



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

NOVA SOUTHEASTERN UNIVERSITY

**MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO
LENGUA EXTRANJERA**

**An EFL student reading case study of English as a
foreign language in the secondary private education
industry – TEFL Program Portfolio**

Degree thesis

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Centro universitario: Quito

2012

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The following research work developed by **Tiffany Marie Palaniuk** has been thoroughly revised, which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja. Consequently, I authorize this thesis for the corresponding legal purposes.

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AUTHORSHIP

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ABSTRACT

This case study presents the profile of a female high school English language learner enrolled in an English language literature course. The learner is currently positioned at level B1 on the Common European framework and documents Spanish as her native language. The setting of this case study is a private English language secondary school in Quito, Ecuador. One participant was employed for this study. Qualitative data collection methods were used following a naturalistic inquiry design strategy. This qualitative data was analyzed using phenomenological analysis of narrative data. Study results showed the participant demonstrating an increased ability to process text from a top-down level of textual processing. This result correlates with the finding that visual organizers and semantic maps are of vital use in the ESL/EFL classroom.

The TEFL Program Portfolio presents a compilation of work samples demonstrating competency according to the TESOL/NCATE standards. Artifacts and accompanying rationale demonstrate how the program content has been applied to teaching ESL/EFL. By showcasing these artifacts, I have shown my ability to apply the course content to the teaching setting and address the TESOL/NCATE standards.

INTRODUCTION

The participant of the case study was selected for this case study in response to difficulties seen when reading fiction and non-fiction texts in English. The student's literacy progression and understanding of texts is complicated based on her bottom-up approach to reading. Before starting the intervention process, I noticed that the participant utilized a bottom-up approach to reading that focused heavily on identifying and processing sounds, words, clauses, and sentences. She spent a disproportionate amount of time scanning the input to find familiar lexical items and segmenting written texts into spoken blocks. Instead, she focused on individual blocks of language that constituted comprehension of specific information at the sentence-level. The participant was able to recall her knowledge of written fiction and non-fiction texts by repeating, reproducing, memorizing, and defining concepts, events, facts, and individuals introduced in the text. When asked to engage in higher-level processing tasks such as analyzing, synthesizing, and evaluating texts, she experienced serious difficulties and frustrations in response to the task. Based on student artifacts, she showed that she did not understand her task. Consequently, the student's success in her mainstream English literature course was negatively impacted because of the processing strategies used in her literacy interpretation. As a secondary consequence, her approach and perceived esteem of her English language level was affected. This consequence changed her attitude and disposition in English language class.

The TEFL portfolio was established based on the need to demonstrate my

ability to apply the course content to the teaching setting and address the TESOL/NCATE standards and, by showcasing these artifacts, I am able to show adherence to these benchmarks. By structuring the TEFL portfolio around my ability to meet these standards, I show that I know and can demonstrate the content and pedagogical skill set and inclinations necessary to help students learn.

My motivation in conducting this study is to evaluate and interpret the efficiency of visual organizers (more specifically, journaling activities) in the reading comprehension process. Another goal of this study is to gauge the impact that journaling tools can have on a student's attitude and approach towards language learning. Given that the participant's current English course called for the processing of textual information utilizing higher-order thinking skills, this study aims to supplement the student's learning portfolio through the use of different semantic maps, charts, and visual organizers. Through the implementation of in-depth interviews, I also aspired to gauge the learner's perception of her reading abilities and comprehension level.

My objective in the creation of the TEFL portfolio was to demonstrate my professional and pedagogical knowledge in the ESL/EFL field. By analyzing different artifacts created throughout the completion of the Teaching English as a Foreign/Second Language master's program, I was able to analyze and categorize various work samples created at strategic points in this academic program. The TESOL/NCATE standards are officially recognized by the U.S. Department of Education. Such accreditation motivated me to align my academic

and professional artifacts with the benchmarks recognized by the organization since such standards are regulated, enforced, recognized, and developed at a high level.

To compliment the learner's current literacy focus, I chose to complement her current reading unit of a fiction text with individual work and comprehension sessions. As opposed to using comprehension questions that would call for written academic English responses, I chose to utilize journal templates and formats to aid the student in her comprehension of the text. When planning the intervention process, I focused on the communicative, social, and constructive nature of language while also selecting materials and resources that help scaffold the production and comprehension of academic English. Understanding that acquisition of linguistic concepts can take longer for English language learners, I chose to implement ten one-on-one sessions with the student. This planning coordinates with TESOL/NCATE standard 1b. (Language Acquisition and Development). The instructional strategy used included multiple measures, including artifacts that emphasize visual, verbal, and written production. While all intervention instruments used were selected to access higher-order thinking skills, I allowed the participant to complete the instruments naturally and authentically. This aligns with the TESOL/NCATE standard 3a. (Planning for Standards-Based ESL and Content Instruction). I integrated standard 4b. (Language Proficiency Assessment) when I utilized instruments that demonstrate language growth and structured my plan around standards-based language proficiency. After every one-on-one session, I immediately evaluated the work completed by the student

and used the performance seen in the artifacts as a measurement of growth. I also used the performance shown in the artifact to adjust and implement new instruments in future sessions if necessary, showing that I adhered to TESOL/NCATE 4c. (Classroom-Based Assessment for ESL) when completing the student case study include TESOL/NCATE 4c. By doing this, I show that I understand the interdependent relationship between teaching and assessment. The case study holds importance because of the relative lack of research that exists pertaining to the reading comprehension progression of higher-level (above B1 on the Common European framework) English language learners. While the use of journal templates has long been championed as one of the principal strategies in language arts instruction, insights into the use of journaling in the advanced English language learner classroom has been limited. Another important component of this investigation is the quality of feedback delivered to students. The effectiveness of the instrument is contingent upon the quality of the feedback given by the evaluating party. Research indicates that student responses should not be formally judged or evaluated (this could potentially affect the learning-evaluation relationship in a negative way for some students). Rather, teachers and instructors are encouraged to provide reflective feedback that allows students to scaffold the ideas in their journals. Such scaffolding has been shown to help aid the reading comprehension process and the initial stages of the pre-writing stage of writing in ESL/EFL students. Given this consideration, instructors who are not properly trained in or who disregard the importance of feedback can often damage and negatively influence the journaling process for

students. Further, the impact of journaling activities on learner attitudes has not been extensively studied.

To undergo this study, a qualitative methodology was employed through document and artifact analysis. Prior to intervention, a standardized international reading exam was used. During intervention, various semantic maps and graphic organizers were taken from *Tools for Thought – Graphic Organizers for your classroom* by Jim Burke. To gauge the reading progression of the student, the fictional text used was *Animal Farm* by George Orwell. After every session, an attitude questionnaire based on a Likert scale was administered. All journaling work and attitude perception questionnaires were completed on paper. While access to resources did not present particular problems throughout this case study, not all journaling exercises and formats were available for every reading unit. Limitations of the study include the small sample size, which makes it difficult to find significant relationships from the data. Therefore, studies performed on larger groups of students (residing at the B1 level or higher on the Common European framework) will help to ensure a more representative group of people to whom results will be transferred. Given that I only worked with the participant for eight weeks, eight significant artifacts were acquired for this case study. Had I acquired more artifacts, I could have expanded the scope of my analysis and been able to find a more meaningful relationship. Further research needs to be completed analyzing the use of journaling activities and semantic maps for higher-level English language learners in order to truly gauge the efficiency of this intervention tool.

To complete the TEFL Program Portfolio, I also employed document and artifact analysis. I utilized a backwards-based approach where I first considered the objectives and implications of the TESOL/NCATE standard and then narrowed my focus of analysis based on themes and content covered in my master's program courses. To illustrate, I looked at Standard 1.a. Language as a System and narrowed my artifact search to courses that included a Structure of English component. I then reviewed all of the assignments and work completed in that course to choose a document that analyzed the syntax, pragmatics, and semantics of the English language. All materials used were generated on the computer. Data was analyzed through a peer revision process that included three other researchers that also used a backwards-focused approach where the TESOL/NCATE standard was first applied and then artifacts were selected. In order to have my artifacts reviewed, I selected the artifact, included the relevant standard, and then submitted my artifact to my peers for their recommendations.

METHOD

The following section on methodology will initially start with a discussion of the present case study previously described. The second section will detail the TEFL Program Portfolio and the process used in the formation of said dissertation.

The participant of this case study was selected based on her current performance in her advanced-level English language course. The case study participant was selected after I blindly (without viewing the first, middle, or second names or gender of the other students) reviewed the formative and summative grades of ninety-four secondary students enrolled in the English language course at a private secondary school in Quito. The participant was selected based on her current substandard performance in her course given that she consistently scored lower than 90% of her classmates. I had no previous contact with the participant prior to the start of the study though I was able to access her formative and summative reading comprehension exercises before planning the course of intervention. I saw the participant for eight individual one-on-one hour-long sessions. All of these sessions were carried out while the participant was simultaneously reading and studying a fictional novel in her current English language literature. I did not consult nor communicate with the participant's current English educator. One-on-one sessions were carried out in an empty classroom consisting of a whiteboard with markers, 3 windows, a conference table, and twelve chairs.

The first instrument used was to determine a baseline of the learner's reading comprehension. An international academic reading exam taken from a free model of the IELTS English proficiency exam available on the Internet at the following site:

<https://www.teachers.cambridgeesol.org/ts/exams/academicandprofessional/ielts/academicreading>). During the first five sessions, the learner completed comprehension activities based on the *Animal Farm* novel. The learner started the individual sessions after reading the novel. However, given the importance of individual sessions after reading the novel, the learner was instructed to read gradual and incremental sections of the book each week for reference purposes. This method of asking the learner to re-read and re-analyze the text while engaging in comprehension activities for the second time did not pose any particular problems for the case participant.

The most critical component of the journaling implementation process was training the learner on the importance of providing detailed, profound, and probing ideas in response to the text. In order to do this, I analyzed a specific section of the book with the learner and I completed a double-entry journal (following the basic format, as seen in Artifact #6). During this time, I discussed what type of responses would be considered substantial and detailed and eliminated any responses from her that would prove to be superficial and non-beneficial for the achievement of this joint project.

LITERATURE REVIEW

Research into the acquisition of English as a Second Language has greatly increased and improved since the 1970s. However, the majority of the research has focused on the acquisition of oral language skills. Such research has focused on the development of conversational, social English while research into the development of academic English for higher-level language producers is lacking in comparison. According to Drucker (2003), "Academic proficiency here refers to the ability not only to use language for reading and writing but also to acquire information in content areas" (p. 23). Multiple research studies exist describing English language learners in the beginning stages of literacy development. However, substantial case studies into the reading comprehension of high proficiency English language learners are not as abundant. In many content-based English language schools, educators make the assumption that reading in a first language is the same as reading in the second language. While similarities do exist, it would be a misconception to state that learning to read in a second language only involves transferring over into a mapping process where the reader simply engages the same set of strategies in the same form. Because English has become so prevalent in the educational world, an exponential number of schools are shifting towards content-based instruction in English. Given the increased number of schools using this instructional method, an additional number of studies are necessary in order to better understand constructive strategies in reading comprehension and development. Traditionally, case studies on the implementation of bottom-up reading strategies have

dominated the ESL field, but substantial insights into reading instruction from the Whole Language perspective have not been seen.

Emphasizing students' interpretations of text and free expression of ideas in writing (through a journal format or template) is part of the Whole Language approach, a strategy used in reading instruction for native English speakers and English language learners. Since the introduction of the Whole Language approach in the 1960s and 1970s, the international educational industry has argued about the efficiency of the Whole Language approach to reading versus the Phonics-based reading methodology. Given the inconclusive nature of case studies in both phonics-based reading instruction versus the Whole Language approach, a broader understanding of the implications of these strategies in ESL instruction has yet to be reached due to the relative lack of case studies on high-level English learners utilizing Whole Language strategies.

Reading can be defined using a variety of sub-skills that can individually or simultaneously be used when a second language learner interprets a written text. Reading can also be done within the contexts of academic environments or for personal pleasure. Since reading is done through the use of written texts, I also view it as necessary to state that written texts can come in a variety of modes. Given the array of reading sub-skills and mediums in which written text can be presented, it is necessary to declare a specific definition of reading and the skills used in a second language in order to proceed. According to Carrell and Grabe (2002), "L2 readers in academic settings most often need to develop reading for understanding purposes and reading to learn. Under both reading purposes, it is

possible to say that reading is the process of receiving and interpreting information encoded in language form via the medium of print” (p. 234). For clarification purposes, I have deemed the above definition of reading as most pertinent to this study.

The importance of reading as a second language skill cannot be underestimated. The widely-accepted view of reading in a second language is that one major way in which second language learners acquire grammatical and language knowledge is through exposure to and comprehension of the meaning of oral and written texts in the target language. Therefore, helping students to better understand written texts in a second language should be a principal goal for both students and educators (Panibakht & Wesche, 1993). This sentiment is also discussed by Carrell and Grabe in their analysis of the increased focus on second language readers. In their extended conversation on reading instruction, the authors state “Part of this interest is due to the increasing recognition that reading abilities are critical for academic learning and success, and that L2 reading represents the primary way that L2 students can learn on their own beyond the classroom” (Carrell & Grabe, 2002, p. 233).

Within the past four decades, significant research has been performed that has provided linguists and educators with a broader knowledge base of the reading process typically seen in second language learners. Goodman argued that language comprehension (specifically reading comprehension) can be divided into bottom-up versus top-down processing. “In bottom-up processing, readers must first recognize a multiplicity of linguistics signals (letters,

morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals” (as cited in Brown, 2001, p. 299). To be successful at this task, learners must possess an advanced understanding of the language; otherwise, the learner’s inability to understand the input will negatively affect their ability to undergo this task. As a modified solution, top-down processing was soon championed as being as an effective way for learners to call upon their own personal knowledge base of information. Focusing on concepts, learners are asked to access their own intelligence and experiences in an effort to understand the text. Reading still remains a difficult task for both native and non-native English speakers since learners are constantly engaging in a process of deciding what is valuable for retention, understanding ideas and how those ideas fit in relation to other concepts, and so on. However, the top-down method provides a more reasonable, economical approach for learners to participate in as a means to help them better understand texts. Now, interactive reading, which incorporates both bottom-up and top-down processing, is being marketed as a proficient instructional approach for learners. “In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says” (Brown, 2001, p. 299). Providing students with exercises that emphasize top-down approaches (especially as they embark on a reading text) is a critical way to engage them in the reading and best access their knowledge.

The importance of the reader's background information is also a vital component in the reading process. The schema theory (Brown, 2001) argues that information, knowledge, emotion, experience, and culture are all sound and compelling components that a reader brings with himself/herself when interpreting a text. "Readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world" (Brown, 2001, p. 300). Given this statement, we can now infer that reading is only incidentally visual and a variety of other fixed, unchangeable factors are also involved when a learner processes a written text. Insights on the differences between reading in one's native language versus a second language has provided linguists and educators with a valuable bank of information about how to best help students in reading comprehension. Before delving into a discussion of the implications for reading in a second language in the classroom, it is necessary to mention the principal disadvantages second language learners have when processing written text. As reiterated in Brown's work, second language learners do not possess the same quality and quantity of language resources that a native speaker does. Further, the background information concept mentioned by Brown is also discussed in Carrell and Grabe's work. "They do not share all the social and cultural assumptions and knowledge bases that L1 readers use when reading in their own language; they do not share all the background knowledge that is often assumed about how the

world works” (Carrell & Grabe, 2002, p. 235). In accordance with the statement above, various linguists have started to examine ways to permit students to utilize their own background information in the classroom for the means of better processing written text. To minimize the obstacles seen by second language learners, Brown advocates for the use of semantic mapping and journaling. The use of visual maps and journal exercises helps learners feel more comfortable when tackling long written texts because it is common for readers to feel overwhelmed by a long list of ideas and events. The use of simply-structured journal exercises or semantic maps provides learners with a clean, uncomplicated forum for them to use when drawing upon their own information on topics and connecting this information to larger concepts. By correlating concepts seen in the text with larger, more global ideas (that the student already possesses), EFL instructors are providing students with a platform to use top-down processing.

One well-proven way to aid students in the comprehension of written texts is the use of journaling. Davies Samway, in her discourse on the importance of reflective journaling indicates that journaling can be extremely helpful for both the academic and affective development of students. Like many educators, she argues that all students learning to perfect their reading and writing skills (regardless of native language) should engage in journaling. She also states that the use of journaling is particularly necessary for English language learners and that “Reflective journaling is typically first draft writing and the presence of written

mistakes is very normal, but the content of the message is paramount. Journaling can be used as a valuable tool for ELLs as they process written material and as they start to become emergent writers” (Davies Samway, 2006, p. 125). Further, reflective journaling serves an assortment of purposes, including intellectual and academic but it can also stimulate cognitive growth, reinforce learning (in all subjects) and help cultivate problem-solving skills. MacGowan-Gilhooly (1991), in her call to avoid the traditional grammar-based direct instruction methods seen in reading and writing instruction, argued that fluency should be the principal concern and goal for all language instructors. Language learners develop reading comprehension skills better when they are encouraged to discuss the meaning of texts (negotiation of meaning) and not the correctness of the form. The negotiation of meaning in the classroom (which should resemble a shared discussion space) is the central motivating force. This catalyst should be partnered with language exposure that is real, extensive, and anxiety free.

One of the major advantages implied in the use of journaling to aid reading comprehension is that it frequently asks students to re-read a passage or section of the written text multiple times. According to Hall (2002, para. 5), repeated reading of text is one tool that can be used to advance in acquiring more advanced reading fluency. The concept of repeated reading procedures means that the teacher is, at least initially, responsible for re-reading specific sections or chunks from the text. In exchange, researchers proved that "repeated reading procedures that offer guidance and feedback are effective for improving word recognition, fluency, comprehension and overall reading achievement” (Hall,

2002, para. 5).

A final consideration to be taken into account centers on the type of feedback and responses given by educators. The journaling exercises must be consistent, valid, and relevant. If these requirements are not met, students will likely disengage from the reading material and the follow-up journaling. Therefore, educators are encouraged to respond to students by engaging them in a question and response experience. When instructors comment on what the learner wrote and ask a probing question, this requires further response from the learner. This, in turn, works to further develop the critical thinking skills of the students and places them in a position where all claims and statements must be clearly defined and justified. Therefore, journaling is also a prime way to help students practice their citation skills for the end goal of improving their arguments. Davies Samway (2006) recommends that educators avoid one-word, closed-ended comments that do not spark conversation and response. Such comments compromise the ability of the journaling exercises to fully engage the reader in the text. On the other hand, substantive and personally meaningful comments have the ability to better employ and secure the interest and participation of the student in the journaling process (and, subsequently, in the reading process). The concepts highlighted by Davies Samway are also in accordance with the top-down processing advocated for by Brown.

Finally, a Florida Department of Education article confirmed the necessity of journaling for the purpose of improving the reading skills of second language learners. "Research and practice has shown that many students have difficulty

engaging with text (especially non-fiction) and forming meaning while they read. Reading comprehension can be extra challenging for students who are not interested in or do not know how to form connections with the text or topic at hand. This is especially true for ESL/EFL learners who lack the cultural knowledge and background information that is so often needed to be successful at interpreting texts” (as cited by Phipps, 2005, para 10). To help students better process information, students can easily use journaling as a way to sort ideas, clarify concepts, organize their thoughts, and connect new knowledge to old knowledge. By doing all of these things, they start to personalize the content, which raises their level of engagement and interest with the material. Phipps (2005), in her discussion on the benefits seen in both handwritten and electronic journaling, argues that journaling helps students to reflect critically on the content and assists them in the synthesis of new concepts. When completing journal entries on a regular basis, students become more actively engaged and compromised in the learning process.

In the TEFL Program Portfolio, I addressed five standards in response to selected domains. To incorporate Domain 1 (Language), I attended to Standard 1.a. Language as a System (Indicator: 1.a.3.). The definition of this indicator is to demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning. To accommodate Domain 1 (Language), I included Standard 1.b. Language Acquisition and Development. This indicator encompasses the fact that candidates use their understanding of language acquisition theory and research to provide optimal learning environments for their ELLs and to conduct

theory- based research in their own classrooms. To address Domain 2 (Culture), Standard 2. (Culture as It Affects Student Learning) was embedded through Indicator: 2.a. The definition of this indicator is: understand and apply knowledge about cultural values and beliefs in the context of teaching and learning. For Domain 3 (Planning, Implementing, and Managing Instruction), standard 3.a. (Planning for Standards-Based ESL and Content Instruction). Indicator 3.a.2. was introduced with the incorporation of this artifact. The definition of indicator 3.a.2. is: Candidates systematically design ESL and content instruction that is student centered; Candidates design lessons such that students work collaboratively to meet learning objectives. Domain 3 (Planning, Implementing, and Managing Instruction) was taken into account with Standard 3.b. (Implementing and Managing Standards-Based ESL and Content Instruction). In conjunction, indicator: 3.b.4. was involved. The definition of said indicator is: Candidates provide practice and assist students in learning to assess their own listening skills in a variety of contexts; Candidates help students develop and use listening strategies. Domain 3 (Planning, Implementing, and Managing Instruction) was additionally seen with Standard 3.c. (Using Resources and Technology Effectively in ESL and Content Instruction). The corresponding indicator (3.c.4.) is defined as using technology resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs. Domain 4 (Assessment) was seen with the assimilation of Standard 4.a. (Issues of Assessment for English Language Learners). The accompanying indicator (4.a.3.) is defined as: Candidates can create

assessment measures that are standards based, valid, and reliable, as appropriate. Domain 4 (Assessment) was seen with the combination of Standard 4.b. Language Proficiency Assessment. The respective indicator (Indicator: 4.b.2.) is described as: Understand the appropriate use of norm-referenced assessments with ELLs; Candidates share this knowledge with their colleagues. Domain 4 (Assessment), seen with Standard 4.c. Classroom-Based Assessment for ESL accompanies the definition: Candidates embed self-assessment and peer-assessment techniques in their instruction and model them across the curriculum; Candidates share self- and peer- assessment techniques with their colleagues (Indicator: 4.c.1.). Domain 5 (Professionalism), seen with Standard 5.a. (ESL Research and History) was embedded with Indicator: 5.a.2., defined as: Candidates use their knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ESL profession to design appropriate instruction for students. Domain 5.b. (Professional Development, Partnerships, and Advocacy) was covered with Standard 5.b.1. The definition of this indicator is: Candidates assist others' professional growth by sharing their expertise and mentoring others.

CHAPTER 1: A CASE STUDY OF AN ENGLISH AS A FOREIGN LANGUAGE READING STUDENT AT A PRIVATE HIGH SCHOOL

Description of student and setting

The learner in this case study is a 16 year-old female high school student from Ecuador who is studying English for academic purposes. The learner is a native Spanish speaker. As a requirement for her high school and in preparation for college, the student is taking an upper-level literature review course. The literature course will cover both fiction and non-fiction reading materials along with a focused discussion on English rhetoric and discourse. She has studied English before at her current school and is currently categorized as being at level B1 on the Common European Framework. Though a great deal of her academic work has been completed in English, her reading comprehension skills are lower when compared to those of her peers. In order to become familiar with the format of an upcoming international proficiency exam she will need for college admittance, she has (along with her family) requested special assistance in the development of her literacy capacities. The international proficiency exam will require her to read a great deal of texts that contain a great deal of fact-based information along with fiction reading material.

The learner demonstrates the ability to understand the basic plot elements of a text, including main characters, significant events, and important actions. However, she underperformed compared to her peers when asked to perform high-level cognitive tasks including classification, evaluation, synthesis, and application.

Prior to starting the intervention plan, she took a reading response test which will also be analyzed as the pre-test. According to the results of her work done on this pre-test, the student was placed in the *Proficient* level according to the descriptors outlined by the National Assessment of Educational Progress. Students performing at the *Proficient* level should be able to provide relevant information and summarize main ideas and themes. On a second measure of her work, her reading skills placed her within the *Expanding* category of literary according to WIDA English Language Proficiency Standards and Resource Guide. The learner's speaking skills are more advanced than her reading comprehension skills, as she was positioned at the *Bridging* level within the framework of the WIDA English Language Proficiency Standards and Resource Guide.

The learner will continue her work as normal within the context of her English literature class. This participation will require her to deliver all work completed in class even if the comprehension activity does not involve journaling. To supplement her reading comprehension, she will meet individually with the author of the study for a one-on-one study session for one academic hour per week.

Pretest

The pretest used was an example IELTS academic reading exam available on the Internet (<https://www.teachers.cambridgeesol.org/ts/exams/academicandprofessional/ielts/academicreading>). The exam is comprehensive and includes the following subcategories: identifying information, identifying writer's views/claims, matching information, matching headings, matching features, matching sentence endings, summary and flow-charts, diagram label completion, and short-answer questions. This exam has been evaluated as being an effective indicator of a student's literacy ability when processing both fiction and non-fiction texts. To create an authentic test taking context, the student was provided with 60 minutes, which is the same amount of time allotted for the academic reading section of the actual exam. The student responded to the questions by hand and took the exam on paper. The student was not given the option to write extensive notes or ideas on the exam.

As evident from the results of the placement exam, the student shows the ability to understand the main points of the text and to recognize particular points of information conveyed in the text. Particularly indicative was the candidate's score on the Matching Features section of the exam, which requires them to recognize relationships and connections between the facts in the text. In addition, the section that evaluate a learner's ability to identify a writer's claims and beliefs (on a global level) also yielded lower results.

Name:

Date: 13/03/2012

This student took a sample IELTS Academic Reading exam.

Section	Task Type	Correct vs. Incorrect - Score
1	Multiple Choice	4/5 – 80%
2	Identifying Information	4/5 – 80%
3	Identifying writer's views/claims	2/5 – 40%
4	Matching information	4/5 - 80%
5	Matching headings	5/5 – 100%
6	Matching features	1/5 – 20%
7	Matching sentence endings	4/5 – 80%
8	Sentence completion	3/5 – 60%
9	Summary, note, table, flow-chart completion	2/5 - 40%
10	Diagram label completion	3/5 – 50%
11	Short-answer questions	5/5 – 100%

Post-test

In the post-test, the student was presented with a similar task as seen in the pre-test. While the content of the reading section was different, the type of questions presented to the learner were similar (representing the different task types included in the middle column). Again, the student was given 60 minutes to complete the post-test. The candidate again took the test on paper and responded to the questions in a handwritten manner. However, the learner was allowed to write notes and follow-up ideas on a separate piece of paper.

As indicated in the table below, the candidate's ability to match features within the text (create connections between different sections of the text and outside of the text) improved by two points. Summary, note, table, and flow-chart completion was another section that improved by two points. The author attributes this increase to the learner's more advanced ability to utilize visual tools in order to process written text. The learner's ability to sort details and recognize details did not change from the pre-test to the post-test, though the author was not focused on this category since it does not pertain to a student's ability to form connections to ideas within the reading and outside of the reading.

Post-test

This student took a sample IELTS Academic Reading exam.

Section	Task Type	Correct vs. Incorrect - Score
1	Multiple Choice	4/5 – 80%
2	Identifying Information	4/5 – 80%
3	Identifying writer's views/claims	3/5 – 60%
4	Matching information	4/5 - 80%
5	Matching headings	5/5 – 100%
6	Matching features	3/5 – 60%
7	Matching sentence endings	4/5 – 80%
8	Sentence completion	3/5 – 60%
9	Summary, note, table, flow-chart completion	4/5 - 80%
10	Diagram label completion	3/5 – 60%
11	Short-answer questions	5/5 – 100%

Artifact #1

Given that this artifact represents the first step in the literacy intervention process, I found it necessary to ask the learner to present me with a summary of the concepts and ideas seen throughout the novel. A common error made by EFL learners in tenth grade is the tendency to provide irrelevant pieces of information. Though many EFL learners show the ability to provide accurate summaries, they also tend to include unnecessary information that does not provide any further insight into the rhetorical purpose of the author.

As predicted, the learner responded to these questions with accurate information. In order to explain her understanding of the book, she chose to focus on two principal characters. By doing so, she shows an understanding of the central plot elements that drive this novel. However, she makes no attempt to reference historical information or events that could easily be linked to events in the novel. This lack of awareness on the clearly-connected historical significant is indicative of her delayed ability to make larger, global connections between texts. Finally, her answers in response to author motivations partially reflect the rhetorical function of this book, yet the learner's omittance of a conversation pertaining to history and political leaders shows a grave hole in her ability to engage in top-down processing of written texts.

Artifact #1

Post-reading Animal Farm summary/author intentions

Instructions: Using complete sentences, answer the following post-reading questions on the novel Animal Farm.

1. Based on your understanding of the book, name and describe two main intentions or motivations that inspired George Orwell to write this book.

I think Orwell wanted to show that not everything is equal, like how not all of the animals are equal even though they say they are. Another reason Orwell wanted to write this book was because humans have many problems when they have to work together.

2. Based on your understanding of the book, provide your interpretation of what statement Orwell was trying to make about the Russian revolution and its leaders.

I know that Orwell was trying to say that Animal Farm was like the revolution. For example, Snowball was like Leon Trotsky and Napoleon represented Joseph Stalin.

Artifact #2

In order to integrate a discussion of one of the author's principal objectives, I created a matching chart that encourages the learner to make connections between a separate activity completed during our session on 27/03/2012. Overall, she was able to form connections between the ideas expressed in the passages from the book, though she clearly responds that she still does not understand some of the connections by placing question marks or ambiguous responses next to some of the statements. This shows that the learner does not possess full comprehension of the text and the connections between ideas at this time.

27/03/2012

Post-reading Animal Farm
Focus: Orwell on human nature

Instructions: The list below represents the ten commandments Major gives the animals. Further literary analysis shows that the commandments represent a vice. Can you match the commandment with the vice?

Commandments:

- 9/10
- ✓ 1. No animal is ever to live in a house. *a*
 - ✓ 2. No animal is ever to sleep in a bed. *f*
 - ✓ 3. No animal is ever to wear clothes. *e*
 - ✓ 4. No animal is ever to drink alcohol. *b*
 - ✓ 5. No animal is ever to smoke tobacco. *c*
 - ✓ 6. No animal is ever to touch money. *d*
 - ✓ 7. No animal is ever to engage in trade. *h* ??
 - ✓ 8. No animal is ever to tyrannize his own kind. *j*
 - ✓ 9. No animal must ever kill any other animal. *i*
 - ✗ 10. All animals are equal. *j i (don't know)*
(not sure)

*think about how
this commandment
connects to
Communist ideals*

Vices

(a.) Caring more about possessions	(b.) Drinking to excess-forgetting duties	(c.) Ruining health, expensive habit	(d.) Money corrupts
(e.) Vain pride in appearance	(f.) Becoming lazy-spending too much time in bed sleeping instead of working-luxury	(g.) Profit making	(h.) Competition is self-serving
(i.) Murder	(j.) Slavery		

Artifact #3

A common error associated with ESL learners that show difficulty making larger connections between texts is the ability to focus on insignificant events and actions in the book. As argued by Davies-Samway, learners should be given the opportunity to represent their knowledge of the text through visual means. This includes creating drawings by hands or producing artwork on the computer if appropriate.

For this artifact, I asked the learner to extract one important visual scene from any chapter of the book. The focus of the scene was not important; rather, I was evaluating her ability to analyze a chapter and select a scene that not only played a large role in the chapter but also a significant role in the book.

Based on the drawing below and a careful analysis of the critical literary elements that shape this novel, the learner was able to produce a scene that showed some significance in the larger processing of the book. While the event pictured was not deemed as a critical point according to literary plot summaries, the event is considered denoting enough to indicate the learner is making moderate connections between chapters and her background information. Therefore, the author believes the student was successful in her ability to highlight one event that could be used to justify and defend a statement or claim the learner would like to make about the novel.

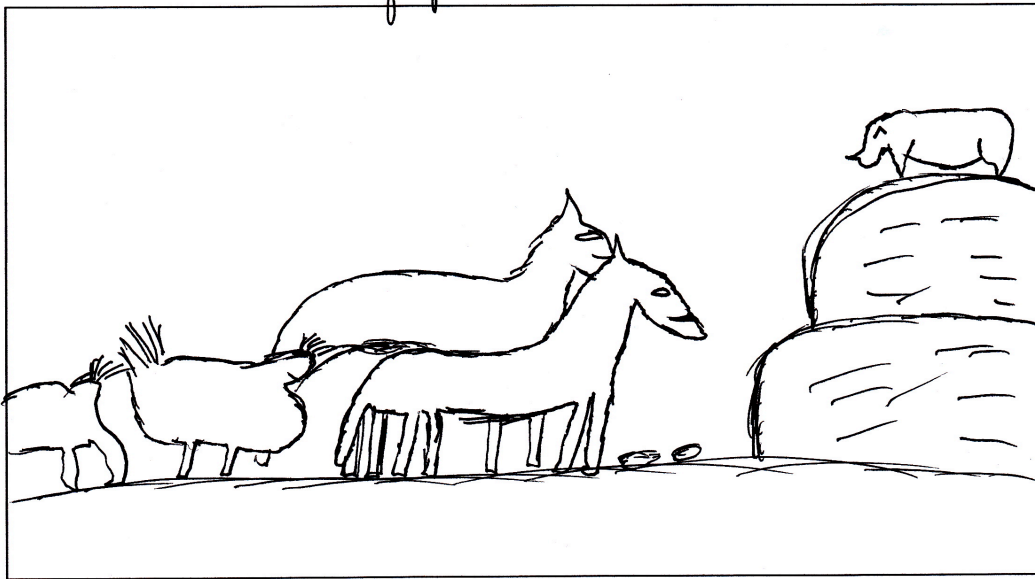
Artifact #3

03/04/2012

Post-reading Animal Farm Visual Scene

Instructions: Choose a scene from the chapter you read. Include a significant quote or passage that helps describe and explain the scene. Make sure to include the page number that goes with the scene you've chosen.

What turning point does this represent in the book



"Word had gone round during the day that old Major, the prize Middle White boar, had had a strange dream on the previous night and wished to communicate it to the other animals." (Orwell, p. 4)

Artifact #4

Based on the student's limited ability to make features of the text in the pre-test, I decided to utilize a cross-curricular approach that requires the student to make connections from her history class. I knew that the learner had finished an extensive unit on Russian revolution in history class; therefore, I wanted to call upon her previous knowledge and connect these concepts with the novel.

Before proceeding, the student was asked to verbally give me a summary of the Russian revolution to activate her knowledge on this topic. To guide her in her delivery, I asked her to first describe the protagonist in the book and then provide a detailed explanation of the two principal characters in the book since their connection to history is obvious and clear.

Then, I asked her to write the five most important characters in the book, considering their importance to history. Based on the pre-work completed, the student was able to extract and detail the most critical characters in the book and also explain how and why they played an important role in the historical connection this book contains.

Artifact #4

8/11

10/04/2012

Post-reading Animal Farm historical connections

Instructions: This activity requires you to utilize your historical knowledge (think carefully about your unit on the Russian revolution in history class) to connect the book-based characters/concepts on the left with the historical figures/concepts on the right.

Match the items on the right with the items on the left.

Characters/Concepts from Animal Farm	Historical figures/concepts
Moses g	a.) Imperial Russia
Jones f	b.) Britain
Snowball e	c.) Secret Police
Squealer K	d.) Workers
Fierce dogs C	e.) Trotsky
Manor Farm b	f.) Czar Nicholas II
Pinchfield h	g.) U.S.S.R
Boxer and Clover d	h.) Hitler's Germany
Napoleon i	i.) Stalin
Major j	j.) Marx-Lenin
Animal Farm a	k.) Propaganda ministry

Artifact #5

Given that the learner occasionally experiences difficulty in engaging in top-down processing of texts in English, the author chose to utilize an exercise where the student had to choose an appropriate title for every chapter in the novel being analyzed. This activity requires the learner to utilize a similar cognitive strategy as seen on the IETLS reading section, where the student must choose an appropriate heading to section off different paragraphs and parts of a longer text. The learner is required to think about the principal events and actions that constitute the various chapters of the analyzed novel. Then, using her knowledge of the sequence of events and actions (and how the events and actions relate to each other), she must then choose an appropriate title that best encompasses the main struggle or headline for that chapter.

As seen in the results, the learner is gaining increased proficiency in her ability to make global connections between different areas of the texts. The learner only makes one error, which is attributed to an error in event sequencing as opposed to her ability to take individual events in a chapter and extrapolate them to find a wider title.

Artifact #5

8/10

17/04/2012

Post-reading Animal Farm – Synopsis of the action

Instructions: Match the principal action located on the right side of the chart with the chapter it corresponds to.

Chapter 1	<i>h</i>	(a.) The construction and destruction of the windmill
Chapter 2	<i>d</i>	(b.) Terror – public confessions and executions
Chapter 3	<i>c</i>	(c.) Getting the harvest in without any help from the humans
Chapter 4	<i>e</i>	(d.) The rebellion and farmer Jones' expulsion
Chapter 5	<i>f</i>	(e.) Mr. Jones' unsuccessful attack on Animal Farm
Chapter 6	<i>g</i>	(f.) Frederick's attack on Animal Farm
Chapter 7	<i>a</i>	(g.) Snowball's expulsion and Napoleon's leadership
Chapter 8	<i>b</i>	(h.) Old Major's speech on the exploitation of the animals and rebellion
Chapter 9	<i>i</i>	(i.) Boxer's accident and death
Chapter 10	<i>j</i>	(j.) The pigs and the humans – which is which?

Artifact #6

Based on comprehension difficulties seen in Artifact #5 (when the reader was unable to show proficiency in the sequencing and extraction of events from the middle chapters), I have chosen to utilize the first journaling exercise specifically for the centermost sections of the book. The learner was instructed to focus on the middle pages of the book in depth and then extract six quotes or passages that impacted her as a reader and that showed a connection to larger rhetorical themes as presented by the author. Given that this was the first journaling exercise used with the learner, the final product does not indicate a low level of comprehension. However, based on the general nature of the commentary and analysis coming from the learner, I have decided to utilize a more specific and formatted version of a journaling exercise in order to better guide and prompt the learner. This exercise will be implemented next week.

Artifact #6

Name:
Date:

21/04/2012

Author and Reading Covered: George Orwell, "Animal Farm"		
Page	Quotations	Commentary/Analysis
20	"Clover had not remembered that the 4 th commandment mentioned sheets, but it must be so."	This passage is important because it shows how one of the animals changes the rule.
22	"Remember, comrades, there must be no alteration in our plans."	This quote shows how he motivates the other animals.
25	"I would not have believed that such things could happen on our farm."	This statement shows the faith the animals had.
29	"In the autumn, by a tremendous, exhausting effort, the windmill was finished."	The completion of the windmill was very important. <i>faith in what they did</i>
32	"Yes, the windmill was gone; almost the last trace of their labor was gone."	The destruction of the windmill caused sadness on the farm. <i>this represents</i>
36	"For the time being, it had been found necessary to adjust rations."	This passage shows how the animals had to sacrifice. <i>what was their motivation for sacrifice</i>

Artifact #7

After noticing that the learner was verbally able to better describe the principal components of the novel being analyzed in reference to historical events, I chose to utilize a more structured and formatted journaling exercise. This updated version also serves the purpose of guiding the learner away from general and ambiguous comments that do not analyze the text on a profound level. During our session on 01/05/2012, the learner was informed about the use of the more structured journaling exercise. I completed a journal entry with her (using this new format) as a means to educate her about how to best use this model.

The quality of the comments and reflections included by the learner showed an increased awareness of how the individual passages and quotes used by the author were specifically incorporated to serve rhetorical purposes or to reference exact events from history. The learner shows an increased willingness to include ideas that reference Russia and ask profound, globally-based questions surrounding how events from the book provide insight into the historical experience seen in the country.

Artifact #7

01 / 05 / 2012

Post-reading Animal Farm: Extensive Double-entry Journal Template

On The Left: The Source	On The Right: The Response
<p>Notes from the text</p> <p>"Meanwhile life was hard. The winter was as cold as the last one had been, and food was even shorter. All rations were shortened except for the pigs."</p> <p>p. 33</p>	<p>Summaries/Comments</p> <p>Drawings/Images</p> <p>- Represents the gradual and significant decline in the lives of the Russian people</p>
<p>Observations</p> <p>- shortly after Boxer's accident</p> <p>- more animals than ever</p>	<p>Interpretations</p> <p>- increased animal population represents bigger demands in Russia</p>
<p>Headings/Subheadings</p> <p>- Reaction to Boxer's accident</p> <p>- Population control</p>	<p>Questions</p> <p>- Did Boxer maybe truly understand what was happening?</p>
<p>Facts</p> <p>- 4 years since the new commandments were introduced</p>	<p>Questions, Quick Responses</p> <p>- Did anyone beside Benjamin understand how big the sacrifice was?</p>
<p>Key words or phrases</p> <p>money - rebuilding food windmill rations</p>	<p>Observations/Questions</p> <p>Definitions</p> <p>- At this point, was Stalin still motivating them or something else?</p>
<p>Concepts & Ideas</p> <p>- rebuilding</p> <p>- sacrifice</p>	<p>Explanations/Questions</p> <p>- Was the social/economic position of the people a factor in their sacrifice?</p>
<p>Author's Predictions</p>	<p>Reflections</p> <p>The amount the Russian working class sacrificed is amazing sad.</p>
<p>Facts, details, statements</p>	<p>My Predictions/Questions</p>

What did this represent?

How did Russia's population increase?

Why didn't Benjamin act?

Was it Stalin directly or propaganda?

How does this relate to the five year plan?

CHAPTER 11: STANDARDS BASED POSITION PAPER

Introduction to Standards-Based Position Paper

The writer has submitted this standards-based position paper by referencing series of materials and documents that have been created throughout their educational career in their master's program. In order to consolidate information in the best way possible, the author has introduced a screenshot of all materials and documents she references. However, if the reviewer requires additional information about the document or material being referenced, all documents have been attached with the standards-based position paper. The author deems all citations to be aligned with the *TESOL/NCATE Standards for the Recognition of initial TESOL programs in P-12 ESL Teacher Education*.

Artifact One

Domain 1. Language

Standard 1.a. Language as a System

Indicator: 1.a.3.

Definition of indicator: Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.

Name of artifact: Suh's Frame-Elaboration Hypothesis/Bull's Framework

Date: May 2010

Course: TEFL 575 Structure of English

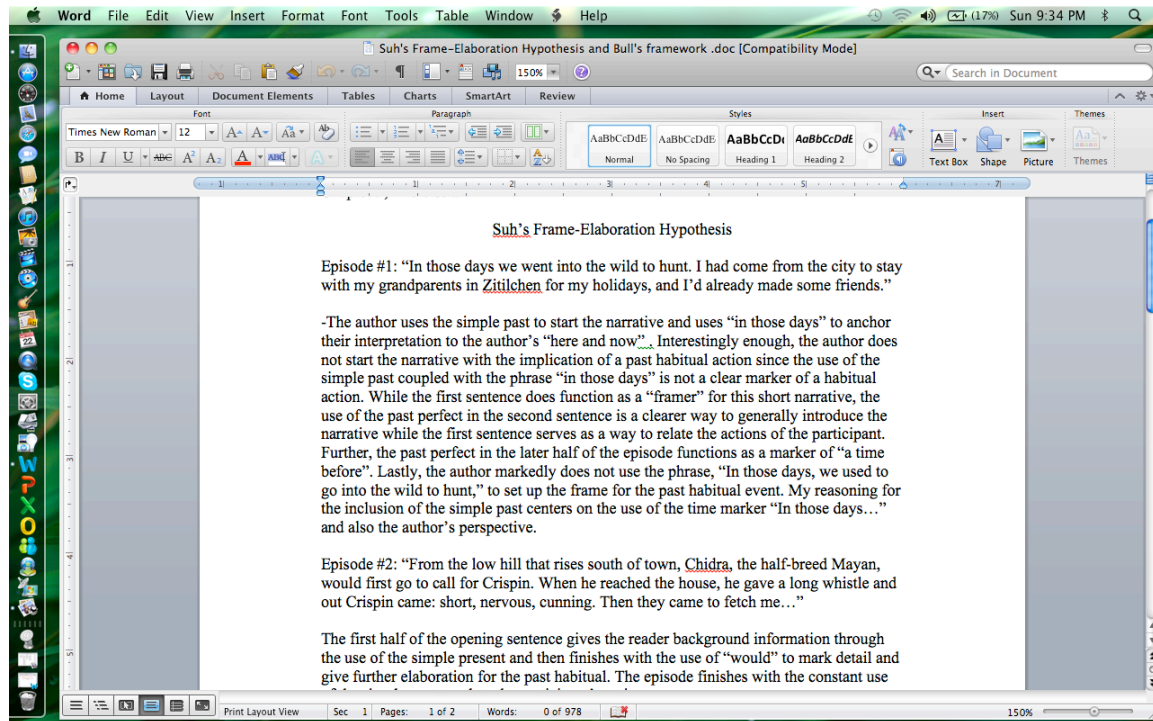
Rationale

To meet this standard, an appropriate correlation is made between an analysis created in the Structure of English course (TEFL 575) and the implications of this indicator. To complete this assignment, I was required to break down a longer passage into smaller chunks according to the tense patterning seen at the sentence-level. I was required to analyze all components of this paragraph according to the time marker the verb was functioning as. More importantly, we carefully studied and divided verbs

according to the tense-aspect-modality system. In conjunction with our analysis of tense-aspect-modality, I was also required to determine why the various verb frames present students with specific problems and concerns in grammar. To complement this reasoning, I was also mandated to identify recurring, considerable errors as a means to present students with feedback. Finally, I scrutinized every verb and action seen in the sentence while also justifying the use of certain tenses to communicate the importance, frequency, and duration of certain actions as based on the writer's words and sentences. To conclude the assignment, I was required to list a series of different verb frames and time markers and then describe how I would explain the use of varying verb tenses to students.

In respect to my understanding of discourse and its' role in ESOL acquisition, this assignment served a particularly critical role in my teaching career. Not only did it draw my attention to the presence of tense shifting at the sentence-level, but it also gave me a more profound perspective of the difficulties that ESL/EFL learners encounter when writing sentences beyond the sentence-level. In response to this newly-acquired information, I chose to simplify a complex paragraph by dividing the work into smaller, more-manageable pieces in the language learning classroom. By asking students to analyze these chunks in isolation, my ability as an educator to explain the use of tense and aspect in discourse was developed. In short, I was not aware of the common and potential complications that students encounter when producing at the sentence, paragraph, and essay level prior to completing this assignment. An enduring understanding that I gained from this work was the ability to anticipate how I would react in response to comprehension difficulties in the classroom.

Excerpt from Artifact One: Suh's Frame-Elaboration Hypothesis and Bull's Framework



Artifact Two

Domain 1. Language

Standard 1.b. Language Acquisition and Development

Indicator: 1.b.1.

Definition of indicator: Candidates use their understanding of language acquisition theory and research to provide optimal learning environments for their ELLs and to conduct theory-based research in their own classrooms.

Name of artifact: Concept Paper Powerpoint Presentation

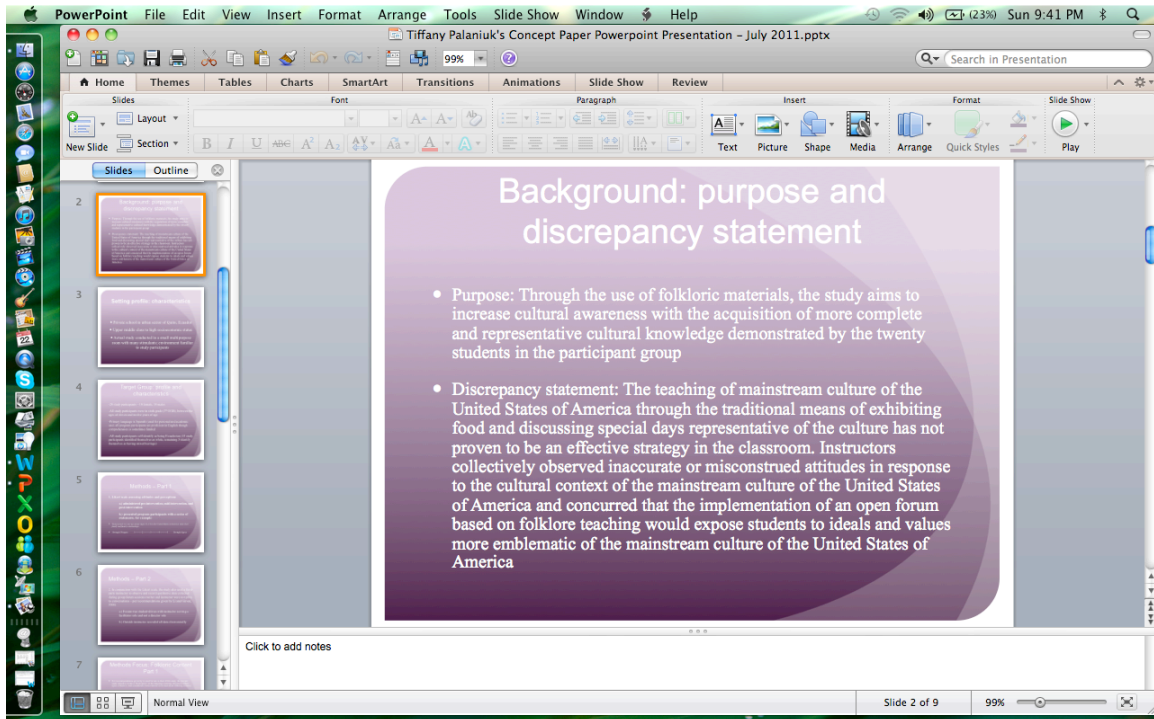
Date: July 2011

Course: CUR 0526 Educational Research for Practitioners

Rationale

As a requirement for my Educational Research for Practitioners course, I was obligated to conduct research in my classroom concerning a learning need that students presented. Given that I was working with a group of young learners, the development of

literacy skills was vital and therefore chosen as the focus of this investigation. To complete this project, I compiled a literature review that supported the use of folkloric tales and texts for children between the ages of two until twelve. A plethora of research studies supported the use of folk tales to encourage students to read short stories while also exposing them to cultural beliefs. Therefore, the use of folkloric stories as a means to not only strengthen literacy capacities but also for the furthering of cultural information was proven to be a strong aid in the classroom. For the research element, I administered Likert scales pre-intervention, mid-intervention, and post-intervention. The methods component of the research study consisted of Likert scales, qualitative data collection, vocabulary instruction, and initiation of a 'third space' in the classroom context as a means to discuss culture and beliefs. Finally, the study was concluded when a data mean was determined at the end of the study; to supplement, the assignment required me to create a final summary page including deductions and conclusions. The completion of this project was an important initiation into the collection of data, administration of research methods, study conclusions and deductions, and research limitations. The capacities gained in the execution of this project have served and continue to serve useful purposes when addressing learning discrepancies in the language learning classroom; likewise, the ability to complete aforementioned steps in the research collection and execution process has allowed me to critically evaluate interventions and the implementation of aids in my classroom to judge their effectiveness.



Artifact Three

Domain 2. Culture

Standard 2. Culture as It Affects Student Learning

Indicator: 2.a.

Definition of indicator: Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.

Name of artifact: Spolsky's ethnography of speaking and the structure of conversation

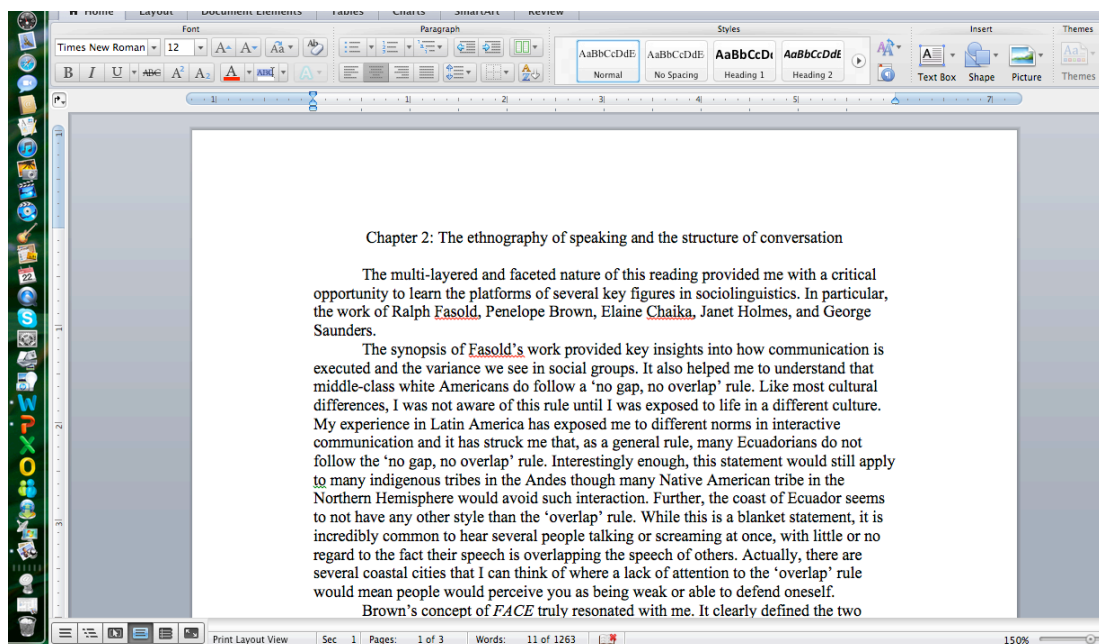
Date: May 2011

Course: Sociolinguistics

Rationale

Prior to this discussion on sociolinguistics, I was not conscious of the role social norms and ideas of politeness influence the language learning classroom. After reading these fascinating discussions on the power of perspective and the powerful influence one's cultural norms play in the classroom, I was much more aware and cognizant of my obligation to integrate a more developed, pinpointed sense of cultural beliefs in the classroom.

In my current teaching position, I work with students from a variety of countries and cultural backgrounds including some Muslim adolescents. To achieve unity in the classroom, our classroom has purposefully addressed pre-existing stereotypes pertaining to lifestyles, religion, foreign policy, and moral codes. In doing so, I am also addressing indicator 2.b. (deliver instruction that includes anti-bias materials and develop a classroom climate that purposefully addresses bias, stereotyping, and oppression). In response to a recent novel we read, *The Kite Runner*, I used Likert scales to gain a better grasp of student beliefs of individuals from the Middle East and Muslims; to address damaging stereotypes held by the Middle Eastern students, they completed Likert scales concerning adolescent students in Ecuador. Based on findings, I had a structured conversation with my students in which we addressed overriding and potentially destructive attitudes towards individuals from other countries and cultures. Students were taught how to use anti-bias, judgment-free language in order to engage in the conversation.



Artifact Four

Domain 3. Planning, Implementing, and Managing Instruction

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

Indicator: 3.a.2.

Definition of indicator: Candidates systematically design ESL and content instruction that is student centered; Candidates design lessons such that students work collaboratively to meet learning objectives

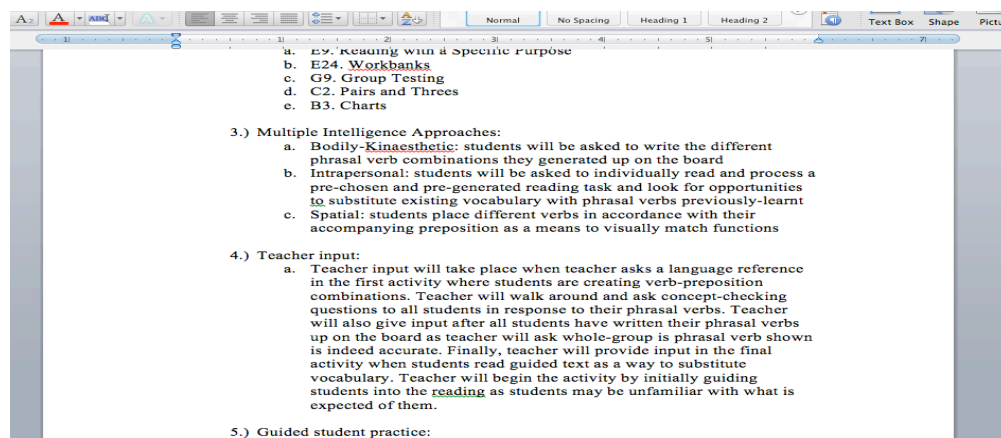
Name of artifact: Lesson 2 TEFL Plan Organizer

Date: June 2011

Course: TEFL 569: Methods of Teaching English as a Foreign Language

Rationale:

The Lesson 2 TEFL Plan Organizer is considered to be representative of a lesson plan that calls for student-centered learning coupled with a lesson design that allows for collaborative work to reach lesson objectives. For instance, students are first asked to create phrasal verb combinations in pairs and then share their findings on the whiteboard. The spatial learning style is taken into account when students work with cut-up strips in order to match verbs with their respective prepositions. Throughout the lesson, the teacher plays a very participatory role by monitoring and observing student interactions and checking student progress. In addition, students are given the opportunity to work in pairs in order to complete a challenging activity that not only contains a large amount of vocabulary words but also chunking vocabulary phrases.



Artifact Five

Domain 3. Planning, Implementing, and Managing Instruction

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

Instruction

Indicator: 3.b.4.

Definition of indicator: Candidates provide practice and assist students in learning to assess their own listening skills in a variety of contexts; Candidates help students develop and use listening strategies.

Name of artifact: Assignment 4 – English for Medical Purposes (Gross, Kovacic, Palaniuk and Vintimilla)

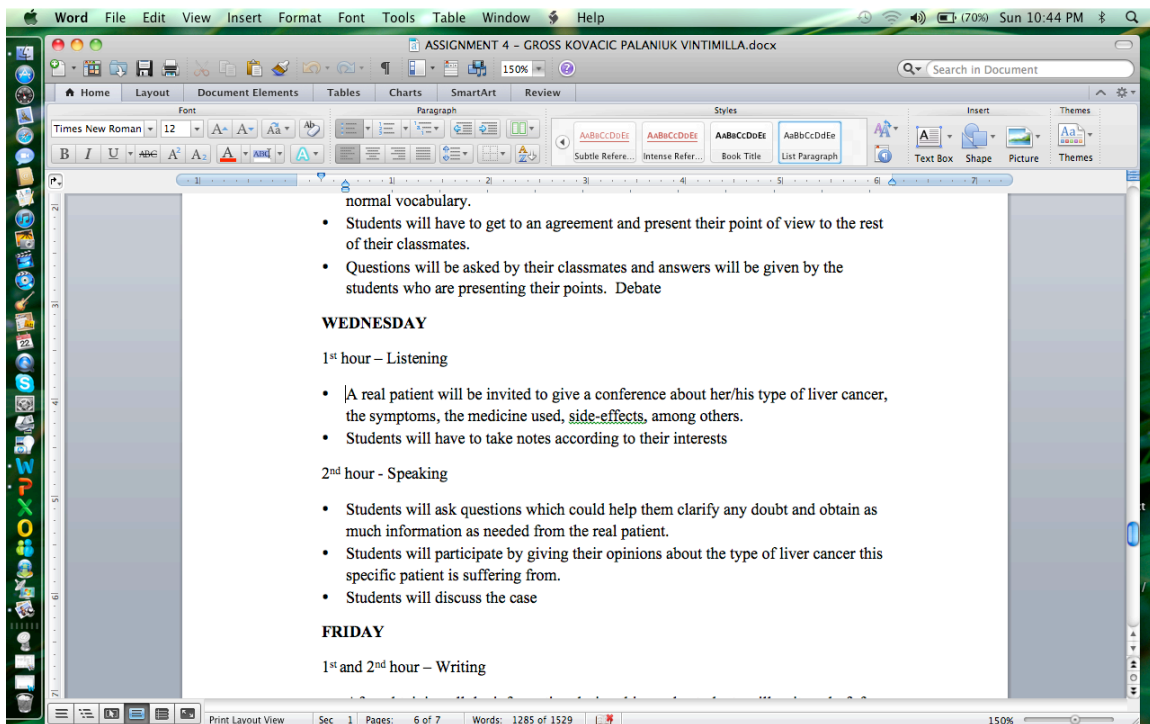
Date: December 2011

Course: English for Specific Purposes

Rationale:

In the course English for Specific Purpose, my group created a comprehensive learning plan catered at the acquisition of English for medical professions preparing to move to Canada. In addition to searching for materials and aligning our course plan with international language goals (specifically aimed at medical professionals), we created a scheme of work for lesson plans to be carried out every week. Given that our course was marketed towards individuals who possessed their medical degrees, the focus of the course was on English for professional purposes (in this case, medical purposes). To maintain the focus on authenticity, listening skills were developed through interaction with actual patients who describe their symptoms; this format is modeled after the typical doctor-patient communicative interaction seen when patients begin to describe their symptoms and concerns. In addition to the mastery of listening skills, course participants were also required to utilize speaking skills by opening conversation with the patients. I deemed these experiences to be important because language was practiced in very meaningful contexts and was perfectly aligned with the professional interests seen by students. The input students received during the listening sessions was formatted so as to

be authentic and representative of a variety of experiences course participants would encounter; therefore, the course addressed the future professional needs of students. Further, a great deal of research was performed into common conversations and communicative interactions with patients in order to expose participants to materials representative of a non-ESL perspective.



Artifact Six

Domain 3. Planning, Implementing, and Managing Instruction

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

Indicator: 3.c.4.

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

Name of artifact: Use of Technology in TEFL Powerpoint

Date: February 2012

Course: TEFL 530 Technology for TEFL

Rationale

In the recent Technology for TEFL course, the culmination of the course was seen in the creation of a Powerpoint presentation that encompassed a series of websites or webpages that play a relevant role in the ESL/EFL classroom. When selecting websites or webpages for this project, I was required to match the tools chosen with classroom purposes. In order to do this, I needed to evaluate the age and developmental level of my students and how apt they would be in the navigation of new software and Internet-based tools. Most importantly, I needed to highlight the use of specific websites, webpages, or software programs and how they can be of use in the classroom in accordance with classroom content and objectives.



Twitter.com



Why it works:

- ✓ Twitter allows students to practice grammar, sentence structure, and spelling in a dynamic, fresh way; forces students to focus on communicative meaning in a concise way; increase students' access to the target language culture; enhance students' exposure to authentic language tasks and interactions
- ✓ Potential uses in the classroom: create a story as a class; create online polls; post new vocabulary items; share video lessons; pose trivia questions; keep up on and report back on current news and events; study recent public updates to study trends; post related writing tasks to evaluate formative assessments

Artifact Seven

Domain 4. Assessment

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

Indicator: 4.a.3.

Definition of indicator: Candidates can create assessment measures that are standards based, valid, and reliable, as appropriate.

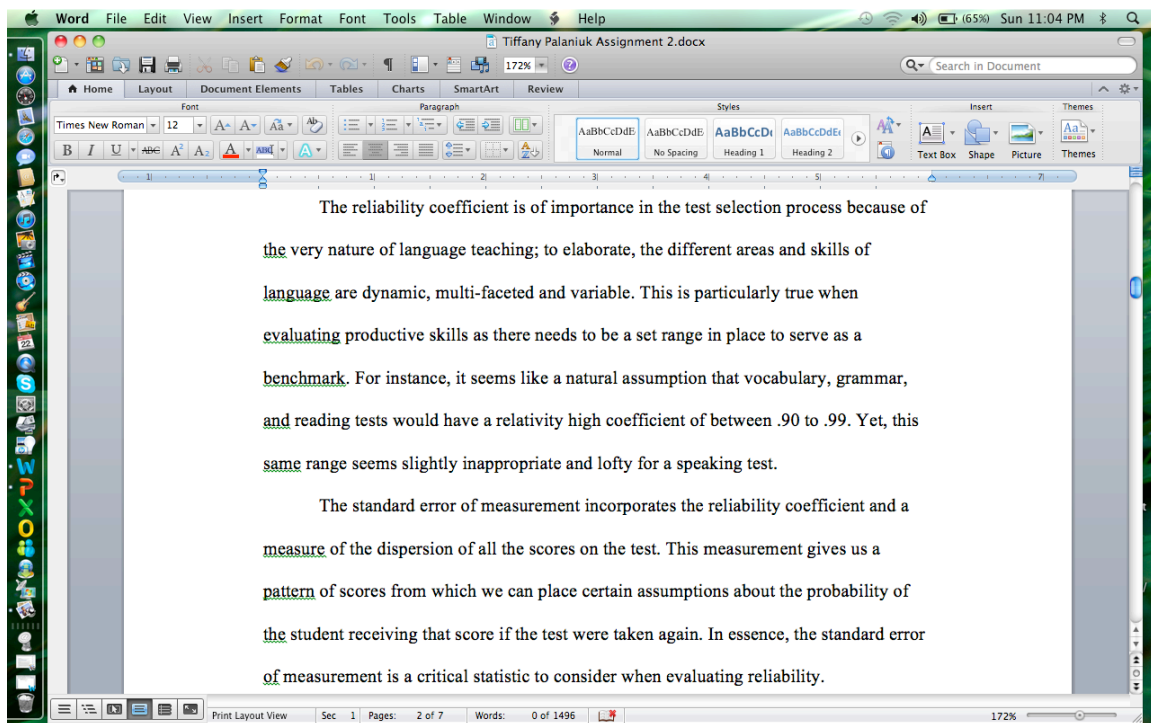
Name of artifact: Assignment #2: Reliability and Validity

Date: September 2011

Course: TEFL 547: Testing and Evaluation in TEFL

Rationale

The Reliability and Validity assignment was designed in order to highlight the issue of reliability and validity in language teaching. The reflection required us to show a grasp of the need for accurate and consistent barometers of student knowledge. In reference to the four skills, I was required to evaluate reliability and validity in reading, listening, speaking, and writing assessment tasks. In addition, the assignment called for a discussion of problematic teaching situations and how either validity or reliability could be questioned within the context of certain teaching situations. In my reflection, I presented a situation in which the relationship between learning-testing created a negative attitude towards the language learning process in that classroom activities and skills taught were not representative of content and skills seen on assessment tools. Moreover, the assignment called for an analysis of how assessment tools should be used and implemented in order to ensure the highest amount of validity and reliability and, therefore, not damage the learning-testing dynamic. To further supplement the conversation, I analyzed the standard error of measurement seen in the TOEFL versus the IELTS; to finish the discussion, I capped off the conversation on the accuracy and consistency of testing in the ESL/EFL classroom and implications to think about.



Artifact Eight

Domain 4. Assessment

Standard 4.b. Language Proficiency Assessment

Indicator: 4.b.2.

Definition of indicator: Understand the appropriate use of norm-referenced assessments with ELLs; Candidates share this knowledge with their colleagues.

Name of artifact: Kinds of Tests and Testing Effect on Teaching

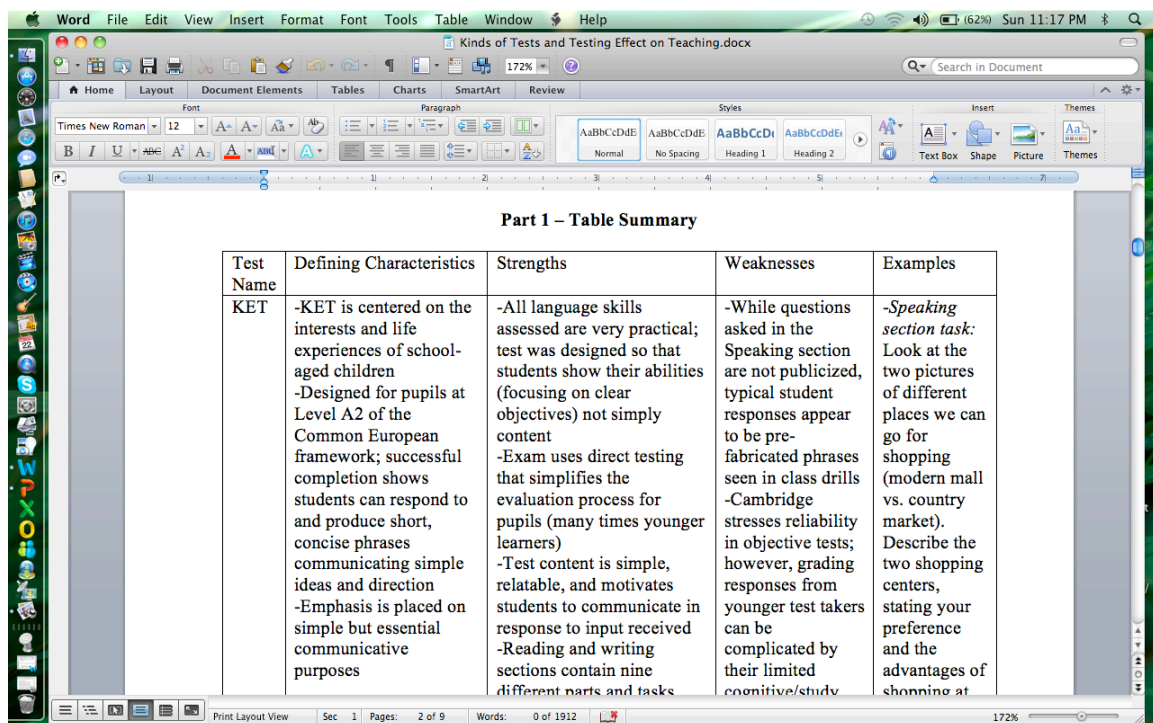
Date: September 2011

Course: TEFL 547: Testing and Evaluation in TEFL

Rationale

The Kinds of Tests and Testing Effect on Teaching assignment not only called for a comparative analysis of the strengths and weaknesses seen in various internationally-recognized proficiency tests (PET, KET, FCE, CAE, CPE), but also required a findings section in which I needed to determine which tests would be appropriate for various types of learners. Implications for the classroom environment were directly incorporated into my discussion in my analysis of how the different task types seen in the various tests could be applied to different types of learners. For example, the PET and the KET were

highlighted for their use of visual learning aids and how the inclusion of visual tools could be applied and practiced prior to the taking of the test. A critical analysis of the tests was also a crucial element of this reflection, requiring me to break down the relationship between the taking of these formatted tests and classroom objectives; unfortunately, aforementioned tests were said to limit the critical thinking and the profound understanding of materials for students.



Part 1 – Table Summary

Test Name	Defining Characteristics	Strengths	Weaknesses	Examples
KET	<ul style="list-style-type: none"> -KET is centered on the interests and life experiences of school-aged children -Designed for pupils at Level A2 of the Common European framework; successful completion shows students can respond to and produce short, concise phrases communicating simple ideas and direction -Emphasis is placed on simple but essential communicative purposes 	<ul style="list-style-type: none"> -All language skills assessed are very practical; test was designed so that students show their abilities (focusing on clear objectives) not simply content -Exam uses direct testing that simplifies the evaluation process for pupils (many times younger learners) -Test content is simple, relatable, and motivates students to communicate in response to input received -Reading and writing sections contain nine different parts and tasks 	<ul style="list-style-type: none"> -While questions asked in the Speaking section are not publicized, typical student responses appear to be pre-fabricated phrases seen in class drills -Cambridge stresses reliability in objective tests; however, grading responses from younger test takers can be complicated by their limited cognitive/study 	<ul style="list-style-type: none"> -<i>Speaking section task:</i> Look at the two pictures of different places we can go for shopping (modern mall vs. country market). Describe the two shopping centers, stating your preference and the advantages of shopping at

Artifact Nine

Domain 4. Assessment

Standard 4.c. Classroom-Based Assessment for ESL

Indicator: 4.c.1.

Definition of indicator: Candidates embed self- and peer- assessment techniques in their instruction and model them across the curriculum; Candidates share self- and peer- assessment techniques with their colleagues.

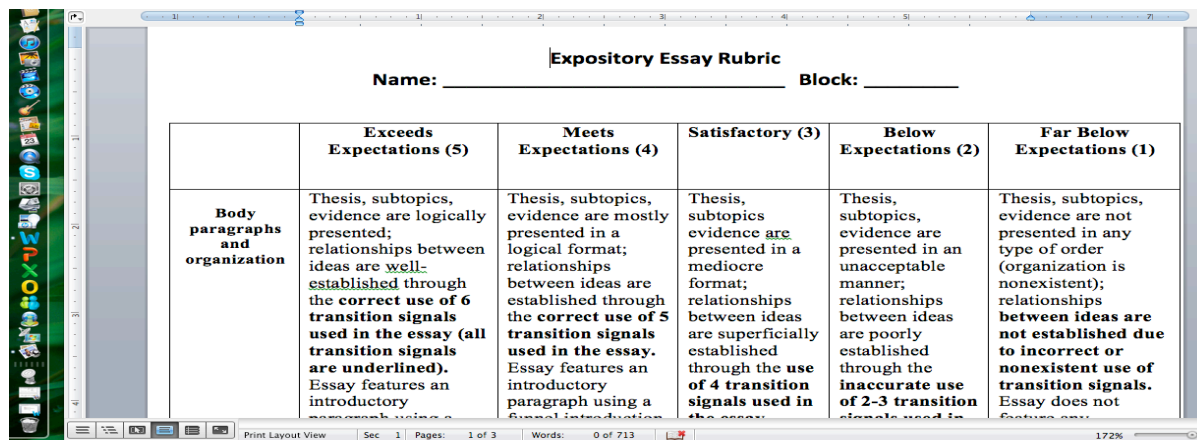
Name of artifact: Expository Essay Rubric

Date: January 2011

Course: This artifact is not affiliated with a course. This rubric was used in my current teaching position as a composition and writing teacher.

Rationale

To meet this standard, I chose to include an essay rubric that I used in my current teaching position. This rubric was used by me in order to assess and evaluate students' final essays and progression (rubric was used to evaluate the first, second, and final draft); likewise, students were presented with the rubric from the initiation of the essay writing process in order to introduce them and expose them to current and future expectations they would encounter. This rubric was created after consulting a series of online resources, writing instruction texts, and colleagues. In addition to using this rubric in my class, I was asked to present this rubric to my classmates and frame a discussion of essay evaluation centered around some components of the six traits of writing.



	Exceeds Expectations (5)	Meets Expectations (4)	Satisfactory (3)	Below Expectations (2)	Far Below Expectations (1)
Body paragraphs and organization	Thesis, subtopics, evidence are logically presented; relationships between ideas are well-established through the <u>correct use of 6 transition signals used in the essay (all transition signals are underlined)</u> . Essay features an introductory paragraph using a	Thesis, subtopics, evidence are mostly presented in a logical format; relationships between ideas are established through the <u>correct use of 5 transition signals used in the essay</u> . Essay features an introductory paragraph using a	Thesis, subtopics, evidence are presented in a mediocre format; relationships between ideas are superficially established through the <u>use of 4 transition signals used in the essay</u>	Thesis, subtopics, evidence are presented in an unacceptable manner; relationships between ideas are poorly established through the <u>inaccurate use of 2-3 transition signals used in the essay</u>	Thesis, subtopics, evidence are not presented in any type of order (organization is nonexistent); relationships between ideas are <u>not established due to incorrect or nonexistent use of transition signals</u> . Essay does not

Artifact Ten

Domain 5. Professionalism

Standard 5.a. ESL Research and History

Indicator: 5.a.2.

Definition of indicator: Candidates use their knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ESL profession to design appropriate instruction for students.

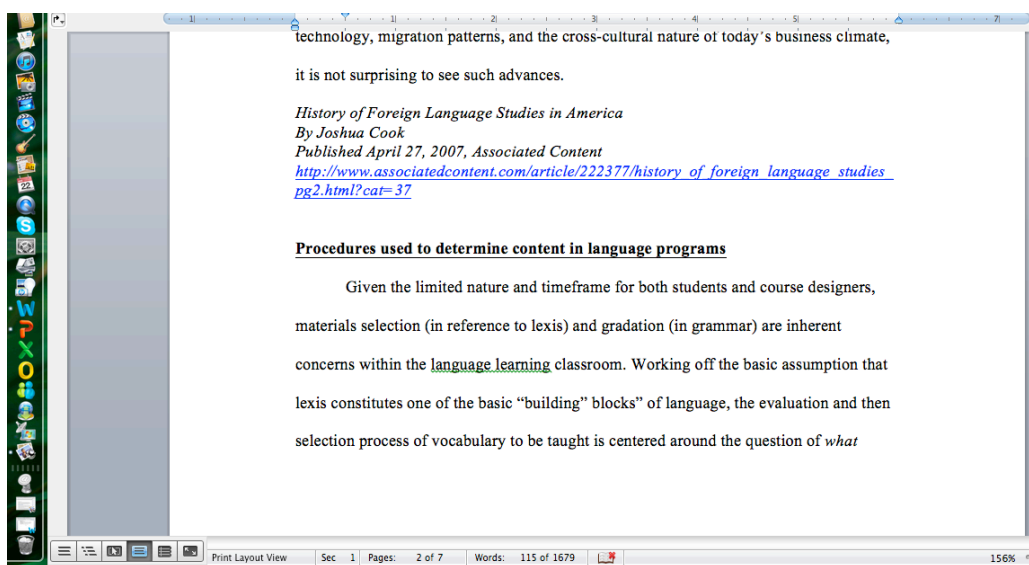
Name of artifact: Assignment 1 – Origins of English Curriculum Development

Date: September 2010

Course: TEFL 515 – Curriculum and Materials Development

Rationale

In my Curriculum and Materials Development class, I was required to analyze the background of foreign language teaching. I chose to analyze the context of foreign language teaching in the U.S. In the paper, I discussed the laws and guiding figures that played central roles in the development of foreign language programs. In addition, an overwhelming part of the essay required me to analyze procedures used to determine content in language programs. To compliment this discussion, I also incorporated an analysis of various teaching methods utilized throughout history, including a comparison of their effectiveness and utility in the classroom.



Artifact Eleven

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

Standard 5.b.1.

Definition of indicator: Candidates assist others' professional growth by sharing their expertise and mentoring others.

Name of artifact: Instructor in an English Language Teaching program at Universidad San Francisco de Quito

Date: February 2012-Current

Course: This certification program is not associated with a particular course. Rather, I was contracted to be an instructor in a training program designed for native Spanish speakers teaching English in Ecuador.

Rationale

To align myself with this standard, I chose to represent my ability to assist others in their professional growth in the English language teaching field with my current involvement in a English teacher training program at Universidad de San Francisco de Quito. I am currently teaching two modules in this training program – Best Teaching Practices and L1 to L2 instruction. In Best Teaching practices, program participants will be exploring effective ways to test the four language skills, how to maintain motivation and student attitudes in the classroom, use of technology in the classroom, and selection of classroom materials. In L1 to L2 instruction, we will engage in a comparative analysis of the grammatical structure seen in Spanish versus English and how interference and students' native languages play a role in the acquisition of English. Topics include: phonology, syntax, and sentence-level structures.

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UNIVERSIDAD SAN FRANCISCO DE QUITO

idea Instituto de Enseñanza y Aprendizaje

Certificación Docente en Inglés



The English Teacher Certification program at IDEA (Instituto de Enseñanza y Aprendizaje de la Universidad San Francisco de Quito) is specifically designed for native Spanish speaking teachers who are currently teaching English. This is an opportunity to refine skills and improve their professional status. The IDEA English Teacher Certification has been specially designed for the Ecuadorian context by analyzing the best parameters offered by programs such as TESOL, Cambridge and other.

This Certification includes course instruction based on state-of-the-art facts about Bilingualism and Multilingualism. It is focused on evidence-based teaching and learning with a unique hands-on, theory-to-practice methodology.

Who:
Spanish speaking teachers who are currently teaching English

When:
Initial exam 27, January 2012
Course begins 6 February 2012

Modality:
Blended learning

How long:
5 months (flexible schedule).

idea Instituto de Enseñanza y Aprendizaje

ACUERDO DE PRESTACIÓN DE SERVICIOS PROFESIONALES

Intervienen en la celebración del presente ACUERDO, el Instituto de Enseñanza y Aprendizaje (IDEA) de la Universidad San Francisco de Quito, representado por la Doctora Tracey Tokuhama-Espinoza con C.I. 171176601-2 en su calidad de Directora, a quien en lo posterior y para efectos de este ACUERDO se le denominará "CONTRATANTE", y por otra parte la Señora Tiffany Palaniuk, portador de la C.I. _____, a quien en adelante se le denominará el "PROFESIONAL".

Las partes que intervienen son de nacionalidad ecuatoriana y estadounidense respectivamente, mayores de edad, capaces para contratar, quienes en sus respectivas calidades convienen en celebrar el presente ACUERDO de prestación de servicios profesionales, al tenor de las cláusulas que se detallan a continuación.

PRIMERA: ANTECEDENTES

1. IDEA es un Instituto que trabaja con fines educativos al servicio de la comunidad en general.
2. El PROFESIONAL es un conocedor de diversos programas de certificación docente en inglés.
3. El CONTRATANTE requiere la contratación del PROFESIONAL en el tema de "Best Teaching Practices y Best Methodologies for Teaching English".

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CONCLUSIONS AND RECOMMENDATIONS

This section will first detail the conclusions and recommendations seen at the completion of the case study. The second element will include the conclusions and recommendations seen after the creation of the TEFL Program Portfolio.

Conclusions drawn as a result of this case study are aligned with most research into the literacy development of English language learners. The implementation of journals in the case study seemed to yield only positive benefits, including allowing the participant with a tool that helps them focus on key ideas and reactions within a manageable frame. In self-reflection questionnaires and interviews with the participant, she communicated that the use of the journaling format helped her to focus more and process long pieces of writing. After periodically evaluating her journal entries, I observed that the learner showed improved competency in text comprehension and content retention. Additionally, the questionnaires pertaining to her attitude also concluded more positive results with a 2-point increase on the Likert scale seen in her final questionnaires on perspective.

The success of implementing journaling tools for all English language learners, regardless of their proficiency level, depends heavily on the level of guidance seen in the template used and in the modeling patterns of the educator. Guiding questions about the text tend to produce more structured, developed, and focused responses from students. Other templates that only call for the reader to write a section from the text and their corresponding reaction are

difficult to interpret and show lack of focus and direction on the part of the learner. Therefore, educators are highly encouraged to utilize journals that include a minimum of six pre-existing questions that will guide the students. While younger students may benefit more from unstructured templates that do not require heavy cognitive thinking, advanced level English language learners will advance more if given stricter parameters and benchmarks for analysis. Further, the educator should also set boundaries for the minimum length and style of responses. Educator feedback should be delivered at least bi-weekly to ensure the most advantageous feedback relationship between student and teacher.

After the creation of the TEFL Program Portfolio, I concluded that Domain 3 (Planning, Implementing, and Managing Instruction) was sufficiently covered by the incorporation of three different artifacts and work samples. In particular, Standards 3.a. (Planning for Standards-Based ESL and Content Instruction), 3.b. (Implementing and Managing Standards-Based ESL and Content Instruction), and 3.c. (Using Resources and Technology Effectively in ESL and Content Instruction) were all included in the TEFL Program Portfolio. I consider that one area of the NCATE/TESOL standard that has not been sufficiently addressed is Domain 1 (Language as a System). The TEFL Program Portfolio accommodated two standards of Domain 1, including 1.a. (Language as a System) and 1.b. (Language Acquisition and Development). In the TEFL Program Portfolio, the semantics, syntax, and pragmatics of the English language were analyzed as a means to better understand language. However, comprehension of English

phonology is an integral part of the English language and an analysis of phonology in the English language was not covered in the TEFL Program Portfolio. Likewise, morphology was not incorporated in the artifacts chosen in the TEFL Program Portfolio. As a recommendation, I suggest that the TEFL Program Portfolio specifically outline and request artifacts that require comprehension of the morphology and phonology of the English language. Domain 3 (Planning, Implementing, and Managing Instruction) was extensively covered. I recommend that the TEFL Program Portfolio shift the focus from Domain 3 to Domain 1 (Language as a System).

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