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MAESTRIA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

A Case Study of an English as a Foreign Language Student Focused on Writing skills -
TEFL Program Portfolio

Degree Thesis

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AUTHORSHIP

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

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DEDICATION

*To my beloved sons, Ricardo Sebastián, and Henry Esteban,
my motor and direction forever!
Thank you for your patience and help.*

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ABSTRACT

English is an important tool to communicate with others. However, its teaching-learning process, as a foreign language, is not easy. The problem researched in this case study is focused on writing.

This study was conducted with Sebastian, a 14 year old student who was evaluated before the tutorial was conducted and it was found that Sebastian's native language: Spanish, was sometimes a reason for his writing errors. That is why the necessity to strengthen these skills was shown and therefore exercises and assignments were conducted to improve his performance in these aspects.

The 6 traits of writing pioneered by Education Northwest were used as a base for this study where the application of mixed methods helped to avoid subjective appreciations on the student's work. The 6 traits of writing helped with the quantitative evaluation while the teacher's abilities supported the qualitative information. Also, since in the teaching process it is important to think about the mentor's practice, the TEFL's portfolio aim was to analyze the educational research done in order to identify weaknesses and propose improvements for future studies.

INTRODUCTION

According to Education, Society & Culture (2012), although English is not the language with the most native speakers, it has become the most spoken tongue globally. This globalization of English has developed in the necessity to achieve a proficiency in it for non-native English speakers. As a consequence of this necessity, everyday more and more people think of English as an important tool and therefore the need to learn it arises.

Previous research done in the field of learning English have expanded the area and therefore, ESL experience programs as well as EFL teaching and learning programs have been established. English as a Second Language experience programs (ESL) include a physical immersion in the environment where the language is spoken and written, while English as a Foreign Language (EFL) is taught and learned anywhere in the world with a variety of tools to achieve the student's knowledge. (Cautrell, 2007).

In the present case, we will be working on an EFL experience for the student who will be studying English in a non-native English speaking country yet his performance and the teacher's methodology will be based on International Standards such as the TESOL standards which will be explained deeply later on. Since the student's most important interest was Writing, this study contains important information on the mentioned field.

Writing has not always had the importance it has nowadays, Silva & Matsuda talk about Writing in Schmitt's (2002) book where they say that at the beginning writing was not considered as such an important part when learning a language because it was thought that writing was an assistant to learn speech but not as an individual skill that needed to be learned with its own characteristics and procedures. However, it is known now that Writing can help monitor language production in another form different than recording since technology and vocal registering has not always been or it will not always be available in a class.

Writing is not taken any longer as a transcription of speech, where speech had a prevalent status and was thought of as the main goal when learning another language and that the ability of writing would come after they mastered the spoken language.

Another reason for Writing not having the consideration of the importance it really has, is the assumption that written communication never takes place face to face, but in class notes for example or with the presence of technology, internet and its special characteristics, written real-time communications are produced and with people from all over the world. That is why now “writing is defined as one of the three models of linguistic expression and communication alongside with speaking and singing” (Silva & Matsuda, 2002).

By examining the prior evidence which shows that Writing skills in English have not had its importance throughout the years, we continue this study stressing on the necessity to work on this important field while basing the study on the TESOL standards.

These standards will allow the teacher to base her work on theories and structure and relate them to the subject, respect and share cultural background and procedures of the student, apply teacher’s experience in helping him, assess accurately while being professional with her work and performance and manage her class with current techniques and respecting education policies.

METHOD

This study was conducted in the city of Cuenca. Sebastian, a 14 year old student who has studied English since he was around 6 years old needed this tutorial. He studies at a Private School in the city where they have 8 hours of English per week. His native language is Spanish and his desire is to improve his language skills in order to continue his English language studies with an intensive course in the United States.

Mixed-methods research was the methodology used to work on this study which allowed gathering both qualitative and quantitative data which provided a better understanding of the research. Since the student's work on the writing portfolio was graded using the 6+1 traits of writing, it makes it possible to summarize results of the works and have a numerical charter where special characteristics or strengths from the writer can be easily seen and his weaknesses can be easily identified and corrected.

The second chapter, the student portfolio needed a qualitative research and offers useful information to analyze the teacher's performance basing her assignments with the TESOL standards which made it possible to identify deficiencies or recognize her strengths in order to improve or keep her delivery.

To start on this case study, an English level test was given online to the student where he showed he has an Upper Intermediate level of knowledge in the language. Also, as a part of his first evaluations he had to write a short paragraph of a country he liked. He showed good knowledge of vocabulary although his grammar skills appeared to be weak, that is why we started with the classes working on conditional forms and modal verbs. The next exercise consisted on learning how to write an e-mail where he performed well although some work on punctuation and capitalization is needed. That is why the next exercise consisted of working with the use of commas and periods. The following assignment was to write about a festivity where he showed some difficulties in the use of modal verbs. Another exercise about relative pronouns was needed; therefore the following exercise was related to these skills. He then learned how to write an informal letter to a friend and we ended that week with an assignment on prepositions of time and place. Another exercise on modal verbs was done before he

wrote a short paragraph about his family; this paragraph was not accurately organized or did not appear to have a correct word choice, the next class was related to paragraph organization. The next exercise given to the student was to write a short description about his brother where the content was appropriate. Then we followed the classes with a composition about Ecuador where he finally shows understanding on indention and paragraph structure. Finally, his post test was writing a film review where he respected the different parts that were taught to him, his word choice is good and paragraph structures and punctuation are respected.

On the other hand, on chapter 2 the analysis of the assignments with the TESOL standards made it possible to identify and validate the performance of the instructor where developing a rationale for the different domains presents an accurate basis of the practice of teaching a language. A demonstration of knowledge of the components of language is shown when the instructor develops her assignments with correct grammar structure, vocabulary and word choice. Also, knowledge on culture is important since it affects English language learning. Developing curriculums or planning instructional content based on standards is important to follow the guidelines of the career as well as develop accurate teaching instruments. Understanding the differences between individuals when teaching is also important because that shows the teacher will be able to perform properly and deal with people in any environment.

LITERATURE REVIEW

Teaching English as a foreign language is an important profession that requires specific knowledge and skills. This project's aim is to produce a comparative study of student performance and teacher ability within the framework of Teaching English to Students of Other Languages (TESOL) standards.

Thomson (2008) points out the importance of the Writing skills when he stresses on the fact that in written language it is not possible to correct ourselves -on the spot- as it is possible when speaking, besides depending on the occasion, spoken language has less normative than written language which has to respect a normative and procedures. Sentences are the basis for written and spoken language since words on their own do not make sense unless accompanied by other words and in accordance with Grammar rules, logic and common sense.

English composition is the art of communicating with written English words. No need to be a specialist in writing such as reporters or poets to be eager and necessary to learn how to write, since writing is a universal necessity in order to make ourselves understood in any environment. Nowadays, even writing software has been developed in order to write, check and/or correct business or personal communications which shows the importance English writing has nowadays in everyday life and situations.

Brown (2001) notices the changes that writing has gone through in the last century, where it is evident that 50 years ago writing professors were mostly concerned about the final product; but nowadays, writers are able to be creators of language, they can focus on the content and message and use their personal criteria to develop a written product. Therefore, a focus on the process is necessary, students need to learn how to prewrite, draft and rewrite, keep revising their work, find what they mean as they write; if all these is done with feedback from a teacher it will create excellent written products.

Characteristics of written language

The characteristics that written language should have mentioned by Brown (2001) are: Permanence; a released document does not give the chance to make changes which is usually a reason for students to be scared about delivering their works but a continuous revision will help with students confidence. Production time; although time limits can – spoil- a document production, after a student has been properly trained, s/he can develop an efficient process to achieve good final products. Distance; not knowing the audience for whom the student is writing can be a problem but if s/he is able to predict her/his audience, they will be able to produce standard cultural and literary compositions and an understandable document to be interpreted by readers.

Orthography; special care needs to be taken by the professor in this area since the difference in symbols from one language to another is usually what causes problems to students to make their documents understandable, the use of different letters in alike words can cause disruption while reading and confusion understanding. Complexity; writers cannot repeat words permanently, they need to combine sentences correctly, they need to know how to refer to other elements in a text, and create variety to motivate the reader. Vocabulary; a writer needs to manage correctly more vocabulary than a speaker which will help with no redundancy yet clear explanations. Formality; certain rules must be obeyed in order to produce accurate documents to describe, explain, compare, contrast, defend, criticize or argue as essays can be done in all those terms.

Writing correctly

Paul Graham (March, 2005), in his article about writing correctly, points out some important issues to be aware of when starting to write a document. First of all, the writer needs to be aware of the fact that writing is not only sharing ideas but also generating those ideas. The fact that it is necessary to write about a subject, makes it a necessity to think about it, to study it, and come up with different facts about it.

It is not always easy to get started on writing, a good way to clarify ideas is to try to explain to somebody what you plan to write about and keep track of the most important ideas you share with that person in order to save the main ideas. It would be good, if time allows, to keep notes of ideas that could be shared in the composition and start writing when you have a first sentence to start with. Keep editing your work, don't hesitate to erase and/or add information, use linking sentences to gather ideas, read your paper out loud in order to find boring sentences and awkward phrases to edit them and finally try to find an ending sentence and use it to close your work when the reader is still interested. This will assure motivation and interest on your paper from the reader from beginning to end.

Types of Compositions

Description

This type of text creates an image in the mind of the reader, it should be given in such a way that the reader can imagine what s/he is reading. Therefore, to try to create a description, the student needs to imagine what needs to be said in order to help the reader feel s/he is actually there. Specific information should be given; a description should usually start with describing a whole scenario and then focus in specifics and details. Overall, a description should create a scenario in the reader's head and continue with concrete details in sequence and in time.

E-mail

To write properly an e-mail specific an specific format should be respected. For instance, To, From, Date and Subject are important fields to be filled. To will contain information on the person the mail is directed to. From is the name of the person sending the e-mail. Date and time will usually appear for default and it is the actual moment when the document is being written. Subject is a title that can be given to the mail in order to summarize its content.

The body of the mail needs to contain a Greeting to the person receiving the mail, the Purpose is a sentence or paragraph explaining what the message is about, the next

step would be Action where any required should be pointed out, add Attachments if necessary, End the mail in a polite way, Name of the sender if the system does not have it for default.

Country report

A country report might be necessary for business, travel, education or even for fun, for letting your abroad friends know about your country. Therefore, the writing of a country report should respect some basic lines:

A title should go first, and a brief overview of the country. Geographical and political information goes next. Special information according to the purpose is necessary such as main visitor spots if writing for a traveler. Use traditional sources such as The Book of Facts to mention specific information and/or online information would be suitable.

Information from people who actually are in the country would be a great source of facts. Put yourself as the audience and look at it after a couple of days in order to correct mistakes you could have missed the first time you wrote it. Check for typographical or orthographic mistakes before you share it.

Letter

Letters are written to another person or groups of people for specific reasons such as invitations, complaints, giving advice, and so on.

Letters can be informal to friends and family, formal such as business or managers which should be written politely, semi-formal for teachers for example and they should be written in a respectful style or Letters to the Editor which can present personal opinions on specific problems or give suggestions.

Description of a person

To write a description of a person, this description needs to be very precise. Important characteristics of the person and traits of their personality could be given. To write a description of somebody, it is really important to know that person because it could not be possible to write so precise characteristics of people without knowing them.

Film review

A good written film review must have these 5 parts: credits, synopsis, characters, vocabulary and conclusion. Credits are the title and year, genre, director, screenwriter, music or soundtrack and main actors. Synopsis will contain a short summary of the film such as place and time when the movie takes place, a background of the society or country, genre of the movie such as comedy, drama, adventure; therefore, the information in this review will contain the most important data about a film. Next, the main characters are important and a physical and psychological description is needed as well as their background, such as nationality and social/personal background. Also, Vocabulary in case there are unknown words and their usage in a sentence to make sure their meaning has been understood. The conclusions need to contain information about the message that the movie gives, compare it with other realities and the opinion of the writer.

Assessment in writing

Evaluating a student's writing material is not an easy task since on one hand the teacher of a writing class is guiding the student in the job of writing but on the other hand this same teacher needs to be the judge. This chore therefore can be difficult but if the teacher does his job as stated by Brown (2001) "the key to being a judge is fairness and explicitness in what you take into account in your evaluation" this task can be less complex.

It is important to notice that evaluating a student's writing is evaluating their ideas; therefore, only grading their work is not what should be done. Evaluating a student's writing needs to have a respectful and thoughtful eye where their composition does not just need a score or grade, but instead, it needs to get feedback, comments and/or questions.

In an article written by Moore (2012), she mentions a study done by University of Akron where they compared the scoring of essays done by computer software in relation to the scoring of the same essays done by human eyes; what they point out as a result of

that study is that human eyes can be softer on grading than computer software but as she also mentions this is not a –written on stone- fact since at her English faculty of her community college they conducted a similar study where they conducted a cross-score by teachers of essays and computer programs but the results where exactly the opposite than those seen at University of Akron, the scoring of teachers resulted to be lower than that given by computer programs which shows that studies and comparisons done in different places can also give different results.

However, as mentioned before, feedback and comments must be the most important thing when grading a document which will show the student respect for their ideas, interest on their writing, motivation to help them improve their skills and pride on their own work.

While these comments and questions are important, a scoring system for writing could be helpful in order to –place a number- on the score of a written product, if that is what is necessary to understand and continue improving students work. Therefore, respecting general yet important categories in writing is important; these categories can be content, organization, discourse, syntax, vocabulary and mechanics.

For the use of the present study, the 6 + 1 traits of writing have been chosen in order to grade writings fairly and on the most important characteristics a composition should have.

The 6 traits of writing

These traits were pioneered by Education Northwest more than 20 years ago. It is called the 6+1 Trait Writing Model of Instruction & Assessment, its main purpose is to provide a common language for teachers and students to talk about the characteristics of writing; therefore, it establishes a clear vision of what good writing would look like.

The story of the 6+1 traits of writing started in the early 1980s when many teachers from across the United States thought there should be a way an easier way to assess their students' writing. That is how they came up with an instrument that could provide

accurate and reliable feedback to students and teachers, an analytic instrument that would be valid, honest and practical. Common characteristics of good writing were identified and they became the framework for the instrument. It is called the 6+1 traits of writing because a last trait was recently added: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. The mentioned ideas are the foundation for Education Northwest's writing assessment model and the basis for the descriptive criteria they use to define the qualities of good writing at different levels of achievement. These traits are not only used in the United States but also around the world and not only by English teachers but also by other subjects' teachers since it became a tool for grading writing in its own important sense.

The 6+1 trait definitions

The definitions of the traits are important and need to be clarified.

Ideas: The ideas are the main message. It is a respect of the main theme in accordance with the supporting details, which is a characteristic that enriches the text. If ideas are clear and strong, details are interesting, informative and unique, the written work will keep the reader interested and is the first step on successful writing.

Organization: The organization of the structure of writing material is important. If it contains a thread of central meaning and the sequence fits the central idea, it is said that the internal structure of the piece of writing is well constructed. This organization can be for example based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event and so on. In a successfully organized document, it will be constructed to keep the reader interested from the very beginning which creates a sense of anticipation. Keeping ideas logically ordered in time and place will also maintain readers' interest. Transitional words or connections are also important to not interfere in the flow of the written document. And ideas need to close with a sense of resolution while keeping the reader with something else to think about.

Voice: When a writer is interested in a topic, s/he will write with special characteristics and concern about something. These special tone or flavor the writer gives a message is called Voice.

Word choice: The use of precise, colorful and rich language to communicate and reveal messages to the reader is called word choice. For example in descriptions using strong words will result in the enlightening of readers imagination and in persuasive writing words moving the reader to another vision of ideas is a correct word choice. Therefore, word choice is actually not the use of special vocabulary but the use of common words in the best way to produce a good document with no space for confusion.

Sentence fluency: When a document is read aloud it needs to have rhythm and flow. Fluent writing has cadence, power, rhythm, and movement. Sentences need to vary their length, structure and style and lets the reader move through the document effortlessly.

Conventions: Conventions include 5 elements which are: spelling, punctuation, capitalization, grammar/usage, and paragraphing. This is an analytic trait within an analytic system because it almost allows somehow quantitative models to analyze a written product.

Presentation: The overall appearance of a document is known as presentation. A balance of white space with graphics and text, its neatness, font and borders is necessary to produce a well presented document. In publicity for example, presentation is so important it may cause a person to prefer one product over another; therefore, the presentation must be kept neat for publication of a written product.

Motivating a writing student through assessment

In an article written by Lauren Griffin (2012), various assessment methods are mentioned to be used by a writing teacher and that can have a positive impact on students.

First, the article stresses on the importance of Rubrics where special information is given by the teacher to the student to be completed when done with writing. If the teacher also gives feedback to a document, the student will have more information on where changes should be made, where the student needs to improve and not less important, how was the score given. Second, when the assessment methodology is a Portfolio, it is important to understand that students do not need to write many mediocre documents to fill a study plan but it would be more suitable for students to write 4 or 6 essays during the course which give the student the chance to get teachers feedback from the first draft and strengthen their work by repeating the chore. Portfolios are an instrument to keep record of the improvement that actually helps the student to stress her/his efforts to progress. Third, the use of Word Processors when scoring and giving feedback is important since hand-writing can sometimes be confusing and also word processors allow writing more than just two sentences of feedback. Finally, the use of online resources to grade and give feedback on documents should be taken into account because for example using an e-mail account to receive homework helps the teacher keep track and folders of their students by course and title not to mention how important these methodology is for the environment with little or no use of paper on printed documents of the essays.

Studies about writing

As we have mentioned before, writing has not always been considered an important skill when learning a language, its interest was mostly based on the thought that writing could help to learn speech. Nowadays its importance is understood and many studies have been held regarding the issue of writing skills.

For example, Kobayashi, H. & Rinnert, C. (2006) held a study called Effects of first language on second language writing: Translation versus Direct Composition. This study was done with 48 Japanese students who were asked to write texts, first using translation, which means they were allowed to write in Japanese and then translate it into English and the other option was to compose directly in English. It is important to notice that these students did not belong to the same level of knowledge of English and the results have shown that lower-level students benefited from translation in terms of quality of content, organization and style while higher-level students did not benefit from the process of translation. Actually when higher-level students translated documents, they made more errors that interfered with what they wanted to say, while in direct writing these errors were less frequent. Nevertheless, the syntactic complexity was greater in both lower and higher-level students when writers used translations than when their writings were written directly in English. In regards to language proficiency and the quality of writing that resulted from the two composition processes, it seems that Oral Skills were more closely related to writing quality than Grammar knowledge, even more in the case of direct writing.

In conclusion, it seems that depending on the higher level of knowledge of English the student has, her/his writing will have a better product when done directly in English; while compositions done in a foreign language and then translated had a better product when students belonged to a lower level.

An essay about another study was written by Cathrine Berg (2000). This study was conducted to analyze the effects of trained peer response on ESL students' revision types and writing quality. This study was held with 46 ESL students who were divided into two groups; the first group was trained to participate in peer response to writing while the other group was not trained. The main question of the study was if being trained to give feedback to their colleagues actually shapes ESL students' revision types and writing quality. In other words, the types of changes that students make to their peer writings and the quality of the writing. In the case of quality, if the feedback was accurate and helpful or was the feedback wrong and have a negative impact on the student's writing. However, the idea of training students to participate effectively in

assessing their classmates had been an often-cited suggestion for peer response and results of this investigation showed that students who were trained to give peer feedback positively affected ESL students' writings.

On the other hand, the English Teaching Standards have different approaches and have had a development thought out the years. For instance, the National Council for Accreditation of Teacher Education (NCATE) which was founded in 1954 to accredit teacher certification programs at U.S. colleges and universities created the TESOL standards around 1999 for the recognition of ESL teacher education programs. While, the Interstate New Teacher Assessment and Support Consortium (INTASC) use their 10 standards to reflect the professional curriculum and what beginning teachers should know and be able to do in order to teach properly. This framework allows teachers to be and practicing teachers to institute their professional development based on International and Institutional standards which allow to follow rules or standards to work with their students. For this study, the TESOL (NCATE) standards were used and will be included following:

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.

Standard 1.a. Language as a System

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

Standard 1.b. Language Acquisition and Development

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

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.

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.

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.

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.

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.

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.

Domain 4. Assessment

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

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

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

Standard 4.b. Language Proficiency Assessment

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

Standard 4.c. Classroom-Based Assessment for ESL

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

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.

Standard 5.a. ESL Research and History

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

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

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

CHAPTER I: EFL CASE STUDY

DESCRIPTION OF STUDENT AND SETTING

This student portfolio is a collection of exercises, class work and home work done and focused in writing skills and structure. Sebastian is a 14 year old male student, who is willing to improve his writing skills. Although he shows knowledge of a fair level of Vocabulary and Grammar, he needs to improve his output production because he feels his writing skills are weak.

He is from Ecuador and he has been an ESOL student for 11 years. He is a 10th grade student at a private school in Cuenca – Ecuador. His native language is Spanish and he is taking this course in order to attend a Summer Language School in the United States. During the course he showed interest in the language and was in constant need of answers for his everyday questions.

To start the tutorial he took a diagnostic test, which shows he has an Upper Intermediate Level of English knowledge, according to the results of this diagnostic test (Appendix A). This course had a 6 week plan, 2 classes per week.

The written material was assessed following the 6 Traits of Writing. This Model of Instruction and Assessment helped the student and the teacher to have the same parameters to analyze the written documents. These 6 traits of writing are: Ideas and Content, Sentence Fluency, Word Choice, Voice, Organization and Conventions.

Ideas and Content is the reason for writing a paper, Sentence Fluency is the flow of the sentences, Word Choice keeps the reader motivated, Voice shows the motivation of the writer, Organization makes the document easy to read and Conventions include spelling, punctuation, grammar, capitalization and paragraphing.

Therefore, the following written materials will be analyzed and assessed under the 6 Traits of Writing parameters.

Pre-Test

March 13, 2012

Writing test.

If you could visit any country, which country would you choose and why?

England

If I could visit a country, certainly it ^{would} be the United Kingdom, also called England, or Great Britain, I'd love to visit ^{the} UK, because it's a very interesting country, and it has a lot of medieval things and castles, that are one of my favorite things in the world, because they have a lot of misteries and ~~stories~~ stories, also the UK is a country that is used to ~~inspire~~ inspire writers, and they use the UK as the main country of ~~they~~ ^{their} stories, for example Harry Potter, and Narnia.

| Ideas and Content | 1 | 2 | 3 |
|-------------------|---|---|---|
| Sentence Fluency | | X | |
| Word choice | | | X |
| Voice | | | X |
| Organization | | X | |
| Conventions | X | | |

Punctuation
Modal verbs.

Pre-test Analysis

For this pre-test, the prompt was to answer to the following question: If you could visit any country, which country would you choose and why?

This was not a timed exercise, but it took him around 5 minutes to develop his ideas and 10 more minutes to write and check his document.

As it can be seen, the student has a good level of vocabulary although he hesitated to finally write the words on the paper. He shows some difficulties with the use of conditional form of sentences and modal verbs.

Although the ideas and content of the written piece is interesting, it is noticeable that he fails on sentence fluency since the way he is proposing his ideas is not well structured and also a misuse on Punctuation makes the document more difficult to read. The organization and presentation of the text shows his hesitation when writing and word choice and voice show that the student was motivated when writing and he was trying to make the document attractive to the reader as well. Besides the above mentioned Grammar errors, he shows no knowledge in paragraph writing standards such as indention and sentence after sentence structure, he writes his ideas one after another with no structured order.

Nevertheless, he used his creativity and expectations in life to show not only interest on the language, but also a clear interest on travelling and literature.

Samples of Student Work

Artifact 1

March 15, 2012

Did you hear about that guy who won 180 million dollars in the lottery? If I (win) **won** that much money, I (quit) **would quit** my job the next day. I (travel) **would travel** around the world and (stay) **stay** in the most luxurious hotels. If I (want) **wanted** anything, I (buy) **would buy** it. If I (see) **see** a beautiful Mercedes that I wanted, I (buy) **would buy** it. If I wanted to stay in a beautiful hotel and the hotel (be) **was** full, I (buy) **would buy** the hotel and make them give me a room. I (can) **could** do anything in the world if I had 180 million dollars ... Oh, I am starting to sound a little materialistic... Well... I (do) **would do** good things with the money as well. If anybody (need) **needed** help, I (give) **would give** them some money to help them out. I (donate) **would donate** money to charities. I (give) **would give** money to help support the arts. If I (win) **won** that much money, I wouldn't keep it all for myself. I (help) **would help** as many people as possible.

Analysis

Since on the pre-test I found that the student had problems with conditional forms of sentences and modal verbs, I planned the next exercise where he had to fill out an online worksheet, which he fulfilled almost 100% successfully, he made two mistakes on the form of the verbs after “if” but the use of would in the second conditional was ok. In class he was instructed on the use of “would” and the verb forms following it and also on the use of the verb in the past form where applicable. He knows now that this type of conditional shows a situation that is possible but very unlikely to happen, which is actually what he means, on the case of the sentence he includes in the pre-test when he refers to his travel possibility.

Artifact 2

March 20, 2012

Write a mail to your classmate about your English homework for tomorrow.

Name: Sebastián Cevallos

sebascevallosh@hotmail.com

To: Fastfries@colaris.com

Subject: Error with my package

Hello, my name is Sebastián Cevallos, an old customer from Cuenca, Ecuador. I'm writing to let you know that I purchased a package of SOUTH Korean chips, and you sent me NORTH Korean chips, I waited for 2 weeks for my chips, and then... This! could you please send me the correct package?, thank you.

Sebastián Cevallos

| | | | | |
|-------------------|---|---|---|---|
| Ideas and Content | 1 | X | 2 | 3 |
| Sentence Fluency | | X | | |
| Word choice | | X | | |
| Voice | | | | X |
| Organization | | | | X |
| Conventions | | X | | |

Punctuation!

Analysis

The next step on his writing tutorial was to learn how to write an e-mail but since he is a 14 year old student who has been immersed in technology since his early years of life, he did have some understanding on how to develop such a form. Nevertheless, he learned in class about the parts of an e-mail and the importance of filling out all the fields before sending one to make information clear for the recipient.

On this exercise, he was prompted to write an example of an e-mail of complaint, which I find he developed successfully since he identified himself, what the problem was, what his expectations were and what the solution would be. But the ideas and content of the

document are not that clear, there is a lack on sentence fluency, again punctuation would have helped on that. It seems that word choice was not completely correct because I find a lack of interest in the writer. The organization is ok but, as mentioned before, punctuation and capitalization are key points to develop an easy to read document.

Artifact 3

March 22, 2012

Revise the following sentences by adding commas where they are needed. If a sentence is correct, type "correct" in the textbox. When you are finished, click on the "Check My Work" button at the bottom of the page.

1. The waiter ignored the rude, obnoxious customer.
Correct
2. Joey ate all of his peas, but he refused to eat his lima beans.
Joey ate all of his peas, but he refused to eat his lima beans
3. Edgar Allan Poe, the father of the short story, is buried in Baltimore.
Edgar Allan Poe, the father of the short story, is buried in Baltimore
4. Since the expansion of the Internet, research has become much less tedious.
Since the expansion of the Internet, research has become much less tedious
5. To maintain excellent grades in your classes is an accomplishment.
Correct
6. Handguns, knives and other weapons are turning up in locker checks.
Handguns, knives and other weapons are turning up in locker checks
7. The golfer wearing the plaid pants desperately needs to improve his game.
8. As cucumbers grow, their vines need room to expand.
9. That movie, in my opinion, was too scary for children.
Correct
10. You will come to my dance recital, won't you?
You will come to my dance recital, won't you?

6/10

Analysis

In his last assignment and on his pre-test I found that a major problem was punctuation, mostly the use of commas and where they should or should not be placed. That is why in class we had a lesson on the correct use of commas: their application when denoting an appositive, when listing things or adjectives, after a city and before a state or after an introductory phrase.

Then, as homework he developed the above exercise where he found some problems on prepositional phrases and their succession, as it can be seen on sentences 7 and 8; I think he found some problems on these sentences also, because some of the words in them were not that familiar to him (plaid, vines) and not knowing the vocabulary made it more difficult for him to “guess” the answers. On sentence number 1 he made a mistake on putting a comma after a listing (rude, obnoxious...). Being this a homework task, it explains his lack of help in vocabulary matters and therefore his outcome on this exercise.

Artifact 4

March 27, 2012

Write about a special festivity of your country.

Name: Sebastián Cevallos festivity

Corpus Christi is a traditional party which is celebrated ~~at~~ June, ~~at~~ this party, tons of candies are sold, ~~at~~ this party lots of candy-stands are putted all around central park, this party is celebrated only in one week, ~~at~~ this party ^{here} are many of pirotecnic shows too, and this party symbolizes the Christ's body.

| | | | | |
|-------------------|---|---|---|---|
| Ideas and Content | 1 | X | 2 | 3 |
| Sentence Fluency | | X | | |
| Word choice | | X | | |
| Voice | | X | | |
| Organization | | | | X |
| Conventions | | X | | |

Analysis

On this exercise, the student was prompted to write about a special festivity from his country. He chose the festivity of Corpus Christi, he mentions different attractions and facts that happen on this festivity days and its symbolism.

On this writing, we can notice the student has some difficulties on the use of modal verbs and prepositions of time and place as well as a mistake on irregular verb construction. He developed the document with no hesitation but that is probably why the construction or sentence fluency of his document is not well structured and makes it a little difficult to read and understand its content. Therefore, there are some issues on his word choice; he repeats the same line twice which confuses the reader. Again, the student needs to work more on conventions since paragraph and punctuation are not the best.

Artifact 5

March 27, 2012

Homework.

Name: Sebastián Cevallos

Combine the sentences using the words in brackets. You do not need the underlined words.

- Clowns are not funny for Johnny Depp. He is afraid of them. (who)
Clowns are not funny for Johnny Depp, who is afraid of them.
- J. K. Rowling is afraid of spiders. Her books have sold millions. (whose)
J.K. Rowling whose books have sold millions, is afraid of spiders.
- Flying scares many people. Flying is the safest way to travel. (which)
Flying scares many people, which is the safest way to travel.
- Julius Caesar was afraid of cats. He was a great Roman emperor. (who)
Julius Caesar, who was a great Roman emperor, was afraid of cats.
- Nicole Kidman walked up to the gate. A huge butterfly was sitting there. (where)
Nicole Kidman walked up to the gate, where a huge butterfly was sitting there.

*Misspelling which
Forgets commas*

Analysis

I found in his last exercise and throughout his writings that he had problems with the use of “which” and its spelling and since the use of who, whose, which would help on punctuation as well, we had a class on Relative Pronouns.

In class he was instructed on the use of who when we talk about people, the use of which when we talk about things and the use of whose instead of his/her or their (possession) and the detail that “that” could also be used instead of who or which.

He then developed the above exercise where he keeps making the mistake of the spelling of the word “which”. In sentence one it seems that he hesitated on keeping the pronoun on the sentence but at the end he managed to succeed in it. He forgets full stop periods at the end of the sentences. And on the last sentence he fails when he keeps “there “within the sentence.

However, the outcome of the exercise shows that the student understood the practical use of “who”, “whose”, “which” and “that” in sentences to convert them in defining relative clauses.

Artifact 6

March 29, 2012

Write a letter to your cousin who lives in the United States.

Name: Sebastian Cevallos
10 August Avenue, S-201
Apr-22-11

Hello, Mateo, what's up man? how are you?
i'm writing to you to tell you that i'll
be there for vacations at July, so you
will have to see me again... i will
take some cool video games so we
will play until the midnight... or more...
i'm really excited because of seeing you
again, i will be there at July.

Miss ya, man. - Sebastian

| | 1 | 2 | 3 |
|-------------------|---|---|---|
| Ideas and Content | | X | |
| Sentence Fluency | | X | |
| Word choice | | X | |
| Voice | | | X |
| Organization | | | X |
| Conventions | | X | |

Analysis

On this exercise, the student was prompted to write a letter to his cousin who lives abroad. He wrote his address and date as instructed in class and the content of the letter is logical according to the given instructions; it was supposed to contain a greeting, a letter proposal, a farewell word or phrase and a signature. I find his ideas and content and sentence fluency somehow weak because the written piece shows not much content. His word choice is informal but it meets the objective of the exercise.

He still has problems with the organization of his ideas and Grammar structure issues are still present. Again, in the present writing, it is noticeable the errors he has on Prepositions of Place and Time, as it can be seen when he writes "at July" but the content of the letter is understandable despite of the Structure errors he committed.

Artifact 7 a and b

April 3, 2012

Exercise.

Prepositions of time and place.

- Use in, on and at accordingly.

1. She lives in France. ✓
2. My cat lives in a box. ✗
3. I will wait for you at the entrance. ✓
4. Please put that table at the corner. ✓
5. The mirror goes on that wall, please! ✓
6. That boy has a frog in his pocket. ✗
7. My mom has roses in her garden. ✗
8. Teresa will work in that building. ✗
9. He said he would wait at the bus stop. ✓
10. There's a candy on the carpet! ✗

5/10

Exercise.

Prepositions of time and place.

- Use in, on and at accordingly.

1. We will meet in your house at 5 o'clock. ←
2. Jane and Tom will go to Florida in summer. ←
3. I like how the sky looks at sunset. ←
4. You will go to California on July 15th. ←
5. We will have a party on Independence Day. ←
6. ~~in~~ the 1990's, my mom loved to go dancing. X
7. ~~on~~ May, we always celebrate Mothers day. X
8. Let's have lunch together at noon. ←
9. My grandma takes her pills at bedtime. ←
10. She goes to a book club on Tuesdays. ←

8/10

Analysis

Since on some of the previous writings, he has had some problems with the Prepositions of Time and Place, we had a 50 minute class on their correct use: For Prepositions of Time we use **At** for precise time, **In** for months, years, long periods and **On** for Days and Dates. For Prepositions of Place we use **At** for a point, **In** for an enclosed space and **On** for a surface.

With this information, oral exercises in class and Demonstrations with spaces from the class, he took the above exercises to develop at home. It seems that his efforts on Prepositions of Time developed in him some skills on their use, he still has some mistakes with years and months, in other words with long periods of time. But, he still shows limitation with the exercise on Prepositions of Place, it seems that since his Native Language is Spanish and in this language the word "En" is used for in, on and at when referring to a place, he creates a confusion with that and keeps some mistakes.

The student needs some more training on this aspect but with his potential I am sure he will succeed in it.

Artifact 8

April 5, 2012

Modal Verbs Exercise

Choose the correct answer for each gap below, then click the "Check" button to check your answers. Some gaps may have more than one correct answer.

1.

Donna: If I won the ten million dollar lottery jackpot, I afford to quit my job and travel the world.

Sam: Where you go if you had that much money?

Donna: I don't know, I choose to spend a year in Paris - or perhaps I go to Kenya.

Sam: How often do you buy lottery tickets?

Donna: Never... I guess if I want to win the lottery, I try buying some tickets.

Sam: That help.

Analysis

The purpose of this exercise was to remember the use of Modal Verbs in sentences and their correct meaning and application. Could shows physical or mental capability, Should shows a non-precedent obligation, Would is used for conditionals or the past of Will and Might shows possibility or permission. We had a 50 minute class where, with role play examples he related asking permission for a party and what his parents' answers could be. He succeeded almost effortlessly in this exercise.

Artifact 9

April 10, 2012

Write a short paragraph about your family.

my family is ~~is~~ ~~is~~ a family of 3 members, my mom, my ~~brother~~ brother and me, we live ~~at~~ at Cuenca, Ecuador, at our appartement, my mom is madeira's President, and my brother Esteban and me are students.

| | 1 | 2 | 3 |
|-------------------|---|---|---|
| Ideas and Content | | X | |
| Sentence Fluency | | X | |
| Word choice | | X | |
| Voice | | X | |
| Organization | | X | |
| Conventions | | X | |

Analysis

The student was prompted to write a short paragraph about his family. He had 10 minutes to work on it.

I notice half-way results in this writing because, although his ideas about his family are correct, they are not properly organized, he didn't put that much effort on sentence

fluency nor voice and this causes no motivation on the reader. He still has problems on punctuation and paragraph structures. And also, the organization and presentation of the paper is not good.

Artifact 10

April 12, 2012

Write a short description about your little brother.

Name: Sebastián Cuevas

→ My brother is called Esteban and he's 8 years old, he is tall, with a normal complexion his skin is a little brown, and his hair is black, he is brown-eyed too, he is a good guy, but sometimes a little ravenous, I see Esteban being a top CIA Agent, because he is kind of wild, but silent too.

| | | | | |
|-------------------|---|---|---|---|
| Ideas and Content | 1 | X | 2 | 3 |
| Sentence Fluency | | X | | |
| Word choice | | X | | |
| Voice | | X | | |
| Organization | | | | X |
| Conventions | | X | | |



Analysis

The student was prompted to write a short description of his brother. The overall content and organization of the document is ok, but he still has problems with paragraph structures. The content of the paper is interesting and word choice is satisfactory, but its sentence fluency is not well structured which makes the document difficult to read. He kept a clean and proper presentation.

It is important to notice that he uses an informal phrase at the end of the sentence “kind of”, although it was not well structured, it is easy to understand the meaning of his writing.

Artifact 11

April 17, 2012

Write 10 lines about your country.

Name:

My country is Ecuador, located ^{IN} at South America. It's official language is the Spanish and it's populated by 14 million people. The most important cities are Quito, Guayaquil and Cuenca. The other cities are very small compared with international cities. The international airports are at Guayaquil and Quito, and the most touristic and interesting places are: Galapagos, El Cajas, and the Orient of our country.

| | | | | |
|-------------------|---|---|---|---|
| Ideas and Content | 1 | 2 | X | 3 |
| Sentence Fluency | | | X | |
| Word choice | | | X | |
| Voice | | | X | |
| Organization | | | X | |
| Conventions | | X | | |

Analysis

Before writing this paper, we had a class on paragraph structures and sentence fluency marked with punctuation. A change is noticeable in the presentation of the document. He is finally indenting and separating sentences with punctuation: commas and periods help the paper to look cleaner and more structured. He also put good effort, during the 15 minutes given to write this document, on keeping the ideas and content about the

country motivating. Word choice helps to follow the document and , we can see that the writer's voice is noted throughout the paper. But we can still notice some issues with conventions, punctuation and some word formations.

Post-test

April 19, 2012

Writing post-test.

Name: Sebastian Cevallos

Write a film review.

The Chronicles of Narnia: The Lion, the Witch and the Wardrobe.

This movie was released in 2003, and it was directed by Andrew Adamson, the genre of Narnia is: Fantasy, The screenwriter was Christopher Markus, and the Soundtrack was made by Harry Gregson-Williams, the main actors are Georgie Henley, Skandar Keynes, William Moseley and Anna Popplewell.

Summary! → The brief is that Lucy Pevensy discovers a strange world called "Narnia" by entering to ~~his~~ ^{her} tutor's wardrobe, there are 4 ~~brothers~~ ^{siblings} and Lucy is one of them, and they moved with a Tutor because their country (Great Britain) ~~it's~~ ^{was} World War I, *who?* → she's the first to enter Narnia, and then her brothers who are Brown-Haired except for Edmund, they are good guys, but Edmund serves the dark side of Narnia for a short time, then they enter to war with "White Queens" because she caused a 100 years winter.

My conclusion is that this movie is very cool because I love Fantasy books and movies. The message of this movie could be: Never give up because they didn't gave up when the war started.

| | | | |
|-------------------|---|---|---|
| Ideas and Content | 1 | 2 | X |
| Sentence Fluency | | | X |
| Word choice | | | X |
| Voice | | | X |
| Organization | | | X |
| Conventions | | X | |

Post-test analysis

The student developed different types of writing during this tutorial. I found that his interest in movies and books was important and that it could actually keep him interested and motivated in his class work, that is why I asked him, as a post-test, to develop a film review on a movie that he liked, he chose The Chronicles of Narnia for his review.

First, he was instructed in the different parts of a film review: Credits, title, year, genre, actors, a brief summary and conclusions and/or message of the movie.

As it can be seen, he put a Title to the document; he respected an indentation at the beginning of the first and the third paragraph although he missed to indent the second paragraph. The content of the written work is respecting the parts he was instructed on but it is noticeable his lack of practice in written exercises since he keeps making mistakes on punctuation and spaces.

On the other hand, he put all his effort in developing an understandable but brief summary which makes the reading interesting.

Five out of 6 trait standards of writing were well developed in his document, its content goes according to the asked prompt; he tried to keep sentence fluency in order as well as word choice to make his paper more reader friendly. His presentation and organization of the document denotes effort although he still has some problems with punctuation, capitalization and paragraph structure.

Finally, on his Grammar Structure he still has mistakes but it could be refined at the summer vacation program he is willing to take in the United States.

Student Self Evaluation

| Using sentences | Punctuation and Grammar | Organizing my work | Using paragraphs | Interesting to read | Reader and purpose | Using Vocabulary | Spelling |
|---|---|---|---|--|---|---|--|
| I can use a wide range of sentence structures with confidence | I can use punctuation accurately and use it to create effects | My work is shaped and controlled to achieve an effect | I can use a variety of paragraphs for effects | My work shows flair, originality and some sophistication | I can adopt and convincingly sustain an appropriate style | I can use a variety of vocabulary accurately, effectively and originally. | All spelling is accurate. |
| I can use a variety of sentences and a range of connectives | I can use a range of punctuation accurately | My work is structured clearly and confidently | I can link ideas within paragraphs | My work engages and sustains the readers attention | I can use and sustain a reasonably appropriate style | I can use a range of vocabulary precisely. | I spell all simple and some complex words correctly. |
| I use different types of sentences for effect | I can confidently use a range of punctuation with only a few errors | My work is structured for effect. | I can use topic sentences and develop paragraphing. | My work keeps reader's attention most of the time | My style fits the task and the reader | I can use a range of vocabulary with some confidence. | I always spell simple words correctly. |
| I am starting to vary my sentences | I can use basic punctuation accurately | My work is organized and clear. | I use paragraphs to group ideas. | My work is beginning to be interesting | My style fits the task but not the reader | I am beginning to use adjectives, verbs and adverbs. | I usually spell simple words correctly. |
| I can use simple sentences | I can use full stops, question marks and quotation marks | My work has a beginning and ending. | Sometimes my paragraphs are confused. | I am beginning to use detail in my writing (e.g. adjectives) | I am vaguely aware of the style I should be writing in | I use mostly simple words. | With help I can spell some simple words. |

Student Self Evaluation Analysis

The student self evaluation was done using a chart to assess pupils progress. This chart presented at an online resource (Teacher of Literacy) contains different parameters for the student to assess his progress. These are the parameters: Using sentences, Punctuation and Grammar, Organizing my work, Using Paragraphs, Interesting to read, Reader and Purpose, Using Vocabulary and Spelling. This table explains the different levels where skills can be positioned and how far they can go to achieve the best results in writing.

His self-evaluation shows where he thinks his writing skills are:

On using sentences he feels he is using different types of sentences for effect. I think he has developed some skills on this subject but practice is very necessary for him to develop a wide range of sentence structures and keep the flow and interest on his writings.

On Punctuation and Grammar he thinks he can confidently use a range of punctuation with only a few errors. I find that although his punctuation skills were very low when he started, he now tries to develop ideas and keep them in different sentences and respecting punctuation to help the reader breathe and understand his writings.

On Organizing his work he believes his work is structured for effect. I think that at the beginning of his writing tutorial, he wasn't aware of all the different skills a writing must have in order to succeed. Now, he knows that thinking deeply on the ideas can develop writing pieces that will keep the reader motivated.

On Using Paragraphs he thinks he is skilled to use a variety of paragraphs for effects. I think he still has some work to do on this subject because he keeps forgetting indentions and full stops.

On making his writings Interesting to Read he thinks his work engages and sustains the reader's attention which I believe he does succeed on but there is always room for improvement when he could organize his ideas better and develop writings with better outcome.

On Reader and Purpose he believes his style fits the task and the reader. I think he still has some work to do on this matter since on some of his writings he fails to develop straight forward ideas and loses the reader's attention when he develops not organized and not on target tasks.

On Using Vocabulary, he feels he can use a range of vocabulary precisely. I think that his vocabulary is ok for his level but he still needs to practice and study more vocabulary that could help him develop more advanced documents.

On Spelling he believes his spelling of simple and complex words is correct. I think that for most of the words he wrote this is true but he can always keep practicing and learning more words and improving his spelling.

CHAPTER II: TEFL PROGRAM PORTFOLIO

Standards Based Position Paper

The Teachers of English to Speakers of Other Languages (TESOL) standards are guidelines created for the recognition of initial TESOL programs in P-12 ESL teacher education. Therefore, ESL programs should be based on these indicators and consequently, meet the criterion on appropriate projects.

In the course of this Master's Degree, we have worked in a variety of assignments for the different subjects we have attended. Following you will find standards and assignments with its rationale in order to explain the validity of the

TESOL standards in our ESL classrooms and during the development of our Master's program. It is difficult to just mention one standard per assignment since many could apply. Nevertheless, I have tried to find the most appropriate standard according to the given assignment.

It is important to notice that the TESOL standards base their ideas in Professionalism but the important Domains they stress on are: Language knowledge, Culture knowledge and respect, accurate Assessment techniques and applications and management and careful development of Instruction material.

I have chosen the following assignments that I have done along this Master's program to represent how I find the TESOL standards have been met and how I will be able to use them for my future challenges and job duties.

1. MAY - AUGUST 2010

Domain 1. Language

Standard 1a. Language as a System

1. a. 1. Demonstrates knowledge of the components of language and language as an integrative system.

Name of Artifact: Ppt presentation on Modal Auxiliaries

Date: July 2010

Course: Structure of English.

Teacher: Dr. Rashid Moore

| | | | |
|--|---|--|---|
| 1.a.1. Demonstrates knowledge of the components of language and language as an integrative system. | Candidates are aware of the components of language and language as an integrative system. | Candidates can use the components of language and language as an integrative system to inform instruction with ELLs. | Candidates can use the components of language and language as an integrative system to create instructional plans for ELLs. |
|--|---|--|---|

Rationale:

I have chosen the assignment of a class I prepared on Modal Auxiliaries. Its content shows the prior knowledge the student needs to have in order to proceed with the following information. The components of language have been mentioned in this presentation, in order to achieve the correct sentence construction and communication process and control. This class shows that we are now prepared to develop an instructional plan that fulfills the students' expectations and succeed in the students' learning goals.

2. SEPTEMBER-DECEMBER 2010

Domain 2. Culture

Standard 2. Culture as it affects English language learning

2.c Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELL's learning.

Name of Artifact: Focus on the Language Learner: Motivation, Styles and Strategies.

Date: November 2010

Course: Applied Linguistics

Teacher: Dr. Teena Villaroel

| | | | |
|---|--|--|---|
| <p>2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.</p> | <p>Candidates are aware that cultural conflicts and home events affect interpersonal classroom relationships and ELL learning.</p> | <p>Candidates teach cross-cultural appreciation by addressing cross-cultural conflicts and establishing high expectations of ELLs' interactions across cultures.</p> | <p>Candidates design and deliver instruction that allows students to participate in cross-cultural studies and cross-cultural extracurricular opportunities.</p> <p>Candidates integrate conflict resolution techniques into their instruction.</p> |
|---|--|--|---|

Rationale:

I have chosen this assignment that is an essay on Focus on the Language Learner: Motivation, Styles and Strategies because it mentions the importance that

culture has in the motivation to learn another language and it is important for us as teachers to be able to design instruction that allows students to learn from other cultures. According to Gardner (1985), integration or interest in other cultures is usually

one of the first reasons for a person to start learning another language which takes the student to pursue her/his goals taking into account the life and customs another country or culture may have.

3. DECEMBER 2010 – APRIL 2011

Domain 3. Planning, Implementing, and Managing Instruction

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

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

Name of Artifact: Lesson plans

Date: February 2011

Course: Methods of Teaching English

Teacher: Dr. George Iber

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|---|---|--|---|
| <p>3.a.2. Create supportive, accepting classroom environments.</p> | <p>Candidates recognize ELLs' various approaches to learning.</p> | <p>Candidates implement standards-based programs and instructional models appropriate to individual student needs.</p> | <p>Candidates systematically design ESL and content instruction that is student centered.</p> <p>Candidates design lessons such that students work collaboratively to meet learning objectives.</p> |
|---|---|--|---|

Rationale:

By developing the Lesson plans we systematically designed ESL and content instruction that is student centered. We developed lessons that could make students

work and enrich them in order to meet learning objectives. In the lesson plans, different approaches have also been taken into account; the multiple intelligences students have are a basis for the process of these lesson plans which allows the instruction to be student centered and where students can work collaboratively to improve and meet learning objectives.

4. MAY – AUGUST 2011

Domain 3. Planning, implementing and managing instructions.

Standard 3.b. Implementing and managing Standard-Based ESL and content instruction

3.b.6. Provide standards-based instruction that builds on students’ oral English to support learning to read and write.

Name of Artifact: Project Planning Forms

Date: July 2011

Course: Teaching English to Adolescents and Adults

Teacher: Dr. Helga Stokes

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|---|--|---|---|
| <p>3.b.6. Provide standards-based instruction that builds on students’ oral English to support learning to read and write.</p> | <p>Candidates are familiar with ways in which oral language influences reading and writing acquisition for ELLs.</p> | <p>Candidates provide standards-based instruction that builds and integrates learners’ reading and writing as their oral language develops.</p> | <p>Candidates develop a variety of ways to integrate learners’ reading and writing as their oral language develops.</p> |
|---|--|---|---|

Rationale:

I have chosen the Project Planning Form I elaborated on English for Tourism because the main idea of the assignment was to develop concepts, abilities and strategic attitudes in students but focused in the touristic field. Since I found that the most important skills a tour guide needs are reading and writing, I developed a project that focused mainly on the development of speaking strategies, information development and written information sharing. For instance, students had to gather and develop a text on Geography, History, Gastronomy and Festivities where their main purpose was to learn and understand the information about their city and their project based outcome would be an educational fair where students had to share by speaking their information with the other students or supposed tourists and they also had to prepare a written document to be distributed among the visitors for them to check on the important matters of the information given in their visit. Therefore, the process of the assignment involved mainly speaking and writing skills.

5. AUGUST 2011 – APRIL 2012

Domain 1. Language

Standard 1.b. Language acquisition and development.

1.b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.

Name of Artifact: ESP project

Date: December 2011

Course: Teaching English for Specific Purposes

Teacher: Dr. Jean Pritchard

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|---|--|---|---|
| <p>1.b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.</p> | <p>Candidates recognize individual differences among their ELLs (e.g., age, L1 literacy level, personality, motivation, socioeconomic status).</p> | <p>Candidates know their ELLs and understand that individual variables can have important effects on the process and level of L2 learning.</p> <p>Candidates apply this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success.</p> | <p>Candidates use their understanding of learner variables to consistently provide individualized language- and content-learning goals and appropriate instructional environments for ELLs.</p> |
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Rationale:

I have chosen the ESP purposes project to demonstrate the use a professional English teacher can give to the knowledge of special content-related focuses, where if specific information is needed, the teacher has the skills to develop an English for Specific Purposes instruction plan. Learner variables is another theme to be aware of,

because when a professional teacher works on an specific subject, s/he needs to be aware of the students' different learning styles in order to develop not only a correctly related instructional plan but also give it a learner-centered approach where the students will be able to acquire the best content with the best skills.

CONCLUSIONS AND RECCOMENDATIONS

Regarding the Case study, in conclusion, I find that the tutorial has been useful for the student and his objective to study English abroad. Now he handles better the different aspects of writing and he has done some exercising on grammar points that were identified along his writings as weaknesses.

The student still needs practice in the different types of writing but now his attention and motivation has been awakened to keep progressing on this field.

Regarding the Student Portfolio, I find that the TESOL standards have been very useful throughout the process of this Master Degree where recognition and respect of important skills and parameters have been followed in order to produce curriculums and educational programs where language and culture knowledge is respected, assessment techniques and applications are properly managed, and carefully instructional material is created.

As a recommendation to the student and since throughout the development of this writing tutorial, I find that Sebastian has done some important improvements on his writing skills.

For instance, he is more aware of the importance of paragraphs and punctuation which helps the presentation and organization of the documents to make them easier to read.

His Vocabulary skills have denoted to be appropriate for his English level but some reading exercises and more attention to detail would help him to learn some new vocabulary and Grammar skills.

Before his trip to the United States, he could work more on his Grammar skills in order to obtain better results in his first day placement test and therefore start his studies at a higher level.

He needs to practice more his Writing skills in order to develop better papers and eventually be able to develop essays that could help him in his college studies if he decides to pursue a career abroad.

I would recommend him to keep working on online sources to improve his skills in English and he should practice some more on conversation as well since at an immerse experience such as his planed studies; he will need to communicate with native speakers on a daily basis.

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[justgradeit.html?utm_source=feedburner&utm_medium=feed&utm_campaign=ed:+teachmoore+\(TeachMoore\)&utm_content=Google+Reader](http://teacherleaders.typepad.com/teachmoore/2012/05/more-than-justgradeit.html?utm_source=feedburner&utm_medium=feed&utm_campaign=ed:+teachmoore+(TeachMoore)&utm_content=Google+Reader)

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ANNEXES

