about your new neighbours.
 B Well, I don't know much about them yet, but they're a young couple with a baby, and they ¹ look (look) like nice people. Apparently, the wife works in the local hospital.
 A Oh? Is she a doctor, then?
 B No, I ² don't think (not think) so. Her husband said she ³ organizes (organize) the food and meals there, that sort of thing.
 A Right. And what about him? ⁴ Does he work (he work) at the hospital too?
 B Well, he ⁵ isn't going (not go) out to work at the moment.
 A Why not?
 B Because he ⁶ is looking after (look after) their baby at home. They ⁷ have (have) a 10-month-old baby girl. She's very sweet.
 A So what ⁸ does he normally do (he normally do) when he ⁹ isn't taking care (not take care) of the family?
 B Erm, I think he told me that he ¹⁰ is (be) some kind of technician.
 A So, do they make (they make) a lot of noise?
 B Well, the baby ¹¹ cries (cry) a lot, of course. But they're quite quiet. They ¹² don't argue (not argue) much, for example. Not like the neighbours we had before. They shouted so much that we couldn't hear the TV!

2 Match the words with the pictures.



- 1 board 3 meat 5 piece 7 through
 2 guest 4 new 6 road 8 weight

- 3 Write the missing words. Then write the word in exercise 2 which sounds the same.
- 1 past tense of 'ride' (vb) rode (road)
 2 past tense of 'know' (vb) knew (new)
 3 past tense of 'throw' (vb) threw (through)
 4 past tense of 'guess' (vb) guessed (guest)
 5 not interested (adj) bored (board)
 6 opposite of war (n) peace (piece)
 7 if your bus is late, you have to (vb) wait (weight)
 8 when you (vb) meet someone new, you say: 'How do you do?' (meat)

3. Complete the readings about the Somma family with the verbs in parentheses. Pay attention to pronunciation and spelling.

1. My brother Mike tries (try) hard in school. He studies (study) a lot. He also spends (spend) a lot of time on sports. He plays (play) a lot of different sports. He especially enjoys (enjoy) swimming and soccer. He hates (hate) to be bored.
2. My father works (work) very hard. In fact, he usually stays (stay) at the gas station until late at night. He says (say) that he tries (try) to take a vacation. But he never has (have) time. He worries (worry) a lot about money. I worry a lot about him. Money buys (buy) food, but money doesn't buy good health.

CHAPTER III: TEFL PORTFOLIO

1. TEFL PROGRAM PORTOFOLIO

This portfolio was developed based on TESOL/NCATE standards. The current portfolio focused on five different standards and each one includes an artifact that belongs to an assignment of some courses. They are followed by a rationale in order to demonstrate how the content has been developed throughout the Master's program. Additionally, this description provides details of the quality of research that has been done to fit with the TESOL standards and guarantee in that way its wise use in the TEFL classrooms or academic spaces in future professional experiences.

This current master program in TEFL has given students the opportunity to develop a great number of standards which have been accomplished by performing different activities throughout the different courses. Additionally, the high level of instruction that has been provided will constitute a significant achievement making a big difference in my professional life.

For instance, the following TESOL indicators have been selected; the main domains are listed with the corresponding standard and indicator with its artifact and rationale to support the level of acquisition that this program has provided.

Domain 1: Language

1.1.1.a Language as a system

1.a.2. Apply knowledge of *phonology* (the sound system), *morphology* (the structure of words), *syntax* (phrase and sentence structure), *semantics* (word/sentence meaning), and *pragmatics* (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.

Name of artifact: Conditional Sentences

Date: June, 2010

Course: Structure of English



CONDITIONAL SENTENCES

Topic: Three types of conditional sentences for intermediate adults students of EFL class.


Designed by: Alexandra Zapata



FIRST CONDITIONAL

Activity No. 1 Read the following example and answer the questions that follow.

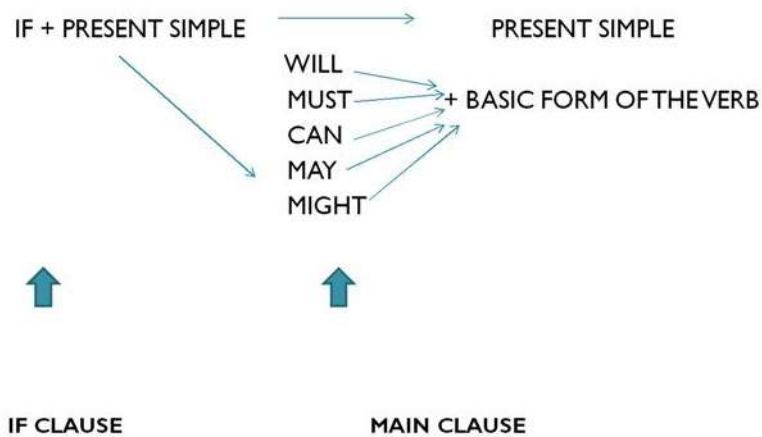
Example: *If It snows , it will be very cold*

- 
- Does the sentence refer to present, past or future ?
 - Is it possible that it snows ?
 - Does the sentence express a condition ?

Check answers

- it refers to the present/ future.
- yes, it is possible.
- yes , it expresses a condition.

PATTERNS OF THE FIRST CONDITIONAL SENTENCE:



USES OF FIRST CONDITIONAL:

• *If + present* → *present*

• **-If I don't sleep well , I always feel upset**

Meaning of the "if clause ":

- To express a habitual activity or situation.

- **Glucose increases in your blood , if you consume great quantities of carbohydrates.**



- Meaning of the "if clause "

- To express an established , predictable fact.

MORE USES:

• *If + present simple* *will, may , can + basic form of the verb*

• *-If I work hard , I will buy a new car.*

• **Meaning of the "if clause" :-To express a situation that is possible to happen in present or in future .**

SECOND CONDITIONAL SENTENCE

- Activity No. 1. Read the examples and answer the following questions.

- *If I had a lot of money, I would go to South Africa 2010.*

- * *If We did not have class, we would watch the match .*

-Do the sentences refer to present, past or future ?

-will we watch the match?

-will I go to South Africa ?

-do I have a lot of money?



Check answers

- -They refer to the present/ future
- -No, we won't
- -No , I won't
- -No , I don't.

Patterns

- If + past simple → would, could, might + base form

↑
• IF CLAUSE

↑
MAIN CLAUSE

TO BE

- If + were → would, could, might, + base form
- (were is used with all the subject pronouns : I , you, he, she , it , we, they)

USES OF SECOND CONDITIONAL SENTENCES

- *If I were the President of Ecuador , I would help poor people .*
 - Meaning: Untrue in present / future

If We did not have class, we would watch the match.

Meaning: Unreal statement in present or in future.

Real situation: We have class, and it is not possible for us to watch the match.

THIRD CONDITIONAL SENTENCE

- Activity No. 1. Read the following examples and answer the following questions.
- ***If we had been to South Africa, we would have seen all soccer matches live.***
- ***Brazilian soccer team would have played the final match , if they had beaten Holland.***
- -do the sentences refer to present, past, or future?
- -had we visited South Africa ?
- -had Brazilians beaten Holland ?

Check answers

- -they refer to the past.
- -no , we hadn't
- - no, it hadn't

PATTERNS

- If+ past perfect → would have+past participle



- IF CLAUSE



- MAIN CLAUSE

USES OF THIRD CONDITIONAL

- If I had had enough money , I would have gone to South Africa.
- Meaning: Untrue, Unreal situation in past

Real situation: I did not have enough money, and I couldn't go to South Africa.

Error analysis

- Activity : Underline the error and correct the following conditional sentences.

- If I was a famous person, I would travel a lot.
- She would have been a good doctor, If she had enough money.
- They will win, if they played very good.
- If he wakes up early , He will be on time.

Rationale

This artifact was selected since it focused on improving the management of language features such as phonology, morphology, syntax, semantics and pragmatics. Then, the purpose of teaching conditional sentences was to strengthen all of these elements in order to promote the internalization and appropriate linguistic application in meaningful situations.

Therefore, the given structure provide students with enough language skills and linguistic features that permitted them effective communication using the target language through expressing ideas , opinions and statements working with the different language skills of speaking, reading and writing.

Additionally, this type of material constitutes a useful tool to be used in EFL classes because it really allows students to visualize patterns making in that way easier for them to observe rules, functions and mechanics.

2.Domain 2: Culture

2.1.Standard 2. Culture as It Affects English Language Learning

2.e. Understand and apply concepts about the interrelationship between language and culture.

Artifact: No gaps and overlap rule

Date: March, 2011

Course: Sociolinguistics for TEFL practitioners

Sociolinguistics for TEFL Practitioners

Assignment No. 1

“No gaps and overlap rule”

by

Carmen Alexandra Zapata

Universidad Técnica Particular de Loja

Nova Southeastern University

March, 2011

How do people in your community react to Antiguan speech style, or to the American Indian speech style that Saville. Troike talks about?

Do you have the “no gap” or the “no overlap” rule in your speech community? How do people interpret breaches of the rule?

I am going to describe some communicative events from the speech community of a big city that is Quito and also a small town that is called Machachi in order to reply the given questions above.

After observing different groups of people I may state that the no gap and no overlap rules have to be analyzed according to the location where the communicative events take place as the most relevant factor to be taken into account. Moreover, as an observer I can claim that also age is one of the facts that establish great distances between the characteristics of conversations among young people and adults; and finally gender also determines some variations in the type of conversations. The given factors lead to describe and analyze the following kinds of communicative interactions. The type of interaction and the place where it takes place really determines a difference between the type of communication in Quito and in Machachi.

The analysis of some formal and informal situations can lead to conclude that people from Quito at any age try to follow a conversation that **does not have gaps**. People try to keep a “pace” of the conversation no matter if the situation is formal or informal. I can claim that there is a necessity **to avoid gaps** between the speakers because the situation can become embarrassing or boring if there is a space of silence. With this purpose it is

acceptable to change the topic or to say something additional to the main topic in order not to feel like the conversation has concluded abruptly.

The **gaps** are also minimized in the conversations among people from Machachi, but the speaking interaction shows a little variation to change the topic. The idea is to keep talking no matter if the conversation has or not a real purpose. Additionally, these people do not go to the point, in fact it is really difficult to understand the purpose of the conversation because they start giving details and after a long talking they express the objective , necessity , query or real reason for the conversation.

However, the **overlap rule** may be observed easily among people from Quito. Speakers usually do not wait for their turn, they just talk without waiting until the other speaker finishes. This situation is easily observed in informal events as well as formal ones. What I can express at this stage as a personal point of view about this factor is that it may be the result of the lifestyle that people from big cities have. Big cities are characterized by hurry, people live in a hurry and perhaps they try to interiorize it as a natural part of their communicative resources, unconsciously.

Although, Machachi is a small town with a peaceful lifestyle almost the same happens there because speakers cannot interact following a sequence of turn taking, speakers tend to interrupt. Consequently, I have to express that the overlap rule has become an essential part of the Ecuadorian culture and it does not depend on the lifestyle. The type of conversation would determine the no gap or no overlap, thus an informal conversation will vary drastically from a formal one. Additionally, it should be helpful to point out that

turn taking can be defined as each time that a person talks and it ends when another person starts talking

Moreover, an interesting event can be observed and it might be kind of picturesque that some groups of people maintain a conversation in different places such as parks, streets, stores, corners. The difference between the lifestyle may allow young or adult people to stay sharing in conversations because they have available time to do it.

The gender and age of the participants of a conversation are also important factors that determine the type of conversation and the vocabulary that men as well as women use throughout the interaction among speakers of the same genre. Both in the city of Quito and in the town of Machachi, and maybe in all our country conversations in which the speakers are young men the tendency seems to be using a vocabulary that may be considered as impolite. It is commonly to hear some words that may belong to slang or popular language such as “mi piel” to refer to a girlfriend, “esa man” instead of saying that girl, “mi bodi” or “mi brother” when they refer to a guy . Women tend to be more polite than men when they are talking with speakers of the same sex. However, it is possible to hear some terminology that both men and women say such as “estoy camote” which means I am in love, “cachudo/a” which means that the couple has been disloyal, “aguado/a” which means that is a kind of boring person.

Finally, it is interesting to describe also some aspects that are really different in both places, then I am going to start describing greetings in the two places, then I want to show that according to Malinowsky (1923) greetings are used with the purpose of starting an

interaction and that is why he called the phatic communication because it does not achieve real conventions, but they accomplish joining. In that way I can describe the two different cases. In Quito it is common to observe in public places that sellers, clerks greet the client at first time. While people from the small town omit this step and they ask directly the product the client wants, they seldom greet the client inferring with this situation that for these people it is not important to establish empathy. However, in formal situations and events in both places people greet each other trying to establish an empathy that allows participants to achieve a level of acceptance in the different groups.

I can conclude about these situations of greetings and the specific vocabulary used according to the gender is that I think they are a good example to support that there is great influence of social class as Guy (1988) claims in his article *styles, gender and social class on the language*. As well as culture of each group of people in the way that Goodenough's definition (1997) states.

A society's culture consists of whatever it is one has to know or believe in order to operate in manner acceptable to its members, and to do so in any role that they accept for any one of themselves.

On the other hand, something that is observed in spoken interaction of people from both places may be the distance that they follow when they have a conversation. I think Ecuadorians in general stay very closer when they are talking in a group or person to person.

Moreover, in both places some factors are managed in the same way by speakers, that is the case of talking to superior people, for example at work, at school , universities , at the bank, where the superior does not show the same level of politeness that the inferior

shows. This situation is also repeated when people meet strangers or people who come from other place. The characteristic of the conversation is underlined by a high level of politeness, which is bidirectional.

It is really important to analyze the theory of ethnography that Hymes (1974) proposed in order to achieve a complete knowledge about this topic. Thus, in his theory he describes some factors that determine the type of communicative interaction that people follow in different circumstances and places.

For instance, it is fundamental to point out the acronym SPEAKING that this author claims in order to underline the different factors that are related to this topic.

Setting and the scene

The first underlines the place and time in which the conversation takes place and scene refers to the cultural definition of the occasion. Therefore, it depends on the level of formality in which the conversation is carried on.

Participants

It is constituted by the possible speakers in different situations such as speaker-listener, addressor-addressee and sender –receiver.

Ends

This factor is related to the goals that the participants want to achieve with their conversation. Consequently, this factor will depend on the scene.

Act sequence

The different forms of speaking such lectures, informal conversations, greetings determine the different kind of language.

Key

This aspect is underlined by the manner that any message is transmitted, if participants interact seriously, precise, sarcastically and so on.

Instrumentalities

This factor is related to the channel that the participants select to communicate with the following variations: written, oral with its dialect, code or register. The use of the same instrumentalities might constitute the main tool to accomplish an effective level of interaction.

Norms of interaction and interpretation

The selection of Behaviors and characteristics of the language are relevant according to where it is being used and the culture that is interacting.

Genre

This interesting term focuses on the genre that may be the more appropriate depending on the occasion. Therefore, there is a variety of genres such as poetry, lecture, prayers, editorials and so on.

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Rationale

This artifact led me to observe and analyze carefully some sociological aspects that are usually highlighted when learners are using their mother tongue. In fact, some rules about speech community were determined by observing groups of people from different ages and background in specific places located in Ecuador.

Therefore, it was established that there are some differences which depend on the age of speakers and also the place; giving way to develop a fruitful analysis of ethnography according to some sociolinguists' theories. For instance, this artifact allowed me to establish cultural differences between mother tongue and English foreign language which has been really useful for me as an English teacher in order to develop strategies that focus on teaching culture as a transversal axis, as a continuous aspect of the curriculum during my English classes.

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

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

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

Name of Artifact: Thematic Unit Plan

Date: April, 2012

Course: International Applied Professional Experience

Thematic Unit Assignment

International Applied Professional Experience

by

Alexandra Zapata

Universidad Técnica Particular de Loja

Nova Southeastern University

April, 2012

1. Theme

a. Identify the theme

This thematic unit is developed in the context of Ecuadorian typical food in which there is a variety of dishes, however only few of them have been selected to be covered. The purpose is to develop student's vocabulary and knowledge about the origin and preparation as well as improve their language skills.

The dishes that our Ecuadorian food offers are magnificent, in fact the three main regions have special recipes according to the products the land produce and animals they grow. Thus, Highlands's typical food is based on potatoes, crops, cheese, avocado, pork and guinea pig. For instance the following dishes are studying in this unit.

Guinea pig: It became a source of food as early as 5000 BC by tribes in the Andean region (Colombia, Ecuador, Peru and Bolivia) and it was prepared only in special indigenous ceremonies, but since 1960s societies accepted it better as part of their diets. Guinea pig meat is low in fat and cholesterol but high in protein which constitutes an additional benefit to its tasting. The recipes with guinea pig might show a little variation which goes from fried, broiled, roasted, in soup with many potatoes (*locro de cuy*).

The most traditional dish with guinea pig among Ecuadorians is the "Aji de Cuy", which consists of a roasted guinea pig, potatoes, avocado, lettuce and a sauce of chili with onions and spices.

Fried pork (fritada): Its origin comes from colonial times around 1800s and its main ingredient is pork. Its preparation is special because the pork has to be cooked for a long time in a big pan with boiling water and spices such onions, garlic, herbs, after it has to be fried with pork fat until it gets completely crunchy. It is usually served with mote (cooked corn), tostado (fried corn) and choclo (sweet corn).

Mashed potatoes with cheese (llapingachos): The term has its origin in the Quichua word "llapi" which means mashed. It is a dish that was originally consumed by people from the Andean mountains due

plantains in a variety of preparations have been the main ingredient in most of the dishes from the coastal region.

Consequently, it can be claimed that Ecuadorian typical food is the result of our ancestor's customs, habits and the influence of other closer cultures obtaining in that way wonderful and delicious mixtures to be tasted by Ecuadorian people and by visitors.

Finally, this theme focuses on making students reflect about culture taking into account that it constitutes a great number of aspects that govern people's lives in different places of the globalized world. Therefore, it is a complex task to obtain a single definition since it is related to beliefs, behavior, customs, lifestyle, in general all strategies that individuals have developed to ensure their survival throughout History in the societies. Teaching English as a foreign language is also a great task since this language is part of other culture and it embraces enormous differences and few similarities. Consequently, the process of teaching English requires incorporating cultural aspects with the purpose of leading students to accomplish authentic knowledge of the language in meaningful experiences.

b. Introduction:

It is a group of thirteen students who belong to the English proficiency program at the Army Polytechnic School. This institution is a public Ecuadorian college which is structured in departments and one of these is the Department of Languages which offers the sufficiency in English language at the end of eight levels. Each level lasts ninety hours, but the program offers two levels per term with ten hours weekly and two hours of sixty minutes per day.

This class counts with a 90% of students who are part of the different faculties from the institution, while the 10% of students come from high schools or other institutions. Their English

about the preparation of different recipes and investigation about the relationship between history and dishes they are interested in.

1. b.1. Language acquisition and development

Candidates:

Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.

Students are able to accomplish a level of understanding of the different concepts and definitions supporting the studied field through clear explanations and appropriate input given by the teacher.

1.b.5. Language acquisition and development

Candidates:

Understand and apply knowledge of the role of individual learner variables in the process of learning English.

Teacher takes into account the learning styles of individuals in order to transmit concepts and language features using different strategies that facilitate student's internalization in order to make candidates feel confident and highly motivated throughout the process of language acquisition.

Domain 2: Culture

Standard 2. Culture as It Affects English Language Learning

2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.

proficiency level is elementary and they are starting the level which will be developed during 90 hours. Every unit will be developed during ten hours of class (Monday to Friday).

The current unit contains five lessons and they have been structured to facilitate that the four language skills of reading, writing, listening and speaking will be developed during each lesson through different activities. This thematic unit focuses on supporting the identity of students and their culture, with their traditions and customs.

2. Goals

a. Content TESOL Standards

Domain 1: Language

1. a. 1. Language as a system

The candidate :

Demonstrates knowledge of the components of language and language as an integrative system.

Candidates are able to manage spoken and written skills of communication with accuracy and fluency according to their proficiency level using the language features in the given context through stating ideas, asking and answering questions, designing charts and label stages.

1. a.2. Language as a system

The candidate:

Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.

Teacher provides students enough tools in order to practice pronunciation, spelling, linking ideas to be able to use them in activities related to the theme such as short expositions

Candidates reflect on their customs through analyzing typical food origin, finding out more traditional dishes and becoming conscious about the importance of keeping them as part of their culture and identity.

2.e. Understand and apply concepts about the interrelationship between language and culture.

Candidates design a project in which they transmit new information about origin of typical dishes and varieties of the same dish according to the region using the target language and the new knowledge in the given context.

2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.

Teacher provides a great number of technological sources to encourage students to implement their use to research in order to post a blog about similarities and differences between geographical regions and the typical food in our country

Domain 3. Planning, Implementing, and Managing Instruction

Standard 3: Planning for Standards –based ESL and content instruction

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

Teacher is able to follow TESOL standards to state objectives that can be easily reached by students and also teacher regulates contents which lead candidates to accomplish the stated objectives.

3.a.2. Create supportive, accepting classroom environments

Teacher establishes a motivating environment based on group work and pair work that lead candidates to interact actively showing respect and tolerance about cultural aspects.

Candidates reflect on their customs through analyzing typical food origin, finding out more traditional dishes and becoming conscious about the importance of keeping them as part of their culture and identity.

2.e. Understand and apply concepts about the interrelationship between language and culture.

Candidates design a project in which they transmit new information about origin of typical dishes and varieties of the same dish according to the region using the target language and the new knowledge in the given context.

2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.

Teacher provides a great number of technological sources to encourage students to implement their use to research in order to post a blog about similarities and differences between geographical regions and the typical food in our country

Domain 3. Planning, Implementing, and Managing Instruction

Standard 3: Planning for Standards –based ESL and content instruction

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

Teacher is able to follow TESOL standards to state objectives that can be easily reached by students and also teacher regulates contents which lead candidates to accomplish the stated objectives.

3.a.2. Create supportive, accepting classroom environments

Teacher establishes a motivating environment based on group work and pair work that lead candidates to interact actively showing respect and tolerance about cultural aspects.

3.a.3. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency learning styles, and prior formal educational experiences and knowledge.

Teacher follows communicative language approach ,natural approach and whole language that facilitate that he or she might implement a variety of activities according to each individual capacity , preferences and previous knowledge to keep self –motivation.

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

Instruction

3.b.1. Organize learning around standards-based subject matter and language learning objectives.

The unit focuses on achieving knowledge about the theme and the appropriate use of new vocabulary in the given context with activities and techniques that respond to the stated objectives which are based on TESOL standards.

3.b.3. Provide activities and materials that integrate listening speaking, reading, and writing.

Teacher provides appropriated input with selected materials that include receptive skills in order to generate writing activities and speaking, especially. Thus, factual information is included in the unit and a variety of activities that give students the chance to put new language into action in a speaking or interactive activity.

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

3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

Teacher can select specific material from different sources such as videos, visuals and interviews that might engage candidates and motivate them to perform achievable activities and to maintain Ecuadorian's traditions as part of their culture.

3.c.3. Employ a variety of materials for language learning, including books, visual aids, props, and realia.

Teacher can compile material from different sources (electronical, bibliographic, multimedia) in order to perform a variety of activities such as worksheets and recipes that allow candidates to reach enough practice to reach in that way meaningful knowledge.

3.c.4. Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.

Candidates are able to design simple projects about their favorite Ecuadorian recipe /dish through searching on internet from different websites, working in pairs building a blog with complete information and graphical sources about the selected topic (dish).

Domain 4. Assessment

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

4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ELLs.

Candidates are able to perform different activities related to the given context and the language skills. Thus, they have followed the learning process step by step throughout the unit, in this way they have reached enough ideas, have practiced strategies and language skills to be successfully assessed.

Standard 4.b. Language Proficiency Assessment

Rubric for Standard 4.b. Language Proficiency Assessment

4.b.3. *Assess ELLs' language skills and communicative competence using multiple sources of information.*

Students are able to design an oral project in which they have to use related vocabulary and include information as result of researching in different sources such as documents, websites and real interviews with foreign people in order to find out opinions about tasting Ecuadorian dishes.

Standard 4.c. Classroom-Based Assessment for ESL

4.c.1. *Use performance-based assessment tools and tasks that measure ELLs' progress.*

Teacher can apply formative and summative assessment as part of the process in order to provide appropriate feedback and reinforcement to ensure language acquisition and theme interiorization. Then, questions and answers , filling gaps, stating sentences , short dialogues , writing paragraphs, ordering recipes are part of formative assessment while designing a blogger with a selected dish and designing an oral project about it constitute the summative evaluation.

4.c.3. *Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development.*

Candidates are able to manage factual information about Ecuadorian history in order to enrich their knowledge in the field of social studies .

Standard 5.a. ESL Research and History

5.a.1. *Demonstrate knowledge of language teaching methods in their historical contexts*

Teacher can base class activities on communicative approach basically supported by total physical response, peer work, cooperative learning and whole language which are selected according to the activity, context and proficiency level.

5.a.3. Demonstrate ability to read and conduct classroom research

Candidates work naturally with research from simple texts to useful websites with activities that belong to the elementary level as part of everyday classes.

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

5.b.7. Serve as professional resource personnel in their educational communities

Teacher can constitute a main model being an additional resource in the development of the class in order to promote positive attitudes that make students become aware of necessities in their closer environment or community.

b. Skills

The application of the *Kolb Cycle* during the lessons focuses on practicing actively the language skills of listening, reading, speaking and writing. The theoretical support of this cycle strongly suggest to start using a *concrete experience* which includes the presentation of the new knowledge based on something that students already know by asking questions, brainstorming ideas or experiences. The second stage is *reflective observation* which consists of a phase of analysis of the new knowledge through working with readings, dialogues, charts to be studied, establishing a specific context. Then, *conceptualization* is the stage in which students apply the new knowledge in the given context. Finally, the stage of *experimentation* is in which students practice actively the four language skills through developing own dialogues, or any interactive activity. This provides an opportunity for freer oral practice of the new language.

Language skill

Speaking

Students will mainly improve the language skill of speaking through expressing ideas, statements, opinions, asking and answering questions according to the given context using the appropriate vocabulary.

Students will obtain an extensive practice of the target language through interacting actively in pairs, groups of three, or working with the entire group.

Reading

Students will develop their reading skill by getting details and general information from an extensive number of articles about typical food.

Writing

Students will expand their vocabulary related to the given content and being able to use it in context through stating full paragraphs with accuracy according to the level of proficiency they manage.

Listening

Students will develop the listening skill by obtaining general and specific information from different audios and videos.

Subskills

*Students will do some basic research about historical aspects of some Ecuadorian traditional food.

*Students will develop cooperative learning skills through being able to prepare a recipe of an Ecuadorian dish.

*Students will improve their critical thinking through analyzing the traditions our ancestors, their lifestyle and in that way to value the cultural heritage.

-Designing an oral project about typical food in which they show the new knowledge, vocabulary and structures.

b. Integrating other subject areas such as literature, art, science, etc.

Social studies:

History: origin, traditions of some typical Ecuadorian dishes

Topic: How much do I know about my country?

Geography: Identify regions and places

Topic: Locations

Cooking: recipes of typical dishes

Topic:

Typical dishes :

- guinea pig

-ceviche

- llapingachos

Technology:

Internet: explore websites; build blogs, dvolver movie maker, BBC interviews. You Tube videos

Topics:

- Designing a cartoon dialogue at a restaurant

-Blogger: my favorite Ecuadorian dish

-How the others see us

4. Instructional strategies/activities (be specific) and include: (5 pts)

A1. Total Physical Response (TPR)

A2. Natural Approach

A4. Whole Language Approach

A6. Retelling a Story

A7. Activating Peer Knowledge

a. Five teaching strategies:

B13: CD ROM (listening)

B16: Labeling (

C1: Peer Buddy

C3: Pairs and threes

D1: Field trips

D3: Role play

E6: Explaining key concepts

E9: Reading with a Specific Purpose

b. Technology

Dvolver movie maker: designing a dialogue at a restaurant

Blogger: my favorite Ecuadorian dish

BBC, Interviews, you tube videos

c. Cooperative learning

C1. Peer Buddy

C2. Small Group Activities

C3. Pairs and Threes

C6. Think/Pair/Share

C7. Group Reports, Projects

Multiple Intelligences provisions (Howard Gardner)

-Verbal linguistic

- Visual /spatial
- Bodily/kinesthetic
- Interpersonal
- Intrapersonal

Total Physical Response (TPR)

During 1977 James Asher stated that children in the process of acquiring their native language seem to listen more than they speak and often react physically to speech, second language learners might learn a target language in the same way. Additionally, he claimed that language classes were too stressful for learners, and he wanted to create an atmosphere in which learners didn't have to do anything other than respond to imperatives. Students were able to acquire other linguistic forms, by watching and imitating the teacher (Brown, 2001).

Natural Approach

According to Natural Approach a teacher plays the role of an actor while students play the role of guessers. The teacher has to create a comfortable classroom environment, encouraging students to learn the new language. Students are also encouraged to express their thoughts, opinions, and feelings in the target language (Brown, 2001). Theoretically, in this way, students acquire language without effort.

Whole Language Approach

This approach goes farther than working with all language skills since it implies working with a system that responds to a bilingual environment in which students are able to obtain

everything. For instance, it focuses on providing students whole realities that allow them to understand systems of societies becoming in that way meaningful for them.(Brown, 2001)

Cooperative Learning

The support that students give each other and also the one that teachers lead in the class is vital in cooperative learning to achieve the main goals. Therefore, rules, instructions, techniques and activities require a high level of organization in order to be easily performed by groups of students. This is a type of learner centered instruction since it encourages students to get involved with activities promoting motivation, tolerance and relationships.

Multiple Intelligences

Verbal linguistic

Students keep a permanent exposure to the target language in the class which is reinforced by exposure to technological sources in every lesson. Then, they will actively use the target language in spoken and written way to be able to communicate ideas, opinions and general knowledge of the theme.

Visual Spatial

Visuals are the main tool during the warming up step for all lessons motivating students to establish relationship between concepts and images to make the process easier and significant. Thus, the entire unit is focused on flashcards, posters, photos and videos.

Bodily /Kinesthetic

The main aims of the unit are related to this type of intelligence; at the end students have to cook a typical dish in the classroom or a special lab which offers them the facilities. Then, as part of the process they describe ingredients with real samples of food and cooking utensils.

Interpersonal

Most of the activities which are part of the current unit involve interaction in peers and groups. Thus, students require to interview native English speakers and organize questionnaires, information, and develop a whole project about any typical dish they prefer.

Intrapersonal

Students answer and ask questions individually about typical food and also each student has to perform some tasks about vocabulary and structures being able to identify and use them with accuracy in context.

e. Culture, gender and exceptional student considerations

The group is constituted by thirteen young adults, three men and ten women whose abilities do not restrict them from doing all the planned activities. All of them are Ecuadorian and come from different provinces which might enrich the class through sharing experiences and knowledge about the different regions and the way they prepared typical food.

f. Management concerns

Students have scheduled classes from Monday to Thursday starting at 7 am and finishing at 9 am. It is a small group so the room is big enough for them with some resources available to be used such as dvd player, tv set, board. The way in which students arrange in the class changes according to the activity that is developed, but they usually sit making a semi circle in order to see each other face to face and also facilitate that the teacher see them and if they are really involved in the different tasks.



Interviews about some Ecuadorian dishes

www.elloorg/english/0301/323.Jose_Food

- This website might be a very useful tool to practice listening skill through listening to a conversation about some Ecuadorian dishes between an Ecuadorian person and an English native speaker. Therefore, students are exposed to authentic material.



5. Online Searches

How to make shrimp ceviche

<http://www.youtube.com/watch?v=eUuUaWZkDpY>

*This is a video which contains a complete preparation of shrimp ceviche with the recipe and the necessary ingredients providing students enough vocabulary related to the topic in order to understand and develop similar recipes.



How to make fritada

<http://www.youtube.com/watch?v=Cw3z7mIR8lo>

- This video shows the traditional preparation of Ecuadorian fritada in a very detailed way with the necessary ingredients. It allows students to obtain a clear idea of the presentation of a recipe through becoming familiar with the vocabulary and structures that might be used to present a preparation.



Interviews about some Ecuadorian dishes

www.elloorg/english /0301/323.Jose_Food

- This website might be a very useful tool to practice listening skill through listening to a conversation about some Ecuadorian dishes between an Ecuadorian person and an English native speaker. Therefore, students are exposed to authentic material.



Regional dishes of Ecuador

www.bbc.com/travel/features

- This website offers information about Ecuadorian typical food which has been obtained and described by people from different countries. Consequently, this material might be interesting to be analyzed to establish other points of view as well as authentic written language which might enrich students' lexicon.



More typical food

- This video shows a conversation between two native speakers about Ecuadorian food ; showing tin that way an extensive vocabulary about the topic and also personal opinions about some dishes given by foreign people.



6. Assessment

a. Formative

Students will be assessed permanently as a useful tool for the teacher to realize the real progress that students reach during the process of language acquisition ; trying to establish weaknesses and strengths to provide appropriate reinforcement.

Activities:

- Students will be assessed through answering questions about the topic they have read and start a short conversation. Students complete a work sheet with key information about the given reading. Then, teacher checks answers on the board.
- Students will be assessed in groups through making performing some tasks related to the theme.

- Students select a typical dish and research about its history to be able to expose about it .
- Students arrange the preparation of the dish selected and share it in class.

b. Summative

This type of assessment allows the teacher to establish the knowledge that students have achieved at a specific point of the unit. It is at the end of the unit, during unit five through the following activities.

Activities

- Students will take a test at the end of the unit
- Students will take a short quiz at the end of each lesson.
- Students will design an oral presentation about typical Ecuadorian dishes

c. Authentic

Students will develop an oral project about any typical Ecuadorian dish at the end of the unit; performing an individual exposition about traditional aspects and a group exposition about the preparation and the steps for the preparation of the recipe showing the different ways of serving it , relating it with the place where it is prepared.

Activities

- Students will research about a typical Ecuadorian dish of their preference from different sources (magazines, websites, interviews, YouTube)
- Students will find out about ingredients and preparation of a typical dish (interviews, websites, you tube)
- Students will work in groups and prepare their favorite typical dish.
- Students will design a blog about the typical dish they selected in the previous activity.

7. Materials (3 pts)

a. Teacher needs

Authentic material

- Magazines

- Computer
- Internet
- BBC articles
- You Tube videos
- Charts
- Pictures
- Posters
- Board
- Dvd player

b.Students needs

- Computer
- Internet
- You Tube videos
- BBC
- Pictures
- Different ingredients of food.
- Cooking utensils
- Worksheets

References

Brown, D. H. (2001). *Teaching by principles: an interactive approach*. (2nd edition). White Plains, NY: Addison Wesley Longman, Inc.

8. Attachments

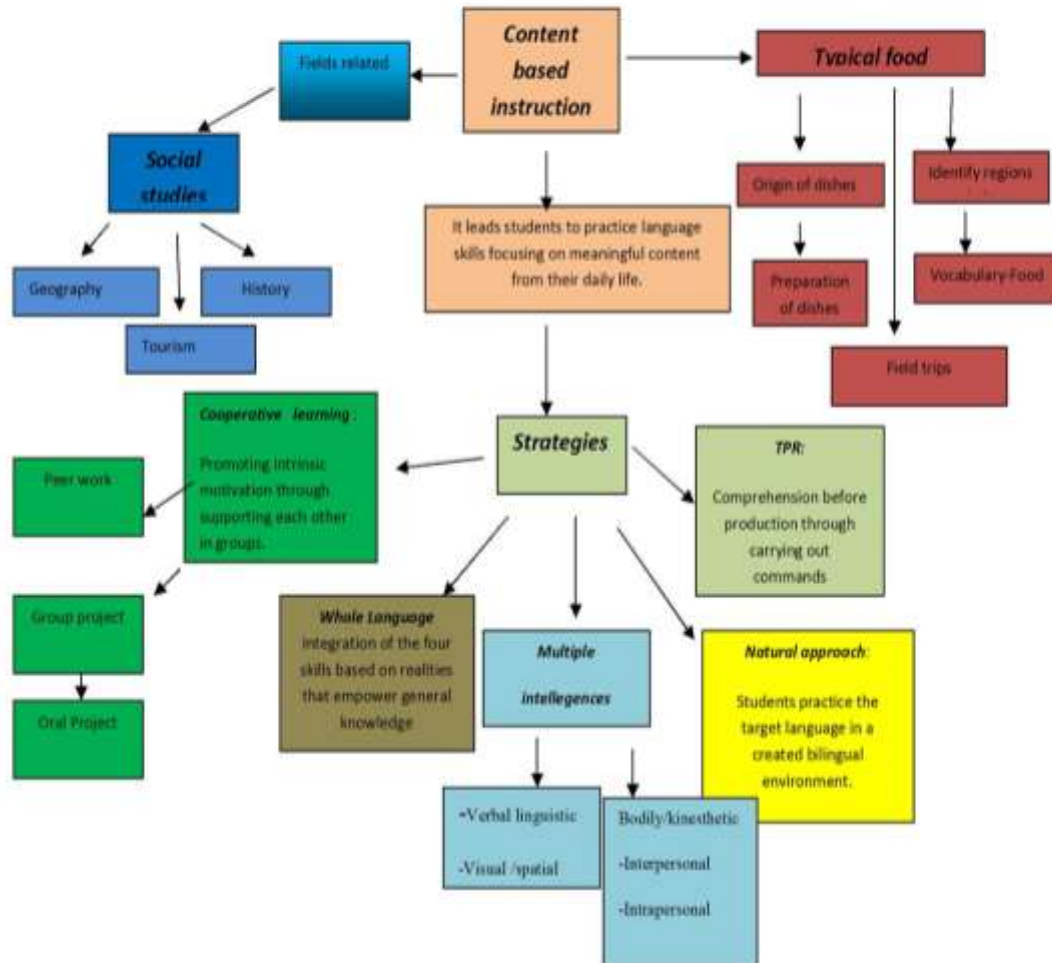
a. Graphic organizer

DAYS	CONTENT	GOALS	METHODS	MATERIALS	ASSESSMENT
MONDAY	<p>-Students will give examples of typical food through getting new vocabulary from a text about Ecuadorian food.</p> <p>-Students will identify vocabulary in context.</p> <p>-Students will perform some tasks to practice present simple (active and passive) and vocabulary.</p>	<p>-To become familiar with vocabulary related to food.</p> <p>_ To obtain general information and details from a specific reading about typical food.</p> <p>-To reinforce present simple in active voice and passive voice for all subject pronouns to practice them through describing origin of some dishes.</p>	<p>-TPR</p> <p>-Whole language</p>	<p>-Worksheet</p> <p>-posters</p> <p>-photos</p> <p>-flashcards</p> <p>-cd player</p>	<p>-Students will show the correct picture when they listen to it from a song about food.</p> <p>-Students will be assessed individually and in pairs through answering questions.</p> <p>-Students will be assessed individually through listening to a recipe and filling gaps with the appropriate form of the verb or the right word.</p>
TUESDAY	Students will use visuals	-To improve reading		Posters	

	<p>to analyze different samples of Ecuadorian dishes. Students will establish relationships between the food and specific region using support from an article about the topic. Students will use the related vocabulary stating ideas in present tense (active and passive) to describe different dishes in the three main Ecuadorian regions and their history.</p>	<p>skills. -To practice vocabulary and structures in context. -To develop speaking skills through talking about factual information.</p>	<p>-TPR -Natural Approach -Cooperative learning</p>	<p>Pictures Article Worksheet</p>	<p>-Students work in groups and describe some dishes. -Students will work in groups and perform a short speech about one dish, its origin (history) and region.</p>
WEDNESDAY	<p>-Students will be able to understand authentic language through listening to native speakers by watching You Tube videos.(How to make shrimp ceviche & fritada)</p>	<p>-To develop listening skill. -To obtain information from descriptions in order to organize a written complete recipe. -To find sources about the topic on some websites and in this way encourage research.</p>	<p>-Cooperative learning -Natural Approach</p>	<p>-You Tube videos -Worksheet -Computers -Internet</p>	<p>-Students will work in peers and complete a written recipe (shrimp ceviche or fritada).</p>

THURSDAY	<p>-Students will search on internet or during field trips (visiting famous restaurants) a specific typical dish.</p> <p>Students will compile facts about a recipe that represents Ecuadorian traditions.</p>	<p>-To research about history of Ecuadorian culinary traditions.</p> <p>-To improve comprehension of the target language using the four skills of listening, speaking, reading, writing and reading.</p>	<p>-Cooperative learning</p> <p>-Whole language</p> <p>-Natural approach</p>	<p>-Internet</p> <p>-Field trips</p> <p>-Cd player</p> <p>-video recorder</p>	<p>-Students will be assessed in groups through doing research about origin, traditions and preparation of a specific dish.</p> <p>-Students will find out opinions that foreigners have about different typical dishes through interviews developed in famous restaurants.</p> <p>-They will elaborate a recipe that responds to Ecuadorian customs.</p>
FRIDAY	<p>-Students will arrange information, vocabulary and appropriate structures in a whole</p>	<p>-To practice the four language skills in an oral project which contains extensive</p>	<p>-Whole language</p> <p>-Cooperative</p>	<p>-power point presentations</p> <p>-cookware</p> <p>-different ingredients</p>	<p>-Students will be assessed in peers through working on an</p>

b. Concept map



Rationale

A specific theme facilitated to design a unit plan in order to achieve goals which were based on TESOL standards focusing on its five domains and some standards that respond to different indicators according to the performed activities throughout the lessons.

I selected this artifact since it has been really helpful in order to establish goals that respond to international standards such as the TESOL. Consequently, the quality of a unit plan can be improved by working with appropriate approach, a variety of resources, the four language skills, and technology to guarantee in that way that students accomplish achievable goals.

As a result, I will design future lesson plans taking into account different international standards to perform a self evaluation of my work and also to ensure an input of high level which might respond to an agreement with goals.

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

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

3. a.2. Create supportive, accepting classroom environments

Name of Artifact: Project-based second and foreign language learning

Date: July 2011

Course: English for adolescents and adults

PROJECT PLANNING FORM

Project title: PROMOTION OF A PLACE ABROAD

Teacher(s): Alexandra Zapata Viteri

School: Army Polytechnic School : Language Department

Grade level(s): Seventh-Eight level of sufficiency program

Subjects: English as Foreign Language

Adapted from:

**STANDARDS-FOCUSED
PROJECT BASED LEARNING
Buck Institute for Education**

Available at: <http://www.pbl-online.org/ProjectPlanning/PlanningForm.htm>

Describe your Learners and Learning environment

<p>Demographic data (age, gender, socio economic background, languages spoken, country and city of residence)</p>	<p>There are twelve students in this level, eight women and four men. All of them are Spanish native speakers who are in their twenties and are currently studying their sixth or seventh level of engineering. The institution is a public university; therefore there is a good number of students who comes from other provinces that are far away. For instance, most of students belong to middle socio-economical class.</p>
<p>Professional goals (career goals, field of studies, current profession, current level of schooling)</p>	<p>This a sufficiency program in English as a foreign language, it is required that students attend two hours of classes per day from Monday to Friday.</p>
<p>Prior experience and knowledge (level of language skills and cultural knowledge, familiarity with project-based learning)</p>	<p>Students are taking their seventh and eight level of English language which belongs to level B1 according to CEFR. Then, students can express simple opinions or requirements in a familiar context. Then, students can understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.</p> <p>Students can write letters or make notes on familiar or predictable matters.</p> <p>This group actually has little familiarity with project-based learning since the sufficiency program is centered on task centered learning. However, they have designed few projects throughout this semester.</p>
<p>Learning environment (high school, university, language institute, traditional school with 45 min. periods, innovative school,</p>	<p>The environment is located in Ecuador, city of Sangolqui at the Army Polytechnic University, a public institution whose Department of languages offers the sufficiency program in English as a foreign language. The program contains eight levels and students approve two levels per</p>

technology available)	semester taking two hours of sixty minutes each per day from Monday to Friday. The instruction is centered in a text which has the technological support of LTS program.
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Begin with the End in Mind

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

The purpose of this project is to provide students tools that allow them to communicate valuable and useful aspects about factual information through cooperative investigation with the support of technology on a topic that appeals to their interests and careers.

For instance, they will be able to state whole ideas based on the findings about their field of study that have been performed in different places. Research data that has been obtained from different technological resources and virtual spaces.

Additionally, the group work will lead each member to overcome difficulties or lack of knowledge related to the construction of the project through interaction based on sharing information, opinions as well as knowledge. Consequently, this project promotes the development of different skills to work in group which may guarantee the successful future independent work.

Identify the content that students will learn in this project

The content of this project will vary according to the selected place and the research developed there. Additionally, students will develop some skills and learn some specific structures and its use as well as useful vocabulary that all together will help them to achieve the goals of this project.

1. Comparative and superlative forms, as,as, the,.....the ,get+comparative+and+comparative
2. Adjectives: spoiled, touched, possible, accessible, damaged, complete, usual, hospitable, pleasant, discovered, and forgettable.
3. Use of articles: a, an, the, no article and use them in geographical contexts.

4. To draw and describe maps using directions.
5. Meaningful data about the identified topic for their careers
6. Factual information that improve students' knowledge about a specific field of study
7. How to classify and organize obtained information
8. Observe and analyze virtual spaces
9. How to arrange data about research
10. Technical vocabulary related to the field of study according to the students' career
11. Practice technological skills through designing virtual spaces such as websites or blogs with visual and factual support

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

-group decision making

-collaborative learning

Rationale

I selected this artifact since assembling a learning environment was really significant. This artifact constitutes a project based learning which demanded working with detailed skills related to prior knowledge, the process of acquisition of new knowledge and the development or improvement of other skills. Consequently, the experience and practice of developing this artifact in my class provided me enough tools to design student's centered activities in an environment of cooperative learning which will be useful for future professional requirements.

Another interesting fact about this artifact is that my students worked actively and eager throughout the project being able to perform activities related to a field of study that responds to their appealing with an abiding support of technological resources.

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

3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.

Name of the artifact: ESP course for tourism

Date: December, 2011

Course: English for Specific Purpose

ESP COURSE FOR TOURISM

Alexandra Zapata
Master's Program TEFL
English for Specific Purposes

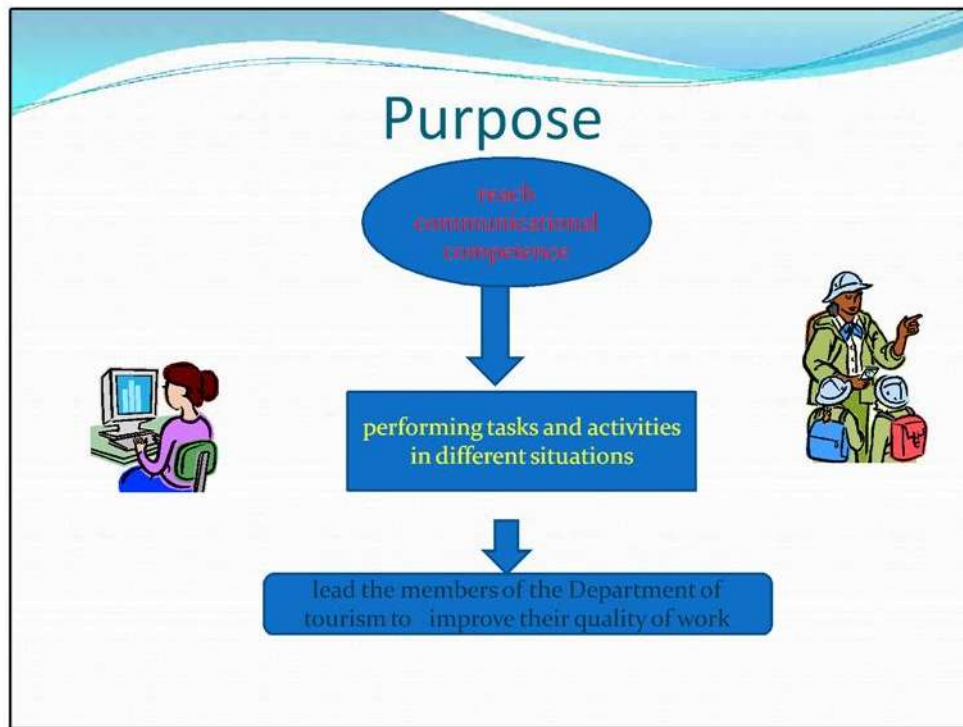
The setting

- Public Institution: Department of tourism from the Municipality of Mejía County _
- Pichincha province.



- **PARTICIPANTS:** nine tourist administrators
 - Two men and seven women
 - Between their twenties and forties
 - Spanish native speakers



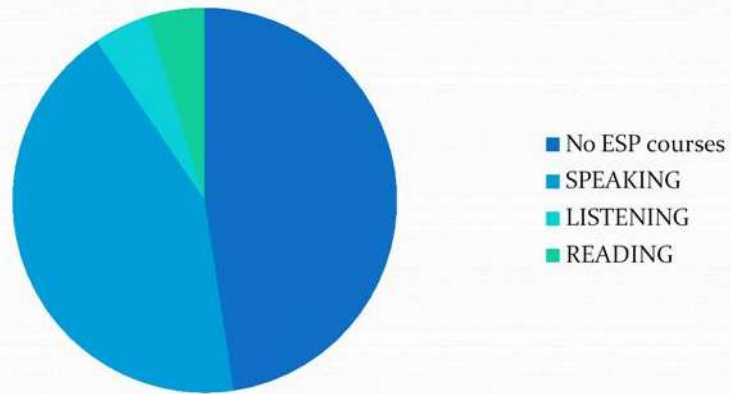


Needs analysis

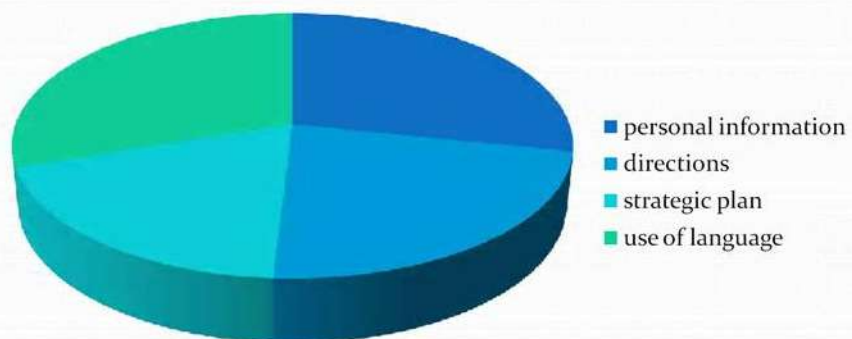
- **Questionnaire :**
 - Language: English
 - Information questions
 - English background (ESP courses)
- **Guided interview:**
 - Language : English
 - Information questions
 - Questions about important places and in the area
 - Questions about the strategic plan

Results:

English background



Interview



Situational syllabus

Offers situations } daily routine in their work.



- Authentic material } closer to real situations



Goals and objectives

- **Goal No. 1 :**
- Develop speaking and listening skills in different situations through providing a variety of activities.

- **Goal No. 2:**
- Develop specific vocabulary and technical writing skills .

Curriculum

- Unit 1: Speaking about touristic attractions
- Unit 2: Speaking about accommodations
- Unit 3: Advice on the weather and sightseeing
- Unit 4: Talking about local food and culture
- Unit 5: When things go wrong about health and other problems
- Unit 6: The environmental impact of tourism
Tourism and developing economies
- Unit 7: Business travel.
Incentive traveling and conferences.
Tourism for the twenty first century

Development of the units

- **Objectives:** Participants will be able to
- 1.1. Communicate information about a specific place giving details about
- Week #1 : six hours of class
- *Input:* Text about Ecuadorian geography, magazines about touristic attractions around the world, video about touristic promotion of a place.
- *Content focus:* key vocabulary, descriptive statements, directions , suggestions, advice
- *Language focus:* present simple of different verbs, modals, imperatives, comparatives, superlatives.
- *Task :*
- - Giving directions to get to specific locations by using maps and diagrams.
- - Giving an exposition about a place describing its geographical characteristics.

Materials

- -Guides about Ecuador
- -Articles
- -BBC website (documentaries and interviews)
- -Website from Ministry of tourism
- -a booklet with reading and writing activities (compilation of articles from touristic guides provided by the Ministry of tourism about some places in Ecuador).



Assessment

- **Continuous assessment:**
- Understand directions and give them by drawing maps about different places
- Choose an article about a place and explain about the facilities for staying
- Give weather forecast about different places
- Design a brochure about a place with its attractions
- Interact with a native speaker in a conversation about a place and its features.
- Write responses for specific questions about accidents , illness or health problems
- Develop different letters according to the situation. Reply queries through emails.
- Answer questionnaires about the three main situations.

Assessment

- **Final assessment:**
- Design an oral project to promote a specific place from the county (fifteen minutes).



Rationale

The current artifact constituted an opportunity to implement the authentic use of English language through structuring a course for tourism. This course focused on providing learners enough language skills to manage the target language in context with the purpose of being able to communicate with foreign visitors in a small county. For instance, participants were highly motivated as they were able to use new vocabulary and structures in the meaningful context of tourism. Additionally, the given vocabulary aimed at developing language skills which facilitate learners written and spoken activities related to their field of interest, reinforcing in that way the level of communication.

I was able to design an ESP course for a staff of tourism and this activity was really fruitful because I could identify the specific learners' necessities, wants and lacks through designing a need analysis which led me to establish goals and a situational syllabus which all together were based on selecting authentic material.

4. Domain 4 Assessment

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

.4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ELLs.

4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.

Name of artifact: Kinds of tests and testing effect on teaching

Date: September, 2011

Course: Testing and Evaluation in TEFL

Assignment No. 1

Kinds of tests and testing effects on teaching

Testing and Evaluating

by

Alexandra Zapata

Universidad Técnica Particular de Loja
NOVA SOUTHEASTERN UNIVERSITY
September, 2011

Test Name	Defining Characteristics	Strengths	Weaknesses	Examples
KET	<p><i>-Key English Test</i> -First level ESOL Cambridge exam -Level A2 of CEFR -Basic level of daily written and spoken communication -Works with the four language skills of listening, speaking, reading and writing -Requires basic knowledge about the language</p>	<p>-Uses the language from real life situations(validity) -worldwide recognition: High level of reliability - A great amount of supporting material for preparation is available on line and through texts -offers computer based exams and paper based exams formats -there is a great quantity of material available to be prepared for this exam -Each paper belongs to a language skill and all of them have the same percentage -Easy access to results -Excellent arrangement about plan, deliver and check.</p>	<p>-It costs around \$60 in Ecuador -It is underlined by working with a great number of British expressions</p>	<p>Paper 1: Reading and writing 56 questions (1 hour 10 minutes) -understand main message from signs, magazines or brochures. -Filling gaps -Multiple choice -fill in a form, notice or other document -writing between 25-35 words</p> <p>Paper 2: Listening 25 questions (30 minutes) -multiple choice -identify factual information -answer questions from a conversation -getting specific information -filling gaps</p> <p>Paper 3: Speaking 2 parts (8 to 10 minutes per pair of candidates) Two examiners and two candidates -give personal information -candidates talk to each other asking and answering questions about prompts</p>
PET	<p><i>Preliminary English Test</i> -Second level of Cambridge exams -Level B1 of CEFR -Intermediate level exam -Recognizes the ability to communicate with native speakers for every day purposes</p>	<p>-Works with real life situations that cover the four language skills.(validity) -This exam is available in two formats, computer and paper - pencil test. - A great amount</p>	<p>-It costs around \$60 in Ecuador - It is underlined by working with a great number of British expressions</p>	<p>Paper 1: Reading 35 questions writing 7 questions (1 hour 30 minutes) -understand different kinds of texts through: multiple choice -Filling gaps -matching information - multiple choice -writing -replacing words -write a short message between 35-45 words -write a letter of 100 words</p>

		<p>of supporting material for preparation is available on line and through texts</p> <ul style="list-style-type: none"> -Worldwide recognition: high level of reliability -Easy access to results -Excellent arrangement about plan, deliver and check 		<p>Paper 2: Listening 25 questions (35 minutes)</p> <ul style="list-style-type: none"> -short texts followed by multiple choice pictures - interviews or monologues followed by multiple choice statements -getting specific information -filling gaps with information about radio programs -choose right or wrong information from dialogues <p>Paper 3: Speaking 4 parts (10 to 12minutes per pair of candidates) Two examiners and two candidates</p> <ul style="list-style-type: none"> -general conversation: examiner asks details about daily routines, likes, dislikes. -candidates simulate a conversation about a prompt sheet given by the examiner. -description of a color photograph -talk about a subject based on a given photograph
FCE	<p>First Certificate in English</p> <ul style="list-style-type: none"> -Level B2 of CEFR -Upper intermediate level -Recognizes the ability of using spoken and written English at an upper intermediate level for work or study purposes -It is considered as an academic test as well as a professional test 	<p>Works with real life situations that cover the four language skills.(validity)</p> <ul style="list-style-type: none"> -This exam is available in two formats, computer and paper - pencil test. - A great amount of supporting material for preparation is available on line and through texts -Worldwide recognition : high level of validity and reliability -Provide face to face situations in 	<p>It costs around \$120 in Ecuador.</p> <p>There are only three open centres in Ecuador which offer this exam</p> <p>All the expressions are mostly used in British English,</p>	<p>Part 1: Reading 30 questions (1 hour)</p> <ul style="list-style-type: none"> -A text followed by multiple choice questions -Place sentences from a text from which they have been removed in jumble order with an extra one -Matching questions that follow a text or several short texts -Part 2 :Writing , two parts (1 hour and 20 minutes) -one compulsory task -choose a text from a list (essay, article, review, letter, etc) -write a text between 120 and 150 words Part 3: Use of English42 questions (45 minutes) -gap filling -multiple choice -replacing words and phrases keeping meanings Part 4: Listening 30 questions(40 minutes)

		<p>order to make language flow naturally during the speaking part</p> <p>-Easy access to results</p> <p>-Excellent arrangement about plan, deliver and check</p>		<p>-multiple choice about monologues or between interacting speakers</p> <p>-sentence completion about interviews or monologues</p> <p>-multiple choice questions about monologues</p> <p>Part 5: Speaking: 4 parts (14 minutes per pair of candidates)</p> <p>Two examiners and two candidates</p> <p>-general conversation: examiner and candidate</p> <p>-candidates simulate a conversation about a prompt sheet given by the examiner.</p> <p>-individual description of a color photograph for a while</p> <p>-two way conversation between candidates using visual or written stimuli</p> <p>-discussion on a topic related to the former stimuli</p>
CAE	<p>Certificate in Advanced English</p> <p>-Level C1 of CEFR</p> <p>-High level language qualification</p> <p>-</p> <p>-Recognizes the ability to communicate in a high level for work at a managerial or professional level</p> <p>-It is considered as an academic test as well as a professional test</p>	<p>Works with real life situations that cover the four language skills.(validity)</p> <p>-This exam is available in two formats, computer and paper - pencil test.</p> <p>-A great amount of supporting material for preparation is available on line and through texts.</p> <p>-Provide face to face situations in order to make language flow naturally during the speaking part</p> <p>-High level of validity and reliability</p> <p>-Flexibility to take</p>	<p>It costs around \$150 in Ecuador</p> <p>It can be tiring taking both sections reading and writing the same day.</p>	<p>Reading: it has 34 questions(1 hour and 15 minutes)</p> <p>-multiple choice questions</p> <p>- gapped text :Place sentences from a text from which they have been removed in jumble order with an extra one</p> <p>-short texts followed by multiple matching questions</p> <p>Writing (1 hour and 30 minutes)</p> <p>-write an article , review or proposal up to 150 words</p> <p>-choose a text from a list (essay, article, review, letter, etc)</p> <p>-write a text between 180 to 200 words</p> <p>-Complete a task from a choice of five options ,write a text between 220 to 260 words.</p> <p>Use of English 50 questions over five parts (1 hour)</p> <p>-multiple choice cloze</p> <p>-open cloze</p>

		<p>the exam in different dates</p> <ul style="list-style-type: none"> -Easy access to results -Excellent arrangement about plan, deliver and check 		<ul style="list-style-type: none"> -word formation -gapped sentences -key word transformation <p>Listening 30 questions in four sections (40 minutes)</p> <ul style="list-style-type: none"> -multiple choice -sentence completion -multiple choice -multiple matching <p>Speaking four parts (15 minutes)</p> <ul style="list-style-type: none"> -Interview : answer some examiner's questions -Long turn: each candidate describes given prompts for a while and also gives comments about the other person's opinion. -Collaborative task: candidates state a discussion based on visual stimuli -Discussion: candidates go further in a topic related to the former activity.
CPE	<p>Cambridge English Proficiency:</p> <p>Certificate in Advanced English</p> <ul style="list-style-type: none"> -Level C2 , which is the highest level of CEFR. - CPE is designed to offer a high-level qualification in the language for people who want to use English for professional or study purposes. This exam has tasks that are more suitable for candidates who have achieved a certain degree of maturity in the management of abstract ideas and concepts. -Recognizes the ability to communicate in a 	<ul style="list-style-type: none"> -it is based on authentic language and realistic tasks.(validity) -Excellent arrangement about plan, deliver and check -There is a lot of supporting material on line, texts as well as past examination papers 	<ul style="list-style-type: none"> -It costs around \$220 in Ecuador -It can be tiring taking both exams reading and writing the same day. 	<p>Reading : 40 questions (1 hour and 30 minutes)</p> <ul style="list-style-type: none"> -multiple choice lexical cloze -open cloze -key word transformation -gapped text -multiple matching <p>Writing: two parts (2 hours)</p> <ul style="list-style-type: none"> -one compulsory task with a length of 300 to 350 words. <p>Use of English: 44 questions (1 hour 30 minutes)</p> <ul style="list-style-type: none"> -open cloze -word formation -gapped sentences -key word transformation -comprehension questions and summary writing task <p>Listening :28 questions (40 minutes)</p> <ul style="list-style-type: none"> -multiple choice -sentence completion

	<p>high level for work at a managerial or professional level</p> <p>-It is considered as an academic test as well as a professional test</p>		<p>-multiple choice</p> <p>-three way multiple matching</p> <p>Speaking :3 parts (19 minutes per candidate)</p> <p>-interview: each candidate answers the examiner's questions</p> <p>-collaborative task : description and discussion</p> <p>-long turn and discussion : each candidate talks during two minutes about a picture.</p>
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Rationale

Assessment is a relevant aspect which allows determining the proficiency of English as foreign language. For instance, this artifact was selected since it focused on analyzing of Cambridge tests (KET, PET, FCE, CAE, CPE) and their effects on the teaching- learning process; to analyze this group of tests gave me the opportunity to establish characteristics, strengths and weaknesses of the different Cambridge tests. In that way this artifact constituted a useful tool in order to establish the validity and reliability that tests might contain in order to implement them as part of evaluation procedures. In fact, I could use the KET exam with my students of pre-intermediate level, successfully.

Moreover, working with this artifact allowed me to identify validity and reliability as important features of tests in order to guarantee learners' success. Therefore, this artifact responds to two indicators of the domain of assessment since it helped me to determine procedures of assessment as well as key indicators of tests of quality.

5. Domain 5 Professionalism

5.1. Standard 5.a. ESL Research and History

5. a.1. Demonstrate knowledge of language teaching methods in their historical context

Name of artifact: Methods of teaching TEFL

Date: February, 2011

Course: Methods of Teaching English as a Foreign Language

Lesson Plans

Methods of Teaching TEFL

by

Alexandra Zapata

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February, 2011

TEFL LESSON PLAN No.1: Teaching language construction

Theme: Food and drink

Topic: How to ask about prices

Aim:

-Students will manage how to ask about prices using appropriately the structure of *how much ...?* in context.

-Students will be able to reinforce the use of countable and uncountable nouns.

Class profile: beginners

Assumption: Students already studied countable and uncountable nouns.

1) TEFL Language objectives

- a. Listening: Students listen to understand prices.
- b. Reading: Students look at short phrases and scan a text to find information.
- c. Speaking: Students will focus on talking about the prices of food.
- d. Writing: Students write a description about different pictures of dishes according to a given price.

2) TEFL Language Methodology

- a) A2: Communicative Language Approach
- b) A7: Activating Peer Knowledge
- c) A4: Whole language approach

3) TEFL Language Strategies:

- a) B3: Charts
- b) B13:CD ROM(listening)
- c) B16: Labeling
- d) C1: Peer Buddy
- e) D3: Role play
- f) E6 :Explaining key concepts
- g) E7:Repeat
- h) E9: Reading with a Specific Purpose

- i) E13: Drills
- j) E14: Matching with visuals
- k) E26: Question-Answer relationship
- l) G10 :Observation

4) Multiple intelligence approaches

- Verbal linguistic
- Visual /spatial
- Bodily/kinesthetic
- Interpersonal
- Intrapersonal

5) Anticipatory set:

- The teacher will hand out a worksheet with some activities as supportive resource to develop this lesson.

6) Teacher input

- The teacher will ask students where they go for lunch, what they have for lunch, in order to elicit food vocabulary they know. E26

- The teacher will describe some meanings such as tip (advice), expensive, cheap and the symbols for Pounds, Euros. E6

- The teacher will write *How much?* and then ask if the place they go for lunch is cheap or expensive. E26

- The teacher will ask students to read some sentences in order to select choices of good and bad offers. *Today only, everything half price*. E3

6) Modeling

- Modeling the pronunciation from CD and the teacher. B13
- Students listen to the CD and repeat the rhyme. E7

7) Guided student practice

- Students will match the words with pictures of some food and drinks.
Example: picture #1 = rice E14
- Students will complete questions with the appropriate form of the verb *is* or *are*

before plural nouns, singular forms or uncountable nouns. Following a given example: How much.....*is*.....the coffee? **E13**

8) Group practice activity

-Students will write words from food and drink in a grammar box of two categories: countable and uncountable nouns. **B3** (five minutes)

-Students will practice questions with invented answers (prices) in pairs. **C1** (10 minutes)

-Students will label some dishes with the price they have in the restaurant they usually eat. **B16**

9) Assessment

Students will be assessed through the following role play: a conversation in a restaurant between waiter /waitress and customer asking for prices. **D3**

10) Closing review and follow up

Teacher will answer questions, reinforce structures and provide observations **C10**

TEFL LESSON PLAN No.2: Teaching vocabulary and grammar

Theme: Food and drink

Topic: How to order food in a restaurant

Aim:

-Students will be able to order food in daily situations through working with the appropriate vocabulary and structures.

-Students will manage how to use *any* and *some* with vocabulary about food.

Class profile: beginners

Assumption: Students identify very well countable and uncountable nouns.

1) TEFL Language objectives

- a. Listening: Students listen to identify differences between written words and pronunciation.
- b. Vocabulary: Students order food using a great number of new words.
- c. Speaking: Students will practice saying what they would like for a meal.
- d. Writing: Students write some sentences with the *some* and *any*.

2) TEFL Language Methodology

- a) A2: Communicative Language Approach
- b) A7: Activating Peer knowledge
- c) A4: Whole language approach

3) TEFL Language Strategies:

- d) B3: Charts
- e) B13:CD ROM(listening)
- f) E14: Matching with visuals
- g) B20 :Language Master
- h) C1: Peer Buddy
- i) C3: Pairs and Threes
- j) D3: Role play
- k) E6 :Explaining key concepts
- l) E7:Repeat
- m) E13: Drills
- n) E14: Matching with visuals
- o) E16: Categorize vocabulary
- p) E17: Context clues
- q) E26:Question-Answer relationship
- r) G6 : Student self-rating and evaluation
- s) G8: Writing sample
- t) G10 :Observation

4) Multiple intelligence approaches

-Visual /spatial

-Interpersonal

-Verbal /linguistic

Rationale

This artifact was centered on planning a set of lessons taking into account some aspects such as language objectives, methods, language strategies, multiple intelligence approaches. Therefore, it has been a very enriching activity since I was able to design lessons in agreement with student's necessities, profiles, and learning styles. All lessons are related to food and their tasks aimed at reaching better language skills using specific vocabulary about the specific theme.

Consequently, the entire group of lessons focused on obtaining appropriate input, activities and assessment which basically led me to work with a different approach which depends on students' factors especially, it is a learner centered instruction.

In conclusion, this artifact took into account the current context that the group of students had at that time in their specific context depending on their unique reality and profile. For instance, the activity has been a remarkable experience to reflect as a teacher and I will always keep in my mind to establish goals and elaborate a plan to observe, evaluate and determine students' profile.

Domain 5 Professionalism

Standard 5.a. ESL Research and History

5.a.3. Demonstrate ability to read and conduct classroom research.

Name of artifact: Concept paper

Date: July, 2011

Course: Educational Research for Practitioners

How communicative approach is used to teach English as foreign language at “La Inmaculada”

School during the school year 2010-2011

by

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Educational Research for Practitioners CUR 526

Summer 2011

Nova Southeastern University

July 31st, 2011

Abstract

This study was conducted to investigate the effectiveness of the use of communicative approach at "La Inmaculada" school as a response to the fact that students are not able to achieve as minimum an elementary level of English as foreign language (according to the Common European Framework) at the end of seventh basic year. The number of students who participate in this research is one hundred and twenty who belong to sixth and seventh year of basic education whose ages are between ten and eleven. But the individuals who constitute the sample population and were selected by random are fifteen, ten girls and five boys. The participating teachers are six and they belong to the English area as foreign language, including the coordinator of the area.

Some instruments have been applied such as a guided interview for teachers , an anonymous English test and questionnaire for students and a structured observation of a couple of English classes ; their obtained data revealed that the teaching learning process is influenced by different aspects such as the great number of teachers who do not know exactly which approach is used at the institution as well as the poor knowledge about the principles of the selected approach (communicative approach) , and the teachers' low level of English proficiency. Therefore, the main purpose of this study is to achieve that the English teachers will be able to use effectively communicative approach and its principles in their lesson plans. As a result, students will be able to improve the language skills. For this reason an intervention of six weeks has been proposed to start with a training process where the first step is a diagnosis about the knowledge that teachers have about communicative approach. The complementary stage of the main goal will be accomplished through workshops with an extensive theoretical analysis about the approach followed by discussions, expositions and applications in the English classes.

Purpose of this study

This research has the purpose to establish how effective the application of communicative approach is at “La Inmaculada” School during the school year 2010-2011. Through working with qualitative method which will be based on descriptions obtained from the application of different instruments such as observations, interviews and surveys.

Setting

“La Inmaculada” High School is a private institution, managed by the religious community of “Sisters of the Charity”. It is located in Latacunga, the capital city of Cotopaxi province in the north region of Ecuador. The school offers basic education from pre-school to seventh year of school to students of a middle socio-economical status. Twenty five teachers and five hundred students belong to the institution during the school year 2010-2011.

Target group

Students who participate in this research belong to sixth and seventh year of basic education whose ages are between ten and eleven. The total number of students is one hundred and twenty; but the individuals who constitute the sample population and were selected by random are fifteen, ten girls and five boys. The target group has been taking five hours of English classes per week during the last three academic years. The participating teachers are six and they belong to the area of English as foreign language, including the coordinator of the area. The 50% of teachers are younger than forty while the 50% are in their fifties and sixties. All the teachers

Rationale

This artifact focused on elaborating a concept paper about the application of communicative approach in a specific institution during the school year 2011. For instance, it was developed following some stages. A purpose section consisted on a general view of target group, setting, purpose of the study and procedures to be used. Then, the need assessment instruments were designed according to the purpose and procedures already stated. Afterwards, an online research and analysis of bibliography related to the topic was developed and in that way I was able to reinforce and support my entire research. A synthesized and organized review from different sources such as journal articles and texts constituted the following stage. At this time with a complete theoretical knowledge and designed instruments the application of them and their results took part in the following stage of needs assessment report. Finally, using the obtained data the methodology of developing and performing this study was established through stating goals, objectives, activities and concrete tasks with the correspondent strategies and material which together allowed a successful research with possible clues for accomplishing the stated purpose at the beginning of the research.

Consequently, this artifact not only gave me the opportunity to develop an activity of research in an institution where improvement was necessary in relation to the use of approaches to teach English as a foreign language. But also it allowed me to establish the different stages to research using the appropriate elements in order to implement it easily in different contexts. For instance, this artifact contains an entire investigation which provided me a highlighted experience which might be applied later in other situations, contexts where improvements and changes will constitute a necessity.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 TEFL CASE STUDY

CONCLUSIONS

This portfolio constitutes a useful approach in which Priscila has followed a process and she has achieved a higher level on the writing skill through working on the different artifacts which required some strategies. However, she showed some weaknesses at

the beginning which were established based on the pre-test; her interest and the appropriate feedback encouraged her to improve progressively.

The post-test focused on the specific weaknesses revealed in the pre –test and reinforced throughout the development of the different artifacts; but a simple comparison between the pre-test and post-test shows a great improvement in the effectiveness of using the grammatical structures in context. Also syntax, mechanics, fluency and the arrangement of ideas have reached a better level of coherence in the last pieces of writing.

Moreover, the technique of modeling was a helpful tool used throughout this portfolio since it constituted the base to develop some of the artifacts. In fact, working with a model facilitated to determine outlines or plans and strategies according to the different genres and types of writing activities. Then, the given models were the main input used to encourage Priscila to analyze and inferring different techniques as well as strategies to obtain a better quality of writing skill.

Additionally, each writing task was developed after working on some grammatical points, vocabulary, spelling rules given in context and the correspondent input according to the task. This aspect shows that in that way it has been promoted a better internalization of vocabulary and mechanics which are directly related to the writing skill.

On the whole, the learner was able to perform good products at the end of the process; becoming able to communicate ideas, opinions and information in context with evidence of internalization as well as creativity which means that she is able to transfer, built and rebuilt structures at a higher level than the one she possessed at the beginning of this study.

RECOMMENDATIONS

On one hand, Priscila, practiced some language features such as the spelling of new vocabulary, verbs in different tenses. Moreover, she built some isolated sentences in order to test how well she was able to use the new terms or structures all together in a context of important knowledge about some genres. Furthermore, she achieved a great

level of the writing skill by improving fluency, arrangement, content, outline, mechanics and vocabulary basically. On the other hand, it is advisable that the learner maintains practicing for more time in order to obtain better results, especially in those aspects related to weaknesses and doubts; since exposure and continuous practice might lead her to real success.

It is advisable for teachers to reflect that writing as a language skill is really challenging for EFL students. Therefore, it is a great responsibility for teachers to engage learners in this task by motivating them and also providing clues in order to be successful by guiding them with specific activities, strategies and techniques which might take into account individual and socio-cultural aspects to constitute really helpful tools for future educational experiences with target language.

10.2 TEFL PROGRAM PORTFOLIO

Every developed artifact has contributed to obtain a high level of instruction and apply it in different activities closely related to teaching English as a foreign language. Therefore, the TESOL/NCATE standards enhance the application of different skills and an extensive knowledge related to the teaching field.

Additionally, working with all language skills guarantees the high level of the provided instruction throughout this Master's program since all the activities facilitate to accomplish a high professional level efficiently and effectively.

In conclusion, the five involved domains such as language aspects, culture, technology, assessment and professionalism which are included in the TESOL/NCATE standards are relevant aspects that influenced directly the process of foreign language acquisition. Consequently, a permanent conjugation and balance among them has been the highlighted characteristic of this program fostering in that way an integrative formation of the participants and a successful application of the new knowledge into the classrooms.

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ANNEXES