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MODALIDAD ABIERTA Y A DISTANCIA

**A CASE STUDY OF AN EFL GRAMMAR STUDENT AT UNIVERSIDAD
TECNICA PARTICULAR DE LOJA – TEFL PROGRAM PORTFOLIO**

Research done in order to achieve the
Masters Degree in Teaching English
as a Foreign Language

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2010

AUTHORSHIP

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

Date: Loja, May 7th, 2010.

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CESIÓN DE DERECHOS

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Paola Alexandra Cabrera Solano

DEDICATION

This research work is especially dedicated to all the people who have never failed to give me support when I need it. To my mother Mariana and my father Carlos, who taught me that even the largest task can be accomplished if it is done one step at a time. To my dear family and those friends who have supported me all the way since the beginning of my studies.

Paola Alexandra Cabrera Solano

TABLE OF CONTENTS

CERTIFICATION	II
AUTHORSHIP	III
CESIÓN DE LOS DERECHOS	IV
ACKNOWLEDGEMENTS	V
DEDICATION	VI
INTRODUCTION	1

CHAPTER I: A CASE STUDY OF AN EFL GRAMMAR STUDENT AT UNIVERSIDAD TECNICA PARTICULAR DE LOJA

1. Description of student and setting	4
2. Pre-test and Post-test: English Grammar Pre-test	5
3. Samples of student work	9
3.1 Artifact N° 1: Affirmative and negative statements with BE, page 4	9
3.2 Artifact N° 2: Affirmative and Negative Statements with BE, page 5	10
3.3 Artifact N° 3: Yes / No Questions and short answers with Be, page 6 (See next page)	11
3.4 Artifact N° 4 Affirmative and Negative Statements with the Simple, page 7	13
3.5 Artifact N° 5: Affirmative and Negative Statements with the Simple Present.	14
3.6 Artifact N° 6: Negative Statements with the Simple Present, page 9	15
3.7 Artifact N° 7: Yes/No questions with the Simple Present, page 10	16
3.8 Artifact N° 8: Wh – Questions with the Simple Present, page 11	17
3.9 Artifact N° 9: Question Words, page 12	18
3.10 Artifact N° 10. Yes/No questions with the Simple Present (Second), page 13	19

3.11 Artifact N° 11: English Grammar Post Test, page 14	20
3.12 Artifact N° 12: Student Self- Assessment, page 18.	24
CHAPTER II: TEFL PROGRAM PORTFOLIO	
2. TEFL Program portfolio	28
2.1 Knowledge of the subject matter	29
2.1.1 Rationale	42
2.2 Knowledge of Human Development and Learning	43
2.2.1 Rationale	48
2.3 Communication skills	50
2.3.1 Rationale	55
2.4 Instructional Planning	56
2.4.1 Rationale	61
2.5 Assessment of Student Learning	62
2.5.1 Rationale:	81
CONCLUSIONS	83
RECOMMENDATIONS	84
8. REFERENCES	85
9. ANNEXES	86

INTRODUCTION

This research work was done to demonstrate the skills and knowledge I acquired through coursework and previous field work in the area of Teaching English as a Foreign Language. The principal purpose of this research was to document the application of the different principles of effective lesson design, implementation, and assessment through practice with a real student. The first chapter consists of a Case Study of an EFL grammar student at Universidad Tecnica Particular de Loja, which was carried out to document her progress in English language learning by using different kinds of evaluations.

In order to work on the first part of this research, I applied and reviewed a variety of methods for Teaching English as a Foreign Language that form the basis of classroom interaction and student success in the area of communicative grammar. The student for whom the portfolio was compiled was a beginner grammar student who wanted to learn English grammar at Universidad Tecnica Particular de Loja. Since the student was really extrovert, I had to look for activities that allowed her to interact with other students in a good way. It is important to mention that the EFL student portfolio was organized in the following way: a pre test on a variety of grammar structures about the simple present tense, samples of student work, post-test, student self-evaluation, overall conclusions, and recommendations.

The second chapter presents the results of a Program Portfolio, which was intended to structure a reflection on the value and applicability of the different course experiences and information I gained from the Masters of Science in Education with a specialization in Teaching English as a Foreign Language. To reach this objective, it was necessary to use a standards based system (INTASC) related with Knowledge of the subject matter, Knowledge of human development and learning, communication skills, instructional planning, and assessment of student learning.

Finally I would like to mention that the both, the EFL student case study and the Program Portfolio gave me the opportunity to learn the theory and practice of Teaching English as a Foreign Language. The experience of gathering, interpreting, and documenting information, developing and organizing ideas, conclusions and recommendations was very important for me because I could demonstrate how the content of the program can be applied to my own teaching in the on-site classroom or at -a-distance.

CHAPTER 1

A CASE STUDY OF AN EFL GRAMMAR STUDENT AT UNIVERSIDAD TECNICA PARTICULAR DE LOJA

A CASE STUDY OF AN EFL GRAMMAR STUDENT AT UNIVERSIDAD TECNICA PARTICULAR DE LOJA

I. Description of student and setting

The student for whom this portfolio was compiled is “Maria”. She is 21 years old and she studies Economics at the “Universidad Tecnica Particular de Loja.” Maria is a beginner grammar student who is registered in “Communicative Grammar II”, a subject that belongs to the second cycle of the English Major. The reason why Maria is studying this subject is because she wants to learn English, and she expects to receive four academic credits at the end of the semester. It is important to mention that Maria’s home language is Spanish, but she started being interested in learning English when she was at high school. The student has never had the opportunity to learn English in an academy or at a language institute and she has never been in the United States; however, she has been in France for two occasions because some members of her family live there. Maria considers that travelling to other parts of the world has helped her to understand the importance of learning a foreign language because she has experienced that a world of opportunities is open for people who speak more than one language. Maria does not have any physical special consideration, but something that should be considered when teaching her is that she is really extrovert; for that reason it is important to look for activities that allow her to interact with other students.

The contents of this portfolio have been organized in the following way: a pre test, samples of student work, student self-evaluation, overall conclusions, and recommendations. The grammar structures that have been considered for these purposes are:

The Simple Present

1. The Present of Be: Statements.
2. The Present of Be: Yes/No Questions.
3. The Simple Present: Affirmative and Negative Statements.
4. The Simple Present: Yes / No Questions and Short Answers.

5. The Simple Present: Wh-Questions.

II. Pre-test and Post-test

English Grammar Pre-test

Page 1

English Grammar Pretest

The Simple Present

Name: Maria del Cisne Vdsquez Valarezo

Date: 23rd March / 2020

12/20

A. Complete the sentences. Use the affirmative or negative form of "be". Use contractions when possible.

1. Teresa and Cristina are ~~Xaren't~~ sisters. They're cousins.
2. Mr. Salas isn't an English teacher. He 's a Spanish teacher.
3. We aren't here on vacation. We 're here on business.
4. I 'm ~~Xnot~~ from Washington State. I'm from Washington, D.C.

B. Choose the alternative that best answers the question or completes the statement.

5. Mark: Are you from around here?

Amy: No, I'm not here

- a. happy to meet you
 - ☒ b. here on vacation
 - ☐ c. not here
 - d. from here
6. Kathy: Are you a businessman?
- Mark: No,
- ☒ a. I'm a writer
 - b. I'm a businessman
 - c. I'm on vacation
 - d. I'm not from around here

7. Mark: Is he a travel agent?

Steve: Yes,

- ☒ a. he is
- ☐ b. he's
- c. she's not
- d. she's a doctor

8. Rose: Is she your daughter?

Mary: No,

- ☒ a. she's my granddaughter

- b. he isn't
- c. she's your friend
- d. he's my son

9. Does Paul have a girlfriend? Yes, _____

- a. do
- b. does he
- ☒ c. he does
- d. he is

10. Does Paula have a car? Yes, _____

- a. she is
- b. does she
- ☒ c. she does
- d. do

11. _____ my new sweater?

- a. Do like
- b. Like you
- c. You do like
- ☒ d. Do you like

12. _____ do we have dinner? Usually at around 8:00.

- a. Why
- b. How long
- ☒ c. What time
- d. Where

13. This says "Don't immerse." What _____?

- ☒ a. it means
- b. it does mean
- ☒ c. does it mean
- d. means

14. Who _____ to class first?

- a. gets
- b. do get
- c. he gets
- d. does get

15. _____ do we have dinner? Usually at around 7:00.

- a. Why
- b. Where
- c. When
- d. How long

C. Complete the story with the correct form of the verbs in parentheses. Use the affirmative or negative of the simple present tense. Use contractions when possible.

16. My friend Maria and her sister, Connie, are very different. They don't look (1. look, not) alike. Maria has (2. have) brown hair and brown eyes. Connie doesn't have (3. have, not) brown hair and brown eyes; her hair is blond, and her eyes are blue. The sisters are different in other ways too. Maria likes (4. like) expensive clothes, and she goes (5. go) to dance clubs on the weekend. Connie wears (6. wear) jeans and sweaters, and she doesn't like (7. like, not) clubs at all. Maria and I shop (8. shop) in big department stores. Connie and her friends don't go (9. not, go) to department stores. They don't like (10. not, like) big stores. They prefer (11. prefer) small stores like Bobbi's Boutique.

D. Complete the paragraphs. Use the correct simple present form of be and have.

17. Ben is (1.) a writer. He is (2.) twenty-two years old. He is (3.) from Vermont, but he lives in New York City now. He has (4.) a tiny apartment. His apartment is (5.) downtown, near Chinatown. Ben has (6.) a lot of friends in the city. They have (7.) interesting jobs, and they are (8.) happy in New York.

.....
Maulkay

Student's signature

The pretest was an evaluation of Marias's skills in English grammar based on The Simple Present tense. This test took place on March 23rd, 2010, and her total score was 12 out of 20 points. The principal purpose of the pre-test was to identify the student's strengths or weaknesses in the use of this grammar structure in order to establish some strategies to make the student build upon it. The questions were designed to determine if the student could identify and use the grammar structures of this tense in an appropriate way.

It is important to mention that the pre-test was organized into four sections. Each one of them was related to four different grammar structures. For example, in section A, I asked Maria to complete some sentences by using the affirmative or negative form of the verb "be", and use contractions when possible. Student's answers demonstrated that she was able to use the appropriate grammar structures in almost all the affirmative sentences; however, she could not complete the negative ones in a correct way.

Regarding the second section, the student had to choose the best answers to some simple present questions with the verb *Be* and other verbs. She also had to formulate questions with *be* by choosing the correct grammar structures. Maria's results show that eight questions from a total of eleven were correct, and the principal mistake she made was the incorrect use of the auxiliaries "Do" and "Does" when formulating Wh-questions. In addition, in part C, the student needed to complete a story with the correct form of some verbs that were in parenthesis by using affirmative or negative structures. Her answers demonstrated that she found this topic a little bit confusing because she was not able to choose she correct auxiliaries in some affirmative or negative sentences.

Regarding section D, the student had to use the correct present form of the verbs *be* and *have* and fill in the gaps of a short paragraph. The results showed that she had difficulties to complete some parts of the paragraph; for that reason, I think that sections C and D were the most problematic for her. These results gave me a general idea of the student's situation regarding the use of the Simple Present Tense; as a result, I planned some lessons to teach her the most relevant topics within this structure. After each grammar lesson, I gave the student some exercises that allowed her to practice each structure in detail. The results will be shown in the artifacts included in this portfolio.

On the other hand, when the grammar lessons finished the student took a post-test (Artifact N°11) in which she demonstrated what she really learned about the simple present tense. The results show that Maria had a great improvement over the pre-test. She got a total score of 19.6 over 20 points while on the pre-test she got a score of 12 points. The post-test was carried out on April 28th, and consisted of 6 sections where the student demonstrated a clear understanding of the structures of the Simple Present Tense because she did not make the same number of mistakes as she did on the pre-test. Besides, she finished the test much faster than the pre-test because she was clear on what to answer.

III. Samples of student work

3.1 Artifact N° 1: Affirmative and negative statements with BE, page 4

Exercise N° 1: Affirmative and negative statements with BE

Page 4

Name: Maria del Cisne Viquez Valcueru

Date: 26th March/2010

Instruction: Complete the sentences with is, am, or are.

Congratulations!

1. David Beckham is not from Brazil.
2. Ronaldo is a Brazilian soccer player.
3. I am not a famous soccer player.
4. Soccer is popular in England.
5. Baseball and volleyball are sports.
6. Baseball is not the number one sport in Brazil.
7. Baseball players are from different countries.
8. Baseball is not my favorite sport.
9. Nicole Kidman is not a soccer player.
10. I am a big soccer fan.

Maria del Cisne Viquez Valcueru

Student's signature

The first grammar structures that we looked at were affirmative and negative statements with BE. The purpose of the first lesson was that the student learns the structure and the use of *be* in present – tense statements that included singular and plural forms in affirmative and negative statements, contractions, and subject pronouns. It was a very nice experience to teach this lesson because the student already had a very good command of the all the branches of *be*: *am*, *is*, *are*. In addition, it was not necessary to explain her the subject pronouns “*I*, *you*, *he*, *she*, *it*, *we*, *you*, and *they*” in detail because she already know how and when to use them. After having explained her the new structures through a series of examples on the board, the student did an exercise that consisted on completing ten affirmative and negative sentences with the correct form of “*be*”, in the singular and plural form. Marias’s answers demonstrated that she really knows when to use these structures because she didn’t make any mistake. Moreover, she answered the exercise immediately, and I could notice that she felt confident when answering the questions.

3.2 Artifact Nº 2: Affirmative and Negative Statements with BE, page 5

Exercise Nº 2: Affirmative and Negative Statements with BE Page 5

Name: Maria del Cero Vázquez Valarezo

Date: 30 March / 2010

Instruction: Complete the sentences. Use *is*, *is not*, *are*, or *are not*.

Very Good!

1. Apples ~~is not~~ ^{are not} black.
2. The Earth is round.
3. The sun is not cold.
4. Ice cream and chocolate are not good for you.
5. Lemons ~~is not~~ ^{are not} yellow.
6. Cars ~~is not~~ ^{are not} cheap.
7. Peter is a name.
8. An elephant is not a small animal.
9. English, Spanish, and Arabic are languages.
10. The president of the United States ~~is not~~ a doctor.

Maria del Cero Vázquez
Student's signature

In order to reinforce student's knowledge of affirmative and negative statements with BE, I gave Maria an exercise. In this opportunity she needed to complete ten sentences with the following *be* forms: is, is not, are, or are not. Regarding student's answers to this exercise, she made just three mistakes. For example, in the first sentence she used "is not" instead of "are not", maybe because she didn't realize that *Apples* is a plural noun, or because she didn't know the meaning of this word.

Maria made a similar mistake in sentences five and six, where she used "is not" instead of "are not". In my personal opinion, the reason why she could have made that mistake is because she didn't realize that *Lemons* and *Cars* were plural nouns. When I looked at her answers to those sentences, I immediately gave her feedback on the use of negative statements in the plural form because she already mastered affirmative statements with BE.

3.3 Artifact N° 3: Yes / No Questions and short answers with Be, page 6 (See next page)

Very Good!

Exercise N° 3: Yes / No questions and short answers with BEName: Maria del Carmen Vazquez VelaquezDate: 1st April / 2010**Instruction: Write questions. Then answer them. Use short answers.**

1. The teacher / you / Are
Are you the teacher? No, I am not.
2. You / Are / happy
Are you happy? Yes, ^{I am.} (I'm).
3. A student / your mother / Is
Is your mother a student? No, she is not.
4. Today / Is / Thursday
Is Thursday today? No, it is not.
5. Are / from California / your friends
Are your friends from California? No, they are not.
6. Busy / your friend / Is
Is your friend busy? Yes, she is.
7. a singer / Are / you
Are you a singer? No, I am not.
8. your teacher / Is / friendly
Is your teacher friendly? Yes, ^{she is.} (she's).
9. your mother and father / Canadian / Are
Are your mother and father Canadian? No, they are not.
10. Are / married / you
Are you married? No, I am not.

Maria Vazquez

Student's signature

The second lesson was related to the use of the verb *be* in Yes / No Questions in the singular and plural form, and short and long answers. It was a nice experience for me to teach this lesson because Maria had previous knowledge of the verb *be*, so it was not difficult for her to understand the correct formation of these kinds of questions. After having explained her the rules for the formation of these questions, she worked on an exercise in which she wrote ten Yes/No questions and short answers for each one of them. The student's results demonstrate that she knows how to write questions of this type, since the only mistake she made was to write "Is Thursday today?", instead of "Is today Thursday?". Another mistake she made was to use contractions in affirmative

short answers, for that reason, it was necessary to explain her this rule in detail through more examples. The student felt comfortable while answering this exercise.

3.4 Artifact N° 4 Affirmative and Negative Statements with the Simple, page 7

Exercise N° 4: Affirmative and Negative Statements with the Simple

Present

Name: Mariadel Carmen Vazquez Valarezo

Date: 6th April / 2010

Instruction: Complete each sentence with the correct verb. Use the simple present form.

1. Mary is a taxi driver. She drives a taxi.
2. Stuart is a Spanish teacher. He teaches Spanish.
3. Maria Domingo is a singer. She sings.
4. Nassos Morona is a dancer. He dances.
5. Bill Bright is a baseball player. He plays baseball.
6. Shirley Simpson is a bank manager. She manages a bank.
works
7. Sam and Victor are trash collectors. They collect trash.
8. Margaret and Phil are house painters. They paint houses.
9. Lou is a window washer. He washes windows.
10. Oscar, Tom, And Steve are firefighters. They fight fires.

Mariadel Carmen Vazquez Valarezo

Student's signature

During our lessons, we also looked at affirmative and negative statements with the simple present tense. The principal purpose of this lesson was that the student learns to use the grammar structures to tell about things that happen again and again; for example habits, regular occurrences, customs, and routines.

When we finished the lesson, an exercise about affirmative statements with the simple present was given to the student. The exercise required that Maria completes ten

sentences with the correct verb by using the simple present form of different verbs. The student performed really well on all the exercises and she put –s or –es on the third person singular (he/she/it) when it was necessary. It is important to mention that in sentence six Maria used the verb *work*, instead of the verb *manage*; however, this is still correct because it makes sense in the sentence.

3.5 Artifact N° 5: Affirmative and Negative Statements with the Simple Present. (See next page)

Exercise N° 5: Affirmative and Negative Statements with the Simple Present Page 8

Name: Maria del Cisne Viquez Valarezo

Date: 9th April / 2010

Very Good!

Instruction: Complete the conversation. Use the correct form of the verb in parentheses.

A: Tell me about you and your family.

B: My husband and I are (1. are) pretty traditional. I take (2. take) care of the home, and he goes (3. go) to work. He has (4. have) a business in town, but we live (5. live) in an old house in the country.

A: Alone?

B: Oh, no. We do not live (6. not live) alone. We have (7. have) eight children – seven boys and one girl. Two of them do not live (8. not live) with us anymore. Our daughter is (9. be) married, and she lives (10. live) with her family. She has (11. have) two children. One of our sons is (12. be) also married, but he does not have (13. not have) any children. Our other six sons live (14. live) with us.

Maria del Cisne Viquez Valarezo
Student's signature

After the first explanation, the student understood how to form affirmative statements in the past tense. I explained her how to construct negative statements by using *does not* or *do not* before the base form of the verb. We also looked at the rules for writing contractions. After this explanation, Maria did an exercise in which she had to complete a conversation with the correct form of fourteen verbs that were in parenthesis. Maria's results demonstrated that she performs really well when writing affirmative

statements; however, she made some mistakes in the negative ones. Maria did not use the auxiliaries “do” or “does” to write the negative forms of some sentences, so she wrote “We not live alone” or “He hasn’t any children” instead of “We *do not* live alone or “He *does not* have any children”. The results demonstrated that the student needed more practice on negative statements with the simple present; so, I wrote more examples on the board and emphasized that it is necessary to use auxiliaries when making negative statements. Additionally, I gave her feedback on each one of the mistakes she made.

3.6 Artifact N° 6: Negative Statements with the Simple Present, page 9

Exercise N° 6: Negative Statements with the Simple Present

Name: Maria del Cisne Valquez Valarezo

Date: 12th April/2010

Page 9

Excellent!

Instruction: Complete the sentences. Use don't or doesn't.

1. Bell Mall has a music store, but Northshore Mall doesn't.
2. I go shopping a lot, but my friends don't.
3. My son wears a tie to work, but my husband doesn't.
4. Katie has a lot of jewelry, but her sister doesn't.
5. Ellen and Dave spend a lot of money on clothes, but Bea and Ken don't.
6. My friend buys used clothes, but I don't.
7. Yoko polishes her nails, but her roommates don't.
8. These shoes cost over \$100, but the shoes over there don't.
9. My mother likes shopping, but I don't.
10. My classmates and I wear fashionable clothes, but our teacher doesn't.

Maria del Cisne Valquez
Student's signature

In order to reinforce student's knowledge of negative statements with the Simple Present tense, and after having explained her the rules for their correct formation, I gave Maria an exercise where she had to complete ten sentences with the auxiliaries “do or does” in the negative form. Student's results demonstrated that she performed really well in these grammar structures because she didn't make any mistake. In addition, she answered the exercise immediately, which clearly shows that Maria understood the structure and the use of these grammar structures.

3.7 Artifact N° 7: Yes/No questions with the Simple Present, page 10

Exercise N° 7: Yes/No questions with the Simple Present

Name: Maria del Cielo Valquez Valarezo

Date: 14th April / 2010

Page 10
Good try!

Instruction: Complete the questions.

1. People do not come here on Sundays.

Do they come
Are people come on Sundays?

2. Carlos has class on Mondays and Wednesdays.

Does he have
Is Carlos have class on Tuesdays, too?

3. The children like bananas.

Do they like
Are the children like apples, too?

4. We live in a house.

Do you live
Are you live in a big house?

5. My boyfriend knows my brother.

Does he know your sister
Is your boyfriend know your sister?

Maria Valquez

Student's signature

In this lesson, we looked at Yes/No questions with the Simple Present tense. The first step was to explain the student the use of these grammar structures by writing some examples on the board. After the grammar explanation, Maria completed five Yes/No questions with some verbs different than *Be*. Student's results showed that she felt really confused when completing the questions because she made mistakes in all of them. In my opinion, the reason why the student made those mistakes could be that during the first lessons she learned how to form Yes/No questions with the verb *Be*, so she taught that using "is, or are" instead of the auxiliaries "do or does" to complete the questions was correct. When I had the results, I gave her the corresponding feedback,

and she understood the difference between writing Yes/No questions with Be, and writing those questions with different verbs.

3.8 Artifact N° 8: Wh – Questions with the Simple Present, page 11

Exercise N° 8: Wh – Questions. With the Simple Present

Name: Maria del Cune Vasquez Valareto

Date: 19th April / 2010

Page 11

Congratulations!

Instruction: Write questions. Then write an answer for each one of them.

1. want / to leave / do / Why / you ?

Why do you want to leave ?

Because, I'm late to classes

2. for breakfast / What / you / have / do ?

What do you have for breakfast?

I have milk and bread.

3. feel / after / do / a nap / How / you ?

How do you feel after a nap?

I feel really good.

4. your / corrects / homework / Who?

Who corrects your homework?

My teacher corrects it.

5. does / work / Rosita / Where?

Where does Rosita work?

She works in the Bank.

Maria Vasquez

Student's signature

The next lesson was related with Wh-Questions with the Simple Present tense. The purpose of this lesson was that the student learns to use the auxiliaries “do and “does”, and Wh- questions about the subject, and short and long answers. Marie did not have any difficulty to understand the grammar rules to form these questions, so at the end of the lesson, I gave her an exercise in which she needed to write questions and answers with the new grammar structures. Maria had a great performance on this exercise, since she did not have any mistake. It is important to mention that the student was able to apply some of the rules she learned in the previous lessons because her questions and answers are grammatically correct. Moreover, the student felt confident when answering this exercise which showed me that she had a good progress.

3.9 Artifact N° 9: Question Words, page 12

Page 12
Excellent!

Exercise N° 9: Question Words

Name: Maria del Cónce Viquez Volarew

Date: 21st April / 2010

Instruction: Complete the sentences. Use who, what, where, when, how, or why.

Rob: Who (1.) gets up early?

Nan: My husband does. He gets up at 4:00 A.M.

Rob: How (2.) does he get up?

Nan: He sets his alarm clock.

Rob: Why (3.) does he get up so early?

Nan: He starts work at 5:30.

Rob: What (4.) does he do?

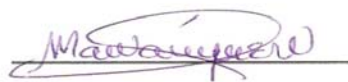
Nan: He's a chef.

Rob: Where (5.) does he work?

Nan: He works downtown. He has his own restaurant.

Rob: When (6.) does the restaurant open?

Nan: At seven o'clock


Student's signature

In order to reinforce student's knowledge of Wh-questions with the present tense, I gave the student an exercise in which she had to complete six questions with the following Wh words: Who, What, Where, When, How, or Why. Maria's results demonstrate that she was able to use the correct *Wh words* to write questions with the simple present. In addition, she was able to understand meaning from context, which helped her to respond this exercise immediately.

3.10 Artifact N° 10. Yes/No questions with the Simple Present (Second), page 13

Exercise N° 10: Yes/No questions with the Simple Present (Second)

Name: Maria del Cisne Vasquez Valarezo

Date: 26th April / 2010

Page 13

Excellent!

Instruction: Complete the questions.

1. People do not go to this church on Mondays.

Do they go to the church on Mondays?

2. Peter has French classes on Saturdays.

Does he have French classes on Saturdays?

3. The children like apples

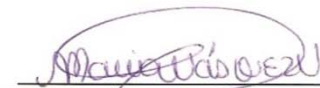
Do they like bananas, too?

4. We live in a department.

Do you live in a big department?

5. My girlfriend knows my mother.

Does she know your brother?



Student's signature

During the last lesson, we did a general review of all the grammar structures of the simple present tense; however, I considered that it was necessary to emphasize on Yes/No questions because as it was shown in exercise 7 (Artifact N° 7), Maria could not use these grammar structures in a correct way; for that reason, I gave her a similar exercise, which consisted on completing five questions with the appropriate grammar structures. The results demonstrated that Maria clearly understood the grammar rules to form these kinds of questions because the only mistake she made was in question five, where she added an -s to the verb know; however, the student used the auxiliaries *do* and *does* in an correct way in all the questions.

3.11 Artifact N° 11: English Grammar Post Test, page 14

Artifact N° 11

English Grammar Post Test

The Simple Present

Congratulations
19,6/20 Page 14

Name: Maria del Cisre Vazquez Vazquez

Date: 28th April 2010 28

A. Complete the sentences. Use the affirmative or negative form of "be". Use contractions when possible.

1. Teresa and Cristina aren't sisters. They're cousins.
2. Mr. Salas isn't an English teacher. He is a Spanish teacher.
3. We aren't here on vacation. We are here on business.
4. I am not from Washington State. I'm from Washington, D.C.
5. Lionel Messi isn't a Brazilian soccer player.

B. Choose the alternative that best answers the question or completes the statement.

6. **Mark:** Are you from around here?
Amy: No, I'm _____
 - a. happy to meet you
 - b. here on vacation
 - ☒ c. not here
 - d. from here
7. **Mark:** Is he a travel agent?
Steve: Yes, _____
 - ☒ a. he is
 - b. he's
 - c. she's not
 - d. she's a doctor
8. Does Paul have a girlfriend? Yes, _____
 - a. do
 - b. does he
 - ☒ c. he does
 - d. he is
9. Does Paula have a car? Yes, _____
 - a. she is

- b. does she
☒ c. she does
 d. do
10. _____ my new sweater?
 a. Do like
 b. Like you
 c. You do like
☒ d. Do you like
11. This says "Don't immerse." What _____?
 a. it means
 b. it does mean
☒ c. does it mean
 d. means
12. Who _____ to class first?
☒ a. gets
 b. do get
 c. he gets
 d. does get

C. Complete the story with the correct form of the verbs in parentheses. Use the affirmative or negative of the simple present tense. Use contractions when possible.

13. My friend Maria and her sister, Connie, are very different. They don't look (1. look, not) alike. Maria has (2. have) brown hair and brown eyes. Connie doesn't have (3. have, not) brown hair and brown eyes; her hair is blond, and her eyes are blue. The sisters are different in other ways too. Maria likes (4. like) expensive clothes, and she goes (5. go) to dance clubs on the weekend. Connie wears (6. wear) jeans and sweaters, and she doesn't like (7. like, not) clubs at all. Maria and I shop (8. shop) in big department stores. Connie and her friends don't go (9. not, go) to department stores. They don't like (10. not, like) big stores. They prefer (11. prefer) small stores like Bobbi's Boutique.

D. Complete the paragraphs. Use the correct simple present form of "be" and "have."

14. Ben is (1.) a writer. He is (2.) twenty-two years old. He is (3.) from Vermont, but he lives in New York City now. He has (4.) a tiny apartment. His apartment is (5.) downtown, near Chinatown. Ben has (6.) a lot of friends in the city. They have (7.) interesting jobs, and they are (8.) happy in New York.

E. Complete the following Yes/No questions with the Simple Present

15. Dan and Jon like sports.
Do (they / Dan and Jon) like music, too?
16. She lives in the downtown.
Does she live near the museum?
17. They have a terrible headache.
Do they have a lot of work?
18. My brother plays basketball.
Does (your brother / he) play soccer, too?
19. My girlfriend knows my brother.
Does (she / your girlfriend) know your mother?

F. Write WH-Questions for the following answers. Use who, what, where, when, how, or why.

20. How do you feel ?
I feel tired.
21. Why do you drink tea ?
I drink tea at night because it helps me sleep.
22. What do you remember about your dream ?
I don't remember a lot about my dream, but it was scary.
23. What do you do after your nap ?
After my nap? I exercise.
24. Who sleeps a lot in your family ?
In my family? My brother sleeps a lot.

G. There are seven mistakes in this conversation. Circle each one of them.

A: You're never late to work, Ali. How you do it?

B: My family and I always gets up really early.

A: I usually get up early too, but sometimes I no get here in time.

B: What time do you leaves home?

A: Well, I take my daughter to school in the morning, and school start at 8:00.

We leave at around 7:30.

B: How old is your daughter?

A: She has seven years old.

B: Do you take the bus to work?

A: No, I'm not. I drive. How about you?

B: Sometimes I walk, and sometimes I take the subway.

Maria Unzueta

Student's signature

At the end of all the lessons, Maria took a post-test on the Simple Present tense, which was designed to determine if the student had really improved in the use of various grammar structures with that tense. The results demonstrated that she made just two mistakes. The first one was an omission of -s after the Wh word *Who* in section F (question 24), which is understandable because she did not realize that there was a third singular person in the answer. In addition, the student did not identify one of the seven mistakes of section G maybe because she did not remember the rule for answering negative questions with the auxiliary "do" . It is important to mention that almost all her responses were correct, and she looked less nervous than in the pre-test. Moreover, she used less time to answer each one of the questions. In addition, I would like to mention that Maria showed a great improvement since if we compare the score

she got in the pre-test “12” with the score she got in the post-test “19.6”, we will notice that she really learned the structure and the use of the simple present tense and that she is ready to learn the structures that follow it.

3.12 Artifact N° 12: Student Self- Assessment, page 18.

Artifact N° 12
Page 18

Student Self – Assessment

The Simple Present

Name: María del Cisne Vázquez Valarezo
 Date: 29th April/2010

Instruction: Choose the alternative that best describes your feelings regarding the grammar lessons you attended. Explain your answers when necessary.

1. What do you think about the grammar lessons you attended?

They were difficult ()
 They were easy (X)
 They were really hard ()
 They were useful ()

Why?
Because this grammar lessons were the base of English and
it was only rules, also the book explains really nice and that's
way it's easy.

2. Did the teacher use an appropriate methodology?

Yes (X)
 No ()

Why?
Because she explains very well, her methodology is to interacted
with students and practice with examples on the board.

3. Did you understand the teacher's explanation about all the grammar rules?

Yes (X)
 No ()

Why?
Because first the rules are simple, second when we read the
rules in the books describe how we can use, when and give
some examples.

4. What strategies should the teacher use in her grammar classes?

Group work (X)
 Communication activities ()
 Grammar games ()
 Written forums (X)
 Others () Specify: _____

5. What was the topic that you enjoyed the most when studying the Simple Present Tense?

I enjoyed " Learning about the simple present (affirmative and negative statements) "

6. List some things you have learned after having studied the Simple Present Tense.

- verb be
- Wh - questions / is are questions
- Do / does (auxiliary verb)

7. From the grammar you studied, what was the most difficult topic and why?

The most difficult topic! No one.

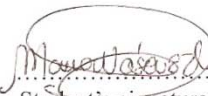
8. Do you consider that you have acquired the necessary knowledge to move from beginner to intermediate level?

Yes (X)

No ()

Why?

Because I learned all the rules and examples that I need to move from the next level.


Student's signature

Regarding the self-assessment, I wrote eight questions to identify student's agreement or disagreement with the grammar lessons, but also with the exercises that were given. The student had to choose the alternatives that better described her feelings on these lessons. The results demonstrated that the student was very happy with the grammar lessons she received because the topics that we looked were really interesting, and the materials used contained clear explanations of each grammar structure. Moreover, the student considered that the teacher's methodology was appropriate because the explanations were clear, and she enjoyed having special moments for interaction. In relation with the teacher's explanation of each grammar rule, Maria said that they were simple and clear; however, she suggested more group work and written forums as good strategies that can be used in future grammar classes.

When the student was asked about the topic that she enjoyed the most, she said: “learning about affirmative and negative statements in the simple present was the most interesting for me” In addition, Maria listed the verb *be*, Wh questions with *be*, and the auxiliaries *do* or *does* as some of the structures that she has really learned after having studied the simple present tense. Finally, I consider that the student is ready to move to a higher level because she has acquired the necessary grammar knowledge to understand difficult grammar structures. The student felt really happy when she knew the score she received in the post-test because she considers that all the lessons helped her to learn a lot.

CHAPTER 2

TEFL PROGRAM PORTFOLIO

2. TEFL Program portfolio

The Masters of Science degree in Education with a specialization in Teaching English as a Foreign Language, which was sponsored by Nova Southeastern University, the Inter American Distance Education Consortium, and the Universidad Tecnica Particular de Loja, has given me the opportunity to learn the theory and practice of teaching English as a Foreign Language. The methodology of this masters program combined distance, online, and on-site learning which were possible thanks to the use of the new Information and Communication Technologies, but also thanks to the big effort of the authorities and professors of these three institutions.

After almost two years of study, I would like to mention that I had wonderful experiences in each one of the subjects I received, and I have learned a lot about the new teaching methodologies, technological advances in the teaching field, educational resources, materials design, educational research, applied linguistics, sociolinguistics, structure of English, among other areas.

In the following program portfolio I will write a response to five selected standards from the Interstate New Teacher Assessment and Support Consortium (INTASC), in which I will include some of the most relevant assignment artifacts and rationales from the subjects that I studied during the program. The principal purpose of this portfolio is to demonstrate how the content of the program has been applied to my own EFL teaching in the classroom or online.

The INTASC standards I have chosen in order to organize this portfolio are the following:

- Knowledge of the subject matter.
- Knowledge of Human Development and Learning.
- Communication skills.
- Instructional Planning.
- Assessment of Student Learning.

In the following section I will describe each one of the INTASC standards I chose, with the assignment artifacts and the corresponding rationals.

2.1 Knowledge of the subject matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Artifact N° 1: Concept Paper

Course: CUR 526 Educational Research for Practitioners

Date: September 07, 2009

<p>What factors affect grammar learning in a virtual environment? 1</p> <p>Assignment 10</p> <p>Presentation of Concept Paper</p> <p>By:</p> <p>Paola Cabrera Solano</p> <p>Educational Research for Practitioners</p> <p>CUR 526</p> <p>Nova Southeastern University</p> <p>September 07, 2009</p>

Abstract

Virtual learning environments (VLEs) have enormously evolved in the last few decades; as a result, they are widely used in many educational contexts, especially in distance education programs. Researchers have demonstrated that this kind of technology can be totally effective in the teaching – learning process because it promotes collaborative learning between teachers and students, however, there is little information on the use of these tools in EFL teaching. The purpose of this study is to determine the factors that affect grammar learning in a virtual environment, so, a group of distance students from a university located in Ecuador, will be the selected sample for this important research. In addition, the following questions are going to be addressed through a literature review on the topic: Are VLEs a useful tool for learning English grammar, What are the characteristics of the students who enjoy using VLEs in their classes?, and What is the teacher's role in a VLE?. Finally, it is important to mention that some qualitative and quantitative methods will be used to collect and analyze the gathered data from the participants with the purpose of establishing important conclusions on this interesting topic.

Purpose

The purpose of this study is to determine the factors that affect grammar learning in a virtual environment. The target group will be selected from the students of the English Major of the “Universidad Tecnica Particular de Loja”, in Ecuador. It will be composed by the “Communicative Grammar II” distance students who are enrolled in the second cycle. The students from the recruited sample generally live in the principal cities of Ecuador, they have Internet access, and they use the UTPL Virtual Learning Environment (VLE) in order to improve their academic performance in the subject.

The use of Virtual Learning Environments promotes students' interaction, provides unique opportunities for teachers and learners, and it offers excellent levels of motivation. According to Pino (2008), “online language instruction allows EFL learners to interact with other learners and perform a great variety of functions”; however, some students with different English proficiency usually have some learning difficulties that need to be clarified (Chen, 2006). The grammar professors of the English Major are actually using this tool, but they do not know the real factors that affect grammar learning through this kind of technology, so it becomes difficult for them to establish the best teaching strategies or methodologies for making students comprehend the subject.

To date, there is no data on the factors that affect grammar learning in a virtual environment, for that reason, this study will enormously benefit English teachers, students, and higher education institutions that use VLEs for teaching grammar in their distance educational programs. In addition, the beneficiaries will be able to determine if the use of this technological tool is being efficient or not in their grammar classes.

Review of Literature

Over the past of the years, institutions and educators have increased the use of educational technologies at almost all the teaching levels. Information and communication technologies (ICT) are having a big impact on the teaching methods and also on students' learning styles because the environment in which they learn has passed from a traditional to a virtual classroom. Many researchers have investigated the viability of using Virtual Learning Environments (VLEs) in different educational contexts; however, there is little information about the use of this kind of technology in EFL classes, especially on the effects of using VLEs when teaching English grammar through a distance system. Language instruction that combines technology has become very popular and it has had a big impact on EFL teaching.

This review of the literature on the factors that affect grammar learning in a virtual environment focuses on the following questions:

1. Are Virtual Learning Environments a useful tool for learning English grammar?
2. What are the characteristics of the students who enjoy using Virtual Learning Environments in their classes?
3. What is the teacher's role in a Virtual Learning Environment?

Are Virtual Learning Environments a Useful Tool for Learning English Grammar?

Language teacher education by distance has become a widespread and important practice in language education internationally. According to Chen (2006), technology has found a welcome home in foreign language education; for that reason, the Web is increasingly becoming a key medium for many distance educational domains, including language learning and teaching (Rogerson, 2007). Moreover, the advent of the Internet has combined with developments in other information communication technologies, the globalization of English, and the marketisation of

education to afford a rapid increase in the number of TESOL (Teaching English to Speakers of other Languages) teacher education programs, and greater variety in the ways in which teaching and learning is mediated in these programs (Hall & Knox, 2009). Because of these factors, the development of distance education has found an excellent support in Virtual Learning Environments (VLEs) since they allow both teachers and students to share information whenever and wherever they are.

A Virtual Learning Environment is a tool that is used for delivering any kind of learning material on the Internet through synchronous and asynchronous communication. This technological tool is widely used in the field of distance learning because of the pedagogical impact that it has on students. Dillenbourg (2000) states that many distance education students do not live far away from the physical school but have tight time constraints (often they work). Asynchronous communication provides them with time flexibility, a growing concern in our society. For that reason, free access to VLEs presents a flexible platform for learning a foreign language, it offers engaging structures for active and authentic learning, and it breaks the limitations of space and time. Quality language learning environments require thoughtful planning, clear articulation of learning goals and at least a basic understanding of the principles of instructional design (Rogerson, 2007).

There is significant evidence that VLEs support teaching and language learning. Inevitably; students' perceptions are influenced by the design and implementation of the teaching-learning environment, the selection, organization, presentation and assessment of material, their ways of thinking about teaching, and their expectations about what they should learn and understand (Love & Fry, 2006). The use VLEs enhances EFL learners' motivation, improves their academic performance, promotes autonomous learning, and facilitates

collaborative language learning, for that reason, they can be considered a good tool for learning grammar.

The view of grammar has changed a lot over the years. Consequently, when teaching grammar through VLEs, teachers should provide appropriate instruction and understand students' learning difficulties. According to Chen (2006), EFL students with different English proficiency may have different learning difficulties; for that reason, clarifying those difficulties can be the first step that helps EFL students master English grammar and enjoy the use of virtual grammar instruction. Employing virtual environments as a tool to facilitate grammar learning is a responsibility of educators because in this technological age, they should be able to adapt new pedagogies in the complex process of language teaching. Norbert Schmitt (2002) states that what needs to be learnt about grammar can be characterized by three dimensions: form, meaning and use; however, even if students are able to produce grammatical structures accurately, they still need to learn what they mean and when they must be used.

Although the tools for teaching and learning have changed during the last few years, the methods of teaching and learning have not. Elliot (2009) argues that traditional teaching methods have been applied to VLEs because there is no need to change the tried-and-tested pedagogies; and, also because there are no alternative methods. Even though, VLES are a useful tool for grammar learning there is a gap between pedagogy and technology that needs a significant research.

There is considerable evidence to believe that virtual environments are not just another technological tool, they provide unique opportunities for teachers and learners, offering unprecedented levels of motivation and emotional engagement. They have the potential to radically alter the educational experience (Elliot, B. 2009). VLEs are a good tool for learning

English grammar, but students' improvement depends on both students' responsibility and on the teaching methodologies.

What are the characteristics of the students who enjoy using Virtual Learning Environments in their classes?

Learning a language through a virtual environment is not an easy task; it has a range of challenges for both teachers and students since a computer and the Internet are the essential requirements to attain this purpose. The computer is a one-to-one mode of teaching that allows for the student to progress at his own pace without worrying about negative or impatient reactions. At the same time, it is nonthreatening (Rajaretnam, 2004). Web-based language instruction promotes independent learning and it can provide a sheltered learning environment where learners can practice at their own pace and then demonstrate their newly acquired language skills without experiencing intense feelings of anxiety. Moreover, online language instruction allows learners to interact with other learners and perform a variety of verbal language functions by sharing opinions, making suggestions, asking questions, giving responses, and correcting themselves and each other (Pino, 2008).

In a recent experimental study which was developed by Hove & Corcoran (2008), some VLE participants had contact with an instructor via the Web site Discussion Board. Participants posted questions on the Discussion Board, which the instructor answered in the order received. The authors found that some students reported feeling overwhelmed with the academic requirements associated with a VLE platform relative to traditional instruction. In addition, they found that VLEs produced greater learning among students than with traditional lectures. One of the principal reasons for these results was that VLE created an active learning environment, which produced greater academic results than the more passive learning environments found in

the traditional context. These are good reasons to consider that students who enjoy using VLEs for learning grammar usually prefer autonomous learning and they like privacy while practicing the new utterances.

When combining form and meaning in teaching grammar to EFL learners, the characteristics of students and their learning styles, acquire a fundamental role into the teaching-learning process. For instance, familiarity with computers, student expertise as well as typing speed, are some of the attributes that virtual learners should have when learning grammar through VLEs.

The teacher's role in a Virtual Learning Environment

Educational institutions have adopted the Information and Communication Technologies in their academic programs, for that reason, the potential to use virtual learning environments in distance grammar classes is enormous; however, in order to teach grammar at a-distance, teachers need to be well prepared for using VLEs in a correct way. For example, Mulrine (2007) reported that in order to use a virtual learning environment, the teacher first needs to choose the content for an integrated thematic unit which should include good lesson plans, interesting information, and well organized activities. The researcher also mentioned that it is important to locate virtual lessons from the Internet to enrich the concepts from the units and adapt them for any students who may have special needs. There are several reasons why the teachers' role in a VLE is important. First, good teachers have to find creative ways to stimulate thinking and to create learning opportunities for students who enjoy using technologies. Second, teachers add the element that computer-assisted learning components lack "interactivity". Third, teachers explicitly and implicitly direct students, they control the amount of information and present it in a way that is manageable and relevant to the students.

According to Sysoyev (1999), a method of integrative grammar teaching that English teachers should consider, consists of three major stages: exploration, explanation, and expression (EEE). In the exploration stage, learners look at certain sentences and discover a grammatical pattern under an instructor's supervision. In the explanation stage, the teacher should explain the rules explicitly, and in the expression stage, students should use new structures in interaction, and produce meaningful utterances. When delivering these stages on a VLE, the teacher acquires the role of facilitator, which involves pushing students to grow and improve their grammar competence by explaining, monitoring and evaluating them. Although technology has advanced greatly in recent years, designing and developing robust, effective online distance language learning resources is a complex process and, obviously, technology is not the only solution.

Further, an important role grammar teachers should take is to be aware of the students' learning styles. Some learners prefer self-paced learning, while others practice private, active learning or individualized tutoring. Because the learning activities are standardized, up-datable and can be organized in such a way as to allow for structured teaching, learners get continuous feedback, which allows them to monitor their own progress (Rajaretnam, 2004). Thus, if instructors can obtain knowledge about their students' learning styles at the beginning of the course, they can tailor in-class learning experiences to meet the dominant learning style, while relying on online experiences to provide a wide array of experiences in a variety of learning modes. (DuFrene, Lehman, Kellermanns, and Pearson, 2009)

Similarly, DuFrene, Lehman, Kellermanns, and Pearson (2009) mention that the impact of learning styles is partly mediated by perceived usefulness of the technology. Since students' perceptions of perceived usefulness can potentially be influenced positively by the faculty member, instructors can play two critical roles in the technology adoption process of the

students. For that reason, these authors recommend that instructors should educate the students about the availability of the content provided in the supplied technology so that the benefits of utilizing it can be better understood. Second, they recommend that instructors review the technology features provided and explain them in the classroom, which should enhance the perceived ease of use of the material by the students.

English grammar teachers can help EFL students reduce their language learning problems by analyzing their needs, their difficulties for learning the language, and most importantly, their learning styles, because not all of them learn in the same way, so, it is the teacher's role to find the appropriate teaching methods, and look for the best ways of teaching grammar through VLEs.

In conclusion, many factors affect grammar learning in a virtual environment. This literature review is one step toward building better understandings of the great possibilities that Information and Communication Technologies offer to any kind of educational program. Virtual Learning Environments can be an effective tool for learning English grammar; however, their success depends on the way people involved in the teaching-learning process use them. It is important to mention that the teaching of grammar itself is complex and multidimensional and may require a variety of teaching approaches, depending on students' learning preferences. The characteristics of the students who enjoy using Virtual Learning Environments in their classes are widely related with autonomous learning, responsibility, good computing skills, typing speed, and so on; however, more research on this particular topic is needed. Further, the teacher's role in a Virtual Learning Environment is an essential factor that affects grammar learning, because some teachers use the same pedagogies of the traditional classes with distance students. It is important to consider that some students enjoy the use of technology but others

prefer traditional tools. Learning styles vary from one person to another, for that reason, one of the most important factors that influences on grammar learning is the students' motivation and the interaction that the teacher promotes through the use of technology in order to increase their language proficiency.

The previous findings clearly demonstrate that VLEs can be a very useful tool in the EFL classroom. Even though there was no specific information on this particular topic, a complete literature review on technological instruction demonstrated that the factors that affect grammar learning in a virtual environment can be determined through hard work and well-oriented research. Finally, the following research questions were addressed in the present study: Are VLEs a useful tool for learning English grammar?, What are the characteristics of the students who enjoy using VLEs in their classes?, and What is the teacher's role in a VLE?.

Method

As it was mentioned in the previous sections, the factors that affect grammar learning in a virtual environment need to be investigated in order to help English students, teachers, and higher education institutions who use VLEs, to determine the best teaching-learning strategies, and the appropriate teaching methodologies for managing this kind of technologies. In addition, some authors' opinions about this topic were carefully described and classified in the Literature Review. In this section, the research methods that are going to be used for collecting the information will be described.

Setting and Participants

This study will be held at the Universidad Tecnica Particular de Loja, which is located in Ecuador. The participants will be undergraduate students who take the subject "Communicative Grammar II". These students belong to the second cycle of the English Major that is offered through the Distance Education System. The Communicative Grammar subjects are taught in four academic cycles, they go from the elementary to the advanced level, and they have an average of 110 students enrolled in each one of them. These subjects are considered the fundamental basis of the English academic program because students acquire the necessary grammatical knowledge for their professional development.

With the previous information, the sample will be determined through the following formula:

$$n = \frac{Z^2 \times N \times p \times q}{e^2 (n-1) + Z^2 p q}$$

$$n = \frac{0.95^2 \times 110 (0.50 \times 0.50)}{0.05^2 (110-1) + 0.95^2 (0.50 \times 0.50)}$$

$$n = 100 \text{ (Sample)}$$

Students

The average number of students per distance grammar class is 110; however, just the “Communicative Grammar II” students are going to be selected for this particular study (sample 100). These students are adult learners (women and men) who can easily access the Internet because they live in the principal cities of the country. In addition, they have the necessary skills to participate in all the activities and exercises that will be proposed in the Virtual Learning Environment.

Teachers

Grammar teachers at UTPL range in age from 25-34, and from 3-8 years of teaching experience in distance education. They are certified to teach English as a Foreign Language, and they are familiar with the use of Virtual Learning Environments for teaching English grammar. In this study, the teacher of the subject “Communicative Grammar II” will be responsible of sending explanations, monitoring students, giving quizzes, and providing the necessary feedback to each one of them.

Procedures

Once the sample, the setting and the subjects have been described, the following research questions, which are the essential part of this study, will be answered in this way:

1. Are Virtual Learning Environments a useful tool for learning English grammar?
2. What are the characteristics of the students who enjoy using Virtual Learning Environments in their classes?
3. What is the teacher’s role in a Virtual Learning Environment?

To give an answer to the first question, two units (Comparative and Superlative forms of Adjectives, and the Future Tense) will be taught through the Virtual Learning Environment. The teacher will include an explanation about the grammar charts that appear in the basic textbook of the subject, and she will upload some documents and extra activities in order for students to

What factors affect grammar learning in a virtual environment?14

analyze them. Then, she is going to ask students to participate and respond to some forums, chats, grammar exercises, quizzes, questionnaires, and so on. At the end of each unit, students will receive a survey with a questionnaire about the experience they had when using this technological tool for learning grammar. Students will be asked to send the survey back as a requisite to receive their final score. Besides, the numerical values assigned to test performance of the students who used the VLE will be quantified and analyzed.

Regarding the second question, the researcher will analyze the way in which students responded to the proposed activities; just a portion of the selected sample will be chosen to qualitatively analyze their grammar performance. The obtained results will allow the researcher to determine the students' characteristics, and their individual learning styles.

In relation with the last question, students will participate in an online mandatory forum in which they will express their opinion about the characteristics that grammar teachers should have when teaching through a virtual environment (the opinion can be written in English or Spanish). As all the students will be required to respond to this forum, the final data will be qualitatively analyzed with the purpose of establishing final conclusions on this topic.

Finally, it is important to mention that both, qualitative and quantitative methodologies will be very useful to collect information from the selected sample, to analyze the final results, but also to draw important conclusions on this important study.

What factors affect grammar learning in a virtual environment?15

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2.1.1 Rationale:

I have included this assignment in my program portfolio to document knowledge of subject matter. As we know, this standard is universally considered a fundamental attribute for effective teaching and successful learning. The assignment belongs to the Educational Research for Practitioners course, which had the purpose of introducing students to the concepts and skills needed by educational practitioners in accessing, critically reviewing, and designing research. All the contents of this course were effectively organized in a way that it was easy to comprehend the major concepts, and assumptions of the research field. The professor demonstrated that she really mastered the topics by connecting the subject to everyday life situations in a clear way.

In this particular assignment, I investigated the factors that affect grammar learning in a virtual environment, which gave me the opportunity to generate my own knowledge, and also to reach the objectives that I stated at the beginning of the process. It is important to mention that different methods, sources, and instruments were used to answer the research questions that I proposed. After having carried out this research, I had a better understanding of the factors that affect grammar learning through the new Information and Communication Technologies; for that reason, I am now in charge of directing a thesis project with a similar topic in the university where I work. From this research experience, I learned that it is extremely important the knowledge of the subject matter, since we have to be prepared to transmit not only knowledge to our students but also our energy and values to make them better people. In this assignment it has been documented how the teacher of this subject engaged me in generating new knowledge which was a fundamental step to interpret ideas from diverse perspectives.

The experiences I had in this course allowed me to apply what I learned with my own grammar students who have been involved in different research projects.

2.2 Knowledge of Human Development and Learning

The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Artifcat N° 2: Final power point presentation

Course: Teaching English for Specific Purposes

Date: February 04, 2010

The image displays a 3x2 grid of PowerPoint slides. The top-left slide is the title slide, featuring the NSU logo and the title 'Teaching English for Specific Purposes' with a subtitle 'ESP for UTPL Tourism Students' and the authors' names. The top-right slide is titled 'Needs Analysis Methods' and lists quantitative and qualitative research methods, accompanied by photos of students in a classroom. The middle-left slide is titled 'Needs Analysis Objectives' and lists three objectives: collecting information, identifying needs, and reformulating the curriculum, with photos of students. The middle-right slide is titled 'Needs Analysis Questions' and lists eight numbered questions about the English curriculum and its relevance to the tourism industry, with a bulleted list of industry sectors. The bottom-left slide is titled 'Needs Analysis Participants' and lists four categories of participants: tourism students, general English levels, ESP courses, and pre-intermediate students, with a photo of students working. The bottom-right slide is titled 'Needs Analysis Conclusions' and lists four conclusions about the current curriculum and the need for reinforcement, with photos of students in a classroom.

Teaching English for Specific Purposes
ESP for UTPL Tourism Students
By: Paola Cabrera, Gina Camacho, César Ochoa, Inés Torres

Needs Analysis Methods

- Quantitative research was used to design and apply a questionnaire that included opened and closed questions.
- Qualitative research was used for analyzing the gathered information.

Needs Analysis Objectives

- To collect information about Tourism learners' needs.
- To identify what they were able to do and what they needed to be able to do.
- To reformulate the current Tourism curriculum.

Needs Analysis Questions

- According to your criterion, is it important to include the English language as a component of the study program of your degree?
- Do you consider it necessary to have subjects of your field taught in the English language?
- What are your needs regarding the teaching of the English language?
- Do you consider that studying the English language would help you find better job opportunities?
- Has the English knowledge that you have received so far been relevant?
- Are the textbooks that have been used to teach English focused on your needs?
- In what form has the information you have received in the English courses been useful to you?
- In what area of your degree do you think the English language knowledge that you have acquired would be more useful?
 - Hotel Industry
 - Bars
 - Restaurants
 - Travel agencies
 - Airports
 - Business
 - Others

Needs Analysis Participants

- Tourism students.
- Four general English levels (multimedia)
- Take 6 ESP courses.
- Pre-intermediate students that range from 18 to 24 and older.

Needs Analysis Conclusions

- General English, the basic component of the tourism curriculum, needs to be reinforced to integrate the different skills.
- Poor development of the 4 skills has led us to include real communication environments so that students reach the level they need.
- Students need some subjects of their curriculum to be taught in English.
- Students need their curriculum to be focused on language used in airports, travel agencies and the hotel industry areas.

Syllabus ESP Course Outline

- Course duration: 40 days
- Course length: 80 hours
- Size of the group: 20 to 30 students per class.
- Resources: Students' Book and workbook, audio CD, CD player, photocopies, and data show.
- Participants: Students from Hotel and Tourism Management.
- Assessment: diagnostic test, formative evaluation, and summative evaluation.



Syllabus

Goals

Listening

Students will attain at least a pre-intermediate level of comprehension when listening to English speakers talking about the hotel industry, dialogues between hotel staff and guests, and travel agents and customers.



Source: <http://www.fed.us/iguf/teachers/education/teachers-center/global-images/image1.jpg>

Syllabus Course Objective

- To improve students ability to use the target language independently through a wide range of communicative practice in order to develop their professional skills.



Syllabus

Goals

Writing

Students will learn the importance of effective communication of message, style and organization in formal and informal written documents.



Source: http://images.veer.com/IMG/PNG/RBP/RBP00193_67_P.JPG

Syllabus

Goals

Reading

Students will increase their reading skills by developing the reading strategies to a level that will later function independently in a Hotel and Tourism Management environment within the community.



Source: <http://www.bbcenglish.com/files/4612/4509/1785/bbc-students-reading.jpg>

Syllabus

Goals

Speaking

Students will be able to practice the language through realistic tasks by means of using the appropriate language and level of professional formality that are necessary in different situations. The speaking skill will be developed through tasks that range from basic telephone dialogues to more complex problem-solving activities and formal presentations.



Source: <http://210.0.200.14/~english-teaching/words1.jpg>

Syllabus

Goals

Vocabulary

Students will be able to recognize and use Hotel and Tourism industry words in topic-based activities through tasks of the students' book and workbook.



Source: <http://ajkshiteach.blogspot.com/images/Classroom7.JPG>

Syllabus

Evaluation

Diagnostic test.

Formative evaluation will represent 50% of the overall grade.

Summative evaluation which will represent 50% of the total score. It includes a final project that consists of an oral presentation in which we will test listening and speaking and it will be graded out of 25%.

Attendance, participation, and homework will be considered.

Final written test that attempts to measure reading, writing, and vocabulary will be marked out of 25%.



Syllabus

Goals

Organizing principle

This course seeks to incorporate a related comprehensive vocabulary syllabus and systematic work on the four basic language skills. The program will be enabling and flexible enough to provide maximum individualization and peer collaboration in order for students to take risks that happen in real communicative situations.



Source: <http://www.st-marys.gulfport.k12.us/images/news/pictures/peer420/collaboration.jpg>

Lesson Plan 1

Lesson Plan Title: City Tours.

- Level: Pre-intermediate students.
- Time duration: 2 hours.
- Topic to Teach: Tourist attractions in Barcelona, Spain.
- Students' prior knowledge.



Syllabus

Course Rationale

Tourism adult pre-intermediate students This course teaches the four basic skills needed to communicate in real situations and it also includes a vocabulary component necessary to give students the confidence to use English appropriately to attain their own aims.



Source: <http://www.wisconsin.edu/submit/archive/2000/ppt/images/class1.jpg>, <http://www.wisconsin.edu/submit/archive/2000/ppt/images/class1.jpg>, <http://www.wisconsin.edu/submit/archive/2000/ppt/images/class1.jpg>

Lesson Plan 1

General Goal: To describe tourist attractions.

- Specific Objectives:
- To describe tourist attractions in Barcelona.
- To read an article and find the gist of it.
- To write about a city in students' country.



Lesson Plan 1

Required Materials:

- English for International Tourism students' book
- YouTube Video
- Workbook
- A computer
- Markers
- A data show projector
- White board
- A bilingual dictionary



Lesson Plan 1

Step-by-Step Procedures:

- Read the article for more detail, and answer the five questions.
- Refer to the text again to find why the dates in activity 5 are important.
- T will remind Sts of the appropriate time prepositions to use in their answers. After comprehension questions checked, Sts will discuss Gaudi in small groups.
- Work on Sts' workbook on page 17 and read a passage about "Port Olímpic" and answer the questions on page 16.



Source:
<http://www.canalnet.com/puertolimpic.jpg>

Lesson Plan 1

Anticipatory Set: First, teacher shows students a YouTube video <http://www.youtube.com/watch?v=qYQ2imY9IGM> where students will take notes about tourist attractions in Barcelona. Then teacher asks students to share some ideas related to the video.



Lesson Plan 1

- Step-by-Step Procedures:
- Work on a vocabulary activity where they have to find the odd word out.
- Write a paragraph describing their favorite city in Ecuador. Include information such as attractions, transportation, night life, lifestyle, food, and customs.
- Share with their classmates the description they wrote in the previous task.



Lesson Plan 1

Step-by-Step Procedures:

- Which of the tourist attractions Sts saw on the video fit the groups of tourists in activity 1.
- Work in pairs, discuss, and give reasons about each other's preferences on the previous tourist attractions.
- Read the article about "The Sagrada Familia" and choose the best title according to the ones suggested.
- Read the article again, underline the new words, and find their meaning in their dictionaries.



Lesson Plan 2

Lesson Plan Title: City Tours.

- Level: Pre-intermediate students.
- Time duration: 2 hours.
- Topic to Teach: The Simple Past Tense.
- Detailed description of student's prior knowledge/prerequisites



Lesson Plan 2

General Goal:

- To practice the simple past tense in the affirmative and negative form.

Specific Objectives:

- To understand and use the simple past tense in real situations.
- To differentiate the verbs endings and practice their pronunciation in context.



Lesson Plan 2

Step-by-Step Procedures:

T will refer to the grammar charts on pages 26 and 126 to remind Ss about the use of the past simple.

- Use a chart to explain and practice the pronunciation of the -ed endings of regular verbs.
- Ss will get together and work out the rule for pronouncing -ed endings for themselves.

Word Wall Chart

AP	US	AT
C AP	T US	S AT
T AP	B US	B AT
M AP	M US	H AT
CL AP	R US	R AT
SL AP	H US	C AT

Lesson Plan 2

- Required Materials:
- English for International Tourism students' book
- A list of regular and irregular verbs
- Workbook
- Markers
- Flashcards
- White board
- A bilingual dictionary



Lesson Plan 2

- Step-by-Step Procedures:
- Complete exercise 8 with the help of the irregular verb list on page 131 if necessary.
- Work on Ss' workbook on page 18 and complete a text about Barcelona's zoo with the past simple form of the verbs in brackets. Complete a chart classifying regular verbs according to their past tense ending.



Lesson Plan 2

Anticipatory Set:

- Based on the previous reading, students will underline all the verbs in the past simple. Some will already be familiar to them at pre-intermediate level, teacher will suggest them to revise the ones they know and help them to learn the new ones.



Lesson Plan 2


- Step-by-Step Procedures:
- Look at the picture and use the simple past and e-d endings, spend a few minutes talking about it and what it represents. Share what they know about the BFC and compare it to their own favorite team.
- Work in pairs and write a composition about their favorite soccer Ecuadorian team or player.
- Share their compositions with their classmates and then their works are going to be posted on the bulletin board.



Lesson Plan 2

Step-by-Step Procedures:

- Work in pairs and think about five difficulties tour guides have at work.
- Listen to a person giving information about Barcelona on a bus tour. From a list presented on activity 12 they will tick on the difficulties she has.




Thank You!



*Knowing is not enough; we must apply.
Willing is not enough; we must do.
Johann Wolfgang von Goethe*

Lesson Plan 2


Connection section:
Adaptations to this lesson plan are used according to learners' needs. The mastering of grammar regarding regular and irregular verbs, pronunciation of -ed endings, sound discrimination, is going to help learners to apply what they learn in other language skills such as listening and speaking and writing.



Lesson Plan 2

Closure:

- Students will be asked to classify some verbs the teacher will pronounce according to the three endings /ed/, /d/, /id/.
- Assessment: T will present Ss a magic box that contains strips of paper with regular and irregular verbs. Then they will have to pick up one and form either an affirmative or negative statement using the past tense of the verb they chose. T's role is to listen to Ss in order to give them some feedback about the correct use of grammar and pronunciation if necessary.



2.2.1 Rationale:

To document my knowledge of human development, I have selected the previous Power Point presentation which belongs to the final assignment of the Teaching English for Specific Purposes course. This subject was really interesting since I learned the principal steps to organize and implement effective ESP courses.

In order to develop this assignment we were asked to work in groups to organize an ESP course within an area of our preference. To carry out this activity, we chose the Hotel and Tourism Management School of the Universidad Tecnica Particular de Loja, and collected information from different groups of students that received ESP classes. After having analyzed and evaluated students' needs and the quality of English lessons they received, we designed an ESP course in which we proposed some learning objectives, methods, lesson plans, and strategies related to their expectations.

Throughout the course, and especially in this assignment, the professor stimulated our reflection on prior knowledge and linked new ideas to already familiar ideas, making connections to our teaching experiences, providing opportunities for active engagement, and encouraging us to assume responsibility for shaping our learning tasks. The most significant learning experience of this assignment was that we determined the skills that the tourism students needed to emphasize the most, and we proposed some strategies to integrate the four language skills with tourism related vocabulary in order for them to improve in the foreign language.

Because students have different personalities, learning abilities, interests, and skills, at the beginning it was hard to design the lesson plans of our ESP course; however, we did our best to design instruction appropriate for their social, cognitive, and emotional development; for that reason, we included a practical component to help them assume responsibility for and be actively engaged in their learning. It is important to mention that I have applied some of the teaching strategies we proposed in the ESP course with my own distance tourism students by designing instructional activities to help them practice all the language skills, but also to make them develop self-confidence and competence.

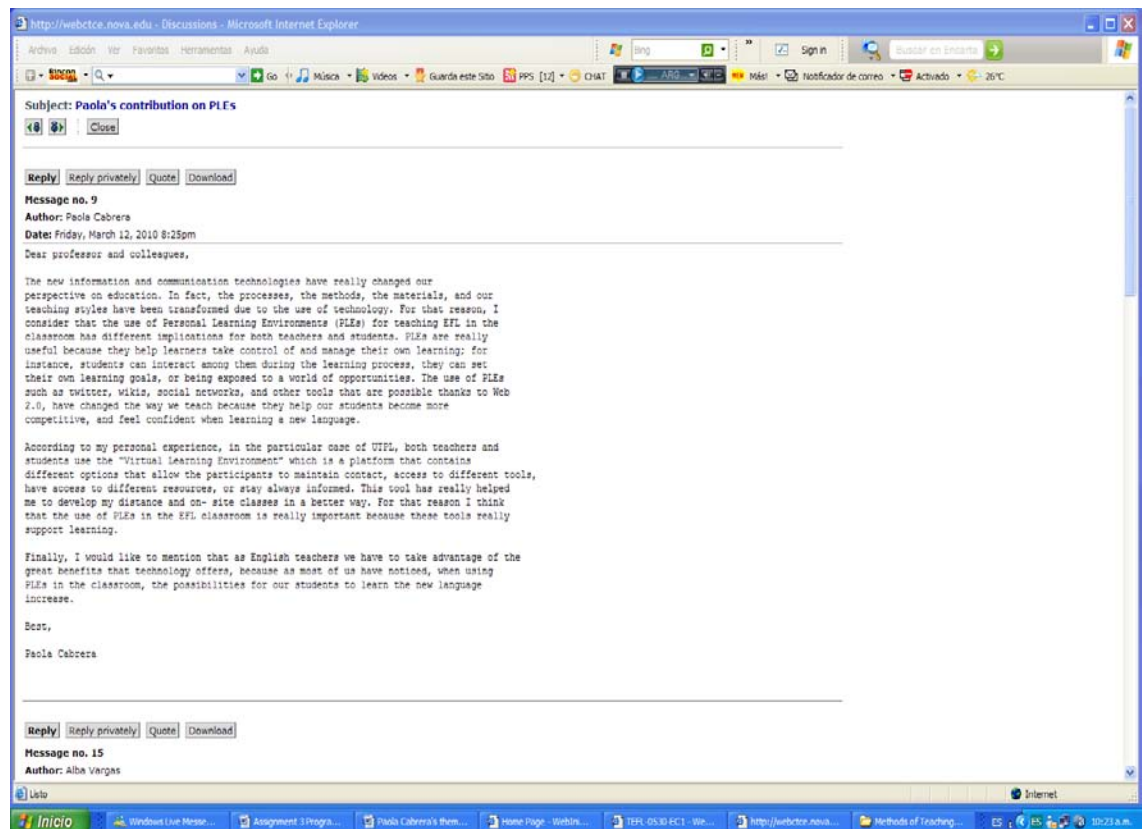
2.3 Communication skills

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Artifcat N° 3: Discussion on Personal Learning Environments

Course: TEFL 530 Technology in TEFL

Date: March 12, 2010



http://webctce.nova.edu - Discussions - Microsoft Internet Explorer

Archivo Edición Ver Favoritos Herramientas Ayuda

Go Música Videos Guarda este Sitio PPS [12] CHAT Más Notificador de correo Activado 26°C

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Message no. 15
Author: Alba Vargas
Date: Saturday, March 13, 2010 12:54am
 Dear Paola,

Technology has changed people's life in different knowledge fields. Regarding education I can say that now we can not talk about it without relating it to technology.

All approaches for teaching can be well supported with a variety of technology tools that make students get engage in active learning.

Best,
 Alba

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Message no. 39
Author: Mayra Lainez
Date: Wednesday, March 17, 2010 10:41am
 Dear Paola,

You did a great job expressing your reflections on PLE. I agree with the alternatives technology presents for EFL, however they are not reliable at times. Recently, I planned an illuminate session with a professor and application of technology failed, thus both the professor and I lost one precious hour reserved for a discussion.

I have also noticed how outside big cities in Ecuador, many learners do not have access to internet and this may cause a gap in their learning. I wonder what we can do to support learners in this category when we offer a distance learning EFL course.

Best regards,
 Mayra

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Message no. 21

Inicio Windows Live Mess... Assignment 3 Progra... Paola Cabrera's them... Home Page - Webin... TEL 0530 EC1 - We... http://webctce.nova... Methods of Teaching... ES 26°C 10:23 a.m.

http://webctce.nova.edu - Discussions - Microsoft Internet Explorer

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Message no. 31
Author: Cesar Ochoa Cuevas
Date: Saturday, March 13, 2010 7:56pm
 Dear Paola,

I agree with you when you mention that technology has changed the way we teach and the way students learn. I think that our EVA platform is an excellent example of the use of technology; unfortunately it has happened that our Internet band-width does not allow the platform to have more tools and work the way teachers and students would like to.

Best,
 César

[Reply](#) [Reply privately](#) [Quote](#) [Download](#)

Message no. 25
Author: Ines Torres
Date: Sunday, March 14, 2010 4:02pm
 Dear Paola,

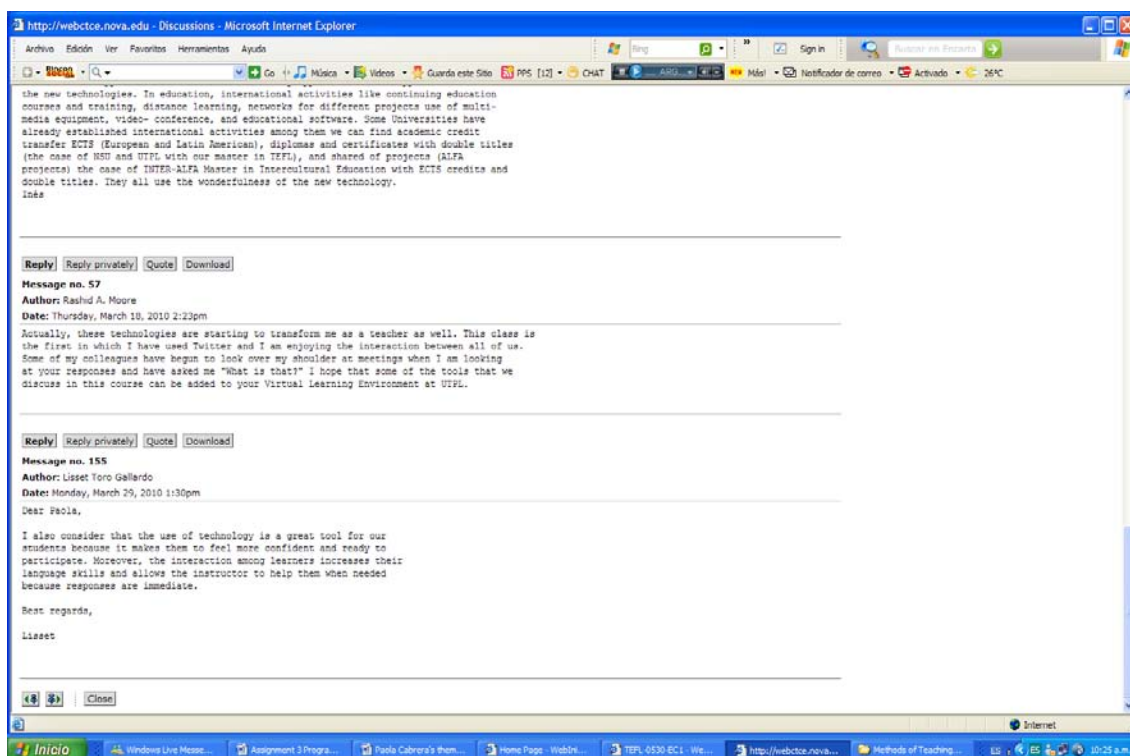
The ideas and opinions you have stated are absolutely true. I absolutely agree with you especially when you say that students can set their own learning goals, or being exposed to a world of opportunities. I consider that many opportunities can appear with the use of the new technologies. In education, international activities like continuous education courses and training, distance learning, networks for different projects use of multi-media equipment, video- conference, and educational software. Some Universities have already established international activities among them we can find academic credit transfer ECTS (European and Latin American), diplomas and certificates with double titles (the case of BUV and VIPA with our master in TEFL), and shared projects (ALFA projects) the case of INTER-ALFA Master in Intercultural Education with ECTS credits and double titles. They all use the underfulness of the new technology.

Inés

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Message no. 57

Inicio Windows Live Mess... Assignment 3 Progra... Paola Cabrera's them... Home Page - Webin... TEL 0530 EC1 - We... http://webctce.nova... Methods of Teaching... ES 26°C 10:24 a.m.



Artifcat N° 4: EFL Technology Plan

Course: TEFL 530 Technology in TEFL

Date: April 29, 2010

NOVA SOUTHEASTERN UNIVERSITY

TEFL 530 TECHNOLOGY IN TEFL

EFL TECHNOLOGY PLAN

BY: PAOLA CABRERA



www.free-power-point-templates.com

Grammar Technology Plan: The Past Continuous Tense

Skill Level/Age: High - Beginners / Young adults,
ages 18-23

General Goal

To understand the structure and the use of
the Past Continuous tense through the use
of technology.



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Specific Objective

- To be able to use the Past Continuous Tense to describe activities that were in progress in the recent past, activities at a specific time in the past, and activities during a period of time in the past.

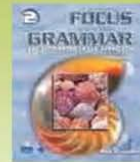


THROUGH
TECHNOLOGY

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Required Materials

Student's book
Teacher's book
Internet connection
Computer lab
Board, charts, markers,
pencils, notebooks,
and erasers.



Online Dictionary

www.free-power-point-templates.com

Past Progressive

Statements and questions with the new
grammar structure.

Students visit the following grammar Websites to find
more examples:

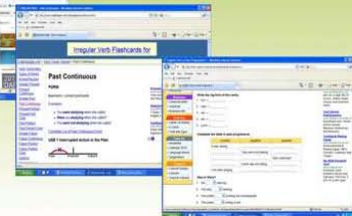
WEBSITES

<http://www.englishpage.com/verbpage/pastcontinuous.html>
<http://www.ego4u.com/en/cram-up/grammar/simpas-pro>
<http://www.slideshare.net/marperez/past-simple-past-continuous>



www.free-power-point-templates.com

Students visit different
Grammar Websites to find
exercises about the use of
the Past Continuous
Tense.



www.free-power-point-templates.com

Exercises....









www.free-power-point-templates.com

YouTube - Listening



YouTube videos about the PP are used to reinforce students' knowledge of this grammar tense.


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PRACTICE

YouTube Video: Jhon Lenon (song)

Fill in the gaps activity.
Past Continuous





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E-mails - Writing

Students send an email to the teacher. They answer the following question:

What were you doing yesterday?

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Twitter - Igoogle - Games

SS add the Grammar Ninja gadget to their igoogle page. Then they Tweet their experiences on the use of this tool.







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Forums - VLE

SS discuss about important days in their life. They write a description of what was happening when those events occurred.

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Integrated Skills

Livemocha - Grammar Practice

Students create a Livemocha account.




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Thank you



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2.3.1 Rationale:

I have chosen to include artifacts 3 and 4 to document communication skills. The teaching methodology used by the professor of the Technology in TEFL course was really effective because he recognized the increasing importance of technology and organized the course around the use of different communication tools.

Artifact 3 refers to an online discussion through which the teacher fostered active inquiry, collaboration, and supportive interaction between all the course participants. This assignment was really interesting because the professor monitored the discussion and provided support and feedback according to student's real needs; for that reason I could experience that technology is an excellent tool for meaningful learning. On the other hand, I included artifact 4 to demonstrate how different technological tools can be used to engage students in exciting learning experiences. The technology plan was the final assignment of the TEFL technology course and it proved to be effective especially for visual learners because its good organization as well as the images I included were really helpful to communicate the message in a clear way.

In addition, I would like to mention that I have had the opportunity to directly apply the course content with my own grammar students by asking them to participate in different forums through the Virtual Learning Environment of the Universidad Tecnica Particular de Loja. In addition, some of the communication tools that I proposed in my technology plan have been used and are going to be used with my onsite and distance students because according to my experience, students really enjoy learning through these tools.

2.4 Instructional Planning

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Artifcat N° 5: Instructional Sequence – Interactive Teaching Strategies

Course: Teaching English to Adolescents and Adults

Date: September 28, 2009

<p>Assignment 6</p> <p>Instructional Sequence Interactive Teaching Strategies</p> <p>By: Paola Cabrera Solano</p> <p>Teaching English to Adolescents and Adults Masters in Education with a Specialization in TEFL</p> <p>Universidad Tecnica Particular de Loja</p> <p>September 28, 2009</p>
--

Author: Paola Cabrera, Module 3, Unit 2

Lesson Plan Title: Education and Student Life

Concept / Topic to Teach: The Simple Past and the Past Continuous Tense

Subject: Communicative Grammar II

Skill Level/Age: High - Beginners / Young adults, ages 18-23

Time Duration: 45 minutes

Detailed description of student's prior knowledge/ prerequisites: In order to understand the contents of this lesson, students need to have a very good command of the Simple Present Tense (The verb be, Yes/No Questions with the verb be, affirmative and negative statements and affirmative and negative answers). In addition, they should know the use of regular verbs and general time expressions, as well as the Present Continuous Tense (activities at the moment of speaking, activities currently in progress, and plans for the future).

General Goal(s):

- To understand the structure and the use of the Simple Past and Past Continuous Tense.

Specific Objectives:

- To be able to use the Simple Past to describe actions or situations that began and ended in the past.
- To be able to use the Past Continuous Tense to describe activities that were in progress in the recent past, activities at a specific time in the past, and activities during a period of time in the past.

Required Materials: Student's book, teacher's book, board, timetables, charts, markers (different colors to draw the charts and timetables), pencils, notebooks, and erasers.

Anticipatory Set (Lead-In/ Introduction): At the beginning of the lesson, the teacher will carry out a general review of the Simple Present Tense and the Present Continuous Tense. While doing the review the teacher is going to ask students to guess what is the connection between the previous structures and the new ones. As a reminder students will be asked to remember some of the regular verbs and the time expressions that they know.

Step-By-Step Procedures:

- To carry out the instructional sequence students are going to be introduced to the new topic by asking them to read a conversation from the book. Then they will respond to some comprehension questions about the conversation they just read.
- In small groups (semi-circles), students will work on a “Simulation” activity in which they are going to create a similar conversation from the one that they just read. When the groups have finished, they will act out the conversation in front of the teacher.
- The teacher will introduce the Simple Past tense: actions or situations that began and ended in the past and time expressions that are commonly used in the past by drawing a timetable on the board. (To draw the timetable, different colors will be used)
- Some examples of statements and questions with the new grammar structure will be written on the board (Ss will help the teacher to create the examples, and they will have time for questions).
- Once the students have understood the structure of the Simple Past, they will be introduced to the Past Continuous Tense: activities that were happening in the

recent past, activities at a specific time in the past, activities during a period of time in the past, and time expressions that are commonly used with this tense.

- Then, some examples of statements and questions in the Past Continuous Tense will be explained through an organized grammar chart on the board. (Ss will help the teacher to write the examples and they will have time for questions).
- When the grammar explanation has finished, the teacher will ask students to discuss about the principal differences between the Simple Present Vs the Simple Past, and the Present Continuous Vs the Past Continuous tense. (If students have any doubt, this activity will be an opportunity for them to ask any question about the topic).
- After the students have understood the new grammar structures, they will work in pairs to develop some of the activities proposed in the student's book. While they work in pairs, the teacher is going to monitor them and provide the necessary feedback.
- Then, students will be asked to write a paragraph in which they should use all the grammar tenses that they know individually. An emphasis on the past tense and on the past continuous tense will be required. When students have finished, they will check their written work with each other. (The teacher will monitor their individual work and the way students cooperate with their colleagues).
- Finally, each student will interview a classmate about his or her experiences in high school. They will be asked to write five questions beginning with "Did". Then they will ask a partner the questions. Finally, they are going to write five sentences about the partner they just interviewed. (While the students are doing the interviews the teacher won't intervene. Just observation will be used)

Connections to other subjects: This lesson plan could be integrated with the subject “Reading and Writing II” because if students understand the correct structure and the use of the Simple Past and Past Continuous Tense, they will produce good pieces of writing and they are going to be able to understand the reading passages where these kinds of structures appear.

Closure: At the end of the lesson, the teacher is going to do a general review of the lesson in order to determine if the proposed goal and objectives were reached or not. In addition, and individual homework and a group work for the next class are going to be explained. (The individual work will consist of writing a short story about their childhood experiences, by using the new grammar structures they learned. For the group work students will do a research of their dates of birth. Then they will find out what was happening in the world at that time. Next class, each group will present the research results to the rest of classmates.

Assessment: The teacher will observe and monitor students while they act out the conversation, do the activities from the book, interview each other, and while they write their own sentences individually or in pairs. Through continuous observation the teacher will know if the new grammatical structures were effectively mastered by the students, and also if the lesson objectives were reached.

Interactive Strategies: This instructional sequence was based on some of the strategies proposed by Brown (2001) to initiate and maintain interaction in the classroom. In addition, the strategies for managing the classroom proposed by the same author were considered. It is important to mention that I based the activities of this lesson on the proficiency level of my students (High-Beginners), so in order to initiate students’ interaction and to promote communicative competence in the classroom, first, some knowledge and comprehension questions were planned. According to Brown (2001, p.177.), “group work is a generic term covering a multiplicity of techniques on which two or more students are assigned a task that involves collaboration and self-initiated language”, for that reason, I used different group work techniques such as simulation, checking work with each other, and interviews to sustain students’ interaction during and after the lesson. Because group works generate interactive language and promote learners’ responsibility and autonomy in the classroom, I think these activities are going to be really useful to create a good classroom atmosphere. Finally, I will consider some of the strategies for classroom management such as the correct use of the board makers, as well as the correct sitting arrangements because as Brown suggest, they create a positive classroom climate.

References

- Brown D.H. (2001). *Teaching by principles: an interactive approach* (2nd edition). White Plains, NY: Addison Wesley Longman, Inc.
- Werner, K. P. & Nelson, P.J. (2007). *Interactions 2 Grammar*. McGraw Hill, Singapore.

2.4.1 Rationale:

I chose artifact 5 to document the Instructional Planning skills standard. This assignment refers to an instructional sequence that I developed in the Teaching English to Adolescents and Adults course. The content of this course was really effective since I learned some effective strategies to teach English to this particular group of students. In addition, subject matter was a fundamental part in this course because the teacher demonstrated having an excellent knowledge of the subject she taught as well as a clear understanding of the teaching methods that are unique for these students. Through different explanations, discussions, debates, and so on, the teacher explained us how to do short and long-term plans related to student needs and some ways to adapt those plans to ensure students progress and motivation in the subjects that we teach.

Regarding this particular assignment, I really learned to design lesson plans in order to address variations in learning styles of different kinds of learners. As a grammar teacher, I based my plan on my knowledge of subject matter, the kinds of students, and the curriculum goals in order to respond to the different learning needs in an appropriate way. Finally, I would like to mention that I have directly applied the content of this course to my own teaching setting by designing different instructional sequences for my grammar students in order to address their learning styles. It has been a wonderful experience to help them being able to connect their knowledge with other subjects in an effective way.

2.5 Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Artifcat N° 6: EFL Student case study (portfolio)

Course: TEFL 698 International Applied Professional Experience

Date: May, 3 2010

Assignment 2

EFL Student case study (portfolio)

By:

Paola Cabrera Solano

TEFL 698: International Applied Professional Experience

Masters in Education with a Specialization in TEFL

Nova Southeastern University

May, 3 2010

EFL Case Study (portfolio)

I. Description of student and setting

The student for whom this portfolio was compiled is “Maria”. She is 21 years old and she studies Economics at the “Universidad Tecnica Particular de Loja.” Maria is a beginner grammar student who is registered in “Communicative Grammar II”, a subject that belongs to the second cycle of the English Major. The reason why Maria is studying this subject is because she wants to learn English, and she expects to receive four academic credits at the end of the semester. It is important to mention that Maria’s home language is Spanish, but she started being interested in learning English when she was at high school. The student has never had the opportunity to learn English in an academy or at a language institute and she has never been in the United States; however, she has been in France for two occasions because some members of her family live there. Maria considers that travelling to other parts of the world has helped her to understand the importance of learning a foreign language because she has experienced that a world of opportunities is open for people who speak more than one language. Maria does not have any physical special consideration, but something that should be considered when teaching her is that she is really extrovert; for that reason it is important to look for activities that allow her to interact with other students.

The contents of this portfolio have been organized in the following way: a pre test, samples of student work, student self-evaluation, overall conclusions, and recommendations. The grammar structures that have been considered for these purposes are:

The Simple Present

1. The Present of Be: Statements.

2. The Present of Be: Yes/No Questions.
3. The Simple Present: Affirmative and Negative Statements.
4. The Simple Present: Yes / No Questions and Short Answers.
5. The Simple Present: Wh-Questions.

II. Pre-test and Post-test

English Grammar Pre-test

English Grammar Pretest

The Simple Present

Page 1

Name: Maria del Carmen Velazquez Valarezo

Date: 23rd March / 2020

12/20

A. Complete the sentences. Use the affirmative or negative form of "be". Use contractions when possible.

1. Teresa and Cristina are sisters. They're cousins.
2. Mr. Salas isn't an English teacher. He 's a Spanish teacher.
3. We aren't here on vacation. We 're here on business.
4. I 'm from Washington State. I'm from Washington, D.C.

B. Choose the alternative that best answers the question or completes the statement.

5. Mark: Are you from around here?
Amy: No, I'm not here.
a. happy to meet you
b. here on vacation
c. not here
d. from here
6. Kathy: Are you a businessman?
Mark: No, I'm a writer.
a. I'm a writer
b. I'm a businessman
c. I'm on vacation
d. I'm not from around here
7. Mark: Is he a travel agent?
Steve: Yes, he is.
a. he is
b. he's
c. she's not
d. she's a doctor
8. Rose: Is she your daughter?
Mary: No, she's my granddaughter.
a. she's my granddaughter

Page 2

- b. he isn't
- c. she's your friend
- d. he's my son

9. Does Paul have a girlfriend? Yes, he does.
a. do
b. does he
c. he does
d. he is

10. Does Paula have a car? Yes, she does.
a. she is
b. does she
c. she does
d. do

11. Do you like my new sweater?
a. Do like
b. Like you
c. You do like
d. Do you like

12. What time do we have dinner? Usually at around 8:00.
a. Why
b. How long
c. What time
d. Where

13. This says "Don't immerse." What does it mean?
a. it means
b. it does mean
c. does it mean
d. means

14. Who _____ to class first?

- a. gets
- b. do get
- c. he gets
- d. does get

15. _____ do we have dinner? Usually at around 7:00.

- a. Why
- b. Where
- c. When
- d. How long

C. Complete the story with the correct form of the verbs in parentheses. Use the affirmative or negative of the simple present tense. Use contractions when possible.

16. My friend Maria and her sister, Connie, are very different. They aren't look (1. look, not) alike. Maria has (2. have) brown hair and brown eyes. Connie doesn't have (3. have, not) brown hair and brown eyes; her hair is blond, and her eyes are blue. The sisters are different in other ways too. Maria likes (4. like) expensive clothes, and she goes (5. go) to dance clubs on the weekend. Connie wears (6. wear) jeans and sweaters, and she isn't like (7. like, not) clubs at all. Maria and I shop (8. shop) in big department stores. Connie and her friends don't go (9. not, go) to department stores. They don't like (10. not, like) big stores. They prefer (11. prefer) small stores like Bobbi's Boutique.

D. Complete the paragraphs. Use the correct simple present form of be and have.

17. Ben is (1.) a writer. He is (2.) twenty-two years old. He is (3.) from Vermont, but he lives in New York City now. He has (4.) a tiny apartment. His apartment is (5.) downtown, near Chinatown. Ben has (6.) a lot of friends in the city. They have (7.) interesting jobs, and they are (8.) happy in New York.

.....
Student's signature

The pretest was an evaluation of Maria's skills in English grammar based on The Simple Present tense. This test took place on March 23rd, 2010, and her total score was 12 out of 20 points. The principal purpose of the pre-test was to identify the student's strengths or weaknesses in the use of this grammar structure in order to establish some strategies to make the student build upon it. The questions were designed to determine if the student could identify and use the grammar structures of this tense in an appropriate way.

It is important to mention that the pre-test was organized into four sections. Each one of them was related to four different grammar structures. For example, in section A, I asked Maria to complete some sentences by using the affirmative or negative form of the verb "be", and use contractions when possible. Student's answers demonstrated that she was able to use the appropriate grammar structures in almost all the affirmative sentences; however, she could not complete the negative ones in a correct way.

Regarding the second section, the student had to choose the best answers to some simple present questions with the verb *Be* and other verbs. She also had to formulate questions with *be* by choosing the correct grammar structures. Maria's results show that eight questions from a total of eleven were correct, and the principal mistake she made was the incorrect use of the auxiliaries "Do" and "Does" when formulating Wh- questions. In addition, in part C, the student needed to complete a story with the correct form of some verbs that were in parenthesis by using affirmative or negative structures. Her answers demonstrated that she found this topic a little bit confusing because she was not able to choose the correct auxiliaries in some affirmative or negative sentences.

Regarding section D, the student had to use the correct present form of the verbs *be* and *have* and fill in the gaps of a short paragraph. The results showed that she had difficulties to complete some parts of the paragraph; for that reason, I think that sections C and D were the most problematic for her. These results gave me a general idea of the student's situation regarding the use of the Simple Present Tense; as a result, I planned some lessons to teach her the most relevant topics within this structure. After each grammar lesson, I gave the student some exercises that allowed her to practice each structure in detail. The results will be shown in the artifacts included in this portfolio.

On the other hand, when the grammar lessons finished the student took a post-test (Artifact N°11) in which she demonstrated what she really learned about the simple present tense. The results show that Maria had a great improvement over the pre-test. She got a total score of 19.6 over 20 points while on the pre-test she got a score of 12 points. The post-test was carried out on April 28th, and consisted of 6 sections where the student demonstrated a clear understanding of the structures of the Simple Present Tense because she did not make the same number of mistakes as she did on the pre- test. Besides, she finished the test much faster than the pre-test because she was clear on what to answer.

III. Samples of student work

Artifact N° 1: Affirmative and negative statements with BE, page 4

Exercise N° 1: Affirmative and negative statements with BE

Page 4

Name: Mauri del asne Viquez Valcero

Date: 26th March/2010

Instruction: Complete the sentences with is, am, or are.

Congratulations!

1. David Beckham is not from Brazil.
2. Ronaldo is a Brazilian soccer player.
3. I am not a famous soccer player.
4. Soccer is popular in England.
5. Baseball and volleyball are sports.
6. Baseball is not the number one sport in Brazil.
7. Baseball players are from different countries.
8. Baseball is not my favorite sport.
9. Nicole Kidman is not a soccer player.
10. I am a big soccer fan.

Mauri del asne Viquez Valcero

Student's signature

The first grammar structures that we looked at were affirmative and negative statements with BE. The purpose of the first lesson was that the student learns the structure and the use of *be* in present – tense statements that included singular and plural forms in affirmative and negative statements, contractions, and subject pronouns. It was a very nice experience to teach this lesson because the student already had a very good command of the all the branches of be: am, is, are.

In addition, it was not necessary to explain her the subject pronouns “I, you, he, she, it, we, you, and they” in detail because she already know how and when to use them. After having explained her the new structures through a series of examples on the board, the student did an exercise that consisted on completing ten affirmative and negative sentences with the correct form of “be”, in the singular and plural form. Marias’s answers demonstrated that she really knows when to use these structures because she didn’t make any mistake. Moreover, she answered the exercise immediately, and I could notice that she felt confident when answering the questions.

Artifact N° 2: Affirmative and Negative Statements with BE, page 5

Exercise N° 2: Affirmative and Negative Statements with BE

Page 5

Name: Maria del Carme Viquez Volarero

Date: 30 March / 2020

Instruction: Complete the sentences. Use is, is not, are, or are not.

Very Good!

1. Apples ~~is not~~ ^{are not} black.
2. The Earth is round.
3. The sun ~~is not~~ cold.
4. Ice cream and chocolate ~~are not~~ good for you.
5. Lemons ~~are not~~ ^{is not} yellow.
6. Cars ~~are not~~ ^{is not} cheap.
7. Peter is a name.
8. An elephant ~~is not~~ a small animal.
9. English, Spanish, and Arabic are languages.
10. The president of the United States ~~is not~~ a doctor.

Maria del Carme Viquez Volarero
Student's signature

In order to reinforce student’s knowledge of affirmative and negative statements with BE, I gave Maria an exercise. In this opportunity she needed to complete ten sentences with the following *be* forms: is, is not, are, or are not. Regarding student’s answers to this exercise, she made just three mistakes. For example, in the first sentence she used “is not” instead of “are not”, maybe because she didn’t realize that *Apples* is a plural noun, or because she didn’t know the meaning of this word. Maria made a similar mistake in sentences five and six, where she used “is not” instead of “are not”. In my personal opinion, the reason why she could have made that mistake is because she didn’t realize that *Lemons* and *Cars* were plural nouns. When I looked at her answers to those sentences, I immediately gave her feedback on the use of negative statements in the plural form because she already mastered affirmative statements with BE.

Artifact N° 3: Yes / No Questions and short answers with Be, page 6 (See next page)

Very Good!

Exercise N° 3: Yes / No questions and short answers with BEName: Maria del Carmen Viquez NolascoDate: 1st April / 2010**Instruction: Write questions. Then answer them. Use short answers.**

1. The teacher / you / Are
Are you the teacher? No, I am not.
2. You / Are / happy
Are you happy? Yes, ^{I am.} (I'm).
3. A student / your mother / Is
Is your mother a student? No, she is not.
4. Today / Is / Thursday
Is Thursday today? No, it is not.
5. Are / from California / your friends
Are your friends from California? No, they are not.
6. Busy / your friend / Is
Is your friend busy? Yes, she is.
7. a singer / Are / you
Are you a singer? No, I am not.
8. your teacher / Is / friendly
Is your teacher friendly? Yes, ^{she is.} (she's).
9. your mother and father / Canadian / Are
Are your mother and father Canadian? No, they are not.
10. Are / married / you
Are you married? No, I am not.

Maria Viquez
Student's signature

The second lesson was related to the use of the verb *be* in Yes / No Questions in the singular and plural form, and short and long answers. It was a nice experience for me to teach

this lesson because Maria had previous knowledge of the verb *be*, so it was not difficult for her to understand the correct formation of these kinds of questions. After having explained her the rules for the formation of these questions, she worked on an exercise in which she wrote ten Yes/No questions and short answers for each one of them. The student's results demonstrate that she knows how to write questions of this type, since the only mistake she made was to write "Is Thursday today?", instead of "Is today Thursday?". Another mistake she made was to use contractions in affirmative short answers, for that reason, it was necessary to explain her this rule in detail through more examples. The student felt comfortable while answering this exercise.

Artifact N° 4 Affirmative and Negative Statements with the Simple, page 7

Exercise N° 4: Affirmative and Negative Statements with the Simple Present

Page 7

Name: Mariacela Cone Vazquez Valero

Very Good!

Date: 6th April 2013

Instruction: Complete each sentence with the correct verb. Use the simple present form.

1. Mary is a taxi driver. She drives a taxi.
2. Stuart is a Spanish teacher. He teaches Spanish.
3. Maria Domingo is a singer. She sings.
4. Nassos Morona is a dancer. He dances.
5. Bill Bright is a baseball player. He plays baseball.
6. Shirley Simpson is a bank manager. She manages a bank.
7. Sam and Victor are trash collectors. They collect trash.
8. Margaret and Phil are house painters. They paint houses.
9. Lou is a window washer. He washes windows.
10. Oscar, Tom, And Steve are firefighters. They fight fires.

Mariacela
Student's signature

During our lessons, we also looked at affirmative and negative statements with the simple present tense. The principal purpose of this lesson was that the student learns to use the grammar structures to tell about things that happen again and again; for example habits, regular occurrences, customs, and routines.

When we finished the lesson, an exercise about affirmative statements with the simple present was given to the student. The exercise required that Maria completes ten sentences with the correct verb by using the simple present form of different verbs. The student performed really well on all the exercises and she put -s or -es on the third person singular (he/she/it) when it was necessary. It is important to mention that in sentence six Maria used the verb *work*, instead of the verb *manage*; however, this is still correct because it makes sense in the sentence.

Exercise N° 5: Affirmative and Negative Statements with the Simple Present

Page 8

Name: Monica del Cisne Vaquer Valareu

Date: 9th April / 2010

Very Good!

Instruction: Complete the conversation. Use the correct form of the verb in parentheses.

A: Tell me about you and your family.

B: My husband and I are (1. are) pretty traditional. I take (2. take) care of the home, and he goes (3. go) to work. He has (4. have) a business in town, but we live (5. live) in an old house in the country.

A: Alone?

B: Oh, no. We do not live (6. not live) alone. We have (7. have) eight children – seven boys and one girl. Two of them do not live (8. not live) with us anymore. Our daughter is (9. be) married, and she lives (10. live) with her family. She has (11. have) two children. One of our sons is (12. be) also married, but he does not have (13. not have) any children. Our other six sons live (14. live) with us.

Monica del Cisne Vaquer Valareu

Student's signature

After the first explanation, the student understood how to form affirmative statements in the past tense. I explained her how to construct negative statements by using *does not* or *do not*

before the base form of the verb. We also looked at the rules for writing contractions. After this explanation, Maria did an exercise in which she had to complete a conversation with the correct form of fourteen verbs that were in parenthesis. Maria's results demonstrated that she performs really well when writing affirmative statements; however, she made some mistakes in the negative ones. Maria did not use the auxiliaries "do" or "does" to write the negative forms of some sentences, so she wrote "We not live alone" or "He hasn't any children" instead of "We *do not* live alone or "He *does not* have any children". The results demonstrated that the student needed more practice on negative statements with the simple present; so, I wrote more examples on the board and emphasized that it is necessary to use auxiliaries when making negative statements. Additionally, I gave her feedback on each one of the mistakes she made.

Artifact N° 6: Negative Statements with the Simple Present, page 9

Exercise N° 6: Negative Statements with the Simple Present

Name: Maria del Cisne Valquez Valarezo

Date: 12th April/2016

Page 9

Excellent!

Instruction: Complete the sentences. Use don't or doesn't.

1. Bell Mall has a music store, but Northshore Mall doesn't.
2. I go shopping a lot, but my friends don't.
3. My son wears a tie to work, but my husband doesn't.
4. Katie has a lot of jewelry, but her sister doesn't.
5. Ellen and Dave spend a lot of money on clothes, but Bea and Ken don't.
6. My friend buys used clothes, but I don't.
7. Yoko polishes her nails, but her roommates don't.
8. These shoes cost over \$100, but the shoes over there don't.
9. My mother likes shopping, but I don't.
10. My classmates and I wear fashionable clothes, but our teacher doesn't.

Maria del Cisne Valquez Valarezo

Student's signature

In this lesson, we looked at Yes/No questions with the Simple Present tense. The first step was to explain the student the use of these grammar structures by writing some examples on the board. After the grammar explanation, Maria completed five Yes/No questions with some verbs different than *Be*. Student's results showed that she felt really confused when completing the questions because she made mistakes in all of them. In my opinion, the reason why the student made those mistakes could be that during the first lessons she learned how to form Yes/No questions with the verb *Be*, so she taught that using "is, or are" instead of the auxiliaries "do or does" to complete the questions was correct. When I had the results, I gave her the corresponding feedback, and she understood the difference between writing Yes/No questions with *Be*, and writing those questions with different verbs.

Artifact N° 8: Wh – Questions with the Simple Present, page 11

Exercise N° 8: Wh – Questions. With the Simple Present

Name: Maria del Cane Vazquez Valencio

Date: 19th April / 2010

Page 11

Congratulations!

Instruction: Write questions. Then write an answer for each one of them.

1. want / to leave / do / Why / you ?

Why do you want to leave?

Because, I'm late to classes

2. for breakfast / What / you / have / do ?

What do you have for breakfast?

I have milk and bread.

3. feel / after / do / a nap / How / you ?

How do you feel after a nap?

I feel really good.

4. your / corrects / homework / Who?

Who corrects your homework?

My teacher corrects it.

5. does / work / Rosita / Where?

Where does Rosita work?

She works in the Bank.

Maria Vazquez

Student's signature

The next lesson was related with Wh-Questions with the Simple Present tense. The purpose of this lesson was that the student learns to use the auxiliaries “do and “does”, and Wh-questions about the subject, and short and long answers. Marie did not have any difficulty to understand the grammar rules to form these questions, so at the end of the lesson, I gave her an exercise in which she needed to write questions and answers with the new grammar structures. Maria had a great performance on this exercise, since she did not have any mistake. It is important to mention that the student was able to apply some of the rules she learned in the previous lessons because her questions and answers are grammatically correct. Moreover, the student felt confident when answering this exercise which showed me that she had a good progress.

Artifact N° 9: Question Words, page 12

Page 12
Excellent!

Exercise N° 9: Question Words

Name: Maria del Cónce Viquez Valarezo

Date: 21st April / 2010

Instruction: Complete the sentences. Use who, what, where, when, how, or why.

Rob: who (1.) gets up early?

Nan: My husband does. He gets up at 4:00 A.M.

Rob: how (2.) does he get up?

Nan: He sets his alarm clock.

Rob: why (3.) does he get up so early?

Nan: He starts work at 5:30.

Rob: what (4.) does he do?

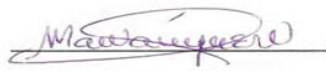
Nan: He's a chef.

Rob: where (5.) does he work?

Nan: He works downtown. He has his own restaurant.

Rob: when (6.) does the restaurant open?

Nan: At seven o'clock


Student's signature

In order to reinforce student's knowledge of Wh-questions with the present tense, I gave the student an exercise in which she had to complete six questions with the following Wh words: Who, What, Where, When, How, or Why. Maria's results demonstrate that she was able to use the correct *Wh words* to write questions with the simple present. In addition, she was able to understand meaning from context, which helped her to respond this exercise immediately.

Artifact N° 10. Yes/No questions with the Simple Present (Second), page 13

Exercise N° 10: Yes/No questions with the Simple Present (Second)

Name: Maria del Cusne Vázquez Valarezo

Date: 26th April / 2010

Page 13

Excellent!

Instruction: Complete the questions.

1. People do not go to this church on Mondays.

Do they go to the church on Mondays?

2. Peter has French classes on Saturdays.

Does he have French classes on Saturdays?

3. The children like apples

Do they like bananas, too?

4. We live in a department.

Do you live in a big department?

5. My girlfriend knows my mother.

Does she know your brother?

Maria del Cusne Vázquez Valarezo

Student's signature

During the last lesson, we did a general review of all the grammar structures of the simple present tense; however, I considered that it was necessary to emphasize on Yes/No questions because as it was shown in exercise 7 (Artifact N° 7), Maria could not use these grammar structures in a correct way; for that reason, I gave her a similar exercise, which consisted on completing five questions with the appropriate grammar structures. The results demonstrated that Maria clearly understood the grammar rules to form these kinds of questions because the only mistake she made was in question five, where she added an -s to the verb know; however, the student used the auxiliaries *do* and *does* in an correct way in all the questions.

Artifact N° 11: English Grammar Post Test, page 14

Artifact N° 11

English Grammar Post Test

The Simple Present

Congratulations
19,6/20 Page 14

Name: Maria del Cisne Viquez Vazquez

Date: 28th April 2010 25

A. Complete the sentences. Use the affirmative or negative form of "be". Use contractions when possible.

1. Teresa and Cristina aren't sisters. They're cousins.
2. Mr. Salas isn't an English teacher. He is a Spanish teacher.
3. We aren't here on vacation. We are here on business.
4. I am not from Washington State. I'm from Washington, D.C.
5. Lionel Messi isn't a Brazilian soccer player.

B. Choose the alternative that best answers the question or completes the statement.

6. **Mark:** Are you from around here?
Amy: No, I'm _____
a. happy to meet you
b. here on vacation
☒ c. not here
d. from here
7. **Mark:** Is he a travel agent?
Steve: Yes, _____
☒ a. he is
b. he's
c. she's not
d. she's a doctor
8. Does Paul have a girlfriend? Yes, _____
a. do
b. does he
☒ c. he does
d. he is
9. Does Paula have a car? Yes, _____
a. she is
b. does she
☒ c. she does
d. do
10. _____ my new sweater?
a. Do like
b. Like you
c. You do like
☒ d. Do you like
11. This says "Don't immerse." What _____?
a. it means
b. it does mean
☒ c. does it mean
d. means
12. Who _____ to class first?
☒ a. gets
b. do get
c. he gets
d. does get

Page 15

C. Complete the story with the correct form of the verbs in parentheses. Use the affirmative or negative of the simple present tense. Use contractions when possible.

13. My friend Maria and her sister, Connie, are very different. They don't look (1. look, not) alike. Maria has (2. have) brown hair and brown eyes. Connie doesn't like (3. have, not) brown hair and brown eyes; her hair is blond, and her eyes are blue. The sisters are different in other ways too. Maria likes (4. like) expensive clothes, and she goes (5. go) to dance clubs on the weekend. Connie wears (6. wear) jeans and sweaters, and she doesn't like (7. like, not) clubs at all. Maria and I shop (8. shop) in big department stores. Connie and her friends don't go (9. not, go) to department stores. They don't like (10. not, like) big stores. They prefer (11. prefer) small stores like Bobbi's Boutique.

D. Complete the paragraphs. Use the correct simple present form of "be" and "have."

14. Ben is (1.) a writer. He is (2.) twenty-two years old. He is (3.) from Vermont, but he lives in New York City now. He has (4.) a tiny apartment. His apartment is (5.) downtown, near Chinatown. Ben has (6.) a lot of friends in the city. They have (7.) interesting jobs, and they are (8.) happy in New York.

E. Complete the following Yes/No questions with the Simple Present

15. Dan and Jon like sports.
Do (they/ Dan and Jon) like music, too?
16. She lives in the downtown.
Does she live near the museum?
17. They have a terrible headache.
Do they have a lot of work?
18. My brother plays basketball.
Does (your brother/ he) play soccer, too?
19. My girlfriend knows my brother.
Does (she/ your girlfriend) know your mother?

F. Write WH-Questions for the following answers. Use who, what, where, when, how, or why.

20. How do you feel ?
I feel tired.
21. Why do you drink tea ?
I drink tea at night because it helps me sleep.
22. What do you remember about your dream ?
I don't remember a lot about my dream, but it was scary.
23. What do you do after your nap ?
After my nap? I exercise.
24. Who sleeps a lot in your family ?
In my family? My brother sleeps a lot.

G. There are seven mistakes in this conversation. Circle each one of them.

- A: You're never late to work, Ali. ~~How~~ you do it?
- B: My family and I always ~~get~~s up really early.
- A: I usually get up early too, but sometimes I ~~no~~ get here in time.
- B: What time do you ~~leaves~~ home?
- A: Well, I take my daughter to school in the morning, and school ~~start~~ at 8:00.
We leave at around 7:30.
- B: How old is your daughter?
- A: She ~~has~~ seven years old.
- B: Do you take the bus to work?
- A: No, I'm ~~not~~. I drive. ~~How~~ about you?
- B: Sometimes I walk, and sometimes I take the subway.



Student's signature

At the end of all the lessons, Maria took a post-test on the Simple Present tense, which was designed to determine if the student had really improved in the use of various grammar structures with that tense. The results demonstrated that she made just two mistakes. The first one was an omission of -s after the Wh word *Who* in section F (question 24), which is understandable because she did not realize that there was a third singular person in the answer. In addition, the student did not identify one of the seven mistakes of section G maybe because she did not remember the rule for answering negative questions with the auxiliary "do". It is important to mention that almost all her responses were correct, and she looked less nervous than

in the pre-test. Moreover, she used less time to answer each one of the questions. In addition, I would like to mention that Maria showed a great improvement since if we compare the score she got in the pre-test "12" with the score she got in the post-test "19.6", we will notice that she really learned the structure and the use of the simple present tense and that she is ready to learn the structures that follow it.

Artifact N° 12: Student Self- Assessment, page 18.

Artifact N° 12

Page 18

Student Self – Assessment

The Simple Present

Name: Maria del Cisne Viquez Valarezo
Date: 29th April/2010

Instruction: Choose the alternative that best describes your feelings regarding the grammar lessons you attended. Explain your answers when necessary.

1. What do you think about the grammar lessons you attended?

- They were difficult ()
They were easy (X)
They were really hard ()
They were useful ()

Why?

Because this grammar lessons were the base of English and it was only rules, also the book explains really nice and that's why it's easy.

2. Did the teacher use an appropriate methodology?

- Yes (X)
No ()

Why?

Because she explains very well, her methodology is to interacted with students and practice with examples on the board.

3. Did you understand the teacher's explanation about all the grammar rules?

- Yes (X)
No ()

Why?

Because first the rules are simple, second when we read the rules in the books describe how we can use, when and give some examples.

4. What strategies should the teacher use in her grammar classes?

- Group work (X)
Communication activities ()
Grammar games ()
Written forums (X)
Others () Specify: _____

Page 19

5. What was the topic that you enjoyed the most when studying the Simple Present Tense?

I enjoyed "learning about the simple present (affirmative and negative statements)".

6. List some things you have learned after having studied the Simple Present Tense.

- verb to
- wh- questions / is are questions
- do / does (auxiliary verb)

7. From the grammar you studied, what was the most difficult topic and why?

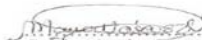
The most difficult topic / No one.

8. Do you consider that you have acquired the necessary knowledge to move from beginner to intermediate level?

- Yes (X)
No ()

Why?

Because I learned all the rules and examples that I need to move from the next level.


Student's signature

Regarding the self-assessment, I wrote eight questions to identify student's agreement or disagreement with the grammar lessons, but also with the exercises that were given. The student had to choose the alternatives that better described her feelings on these lessons. The results demonstrated that the student was very happy with the grammar lessons she received because the topics that we looked were really interesting, and the materials used contained clear explanations of each grammar structure. Moreover, the student considered that the teacher's methodology was appropriate because the explanations were clear, and she enjoyed having special moments for interaction. In relation with the teacher's explanation of each grammar rule, Maria said that

they were simple and clear; however, she suggested more group work and written forums as good strategies that can be used in future grammar classes. When the student was asked about the topic that she enjoyed the most, she said: “learning about affirmative and negative statements in the simple present was the most interesting for me” In addition, Maria listed the verb *be*, Wh questions with *be*, and the auxiliaries *do* or *does* as some of the structures that she has really learned after having studied the simple present tense. Finally, I consider that the student is ready to move to a higher level because she has acquired the necessary grammar knowledge to understand difficult grammar structures. The student felt really happy when she knew the score she received in the post-test because she considers that all the lessons helped her to learn a lot.

V. Overall recommendations

a. Conclusions

This case study was focused on the simple present tense. The grammar lessons were carefully organized and designed to help Maria, a beginner grammar student to improve her knowledge of the simple present tense. After having organized the information for this portfolio, I think that in order for a grammar lesson to be productive, students should be open and motivated to learn through a series of exercises, tasks and many kinds of activities, since learning a foreign language requires a great effort. One of the principal difficulties that the student faced during the lessons was to understand when and how to use the auxiliaries *Do* or *Does* in affirmative and negative statements in the simple present tense. In addition, she had some difficulties when combining the verb *be* with other kinds of verbs in *Yes/No* questions in the present tense, so, after the grammar explanations she received, and after having worked in some exercises related with those topics, the student showed improvement and understanding of the

structures because she did as many exercises as she could. As shown on the test scores, the student improved a lot since she took the grammar pre-test. As we know she got a total score of 12 at the beginning of the process, and a score of 19.6 in the post-test. These results allow me to conclude that the grammar lessons and the explanations were clear and productive.

b. Recommendations

The student should have more practice of the grammar structures of the simple present tense along with reading, writing, listening, and speaking activities since it is important to integrate grammar with all the language skills. Maria is very intelligent, and she has demonstrated that she really enjoys learning English; for that reason, it would be a good idea to use technology to reinforce student's grammar knowledge. For example, Maria can participate in some written forums on the Virtual Learning Environment of the university, or she can use tools such as twitter, YouTube videos, grammar websites, or other resources in order to practice the grammar structures that she has difficulty with. In addition, group work will benefit the student a lot because as she is really extrovert, I think she will enjoy learning grammar if she has the opportunity to interact with other students. For that reason, I consider that collaborative learning should be promoted in future grammar lessons. Finally, I strongly believe that if Maria continues practicing grammar in detail, she will get excellent results in the future.

References

- Eckstut, S. (2006). *Focus on Grammar: An integrated skills approach*. (3rd ed). United States: Longman.
- Schoenberg, I. (2006). *Focus on Grammar: An integrated skills approach*. (3rd ed). United States: Longman.

2.5.1 Rationale:

I have included this assignment in my program portfolio to document assessment of students learning. This assignment was part of the International Applied Professional Experience course of the masters program. In this course I had the opportunity to

practice what I learned in the different subjects I received. In order to organize my case study portfolio, I chose one of my grammar students from the on-site system of the Universidad Tecnica Particular de Loja and used a great variety of assessment strategies to inform about her progress.

In order to reach the objectives of this assignment, I designed and gave my student a pre-test, different exercises, a post-test, and a self-assessment on the Simple Present tense. These assessment activities helped the student become aware of her strengths and needs, and encouraged her to set personal goals for grammar learning. It is important to mention that the content of this course has been applied to teaching EFL in the classroom because I learned from my professor to use different tools to evaluate the effects of class activities through observation, questioning, and analysis of student work. I haven't had the opportunity to apply these contents in my classes yet; however, after having learned the importance of keeping records from student work, I will start keeping records of my students work and performance because it will help me to be aware of their performance, to adjust instruction adequately if it is needed, but also to communicate their progress in a responsible way.

CONCLUSIONS

The case study was focused on the simple present tense. The grammar lessons were carefully organized and designed to help Maria, a beginner grammar student to improve her knowledge of the simple present tense. After having organized the information for the student portfolio, I think that in order for a grammar lesson to be productive, students should be open and motivated to learn through a series of exercises, tasks and many kinds of activities, since learning a foreign language requires a great effort. One of the principal difficulties that the student faced during the lessons was to understand when and how to use the auxiliaries *Do* or *Does* in affirmative and negative statements in the simple present tense. In addition, she had some difficulties when combining the verb *be* with other kinds of verbs in *Yes/No* questions in the present tense, so, after the grammar explanations she received, and after having worked in some exercises related with those topics, the student showed improvement and understanding of the structures because she did as many exercises as she could. As shown on the test scores, the student improved a lot since she took the grammar pre-test. As we know she got a total score of 12 at the beginning of the process, and a score of 19.6 in the post-test. These results allow me to conclude that the grammar lessons and the explanations were clear and productive.

The Masters of Science degree in Education with a specialization in Teaching English as a Foreign Language was a high quality program that allowed Ecuadorian teachers to attain a high level of technical and practical knowledge in the teaching of English as a Foreign Language. The participant's characteristics were taken into consideration when organizing and designing each one of the courses, which allowed us to learn about the advances in interactive technologies, to design curricula for the field of Teaching English, to develop and apply new methods, techniques, and educational resources, to conduct action research in the classroom, to design materials according to our student's needs, among others aspects.

RECOMMENDATIONS

The EFL student should have more practice of the grammar structures of the simple present tense along with reading, writing, listening, and speaking activities since it is important to integrate grammar with all the language skills. Maria is very intelligent, and she has demonstrated that she really enjoys learning English; for that reason, it would be a good idea to use technology to reinforce student's grammar knowledge. For example, Maria can participate in some written forums on the Virtual Learning Environment of the university, or she can use tools such as twitter, YouTube videos, grammar websites, or other resources in order to practice the grammar structures that she has difficulty with. In addition, group work will benefit the student a lot because as she is really extrovert, I think she will enjoy learning grammar if she has the opportunity to interact with other students. For that reason, I consider that collaborative learning should be promoted in future grammar lessons. Finally, I strongly believe that if Maria continues practicing grammar in detail, she will get excellent results in the future.

I would also like to recommend that the students who were part of this masters program do all their best to put the knowledge they acquired into practice by developing new projects to benefit Ecuadorian English students. Transforming the way we teach just depends on our efforts to start applying all the things we learned with our own students because it will help us to be better professionals. On the other hand, it would be excellent if the institutions that sponsored this masters program continue working in cooperation in order to give students the opportunity to be involved in Doctoral programs in the near future.

REFERENCES

Eckstut, S. (2006). *Focus on Grammar: An integrated skills approach*. (3rd ed). United States: Longman.

Schoenberg, I. (2006). *Focus on Grammar: An integrated skills approach*. (3rd ed). United States: Longman.

ANNEXES

ANNEX 1

English Grammar Pretest

The Simple Present

Name: _____

Date: _____

A. Complete the sentences. Use the affirmative or negative form of “be”. Use contractions when possible.

1. Teresa and Cristina _____ sisters. They're cousins.
2. Mr. Salas isn't an English teacher. He _____ a Spanish teacher.
3. We aren't here on vacation. We _____ here on business.
4. I _____ from Washington State. I'm from Washington, D.C.

B. Choose the alternative that best answers the question or completes the statement.

5. **Mark:** Are you from around here?

Amy: No, I'm _____

- a) happy to meet you
- b) here on vacation
- c) not here
- d) from here

6. **Kathy:** Are you a businessman?

Mark: No, _____

- a. I'm a writer
- b. I'm a businessman
- c. I'm on vacation
- d. I'm not from around here

7. **Mark:** Is he a travel agent?

Steve: Yes, _____

- a) he is
- b) he's

- c) she's not
- d) she's a doctor

8. **Rose:** Is she your daughter?

Mary: No, _____

- a. she's my granddaughter
- b. he isn't
- c. she's your friend
- d. he's my son

9. Does Paul have a girlfriend? Yes, _____

- a) do
- b) does he
- c) he does
- d) he is

10. Does Paula have a car? Yes, _____

- a) she is
- b) does she
- c) she does
- d) do

11. _____ my new sweater?

- a. Do like
- b. Like you
- c. You do like
- d. Do you like

12. _____ do we have dinner? Usually at around 8:00.

- a. Why
- b. How long
- c. What time
- d. Where

13. This says "Don't immerse." What _____?

- a. it means
- b. it does mean
- c. does it mean
- d. means

14. Who _____ to class first?

- a. gets
- b. do get
- c. he gets
- d. does get

15. _____ do we have dinner? Usually at around 7:00.

- a. Why
- b. Where
- c. When
- d. How long

C. Complete the story with the correct form of the verbs in parentheses. Use the affirmative or negative of the simple present tense. Use contractions when possible.

16. My friend Maria and her sister, Connie, are very different. They _____(1. look, not) alike. Maria _____(2. have) brown hair and brown eyes. Connie _____(3. have, not) brown hair and brown eyes; her hair is blond, and her eyes are blue. The sisters are different in other ways too. Maria _____(4. like) expensive clothes, and she _____(5. go) to dance clubs on the weekend. Connie _____(6. wear) jeans and sweaters, and she _____(7. like, not) clubs at all. Marla and I _____(8. shop) in big department stores. Connie and her friends

_____ (9. not, go) to department stores. They _____ (10. not, like) big stores. They _____ (11. prefer) small stores like Bobbi's Boutique.

D. Complete the paragraphs. Use the correct simple present form of be and have.

17. Ben _____ (1.) a writer. He _____ (2.) twenty-two years old. He _____ (3.) from Vermont, but he lives in New York City now. He _____ (4.) a tiny apartment. His apartment _____ (5.) downtown, near Chinatown. Ben _____ (6.) a lot of friends in the city. They _____ (7.) interesting jobs, and they _____ (8.) happy in New York.

.....

Student's signature

Exercise Nº 1: Affirmative and negative statements with BE

Name: _____

Date: _____

Instruction: Complete the sentences with is, am, or are.

1. David Beckham _____ not from Brazil.
2. Ronaldo _____ a Brazilian soccer player.
3. I _____ not a famous soccer player.
4. Soccer _____ popular in England.
5. Baseball and volleyball _____ sports.
6. Baseball _____ not the number one sport in Brazil.
7. Baseball players _____ from different countries.
8. Baseball _____ not my favorite sport.
9. Nicole Kidman _____ not a soccer player.
10. I _____ a big soccer fan.

Student's signature

Exercise Nº 2: Affirmative and Negative Statements with BE

Name: _____

Date: _____

Instruction: Complete the sentences. Use is, is not, are, or are not.

1. Apples _____ black.
2. The Earth _____ round.
3. The sun _____ cold.
4. Ice cream and chocolate _____ good for you.
5. Lemons _____ yellow.
6. Cars _____ cheap.
7. Peter _____ a name.
8. An elephant _____ a small animal.
9. English, Spanish, and Arabic _____ languages.
10. The president of the United States _____ a doctor.

Student's signature

Exercise Nº 3: Yes / No questions and short answers with BE

Name: _____

Date: _____

Instruction: Write questions. Then answer them. Use short answers.

1. The teacher / you / Are

_____ ? _____

2. You / Are / happy

_____ ? _____

3. A student / your mother / Is

_____ ? _____

4. Today / Is / Thursday

_____ ? _____

5. Are / from California / your friends

_____ ? _____

6. Busy / your friend / Is

_____ ? _____

7. a singer / Are / you

_____ ? _____

8. your teacher / Is / friendly

_____ ? _____

9. your mother and father 7 Canadian / Are

_____ ? _____

10. Are / married / you

_____ ? _____

Student's signature

Exercise Nº 4: Affirmative and Negative Statements with the Simple Present

Name: _____

Date: _____

Instruction: Complete each sentence with the correct verb. Use the simple present form.

1. Mary is a taxi driver. She _____ a taxi.
2. Stuart is a Spanish teacher. He _____ Spanish.
3. Maria Domingo is a singer. She _____.
4. Nassos Morona is a dancer. He _____.
5. Bill Bright is a baseball player. He _____ baseball.
6. Shirley Simpson is a bank manager. She _____ a bank.
7. Sam and Victor are trash collectors. They _____ trash.
8. Margaret and Phil are house painters. They _____ houses.
9. Lou is a window washer. He _____ windows.
10. Oscar, Tom, And Steve are firefighters. They
_____ fires.

Student's signature

Exercise N° 5: Affirmative and Negative Statements with the Simple Present

Name: _____

Date: _____

Instruction: Complete the conversation. Use the correct form of the verb in parentheses.

A: Tell me about you and your family.

B: My husband and I _____ (1. are) pretty traditional. I _____ (2. take) care of the home, and he _____ (3. go) to work. He _____ (4. have) a business in town, but we _____ (5. live) in an old house in the country.

A: Alone?

B: Oh, no. We _____ (6. not live) alone. We _____ (7. have) eight children – seven boys and one girl. Two of them _____ (8. not live) with us anymore. Our daughter _____ (9. be) married, and she _____ (10. live) with her family. She _____ (11. have) two children. One of our sons _____ (12. be) also married, but he _____ (13. not have) any children. Our other six sons _____ (14. live) with us.

Student's signature

Exercise Nº 6: Negative Statements with the Simple Present

Name: _____

Date: _____

Instruction: Complete the sentences. Use don't or doesn't.

1. Bell Mall has a music store, but Northshore Mall _____.
2. I go shopping a lot, but my friends _____.
3. My son wears a tie to work, but my husband _____.
4. Katie has a lot of jewelry, but her sister _____.
5. Ellen and Dave spend a lot of money on clothes, but Bea and Ken
_____.
6. My friend buys used clothes, but I _____.
7. Yoko polishes her nails, but her roommates _____.
8. These shoes cost over \$100, but the shoes over there _____.
9. My mother likes shopping, but I _____.
10. My classmates and I wear fashionable clothes, but our teacher
_____.

Student's signature

Exercise Nº 7: Yes/No questions with the Simple Present

Name: _____

Date: _____

Instruction: Complete the questions.

1. People do not come here on Sundays.

_____ on Sundays?

2. Carlos has class on Mondays and Wednesdays.

_____ class on Tuesdays, too?

3. The children like bananas.

_____ apples, too?

4. We live in a house.

_____ in a big house?

5. My boyfriend knows my brother.

_____ your sister?

Student's signature

Exercise N° 8: Wh – Questions. With the Simple Present

Name: _____

Date: _____

Instruction: Write questions. Then write an answer for each one of them.

1. want / to leave / do / Why / you ?

2. for breakfast / What / you / have / do ?

3. feel / after / do / a nap / How / you ?

4. your / corrects / homework / Who?

5. does / work / Rosita / Where?

Student's signature

Exercise Nº 9: Question Words

Name: _____

Date: _____

Instruction: Complete the sentences. Use who, what, where, when, how, or why.

Rob: _____ (1.) gets up early?

Nan: My husband does. He gets up at 4:00 A.M.

Rob: _____ (2.) does he get up?

Nan: He sets his alarm clock.

Rob: _____ (3.) does he get up so early?

Nan: He starts work at 5:30.

Rob: _____ (4.) does he do?

Nan: He's a chef.

Rob: _____ (5.) does he work?

Nan: He works downtown. He has his own restaurant.

Rob: _____ (6.) does the restaurant open?

Nan: At seven o'clock

Student's signature

Exercise Nº 10: Yes/No questions with the Simple Present (Second)

Name: _____

Date: _____

Instruction: Complete the questions.

1. People do not go to this church on Mondays.

_____ on Mondays?

2. Peter has French classes on Saturdays.

_____ on Saturdays?

3. The children like apples

_____ bananas, too?

4. We live in a department.

_____ in a big department?

5. My girlfriend knows my mother.

_____ your brother?

Student's signature

English Grammar Post Test

The Simple Present

Name: _____

Date: _____

**A. Complete the sentences. Use the affirmative or negative form of “be”.
Use contractions when possible.**

1. Teresa and Cristina _____ sisters. They're cousins.
2. Mr. Salas isn't an English teacher. He _____ a Spanish teacher.
3. We aren't here on vacation. We _____ here on business.
4. I _____ from Washington State. I'm from Washington, D.C.
5. Lionel Messi _____ a Brazilian soccer player.

B. Choose the alternative that best answers the question or completes the statement.

6. Mark: Are you from around here?

Amy: No, I'm _____

- a) happy to meet you
- b) here on vacation
- c) not here
- d) from here

7. Mark: Is he a travel agent?

Steve: Yes, _____

- a) he is
- b) he's
- c) she's not
- d) she's a doctor

8. Does Paul have a girlfriend? Yes, _____

- a) Do
- b) does he
- c) he does

d) he is

9. Does Paula have a car? Yes, _____

- a) she is
- b) does she
- c) she does
- d) do

10. _____ my new sweater?

- a) Do like
- b) Like you
- c) You do like
- d) Do you like

11. This says "Don't immerse." What _____?

- a) it means
- b) it does mean
- c) does it mean
- d) means

12. Who _____ to class first?

- a) gets
- b) do get
- c) he gets
- d) does get

C. Complete the story with the correct form of the verbs in parentheses. Use the affirmative or negative of the simple present tense. Use contractions when possible.

13. My friend Maria and her sister, Connie, are very different. They _____(1. look, not) alike. Maria _____(2. have) brown hair and brown eyes. Connie _____(3. have, not) brown hair and brown eyes; her hair is

blond, and her eyes are blue. The sisters are different in other ways too. Maria _____(4. like) expensive clothes, and she _____(5. go) to dance clubs on the weekend. Connie _____(6. wear) jeans and sweaters, and she _____(7. like, not) clubs at all. Marla and I _____(8. shop) in big department stores. Connie and her friends _____(9. not, go) to department stores. They _____(10. not, like) big stores. They _____(11. prefer) small stores like Bobbi's Boutique.

D. Complete the paragraphs. Use the correct simple present form of “be” and “have.”

14. Ben _____(1.) a writer. He _____(2.) twenty-two years old. He _____(3.) from Vermont, but he lives in New York City now. He _____(4.) a tiny apartment. His apartment _____(5.) downtown, near Chinatown. Ben _____(6.) a lot of friends in the city. They _____(7.) interesting jobs, and they _____(8.) happy in New York.

E. Complete the following Yes/No questions with the Simple Present

15. Dan and Jon like sports.
_____ music, too?
16. She lives in the downtown.
_____ near the museum?
17. They have a terrible headache.
_____ a lot of work?
18. My brother plays basketball.
_____ soccer, too?
19. My girlfriend knows my brother.
_____ your mother?

F. Write WH-Questions for the following answers. Use who, what, where, when, how, or why.

20. _____ ?

I feel tired.

21. _____ ?

I drink tea at night because it helps me sleep.

22. _____ ?

I don't remember a lot about my dream, but it was scary.

23. _____ ?

After my nap? I exercise.

24. _____ ?

In my family? My brother sleeps a lot.

G. There are seven mistakes in this conversation. Circle each one of them.

A: You're never late to work, Ali. How you do it?

B: My family and I always gets up really early.

A: I usually get up early too, but sometimes I no get here in time.

B: What time do you leaves home?

A: Well, I take my daughter to school in the morning, and school start at 8:00.

We leave at around 7:30.

B: How old is your daughter?

A: She has seven years old.

B: Do you take the bus to work?

A: No, I'm not. I drive. How about you?

B: Sometimes I walk, and sometimes I take the subway.

.....

Student's signature

Student Self - Assessment

The Simple Present

Name: _____

Date: _____

Instruction: Choose the alternative that best describes your feelings regarding the grammar lessons you attended. Explain your answers when necessary.

1. What do you think about the grammar lessons you attended?

They were difficult ()
They were easy ()
They were really hard ()
They were useful ()

Why?

2. Did the teacher use an appropriate methodology?

Yes ()
No ()

Why?

3. Did you understand the teacher's explanation about all the grammar rules?

Yes ()
No ()

Why?

4. What strategies should the teacher use in her grammar classes?

Group work ()
Communication activities ()
Grammar games ()

Written forums ()
Others () Specify: _____

5. What was the topic that you enjoyed the most when studying the Simple Present Tense?

6. List some things you have learned after having studied the Simple Present Tense.

7. From the grammar you studies, what was the most difficult topic and why?

8. Do you consider that you have acquired the necessary knowledge to move from beginner to intermediate level?

Yes ()

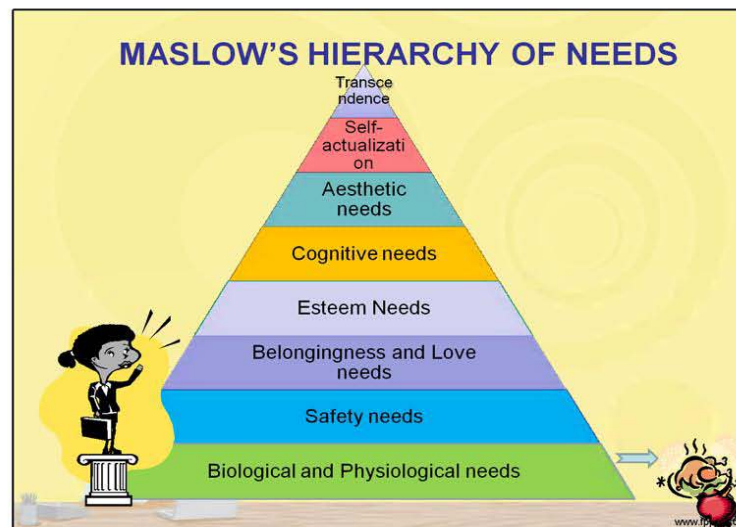
No ()

Why?

.....
Student's signature

ANNEX 2 - FINAL PRESENTATION (PROGRAM PORTFOLIO)

22/11/2010



SAFETY NEEDS

The Masters program in TEFL has given me stability in my job, since I have had the opportunity to improve the way I teach.



www.fppt.info

BELONGINGNESS AND LOVE NEEDS

LOVE

I have learned to work in groups, establish better relationships, and feel a deep affection towards my family and friends.



AFFECTION

RECOGNITION



www.fppt.info

ESTEEM NEEDS

I have learned to self – respect my values, opinions and actions. It was a good experience to do my best in order to learn new things.

Responsibility



Sense of achievement

Status



Recognition

www.fppt.info

COGNITIVE NEEDS

Desire to learn: new methodologies, technological advances, educational resources, and designing materials





I found the answers ...

www.fppt.info



SELF-ACTUALIZATION

I have experienced a personal growth since I have learned to find solutions to problems, to help others, and also to be more responsible.



I have learned to be independent, to trust on the things I do, to enjoy the company of others, and to develop my own potential.

www.fppl.info

The masters program has transformed my life and has inspired me to continue learning.



I have learned to view the world with a sense of appreciation because all the experiences of the Masters program have been a source of inspiration for me.

www.fppl.info

