

# *EFL/ESL Teaching & Learning A Classroom Experience*

Yolanda Molineros, Sara Anaguano, Sandy Soto

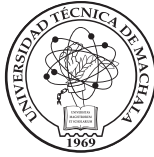
A photograph of a wooden-framed chalkboard. The word "Learning" is written in large, cursive white chalk at the top. Below it, the phrase "is not just for school, but for life." is written in smaller, cursive white chalk. The chalkboard is set against a light-colored wall, and the wooden frame is visible at the top and bottom edges.

*Learning  
is not just for school,  
but for life.*

*Universidad Técnica de Machala*



EFL / ESL Teaching & Learning:  
A Classroom Experience



Ing. César Quezada Abad, MBA  
**RECTOR**

Ing. Amarilis Borja Herrera, Mg. Sc.  
**VICERRECTORA ACADÉMICA**

Soc. Ramiro Ordóñez Morejón, Mg. Sc.  
**VICERRECTOR ADMINISTRATIVO**

COORDINACIÓN EDITORIAL  
VICERRECTORADO ACADÉMICO

Tomás Fontaines-Ruiz, PhD.  
**INVESTIGADOR BECARIO PROMETEO-ÚTMACH**  
**ASESOR DEL PROGRAMA DE REINGENIERÍA**

Ing. Karina Lozano Zambrano  
**COORDINADORA EDITORIAL**

Ing. Jorge Maza Córdova, Ms.  
Ing. Cyndi Aguilar  
**EQUIPO DE PUBLICACIONES**

EFL / ESL Teaching & Learning:  
A Classroom Experience

Yolanda C. Molineros

Sara Anaguano

Sandy T. Soto

UNIVERSIDAD TÉCNICA DE MACHALA  
2015



*I would like to thank my mother, Zoila, and my children, José Roberto and Isabelle, whose valuable and unconditional support helped me achieve one of my most desired professional goals, my master's degree. I also want to thank Ecuadorian President Rafael Correa, whose commitment to the "Revolución Educativa" and desire of providing international quality education to citizens let me live the most wonderful experience of my life as a Senescyt scholar.*

*Yolanda Cecilia Molineros*

*To my son, Wagner, who has been my inspiration and joy since he was born.  
To my lovely daughter, Sara, for being the miracle I had been expecting.  
To my father, Oswaldo, for being the best example of work, fight, and dedication.*

*Sara Lorena Anaguano*

*To my family and everyone who made the publication of this book possible.  
To those EFL teachers who, day by day, give the best of their own for helping their students construct their knowledge and learn English in meaningful and effective ways.*

*Sandy T. Soto*

Primera edición 2015

ISBN: 978-9978-316-23-8

D.R. © 2015, UNIVERSIDAD TÉCNICA DE MACHALA  
Ediciones UTMACH  
Km. 5 1/2 Via Machala Pasaje  
www.utmachala.edu.ec

ESTE TEXTO HA SIDO SOMETIDO A UN PROCESO DE EVALUACIÓN POR PARES  
EXTERNOS CON BASE EN LA NORMATIVA EDITORIAL DE LA UTMACH.

Portada:

Concepto editorial: Jorge Maza Córdova

Diseño: Luis Neira Samaniego (Est. de U.A.C. Empresariales)

Diseño, montaje y producción editorial: UTMACH

Impreso y hecho en Ecuador

*Printed and made in Ecuador*

Advertencia: “Se prohíbe la reproducción, el registro o la transmisión parcial o total de esta obra por cualquier sistema de recuperación de información, sea mecánico, fotoquímico, electrónico, magnético, electroóptico, por fotocopia o cualquier otro, existente o por existir, sin el permiso previo por escrito del titular de los derechos correspondientes”.



# Content Table

Introductory Framing Statement.....	13
Language Development and Learning Dynamics .....	15
Language Development and Learning Dynamics - Artifacts.....	18
Artifact One: My Bio – Biography Cards.....	18
TESOL Domain and Standard .....	20
Artifact Two: Lesson Plan.....	25
TESOL Domain and Standard .....	29
Pre-Instructional Student Assessment and Elaboration.....	35
Pre-instructional Student Assessment and Elaboration - Artifacts .....	39
Artifact One: Linking Language.....	39
TESOL Domain and Standard .....	40
Artifact Two: Linking Language.....	44
TESOL Domain and Standard .....	45
Instructional Planning and Implementation .....	51
Instructional Planning and Implementation - Artifacts.....	58
Artifact One: Magic Books.....	58
TESOL Domain and Standard .....	59
Artifact Two: Topic in Pictures and Words.....	65
TESOL Domain and Standard .....	65
Artifact Three: Extension Wheel .....	70
TESOL Domain and Standard .....	70

Authentic Assessment of Instruction and Student Progress .....	77
Authentic Assessment of Instruction and Student Progress .....	81
Artifact One: Four Corner Books .....	81
TESOL Domain and Standard .....	82
Artifact Two: Literacy Mind Map.....	86
TESOL Domain and Standard .....	87
Reflective Monitoring and Evaluation .....	93
Artifact One: Reflection Wheel Journal .....	97
TESOL Domain and standard .....	98
Artifact Two: Inquiry Group Reflection .....	102
TESOL Domain and Standard .....	103
Closing Framing Statement.....	105
Bibliography.....	109

# Prólogo

El idioma inglés es una lengua franca en el mundo globalizado de la economía capitalista y la cultura moderna. Actualmente el Inglés viene a cumplir la misma función de cohesión social y de antagonismo que ejerció el latín en la época premoderna.

A nadie escapa que la hegemonía cultural de algunos países centrales del sistema-mundo se realiza por distintos medios y, destacadamente, por vía del idioma. Dicha situación se produce por la potente industria cultural del mundo anglosajón y, particularmente, por la de origen norteamericano, que genera productos culturales en dicho idioma para el consumo de las grandes masas en forma de películas, música, series televisivas, etcétera.

Además, con relación a la comunicación científica en la sociedad del conocimiento cabe señalar que al menos el 40% de los artículos y publicaciones se realiza en este idioma.

En ese contexto, la generación de conocimiento está sobre-determinada, ya que, si se quiere lograr que un producto académico: un texto, video, cartel o fotografía, pase a formar parte de la comunicación científica y humanística en el mundo virtual, se deberán satisfacer los criterios de la gran mayoría de las revistas científicas indexadas, que exigen al menos un abstract y un listado de key words como elemento indispensable para aceptar un artículo y someterlo a dictamen para su futura publicación y diseminación en la comunidad académica.

Las situaciones arriba enunciadas hacen deseable que los estudiantes, docentes y académicos de educación superior en latinoamérica puedan comunicarse en este idioma para efectos prácticos.

En ese orden de ideas, el aprendizaje y la enseñanza del Inglés como segunda lengua tiene una gran relevancia. Los contenidos curriculares y la didáctica especial que exige la competencia comunicativa en una segunda lengua se tornan temas y problemas de la mayor actualidad.

Yolanda C. Molineros, Sara L. Anaguano y Sandy T. Soto nos muestran una manera específica de hacer frente a este campo de problemas. En su libro encontramos una respuesta a diversas interrogantes que se focalizan en qué y cómo enseñar el Inglés en calidad de segunda lengua.

Las experiencias y propuestas de las autoras se ubican dentro de un enfoque comunicativo y funcional de la enseñanza de la lengua y de un aprendizaje significativo, en el cual el estudiante se concibe como sujeto activo del aprendizaje.

Nuestras autoras sistematizan y narran, en primera persona, sus experiencias en la enseñanza organizándolas en cinco secciones incluyendo en cada una: aspectos teórico-metodológicos, artefactos empleados en el proceso de enseñanza y aprendizaje, así como de reflexión y evaluación de la aplicación de cada uno de los artefactos.

Las secciones del libro se dedican al desarrollo del lenguaje y del aprendizaje, a los conceptos relacionados con la pre-evaluación del conocimiento de los alumnos y la profundización de estos conocimientos, así como al proceso de planificación y ejecución de la clase y a la evaluación del progreso del estudiante y de la clase, además del monitoreo y la autoevaluación de la instrucción.

Sin duda los interesados en educar y en posibilitar la competencia comunicativa en el idioma Inglés en los contextos educativos encontrarán en este libro numerosas sugerencias, así como aspectos dignos de conocimiento y reflexión.

Por lo anterior, se recomienda ampliamente la lectura de esta obra a los interesados en aprender y enseñar Inglés, así como a los investigadores en materia de educación en segunda lengua.

Guanajuato, Gto. México. Noviembre de 2015.

Dr. José Luis Martínez Rosas  
Coordinador de Posgrado de la BCENOG  
Secretaría de Educación de Guanajuato

# Introductory Framing Statement

One language sets you a corridor for life. Two languages open every door along the way.  
Frank Smith

Learning is an ongoing process which begins from the moment we are brought to life and ends with our last breath. In fact, every individual is born with an innate capacity to discover and learn new things daily. We construct knowledge with every event and every act we execute each day. Even the most insignificant thing we may perform in a regular day contributes to the construction of our knowledge. Yet, this knowledge construction does not occur in isolation. For new information to be transformed into knowledge, it has to be meaningful for the individuals. This new information has to be connected to familiar knowledge for it to make sense for us and be effectively acquired (Vygotsky in Miller, 2011).

The insights shared in this work is the result of a knowledge construction process that was carried out along the courses taken within a ESL Curriculum & Instruction Master's Program from Kansas State University, resulting experiences from the professional practicum that was a component of the Master's Program in the United States, and previous experiences from our teaching practice in Ecuador. From the theoretical documentation expressed on the concepts presented throughout this book as a basis for the professional practice to the description detailed in the captions of the artifacts resulting from that professional practice, it illustrates the essence of our philosophy, not only as teachers, but also, as learners. Construction of knowledge that is grounded on the connection of what one already knows with new knowledge to make it more significant for learning. This book has been divided into five sections that contain grounding information for both our and other ESL teachers' teaching performance and our professional growth. The first section of this book addresses relevant topics concerning language development and learning dynamics. In the second section, we address concepts related to pre-instructional student assessment and elaboration touching the importance of this type of assessment for future instruction processes.

The third section brings to life the actual lesson delivery process as it describes themes linked to instructional planning and implementation. The fourth section, on the other hand, includes relevant concepts regarding authentic assessment of the students' progress and the instruction itself. Finally, a section entirely dedicated to the importance of teachers' reflective monitoring and evaluation has also been discussed. The information documented in each section of this book is the result of the combination of theory, our beliefs, and our experience. In addition, each section has also been approached in a reflective way, taking into account the Center for Research on Education, Diversity & Excellence Standards. The way each section of this book has been addressed represents an example of how our knowledge has been constructed within the elaboration of this work because this material portrays the combination of a theoretical basis, our beliefs, and experiential knowledge we gained throughout the learning process during the Master's Program and our teaching practice in Ecuador. Each section of this book is accompanied by a detailed caption of the artifacts resulting from our professional practice. These captions demonstrate how we went from the known, theoretical and experiential knowledge, to the unknown, actual application of this knowledge within the actual classroom practice.

All the artifact parts, but the instructional planning and implementation section, have been divided into two parts. The instructional planning and implementation section has been divided into three parts. Each of these parts include pictures of the artifacts used for that specific part, one TESOL Domain and Standard that is directly tied to the artifact(s), and a written caption of the artifact that includes a detailed description of how the artifacts were implemented as well as how they are linked with what we wrote in the theoretical passage to which they belong. In addition to this, every artifact is accompanied by the CREDE standards and indicators in which we have rated each artifact depending on how their product is aligned with these standards and indicators. A summary of how we will implement each artifact to its fullest potential on the CREDE standards and indicators as well as considerations for its future implementation within our instruction have also been included.

# Language Development and Learning Dynamics

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

Nelson Mandela

The purpose of teaching a language is more than teaching new words and phrases. We can learn from Mandela's above quote that to truly teach a language well, it must reach the heart of a person, not only his mind. To achieve strong language skills in our students, second language teachers must keep Mandela's adage in mind so that their students are afforded the best opportunities to truly absorb a new language and make it their own.

Being language a means of communication by which humans express their feelings, thoughts or ideas, as educators, as second language teachers, we should be able to address and provide answers to questions about how humans acquire that means to communicate what they feel or think to the people around them. Furthermore, second language teachers should also be familiar with and able to explain important theories that manifest similarities and differences regarding first and second language acquisition and learning dynamics. We should also be aware of the connections that might exist between the first and the second language as a transfer asset for the acquisition of the second language. For that reason, as suggested by Herrera (2014) knowledge about linguistics topics such as phonology, pragmatics, semantics, morphology, syntax, and graphophonics is also relevant because factors covered by these topics have implications within second language acquisition. Therefore, knowing about these language properties enables educators to detect issues learners may face when learning the target language and provide appropriate instruction to them.

Language learning is a complex process and requires a series of transitions (Herrera & Murry, 2011). Considering this, in regards to language development and learning dynamics, one of the theories that second language teachers should be familiar with is the Krashen's Natural Order Hypothesis. Within his theory, Krashen stated that individuals

acquire language in an orderly fashion or sequence (Richards & Rodgers, 1986; Johnson, 2004; Saville-Troike, 2012). According to Krashen & Terrell (1983) in Herrera & Murry (2011), there are five stages individuals go through when acquiring a second language. These stages are preproduction, early production, speech emergent, intermediate fluency, and advanced fluency. These five stages have been shortened as the acronym PEPSI Ahh as indicated in Herrera (2007). The preproduction stage, also known as the silent period, is the phase in which learners are more predisposed to listen than speak. Learners also try to process and understand the information they are hearing for production later. There is no verbal production in this stage.

During the early production period, learners begin to read utilizing phonetic sounds from their first language (L1). They also have a better understanding of simple spoken information for social interaction. Moving on, learners get to the speech emergence phase. In this stage, second language learners increase their reading and comprehension abilities. Also, oral production emerges during this stage as the learners get more confident to participate in conversations that allow the utilization of simple spoken language. While at the intermediate fluency period, learners have a much wider understanding of the second language and their language abilities have also increased, showing more accuracy and correctness in their language production. Finally, when learners have achieved the advanced fluency period, they are able to produce language at a second language (L2) native-speaker like level (Krashen & Terrell (1983) in Herrera & Murry, 2011).

Another important theory second language teachers should know is Cummins' Transfer Hypothesis theory. According to Saville-Troike (2012), Lightbown & Spada (2006), and Yule (2010), in his hypothesis, Cummins refers to the impact that the learner's L1 has over the L2 as the learner is able to transfer the abilities acquired in the L1 to the L2. This transfer can be positive or negative. It is positive when a structure or rule from the L1 can be used in the L2 producing no errors. On the other hand, it is negative (also known as interference) when a structure or rule from the L1 is inappropriately used as it does not fit in the L2 structures or rules. Finally, second language teachers should also be aware about the universal aspects of language. As stated by Lightbown & Spada, (2006), in his theory about Universal Grammar, Noam Chomsky claimed that humans have an "innate linguistic knowledge which [...] consist of a set of principles common to all languages (p.205).

As we reflect about our instructional practice, these theories become the foundation that will lead the way we plan my instruction in order to meet our students' needs as well as to provide them with appropriate instruction and feedback to scaffold their learning. Within our few years of experience we have worked with middle and high school students, and today, we are working with higher education students. In every class, we have had students who have been at different language acquisition stages.



Unfortunately, we were unaware of those phases and how to address those differences. Consequently, we did not provide our students with differentiated instruction then as we could now. Fortunately, something we took advantage of was the transfer theory. During our instruction, we had our students become aware of structures and rules they could transfer from Spanish to English.

Throughout the Masters' program we were introduced to Biography Driven Instruction (BDI). Therefore, from then and on, we will look for ways to apply BDI strategies in the classroom. BDI strategies assist EFL teachers to provide their students with appropriate instruction according to their language acquisition stages. Furthermore, by applying BDI strategies in conjunction with the TPSI (total group, partner, small group, individual) grouping configurations, we, EFL instructors, can give their students the opportunity to be grouped according to their English level. We should also give second language learners the opportunity to be mixed in with those in different levels so that they can support each other and build upon their learning cooperatively.

The first BDI strategy suggested at the beginning of any school year will be the Biography Card. The biography card will allow EFL instructors to get important background information about our students' sociocultural, linguistic, cognitive, and academic dimensions (Herrera, 2010). Once we get that information by using the biography cards, we should use that data as a starting point to reflect about how our instruction will be adapted in order to reach every student in our classes.

As an additional benefit, the implementation of the Biography Cards can serve as a students' introductory activity as well. The information provided in the biography card can be used to prompt the students introduce themselves to the class. They can also exchange their cards with a classmate and introduce his/her peer to the rest of the class. This activity can be useful to promote students' four language skills. For instance, as students complete the Biography cards, they practice their reading and writing skills. Similarly, as they share their information they write in their biography cards, they practice their speaking skills and the ones who are receiving the information practice their listening skills.

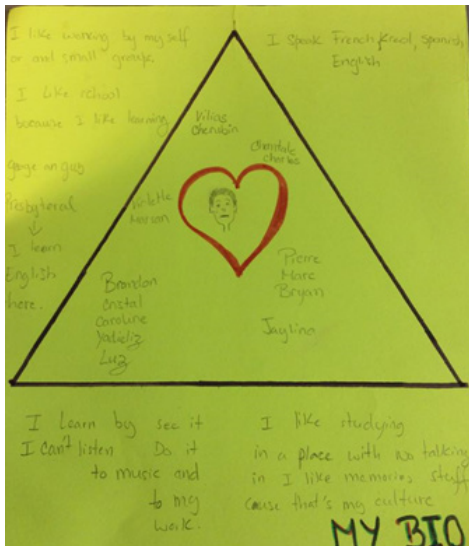
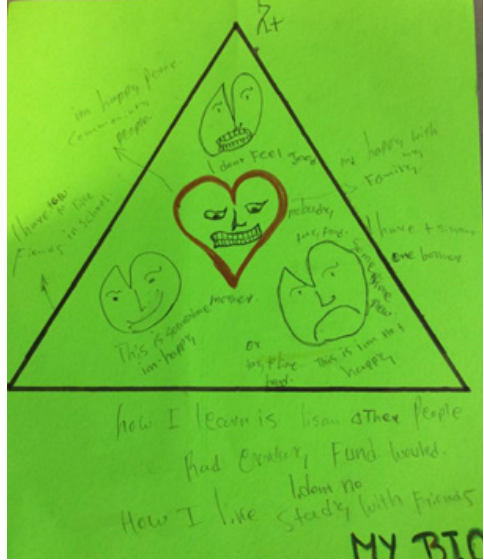
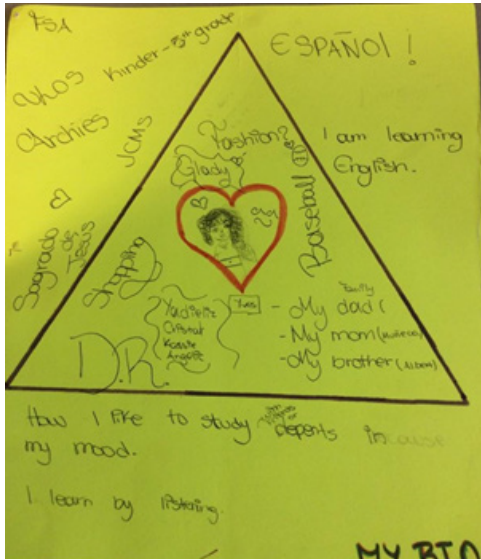
In addition, similar to completing a Biography card, having our students work on tasks such as completing a sociocultural mind map activity will also help us to get data about their background. Herrera, Morales, & Murry (2013) stated that activities such as mind maps allow students to connect information from graphics to words. Therefore, this strategy will enable our students to demonstrate their sociocultural, linguistic, cognitive, and academic dimensions background by using drawings which can be accompanied by written descriptions. Collecting information about the four students' dimensions is absolutely important since it can become in the foundation to appropriate planning and accommodations to our instruction delivery and the assessment of our students' learning.

## Language Development and Learning Dynamics - Artifacts

### Artifact One: My Bio – Biography Cards

CLD Student Biography Card	CLD Student Biography Card	CLD Student Biography Card
<p>Name: 10<sup>th</sup> Grade, Girl 1/ELL 2</p> <p>Age: 15</p> <p>Grade: 10<sup>th</sup></p> <p>Country of Origin: Dominican Republic</p> <p>Time in USA: 2 years and 8 months</p> <p>L1: Spanish</p> <p>R: Intermediate</p> <p>W: Intermediate</p> <p>L2 Proficiency (LAS/IPT/Other):</p> <p>O: Speech Emergent</p> <p>R: Early Production</p> <p>W: Early Production</p> <p>SLA: Early Production/Beginning</p> <p>Student Processing: Writing</p> <p>Learning Style: Verbal, Auditory, Social, and Solitary, Visual</p> <p>Prior Academic Experiences: Attended elementary and part of middle school in her country. Received English classes with little exposure to the language.</p> <p>Preferred Grouping: Individual or in small groups</p>	<p>Name: 10<sup>th</sup> Grade, Boy 2/ELL 2</p> <p>Age: 15</p> <p>Grade: 10<sup>th</sup></p> <p>Country of Origin: Haiti</p> <p>Time in USA: 2 years</p> <p>L1: Haitian Creole / French</p> <p>R: Intermediate</p> <p>W: Intermediate</p> <p>L2 Proficiency (LAS/IPT/Other):</p> <p>O: Speech Emergent</p> <p>R: Speech Emergent</p> <p>W: Speech Emergent</p> <p>SLA: Speech Emergent/Beginning</p> <p>Student Processing: Visual, Paper, Buttons, and How production</p> <p>Learning Style: Visual, Solitary</p> <p>Prior Academic Experiences: Attended elementary and part of his middle school years in his country. He has his English knowledge background.</p> <p>Preferred Grouping: Individual, pair work</p>	<p>Name: 12<sup>th</sup> Grade, Boy 1/ELL 2</p> <p>Age: 17</p> <p>Grade: 12<sup>th</sup></p> <p>Country of Origin: Ethiopia</p> <p>Time in USA: 3 years</p> <p>L1: Amharic</p> <p>R: Intermediate</p> <p>W: Intermediate</p> <p>L2 Proficiency (LAS/IPT/Other):</p> <p>O: Early Production</p> <p>R: Pre-Production</p> <p>W: Early Production</p> <p>SLA: Early Production/Beginning</p> <p>Student Processing: Visual representations</p> <p>Learning Style: Auditory, Visual, Social</p> <p>Prior Academic Experiences: Attended elementary school in his own country. No English background.</p> <p>Preferred Grouping: Pair work</p>
School-Situated	School-Situated	School-Situated

Source: Template taken from Herrera (2010) free download and printing selected instructional aids from Biography-Driven Culturally Responsive Teaching, p. 5. Filled out by the authors.



Source: The authors

## TESOL Domain and Standard

“Domain 2 Culture: Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of the culture and cultural groups to construct learning environments that support ESOL [(English for Speakers of Other Languages)] students’ cultural identities, language and literacy development, and content-area achievement. [...]

Standard 2.b.: Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.” (TESOL, 2003, p. 17).

Every time we start a new school year or begin to work with new students, it is strongly advisable to get to know our students first so that we can become acquainted with their background about specific points that will turn into the foundation and starting point for immediate and future considerations of our instruction delivery. As EFL/ESL teachers or as any other teacher, it should be a must to be familiarized with the sociocultural, cognitive, linguistic, and academic knowledge that is part of each individual student that has become part of our class. Consequently, it is our professional responsibility to search for different means to get that grounding information as it will compose the basic ingredient of our teaching practice.

In order to get such essential data about our students, Biography Cards can become a fabulous ally for EFL/ESL teachers. A biography card is a flexible strategy that can assist teachers on collecting information about their students’ background. As EFL/ESL teachers, by completing biography cards about our students, we will be able to register information and keep a record about every individual student’s background regarding the CLD (Culturally and Linguistically Diverse) or EFL student’s four dimensions: sociocultural, cognitive, linguistic, and academic.

As we had completed biography cards for the students we were working with during that teaching experience, the information obtained through their biography cards had already become the stand for our upcoming teaching planning and lesson delivery. By checking and analyzing the data collected in our students’ biography cards, we were able to identify several important points that we had to consider when planning our instruction. For instance, the time they had been and were immersed in an English speaking environment as to know how much language input and support they might have been receiving outside the classroom. Also, what their L1 is and the level of proficiency they have in this language.

Knowing about our students L1 itself and their proficiency level in this language has a high importance as we must be aware about the problems students may face as they learn English as a second language. On the one hand, minimal ability to write or read in their L1 can affect their L2 acquisition as the students will not only have to learn the language but those abilities as well, on the other hand, already acquired abilities regarding reading and writing can be transferred to the L2. Similarly, if the student's L1 alphabetical or phonological system is different to that of the L2, students may face a huge challenge when listening, speaking, reading, or writing in the L2 while if the two languages come from the same language family, less difficulty can be faced by the students.

Knowing about their L2 proficiency level is also important, as depending on this, we will accommodate the activities in our lesson plans by reflecting and considering the second language acquisition stages students go through when learning a second language. Knowing about the students L2 proficiency level will enable us to become aware about how much we can expect from every student depending on their L2 level as well as how much support such as L1 support they need so that we can find ways to provide it to them during the class. Accordingly, this knowledge, together with the awareness of these students preferred grouping and learning styles, will enable us to plan how we might group them so that they can scaffold their knowledge through peer support as well as the type of support (use of visuals, music, hands-on, etc.) we will provide them during our instruction to scaffold their learning of vocabulary and content.

As it is seen, using biography cards gave us a canvas of opportunities to collect information that would enable us to know the students we were working with. Also, this information became the foundation to plan our instruction and make decisions for the upcoming classes we were going to teach. The way we would approach our classes and how our classes would be framed would depend on the knowledge we had gathered about these students' language proficiency level, academic knowledge, sociocultural background, and cognitive processes.

This artifact aligns to section one of this book as it provides us with vital knowledge about our students' background, especially, their linguistic background. As we described in the first section of the book, it is crucial to know about how language is developed and learned because language development and learning are conducted in an orderly fashion. Knowing about language development and learning dynamics as well as the universal aspects of language has given us a guide to recognize in which stage of language acquisition each student is at, what types of learning signals or outcomes we have to expect from each student according to their language acquisition stage as well as what aspects of their first language we can take advantage of as a transfer asset for second language acquisition. Also, knowing about this will enable us to make decisions regarding the accommodations we will have to make within our lesson plan and instruction delivery.

This will help us to scaffold and support their second language learning, while at the same time, connect it to their funds and prior knowledge.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.(REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

The biography cards are used to collect information about students’ biographies regarding their sociocultural, linguistic, cognitive, and academic background. With the information collected in the biography cards, we were able to make decisions about the way we were going to present any content that would be taught to the students. It also helped us to bear in mind the students’ language proficiency level, grouping and learning preferences, among others. It also enabled us to reflect about how we were going to structure the class (group students) when working throughout the lessons so that we could give the students opportunities for appropriate interaction.

Furthermore, knowing about their background marked the way we approached the lessons so that we could provide our students with a learning environment full of respect and rich learning. Also, it enabled us to reflect about how we could generate a welcoming and cooperative climate in the class so that it would be appropriate for the students’ learning. Considering this, we believe that this artifact is connected with the domain regarding joint productive activity because the collection of this data allowed



us to gather information regarding the students' dimensions as CLD students which in the case of Ecuador is as diverse EFL students.


For future reference, every time we plan our instruction, we will look back at our students' biographies and will reflect about what we need to consider when delivering our instruction: their L1, their L2 proficiency level, learning preferences, grouping preferences, etc. This will enable us to notice, compare, and register the advance our students have made throughout their learning process. Accordingly, with that knowledge in mind, we will be able to plan our instruction with activities that will help us to foster and scaffold our students' learning and challenge them to take their knowledge to the next level as they receive appropriate support.

We invite EFL teachers to complete biography cards for their students because they will enable us to document information about our students' dimensions regarding their sociocultural, cognitive, academic, and linguistic background. That data will become the cornerstone for the direction we will give to our classes when planning, guaranteeing its implementation to its fullest potential. This will include the accommodations (such as the ways students are grouped) we will have to make to our instruction for having students' active participation, engagement, interaction, cooperation, support, and scaffolding to support their learning throughout our lessons delivery within the Ecuadorian classrooms.




## Artifact Two: Lesson Plan

Lesson Plan											
	Preparation										
	<p>Class Profile:</p> <ul style="list-style-type: none"> <li>• High School</li> <li>• ESL</li> <li>• ELL 2 (10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students)</li> </ul> <p>Total # of Students: 8</p> <p>PEPSI Ahh Stages:</p> <table style="border: none;"> <tr> <td style="border: 1px solid black; padding: 2px;">P</td> <td style="padding: 2px;">= 0 students in the Preproduction stage</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">EP</td> <td style="padding: 2px;">= 4 students in the Early production stage</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">S</td> <td style="padding: 2px;">= 4 in the Speech emergent stage</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">I</td> <td style="padding: 2px;">= 0 students in the Intermediate fluency stage</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Ahh!</td> <td style="padding: 2px;">= 0 students in the Advanced fluency stage</td> </tr> </table>	P	= 0 students in the Preproduction stage	EP	= 4 students in the Early production stage	S	= 4 in the Speech emergent stage	I	= 0 students in the Intermediate fluency stage	Ahh!	= 0 students in the Advanced fluency stage
P	= 0 students in the Preproduction stage										
EP	= 4 students in the Early production stage										
S	= 4 in the Speech emergent stage										
I	= 0 students in the Intermediate fluency stage										
Ahh!	= 0 students in the Advanced fluency stage										
<p>Content Objective (CO):</p> <p>We will be learning about idiomatic expressions as a social and academic language component of any existing language around the world as well as creating awareness regarding their figurative meaning.</p> <p>Language Objectives (LO):</p> <p>Listening 🎧 : We will listen to our peers, in pairs, as we discuss and share our ideas to describe the pictures that represent the key vocabulary for the lesson in a linking language activity.</p> <ul style="list-style-type: none"> <li>-We will listen to our peers when sharing out information in base pair tables to the whole class and key vocabulary is defined.</li> <li>-We will listen to our partners as they provide examples of idioms they found on a piece of reading.</li> <li>-We will listen to a story based on idioms.</li> <li>-We will listen to our partners as they share their ideas and affirm their knowledge based on the information provided on the story.</li> <li>-We will listen to our peers, in pairs, as they share idioms they have illustrated on their four corners book.</li> </ul> <p>Speaking 🗨️ : We will individually share and discuss about our ideas regarding the picture provided in the linking language activity with our pair partner.</p> <ul style="list-style-type: none"> <li>-We will share ideas stated in our pair assigned linking language chart to the class.</li> <li>-We will share examples of idioms found on a piece of reading we have been assigned with the rest of the class.</li> <li>-We will affirm our knowledge by sharing ideas based on a story we listen.</li> <li>-We will in pairs share the idioms we have illustrated on our four corners books with our partners.</li> </ul>											

Reading  : We will in pairs read what is on our pair linking language chart to the class.

-We will in pairs read a piece of text we have been assigned to search for idioms.

-We will in pairs read about the idioms we have illustrated on our four corners books to our partners.

Writing  : We will in pairs contribute to jot down ideas about the key vocabulary in a linkin language chart.

-We will write the idioms we found in the piece of reading down.

-We will individually create four corners books to illustrate examples of idioms on our own.

Key Vocabulary:

- Idioms (PEP)
- To be in a tight spot (PEP)
- Pull one's hair off (PEP)
- To turn over a new leaf (PEP)
- To hold one's hair (PEP)

I coded my vocabulary according to level of difficulty using the stages of SLA.

PEP – words for Preproduction and Early Production English learners

Materials needed for the following activities:

- Color flip chart paper
- Construction paper
- Pictures
- Markers
- Scissors
- Glue
- Curricular textbook/materials
- Head projector
- Document camera



Activation: A Canvas of Opportunity  
(Informing Instruction)

Directions:

- I am building on a lesson on idioms as a component of figurative language which would connect with the topic taught the previous classes "language features".
- At the beginning of the class, I will introduce the Content and Language objectives for the lesson by reading them on a power point presentation.
- I will have the students completing a linking language activity in pairs by discussing, writing words, phrases, drawing pictures, or writing in their native language words they associate with the pictures (pictures that represent different idioms) provided in the linking language chart.
- Students will have to move around the class in pairs and provide their ideas in each of the four charts until they get to their original linking language chart.
  - o Understanding my students' diverse linguistic backgrounds, I structured the activity so that everyone could be successful by giving them multiple ways to respond such as writing, drawing, using their L1, etc.
  - o I also had them to work in pairs (one student in the EP with one student in the S stage) so that they receive support from their peers as they work on the linking language activity.



Connections: The Broad & Narrow Strokes of Learning  
(Interaction, Application, & Accommodation)

Directions:

- After they have return to their original linking language chart, I will have them to discuss with their pair partners about all the ideas they found in the chart.
  - o During this time, I will ask students to circle and connect the words or phrases that are related or have a similar meanings
  - o While they share, I will listen in on different groups to find out what background knowledge they already have so I can link to this when teaching.
- After they have discussed in pairs, I will have them to share the ideas stated in the linking language charts with the rest of the class.
- Then I will explain what idioms are and show them some examples by using pictures.
- After that, I will give each pair of students a piece of text they will have to read to find the idiom that belongs to one of the pictures of the linking language charts.
- Once they have identified the idiom, they will have to move to the correct table where linking language chart is placed. They will have to tell the rest of the class what idiom the picture in that linking language chart represents.
- As a whole class, they will have to try to find the meaning of each idiom.
  - o In this part, I will encourage my students to think and remember if there is an idiom with similar meaning in their L1.
  - o In the table they are now, once again, students will have to read the same piece of writing with their pair partner. This time, they will have to identify two more idioms that are used in each piece of text.

- As I monitor their work, I will help them to find the new idioms if they need it.
- Then in the same pairs, I will have them discuss what their meanings are and present them to the rest of the class. o Again, I will listen to these conversations and validate/redirect my students as needed.



Affirming: A Gallery of Understanding  
(Assessment of Student Learning)

Directions:

- After we share our new idioms with the rest of the class, I will read to them a story about a child and his literal misinterpretations of idioms.
- As I read, I will have them to look at the pictures in the book I will be reading, analyze the idiom literal meaning the child of the story gives to the idiom, and try to guess the idiom real or figurative meaning as a whole class. o By sharing their ideas as a whole class, I think my students will help each other to reinforce or confirm their ideas and scaffold their learning.
- As a way of showing the affirmation of their understanding of idioms and to assess they learning, after we are done with the story, I will ask my students to individually create a four corners book and illustrate examples of four idioms used in their home country.
- When they are done writing, I will have them share their four illustrations with a partner and then one of them with the whole class.
- To finish the lesson, we will review our Content and Language objectives by reading them on the power point presentation again.

Source: Template taken and adapted from Herrera (2014) p. 54-55. Filled out by the authors.

## TESOL Domain and Standard

“Domain 3: Planning and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

Standard 3.a.: Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.” (TESOL, 2003, p. 24).

This lesson plan was prepared for a class where we had students from different parts of the world such as Dominican Republic, Haiti, South Korea, Russia, Ethiopia, Africa, Puerto Rico, and Oceania Islands, with little English knowledge which as a matter of fact was the only common language for the majority of them. As we planned this lesson, we reflected about how we could foster our students to work effectively taking into account their CLD biographies which reflected that all of them had a different sociocultural background, the majority of them did not share a common L1, and their linguistic proficiency in English was between early production and speech emergent. Also, we had to reflect about what strategies and grouping configurations would work better according to learning styles and grouping preferences of these students.

In regards to their L2 proficiency level, we regularly had one student who was at the EP (early production) stage work with one who is at the S (speech emergent) stage. By doing so, we made sure that students who had a higher English level supported those who were at a lower level of the second language acquisition stage and helped them to scaffold their learning. Furthermore, this provided us an opportunity to have them work in pairs. Pair and individual work were two of the grouping configurations preferred by the students.

Accordingly, while they shared ideas with their pair partner, they had the opportunity to express what they knew individually as well as develop individual confidence (an important aspect for later knowledge demonstration) so that by the time they had to do it with the rest of the class (even though it was in pairs), it would not rise their affective filter. A final product had been planned to be assigned individually so that every student had the opportunity to demonstrate their understanding of the topic solely.

With respect to students' learning styles, we accommodated our lesson plan to provide our students with opportunities to have visuals, audio, and written information. For those students who learn better by having visual representations of the topic, we managed to provide them with pictures that illustrated examples of idioms. Also, the activation part of their lesson has been planned to have students activate their knowledge by working on a linking language activity in which they had to describe a picture. Written information was provided in the pieces of readings for the verbal ones. Audio information combined with visuals was also provided when reading the story.

The four skills were reinforced as they had to listen, speak, read, and write in different parts of the lesson. Finally, as a way of supporting students' sociocultural background and connect it with the new learning, the final task was designed to have them illustrate examples of idioms used in their home country. Throughout the lesson, activities were accommodated to support every student's sociocultural background, language proficiency, cognitive processes, learning styles, and grouping preferences together with the development of academic vocabulary and language competences.

This artifact is aligned with section one of the book as it demonstrates the transformation of theory into practice. To exemplify, we were able to identify the language acquisition stages of these students and registered them in their biography cards. With this information, we provided our students with several activities to help them scaffold their learning. We always bear in mind that every language learner goes through a silent period until they are ready to produce language. Considering this, we organized our lesson in such way that we would give our students the opportunity to go through several steps until they felt ready to demonstrate the knowledge gained in the lesson. Finally, in regards to language transferability, we prompted the students to transfer the knowledge they had about idioms in their L1 to the L2 so that the topic and the tasks would be more meaningful to them. All this steps provide an overview about how we used the information regarding second language learning theories and our beliefs stated in section one of the book into our teaching practice.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

We believe this artifact touches the five indicators present in the CREDE standards and indicators because it is a compilation of work that the students and us performed. In regards to joint productive activity, the lesson plan was elaborated considering the information collected in the students’ biography cards (the four dimensions of the students). Grouping configurations have to be arranged to allow for interaction, and students’ previous knowledge should be considered to scaffold and foster learning.

Language and literacy development activities should be set up in such a way that students have opportunities to develop their linguistic skills throughout the lesson. Use of L1 should also be supported and students should be encouraged to demonstrate their understanding of the topic through a variety of ways such as drawing, writing, using L1, etc. Referring to contextualization, the lesson plan should integrate the use of strategies such as linking language activity to have students bring about the previous knowledge. With the information obtained through the application of pre-assessments,



connections should be made to the content in order to enhance students' learning in a meaningful way. Activities such as coming up with examples from their home culture should also be supported.

In regards to challenging activities, students should be intentionally grouped to support each other. Class objectives must be revised at the beginning and at the end of the lesson. Activities must be created to reach specific goals and as a teacher, we must prompt ourselves to monitor students' work and provide them with feedback throughout the lesson process. Finally, within the instructional conversation domain, the three lesson stages should be elaborated to foster students' content sharing and discussing as well as work on tasks that will promote their higher-order thinking skills as they connect their previous knowledge to the new knowledge. Every activity must be meticulously planned and meditated in order to provide students with productive and learning rich lesson.

Therefore, by applying a lesson plan like the one represented in this section, we will be able to have our students navigate through the lesson by activating their previous knowledge, connecting it to the new knowledge, constructing new learning based on the prior knowledge they had, and demonstrating what they have grasped in the affirmation phase. Furthermore, we will also be able to promote classroom conditions for students to work cooperatively and support each other's learning progress. Students should be paired so that students with a higher English proficiency level support those who are at a lower level.

As future reference, this artifact will be a great asset for us. By going back to it, we will be able to reflect about the advance of our students and think critically about the benefit of certain strategies such as the linking language so that we can decide to include them in future instruction. Also, as we have explained, the way this artifact allowed for the integration, organization, and connection of different activities enabled us to meet all the requirements established in the CREDE standards and indicators successfully. Consequently, it can serve as a reference for future lesson plans so that we can provide our students with a more integral and effective instruction. Moreover, it will help us to guarantee the procurement of an affective lesson delivery where students can be really benefited.



# Pre-Instructional Student Assessment and Elaboration

The more you teach without finding out who understands the concepts and who doesn't, the greater the likelihood that only already-proficient students will succeed.

Grant Wiggins, 2006

The ultimate purpose of teaching is to help every student succeed in their learning process without leaving anyone behind. We can learn from Wiggins's above quote that to truly help each student succeed within any class, educators should take the time to discover whom of their students have grasped the idea about what is being taught and who has not done it yet. This implies knowing about students' weaknesses and strengths before approaching a lesson so that all students are given opportunities to succeed as a group.

However, as educators, we should not only become informed about the academic knowledge of the students. They should also become familiar with other processes that also impact the learning process of our students. This implies finding out information about the four students' dimensions in regards to The Prism Model components. In regards to the Prism Model, Collier & Thomas in Cummins & Davidson (2007) stated that the Prism model entails the four components that influence second language learning in schools. These components are sociocultural, linguistic, academic, and cognitive. Considering these processes, these authors stated that second language learners must be provided with the same learning conditions as native speakers in regards to their cognitive, linguistic, and academic development. Nonetheless, in addition to these factors, attention to the second language learners' sociocultural background, which is in the heart of the Prism model, is also necessary in order to provide them with a kind and loving learning environment. This type of environment can help the second language learners to succeed in their learning process because they are going through an acculturation process and at the same time they are trying to learn academic contents.

The four dimensions that compose the Prism model are the same that make up the students' biographies. For students' biographies data collection purpose, Herrera

(2014) suggested the use of the CLD Biography Cards. In her work, Herrera stated that that biography card is a strategy that teachers can use to “inform [themselves] of key aspects associated with the CLD student biography as they are related to assessment issues (information can also be used to support multiple grouping configurations)” (p. 17). As it can be seen here, the Prism model plays an important role within the teaching and learning process. By using biography cards which are built upon the four dimensions of the Prism model, teachers can become informed about relevant information concerning their students’ sociocultural, cognitive, linguistic, and academic background.

At this stage as well as in other lesson phases, it is also important that educators take into consideration Krashen’s affective filter hypothesis. In the affective filter hypothesis, Krashen views the emotions and attitudes present in the learners as filters that can facilitate or impede their learning process. If the learner’s affective filter is low, learners are more likely to learn better because they feel motivated, self-confident, and with a low anxiety level. On the other hand, if the learner feel anxious, unmotivated, and lacks of self-confidence, his affective filter raises and this impedes their learning. Therefore, it is important that second language learners keep their affective filter low because that will facilitate learning (Herrera, 2010; Richards & Rodgers 1986).

By considering Krashen’s affective filter Hypothesis throughout our lessons, we will be able to provide our students with a welcoming and familiar environment where students can feel safe. Consequently, students’ emotions will not be affected negatively and their affective filter will keep low. For that reason, it is important that we collect data and become acquainted with the sociocultural, cognitive, linguistic, and academic dimensions of their students as soon as they begin a study period. This will allow us to make decisions about how we will approach our future instruction in order to support our students’ learning progress. Moreover, since learning a second language is usually hard for many students, even if they are not far from home, knowing about their students’ learning process dimensions will enable us to provide our students with an appropriate learning environment where they can feel a sense of belonging. Consequently, students’ interest for learning will grow.

Educators’ learning about their students does not end when we gather data at the beginning of a study term though. Just like formative assessment, it is a continuous process. In fact, at the beginning of every lesson, educators should pre-assess or activate their students’ previous knowledge in order to find out how much their students know about a topic. Herrera, Holmes, and Kavimandan (2012) stated that “In the activation phase [of a lesson], the teacher uses activities and prompts that have been purposefully designed to access the knowledge and experiences that students bring to the topic and/or key vocabulary of the lesson.” (p. 5). As students work on these activities, we should participate as observers. Through observations, we will be able to listen and record information about the student’s previous knowledge.

Keeping this in mind, pre-instructional student assessment or activation of students' previous knowledge can help educators to find out what knowledge students bring to the class from their sociocultural background or previous instruction. Furthermore, pre-instructional assessment is necessary in second language teaching/learning because by pre-assessing their students, second language teachers are able to gain a clear perspective about the gaps and strengths students have regarding the target language. Consequently, this enables us to know where we need to work more to fulfill those gaps profitably.

In regards to pre-instructional student assessment, Herrera, Morales, & Murry (2013) claimed that this type of assessment does not always take place previous to instruction. In fact, it can also occur in any stage of the learning process, which means that educators should keep alert to their students' reactions throughout the lesson. These authors also stated that "information about the knowledge, skills, and capacities of students prior to participation in a new lesson or course of instruction" can be collected through pre-assessment. Besides, "this information can be gathered with measures such as subject-area pretests, or it can be gleaned from observations, home visits, informal conversations, classrooms discussions..." (p. 61-62).

Being familiar with the funds of knowledge students bring to the class allow us to help our students make connections between what they already know and the new information they are to receive during the instruction process (Herrera, 2010; Herrera at al., 2012; Herrera at al., 2013). Furthermore, this knowledge can allow teachers optimize their instructions time as they can dedicate more time to practical activities within their instruction instead of being redundant repeating something students already know. In addition, it also enables us to focus on fulfilling existing gaps regarding certain topic as well as to accommodate their instruction in order to provide students with meaningful and relevant activities. Pre-instructional assessment can be formal and informal. As aforementioned, we can pre-assess our students by applying tests, which can be considered as formal pre-assessment. Other ways of pre-assessment such as observations, interviews, classroom discussions, having students to work on different creative pre-assessment strategies such as drawings or completions of charts about a topic, among others, are examples of informal pre-assessment (Herrera at al., 2013).

Considering this grounding information about pre-instructional student assessment, during our instruction, we will always pre-assess or activate our students' previous knowledge. This will enable us to become familiarized with the funds of knowledge, prior knowledge, academic knowledge, and skills our students bring to the class. We will do this by observing how our students react, participate, and work throughout our instructional process. Conducting individual interviews with those students, who according to our observations, are struggling in their learning process will be another

way of find out information about their progress and the gaps they may have regarding any topic. As a matter of fact, we have already been doing this in our classes back in Ecuador. We have observed our students while they have been working with the purpose of detecting who are having a hard time with the content and who are not. We have also conducted informal conversations with the struggling students to gain a clearer insight about the heart of the problem.

In addition, we have also had the opportunity to have conversations with their parents and asked questions about their children's background regarding their sociocultural, academic, cognitive, and linguistic dimensions. Moreover, we have had conversations with the school psychologist/counselor as well as with our students' previous teachers not only of our subject but of the other subjects as well. Similarly, those conversations have had the purpose of finding out about those students' background or any other information that could help us to know more about them. It is important to highlight that all these things we have been doing during our instruction have been by mere instinct. We did not know that in the practice what we were doing is pre-assessing my students.

Besides observations, informal interviews and conversations, we would like to try the BDI strategies as another form of pre-instructional student assessment. BDI strategies provide educators with a canvas of practical opportunities to get information from their students' previous knowledge in an engaging and unstressed way (Herrera, Holmes, and Kavimandan, 2011). Strategies such as A to Z chart, K-W-L chart, linking language, vocabulary quilt, among others, can provide all, our students and us with the possibility to benefit from the information obtained from those strategies. Our students will benefit from it as they will demonstrate what they already know about a topic so that we can plan and adapt our instruction to make it supportive and meaningful to their needs. This is a benefit for us also as the results obtained through these strategies can serve as a guide for the upcoming part of our lesson delivery.

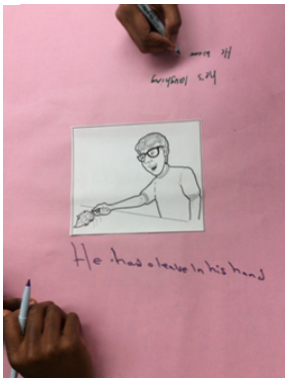
Besides the relevance that the information obtained from our students' biography cards have, the information obtained from strategies such as the vocabulary quilt will also play an important role in the decisions we will make for our instruction. This includes the methods, strategies, and activities we will consider when planning our instruction. For instance, the way our students will be grouped in the next stages of the lesson by applying TPSI grouping configurations. Depending on their prior knowledge, students could either work individually if they demonstrate command of the content or cooperatively in pairs, small groups, or as a whole class if they evidence the need for peer support to scaffold their knowledge.

Finally, this data will also help me to plan activities founded on differentiated instruction. Utilizing differentiated instruction will enable us to adapt the activities we will use during our instruction delivery according to our students' stages of language

acquisition (preproduction, early production, speech emergence, intermediate fluency, and advanced fluency), their grouping preferences, and their learning styles. Furthermore, as the activities are differentiated according to the students' language acquisition stage or content knowledge, our students will be challenged and encouraged to expand or construct new knowledge based on the previous one. This will be truly beneficial because it will help us to promote our students' elaboration of academic and linguistic knowledge.

## Pre-instructional Student Assessment and Elaboration - Artifacts

### Artifact One: Linking Language



Source: Template adapted from Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by ESL students.

## TESOL Domain and Standard

“Domain 1 Language: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students’ language and literacy development, and content area achievement. [...]

Standard 1.b.: Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice, to facilitate the acquisition of a primary and a new language in and out of classroom settings.” (TESOL, 2003, p. 5).

Assessing our students’ previous knowledge is highly important. Choosing the appropriate strategy for conducting this pre-assessment as it will enable teachers to elaborate on students’ previous knowledge is crucial as well. Linking language proves to be an excellent and effective strategy which allows teachers to obtain a bunch of information about our students’ previous knowledge regarding any topic. Through the implementation of linking language teachers are able to identify how much students know about a topic as well as detect the gaps that need to be fulfilled within upcoming instruction.

For this reason, in this lesson, we used the linking language strategy as the perfect ally to have our students express ideas that matched (according to their previous knowledge) four pictures presented in each linking language chart. The pictures were the illustration or representation of four idiomatic expressions (To be in a tight spot, to pull one’s hair off, to turn over a new leaf, and to hold one’s tongue) selected as the key vocabulary for this lesson. They were asked to write anything that came to their mind as they looked at each picture (they were not asked to write the idioms these pictures represented yet). The purpose of eliciting these ideas was to highlight the ones that were most closely related to the meaning of the four idioms used to develop the topic of this lesson. These idioms were meant to be discovered in an activity that would be conducted at a later stage of the lesson delivery.

Students were assigned to work in pairs, discuss about the pictures, and jot down the ideas that came to their mind about it. They were asked to rotate and write down their ideas of the picture in each linking language chart. They were given one minute to brainstorm their ideas on each linking language chart. After that, students were encouraged to discuss in pairs about all the thoughts that had been produced regarding one of the pictures. Those ideas and thoughts they had written about each picture provided them the background knowledge to discover the idiom (which was embedded in a piece of reading) and match it with the correct picture of the linking language charts.



Most importantly, the ideas they came up with became the base for understanding the actual meaning of each idiom. Consequently, students were able to actually understand the message conveyed in that piece of reading as they developed their knowledge about the use of idioms as part of their repertoire of academic vocabulary.

This artifact aligns to the second theoretical section of this book because it proves to be a practical strategy to fulfill the core purpose of pre-assessment which is getting insight about the funds of knowledge, prior knowledge, and academic knowledge that our students bring to the class. Even though it is not a strict rule, we applied this strategy at the beginning of the lesson, when pre-assessment usually occurs.

By getting an insight about the ideas the students had about each picture selected for the pre-assessment helped us to take immediate steps about how we were going to use the knowledge they already had to pilot them to find the meaning of each idiomatic expression. It also helped us to show them what idioms are and how their meaning is formed under the conception of figurative language. Moreover, we were able to use that background knowledge to foster them to recall examples of idioms used in their L1. We felt that by having them to do so, we were providing them an aid to help them understand that idiomatic expressions are used in any language and ease the transition for the use and comprehension of idiomatic expressions in English as part of their social and academic day to day vocabulary.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

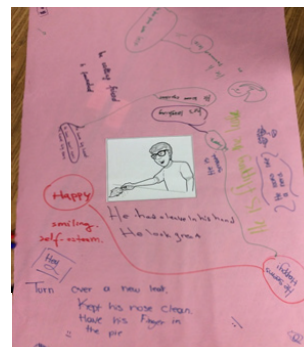
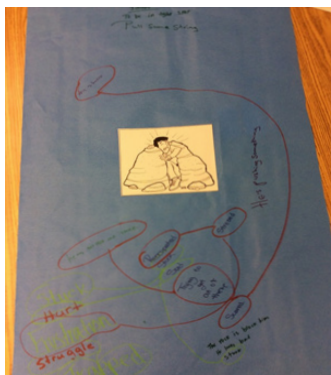
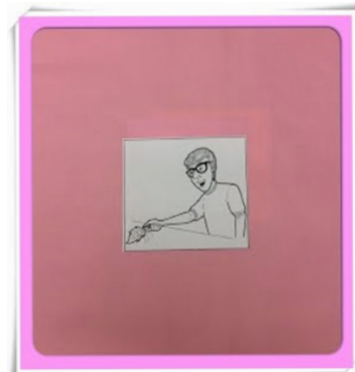
We have linked this artifact with the domain regarding contextualization because as specified in its caption, the implementation of the linking language activity demonstrates how we can apply this strategy to engage our students in a pre-assessment process in order to find out any previous knowledge they have brought to the class in regards to the topic being taught. Furthermore, the strategy itself allows for the integration of conditions that foster students’ cooperative work, interaction, participation, and the opportunity for them to bring to light through different language representations what they already know regarding the topic.

For further reference within the process of this class, this artifact enabled us to encourage and guide our students to make connections between their known and unknown knowledge regarding idiomatic expressions. Elaboration of new knowledge was fostered by doing this. Also, the implementation of the strategy as a continuous process allowed for students’ interaction at different points of the lesson. Finally, by

encouraging our students to go back to the information they stated in the linking language charts, we were able to have them review the content vocabulary over and over. This allowed us to support and scaffold their learning process in further stages of the lesson.

Similarly, this artifact can serve as model about how EFL can use the linking language strategy to pre-assess our students at the beginning or throughout any lesson. It can actually be used as a reference to how the strategy can be implemented at any stage of a lesson. The implementation of linking language will help us to guarantee the achievement of great pre-assessment insights. To mention the sample used for this work, we can go back to it, look, and analyze the outcomes illustrated in it. This will help us to reflect about what adaptations we will need to make to this strategy considering the content or topic and the purpose we will use it for within our classes in Ecuador.

### Artifact Two: Linking Language



Source: Template adapted from Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by ESL students.

## TESOL Domain and Standard

“Domain 1 Language: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students’ language and literacy development, and content area achievement.

Standard 1.a.: Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.” (TESOL, 2003, p. 5).

Since the purpose of this lesson was to introduce the use of idiomatic expressions as well as create awareness about their figurative meaning, the linking language strategy was an excellent means to pre-assess the students’ previous knowledge and elaborate on their content learning and second language acquisition. This strategy helped both students and me to navigate throughout the rest of the lesson as we elaborated their knowledge together.

Accordingly, linking language helped students to demonstrate the ideas they had about each picture used in the linking language charts. These ideas created the stage for further understanding of the lesson content. Likewise, this strategy also supported us to get some insights about the connections students made regarding each picture used in the linking language charts so that we could use those ideas to elaborate on their knowledge and foster their understanding of the figurative meaning of those idiomatic expressions.

For instance, from the picture that portrayed the idiomatic expression “to be in a tight spot”, ideas such as “the rock is block him, he try get out stone, trying to get out of there, trapped, stuck, stressed, preoccupied, struggle, frustration, sad, scared, etc. emerged from the students’ previous knowledge. These ideas were the foundation for scaffolding the students’ comprehension of the actual meaning of this idiomatic expression. Also, they served as an asset to have students see the difference between the idiom literal and figurative meaning. They did so by analyzing the ideas they came up with such as “the rock is block him, he try get out stone, trying to get out of there, trapped, and stuck” and the feelings (“stressed, preoccupied, frustration, sad, scared”) that these actions represented which were, in fact, the actual or figurative meaning of the idiom. A similar process was conducted for the ideas obtained from the picture that stood for the idiom “to turn over a new leaf”.

After students discussed and shared the ideas they had come up with during the brainstorming time within the linking language activity, they were asked to read a piece of

text in which they were to identify one idiom that would be related to one of the pictures they had brainstormed about in the linking language charts. As they had previously discussed with their partners about the thoughts related to each picture, it was really easy for them to identify the idiomatic expression within the text and connect it with the correct picture. Likewise, as it was explained in the previous paragraph, understanding the meaning of the idioms was not complicated or stressful for the students, whatsoever.

After we applied the linking language strategy, we could evidence that this strategy helped students to scaffold their comprehension of the topic. The brainstorming of ideas about what they saw in the pictures helped them to make connections and understand the figurative meaning of idioms easily. Furthermore, students participated actively throughout the class and showed a high level of engagement and motivation as they worked with their partners to share and discuss the ideas related to each picture and later on to the idioms. As a matter of fact, at the end of the class they expressed that they liked working with that strategy.

As we witnessed the effectiveness of this strategy through its implementation in the lesson explained in the artifact two of the first section, we strongly think that linking language is the perfect teacher's supporter because it enables teachers to get a clear insight about what knowledge students bring to the class. By having a perspective about students' background knowledge, we are able to use these students' previous experiences as an asset and elaborate their understanding of the content based on these experiences. Furthermore, this strategy enlists itself to foster motivation, engagement, affective filter decrease, cooperative learning and peer support as well as the development of the four language skills in the students.

We strongly believe that this artifact aligns to section two of the book because we can use linking language strategy to gather information about the students' previous knowledge regarding some idiomatic expressions. Collecting information about students' prior knowledge is the purpose of pre-assessment as stated in section two of the book. As stated there, students can be pre-assessed formally or informally. Linking language enabled us to pre-assess our students informally and creatively. Finally, the results obtained from this strategy became the foundation for the accommodation and delivery of upcoming lesson activities according to the students' needs. Elaboration of students' learning became easier as we got to know where we had to start within the lesson delivery, considering what these students know and the gaps they have about certain topic.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

The implementation of the linking language strategy is aligned with what is stated in the domain regarding contextualization because it integrates all the points that are stated in its indicators. For instance, its implementation allowed us to immerse our students in the pre-assessment process in an interactive way so that they had the opportunity to share any knowledge they had about the essential vocabulary regarding any lesson. By doing so, we were able to know what prior and funds of knowledge as well as academic knowledge students brought with them for a particular topic. Also, it helped us to gain some insights about the connections and ideas that emerged from this activity as students worked on it collaboratively.

As students worked on the strategy documenting their knowledge regarding the pictures contained in the linking language charts, we were able to monitor their work, support their learning and connections making, and foster their language production. Accordingly, the information collected through the implementation of the linking language strategy allowed all, students and us to travel through the rest of the lesson as



we elaborated their knowledge in a collective way. Finally, the results obtained from this strategy became the foundation for making accommodations within the integration of activities planned for the lesson at later stages. This was done in regards to the students' biographies as well as their background knowledge, strengths, and gaps they might have in relation to the topic.

As a reference for future work, this artifact will become a guide about how we can apply this strategy to pre-assess our students in future lessons. Likewise, it can also be used as a reference to how the strategy can be implemented within any stage of a lesson or throughout the lesson itself. By going back to it, we will be able to analyze the results illustrated in it. This will enable us to reflect about how we could make any adaptations to this strategy so that it can fit within the content we may be going to teach as well as the purpose we will use it for within Ecuadorian classrooms. This will enable us to guarantee the procurement of the best benefits from it in terms of pre-assessment.



# Instructional Planning and Implementation

I never teach my students. I only attempt to provide the conditions in which they can learn  
Albert Einstein

Creating the perfect conditions for students to learn may not be an easy task. However, as Einstein stated in the quote above educators should attempt to create those conditions. A great opportunity for educators to demonstrate that they do care about creating those learning conditions is through instructional planning and its implementation. When planning their instruction, educators should consider every existing aspect that may influence their students' learning process.

Therefore, grounding their philosophy on the importance that the background knowledge students bring to the class has and demonstrating (not with words, but actions) that they do care about their students' sociocultural, cognitive, linguistic, and academic background is what will lead educators to a good teaching practice for second language learners. Accordingly, instead of assuming that students must already know certain things about a topic they are going to teach (when students may or may not), educators should find out through pre-assessment, as stated in the previous section, what students know and what existing gaps they have before pushing them to work on any activity they may not be ready for.

The data obtained from both the students' biography and the pre-instructional assessment will totally change the way second language teachers approach their lessons. The scenario for their lesson planning and implementation will be altered as they analyze every student's background. Just like it was suggested by Herrera (2014), in the pre-instructional student assessment phase, the four students' dimensions which are contained in the Prism model play a relevant role. In regards to this, Collier and Thomas in Cummins and Davison (2007) asserted that second language learners' cognitive, linguistic, and academic processes development "...must occur in a supportive sociocultural environment through both their first language (L1) and their L2 to enhance

student learning” (334). Then it is here where a well-planned instruction is required to meet those needs.

Therefore, as suggested by Herrera & Murry (2011), competent teachers develop action plans which encompass a logical sequence. These teachers reflect upon their students’ needs regarding their linguistic and academic dimensions, current programs, ways to provide interaction among their students, challenges they may face when implementing an activity as well as the benefits (with respect to achievement) their students will obtain from that activity, regarding cooperative work inside the classroom. Moreover, these teachers must have the competence to demonstrate a research founded argumentation behind the decision taken in regards of the action plan they intend to implement in their professional practice.

A rich example of the elaboration of an action plan that Herrera & Murry (2011) suggested is the lesson plan “Framework for Linguistic and Academic Development” (p. 5) proposed by Herrera et al. (2012). Within their framework, Herrera et al. (2012) promote the implementation of Biography Driven Instruction and its principles to foster learners’ linguistic and academic improvement. The BDI lesson framework makes emphasis on three stages of the lesson delivery which are activation, connection, and affirmation (Herrera et al., 2011: Herrera et al., 2012). Furthermore, it also promotes the use of strategies that have been specifically created for complementing the BDI teaching model. These strategies are meant to be applied throughout the lesson stages (activation, connection, and affirmation) supported by additional materials such as manipulatives. In addition, the implementation of this strategies is also accompanied by a variety of activities that enable teachers to prompt students to work as a whole class, in pairs, in small groups, and individually (Herrera et al., 2011: Herrera et al., 2012).

It is then instructional planning and implementation, the teaching stage in which proactive-constructivist teachers use all the information they have gotten from their students biography and the results of the pre-instructional assessment to develop an action plan to provide a supportive instruction. Therefore, according to Herrera & Murry (2011), these teachers will frame their instruction under a practical approach (“...philosophical orientation to instruction that serves as a guide for choosing among methods ...” (p. 189)) which is aligned to what they want for their class. After that, based on the approach they have chosen, they also have to decide which method (“...a framework that has specific strategies and techniques associated with it” (p.191)), strategies (“...collection of philosophically grounded and functionally related techniques that serves as an implementation component of an instructional method” (p.190)), and techniques (“...specific actions or action sequences that have been designed to achieve a defined, strategic objective.” (p.190) ) are appropriate for their action plan.

As stated by Herrera & Murry (2011) proactive teachers frame their instruction under a practical approach. In regards to this, ESL/EFL teachers choose from the main teaching approaches for ESL/EFL teaching which are the Grammar-Based, Communicative, and Cognitive approaches. The Grammar-Based approach is a teacher-centered approach founded on the study of rules and structures of the language being learned. It includes methods such as grammar translation, direct, and the audiolingual method. Opposed to the Grammar-Based Approach, The Communicative approach is an student-centered approach and has its foundation on communication and knowledge acquisition in a meaningful way. This approach embraces methods like the silent way, natural way, suggestopedia, integrated content-based, and sheltered instruction. Finally, the CALLA method is framed on the cognitive approach. Similarly to the Communicative approach, this approach is student-centered and "...focus[es] on explicit teaching of learning strategies (LS) in communicative ways." (Herrera & Murry, 2011, p.194).

Once the teachers have decided on what approach, methods, strategies, and techniques will frame their instruction, it is time for them to plan how they will approach their instruction, bearing in mind the students' dimensions background information as well as the insights they gained about their students' funds, prior, and academic knowledge from the pre-instructional assessment they conducted. Taking into account Herrera, Holmes, and Kavimandan's framework for linguistic and academic development (which is grounded on Biography Driven Instruction principles), when planning their instruction, teachers must reflect about the strategies that will help them to activate, connect, and affirm students learning. Consequently, their lesson plans should be based on three phases: activation, connection, and affirmation (Herrera et al., 2011; Herrera et al., 2012).

Herrera (2010) & Herrera et al. (2012) explained that activation consists on having the students bring out the knowledge and skills they have about a topic. By activating their knowledge, students will be benefited as they will link the new information with what they already know or what is significant for them. This linkage will provide great opportunities for teachers to support their students' learning in the next phase of the instruction. In addition, according to Herrera et al. (2012), during this phase of the lesson, teachers must promote students' interaction through pair or small group discussions.

During the connection phase, as stated by Herrera and Herrera, Holmes, and Kavimandan, teachers should take advantage of the information obtained from the activation phase. In this stage, teachers are to facilitate their students' learning by providing them with opportunities to associate the new information with the known information. Moreover, accommodations are to be done to motivate students to actively participate in the class and interact with each other so that they are able to utilize the new learning in varied and meaningful ways. By doing so, the new information will become part of the learners' acquired knowledge.

After the content has been connected to the students' background knowledge and makes sense to them, affirmation of what they have acquired is to be conducted. According to the same authors, during this stage, teachers are to celebrate the students learning. Also, they should make the students become aware that they have learned something. Furthermore, it is in this phase of the instruction process when teachers give students the opportunity to demonstrate what they have learned to the rest of the class. Students are expected to feel confident about demonstrating their knowledge at this point because they have been provided with interaction opportunities, support and scaffold learning to show the cognitive, academic and linguistic skills gained throughout the lesson

As it can be seen in the description of the three lesson phases, students' interaction is important throughout the lesson. In fact, in every phase of the lesson, students must be prompted to work cooperatively and interact with each other. For that reason Herrera (2007) advises teachers to include the TPSI (Total class, Partners, Small teams, and Individual) grouping configurations within their lessons. By grouping students through TPSI, teachers provide their students with different opportunities to develop their sociocultural, cognitive, linguistic, and academic skills. Furthermore, these grouping configurations enable educators to foster two important conditions that influence students' language acquisition, interaction and language input.

Vygotsky (1978) in Woolfolk (2013) stated that interaction is an important aspect for language learning because when a child/learner interacts with more capable peers or adults, they are more able to succeed in their learning process. This success is achieved because through interaction the learner can receive support from more knowledgeable individuals regarding what to do in order to overcome problems that are beyond his understanding capabilities. As one of the theories aligned to the role of interaction stated in Vygotsky's sociocultural theory, we find Krashen's input hypothesis. According to Richards and Rodgers (1986) & Herrera (2010), within his input hypothesis theory, Krashen stated the importance of language input which is the language the learners are exposed to. In his input hypothesis theory, Krashen stated that people best acquire a language when they are provided with comprehensible input. Within the classroom setting, comprehensible input can be provided by both the teacher and peers. This reinforces the importance of grouping configurations because by having students work through different grouping opportunities, educators foster students interaction; and, through interaction, students can support each other by providing comprehensible input to their peers and scaffold their learning.

Considering what Herrera & Murry (2011) stated about what characteristics effective teachers possess regarding instructional decision making such as the creation of an action plan for their classes as well as the lesson framework proposed by Herrera et al. (2012) and Krashen's input hypothesis, we have reflected about our past and future

instructional practice. Within our few years of experience we have always tried to look for strategies that would help us support our students' learning. Unfortunately, at the beginning of our career, we never considered the idea of developing a specific action plan like effective teachers would do as Herrera and Murry suggested. Instead, we just tried to fulfill the requirement of covering certain number of chapters in a set of time as established in the Ecuadorian curriculum. With that in mind, it was mostly a matter of covering content than really teaching that content. Classes were more teacher-centered and little attention upon the needs of the students was given. Fortunately, that is just part of an instructional practice that belongs to the past.

We have always had the conviction that students learn better when they have the opportunity to construct the knowledge as well as practice and apply the language in meaningful ways. However, our inexperience did not allow us to assemble our classes appropriately so that we could provide that kind of environment for our students. Luckily, learning about BDI provided us a guide about how to approach our classes differently. It implies offering our students a chance to construct new knowledge grounded on what they already know. It also implies creating possibilities for our students to practice and apply the language in an engaging and interactive way. Nonetheless, under BDI conception, we still have way a lot to apply in our classes.

Even though it was a hard fight between what the Ecuadorian Ministry of Education requires teachers to complete in a school year as part of the curriculum and what we wanted to get from our students, we found ways to implement BDI strategies in our classes. Not fully as we would have liked to do it, but we gave our first steps. Founded on what we had learned about BDI, our constructivist spirit as well as our communicative approach inclination, we have planned our classes in such a way that they would allow us to have our students activate, connect, and affirm their knowledge in a productive and meaningful way. Besides, within our lesson plans we have also considered the application of grouping configurations because they are an important factor to provide students with opportunities to work cooperatively, receive peer support, scaffold their learning, and gain confidence to demonstrate what they have grasped throughout a lesson.

When delivering our instruction, we normally start our lessons by having our students activate their previous knowledge usually by brainstorming ideas about the topic. Students do it individually, in pairs, in small groups, or we turn the brainstorming activity as a whole class discussion. Also, depending on the topic, we have them to think about their daily experiences regarding that topic. Let's say they are about to start a lesson regarding meals, present simple, and frequency adverbs. As they have this topic, we encourage them to first brainstorm about food. Then we have them to tell us and share with the class what they normally have for their meals and so on. During activation, we have our students use their L1, but always motivating them to use English as much

as they can. Unfortunately, due to the time, lack of resources, number of students, and little knowledge about how to use BDI strategies in every stage of the lesson correctly, we have not been able to use any of those strategies at this stage of the lesson. Happily, during the Masters' program, we had the opportunity to explore and experience how each of these strategies work along the instruction delivery process. This new knowledge will be applied in our future instruction.

Moving on, during the connection phase, we motivate our students to attach what they brainstormed about the topic that was being taught and the new information provided in the lesson. At this point of the lesson, we have usually had our students work on foldables, a topic in pictures and words activity, or any other hands-on activity. In our lesson plans, we have always tried to develop activities in which we would have our students work on activities that are connected to what they know. For instance, if it is a topic about food, we have them to develop activities such as drawing, writing and speaking about typical dishes in Ecuador. In that way, they are prompted to connect the content with the gastronomy they know. If the topic under study is about places in town and directions, we have them to work in a description of the city they live in (writing about the places they know and providing the location of those places).

As part of the TPSI grouping configuration lesson component we integrate in our lessons, we have them to work either, in pairs or small groups, but they are required to produce a final product individually. After that, they are normally encouraged to share what they have done with their peers, either in pairs or small groups. We normally try to group our students in a mixed way. We mean, we try to group those students who have a higher understanding of English with those who are still struggling. By doing so, students who have a more advanced English level would support those who are at the lower stages of language acquisition. During the time they are working on their tasks, we always walk around the class listening and monitoring their work as well as providing them with support when needed.

As we stated before, our students are always given opportunities to share with their peers what they have learned either in pairs or small groups. From time to time, we ask for volunteers to share with the whole class so that they can serve as a model for the rest of the students. Once we have given our students all the tools and the most opportunities to practice and connect the new knowledge with what they already knew we have them realize what they have learned. It is the affirmation part of our lessons. In other words, when we realize that our students are ready to move on, we have them to join in small groups to work on a final product so that they can share and demonstrate to the whole class what they have learned throughout the lesson. In this part of the lesson, visuals play an important role for their knowledge demonstration.



Most of the time, we have our students to work on a hands-on activity to produce a chart with pictures and some writing related to the task as a group. They have to explain about the pictures to the rest of the class. Their classmates are encouraged to ask questions about their peers' work and the members of the group work cooperatively to provide answers to those questions. Other times, they have completed BDI strategies such as linking language. With those activities they are prompted to produce in written and spoken form. Furthermore, these strategies have provided us with an engaging and interactive form to assess our students' communicative skills in a cooperative way. Most importantly, students' affective filter is not raised while they are being assessed as a traditional test would do. Moreover, with these types of activities and strategies we have had the possibility of assessing their speaking and writing skills together with their cognitive skills with a lot of frequency. Doing this is a hard task for teachers in Ecuador since we manage large groups of students in our classrooms. However, BDI has offered us a way to promote our students construction of knowledge and communicative skills development with activities that reflect being significant to them.

Throughout the Master's, we studied about BDI in more depth. Consequently, in our future teaching practice, we would like to conduct a thorough analysis of our students' biographies as well as their language acquisition level in order to have a better understanding of their background in a more formal way. By doing so, we will be able to develop an action plan so that we can plan our instruction in a better way. Moreover, that information will enable us to decide about how to group our students in a more strategical way. Since we would love to implement more BDI strategies in our classes that information will also enable us to decide about which strategies we can implement for the activation, connection, and affirmation stages of our instruction. BDI strategies will offer us a canvas of possibilities to scaffold our students' learning, taking them from the known to the unknown. Furthermore, since we would like to apply differentiated instruction in our classes, this information will also serve as a foundation to plan activities based on our students type of intelligences and learning preferences so that we can challenge them and take their knowledge to the next level.

## Instructional Planning and Implementation - Artifacts

### Artifact One: Magic Books



Source: Template adapted from Herrera, Kavimandan, & Holmes, 2011. Filled out by EFL students.

## TESOL Domain and Standard

“Domain 3 Planning and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

Standard 3.a.: Planning for Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques, for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.” (TESOL, 2003, p. 24).

Knowing about our students’ biographies provides a canvas of opportunities to provide appropriate instruction to any group of students. Therefore, being aware of what they know about a topic, how they prefer to study, how they like to work, their L1 and L2 level of proficiency impacts dramatically how we will approach a class because we have to bear in mind that one size does not fit all. As we planned for this lesson, we deliberated about finding a good strategy that would fit the common interests and characteristics of the group of students the lesson was planned for, finally, we agreed on using BDI strategies. After having applied other hands-on strategies from the BDI method and other performance-based strategies, we realized that students were engaged while working on them. They showed to provoke way totally different reactions on students than the regular fill-in or completing the blank activities. Moreover, from meticulous informal interviews and observations, we had found out that these students liked to draw as well as that they preferred working in pairs or even in small groups because they could receive or provide support to their peers and interact while they were working. Furthermore, they were teenagers. From our experience of when we were teenagers, we think that teenagers like to share ideas while they talk with their peers.

The lesson we taught was about the use of the auxiliary verb “can” to talk about abilities and ask for permission. We wanted our students to develop command of the use of this verb in affirmative, negative, and interrogative forms as well as short answers to yes/no questions. Based on the insights we had gained about their background (through the informal interviews and observations we mentioned before), we decided to apply the magic book strategy to foster students’ comprehension of the use of the verb can.

As in every class, the class goals and linguistic objectives were written on the board and reviewed with the students at the beginning of the class and confirmed at the end of the lesson. They also served as a reference for the students and us regarding what we had to achieve in that lesson. We could go back to and review them throughout the class period as a reminder of what we had to do and the aim of each activity.

From the beginning of the lesson, we had these students work in pairs. They were asked to come up with ideas about what abilities are and think of verbs that would document those abilities. Verbs such as swim, dance, sing, cook, play, etc. brought out. With those ideas on the table, we asked them to draw several pictures that would represent different abilities on one part of their magic books (as it can be seen in the artifacts above). The abilities they decided to demonstrate in their drawings were up to them. Even though they were working in pairs, the magic book was an individual product. Once they had drawn their pictures they were encouraged to talk. We explained them about the use of the auxiliary verb "can", to talk about abilities. After that, we had them to interchange ideas about the abilities showed by the people they had drawn their pictures with their peers.

As they interchanged their ideas, they had to write about those abilities in the sections assigned for each picture within their magic books. The same process was carried out as they produced negative, interrogative sentences, and answered those interrogative sentences. We explained about the topic and they were to connect those ideas with their own work. At the end of the class, they were to share their examples with the rest of the class orally. Later, we provided them with some pictures on the board. By looking at those pictures, they had to provide oral and written examples regarding the abilities illustrated in those pictures.

The chain of scaffolding activities developed from the students' work on their magic books allowed them to learn by doing something they liked, drawing. As they had to work in pairs, they were able to interact with a classmate, support each other, and scaffold their learning. Finally, this strategy enabled them to put into practice their listening, speaking, writing, and a little bit of their reading skills. Communicative and constructivist approaches were enhanced as students worked throughout the lesson.

This artifact aligns to section three of the book as it demonstrates our predisposition to look for and apply methods, strategies, and techniques that will enable us to enhance the development of our students' communicative abilities as they construct their knowledge by working cooperatively with their peers. As explained in section three of the book, Herrera & Murry (2010), suggested that competent teachers develop action plans which encompass a logical sequence. These teachers reflect upon their students' needs regarding their linguistic and academic dimensions, current programs, ways to provide interaction among their students, challenges they may face when implementing an activity as well

as the benefits (with respect to achievement) their students will obtain from that activity referring to cooperative work inside the classroom.

Moreover, these teachers must have the competence to demonstrate a research funded argumentation behind the decision taken in regards of the action plan they intend to implement in their professional practice. Regarding this explanation, we can say that BDI strategies provide a great opportunity to foster students' linguistic abilities as well as their construction of knowledge and cooperative work. Furthermore, these strategies are brain-research-based strategies that enable teachers to take students from the known to the unknown as they bring to light previous knowledge, connect it with new knowledge, and affirm their learning.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.( REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

The way the magic book strategy was implemented in this lesson touched more than one indicators stated in the five BDP standards. Therefore, by having students work in a chain of cooperative and scaffold activities, interaction and oral production focusing on the content of the topic under study will be promoted. Also, as described above, the strategy itself was/can be adapted to provide students with opportunities to demonstrate their linguistic as well as cognitive abilities and knowledge in different ways.

These adaptations can include accommodations to the strategy to fit the topic and integrate the students’ background knowledge in regards to their four dimensions as well as their grouping preferences and learning styles just like they were developed for the lesson from which the artifact was obtained. Constant monitoring and support through scaffold activities will also be necessary. This exemplifies how the standards concerned with joint productive activity, language literacy development, contextualization, and instructional conversation can be encountered within the implementation of magic books within any lesson.

In regards to the challenging activities standard, these artifacts illustrates the final outcome of a sequence of activities that students conducted in order to fulfill the purpose of this lesson (goals and objectives). Several steps were followed before the final product was completed. As the students worked to culminate this task, they received support and guidance from their peers and the teachers (us). This allowed us to provide them with feedback and help them to scaffold their learning as they navigate through the accomplishment of this magic book journey. Bearing in mind the specifications/indicators stated in each of the BDP standards, we will put our best effort to plan our lessons around rigorous activities that will help us to achieve those alignments.

Considering that this artifact represents final products from our classes conducted in Ecuador, we will continue adapting this strategy in similar ways. By doing so, we will make sure to get the best teaching/learning benefits from it. Any adaptations conducted to this strategy will always have the purpose of fostering students' work to achieve the learning goals and objectives set for the lesson. Furthermore, adaptations will also be performed to make the strategy fit according to the students linguistic and cognitive abilities, their grouping and learning preferences as well as any background knowledge they bring to class. This will help us make the content more meaningful for the students and learning easily achieved.

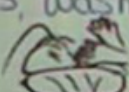
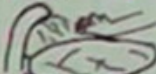
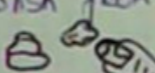
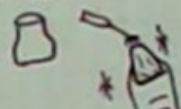
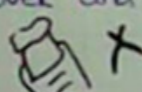
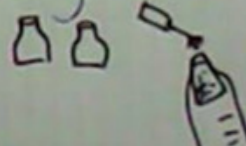
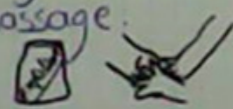


## Artifact Two: Topic in Pictures and Words

Work in class

Name: Evg Pelacz  
 Class: 2<sup>nd</sup> Informatics  
 Date: August 5<sup>th</sup>, 2013.

How to make a manicure in pictures and words.

<p>First, wash your hands</p> 	<p>After that, rinse your hands with a bit of water.</p> 
<p>Second, remove the nail polish from the nails.</p> 	<p>Later, put lacquer on the nails.</p> 
<p>Then apply cuticle remover and cut cuticle</p> 	<p>Finally, paint the nails with your favorite design.</p> 
<p>After, apply exfoliant in your hands and massage.</p> 	

Source: Template adapted from: Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by EFL students.

“Domain 3 Planning and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. [...]

Standard 3.b.: Planning for Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques, for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.” (TESOL, 2003, p. 24)

This artifact demonstrates one of the final products of our Ecuadorian students’ work. We were working on a lesson in which we were teaching about sequence words (first, second, then, next, after, after that, later, and finally). Besides learning about the use of sequence words, we also wanted our students to review and apply the use of imperative sentences, in this case, to give instructions. Then, for this lesson, we relied on the efficacy of the strategy “topic in pictures and words”. As we explained in artifact one of this section, we had obtained some information about our students’ learning styles, grouping preferences, their L1 and L2 proficiency level through informal interviews and observations.

As usual, taking into account our students English proficiency level and grouping preferences, we had them to work in pairs and brainstorm on their notebooks about sequence words either in English or Spanish. After we got an overview about their ideas and previous knowledge regarding sequence words, we went over one of the things they like doing, drawing. So, we had them to work in a topic in pictures and words activity. We thought that this strategy would be perfect to lead our students through their learning process as it would provide them with the opportunity to demonstrate their knowledge both through graphic illustrations and words. Furthermore, visuals are an important support for second language learning. In this case, they were more relevant to the students because these visuals were the representation of their knowledge and how they understood what they were going to write about in this task.

Another significant factor that both the topic in pictures and words strategy and the topic itself enabled us to consider which our students’ interests were. Consequently, as we wanted them to describe a process in which they had to use sequence words and imperative sentences, we had them to complete a “How to ... in pictures and words” activity. By working on this task, students decided what process they felt more connected

with to describe. Ideas such as “how to make ceviche in pictures and words, how to ride a bike in pictures and words, how to brush your teeth in pictures and words, how to build a house in pictures and words, and as illustrated in the artifact above, how to make a manicure in pictures and words”, among others, emerged as part of these students’ creativity and interests.

As in every class, the class goals and linguistic objectives were written on the board and reviewed with the students at the beginning of the class and confirmed at the end of the lesson. They also served as a reference for the students and us regarding what we had to achieve in that lesson. We could go back to and review them throughout the class period as a reminder of what we had to do and the aim of each activity.

We had these students to work in pairs so that they could support each other, but the final product was individual. After they had brainstormed about sequence words, we encouraged them to draw a sequence of pictures by which they illustrated the sequence of a process they wanted to write about. Then we explained about the use of sequence words and modeled with their help a process about how to do well on tests. After that, we had them to connect this new information with the sequence of pictures they had drawn. They discussed with their peers about they different processes they had drawn and completed their work by adding a description to each picture. After that, they switched from pairs to small groups and interchanged information about what they had written in their “how to make... in pictures and words” work. Finally, they picked up one of the works and shared the information with the rest of the class.

This strategy combined with the brainstorming activity enabled us to promote cooperative work inside our classroom. Furthermore, they gave us the opportunity to get our students go from the known to the unknown as they developed their tasks. Also, we could have our students to work on describing something they were interested about as well as combine the written work with elaboration of visual representations. Finally, students were engaged and willing to work on the activity as they felt they received support from their peers.

This artifact is aligned to section three of the book because it demonstrates the utilization of strategies and techniques that are aligned to the BDI method which relies on the cognitive and communicative approach for language learning. Furthermore, as stated in section three of the book, the implementation of strategies and techniques have to be associated with what the students need. More importantly, these strategies have to be brain research-based as they have to promote not only the communicative skills of the students, but also activate their cognitive abilities. Similarly, the objective of any strategy should be to enable teachers apply different techniques that prompt students to activate, connect, and affirm their knowledge. The topic in pictures and words strategy, as applied in this lesson, allows the connection of these phases throughout the lesson.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

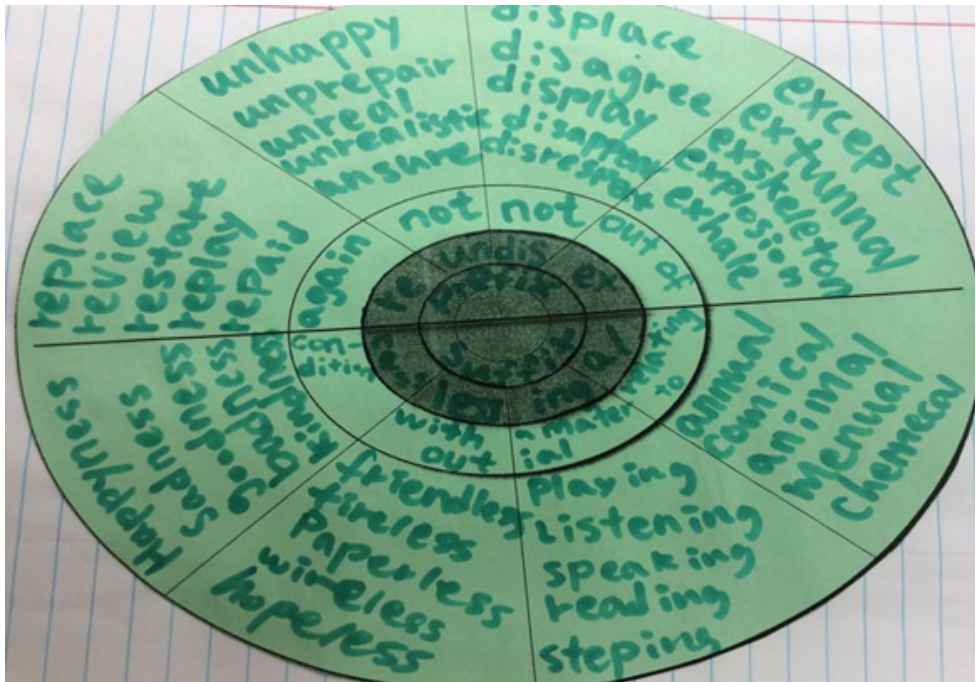
After reflecting on the specifications stated for each of the five BDP standards and the outcomes from the implementation of the topic in pictures and words strategy in one of our Ecuadorian classes, we believe this artifact touched more than one indicator contained in each standard. In this lesson, students were prompted to work on a purposeful sequence of activities in which they had to work cooperatively while performing a set of steps to achieve the final product. Their cognitive skills were cultivated as they worked on the task. Linguistic skills were also promoted as they interacted and received support from their peers and scaffold their learning. The strategy enlisted itself in such a way that students were given the possibility to demonstrate their learning in pictures and words. Moreover, the way it was planned and implemented indicates that the students’ background and previous pre-assessment outcomes were considered for more effective results. Lots of speaking as the students went from one step to other was also fostered. Each of the standards was touched in certain way.

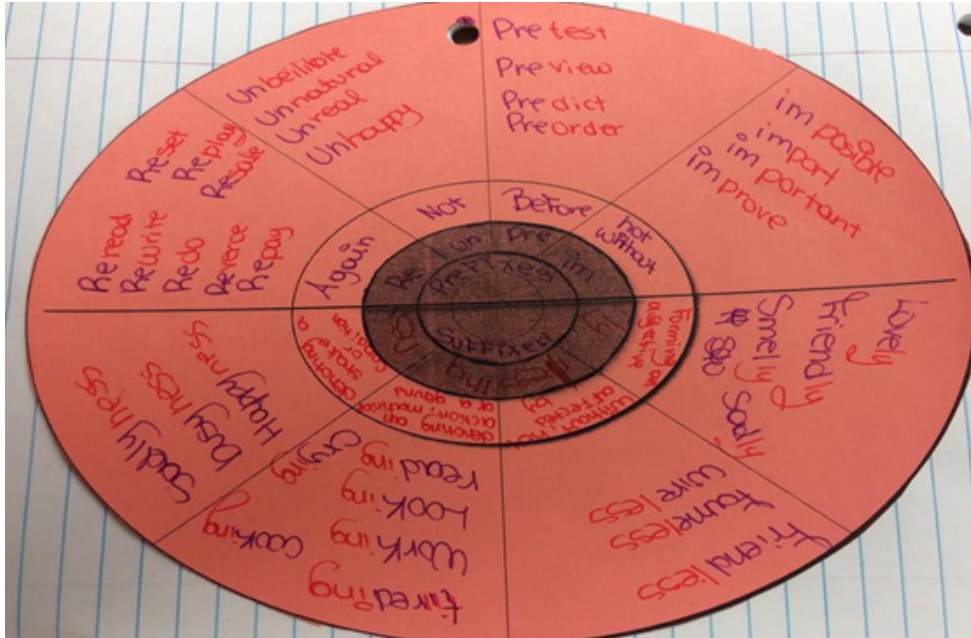
Students performed a set of scaffold steps before turning in their final outcome. They received appropriate support, guidance, and feedback from their peers and from us as well.

This helped them to achieve the goals established for the class. The indicators stated in the BPD standards gave a clear evaluative guidance to assess the way a lesson is planned and strategies implemented. For future work, we will use the CREDE standards and indicators to plan our lessons effectively and provide our students with opportunities to learn in more significant ways.

In regards to the topic in pictures and word strategy, we will continue adapting and implementing this strategy in similar ways because we see that we have been implementing and adapting it in such a way that it aligns with the BPD standards indicators. However, we will reflect about it and adapt it as many times as needed to make sure that we are getting the best teaching/learning benefits from it. Any adaptations conducted to this strategy will always have the purpose of fostering students' work to achieve the learning goals and objectives set for the lesson. Furthermore, adaptations will also be performed to make the strategy fit according to the students linguistic and cognitive abilities, their grouping and learning preferences as well as any funds, prior, or background knowledge they bring to class. This will help us to make the content more meaningful for the students and learning easily and successfully achieved.

### Artifact Three: Extension Wheel





“Domain 3 Planning and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. [...]

Standard 3.b.: Planning for Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques, for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.” (TESOL, 2003, p. 24)

This lesson was prepared for CLD students who were learning English as a second language. They came from different countries, spoke different languages, and their academic English proficiency level varied between the early production and speech emergent. From the information obtained through their biography cards, we found out that these students liked to work mostly in pairs and preferred to work with visuals. As we had observed their work throughout our instruction, we had discovered that they

also liked to work on hands-on activities. So, in order to provide a supporting instruction to them, we considered all those factors when planning for our instruction.

As part of their curriculum, these students were to learn about roots, prefixes, and suffixes. Hence, for this lesson we decided to use two strategies; one to activate their knowledge and the other one to connect and affirm their knowledge. As a habit for every class, the class goals and linguistic objectives were written on the board and reviewed with the students at the beginning of the class and confirmed at the end of the lesson. They also served as a reference for all students and us to remember what we had to achieve in that lesson. We could go back to and review them throughout the class period as a reminder of what we had to do and the aim of each activity.

Preceded by the lesson aims review, for the first part of the lesson, students were to work on a mind mapping activity in which they had to come up with as many words that would contain the roots “place, agree, active, and happy” as they could. After they did that, they had to identify which the root as well as the prefixes and suffixes of the words were. This activity allowed them to activate their previous knowledge so that when we explained to them about prefixes and suffixes they were able to see what we were talking about in the examples they had provided as part of their brainstorming of ideas.

As we moved through the lesson, we had our students to complete an extension wheel which is the artifact used for this section. By working on the extension wheel, students were able to connect their previous knowledge about prefixes and suffixes. Each student provided four examples of prefixes and four examples of suffixes and the meaning these prefixes and suffixes would provide to the root or base attached to them. Finally, for the affirmation part, they were asked to come up with examples of words that would contain the prefixes and suffixes they had proposed as examples. From the beginning of the activity to its end, students worked in pairs as a way to have them support each other and help them to scaffold their learning. However, even though they worked in pairs and supported each other, the work they did in the extension wheel was an individual product. We were there to support, monitor, and provide feedback about their production throughout the lesson and scaffold their learning as well.

Starting from the mind mapping activity as an activation strategy to the extension wheel in the connection and affirmation part of the lesson, these strategies were suitable for providing cooperative work and peer support. Moreover, they facilitated interaction among the students. Cognitive and metacognitive work was also supported and communicative skills development was also prompted through the application of these two strategies.

This artifact is aligned to section three of the book as combined with the linking language activity, they set the stage for working throughout the stages of the lesson which are activation, connection, and affirmation. Those strategies are research-based (as



documented in the BDI method) and their application is known to work out effectively as they showed to be in this lesson. Furthermore, the extension wheel enabled us to promote students communicative skills as they worked cooperatively with their peers. They also facilitated students' cognitive and meta-cognitive work, which are relevant to gain from any strategy application in order to prove the effectiveness of its work.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

The implementation of this artifact illustrates the way the five BDP standards have been touched at their highest level in different ways. Within this lesson, the extension wheel strategy was carried into effect under the performance of several techniques and activities to assure its effectiveness. Students were to work in pairs so that they could interact with their peers, support each other, provide feedback, discuss about the topic/tasks, scaffold learning, and develop the communication skills. Students’ previous knowledge was taken into account to implement this strategy effectively. At the beginning of the lesson, students were prompted to bring out their previous knowledge through a mind mapping activity. And through the lesson, students were encouraged to make connections between the knowledge they already had from their L1 and the new content.

Each activity was meticulous and purposefully planned to achieve the aims set for the lesson. In addition to the support and feedback obtained from their peers, students also received appropriate feedback from us so that we could help them to scaffold and elaborate their learning. Considering that the indicators stated in the BPD standards give a clear evaluative

guidance to assess the way a lesson is planned and strategies implemented in a lesson, for future work, we will use the CREDE standards and indicators to plan my lessons effectively and provide our students with opportunities to learn in more significant ways. Furthermore, after seeing and reflecting upon the results captured from the implementation of the extension wheel strategy, we have considered implementing it in similar ways in Ecuador. By doing so, we will assure that this artifact is being implemented to its fullest potential within our classes in regards to the BDP standards.

Students will be prompted to work on a set of scaffold activities until they complete their final outcome. They will receive appropriate support, guidance, and feedback from both their peers and us. This will help us and all the students attain the goals set for the lesson. We will develop the necessary adaptations to both the strategy and the way it is implemented in order to obtain the best benefits from it, always aligned to the BDP standards. Adaptations conducted to this strategy and to how it is implemented will always have the purpose of fostering students' work to achieve the learning goals and objectives set for the lesson. Furthermore, adaptations will also be performed to make the strategy fit according to the students linguistic and cognitive abilities, their grouping and learning preferences as well as any funds, prior, or background knowledge they bring to class. This will help us make the content more meaningful for the students and learning easily and successfully achieved.



# Authentic Assessment of Instruction and Student Progress

Tell me and I forget. Teach me and I remember. Involve me and I learn.  
Benjamin Franklin

Addressing matters regarding assessment of students' progress is a complicated issue. Many teachers may think that assessment is all about having students to complete traditional paper-and-pencil tests in which they have to fill a bank of open-ended or multiple choice questions at the end of a lesson or a study term. Nonetheless, assessment involves much more than that. We can learn from Franklin's quote that assessment implies the prompting of true students' involvement for it to be significant to them. We mean, assessment should motivate students to demonstrate their knowledge and abilities in more authentic and meaningful ways. It comprises demonstrating teachers' creativity and ability to create fun and engaging educational activities by which students are enhanced to demonstrate what they have learned and produce the target language significantly.

It also implicates giving ourselves, as teachers, opportunities to track the students' progress throughout the teaching process. By doing so, we can detect who is doing well as well as who needs more support or more clarification about what is being taught. Not only at the end of a study term when it may be a little bit too late to go back and teach everything over. Furthermore, paper-and-pencil tests do not always reflect what they students really know. For that reason, students should not be described as good or bad students, neither, they should be seen as failing students due to the results of paper-and-pencil tests as there is much more knowledge and abilities behind what students may have scored in a test like that.

Herrera et al. (2013) stated that authentic assessment provides teachers a canvas of opportunities to find out the page students are at a certain time. Furthermore, the results from authentic assessments enable teachers to reflect about their instruction. Consequently, teachers are able to take the necessary steps to accommodate their instruction in order to support those students who are struggling with the content.

According to these authors, authentic assessment is characterized by being conducted during classroom instruction through any activity developed during class time such as group work, which means that authentic assessments are formative. It serves as an easier to students' involvement in the assessment process. Moreover, it is significant for the students as well as for the teacher. Finally, it is based on tasks that enhance the connection between students' life and the content under study. By doing so, students will feel more attached with what they are studying, leading them to meaningful learning.

Herrera et al. (2013) suggested that educators can assess their students authentically by applying formal and informal types of assessments. Formal assessments are those concerned with gathering numerical data which would reflect students' attainment in a certain area of study. High-stakes tests and standardized tests are examples of formal assessments normally administered to students to measure their learning. Unfortunately, these types of tests do not always reflect accurate information about what the students really know. There are factors such as an affective filter raise which may interfere with the students' performance during these type of tests. Informal authentic assessments, on the other hand, have the advantage (among others) of not rising the students' affective filter. Consequently, through informal assessment teachers can gain insights they may not be able to get through formal assessments.

Herrera et al. (2013) and O'Malley & Pierce (1996) stated that these types of assessment can be as simple as observations, conversations, interviews, data gathering by using checklists or rubrics, to experiments, projects, students' pieces of narratives and many more. Furthermore, the information gathered by administering these types of assessments to the students enables teachers to conduct accommodations in their instruction with the objective of helping students scaffold their learning. Among some of the types of authentic assessments suggested by Herrera et al. (2013) and O'Malley & Pierce (1996) are performance-based assessments and portfolios. However, besides this two types of authentic assessments, Herrera et al. (2013) also suggested self-assessment and peer assessment, interview-based assessment, play-based assessment, cooperative group assessment, and dialogue journals and scaffold essays as examples of authentic assessments.

Reflecting upon our constructivist spirit and our love for hands-on activities, we are completely on performance-based assessments as a way to evaluate our students authentically. We have relied on this type of assessment on our previous teaching experience and it has worked out amazingly for both our students and us. Assessing students' progress by assigning them to work on meaningful and real life related tasks has provided us a canvas of opportunities to evaluate our students in a progressive way. Furthermore, by working on tasks like these, our students have been given the opportunity of demonstrating their knowledge and skills by actually performing and experiencing those tasks as they do it in a set of steps to reach the final product.

For example, among the tasks we have had our students to work on have consisted on elaborating a bank of questions (using the vocabulary and grammar points that are currently being studied mixed with what has been studied before as a way of practicing past content). Then they would have to pair up with one of their partners and interview each other. After, they would have to write a short report regarding the information they found out about their classmates during the interview. Finally, they would have to individually create a poster about the classmate they interviewed and present the information to the class orally. At the end, they have to present the questionnaire they used for the interview (it has to be completed) and the written report based on the information of the interview. By doing this set of activities we provide our students the opportunity to practice their reading, writing, listening and speaking skills simultaneously.

Another way we tend to assess our students is by having them work on hands-on activities in which they have to complete assignments based on BDI strategies such as linking language, magic books, foldables, topics in pictures and words, etc. BDI strategies provide a great opportunity to assess students authentically as when performing these activities they perform cooperative work because they work in pairs or in groups. Students share their work and become accountable for what they are doing in the task. Together, they produce an artifact in which they demonstrate their writing skills combined with drawings or pictures. Then they have to provide a spoken presentation. By having them to work on tasks supported with BDI strategies, we have had the opportunity to assess our students' written and spoken skills over a long enough period of time as we monitor their work during the task performance.

In addition to these types of tasks, we also assign our students to develop role-play scripts and act them out. One more time, with activities like these, we have been able to assess their written and spoken skills. As we used to work with high school students and are currently working with university students, assigning them projects or tasks related to their areas of specialty such as Informational Technology, Accountancy, and Mechanics was and is another way of assessing our students authentically. These tasks represented a significant work for them as we give them the opportunity to demonstrate the skills they have gained in their specialty areas in English. By working on projects like these, they are given the opportunity to transfer the previous knowledge they have gained in content subjects to English.

For example, for the students whose area of specialty is mechanics and metallic constructions, we encouraged them to talk about the machines they use in the mechanic workshop. Accompanied by pictures, they were assigned to explain about drills, welding machines, or lathe parts and their uses. Furthermore, they were also required to explain about the types of work they perform with those machines as well as the process of

creating metallic objects such as windows, grills, doors, etc. Starting from an explanation about the materials and machines they need for creating any of those objects to the process to follow for their elaboration. Again, they were asked to present a written report of their work as well as an oral presentation.

For those studying accountancy, we had them to become the owners of different shops. A group of students owned a clothes store, other group a household appliances store, other group owned an electronic devices store, others a pharmacy and others a grocery store. Their task was to write about their store; products they offered, products prices, special offers, discounts, etc. they wrote and provided a presentation about their store. During their oral presentation, they set up a stand for their store and provided the oral part of their work with the utilization of realia. Peers from other groups were required to ask questions about what they offered in the stores. One more time, their productive skills together with their receptive skills were put into practice in this task as well. Each group of students from IT, mechanic and metallic constructions, and accountancy combined their specialty area content knowledge with the content (grammar and vocabulary) they had learned from the English subject.

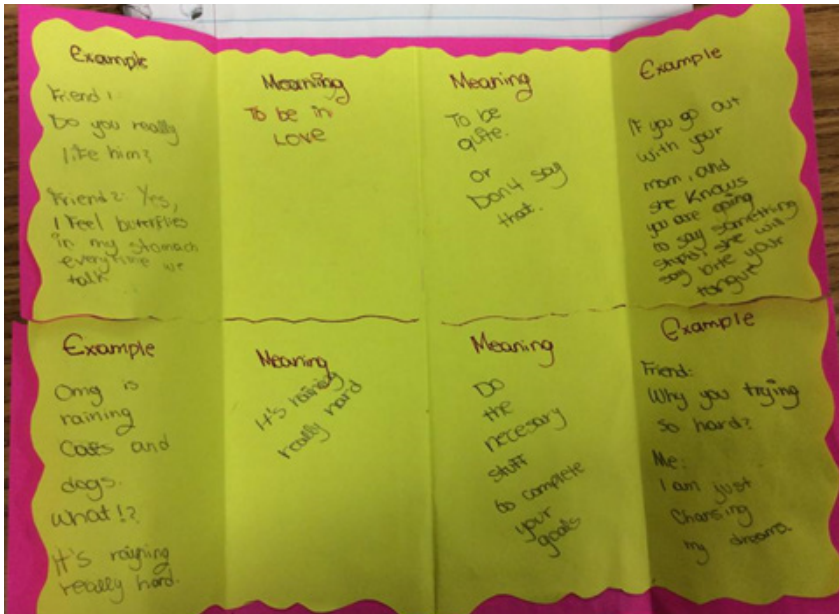
Considering these experiences, we think that performance-based as well as play-based tasks are a good way of assessing students. Giving them engaging activities by which they would feel they are playing and having fun instead of paper-pencil-based tests that will raise their affective filter and will not let them demonstrate what they really know will lead to better results for both the teacher and the students. Furthermore, performance-based assessment not only has allowed us to assess our students finished product, it has also allowed us to assess their work while they are performing their tasks. While we monitor and guide them to develop their work, we have the opportunity to track their progress. Moreover, it enables us to promote cooperative work as well as differentiate our way of assessing our students in authentic and meaningful ways.

Finally, when it comes to providing a score, we have created and used rubrics to give our students some guidelines about how their work will be graded and what we expect from them. A rubric provides a guide for both the teacher and the students so that they have a clear idea about what they look for in a task (Herrera et al., 2013). In addition, they are a good support at the moment of providing feedback and make the students aware of where they did a great job and where they need to work a little more. Checklists can be another good way for scoring and providing feedback in authentic assessments (Herrera et al., 2013). We have not tried these previously, but we am willing to do it though. As long as they provide a good guide for providing a fair score when assessing our students authentically, they demonstrate be a good ally for both teachers and students.



## Authentic Assessment of Instruction and Student Progress.

### Artifact One: Four Corner Books



Source: The authors

## Tesol Domain and Standard

“Domain 4 Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL students. [...]

Standard 4.c.: Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.” (TESOL, 2003, p. 34).

Our daily communication is filled with a variety of lexicon and characteristics that make our language very florid. Every time we interact with others, we use phrases and expressions that sometimes do not make sense to us, but they are an important part of our everyday language. We taught a lesson about idioms and we wanted our students to understand this characteristic of language. Therefore, as these idiomatic expressions are an important part of their everyday language, we wanted our students to demonstrate their comprehension about what idioms are and illustrate their use. As a way of assessing our students’ comprehension about idioms authentically, we had them to work on the four corners book strategy.

We had them to individually complete the four corners book by choosing four idioms they wanted to describe. They were asked to draw or paste a picture that represented each idiom on the front part of the four corners book. On the back of each corner of their book, they were to write in their own words, the meaning of the idioms they had chosen to illustrate. Finally, on the center of their four corners book, they were required to write a sentence or a short conversation about a situation where they used the idioms. By doing all this, we gave these students the opportunity to represent the idioms graphically, provide their own explanation of the meaning of the idiom, and to give an example of the use of each idiom in context. Also, they demonstrated their understanding of what idioms are and how they could use them. In order to support their work, students were allowed to use computers or any other electronic device to search for examples of idioms.

As idioms are figurative language features that exist not only in English, but in every language of the world, we tried to connect this linguistic and academic knowledge with their background knowledge. Therefore, we encouraged them to think back about idiomatic expressions they used in their first language and try to look for an idiomatic expressions in English which would be equivalent to them. This connection, together with the requirement to illustrate the idioms graphically as well as with words and with their application in examples, provided students with the possibility to demonstrate their knowledge in an authentic way.

The activity students had to complete through the application of the four corners book allowed them to demonstrate their learning of the content under study in an authentic way. Furthermore, students were fostered to demonstrate their learning regardless of their stage of second language acquisition since they were to demonstrate their understanding about idiomatic expressions creatively through graphic illustrations, explanation of the meaning of the idiom in their own words, and the creation of a situation in which the idioms could possibly be used. Moreover, they were encouraged to try to come up with examples of idioms they use in their L1 to scaffold their learning. This set of options promoted authenticity in their work.

This artifact aligns to section four of our book as it sets the conditions for students to demonstrate their knowledge in an authentic way. Through the students' work in the four corners book, we were able to know where our students were regarding content/topic knowledge and understanding. Also, this strategy allowed us to see how well our students understood the topic as well as how they connected this new learning to their previous knowledge. Furthermore, by having them to provide a graphic representation of the idioms, we were giving them the opportunity to visualize what they were writing about. Moreover, by providing an explanation about the idioms meaning in their own words prompted them to see the difference between the idioms figurative and literal meanings. Finally, as they were to create their own examples using the idiom, we could see that they were really able to use the idioms in context. As students completed this task, we could make sure that they had understood what idioms are and how their figurative meaning works as well as created awareness about their frequent use in their day to day language.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like. o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.( REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

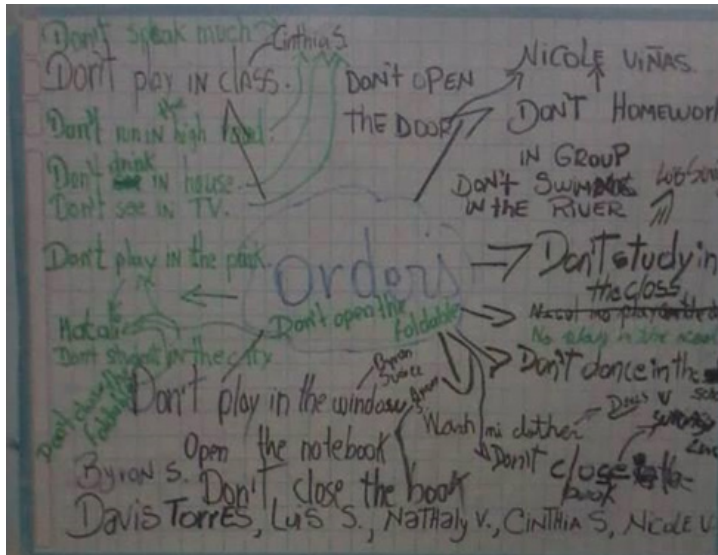
After meditating about the results documented in this artifact, we consider that it is aligned with the BDP standard regarding challenging activities because it touches to its highest potential, four of the indicators contained in it. The four corners book strategy was implemented in such a way that allowed students demonstrate their understanding of the topic authentically. Use of their background experiences and connection to their own life were encouraged so that students would find working on this task more meaningful to them. Moreover, as students worked on this task, support and scaffolding were appropriately delivered through monitoring. These set of actions helped us to place the performance and outcomes of this artifact in the highest level of the CREDE challenging activities standard and its indicators.

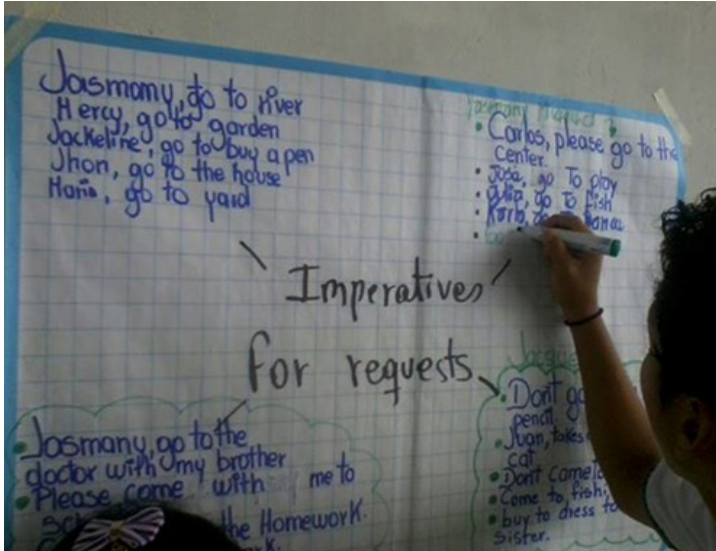
As a reference for future work in Ecuador, we will use this standard and its indicators to evaluate future authentic assessments we may plan to apply within our teaching practice in Ecuador. This will enable us to provide our students with better opportunities to be assessed more authentically. In regards to the four corners book, it has proven to be an effective strategy to assess students in an authentic way. Students have four sections of the book to express their

knowledge through pictures, single words, sentences, examples, their L1, etc. all will depend on the objectives of the assessment as well as how we want our students to demonstrate their learning. However, the way this artifact was implemented for this group of students is a good model to how we might want to implement it within our classes in Ecuador because students' skills and background are considered as they are given opportunities to demonstrate their knowledge in different ways.

In order to achieve the highest potential of this artifact within our classes in Ecuador, we might apply this strategy in similar ways or consider adaptations such as group outcomes and integration of oral production. We might do that taking into account our students' biographies, the content we will evaluate as well as what outcomes we expect from the assessment. Accordingly, adaptations performed to this artifact will have the purpose of making the strategy fit according to the students linguistic and cognitive abilities, their grouping and learning preferences as well as any funds, prior, or background knowledge they bring to class. For instance, we may want assess our students' comprehension of certain vocabulary words by having them to illustrate this vocabulary with pictures in one part of the four corners book, write their meaning in their L1 in another part of the book, write their synonyms in another part, and integrate a sentence using the vocabulary words in another. All this may help to make the task more meaningful for the students and assessment successfully attained.

### Artifact Two: Literacy Mind Map





Source: Template adapted from Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by EFL students.

## Tesol Domain and Standard

“Domain 4 Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL students. [...]

Standard 4.c.: Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.” (TESOL, 2003, p. 34).

This artifact represents the product of our students’ work within a formative informal assessment. Since we had been teaching a class regarding the use of negative imperative sentences to give orders, make suggestions, give advice, provide recommendations, etc., we structured this literacy mind-mapping activity for our students to demonstrate their command about negative imperatives. After we had explained about the topic and worked on examples with the whole class, we had students to demonstrate what they had really grasped about the topic under study.

Students were to work on small groups. Each group was assigned a chart which labeled with one of the uses of negative imperatives (suggestions, advice, orders, etc.). Through the literacy mind map we had our students to provide as many examples as they could about imperative sentences concerning the use assigned per chart. They

brainstormed and provided their own examples such as “don’t dance in the school, don’t speak much, don’t play in class, etc.” in the imperative chart for orders, and “don’t buy alcohol, don’t speak in class, and don’t eat in class” in the imperative chart for suggestions.

By having them to work on this activity, we gained an overview about how much they had understood about the topic. Also, it provided us with a great opportunity to realize who of the students was still struggling with the content. We came to know that they were good to go about how to structure those sentences, however, some of them struggled to understand what a suggestion, recommendation, or advice was. This insight enabled us to go back and clarify those gaps they had regarding the intentional meaning of the sentences they can create by using imperative structures.

As we walked around the class seeing each group of students work in their assigned literacy mind maps, we could realize that they were working in the task and having fun at the same time. They were laughing, talking, and asking questions to each other. In fact, the literacy mind map activity prompted students to work cooperatively. We saw lots of peer support, motivation to work on the task, and engagement. Students were not afraid to ask for clarification about anything they did not understand. They asked either their group mates or us.

Within this class, we had a couple of students who were reluctant to work in class, but we started to motivate them to work on group activities like this. The results were amazing, they began to be more engaged in the class work. It seems that they did not feel the pressure and stress that regular assessments produced on them. Instead, they had fun, participated in the class, supported each other, and we could see how much they were learning as they demonstrated it through their work.

This artifact aligns to section four of our book as it provides an example of a formative assessment. As we cited in section four of the book about what Herrera, Morales, & Murry (2013) stated about informal assessments, informal authentic assessments have the advantage (among others) of not rising the students’ affective filter. Furthermore, through informal assessment teachers can gain insights they may not be able to get through formal assessments. Also, the information gathered by administering these types of assessments to the students enable teachers to conduct accommodations in their instruction with the objective of helping students scaffold their learning.

Reflecting about all this, we can say that having students work in the literacy mind map activity promoted engagement and motivation towards the task assigned. In what to us concerns, the information we gained as we monitored students work and by seeing their final product enabled us to find out what gaps students still had and what we needed to reinforce for the topic to be clearer to them.



CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

An in-depth analysis to the implementation process and the outcomes reflected on the literacy mind map strategy helped us to conclude that it had been implemented to its highest potential within some indicators of the BDP standard regarding challenging activities. Clear expectations about what we wanted to discover from our students’ learning of the current content as the main purpose of the literacy mind map strategy enforcement were established. Monitoring was also provided by us consistently to check for levels of engagement and motivation towards the activity. As a meaningful assessment, the samples used for this sections demonstrate the outcomes from the enforcement of this strategy as a cooperative task. These outcomes together with the monitoring during the students’ work process allowed us to gain clear insights about what these students had really grasped in regards to the content being assessed.

Just like we did it with this group of students, we will promote the enforcement of this strategy in our future lessons as one of the perfect allies to assess our students in a formative

way. To ensure its implementation to its highest potential, we will revise the BDP standards previous to its implementation and plan it in accordance with the indicators of the BDP standards. Adaptations to the strategy and accommodations to its implementation might be conducted in order to take the best from it. These adaptations and accommodations will be performed taking into account our students' biographies (students' linguistic and cognitive abilities, their grouping and learning preferences as well as any funds, prior, or background knowledge they bring to class), the content we will evaluate as well as what outcomes we expect from the assessment.

For instance, depending what we expect to see from it, we may want assess our students' comprehension of certain topic individually instead of in groups. We may also allow them to use pictures/drawings, synonyms, or translation to their L1 if we were to evaluate the understanding of vocabulary or non-grammatical content being study. It will all depend on how we structure the activity and what we intend to get from it. What we are strongly sure is that this strategy and any adaptations performed to it will help us to make the assessment task engaging and more meaningful for the students. Its results will help us to gain the insights we may need in a more successful way than outcomes obtained from traditional paper-pencil tests.



# Reflective Monitoring and Evaluation

We don't learn from experience. We learn from reflecting on experience.  
John Dewey

Just like Dewey stated in his quote, human beings learn from reflecting their experiences. In order to find out if they are doing well or not in their professional practice, educators should reflect about their classroom performance day to day. This is connected to what Herrera & Murry (2011) stated in the first level of their readiness spiral theory, which focuses on the educators' readiness for critical reflection on practice. Within this theory, these authors stated that through reflective monitoring and evaluation of their teaching practice, educators are able to reflect about assumptions and beliefs they may held about to their students. As educators get more disposed to involve themselves in the understanding of their students' biographies, they are able to become more reflective about their students' performance in the classroom. Consequently, they are able to understand their students' attitudes and behavior showed throughout their learning process. Furthermore, through this understanding, educators will also be able to conduct changes and accommodations within their instruction in order to help their students succeed in their learning process.

Considering Dewey's quote and Herrera & Murry's readiness spiral theory, we have been able to reflect about the knowledge and experience gained throughout this learning process and how we will implement it in our teaching practice. Consequently, we have reflected about important concepts any teaching practice should be grounded on, guiding concepts that are the cornerstone for instruction delivery in second language teaching classes. Starting from the way individuals acquire or learn a second language which is imperative for us to know since as EFL teachers, it will allow us to understand the different language learning stages our students will go through.

Moreover, knowing about second language acquisition and learning dynamics will enable us to recognize the problems our students may be facing when learning English. Also, it will enable us to take advantage of certain similarities between Spanish and

English that can become an asset for English language learning in Ecuadorian students. In addition, with that knowledge in mind, we are aware that not all our students will be in the same level of language acquisition. Accordingly, we are ready to expect students with different English levels in the same classroom which means that we are also ready to take different steps to provide our students a supportive instruction. It also means that we are ready to reflect and set appropriate goals regarding what we may expect from each of them according to their language level.

Learning about the importance of pre-instructional students' assessment and elaboration has made us reflect about the relevance of knowing what funds of knowledge, prior knowledge, academic knowledge, and skills students bring to the class. That information will enable us to know where we need to work more, what gaps we have to fill as well as who are the students that need more attention and support in every group we teach. For this reason, we consider it relevant to learn about our students' biographies. Accordingly, this will help us to reflect about what steps we will take in every part of our classes, bearing in mind that one size does not fill all. Furthermore, grounded on that data, we will be able to conduct any accommodations to our instruction according to what our students need so that we can reach their needs individually.

The information obtained from the pre-instructional assessments will become in the cornerstone for the instructional planning and implementation of our English classes. Founded on what we will have found out about our students, we will have to decide which strategies we are going to use as well as how we shall group our students during their implementation. Besides, considering the foundation of knowledge obtained from our students' biography, we will also have to reflect about how we are going to use that information combined with the new information gathered from the pre-instructional assessments to activate, connect, and affirm our students' knowledge. This reflection will enable us to have our students work on meaningful activities by which they can feel and see their progress. This comprises the consideration of our students' English level, learning preferences, type of intelligence, grouping preferences, etc.

BDI strategies will enable us to go through any stage of our lessons as they are flexible strategies that can be adapted and applied during either the activation, connection, affirmation, or in all the three phases of the lesson. By having our students work on a linking language strategy, for example, we will be able to activate our students' previous knowledge about a topic by having them brainstorm ideas related to pictures that are connected to the topic. While we review the content of the lesson, we may have our students connect the new information with the ideas they will manifest on the linking language activity. As a way to affirm their learning, we could also have them to complete a linking language chart where they will have the opportunity to demonstrate what they will have learned.

Finally, the information collected from our students' biographies will also enable us to decide about the way we will assess them. It will help us to take into consideration authentic tasks by which we will be able to challenge them to think big and demonstrate their knowledge and abilities gained throughout their learning process. Furthermore, besides taking our students to the next level, those tasks have to be engaging and meaningful to our students so that they can feel attached to the task, take ownership of it, and demonstrate what they know putting into practice their four skills and stress free.

During the learning process of the Master's program, we were exposed to BDI as a guided method for second language learning. Considering that this teaching/learning method is specifically directed to students who are learning not only English as a second language, but also content area subjects in English as well as that this teaching/learning process is carried out in an English speaking country which can make it easy to be applied and lead to effective results for both students and teachers, how could we achieve the same effectiveness of this method in a country where students learn English as a foreign language and not as a second language? How can we apply the foundation of this method such as the prism model theory in classrooms where we do not have CLD students, but homogenous groups of students?

As an attempt and willingness to find answers to these questions, we are enthusiastic about the idea of conducting research about how to adapt BDI method and strategies in EFL settings and with students who are not culturally and linguistically diverse. We are planning to investigate more deeply about how BDI works and look for ways about how we could adapt it in our own setting. We intend to start the research process in our own classroom. First of all, we will have to set up a plan which will start by finding out about our students learning preferences, type of intelligence, grouping preferences. In addition, a pre-assessment in order to collect information about their sociocultural, linguistic, cognitive, and academic background will also be necessary. For this step, having the students fill out a biography card will be the first thing to do. After gathering that information, we will start planning about how to implement BDI strategies within our instruction by considering the activation, connection, and affirmation part of an instructional plan as well as authentic assessment of students' learning. We will conduct this research work with students belonging to one class so that we can focus on their progress more deeply.

Once we have analyzed the results obtained from our research work, we would like to share it with our colleagues at the place where we work. By doing this, we intend to have them see how BDI can be adapted in EFL classrooms benefiting not only the students, but the teachers as well. In addition, if they see the effectiveness of BDI, they may be willing to apply it in their own classrooms. EFL classes, in any school we be working, might have a complete change because hopefully, all the English teachers will be on the

same page and speaking the same language in regards to BDI strategies implementation within their classes. This would be a great opportunity to work cooperatively and with a common purpose, the implementation of a new planning format for the progress of our students. Furthermore, this will represent a great opportunity to conduct research at a school level as we will count on the participation of our other colleagues who will also be using BDI strategies in their classrooms. With the intention of spreading the word, results obtained from research at a bigger level can be shared with other schools within the district so that other students and teachers benefit from BDI.

Finally, tracking the work of colleagues from other cities and provinces regarding how they have applied BDI in their classrooms can be a great opportunity to learn, share, and create partnerships to grow professionally. Furthermore, the continuous search for new ways to adapt and explain how the foundation of BDI can work out in EFL settings by reading research and interchanging ideas with other colleagues is an important factor that will enable us to gain expertise in this area. Likewise, it will benefit Ecuadorian education because it can be spread in different educational institutions of the country.



## Artifact One: Reflection Wheel Journal

## Reflection Wheel Journal

Name: Sandy Soto

Date: 7/08/12

Sara Anaguano

Yolanda Molineros-Dalton

Course Name: Methods

Reflection Wheel Journal #: 2

Sheltered Method Strategies: Hands-On Activities, Cooperative Learning, Guarded Vocabulary, Visuals.

## Event:

Studying about the Sheltered Method has given us the opportunity of becoming aware about what some of the strategies we have already been applying in our classes while teaching ESL back in Ecuador are as well as realizing what application purposes and benefits these strategies have. It has also made us identify in what other ways we can use the same strategies for having more successful classes; but the most important, successful and meaningful learning to our students just like the one we are getting from the classes we are taking here at KSU by experiencing the application of Sheltered Method in each class.

## Feelings:

- Nervous
- Curious
- Interested

## Thoughts:

We thought Sheltered Method was going to be something absolutely new for us and that we had never applied it in our daily teaching. We thought it was going to make us realize that we would have to give our teaching practice a 360 degrees turn instead of complementing what we already knew.

## Learnings:

## Step 1:

It is interesting; we had already applied some activities based on these strategies in class specially the cooperative learning, guarded vocabulary as well as visuals. Well, we had not applied many hands on activities like the umbrella or foldables. These would help the students a lot as their own supporting material specially when learning grammar structure. We have done many activities with the students without being aware that they were part of a method called "Sheltered Method".

## Step 2:

After studying about this method and unconsciously experiencing the application of the same during the development of each methods class, we have realized that it really works and meaningful learning is a result of it. We have been applying it in our classes, too; but we did not know the formal

part about how to do it better and take advantage of this fantastic tool. The instructor herself has applied the four strategies of this method while teaching us about it.

Step 3:

Our teaching experience in Ecuador has helped us to easily identify and familiarize with the components of Sheltered Method as well as realize what gaps our teaching has had. In addition, the way we have been learning with Hands-On Activities, Cooperative Learning, Guarded Vocabulary, and Visuals is what we have partly done with our students. Now we understand why it has led us to have better results in our class than other colleagues in the same schools.

Applications:

Step 1:

We have learned more deeply about these strategies; starting from their names and the method they belong to. Every time we teach something, we will apply the four strategies in order that our students get fully benefited from the classes. We will always consider the prism model to help our students succeed in their English learning process as well.

Step 2:

Of course, we will do our best to implement all the strategies we have learned here. Hands-On Activities, Cooperative Learning, Guarded Vocabulary, and Visuals will be part of every single class so that we can provide our students with meaningful learning. We will consider their learning styles. We will reduce language barriers while considering their affective filter. We will also build vocabulary as well as provide visual links to assist comprehension.

Source: Template adapted from Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by the authors.

## Tesol Domain and standard

“Domain 5 Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such issues to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

Standard 5.a.: ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply knowledge to improve teaching and learning.” (TESOL, 2003, p. 43).

Critical reflection has played a crucial role within this learning process. Thinking about one’s thinking is definitely not an easy process. Neither is putting aside beliefs or assumptions that have put roots down in our minds. Therefore, the reflection wheel journal has been an absolutely helpful tool throughout this enriching process of professional development. Journaling conducted through the different steps of the

reflection wheel journal has helped us to become more critical about our teaching practice as we have reflected about the assumptions and beliefs we held before doing our master's. Furthermore, it has prompted us to check our states of mind in regards to how we feel about previous teaching experiences. Reflections conducted through the reflection wheel journal have helped us to change our beliefs and put aside old assumptions. Through these reflections, we have been able to find solutions and ways to manage class situations we thought were impossible to handle due to previous experiences.

For instance, one of the assumptions we held before was regarding our teaching outcomes in Ecuador. This assumption was created due to the reluctance we had to believe that there would be an effective way to really reach every single student in large classes. Even though we have always been interested on looking for ways to reach all our students and give them the best from our instruction in every class, the environmental conditions of Ecuadorian classrooms as they are composed by large groups of students made our reluctance grow. Furthermore, the large group factor combined with the lack of motivation students have towards learning English makes it a little hard to have nice classes and get the best results from them with frequency. As a consequence, our reluctance grew even more.

However, after having reflected about what we have learned in courses such as differentiated instruction, assessment, methods, linguistics, and curriculum, we have concluded that we can reach every student effectively. As we have reflected over and over about this learning during the class periods as well as by ourselves outside the class, we have been able to critically meditate about our teaching practice. We have also been able to make connections about how we can apply the theories and concepts learned in those courses within our classes in Ecuador in order to increase the effectiveness of our teaching performance within those large classes.

For instance, by applying different forms of assessment such as authentic summative and formative assessments, we will be able to motivate and engage our students in assessment processes that will resemble what they perform and live outside the classroom. Assessments of content presented in such a way that they can feel that is useful for them because is connected to real life situations. Assessments that provoke in them a strong attachment and sense of belonging, so that, even if they are part of a large class, they be willing to work and demonstrate their learning. Assessments that make them feel stress free, instead of, raising their affective filter like many times paper-pencil tests do. Consequently, their interest for the subject may increase and make it easier for the teacher to get the students engaged in the class and manage it.

Pre-assessments play a pivotal role in the classrooms as well. By becoming acquainted with what the students already know and the strengths they bring to the class, as teachers, we can get the best from our instruction. For example, we can skip concepts that students'

already know and optimize that time to reinforce concepts where our students have gaps and need more practice. Classes can become easier to manage because the enforcement of upcoming activities and strategies can be adapted and accommodated according to the students' needs and interests. This will make the class engagement and productivity more feasible even in large groups.

Adaptations and accommodations that we conduct within our instruction are linked with the differentiation of our instruction. Differentiated instruction should be a must within any type of class. By differentiating the content, process, and our students' product, we can enable ourselves to get great results from the EFL teaching/learning process. In our experience, when we have provided our students with instruction according to their level of knowledge, they have become more engaged and motivated to participate in the classes actively. On the opposite, when we have presented content they had repetitively seen before, they felt bored, disengaged, and not willing to participate in class. The same happened when the content or activities were presented in a too easy or too difficult way for them to understand. Both things have to be challenging but not overwhelming for students to feel motivated to participate in class.

Learning about the pros and cons of different second language teaching approaches and methods has enabled us to reflect about our past teaching practice and the future of it. This reflection involves comparing the way we used to teach and plan our instruction before training in the Go Teacher program and the changes we made to our instructional planning and lesson delivery after that experience. Similarly, this reflection has also focused on how we, after this master's program, framed our lesson planning to the BDI lesson plan format in order to implement different strategies and techniques we learned throughout the methods course to make our students' learning more productive, meaningful, and engaging. This will help to that, regardless of the number of students, all of our students can benefit from our classes. Furthermore, this reflections have also helped us to align our teaching practice to methods that go along with our teaching philosophy.

When students do not understand how certain aspects of language such as pronunciation and sentence structure, they may feel unmotivated to learning this language. Therefore, if in large groups of students there is a high number of unmotivated students due to the degree of difficulty that learning this language can represent, it can be hard to keep these students interested and focused on the class. This situation can make the teaching/learning process less effective and the learning goals for the class can be hard to reach as well. Fortunately, issues like this can be solved by using appropriate strategies in conjunction with knowledge about aspects of language and the processes of first and second language acquisition.

In regards to linguistics, we have learned and reflected about what aspects of language we have to consider when teaching English. This involves factors such as

the transfer theory which can interfere or benefit the acquisition of English as a foreign language in the Spanish spoken in Ecuador. This knowledge can become a great asset within our classes because by creating awareness in our students about this type of themes, we can help them to become more involved in the class and motivated to learn English. We believe this can occur because students will become more critical about the aspects of language. Therefore, they will be able to analyze and reflect about the similarities and differences between Spanish and English. This reflection will help them to take advantage of these similarities and differences in an effective way within their learning of English as a second language. Reflection about the stages a person goes through when learning a second language has made us become more sensitive and alert about how we will approach our future classes as well.

In what to the course about curriculum development concerns, after critical reflection, two of the things this course helped us to discover and become aware about our professional practice were our principles and teaching philosophy. Reflecting about them has made us reengage ourselves with our beliefs about our profession and work as teachers. Even though they are part of large classes, we can help each of our students construct their knowledge in effective ways and learn English successfully. Therefore, our assumption was wrong. There are forms to reach every single student effectively even if they are part of large classes.

This artifact is aligned with section V of our book because it is a tool that has helped us to reflect about concepts that are relevant to our practice as teachers. Theories and concepts about language development and learning dynamics, pre-instructional student assessment and elaboration, instructional planning and implementation as well as authentic assessment of instruction and student progress have been touched within reflections conducted in reflection wheel journals as exemplified above.

All these concepts have were learned throughout the courses of the master's program and reflection about how to apply these concepts was encouraged within every course. These reflections helped us to become self-reflective and able to monitor and evaluate our beliefs about our practice as English teachers. Furthermore, these reflections also helped us to self-evaluate assumptions we held before and clear them with valid and research based data. Finally, reflecting helped us to evaluate our previous teaching practice and come up with research-based supporting solutions to classroom problems and ideas about how we can improve our professional practice to reach every student in our classes.

## Artifact Two: Inquiry Group Reflection

October 1st, 2014

Today we had to discuss about how we could apply/adapt certain strategies such as guarded vocabulary, hands-on activities, visuals, and cooperative learning within our classes. We had to reflect and come up with ideas individually, first. Then we had to share those ideas with a partner, and finally, we got to share with all the people that were sat at our tables. It was really interesting to hear the reflections from everyone. Many of my table partners had applied these strategies in their classes already. Other colleagues had not used hands-on activities at all. For some of my partners, cooperative learning activities seemed to be a utopia due to the number of students they had to deal with in their classes. Most of us agreed on having used visuals and guarded vocabulary to help our students scaffold their vocabulary and topics comprehension. Some of my colleagues said that even though hands-on activities were good for learning, it wouldn't be hard for them to apply due to the economic situation.

Source: The Authors. Personal reflection about a group discussion with Ecuadorian colleagues.

## Tesol Domain and Standard

“Domain 5 Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such issues to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment. [...]

Standard 5.c.: Professional development and collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.” (TESOL, 2003, p. 43).

The professional development program through the master’s gave us opportunities to grow not only as professionals, but as persons as well. We have become more sensitive, critical, and reflexive. These changes will help us to improve our teaching practice in Ecuador as now, we consider our students’ biographies and knowledge of their needs as a must at the moment of teaching. Also, through that professional development program we were able to meet and share with people who shared common characteristics related to our professional field. We were also able to share and gain insights from Ecuadorian colleagues throughout the courses we took.

From the beginning of the classes, within the courses of the master’s program, the instructors provided us with opportunities to reflect about our learning and connect them with our teaching experiences in Ecuador. We reflected with our instructors as a whole class and bring out ideas about how we could apply certain knowledge in our context. We were prompted to reflect individually about topics related to education and share our perspectives with our colleagues. We were also prompted to join group discussions to share insights and find possible solutions to problems we encounter in our teaching contexts. As an example of these group reflections, within the methods course, we led group discussions and promoted critical reflection within our colleagues in microteaching classes. Moreover, throughout the courses, we were also encouraged to read, analyze, and critically reflect about research studies related to EFL/ESL teaching in different countries, connect them with our own reality in Ecuador, and share our ideas with our colleagues.

We think that these reflections have helped not only us but our colleagues as well to become more critical about how we will approach future class situations. These opportunities to reflect about our learning and past teaching practices have helped us to think critically about what steps we will take to improve our professional performance.

The learning opportunities we were given throughout the courses of this program helped us to gain knowledge and shape our ideas about topics such as instruction differentiation, assessment of students' learning, teaching methods, curriculum development, language learning dynamics, instructional planning, reflecting, monitoring and evaluating our own practices, among others. Consequently, we were able to make connections and critically meditate about how we can put the theories and concepts learned throughout the courses into practice in Ecuador to improve and increase the effectiveness of our classes.

In regards to professional practice within the course of the master's program, the internship gave us the opportunity to experience and put into practice what we learned during the program. Co-teaching with one of our colleagues assigned to same school we did the internship as well as with the class teacher was another great opportunity and experience gained within that learning process. We were able to share ideas, discuss, and work cooperatively with those teachers with the intention of helping the students to achieve the goals of the classes delivered within the internship in an effective way. Points of view and ideas were welcomed as we prepared our classes together. They were also respected as we considered each one's opinion important for the success of that partnership, even if they were not considered for that class.

The portfolio development was also an enriching opportunity within this learning experience. It helped us to document our knowledge and ideas regarding considerations for effective teaching practices. Starting from the platform and artifacts description, by working on the development of the portfolio we were able to reflect and document what we knew about second language and other teaching theories. Furthermore, we were also able to document how we put them into practice within the internship, the courses taken as well as our past teaching experience in Ecuador.

Working with other people and being involved in group discussions as we did within this learning process can be an enriching experience. However, it can also be stressful and disturbing experience. Therefore, one must be open to accept and listen different ideas coming others even if we do not like them or are against our beliefs. Within the experience of sharing experiences with our colleagues we found many people who did not support what we or other colleagues thought and tried to persuade them to change their mind even if they were wrong. Similarly, we found people who respected others' opinions and those who accepted and supported different points of view. Situations like these can interfere or benefit the discussions and create a positive or negative environment depending on the situation. However, these kinds of experiences taught us to be tolerant, provide our opinions and respect what others think because everyone has the right to be respected. Furthermore, what others contribute to any discussion is a grain of sand that will help us to grow both as professionals and as persons.



## Closing Framing Statement

We have come to the end of this rewarding journey, a journey that has been filled with fruitful knowledge construction and enriching experiences. It is exactly that what we shared here. We shared a bunch of learning and unforgettable experiences that resulted from the construction of this material. Constructivism has been present throughout the development of this work. From beginning to end, we were constructively prompted to activate previous knowledge such as theoretical knowledge and connect it to the theoretical part and artifacts elaboration. But, that was not all. We were also prompted to affirm that knowledge. That knowledge affirmation was the actual application of all that learning into practice within the practicum in the United States, the collection of artifacts from the classes taught in the practicum and in our classes in Ecuador plus the elaboration this book as a final product.

Working on this book, which before was a professional portfolio resulting from the practicum developed during the master's program at KSU, has brought countless attainments to us. For instance, learning and reinforcing our knowledge about theoretical foundation that is relevant to our professional field is a priceless benefit obtained as part of the book construction. In fact, we did not only have the opportunity to reflect, revise, and connect important concepts about how language develops and the dynamics of learning it, the importance of pre-instructional student assessment and how to elaborate on students' knowledge, the importance of instructional planning and how to implement what has been planned as well as how to authentically assess instruction and student progress. We also had the opportunity to actually apply those concepts as we put them into practice while doing the practicum. At the professional practicum in the U.S.A and taught our classes in Ecuador. We got to see the amazing results of that practice and application as we helped several groups of students to construct their knowledge and turn it into outstanding final products that reflected their learning.

Therefore, knowing what theoretical foundations we have to consider in regards to language development and the dynamics of learning it such as the stages of language

acquisition, the language transfer hypothesis, and universal aspects of language, has helped us to be reflective about the second language learning process of our students. At the same time, this has helped us to consider different ways about how we can help them to succeed in their learning process. This includes application of pre-instructional assessment to find out what students already know and where they need more help within the instruction, how to plan and accommodate our instruction according to their needs, and how to provide them possibilities to demonstrate their knowledge in authentic ways as we assess their progress through authentic formative and summative assessments. Moreover, learning about all this has made us become more critical and reflective about our teaching practice and our profession as a whole.

In regards to educational implications, the professional portfolio, which is now this book, has proven to be an authentic way of assessing our knowledge and skills as it prompted us to build upon our learning by making us connect different pieces of knowledge with actual practice and turn them into a meaningful product. Therefore, after having experienced the development of this work and seeing the results behind it in ourselves, we strongly believe that the elaboration of a professional portfolio (which became this book) is an effective way of challenging educators not only to demonstrate their knowledge about their field, but also, to critically reflect about that knowledge and evaluate their current performance. Critical evaluation of their performance, which is conducted from the reflection on their students' outcomes, will enable them to see what they are doing right or wrong to change it or improve it. Accordingly, the portfolio construction is also a good way for educators to reengage with themselves as professionals and strengthen the philosophy that lays the foundation for their teaching practice. Taking it a step further, inside the classroom, it can also serve as an authentic tool to promote the development of students' reflective skills and knowledge construction as we encourage them to demonstrate their learning and evaluate their own progress in a work like this.

Lastly, since the construction of this book was tied to a variety of enriching experiences and critical reflection, we were able to learn many positive things. We have learned things such as how to actively approach a lesson from the beginning to end, how to manage classroom situations by applying practical wisdom as well as how to get the best from the students' background. We have learned these things from observing other teachers' performance in their classes as well as from listening to their stories of experiences in the field. We have also learned from the students. From them, we have learned that it does not matter where we are from, we all face the same difficulties when learning a second language; also, that we all learn better when anything we are learning is presented in such a way that is meaningful for us. Similarly, we have learned about ourselves as educators and our passion about teaching, a passion that is reflected in our

constructivist teaching philosophy and our actual teaching practice. All this learning has impacted the way we think in regards to our profession as well as the way we see our students now. For that reason, all the learning we have been able to acquire within this book construction process will be taken into account within each class we deliver in Ecuador. As a final thought, we have to highlight that every single learning gained through the elaboration of this book has become in the pattern for the beginning of an era of reflection, self-evaluation and monitoring, and ongoing constructive teaching and learning for our students and for ourselves.



# Bibliography

- Collier, V. & Thomas, W. (2007). Predicting second language academic success in English using the prism model. In J. Cummis & C. Davison, *International handbook of English language teaching*. (pp. 333-348). New York: Springer.
- CREDE (n.d.). The CREDE five standards for effective pedagogy and learning. Retrieved December 05, 2015 from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>
- Herrera, S. (2007). *By teachers, with teachers, for teachers: ESL methods course module*. Manhattan, KS: KCAT/TLC, Kansas State University.
- Herrera, S. (2010). *Biography-driven culturally responsive teaching*. New York: Teachers College Press.
- Herrera, S. (2010). *Selected instructional aids from biography-driven culturally responsive Teaching*. New York: Teachers College Press.
- Herrera, S. G., Kavimandan, S. K., & Holmes, M. A. (2011). *Crossing the vocabulary bridge: Differentiated strategies for diverse secondary classrooms*. New York, NY: Teachers College Press.
- Herrera, S., & Murry, K. (2011). *Mastering ESL and bilingual methods: Differentiated instruction for culturally linguistically diverse (CLD) students*. Boston: Ally & Bacon.
- Herrera, S., Holmes, M., & Kavimandan, S. (2012). Bringing theory to life: Strategies that make culturally responsive pedagogy a reality in diverse secondary classrooms. *International Journal of Multicultural Education*, 14(3), 1-17.
- Herrera, S., Morales, R., & Murry, K. (2013). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*. Boston: Allyn & Bacon.
- Herrera, S. (2014). *Internship/ESL: A reflective journey*. Manhattan, KS: KCAT/TLC, Kansas State University
- Johnson, M. (2004). *A philosophy of second language acquisition*. London: Yale University Press.

- Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. New York: Oxford University Press.
- Miller, R. (2011). *Vygotsky in perspective*. New York: Cambridge University Press.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Addison-Wesley Publishing Company.
- Richards, J. & Rodgers, T. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Saville-Troike, M. (2012). *Introducing second language acquisition (2nd ed.)*. Cambridge: Cambridge University Press.
- TESOL (2003). *Standards for the accreditation of initial programs in P-12 ESL teacher education*. Alexandria, VA: Author.
- Yule, G. (2010). *The study of language*. Cambridge: Cambridge University Press.
- Woolfolk, A. (2013). *Educational Psychology*. Boston: Pearson.

Español





## Tabla de Contenidos

Resumen Introductorio .....	117
Desarrollo del Lenguaje y la Dinámica del Aprendizaje .....	119
Desarrollo del Lenguaje y la Dinámica del Aprendizaje - Artefactos.....	122
Artefacto Uno: My Bio-Biography Cards .....	122
Dominio y Estándar TESOL.....	124
Artefacto Dos: Plan de Clase.....	130
Dominio y Estándar TESOL.....	134
Evaluación Pre-Instruccional del Estudiante y Elaboración .....	139
Evaluación Pre-instruccional del Estudiante y Elaboración - Artefactos .....	144
Artefacto Uno: Linking Language .....	144
Dominio y Estándar TESOL.....	144
Artefacto Dos: Linking Language.....	149
Dominio y Estándar TESOL .....	150
Planificación y Ejecución de la Instrucción .....	155
Planificación y Ejecución de la Instrucción - Artefactos .....	163
Artefacto Uno: Magic Books .....	163
Dominio y Estándar TESOL .....	164
Artefacto Dos: Topic in pictures and words.....	170
Dominio y Estándar TESOL .....	170
Artefacto Tres: Extension Wheel.....	177
Dominio y Estándar TESOL .....	177

Evaluación Auténtica de la Instrucción y el Progreso del Estudiante.....	183
Evaluación Auténtica de la Instrucción y el Progreso del Estudiante.....	188
Artefacto Uno: Four Corner Books .....	188
Dominio y Estándar TESOL.....	189
Artefacto Dos: Literacy Mind Map.....	194
Dominio y Estándar TESOL.....	192
Monitoreo y Evaluación Reflexiva.....	201
Artefacto Uno: Reflection Wheel Journal .....	205
Dominio y Estándar TESOL.....	206
Artefacto Dos: Inquiry Group Reflection.....	211
Dominio y Estándar TESOL.....	212
Conclusión.....	215
Bibliografía.....	219
Biography .....	221

## Prólogo

El idioma inglés es una lengua franca en el mundo globalizado de la economía capitalista y la cultura moderna. Actualmente el Inglés viene a cumplir la misma función de cohesión social y de antagonismo que ejerció el latín en la época premoderna.

A nadie escapa que la hegemonía cultural de algunos países centrales del sistema-mundo se realiza por distintos medios y, destacadamente, por vía del idioma. Dicha situación se produce por la potente industria cultural del mundo anglosajón y, particularmente, por la de origen norteamericano, que genera productos culturales en dicho idioma para el consumo de las grandes masas en forma de películas, música, series televisivas, etcétera.

Además, con relación a la comunicación científica en la sociedad del conocimiento cabe señalar que al menos el 40% de los artículos y publicaciones se realiza en este idioma.

En ese contexto, la generación de conocimiento está sobre-determinada, ya que, si se quiere lograr que un producto académico: un texto, video, cartel o fotografía, pase a formar parte de la comunicación científica y humanística en el mundo virtual, se deberán satisfacer los criterios de la gran mayoría de las revistas científicas indexadas, que exigen al menos un abstract y un listado de key words como elemento indispensable para aceptar un artículo y someterlo a dictamen para su futura publicación y diseminación en la comunidad académica.

Las situaciones arriba enunciadas hacen deseable que los estudiantes, docentes y académicos de educación superior en latinoamérica puedan comunicarse en este idioma para efectos prácticos.

En ese orden de ideas, el aprendizaje y la enseñanza del Inglés como segunda lengua tiene una gran relevancia. Los contenidos curriculares y la didáctica especial que exige la competencia comunicativa en una segunda lengua se tornan temas y problemas de la mayor actualidad.

Yolanda C. Molineros, Sara L. Anaguano y Sandy T. Soto nos muestran una manera específica de hacer frente a este campo de problemas. En su libro encontramos una

respuesta a diversas interrogantes que se focalizan en qué y cómo enseñar el Inglés en calidad de segunda lengua.

Las experiencias y propuestas de las autoras se ubican dentro de un enfoque comunicativo y funcional de la enseñanza de la lengua y de un aprendizaje significativo, en el cual el estudiante se concibe como sujeto activo del aprendizaje.

Nuestras autoras sistematizan y narran, en primera persona, sus experiencias en la enseñanza organizándolas en cinco secciones incluyendo en cada una: aspectos teórico-metodológicos, artefactos empleados en el proceso de enseñanza y aprendizaje, así como de reflexión y evaluación de la aplicación de cada uno de los artefactos.

Las secciones del libro se dedican al desarrollo del lenguaje y del aprendizaje, a los conceptos relacionados con la pre-evaluación del conocimiento de los alumnos y la profundización de estos conocimientos, así como al proceso de planificación y ejecución de la clase y a la evaluación del progreso del estudiante y de la clase, además del monitoreo y la autoevaluación de la instrucción.

Sin duda los interesados en educar y en posibilitar la competencia comunicativa en el idioma Inglés en los contextos educativos encontrarán en este libro numerosas sugerencias, así como aspectos dignos de conocimiento y reflexión.

Por lo anterior, se recomienda ampliamente la lectura de esta obra a los interesados en aprender y enseñar Inglés, así como a los investigadores en materia de educación en segunda lengua.

Guanajuato, Gto. México. Noviembre de 2015.

Dr. José Luis Martínez Rosas  
Coordinador de Posgrado de la BCENOG  
Secretaría de Educación de Guanajuato

## Resumen Introductorio

Un idioma establece un corredor para la vida. Dos idiomas abren todas las puertas en el camino.

Frank Smith

El aprendizaje es un proceso continuo que comienza desde el momento en que nacemos y termina con nuestro último aliento. De hecho, cada individuo nace con una capacidad innata para descubrir y aprender nuevas cosas cada día. Construimos nuestro conocimiento con cada evento y cada acto que ejecutamos a diario. Incluso la cosa más insignificante que realicemos en un día regular contribuye a la construcción de nuestro conocimiento. Sin embargo, esta construcción del conocimiento no se produce de forma aislada. Para que nueva información se transforme en conocimiento, esta tiene que ser significativa para el individuo. Esta nueva información debe estar conectada a lo conocido para que tenga sentido para nosotros y sea adquirida de manera efectiva (Vygotsky en Miller, 2011).

Los puntos de vista compartidos en este trabajo son el resultado de un proceso de construcción del conocimiento que se llevó a cabo a lo largo de los cursos tomados dentro del Programa de Maestría en Currículo e Instrucción ESL de la Universidad Estatal de Kansas, experiencias derivadas de la práctica profesional que fue un componente del Programa de Maestría en Estados Unidos y experiencias previas en nuestra labor como docente en Ecuador. Partiendo desde la documentación teórica expresada en los conceptos presentados a lo largo del libro como base para la práctica profesional hasta la descripción detallada en las leyendas de los artefactos resultantes de la práctica profesional, se ilustra la esencia de nuestra filosofía, no sólo como maestras, sino también, como aprendices. La construcción de conocimiento que se basa en la conexión de lo que el individuo sabe y el nuevo conocimiento para que este sea más significativo al momento de interiorizarlo. Este libro se ha dividido en cinco secciones, las mismas que contienen información fundamental tanto para nuestro desempeño como docente y el de otros

profesores de inglés como segunda lengua como para nuestro crecimiento profesional. La primera sección de este libro aborda temas pertinentes al desarrollo del lenguaje y la dinámica del aprendizaje. En la segunda sección abordamos conceptos relacionados a la pre-evaluación de los alumnos y el desarrollo del conocimiento, enfatizando la importancia de este tipo de evaluación para futuros procesos de instrucción.

La tercera sección trae a la vida el proceso real de articulación de una clase ya que describe los temas vinculados a la planificación y ejecución de la instrucción. La cuarta sección, por otro lado, incluye conceptos relevantes para la evaluación auténtica del progreso del estudiante y de la clase en sí. Por último, también se ha discutido una sección enteramente dedicada a la importancia del monitoreo reflexivo y la autoevaluación de los docentes. La información documentada en cada sección de este libro es el resultado de la combinación de la teoría, nuestras creencias sobre la enseñanza-aprendizaje del inglés como segunda lengua y nuestra experiencia áulica. Como un punto adicional, cada sección ha sido abordada de una manera reflexiva, teniendo en cuenta los Estándares del Centro de Investigación sobre la Educación, Diversidad y la Excelencia. La forma en que cada sección de este libro ha sido abordada representa un ejemplo de cómo se ha profundizado nuestro conocimiento al elaborar este trabajo, ya que en este material se retrata la combinación de una fundamentación teórica, nuestras creencias, y el conocimiento basado en la experiencia que adquirimos a lo largo del proceso de aprendizaje del Programa de Maestría y nuestra práctica docente en Ecuador. Cada sección de este libro va acompañada de una leyenda que describe a los artefactos resultantes de nuestra práctica profesional. En estas leyendas se demuestra cómo pasamos de lo conocido, conocimiento teórico y experiencial, a la aplicación de este conocimiento dentro de la práctica real en el aula.

Todas las secciones de los artefactos, a excepción de la sección de planificación y ejecución de la instrucción, han sido divididas en dos partes. La sección de planificación y ejecución de la instrucción se ha dividido en tres partes. Cada una de estas partes incluyen fotografías de los artefactos utilizados para esa parte en específico, un dominio y estándar TESOL ligados directamente a el artefacto (s), y una explicación breve del artefacto que incluye una descripción detallada de cómo este fue implementado, así como la forma como se vinculan con lo escrito en la parte teórica del libro a la que pertenecen. Además de esto, cada artefacto está acompañado de los estándares e indicadores CREDE a través de los cuales hemos evaluado cada artefacto dependiendo de cómo su producto está alineado con los estos estándares e indicadores. Un resumen de cómo poner en práctica cada artefacto a su máximo potencial de acuerdo a los estándares e indicadores CREDE, así como consideraciones para su futura aplicación en la instrucción también se han incluido.

# Desarrollo del Lenguaje y la Dinámica del Aprendizaje

Si usted habla con un hombre en un idioma que comprenda, esa información va a su cabeza. Si hablas con él en su lenguaje, eso va a su corazón.

Nelson Mandela

El propósito de la enseñanza de una lengua es más que enseñar nuevas palabras y frases. Podemos aprender de la cita de Mandela que para enseñar verdaderamente bien un idioma, se debe alcanzar el corazón de la persona, no sólo su mente. Para lograr fuertes habilidades de lenguaje en nuestros estudiantes, los profesores de una segunda lengua debemos tener en cuenta el adagio de Mandela para que los estudiantes gocen de las mejores oportunidades al adquirir una nueva lengua y hacerla suya en verdad.

Siendo el lenguaje un medio de comunicación por el cual los seres humanos expresan sus sentimientos, pensamientos o ideas, como educadores, los profesores de una segunda lengua debemos ser capaces de abordar y dar respuesta a las preguntas acerca de cómo los seres humanos adquieren ese medio para comunicar lo que sienten o piensan a la gente que está alrededor de ellos. Por otra parte, los profesores de un segundo idioma también debemos conocer y poder explicar las teorías importantes que manifiestan similitudes y diferencias con respecto a la dinámica de adquisición y aprendizaje de un primer y segundo lenguaje. También debemos ser conscientes de las conexiones que puedan existir entre la primera y la segunda lengua como una ventaja de transferencia para la adquisición de la segunda lengua. Por esa razón, como es sugerido por Herrera (2014), el conocimiento de temas lingüísticos tales como la fonología, pragmática, semántica, morfología, sintaxis y grafo-fónica también es relevante porque los factores cubiertos por estos temas tienen implicaciones en la adquisición de un segundo idioma. Por lo tanto, saber acerca de las propiedades de un idioma permite a los educadores detectar problemas que los alumnos podrían enfrentar a la hora de aprender el idioma objeto de aprendizaje y proveerles una instrucción adecuada.

El aprendizaje de un idioma es un proceso complejo y requiere una serie de transiciones (Herrera y Murry, 2011). Teniendo en cuenta esto, en lo que respecta al desarrollo del lenguaje y la dinámica del aprendizaje, una de las teorías con la que los profesores de segunda lengua deben estar familiarizado es la Hipótesis de Orden Natural de Krashen. Dentro de su teoría, Krashen sostiene que los individuos adquieren el lenguaje de una manera ordenada o en secuencia (Richards y Rodgers, 1986; Johnson, 2004; Saville-Troike, 2012). De acuerdo con Krashen y Terrell (1983) en Herrera y Murry (2011), hay cinco etapas por las que las personas pasan a la hora de adquirir un segundo idioma. Estas etapas son la preproducción, la producción temprana, surgimiento del habla, fluidez intermedia, y fluidez avanzada. Estas cinco etapas se han acortado bajo el acrónimo PEPSI Ahh como se indica en Herrera (2007). La etapa de preproducción, también conocida como el periodo silencioso, es la fase en la que los alumnos están más predispuestos a escuchar que a hablar. Los aprendices también tratan de procesar y comprender la información que están escuchando para posterior producción. No hay producción verbal en esta etapa.

Durante el periodo de producción temprana, el aprendiz comienza a leer utilizando sonidos fonéticos de su primera lengua (L1). También tienen una mejor comprensión de la información oral sencilla utilizada para la interacción social. Siguiendo, los alumnos llegan a la fase de surgimiento del habla. En esta etapa, los estudiantes de un segundo idioma aumentan sus habilidades de lectura y habilidades de comprensión. Además, la producción oral surge durante esta etapa; los alumnos sienten más confianza para participar en las conversaciones que les permitan la utilización de lenguaje hablado sencillo. Cuando están en el periodo de fluidez intermedia, los estudiantes obtienen una comprensión mucho más amplia de la segunda lengua y sus habilidades lingüísticas aumentan, mostrando una mayor precisión y exactitud en su producción del lenguaje. Finalmente, cuando los estudiantes han alcanzado el periodo fluidez avanzada, estos logran la capacidad de producir el segundo idioma (L2) al nivel de un hablante nativo (Krashen y Terrell (1983) en Herrera y Murry, 2011).

Otra teoría importante que los profesores de un segundo idioma deben saber es la teoría de la Hipótesis de Transferencia de Cummins. Según Saville-Troike, (2012), Lightbown y Spada (2006), y Yule (2010) en su hipótesis, Cummins se refiere al impacto que el primer idioma (L1) del alumno tiene sobre el segundo (L2) ya que este es capaz de transferir las habilidades adquiridas en el L1 al L2. Esta transferencia puede ser positiva o negativa. Es positiva cuando una estructura o regla del L1 se puede utilizar en la producción del L2 sin ningún error. Por otra parte, es negativa (también conocida como interferencia) cuando una estructura o regla de L1 se utiliza de manera inapropiada, ya que no encaja en las estructuras o reglas del L2. Por último, los profesores de un segundo idioma deben ser también conscientes de los aspectos universales de la lengua. Según



Lightbown y Spada (2006), en su teoría sobre la Gramática Universal, Noam Chomsky afirmó que los seres humanos tienen un “conocimiento lingüístico innato que [...] consiste en un conjunto de principios comunes a todos los idiomas (p.205).

Al reflexionar sobre nuestra práctica docente, estas teorías se convierten en la base que liderara la forma de planificar nuestra instrucción con el fin de satisfacer las necesidades de nuestros estudiantes, así como para proporcionarles una instrucción y retroalimentación apropiada que nos permitan catapultar su aprendizaje. En nuestros cortos años de experiencia, hemos trabajado con estudiantes de básica y bachillerato, y actualmente lo hacemos con estudiantes de educación superior. En todas las clases, tuvimos estudiantes cuyos niveles de inglés reflejaban las diferentes etapas de adquisición del lenguaje. Desafortunadamente, no éramos conscientes de esas etapas y la forma de abordar esas diferencias. En consecuencia, en ese entonces no tuvimos la capacidad de proporcionar una instrucción diferenciada a nuestros alumnos como sabemos que lo podemos hacer ahora. Afortunadamente, algo que si aprovechamos fue la teoría de transferencia. Durante nuestra instrucción, hacíamos que nuestros alumnos se dieran cuenta de las estructuras y normas que podrían transferirse del español al inglés.

A lo largo del programa de maestría se nos introdujo a la Instrucción Centrada en la Biografía (BDI). Por lo tanto, buscaremos la forma de aplicar las estrategias BDI en el aula. Las estrategias BDI ayudan a los profesores de inglés como segunda lengua a ofrecer a sus alumnos una instrucción apropiada de acuerdo a la etapa de adquisición del lenguaje en la que se encuentren. Por otra parte, mediante la aplicación de estrategias BDI en conjunto con los formas de agrupación TPSI (grupo total, parejas, grupos pequeños, individual), los profesores de inglés podemos brindar a nuestros estudiantes la oportunidad de ser agrupados de acuerdo a su nivel de Inglés. Debemos también darles la oportunidad de ser mezclados con aquellos que tienen otros niveles de inglés para que puedan apoyarse mutuamente y construir su aprendizaje de manera cooperativa.

La primera estrategia BDI que se sugiere utilizar al iniciar el año escolar es la Tarjeta Biográfica. La tarjeta biográfica permitirá a los profesores de Inglés obtener antecedentes importantes sobre las dimensiones sociocultural, lingüística, cognitiva y académicas de nuestros alumnos (Herrera, 2010). Una vez que tengamos esa información mediante el uso de las biography cards, debemos utilizar esos datos como punto de partida para reflexionar sobre cómo adaptar nuestra instrucción a fin de llegar a todos los alumnos de nuestra clase.

Como beneficio adicional, la aplicación de las Biography Cards pueden también servir como actividad introductoria de los estudiantes. La información proporcionada en las biography cards puede ser utilizada para incitar a los estudiantes a que se presenten ante la clase. Los estudiantes también pueden intercambiar sus biography cards con sus compañeros y presentarlos al resto de la clase. Esta actividad puede ser

útil para promover las cuatro habilidades lingüísticas de los estudiantes. Por ejemplo, a medida que los estudiantes completan las biography cards, practican sus habilidades de lectura y escritura. Del mismo modo, ya que comparten la información que escriban en sus biography cards, practican sus habilidades orales y los que están receptando la información practican sus habilidades auditivas

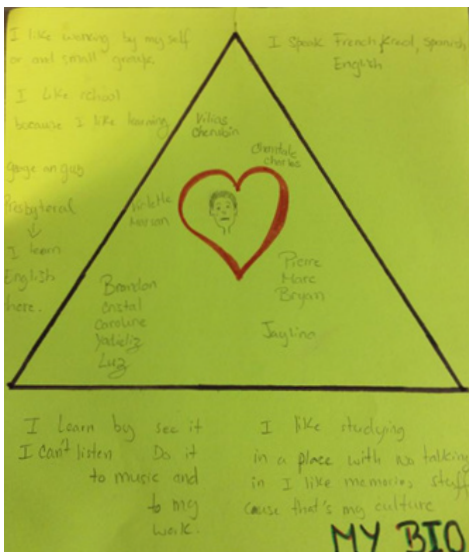
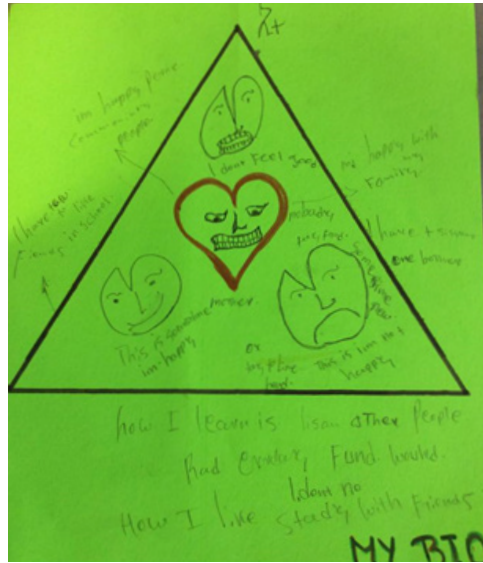
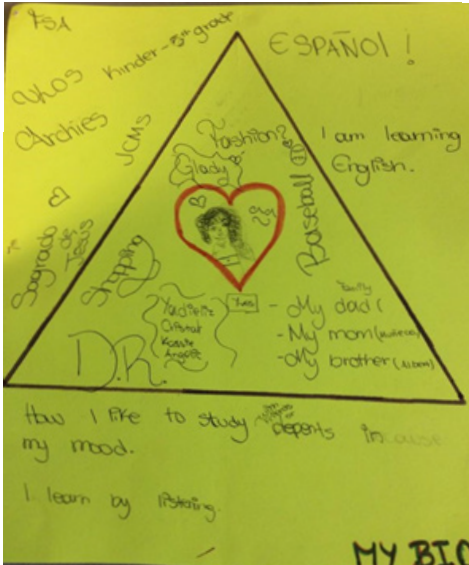
Además, de forma similar al completar una biography card, podemos hacer que nuestros estudiantes trabajen en tareas tales como completar un sociocultural mind map el cual también nos ayudará a obtener datos sobre sus antecedentes. Herrera, Morales, y Murry (2013) afirman que los mind maps permiten a los estudiantes conectar la información de gráficos a palabras. Por lo tanto, esta estrategia permitirá a nuestros estudiantes demostrar mediante el uso de dibujos que pueden ser acompañadas por descripciones escritas sus antecedentes en relación a las dimensiones sociocultural, lingüística, cognitiva y académica. La recopilación de información sobre las cuatro dimensiones de los alumnos es absolutamente importante ya que esta información se puede convertir en la base para una apropiada planificación y adaptación de la ejecución de nuestra instrucción y la evaluación del aprendizaje de nuestros alumnos.

## Desarrollo del Lenguaje y la Dinámica del Aprendizaje – Artefactos

### Artefacto Uno: My Bio-Biography Cards

CLD Student Biography Card	CLD Student Biography Card	CLD Student Biography Card
<p>Name: 10<sup>th</sup> Grade Girl 1/ELL2</p> <p>Age: 15</p> <p>Grade: 10<sup>th</sup></p> <p>Country of Origin: Dominican Republic</p> <p>Time in USA: 2 years and 8 months</p> <p>L1: Spanish</p> <p>R: Intermediate</p> <p>W: Intermediate</p> <p>L2 Proficiency (CLASSIFY/DOBY)</p> <p>O: Speech Comprehension</p> <p>R: Comprehension</p> <p>W: Comprehension</p> <p>SLA: Comprehension/Reading</p> <p>Student Processing: Writing</p> <p>Learning Style: Visual &amp; Auditory, Social, and solitary, visual</p> <p>Prior Academic Experiences: Attended elementary and part of middle school in her country. Learned English classes with little exposure to the language.</p> <p>Preferred Grouping: Individual or in small groups</p> <p>School-Situated</p>	<p>Name: 10<sup>th</sup> Grade, Boy 2/ELL2</p> <p>Age: 15</p> <p>Grade: 10<sup>th</sup></p> <p>Country of Origin: Haiti</p> <p>Time in USA: 2 years</p> <p>L1: Haitian Creole/French</p> <p>R: Intermediate</p> <p>W: Intermediate</p> <p>L2 Proficiency (CLASSIFY/DOBY)</p> <p>O: Speech Comprehension</p> <p>R: Speech Comprehension</p> <p>W: Speech Comprehension</p> <p>SLA: Speech Comprehension/Reading</p> <p>Student Processing: Visual, Auditory, and Writing</p> <p>Learning Style: Visual, Solitary</p> <p>Prior Academic Experiences: Attended elementary and part of his middle school in his country. Learned English classes with little exposure to the language.</p> <p>Preferred Grouping: Individual, pair work</p> <p>School-Situated</p>	<p>Name: 10<sup>th</sup> Grade, Boy 1/ELL2</p> <p>Age: 17</p> <p>Grade: 10<sup>th</sup></p> <p>Country of Origin: Ethiopia</p> <p>Time in USA: 3 years</p> <p>L1: Amharic</p> <p>R: Intermediate</p> <p>W: Intermediate</p> <p>L2 Proficiency (CLASSIFY/DOBY)</p> <p>O: Comprehension</p> <p>R: Comprehension</p> <p>W: Comprehension</p> <p>SLA: Comprehension/Reading</p> <p>Student Processing: Visual, Auditory, and Writing</p> <p>Learning Style: Auditory, Visual, Social</p> <p>Prior Academic Experiences: Attended elementary school in his own country. Learned English background.</p> <p>Preferred Grouping: Pair work</p> <p>School-Situated</p>

Source: Template taken from Herrera (2010) free download and printing selected instructional aids from Biography-Driven Culturally Responsive Teaching. p. 5. Filled out by the authors.



Source: The authors

## Dominio y Estándar TESOL

“Dominio 2 Cultura: Los participantes saben, comprenden y utilizan los principales conceptos, principios, teorías, e investigación relacionada con la naturaleza y el papel de la cultura y grupos culturales para construir entornos de aprendizaje que apoyen la identidad cultural, el idioma y el desarrollo del conocimiento de los estudiantes ESOL [(Inglés para Hablantes de Otros Idiomas)], y el éxito en áreas de contenido. [...]

Estándar 2.b.: Grupos Culturales e Identidad. Los participantes saben, entienden y utilizan el conocimiento de cómo los grupos culturales y las identidades culturales de los estudiantes afectan el aprendizaje de un idioma y el rendimiento escolar.” (TESOL, 2003, p. 17).

Cada vez que empezamos un nuevo año escolar o empezamos a trabajar con nuevos estudiantes, es muy recomendable conocer a nuestros estudiantes primero para que podamos familiarizarnos con sus antecedentes sobre puntos específicos que se convertirán en la base y punto de partida para inmediata y futuras consideraciones en la articulación de nuestra instrucción. Como profesores de EFL / ESL o como cualquier otro maestro, familiarizarse con el conocimiento sociocultural, cognitivo, lingüístico y académico que forma parte de cada estudiante que se ha convertido en parte de nuestra clase debe ser una necesidad. En consecuencia, es nuestra responsabilidad profesional buscar diferentes medios para conseguir esa información fundamental que compondrá el ingrediente básico de nuestra práctica docente.

Con el fin de obtener dichos datos esenciales acerca de nuestros estudiantes, las Biography Cards pueden convertirse en un aliado fabuloso para los profesores de EFL / ESL. La tarjeta biográfica es una estrategia flexible que puede ayudar a los profesores a recolectar información sobre el antecedente de sus estudiantes. Como maestros de EFL / ESL, al completar biography cards sobre nuestros estudiantes, seremos capaces de registrar información y mantener un registro sobre los antecedentes de cada estudiante en particular con respecto a las CLD (Cultural y Lingüísticamente Diversos) o cuatro dimensiones de los estudiantes de inglés como lengua extranjera: sociocultural, cognitiva, lingüística y académica.

Como habíamos completado biography cards para los estudiantes con los cuales trabajamos durante nuestra experiencia de enseñanza, la información obtenida a través de sus biography cards ya se había convertido en el soporte para nuestra próxima planificación y articulación de la clase. Al revisar y analizar los datos recolectados en las biography cards de nuestros alumnos, pudimos identificar varios puntos importantes a considerar al planificar nuestra instrucción. Por ejemplo, el tiempo que habían sido

y estaban inmersos en un ambiente de habla inglesa para saber cuánta recepción del lenguaje y apoyo ellos pueden haber estado recibiendo fuera del aula. También, cuál era su L1 y el nivel de competencia que tienen en este idioma.

Conocer el L1 de nuestros estudiantes y su nivel de suficiencia en esta lengua tiene gran importancia ya que debemos ser conscientes de los problemas que los estudiantes pueden enfrentar a medida que aprenden inglés como segunda lengua. Por un lado, la capacidad mínima para escribir o leer en su L1 puede afectar la adquisición del L2 ya que el estudiante no sólo tendrá que aprender el idioma, pero esas habilidades también, por otro lado, habilidades ya adquiridas en relación a la lectura y escritura se pueden transferir al L2. Del mismo modo, si el sistema alfabético o fonológico del L1 del estudiante es diferente al del L2, los estudiantes pueden enfrentarse a un gran reto al escuchar, hablar, leer o escribir en el L2 mientras que si las dos lenguas provienen de la misma familia, menos dificultades serán enfrentadas por los estudiantes.

Conocer su nivel de suficiencia en el L2 también es importante, ya que en función a esto, acoplaremos las actividades en nuestros planes de clase reflexionando y considerando las etapas de adquisición de un idioma que los estudiantes atraviesan cuando aprenden una segunda lengua. Conocer el nivel de suficiencia de nuestros estudiantes en cuanto al L2 nos permitirá tomar conciencia de cuanto podemos esperar de cada estudiante en función de su nivel de L2, así como cuanto apoyo necesitan, por ejemplo apoyo en su L1, para que podamos encontrar maneras de proporcionárselo durante la clase. Por consiguiente, este conocimiento, junto con la identificación de las formas de agrupación preferidas por los estudiantes y sus estilos de aprendizaje, nos permitirá planificar cómo podríamos agruparlos de manera que ellos puedan catapultar su conocimiento a través del apoyo de sus compañeros, así como el tipo de apoyo (uso de elementos visuales, música, práctica, etc.) les proporcionaremos durante nuestra instrucción para impulsar su aprendizaje de vocabulario y contenido.

Como se puede ver, el uso de las biography cards nos dio una variedad de oportunidades para reunir información que nos permitió conocer a los estudiantes con los que estábamos trabajando. Además, esta información se convirtió en la base para planificar nuestra instrucción y tomar decisiones para las próximas clases que enseñaríamos. La forma en que enseñaríamos nuestras clases y así cómo estas se enmarcarían dependería de los conocimientos que habíamos recopilado en cuanto al nivel de suficiencia de estos estudiantes, su conocimiento académico, sus antecedentes socioculturales y los procesos cognitivos.

Este artefacto se alinea a la sección uno del libro, ya que nos proporciona el conocimiento vital sobre el antecedente de nuestros alumnos, en especial, su antecedente lingüístico. Como describimos en la primera sección del libro, es crucial saber cómo se desarrolla el lenguaje y como es aprendido, porque el desarrollo del lenguaje y el

aprendizaje se llevan a cabo de manera ordenada. Conocer sobre el desarrollo del lenguaje y la dinámica del aprendizaje, así como los aspectos universales de los idiomas nos ha dado una guía para reconocer en qué etapa de la adquisición del idioma está cada estudiante, qué tipo de señales de aprendizaje o que resultados tenemos que esperar de cada alumno en función de su etapa de adquisición del lenguaje, y qué aspectos de su primer idioma podemos aprovechar como una ventaja de transferencia para la adquisición del segundo idioma. También, saber esto nos permitirá tomar decisiones con respecto a las modificaciones que deberemos hacer dentro de nuestro plan de clase y articulación de nuestra instrucción. Esto nos ayudará a catapultar y apoyar su aprendizaje de una segunda lengua, y al mismo tiempo, conectarlo a sus bases y conocimientos previos.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

Las biography cards se utilizan para recopilar información acerca de las biografías de los estudiantes en cuanto a su antecedente sociocultural, lingüístico, cognitivo y su formación académica. Con la información recopilada en las biography cards, pudimos tomar decisiones acerca de la manera que íbamos a presentar cualquier contenido que se enseñaría a los estudiantes. También nos ayudo a tener en cuenta el nivel de competencia lingüística de los alumnos, las preferencias de agrupación y aprendizaje, entre otros. De igual forma, nos permitió reflexionar acerca de cómo estructuraríamos la clase (agrupar a los estudiantes) cuando trabajen en clase para poder dar a los estudiantes oportunidades para una interacción apropiada.

Por otra parte, saber acerca de sus antecedentes marco el camino de como abordamos las clases para poder ofrecer a los estudiantes un ambiente de aprendizaje lleno de respeto y aprendizaje valioso. Además, también nos permitió reflexionar acerca de cómo podríamos generar un clima acogedor y colaborativo en la clase para que sea apropiado para el aprendizaje de los estudiantes. Teniendo en cuenta esto, creemos que este




artefacto está conectado con el dominio sobre la actividad productiva conjunta debido a que la recolección de estos datos nos permitió recopilar información con respecto a las dimensiones de los estudiantes CLD, que en el caso de Ecuador son estudiantes de EFL diversos.

Como referencia a futuro, siempre que planifiquemos nuestra instrucción, revisaremos las biografías de nuestros estudiantes y reflexionaremos sobre lo que debemos tener en cuenta al articular nuestra instrucción: su L1, su nivel de suficiencia en el L2, preferencias de aprendizaje, preferencias de agrupación, etc. Esto nos permitirá darnos cuenta, comparar y registrar el avance de nuestros estudiantes a lo largo de su proceso de aprendizaje. En consecuencia, con ese conocimiento en mente, seremos capaces de planificar nuestra instrucción con actividades que nos ayuden a fomentar y catapultar el aprendizaje de nuestros estudiantes y desafiarlos a llevar su conocimiento a un nivel superior a medida que reciben el apoyo adecuado.


Invitamos a los profesores de EFL a completar *biography cards* para sus estudiantes porque estas nos permitirán documentar la información acerca de las dimensiones de nuestros alumnos en cuanto a su antecedente sociocultural, cognitivo, académico y lingüístico. Esos datos se convertirán en la piedra angular para la dirección que demos a nuestras clases cuando planifiquemos, garantizando su aplicación en todo su potencial. Esto incluirá la adaptación (como las formas que los estudiantes son agrupados) que tenemos que hacer a nuestra instrucción para tener una activa participación, compromiso, interacción, colaboración, apoyo y motivación por parte de los estudiantes para apoyar su propio aprendizaje durante toda la articulación de nuestras clases en las aulas del Ecuador.

## Artefacto Dos: Plan de Clase

Lesson Plan



Preparation



Class Profile:

- High School
- ESL
- ELL 2 (10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students)

Total # of Students: 8

PEPSI Ahh Stages:

P	= 0 students in the Preproduction stage
EP	= 4 students in the Early production stage
S	= 4 in the Speech emergent stage
I	= 0 students in the Intermediate fluency stage
Ahh!	= 0 students in the Advanced fluency stage

Content Objective (CO):

We will be learning about idiomatic expressions as a social and academic language component of any existing language around the world as well as creating awareness regarding their figurative meaning.

Language Objectives (LO):

Listening 🎧 : We will listen to our peers, in pairs, as we discuss and share our ideas to describe the pictures that represent the key vocabulary for the lesson in a linking language activity.

- We will listen to our peers when sharing out information in base pair tables to the whole class and key vocabulary is defined.
- We will listen to our partners as they provide examples of idioms they found on a piece of reading.
- We will listen to a story based on idioms.
- We will listen to our partners as they share their ideas and affirm their knowledge based on the information provided on the story.
- We will listen to our peers, in pairs, as they share idioms they have illustrated on their four corners book.

Speaking 🗨️ : We will individually share and discuss about our ideas regarding the picture provided in the linking language activity with our pair partner.

- We will share ideas stated in our pair assigned linking language chart to the class.
- We will share examples of idioms found on a piece of reading we have been assigned with the rest of the class.
- We will affirm our knowledge by sharing ideas based on a story we listen.
- We will in pairs share the idioms we have illustrated on our four corners books with our partners.

Reading 📖 : We will in pairs read what is on our pair linking language chart to the class.

-We will in pairs read a piece of text we have been assigned to search for idioms.

-We will in pairs read about the idioms we have illustrated on our four corners books to our partners.

Writing ✍️ : We will in pairs contribute to jot down ideas about the key vocabulary in a linking language chart.

-We will write the idioms we found in the piece of reading down.

-We will individually create four corners books to illustrate examples of idioms on our own.

Key Vocabulary:

- Idioms (PEP)
- To be in a tight spot (PEP)
- Pull one's hair off (PEP)
- To turn over a new leaf (PEP)
- To hold one's hair (PEP)

I coded my vocabulary according to level of difficulty using the stages of SLA.

PEP – words for Preproduction and Early Production English learners

Materials needed for the following activities:

- Color flip chart paper
- Construction paper
- Pictures
- Markers
- Scissors
- Glue
- Curricular textbook/materials
- Head projector
- Document camera



Activation: A Canvas of Opportunity  
(Informing Instruction)

Directions:

- I am building on a lesson on idioms as a component of figurative language which would connect with the topic taught the previous classes “language features”.
- At the beginning of the class, I will introduce the Content and Language objectives for the lesson by reading them on a power point presentation.
- I will have the students completing a linking language activity in pairs by discussing, writing words, phrases, drawing pictures, or writing in their native language words they associate with the pictures (pictures that represent different idioms) provided in the linking language chart.
- Students will have to move around the class in pairs and provide their ideas in each of the four charts until they get to their original linking language chart. o Understanding my students’ diverse linguistic backgrounds, I structured the activity so that everyone could be successful by giving them multiple ways to respond such as writing, drawing, using their L1, etc. o I also had them to work in pairs (one student in the EP with one student in the S stage) so that they receive support from their peers as they work on the linking language activity.



Connections: The Broad & Narrow Strokes of Learning  
(Interaction, Application, & Accommodation)

Directions:

- After they have return to their original linking language chart, I will have them to discuss with their pair partners about all the ideas they found in the chart. o During this time, I will ask students to circle and connect the words or phrases that are related or have a similar meanings o While they share, I will listen in on different groups to find out what background knowledge they already have so I can link to this when teaching.
- After they have discussed in pairs, I will have them to share the ideas stated in the linking language charts with the rest of the class.
- Then I will explain what idioms are and show them some examples by using pictures.
- After that, I will give each pair of students a piece of text they will have to read to find the idiom that belongs to one of the pictures of the linking language charts.
- Once they have identified the idiom, they will have to move to the correct table where linking language chart is placed. They will have to tell the rest of the class what idiom the picture in that linking language chart represents.
- As a whole class, they will have to try to find the meaning of each idiom. o In this part, I will encourage my students to think and remember if there is an idiom with similar meaning in their L1.
- In the table they are now, once again, students will have to read the same piece of writing with their pair partner. This time, they will have to identify two more idioms that are used in each piece of text.

- As I monitor their work, I will help them to find the new idioms if they need it.
- Then in the same pairs, I will have them discuss what their meanings are and present them to the rest of the class.
  - o Again, I will listen to these conversations and validate/redirect my students as needed.



Affirming: A Gallery of Understanding  
(Assessment of Student Learning)

Directions:

- After we share our new idioms with the rest of the class, I will read to them a story about a child and his literal misinterpretations of idioms.
  - As I read, I will have them to look at the pictures in the book I will be reading, analyze the idiom literal meaning the child of the story gives to the idiom, and try to guess the idiom real or figurative meaning as a whole class.
    - o By sharing their ideas as a whole class, I think my students will help each other to reinforce or confirm their ideas and scaffold their learning.
  - As a way of showing the affirmation of their understanding of idioms and to assess their learning, after we are done with the story, I will ask my students to individually create a four corners book and illustrate examples of four idioms used in their home country.
  - When they are done writing, I will have them share their four illustrations with a partner and then one of them with the whole class.
  - To finish the lesson, we will review our Content and Language objectives by reading them on the power point presentation again.

Source: Template taken and adapted from Herrera (2014) p. 54-55. Filled out by the authors.

## Dominio y Estándar TESOL

“Dominio 3: Planificando y Manejando la Instrucción: Los participantes conocen, comprenden, y aplican prácticas basadas en estándares y estrategias relacionadas a la planificación, implementación y manejo de la instrucción de ESL y de contenido, incluyendo la organización del aula, estrategias de enseñanza para el desarrollo y la integración de las competencias lingüísticas y la elección y adaptación de los recursos del aula.

Estándar 3.a.: Planificando para una Instrucción de ESL y Contenido Basada en Estándares. Los participantes saben, entienden y aplican conceptos, investigaciones y las mejores prácticas para planificar la enseñanza en clase en un ambiente de aprendizaje lleno de apoyo para los estudiantes de ESOL. Los candidatos sirven como modelos eficaces del idioma inglés, mientras planifican para clases de multiniveles con estudiantes de diversos orígenes utilizando un currículo ESL y de contenido basada en estándares.” (TESOL, 2003, p. 24).

Este plan de clase fue preparado para una clase en la que tuvimos estudiantes de diferentes partes del mundo, tales como República Dominicana, Haití, Corea del Sur, Rusia, Etiopía, África, Puerto Rico, y las Islas de Oceanía, con poco conocimiento de Inglés el cual es en realidad la única lengua común para la mayoría de ellos. A medida que planificábamos esta clase, reflexionaba sobre cómo podríamos hacer que nuestros alumnos trabajaran eficazmente tomando en cuenta sus biografías como CLD, las cuales reflejaron que todos ellos tenían un origen sociocultural diferente, la mayoría de ellos no compartían un L1 común y su competencia lingüística en Inglés estaba entre la producción temprana y el discurso emergente. Además, tuvimos que reflexionar sobre qué estrategias y configuraciones grupales funcionarían mejor de acuerdo al estilo de aprendizaje y preferencias de agrupación de estos estudiantes.

En lo que respecta a su nivel de suficiencia L2, regularmente hicimos que un estudiante que estaba en la etapa de EP (producción temprana) trabajase con alguien que estaba en la fase S (discurso emergente). Al hacerlo, nos asegurábamos de que los estudiantes que tenían un nivel de inglés mayor apoyen a los que estaban en un nivel más bajo de la etapa de adquisición del segundo idioma y les ayuden a catapultar su aprendizaje. Además, esto nos dio la oportunidad de hacer que trabajen en parejas. El trabajo en parejas y trabajo individual eran dos de las configuraciones de agrupación preferidas por los estudiantes.

De igual forma, mientras que ellos compartían ideas con sus compañeros, tuvieron la oportunidad de expresar individualmente lo que sabían, así como desarrollar la

autoconfianza (un aspecto importante para la demostración de conocimientos más adelante), de modo que para cuando ellos tenían que hacerlo con el resto de la clase (aunque fuese en parejas), no se elevaría de su filtro afectivo. Un producto final había sido planificado para ser asignado de forma individual, así cada estudiante tenía la oportunidad de demostrar su comprensión del tema solo.

Con respecto a los estilos de aprendizaje de los estudiantes, acoplamos nuestro plan de clase para ofrecer a nuestros estudiantes la oportunidad de tener elementos visuales, de audio e información escrita. Para aquellos estudiantes que aprenden mejor con representaciones visuales del tema, nos arreglamos para proporcionarles fotografías que ilustraran ejemplos de modismos. Además, la parte introductoria de la clase había sido planificada para que los alumnos activen sus conocimientos trabajando en una actividad de linking language en el que tenían que describir una imagen. Información escrita fue proporcionada en lecturas para los verbales. También se proporcionó información auditiva combinada con elementos visuales al leer la historia.

Las cuatro habilidades fueron reforzadas, ya que tenían que escuchar, hablar, leer y escribir en diferentes partes de la lección. Por último, como una forma de apoyar el origen sociocultural de los estudiantes y de conectarlo con el nuevo aprendizaje, la tarea final fue diseñada para hacer que ilustren ejemplos de los modismos usados en su país de origen. A lo largo de la lección, las actividades fueron adaptadas para apoyar los antecedentes socioculturales de cada estudiante, su dominio del idioma, procesos cognitivos, estilos de aprendizaje, y preferencias de agrupación junto con el desarrollo de vocabulario académico y competencias lingüísticas.

Este artefacto está alineado con la primera sección del libro, ya que demuestra la transformación de la teoría a la práctica. Para ejemplificar, tuvimos la oportunidad de identificar las etapas de la adquisición del lenguaje de estos estudiantes y las registramos en sus biography cards. Con esta información, proporcionamos a nuestros alumnos varias actividades para ayudarles a promover su aprendizaje. Siempre tenemos en cuenta que cada estudiante de idiomas pasa por un periodo de silencio hasta que estén listos para producir lenguaje. Considerando esto, organizamos nuestra lección de tal manera que pudieramos dar a nuestros estudiantes la oportunidad de pasar por varios pasos hasta que se sintieran preparados para demostrar los conocimientos adquiridos en la clase. Por último, en lo que respecta a la transferencia del idioma, incitamos a los estudiantes a transferir el conocimiento que ellos tenían acerca de los modismos en su L1 al L2 para que el tema y las tareas sean más significativas para ellos. Todos estos pasos proporcionan una visión general acerca de cómo utilizamos la información con respecto a las teorías de aprendizaje de una segunda lengua y nuestras creencias plasmadas en la sección uno del libro en nuestra práctica docente.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>



CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

Consideramos que este artefacto toca los cinco indicadores presentes en los estándares e indicadores CREDE debido a que es una compilación de trabajos que los estudiantes y nosotras realizamos. En lo que respecta a la actividad productiva conjunta, el plan de la lección fue elaborado teniendo en cuenta la información recolectada en las biography cards de los estudiantes (las cuatro dimensiones de los estudiantes). Las configuraciones de agrupación tienen que ser organizadas de tal manera que permitan la interacción y el conocimiento previo de los estudiantes debe ser considerado para catapultar y fomentar su aprendizaje.

Las actividades del desarrollo del conocimiento y del lenguaje deben ser configuradas de tal manera que los estudiantes tengan la oportunidad de desarrollar sus habilidades lingüísticas a lo largo de la lección. El uso del L1 también debe ser apoyada y los estudiantes deben ser alentados a demostrar su comprensión del tema a través de una variedad de maneras como el dibujo, la escritura, el uso del L1, etc. En referencia a la

contextualización, el plan de clase debe integrar el uso de estrategias tales como linking language para que los estudiantes saquen a flote sus conocimientos previos. Con la información obtenida a través de la aplicación de evaluaciones previas, se deben hacer conexiones con el contenido con el fin de mejorar el aprendizaje de los estudiantes de una manera significativa. Actividades tales como dar con ejemplos desde su cultura de origen también deben ser apoyadas.

En lo que respecta a actividades exigentes, los estudiantes deben ser agruparse intencionalmente para que se apoyen mutuamente. Los objetivos de la clase deben ser revisados al inicio y al final de la lección. Las actividades deben ser creadas para alcanzar metas específicas y como profesores, debemos motivarnos a supervisar el trabajo de los estudiantes y proporcionarles retroalimentación a lo largo del proceso de la clase. Finalmente, dentro del dominio de conversación instructiva, las tres etapas de las clases deben elaborarse para fomentar el intercambio y la discusión del contenido, así como el trabajo en tareas que promuevan los procesos de pensamiento complejo, ya que conectan su conocimiento anterior al nuevo conocimiento. Cada actividad debe ser meticulosamente planificada y meditada con el fin de proporcionar a los alumnos una clase productiva y enriquecedora en aprendizaje.

Por lo tanto, al aplicar un plan de clase como la que en esta sección, seremos capaces de hacer que nuestros estudiantes naveguen a través de la lección activando sus conocimientos previos, conectándolos a los nuevos conocimientos, construyendo un nuevo aprendizaje basado en el conocimiento previo que tenían, y demostrando lo que han captado en la fase de afirmación. Además, también seremos capaces de promover las condiciones del aula para que los estudiantes trabajen de manera colaborativa y apoyen mutuamente su progreso en el aprendizaje. Los estudiantes deben ser unidos para que aquellos que tengan un mayor nivel de competencia de inglés apoyen aquellos que están en un nivel inferior.

Como referencia futura, este artefacto puede ser una gran ventaja para nosotros. Al ir de nuevo a él, seremos capaces de reflexionar sobre el avance de nuestros estudiantes y pensar críticamente sobre el beneficio de ciertas estrategias, tales como el linking language y así decidir si las incluimos en una instrucción futura. Además, como he explicado, la forma en que este artefacto permitió la integración, organización y conexión de diferentes actividades me permitió cumplir con todos los requisitos establecidos en los estándares e indicadores CREDE exitosamente. En consecuencia, este artefacto puede servir como referencia para futuros planes de clase para que podamos ofrecer a nuestros estudiantes una instrucción más integral y eficaz. Por otro lado, también nos ayudará a garantizar la articulación de una clase eficaz donde los estudiantes sean beneficiados de verdad.

# Evaluación Pre-Instruccional del Estudiante y Elaboración

Cuanto más se enseña sin saber quién entiende los conceptos y quién no, mayor es la probabilidad de que sólo los estudiantes con dominio del tema tendrán éxito.

Grand Wiggins, 2006

El propósito principal de la enseñanza es ayudar a cada estudiante a tener éxito en su proceso de aprendizaje sin dejar a nadie atrás. Podemos aprender de cita de Wiggins que para ayudar verdaderamente a cada estudiante a tener éxito dentro de cualquier asignatura, los educadores debemos tomarnos el tiempo de descubrir quién de nuestros alumnos han captado la idea acerca de lo que se enseña y quién aun no lo ha hecho. Esto implica conocer las debilidades y fortalezas de los estudiantes antes de dar una clase para que todos los estudiantes tengan la oportunidad de tener éxito como grupo.

Sin embargo, los educadores no sólo debemos estar informados sobre el conocimiento académico de los estudiantes. También debemos familiarizarnos con otros procesos que igualmente afectan el aprendizaje de nuestros alumnos. Esto implica encontrar información acerca de las cuatro dimensiones de los estudiantes basados en los componentes del Modelo Prisma. En lo que respecta al Modelo Prisma, Collier & Thomas en Cummins y Davidson (2007) afirmaron que el modelo Prisma incluye los cuatro componentes que influyen en el aprendizaje escolar de un segundo idioma. Estos componentes son el sociocultural, el lingüístico, el académico y el cognitivo. Teniendo en cuenta estos procesos, estos autores afirman que los aprendices de una segunda lengua deben contar con las mismas condiciones de aprendizaje que los hablantes nativos en cuanto a su desarrollo cognitivo, lingüístico y académico. Sin embargo, además de estos factores, prestarle atención al origen sociocultural de los estudiantes de un segundo idioma, el mismo que está en el corazón del modelo de prisma, también es necesario con el fin de proporcionarles un ambiente de aprendizaje amable y amoroso. Este tipo de ambiente puede ayudar a los estudiantes de un segundo idioma a tener éxito en su

aprendizaje debido al proceso de aculturación que están pasando y al mismo tiempo están tratando de aprender contenidos académicos.

Las cuatro dimensiones que componen el modelo Prisma son las mismas que componen las biografías de los estudiantes. Con fines de recolección de datos sobre las biografías de los estudiantes, Herrera (2014) sugirió el uso de las Biography Cards CLD. En su trabajo, Herrera afirmó que la tarjeta biografía es una estrategia que los profesores pueden utilizar para “informar [a sí mismos] de los aspectos clave relacionados a la biografía del estudiante CLD, ya que están relacionados con los temas de evaluación (la información también puede ser usada para apoyar múltiples configuraciones de agrupación) “(Pág. 17). Como se puede ver aquí, el modelo Prisma juega un papel importante en el proceso de enseñanza y aprendizaje. Mediante el uso de biography cards que son construidas basadas en las cuatro dimensiones del modelo Prisma, los profesores podemos informarnos acerca de la información pertinente en cuanto a lo sociocultural, cognitivo, lingüístico y formación académica de sus alumnos.

En esta etapa, así como en otras fases de la clase, también es importante que los educadores tomen en cuenta la hipótesis de Krashen sobre el filtro afectivo. En su hipótesis sobre el filtro afectivo, Krashen ve las emociones y actitudes presentes en los alumnos como los filtros que pueden facilitar u obstaculizar su proceso de aprendizaje. Si el filtro afectivo de los alumnos es bajo, los estudiantes están más propensos a aprender mejor porque se sienten motivados, seguros de sí mismos, y con un nivel de ansiedad baja. Por otro lado, si los alumnos se sienten ansiosos, sin motivación, y carecen de confianza en sí mismo, su filtro afectivo aumenta y esto dificulta su aprendizaje. Por lo tanto, es importante que los estudiantes de una segunda lengua mantengan su filtro afectivo bajo, ya que esto facilitará su aprendizaje (Herrera, 2010: Richards y Rodgers, 1986).

Al considerar la hipótesis de Krashen sobre el filtro afectivo a través de nuestras clases, los educadores podremos proporcionar a los estudiantes un ambiente acogedor y familiar, donde los estudiantes pueden sentirse seguros. En consecuencia, las emociones de los estudiantes no se verán afectados negativamente y sus filtros afectivos se mantendrán bajos. Por esa razón, es importante que recolectemos datos de los estudiantes y nos familiaricemos con sus dimensiones socioculturales, cognitivas, lingüísticas y académicas tan pronto como comienzan el período de estudio. Esto les permitirá tomar decisiones sobre cómo van a enfocar su instrucción futura con el fin de apoyar el aprendizaje de sus alumnos. Además, dado que el aprendizaje de una segunda lengua suele ser difícil para muchos estudiantes, incluso si no están muy lejos de sus hogares, saber acerca de las dimensiones del proceso de aprendizaje de nuestros alumnos nos permitirá a los educadores proporcionar un ambiente de aprendizaje apropiado en el que nuestros estudiantes tengan un sentido de pertenencia. Y como consecuencia, el interés su interés hacia el aprendizaje crecerá.

El aprendizaje sobre nuestros estudiantes no termina cuando reunimos los datos al comienzo de un período de estudio sin embargo. Al igual que la evaluación formativa, es un proceso continuo. De hecho, al inicio de cada clase, los educadores deben pre-evaluar o activar los conocimientos previos de sus estudiantes con el fin de averiguar cuanto saben sobre el tema a estudiar. Herrera, Holmes, y Kavimandan (2012) afirman que “En la fase de activación [de una clase], el profesor utiliza actividades y modelos que han sido deliberadamente diseñados para acceder a los conocimientos y experiencias que los estudiantes traen sobre el tema y / o vocabulario clave de la lección”. (Pág. 5). A medida que los estudiantes trabajan en estas actividades, nosotros debemos participar como observadores. A través de observaciones, seremos capaces de escuchar y registrar la información sobre los conocimientos previos del alumno.

Teniendo esto en cuenta, la evaluación pre-instruccional de los estudiantes o la activación de su conocimiento previo puede ayudar a los educadores a descubrir el conocimiento que ellos traen consigo con referencia a sus antecedentes socioculturales o instrucción previa. Además, la evaluación pre-instruccional es necesaria en la enseñanza-aprendizaje de segundas lenguas ya que a través de la pre-evaluación de sus alumnos, los profesores de EFL pueden obtener una perspectiva clara de las carencias y fortalezas que los estudiantes tengan con respecto al idioma objeto de aprendizaje. En consecuencia, esto nos permitiría saber dónde tenemos que trabajar más para cumplir con esos vacíos provechosamente.

En cuanto a la pre-evaluación de los alumnos, Herrera, Morales, y Murry (2013) afirman que este tipo de evaluación no siempre tiene lugar previo a la instrucción. De hecho, también puede ocurrir en cualquier etapa del proceso de aprendizaje, lo que significa que los educadores deben mantenerse alerta a las reacciones de sus alumnos a lo largo de la clase. Estos autores también señalan que “la información sobre los conocimientos, las habilidades y las capacidades de los estudiantes antes de la participación en una nueva clase o asignatura” pueden ser recolectadas a través de la pre-evaluación. Además, “esta información puede ser recogida con mediciones tales como pruebas preliminares asignaturas de un área específica, o puede ser obtenida a partir de observaciones, visitas domiciliarias, conversaciones informales, y discusiones de aula...” (Pág. 61 a 62).

Estar familiarizado con los conocimientos que los estudiantes traen a la clase nos permite a los maestros ayudar a nuestros estudiantes a hacer conexiones entre lo que ellos ya saben y la nueva información que van a recibir durante el proceso de instrucción (Herrera, 2010; Herrera et al, 2012; Herrera et al., 2013). Así mismo, este conocimiento nos permite optimizar nuestro tiempo de instrucción, ya que podemos dedicar más tiempo a las actividades prácticas dentro de nuestra clase en lugar de ser redundantes repitiendo algo que los estudiantes ya saben. Además, también nos permite a los docentes

centrarnos en el cumplimiento de las lagunas existentes sobre un determinado tema, así como modificar nuestra instrucción con el fin de proporcionar a los estudiantes actividades significativas y relevantes. La pre-evaluación, puede ser formal e informal. Como mencione previamente, los profesores pueden pre-evaluar a sus estudiantes por medio de la aplicación de pruebas, que pueden considerarse como una pre-evaluación formal. Otras formas de pre-evaluación como observaciones, entrevistas, debates en clase, hacer que los estudiantes trabajen en diferentes estrategias creativas de pre-evaluación, tales como elaboración de dibujos o completar tablas sobre un tema, entre otros, son ejemplos de pre-evaluación informal (Herrera en al., 2013).

Tomando en cuenta esta información relevante sobre la evaluación pre-instruccional de los alumnos, durante nuestra instrucción, siempre vamos a pre-evaluar o activar los conocimientos previos de nuestros estudiantes. Esto nos permitirá familiarizarnos con el conocimiento que los estudiantes traen de su entorno inmediato, conocimientos previos, conocimiento académico y las habilidades que nuestros estudiantes traen a la clase. Haremos esto mediante la observación de cómo nuestros estudiantes reaccionan, participan y trabajan durante el proceso de nuestra instrucción. La realización de entrevistas individuales con los estudiantes, que según nuestras observaciones, están teniendo dificultad en su proceso de aprendizaje será otra manera de obtener información sobre su progreso y los vacíos que puedan tener con respecto a cualquier tema. De hecho, ya lo hemos estado haciendo en nuestras clases con estudiantes de Ecuador. Hemos observado a nuestros estudiantes mientras trabajan con el fin de detectar quienes tienen dificultades con el contenido y quiénes no. También hemos conversado informalmente con los estudiantes que tienen dificultades para obtener una visión más clara sobre la razón del problema.

Asimismo, también hemos tenido la oportunidad de conversar con sus padres y preguntarles sobre el pasado de sus hijos en cuanto a las dimensiones socioculturales, académicas, cognitivas y lingüísticas. Hemos tenido conversaciones con el psicólogo/ consejero del colegio, así como con los maestros anteriores de nuestros alumnos, no sólo profesores de nuestra asignatura sino de otras asignaturas también. Del mismo modo, esas conversaciones han tenido el propósito de averiguar sobre los antecedentes de esos estudiantes o cualquier otra información que podría ayudar para saber más sobre ellos. Es importante destacar que todas estas cosas que hemos estado haciendo durante nuestra instrucción han sido por puro instinto. No sabíamos que en la práctica lo que estábamos haciendo era pre-evaluar a nuestros alumnos.

Además de las observaciones, entrevistas informales y conversaciones, nos gustaría probar las estrategias BDI como otra forma de pre-evaluación de los alumnos. Las estrategias BDI proporcionan a los educadores un lienzo de oportunidades prácticas para obtener información de los conocimientos previos de sus alumnos de una manera atractiva

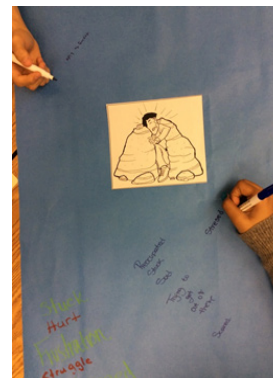
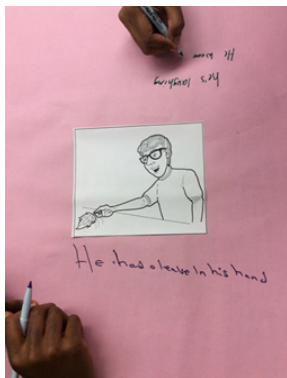
y relajada (Herrera, Holmes, y Kavimandan, 2011). Estrategias como el A to Z chart, K-W-L chart, linking language, vocabulary quilt, entre otras, pueden proporcionar tanto a nuestros alumnos como a nosotras la posibilidad de beneficiarnos de la información obtenida por medio de estas estrategias. Nuestros alumnos se beneficiarán de ellas, ya que demostrarán lo que ya saben sobre un tema para que podamos planificar y adaptar nuestra instrucción para hacerla más comprensiva y significativa para sus necesidades. Este es un beneficio para nosotras también ya que los resultados obtenidos a través de estas estrategias pueden servir como una guía para la siguiente parte de nuestra instrucción.

Además de la importancia que tiene la información obtenida por medio de las biography cards de nuestros alumnos, los datos conseguidos a través de estrategias como el vocabulary quilt también jugarán un papel importante en las decisiones que tomemos para nuestra instrucción. Esto incluye los métodos, estrategias y actividades que consideraremos al planificar nuestra instrucción. Por ejemplo, la forma en que nuestros alumnos se agruparán en las siguientes etapas de la lección aplicando las configuraciones de agrupación TPSI. En función de sus conocimientos previos, los estudiantes podrían trabajar individualmente si demuestran dominio de los contenidos o de forma colaborativa en parejas, grupos pequeños o con toda la clase si se evidencia la necesidad de apoyo por parte de sus compañeros para catapultar sus conocimientos.

Finalmente, estos datos también nos ayudarán a planificar las actividades basadas en la enseñanza diferenciada. Utilizar instrucción diferenciada nos permitirá adaptar las actividades que usaremos durante la articulación de nuestras clases de acuerdo a las etapas de adquisición de lenguaje de nuestros alumnos (preproducción, producción temprana, discurso emergente, fluidez intermedia y fluidez avanzada), sus preferencias de agrupación, y sus estilos de aprendizaje. Además, a medida que las actividades sean diferenciadas de acuerdo a la etapa de adquisición del lenguaje de nuestros alumnos o su conocimiento del contenido, podremos retarlos y motivarlos a ampliar o construir nuevos conocimientos basados en su conocimiento previo. Esto será realmente beneficioso porque nos ayudará a promover la elaboración del conocimiento académico y lingüístico de nuestros alumnos.

## Evaluación Pre-instruccional del Estudiante y Elaboración – Artefactos

### Artefacto Uno: Linking Language



Source: Template adapted from Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by ESL students.

## Dominio y Estándar TESOL

“Dominio 1 Idioma: Los participantes conocen, comprenden y utilizan los principales conceptos, principios, teorías, y la investigación relacionada a la naturaleza y la adquisición del lenguaje para construir entornos de aprendizaje que apoyen el idioma, desarrollo de competencias y del lenguaje y el éxito en áreas de contenido de los estudiantes ESOL. [...]

Estándar 1.b: Adquisición y desarrollo del lenguaje. Los participantes entienden y aplican conceptos, teorías, investigaciones y la práctica para facilitar la adquisición de un primer y un nuevo lenguaje dentro y fuera de las aulas.” (TESOL, 2003, p. 5).



La evaluación de los conocimientos previos de nuestros estudiantes es muy importante. Elegir la estrategia adecuada para llevar a cabo esta pre-evaluación, ya que permitirá a los profesores profundizar el conocimiento previo de los estudiantes es fundamental también. El linking language resulta ser una estrategia excelente y eficaz que permite a los profesores obtener un montón de información sobre los conocimientos previos de nuestros estudiantes con respecto a cualquier tema. A través de la implementación del linking language los profesores pueden identificar cuanto los alumnos saben de un tema, así como detectar los vacíos que deben ser llenados en la siguiente clase.

Por esta razón, en esta lección, utilizamos la estrategia linking language como un aliado perfecto para hacer que mis estudiantes expresen ideas que combinen (de acuerdo con sus conocimientos previos) cuatro fotografías presentadas en cada papelógrafo del linking language. Las fotos fueron la ilustración o representación de cuatro expresiones idiomáticas (Estar en una situación difícil, sentirse ansioso por algo, hacer un cambio radical, y callarse) seleccionadas como el vocabulario clave de esta lección. Se les pidió que escribir cualquier cosa que les viniera a la mente mientras veían cada imagen (no se les pidió que escribieran las frases idiomáticas que estas fotos representan todavía). El propósito de la obtención de estas ideas era destacar las que estaban más relacionados con el significado de las cuatro frases idiomáticas utilizadas para desarrollar el tema de esta lección. Se pretendía que estas expresiones sean descubiertas en una actividad que se llevó a cabo en una etapa posterior de la clase.

Los estudiantes fueron asignados para que trabajen en parejas, discutan acerca de las imágenes, y anoten las ideas que venían a su mente sobre las imágenes. Se les pidió rotar y anotar sus ideas de la imagen en cada papelógrafo linking language. Se les dio un minuto para que hicieran una lluvia de ideas por cada papelógrafo. Después de eso, se los animó a discutir en parejas sobre todos las ideas que se habían producido en relación a una de las imágenes. Esas ideas y pensamientos que habían escrito sobre cada imagen les proporcionaron información básica para descubrir el modismo (que estaba insertado en un pasaje) y unirlo con la imagen correcta de los papelógrafos del linking language. Y lo más importante, las ideas que se les habían ocurrido se convirtieron en la base para comprender el significado real de modismo. Como resultado, los estudiantes pudieron entender realmente el mensaje transmitido en el pasaje, ya que desarrollaron su conocimiento sobre el uso de las frases idiomáticas como parte de su repertorio de vocabulario académico.

Este artefacto se alinea a la segunda sección teórica del libro, ya que ha demostrado ser una estrategia práctica para cumplir con el propósito central de la evaluación previa la que se refiere a obtener una visión acerca de los conocimientos obtenidos de sus entornos familiares, conocimientos previos, y el conocimiento académico que los estudiantes traen a la clase. A pesar de que no es una regla estricta, aplicamos esta estrategia al comienzo de la clase, momento cuando la pre-evaluación generalmente ocurre.

Al obtener una visión acerca de las ideas de los estudiantes tenían sobre cada imagen seleccionada para la pre-evaluación nos ayudó a tomar medidas inmediatas sobre cómo utilizaríamos el conocimiento que los estudiantes ya tenían para dirigirlos a encontrar el significado de cada expresión idiomática. También nos ayudó a mostrarles lo que son los modismos y cómo su significado es formado bajo la concepción del lenguaje figurado. Además, tuvimos la oportunidad de usar ese conocimiento de su entorno familiar para fomentar el recuerdo de ejemplos de modismos utilizados en su L1. Sentimos que al hacerlo, les proporcionábamos un apoyo para ayudarles a entender que las expresiones idiomáticas se utilizan en cualquier idioma y así facilitar la transición sobre el uso y la comprensión de expresiones idiomáticas en inglés como parte de su vocabulario social y académico diario.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.( REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

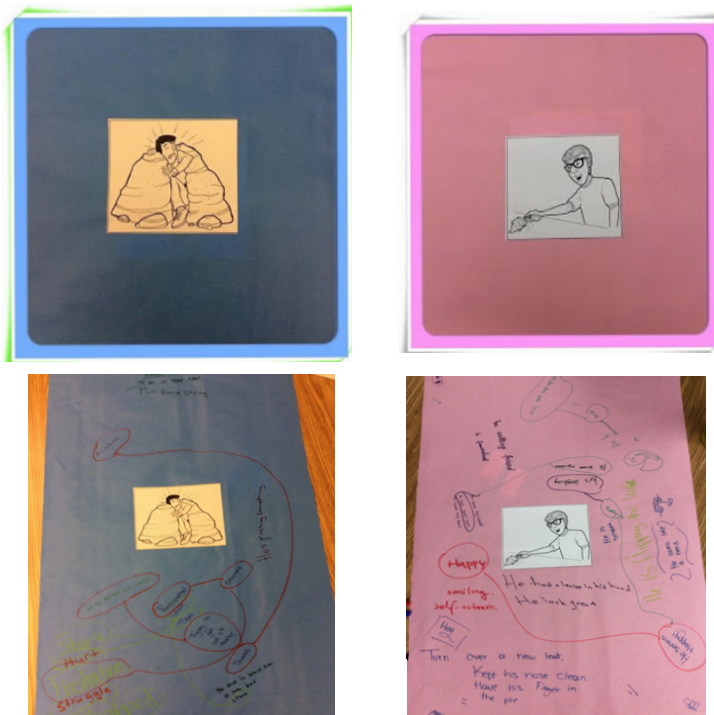
Hemos vinculado este artefacto con el dominio en relación con la contextualización, porque como se especifica en su título, la ejecución de la actividad lingüística vinculación demuestra cómo podemos aplicar esta estrategia para involucrar a nuestros alumnos en un proceso de pre-evaluación con el fin de descubrir ningún conocimiento previo que han traído a la clase en cuanto a que se enseña el tema. Por otra parte, la propia estrategia permite la integración de las condiciones que el trabajo de acogida de los estudiantes de cooperación, la interacción, la participación y la oportunidad para que saquen a la luz a través de diferentes representaciones del lenguaje lo que ya conocen en relación con el tema.

Para referencia futura en el proceso de esta clase, este artefacto nos permitió estimular y guiar a nuestros alumnos a hacer conexiones entre lo que conocían y lo desconocido en cuanto expresiones idiomáticas. Al hacer esto, la elaboración de nuevos conocimientos fue fomentada. Además, la aplicación de la estrategia como un proceso continuo permitió la interacción de los estudiantes en diferentes puntos de la clase. Por último, al alentar a

nuestros estudiantes a que revisaran la información establecida en los papelógrafos del linking language, pudimos hacer que los estudiantes revisen el vocabulario del contenido una y otra vez. Esto nos permitió apoyar y motivar su proceso de aprendizaje en las etapas posteriores de la lección.

Del mismo modo, este artefacto puede servir como un modelo de cómo los profesores de EFL podemos utilizar la estrategia linking language para pre-evaluar a nuestros alumnos al inicio o a lo largo de cualquier clase. En realidad, puede ser utilizado como una referencia de cómo la estrategia se puede implementar en cualquier etapa de una clase. La implementación del linking language nos ayudará a garantizar la obtención de grandes ideas en la etapa de pre-evaluación. Mencionando el ejemplo utilizado en este trabajo, podemos revisarlo, mirar y analizar los resultados ilustrados en el mismo. Esto nos ayudará a reflexionar sobre las adaptaciones que tendremos que hacer a esta estrategia teniendo en cuenta el contenido o tema y el propósito con el que lo utilizaremos en nuestras clases.

## Artefacto Dos: Linking Language



Source: Template adapted from Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by ESL students.

## Dominio y Estándar TESOL

“Dominio 1 Idioma: Los participantes conocen, comprenden y utilizan los principales conceptos, principios, teorías, y la investigación relacionada a la naturaleza y la adquisición del lenguaje para construir entornos de aprendizaje que apoyen el idioma, desarrollo de competencias y del lenguaje y el éxito en áreas de contenido de los estudiantes ESOL.

Estándar 1.a.: Describiendo el idioma. Los participantes demuestran entendimiento del lenguaje como un sistema y demuestran un alto nivel de competencia al ayudar a que los estudiantes de ESOL adquieran y utilicen el inglés en listening, speaking, reading, and writing para propósitos académicos y sociales.” (TESOL, 2003, p. 5).

Dado que el propósito de esta lección fue introducir el uso de expresiones idiomáticas, así como crear conciencia sobre su significado figurativo, la estrategia linking language fue un excelente medio para evaluar los conocimientos previos de los alumnos y elaborar su aprendizaje del contenido y la adquisición de una segunda lengua. Esta estrategia ayudó tanto a los estudiantes y a mí para que naveguemos a través del resto de la lección a medida que juntos elaboramos sus conocimientos.

En consecuencia, el linking language ayudó a los estudiantes a demostrar las ideas que tenían sobre cada imagen utilizada en los papelógrafos del linking language. Estas ideas crearon las bases para una mayor comprensión del contenido de la clase. Asimismo, esta estrategia también nos ayudó a obtener algunas ideas acerca de las conexiones que los estudiantes realizaron en relación con cada imagen utilizada en los papelógrafos del linking language para que pudiéramos usar esas ideas en la profundización de su conocimiento y fomentar su comprensión del significado figurado de aquellas expresiones idiomáticas.

Por ejemplo, a partir de la imagen que retrataba la expresión idiomática “estar en una situación difícil”, ideas como “la roca está bloqueándolo, él intenta salir de la piedra, tratando de salir de allí, atrapado, atascado, estresado, preocupado, lucha, frustración, tristeza, asustado, etc. emergieron de los conocimientos previos de los alumnos. Estas ideas fueron la base para catapultar la comprensión del verdadero significado de esta expresión idiomática. Además, estas sirvieron como una herramienta para que los estudiantes vean la diferencia entre el significado literal y el significado figurativo de la frase idiomática. Lo hicieron mediante el análisis de las ideas que se les había venido a la mente como “la roca está bloqueándolo, él intenta salir de la piedra, tratando de salir de allí, atrapado y atascado” y los sentimientos (“estresado, preocupado, frustración, triste, asustado”) que estas acciones representabas, que de hecho eran el significado real

o figurado de la expresión idiomática. Un proceso similar se llevó a cabo para las ideas obtenidas a partir de la imagen que representaba la expresión “hacer un cambio radical”.

Después que los estudiantes debatieron y compartieron las ideas que habían surgido durante la lluvia de ideas en la actividad linking language, se les pidió que lean un texto en el que debían identificar una sola frase idiomática que se relacionara con uno de las imágenes para las cuales ellos habían aportado ideas en el linking language. Como habían discutido previamente con sus compañeros sobre las ideas relacionadas con cada imagen era muy fácil para ellos identificar la expresión idiomática en el texto y conectarla con la imagen correcta. Asimismo, como se explicó en el párrafo anterior, la comprensión del significado de los modismos no fue complicado o estresante para los estudiantes, en absoluto.

Después de que aplicamos la estrategia linking language, pudimos evidenciar que esta estrategia ayudó a los estudiantes a catapultar su comprensión del tema. La lluvia de ideas acerca de lo que vieron en las fotos les ayudó a hacer conexiones y comprender el sentido figurado de las expresiones idiomáticas fácilmente. Además, los estudiantes participaron activamente durante toda la clase y mostraron un alto nivel de compromiso y motivación a medida que trabajaban con sus compañeros para compartir y discutir las ideas relacionadas a cada imagen y más tarde a las expresiones idiomáticas. De hecho, al final de la clase expresaron que les había gustado trabajar con esa estrategia.

Como fuimos testigo de la eficacia de esta estrategia a través de su aplicación en la clase detallada en el artefacto dos de la primera sección, creemos firmemente que linking language es una ayuda perfecta para el maestro porque nos permite obtener una visión clara del conocimiento que los estudiantes traen a la clase. Al tener una perspectiva acerca conocimientos básicos de los alumnos, podemos utilizar estas experiencias previas como una herramienta y elaborar su comprensión de los contenidos basados en estas experiencias. Además, esta estrategia se vende a sí misma para fomentar la motivación, compromiso, disminución del filtro afectivo, aprendizaje colaborativo y el apoyo entre pares, así como el desarrollo de las cuatro habilidades lingüísticas en los estudiantes.

Creemos firmemente que este artefacto se alinea a la sección dos del libro porque podemos usar el linking language para reunir información sobre los conocimientos previos de los alumnos en relación a algunas expresiones idiomáticas. Recopilar información sobre el conocimiento previo de los estudiantes es el propósito de la pre-evaluación tal cual se indica en el apartado segundo del libro. Como se mencionó allí, los estudiantes pueden ser pre-evaluados formal e informalmente. El Linking language nos permitió pre-evaluar a nuestros estudiantes creativa e informalmente. Finalmente, los resultados obtenidos a partir de esta estrategia se convirtieron en la base para la adaptación y la articulación de futuras actividades áulicas de acuerdo a las necesidades de los estudiantes.

La profundización del aprendizaje de los alumnos se hizo más fácil a medida que logramos conocer dónde empezar en la articulación de nuestra clase, teniendo en cuenta lo que estos estudiantes saben y lagunas que tengan sobre determinado tema.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>



CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

La implementación de la estrategia linking language se alinea con lo que se establece en el dominio relacionado a la contextualización ya que integra todos los puntos que se indican en sus indicadores. Por ejemplo, su aplicación nos permitió sumergir a nuestros estudiantes en el proceso de pre-evaluación de manera interactiva para que tuvieran la oportunidad de compartir cualquier conocimiento que tenían sobre el vocabulario esencial con respecto a cualquier clase. Al hacerlo, fuimos capaces de conocer los conocimientos relacionados al entorno de los estudiantes, conocimientos previos, así como los conocimientos académicos que los estudiantes traen con ellos sobre un tema en particular. Además, nos ayudó a obtener algunas perspectivas acerca de las conexiones y las ideas que surgieron de esta actividad a medida que los estudiantes trabajaban colaborativamente.

A medida que los estudiantes trabajaron en la estrategia documentando su conocimiento en los papelógrafos del linking language, fuimos capaces de monitorear

su trabajo, apoyamos su aprendizaje, la realización de conexiones, y fomentamos su producción del lenguaje. Por consiguiente, la información recopilada a través de la aplicación de la estrategia linking language nos permitió a todos, los estudiantes y a nosotras viajar por el resto de la clase a medida que elaboramos su conocimiento de una manera colectiva. Finalmente, los resultados obtenidos a partir de esta estrategia se convirtieron en la base para la hacer ajustes en la integración de las actividades previstas para la clase en etapas posteriores. Esto fue hecho basado en las biografías de los estudiantes, así como su conocimiento a partir de su entorno, fortalezas y las deficiencias que pudieran tener en relación con el tema.

Como referencia para trabajo futuro, este artefacto se convertirá en una guía sobre cómo podríamos aplicar esta estrategia para pre-evaluar a nuestros alumnos en clases futuras. Del mismo modo, también se podría utilizar como una referencia de cómo la estrategia se puede implementar dentro de cualquier etapa de una clase o largo de la clase en sí. Al revisar el resultado de la estrategia, seremos capaces de analizar los resultados ilustrados en ella. Esto nos permitirá reflexionar sobre cómo podríamos hacer adaptaciones a esta estrategia de manera que pueda encajar dentro del contenido que vamos a enseñar, así como el propósito de su utilización dentro de las aulas Ecuatorianas. Esto nos permitirá garantizar la obtención de los mejores beneficios de la estrategia en cuestiones de pre-evaluación.

## Planificación y Ejecución de la Instrucción

Nunca enseñe a mis estudiantes. Yo sólo trato de ofrecer las condiciones en las que ellos puedan aprender.

Albert Einstein

Crear las condiciones perfectas para que los estudiantes aprendan puede no ser una tarea fácil. Sin embargo, como Einstein dice en la cita anterior los educadores deben intentar crear esas condiciones. Una gran oportunidad para que los educadores demuestren que si se preocupan por crear esas condiciones de aprendizaje es a través de la planificación de instrucción y su aplicación. Al planificar su instrucción, los educadores debemos considerar todos los aspectos existentes que pueden influir en el proceso de aprendizaje de sus alumnos.

Por lo tanto, fundamentando su filosofía sobre la importancia que el conocimiento previo de los estudiantes traen a la clase tiene y demostrando (no con palabras, sino con acciones) que ellos se preocupan el antecedente sociocultural, cognitivo, lingüístico y académico de sus estudiantes es lo que llevara a los educadores a una buena práctica de enseñanza para estudiantes de segunda lengua. En consecuencia, en lugar de asumir que los estudiantes ya saben ciertas cosas acerca de un tema que se va a enseñar (cuando los estudiantes pueden o no), los educadores debemos descubrir a través de la pre-evaluación, como se indicó en el apartado anterior, lo que los alumnos saben y que vacíos tienen antes de empujarlos a trabajar en cualquier actividad para la cual ellos no pueden estar listos.

Los datos obtenidos de la biografía de ambos los estudiantes y la evaluación previo a la instrucción cambiará totalmente la forma que los profesores de un segundo idioma enfoquen sus lecciones. El escenario para la planificación e implementación de su lección se verá alterada a medida que analicen los antecedentes de cada estudiante. Tal como fue sugerido por Herrera (2014), en la fase de pre-evaluación de los alumnos, las cuatro dimensiones de los estudiantes que están contenidas en el modelo Prisma juegan un papel relevante. En cuanto a esto, Collier y Thomas en Cummins y Davison

(2007) afirmaron que el desarrollo de procesos cognitivos, lingüísticos y académicos de los estudiantes de un segundo idioma "... deben ocurrir en un entorno sociocultural de apoyo tanto a través de su primera lengua (L1) y su L2 para mejorar el aprendizaje del estudiante" (334). Entonces es aquí donde se requiere una instrucción bien planificada para satisfacer esas necesidades.

Por lo tanto, según lo sugerido por Herrera y Murry (2011), los profesores competentes desarrollan planes de acción que abarcan una secuencia lógica. Estos profesores reflexionan sobre las necesidades de los estudiantes en cuanto a sus dimensiones lingüísticas y académicas, los programas actuales, formas de proporcionar la interacción entre sus alumnos, los desafíos que pueden enfrentar al implementar una actividad, así como los beneficios (con respecto a los logros) que sus estudiantes obtendrán de la actividad en relación al trabajo colaborativo en el aula. Además, estos profesores deben tener la competencia de demostrar que detrás de la decisión tomada con respecto al plan de acción que se proponen aplicar en su práctica profesional existe una argumentación fundamentada en la investigación.

Un valioso ejemplo de la elaboración de un plan de acción que Herrera y Murry (2011) sugirieron es el plan de clase "Marco para el Desarrollo Lingüístico y Académico" (p. 5), propuesto por Herrera et al. (2012). Dentro de su marco, Herrera et al. (2012) promueven la implementación de la Instrucción Centrada en la Biografía y sus principios para fomentar la mejora lingüística y académica de los alumnos. El marco de clase BDI hace énfasis en tres etapas de la articulación de la clase: la activación, la conexión, y la afirmación (Herrera et al, 2011: Herrera et al, 2012). Igualmente, también se promueve el uso de las estrategias que se han creado específicamente para complementar el modelo de enseñanza BDI. Estas estrategias están destinadas a ser aplicadas en todas las etapas de la clase (activación, conexión y afirmación) con el apoyo de materiales adicionales tales como objetos manipulables. Además, la implementación de estas estrategias también se acompaña de una serie de actividades que permiten a los maestros impulsar a sus estudiantes a trabajar con toda la clase, en parejas, en grupos pequeños, y de forma individual (Herrera et al, 2011: Herrera et al. , 2012).

Es entonces la planificación e implementación de la instrucción, la etapa de la enseñanza en la que los profesores proactivos y constructivistas utilizan toda la información que han recibido la biografía de sus estudiantes y los resultados de la evaluación previa, para desarrollar un plan de acción y proporcionar una instrucción comprensiva. Por lo tanto, de acuerdo con Herrera y Murry (2011), estos maestros enmarcan su instrucción bajo un enfoque práctico ("... orientación filosófica para la instrucción que sirve como guía para elegir entre métodos..." (p. 189)) que está alineado a lo que quieren para su clase. Después de eso, basado en el enfoque que han elegido, también tienen que decidir qué método ("... un marco que tiene estrategias y técnicas

específicas asociadas a él" (p.191)), estrategias ("... colección de técnicas filosófica y funcionalmente relacionadas que sirven como un componente de la implementación de un método de enseñanza "(p.190)) y técnicas ("... acciones específicas o secuencias de acción que se han diseñado para lograr un objetivo estratégico definido. "(p.190)) son apropiados para su plan de acción.

Según lo expuesto por Herrera y Murry (2011) Los profesores proactivos enmarcan su instrucción bajo un enfoque práctico. En cuanto a esto, los maestros de ESL / EFL eligen de los principales enfoques de enseñanza de ESL / EFL los mismos que son el enfoque basado en la gramática, el comunicativo, y el enfoque cognitivo. El enfoque Basado en la Gramática es un enfoque centrado en el profesor fundamentado en el estudio de reglas y estructuras de la lengua que se está aprendiendo. Incluye métodos como la traducción gramatical, el método directo, y el método audiolingual. Opuestamente al Enfoque Basado en la Gramática, el enfoque comunicativo es un enfoque centrado en el estudiante y tiene su fundamento en la comunicación y la adquisición de conocimientos de una manera significativa. Este enfoque abarca métodos como la forma silenciosa, la forma natural, la sugestopedia, contenido integrado, y la instrucción contextualizada. Finalmente, el método CALLA enmarca en el enfoque cognitivo. Al igual que en el enfoque comunicativo, este enfoque es centrado en el estudiante y "... se centra en la enseñanza explícita de estrategias de aprendizaje (EA) en formas comunicativas." (Herrera y Murry, 2011, p.194).

Una vez que los maestros han decidido sobre qué enfoque, métodos, estrategias y técnicas enmarcarán su instrucción, es el momento de planificar cómo van a enfocar su instrucción, teniendo en cuenta el antecedente de las dimensiones de los estudiantes, así como los conocimientos que obtuvieron en la evaluación previa a la instrucción ejecutada sobre el conocimiento del entorno familiar de los estudiantes, sus conocimientos previos y su conocimiento académico. Teniendo en cuenta el marco para el desarrollo lingüístico y académico (que se basa en los principios de la Instrucción Centrada en la Biografía) de Herrera, Holmes, y de Kavimandan a la hora de planificar su instrucción, los maestros deben reflexionar sobre las estrategias que les ayuden a activar, conectar, y afirmar el aprendizaje de los estudiantes. En consecuencia, sus planes de clase deben enmarcarse en tres fases: la activación, conexión, y la afirmación (Herrera et al., 2011: Herrera et al, 2012).

Herrera (2010) y Herrera et al. (2012) explicaron que la activación consiste en hacer que los estudiantes pongan en manifiesto los conocimientos y habilidades que tienen sobre un tema. Mediante la activación de su conocimiento, los estudiantes serán beneficiados a medida que vinculan la nueva información con lo que ya saben o lo que es importante para ellos. Esta vinculación proporcionará grandes oportunidades para que maestros apoyen el aprendizaje de sus alumnos en la siguiente fase de la instrucción. Además, de acuerdo a Herrera et al. (2012), durante esta fase de la clase, los profesores deben promover a la interacción de los estudiantes a través de discusiones en pares o en grupos pequeños.

Durante la fase de conexión, según lo anunciado por Herrera y Herrera, Holmes, y Kavimandan, los maestros deben aprovechar la información obtenida en la fase de activación. En esta etapa, los maestros facilitan el aprendizaje de sus alumnos proporcionándoles oportunidades para que asocien la información nueva con la información que ellos ya conocían. Además, se deben realizar adaptaciones para motivar a los estudiantes a participar activamente en la clase e interactuar entre sí de manera que sean capaces de utilizar los nuevos conocimientos en formas variadas y significativas. De esta manera, la nueva información se convertirá en parte de los conocimientos adquiridos por los estudiantes.

Después de que el contenido ha sido conectado con el conocimiento previo de los estudiantes y tiene sentido para ellos, se debe realizar la afirmación de lo que han adquirido. Según los mismos autores, en esta etapa, los profesores deben celebrar el aprendizaje de los estudiantes. Además, deben hacer que los estudiantes se den cuenta de que han aprendido algo. Igualmente, es en esta fase del proceso de instrucción cuando los maestros dan a los estudiantes la oportunidad de demostrar lo que han aprendido al resto de la clase. Los estudiantes deben tener confianza en demostrar su conocimiento en este punto, ya que han sido proveídos de oportunidades de interacción, de apoyo y de aprendizaje flexible para que demuestren sus habilidades cognitivas, académicas y lingüísticas adquiridas a lo largo de la clase.

Como puede verse en la descripción de las tres fases de la clase, es importante que los estudiantes interactúen a lo largo de la clase. De hecho, en cada fase de la clase, los estudiantes deben ser incitados a trabajar colaborativamente e interactuar con los demás. Por eso Herrera (2007) aconseja a los maestros incluir las configuraciones grupales TPSI (clase total, parejas, grupos pequeños, e individual) dentro de sus lecciones. Al agrupar a los estudiantes a través de las TPSI, profesores proporcionan a sus aprendices diferentes oportunidades para desarrollar sus habilidades socioculturales, cognitivas, lingüísticas y académicas. Por otra parte, estas configuraciones de agrupación permiten a los educadores a fomentar dos condiciones importantes que influyen en la adquisición del lenguaje de los estudiantes: la interacción y la recepción del lenguaje.

Vygotsky (1978) en Woolfolk (2013) señala que la interacción es un aspecto importante para el aprendizaje de idiomas, porque cuando un niño / alumno interactúa con sus compañeros más capaces o con adultos, su proceso de aprendizaje puede ser exitoso. Este éxito se logra porque a través de la interacción el alumno puede recibir apoyo de personas con más conocimientos respecto a qué deben hacer para superar los problemas que están más allá de su capacidad de comprensión. Como una de las teorías alineadas con el rol de la interacción establecida en la teoría sociocultural de Vygotsky, encontramos hipótesis del input de Krashen. Según Richards y Rodgers (1986) y Herrera (2010), dentro de su teoría hipótesis del input, Krashen afirma la importancia de la recepción

del idioma el mismo que es el lenguaje al que los alumnos están expuestos. En su teoría hipótesis del input, Krashen afirma que las personas adquieren mejor un idioma cuando se les proporciona información comprensible. Dentro del salón de clases, la información comprensible puede ser proporcionada tanto por el profesor como por los compañeros. Esto refuerza la importancia de las configuraciones de agrupación porque haciendo que los estudiantes trabajen a través de diferentes oportunidades de agrupamiento, los educadores fomentan la interacción de los estudiantes; y, a través de la interacción, los estudiantes pueden apoyarse mutuamente, proporcionando información comprensible a sus compañeros catapultando su aprendizaje.

Teniendo en cuenta lo que Herrera y Murry (2011) indicaron en cuanto a las características que poseen los maestros eficaces respecto a la toma de decisiones en la instrucción, como la creación de un plan de acción para sus clases, así como el marco de lección propuesto por Herrera et al. (2012) y la hipótesis del input de Krashen, hemos reflexionado sobre nuestra práctica docente pasada y futura. Dentro de nuestros pocos años de experiencia siempre hemos tratado de buscar estrategias que nos ayuden a apoyar el aprendizaje de nuestros alumnos. Desafortunadamente, al inicio de nuestra carrera, nunca consideramos la idea de desarrollar un plan de acción específico como los maestros eficaces lo haría, tal cual fue sugerido por Herrera y Murry. Al contrario, solo tratábamos de cumplir con el requisito de cubrir cierto número de capítulos en una serie de tiempo según lo establecido en el plan de estudios del Ecuador. Con esto en mente, era más una cuestión de cubrir el contenido que de realmente enseñar ese contenido. Las clases eran más centradas en el docente y poca atención dada a las necesidades de los estudiantes. Afortunadamente, eso es parte de nuestra práctica institucional del pasado.

Siempre hemos tenido la convicción de que los estudiantes aprenden mejor cuando tienen la oportunidad de construir el conocimiento, así como practicar y aplicar el lenguaje de manera significativa. Sin embargo, nuestra inexperiencia no nos permitió armar nuestras clases de manera adecuada para que podamos ofrecer ese tipo de ambiente a nuestros estudiantes. Por suerte, aprender sobre el BDI nos proporcionó una guía de cómo enfocar nuestras clases de manera diferente. Esto implica ofrecer a nuestros estudiantes la oportunidad de construir nuevos conocimientos basándonos en lo que ya saben. También implica la creación de posibilidades para nuestros estudiantes practiquen y apliquen el lenguaje de una manera atractiva e interactiva. Sin embargo, bajo la concepción BDI, todavía tenemos camino por recorrer.

A pesar de que fue una dura lucha entre lo que el Ministerio de Educación del Ecuador les pide a los maestros para completar en un año escolar como parte del plan de estudios y lo que queríamos conseguir de nuestros estudiantes, hemos encontrado maneras de implementar estrategias BDI en nuestras clases. No totalmente como nos hubiera gustado hacerlo, pero dimos nuestros primeros pasos. Fundamentados en lo

que habíamos aprendido sobre BDI, nuestro espíritu constructivista, así como nuestra inclinación por el enfoque comunicativo, hemos planificado nuestras clases de tal manera que nos permitirían hacer que nuestros estudiantes activen, se conecten, y afirmen sus conocimientos de manera productiva y significativa. Además, dentro de nuestros planes de clase también hemos considerado la aplicación de las configuraciones de agrupación, ya que son un factor importante proporcionar a los estudiantes la oportunidad de trabajar de forma colaborativa, recibir apoyo de sus compañeros, catapultar su aprendizaje, y ganar confianza para demostrar lo que han captado en toda una clase.

Cuando articulamos nuestra instrucción, normalmente empezamos nuestras clases haciendo que nuestros estudiantes activen sus conocimientos previos generalmente a través de una lluvia de ideas sobre este tema. Los estudiantes lo hacen de forma individual, en parejas, en grupos pequeños, o a su vez hacemos de la actividad de lluvia de ideas una discusión de toda la clase. Además, dependiendo del tema, los hacemos pensar en sus experiencias diarias con respecto a ese tema. Digamos que están a punto de comenzar una clase relacionada a las comidas, presente simple y los adverbios de frecuencia. Como tienen este tema, les animamos a que primero hagan una lluvia de ideas acerca de la comida. Luego los hacemos que nos digan y compartan con la clase lo que normalmente comen en sus tres comidas y así sucesivamente. Durante la activación, dejamos que nuestros estudiantes utilicen su L1, pero siempre motivándolos a utilizar Inglés tanto como les sea posible. Desafortunadamente, debido al tiempo, la falta de recursos, el número de estudiantes, y el poco conocimiento acerca de cómo utilizar las estrategias BDI correctamente en cada etapa de la clase, no hemos sido capaces de utilizar todas estas estrategias en esta etapa de la lección. Afortunadamente, durante el programa de maestría, tuvimos la oportunidad de explorar y experimentar cómo funciona cada una de estas estrategias a lo largo del proceso de articulación de la. Este nuevo conocimiento se aplicará en nuestra instrucción futura.

Continuando, durante la fase de conexión, motivamos a nuestros estudiantes a unir lo obtenido de la lluvia de ideas sobre el tema que se está enseñando y la nueva información proporcionada en la clase. En este punto de la lección, por lo general hemos hecho que nuestros estudiantes trabajen en foldables, a topic in pictures and words, o cualquier otra actividad práctica. En nuestros planes de clase, siempre hemos tratado de desarrollar actividades en las que requeriríamos que nuestros estudiantes trabajen en actividades que están conectados a lo que ya saben. Por ejemplo, si se trata de un tema de comida, los hacemos desarrollar actividades como dibujar, escribir y hablar de los platos típicos de Ecuador. De esa manera, se promueve que conecten el contenido con la gastronomía que ellos conocen. Si el tema objeto de estudio es sobre lugares de la ciudad y direcciones, hacemos que trabajen en la descripción de la ciudad en que viven (escribir sobre los lugares que conocen y proporcionen la ubicación de esos lugares).



Como parte del componente de las configuraciones de agrupación TPSI que integramos en nuestras clases, hacemos que trabajar bien en parejas o en grupos pequeños, pero se les pide que produzcan un producto final de forma individual. Después de eso, se les anima normalmente a compartir lo que han hecho con sus compañeros, ya sea en parejas o en pequeños grupos. Normalmente, intentamos agruparlos de forma mixta. Es decir, tratamos de agrupar a los estudiantes que tienen un mayor conocimiento del inglés con los que todavía tienen dificultad. De este modo, los estudiantes que tienen un nivel más avanzado de inglés apoyan los que están en las etapas inferiores de la adquisición del lenguaje. Durante el tiempo que están trabajando en sus tareas, siempre caminamos alrededor de la clase escuchando y monitoreando su trabajo y proporcionarles apoyo cuando lo requieran.

Como mencionamos antes, siempre damos a nuestros estudiantes la oportunidad de compartir con sus compañeros lo que han aprendido ya sea en parejas o en grupos pequeños. De vez en cuando, pedimos voluntarios para que compartan con toda la clase y así sirvan como modelo para el resto de los estudiantes. Una vez que hayamos dado a nuestros estudiantes todas las herramientas y un gran número de oportunidades para practicar y conectar el nuevo conocimiento con lo que ya sabían, hacemos que se den cuenta de lo que han aprendido. Es la parte afirmación de nuestras clases. En otras palabras, cuando nos damos cuenta que nuestros estudiantes están listos para continuar, hacemos que se unan en grupos pequeños para que trabajen en un producto final y así compartan y demuestren a toda la clase lo que han aprendido a lo largo de la clase. En esta etapa de la clase, las ayudas visuales juegan un papel importante en la demostración de su conocimiento.

La mayor parte del tiempo, hacemos que, de forma grupal, nuestros estudiantes trabajen en una actividad práctica para producir gráficos con imágenes y escritos relacionados a la tarea. Los estudiantes tienen que explicar acerca de los dibujos al resto de la clase. Se anima a sus compañeros a hacer preguntas sobre el trabajo de sus compañeros y los miembros de los grupos trabajan colaborativamente para dar respuestas a esas preguntas. En otras ocasiones, ellos han completado estrategias BDI como el linking language. Con estas actividades ellos son motivados a producir en forma oral y escrita. Además, estas estrategias nos han proporcionado una forma atractiva e interactiva de evaluar las habilidades comunicativas de nuestros alumnos colaborativamente. Y lo más importante, el filtro afectivo de los estudiantes no se eleva mientras están siendo evaluados, a diferencia de como una prueba tradicional haría. Además, con este tipo de actividades y estrategias hemos tenido la frecuente posibilidad de evaluar sus habilidades orales y escritas junto con sus habilidades cognitivas. Hacer esto es una tarea difícil para los maestros en Ecuador ya que manejamos grandes grupos de estudiantes en nuestras aulas. Sin embargo, el BDI nos ha ofrecido una manera de promover a construcción de

conocimientos y el desarrollo de habilidades comunicativas de nuestros estudiantes con actividades que demuestran ser significativas para ellos.

A lo largo del programa de maestría, estudiamos sobre el BDI en más profundidad. Como resultado, en nuestra futura práctica docente, nos gustaría llevar a cabo un análisis exhaustivo de las biografías de nuestros estudiantes, así como su nivel de adquisición de la lengua con el fin de tener una mejor comprensión de sus antecedentes de una manera más formal. Al hacer esto, podremos desarrollar un plan de acción para poder planificar nuestra instrucción de una mejor manera. Por otra parte, esa información nos permitirá decidir cómo agrupar a nuestros alumnos de una manera más estratégica. Ya que nos encantaría implementar más estrategias BDI en nuestras clases, esa información también nos permitirá decidir sobre qué estrategias podemos implementar para las etapas de activación, conexión, y afirmación de nuestra instrucción. Las estrategias BDI nos ofrecerán una gran variedad de posibilidades para promover el aprendizaje de nuestros estudiantes, llevándolos de lo conocido a lo desconocido. Además, como nos gustaría implementar instrucción diferenciada en nuestras clases, esta información también servirá de base para planificar actividades en función al tipo de inteligencia y preferencias de aprendizaje de nuestros estudiantes para que podamos desafiarlos y llevar su conocimiento a otro nivel.

# Planificación y Ejecución de la Instrucción - Artefactos

## Artefacto Uno: Magic Books



Source: Template adapted from Herrera, Kavimandan, & Holmes, 2011. Filled out by EFL students.

## Dominio y Estándar TESOL

“Dominio 3: Planificando y Manejando la Instrucción: Los participantes conocen, comprenden, y aplican prácticas basadas en estándares y estrategias relacionadas a la planificación, implementación y manejo de la instrucción de ESL y de contenido, incluyendo la organización del aula, estrategias de enseñanza para el desarrollo y la integración de las competencias lingüísticas y la elección y adaptación de los recursos del aula.

Estándar 3.a.: Planificando para una Instrucción de ESL y Contenido Basada en Estándares. Los participantes saben, entienden y aplican conceptos, investigaciones y las mejores prácticas para planificar la enseñanza en clase en un ambiente de aprendizaje lleno de apoyo para los estudiantes de ESOL. Los candidatos sirven como modelos eficaces del idioma inglés, mientras planifican para clases de multiniveles con estudiantes de diversos orígenes utilizando un currículo ESL y de contenido basada en estándares.” (TESOL, 2003, p. 24).

Conocer sobre las biografías de nuestros estudiantes ofrece un lienzo de oportunidades para proporcionar la instrucción adecuada a cualquier grupo de estudiantes. Por lo tanto, ser conscientes de lo que saben sobre un tema, la forma en que prefieren estudiar, cómo les gusta trabajar, su nivel de suficiencia de L1 y L2 impacta dramáticamente al como enfocaremos a una clase ya que hay que tener en cuenta que la talla única no le calza a todos. A medida que planificábamos para esta clase, deliberamos sobre encontrar una buena estrategia que se ajustara a los intereses y características comunes del grupo de estudiantes para el cual la clase estaba prevista, finalmente, decidimos utilizar las estrategias BDI. Después de haber aplicado estrategias del método BDI y otras estrategias prácticas, nos dimos cuenta que los estudiantes se involucraban más mientras se trabaja en ellas. Las estrategias mostraron a provocar reacciones totalmente diferentes en los estudiantes que las actividades regulares de llenar o completar espacios en blanco. Por otra parte, a partir de entrevistas y meticulosas observaciones informales, habíamos descubierto que estos estudiantes les gustaba dibujar, así como que preferirían trabajar en parejas o incluso en grupos pequeños, ya que podían recibir o dar apoyo a sus compañeros e interactuar mientras estaban trabajando. Además, eran adolescentes. A partir de nuestra experiencia de cuando fuimos adolescentes, creemos que a los adolescentes les gusta compartir ideas mientras hablan con sus compañeros.

La clase que enseñamos fue sobre el uso del verbo auxiliar “poder” para hablar de habilidades y pedir permiso. Nosotras queríamos que nuestros estudiantes desarrollen

dominio del uso de este verbo en forma afirmativa, negativa e interrogativa y respuestas breves a preguntas de sí/no. Fundamentadas en los conocimientos que habíamos adquirido sobre sus antecedentes (a través de las entrevistas informales y observaciones mencionadas antes), decidimos utilizar implementar la estrategia magic book para fomentar la comprensión de la utilización del verbo “poder” en los estudiantes.

Al igual que en todas las clases, los objetivos de la clase y los objetivos lingüísticos fueron escritos en la pizarra y revisados con los estudiantes al inicio de la clase y confirmados al final de la lección. También sirvieron como referencia para los estudiantes y para nosotras en cuanto a lo que teníamos que lograr en esa clase. Podíamos volver a revisarlos y durante todo el período de clase como un recordatorio de lo que teníamos que hacer y el objetivo de cada actividad.

Desde el comienzo de la clase, hicimos que estos estudiantes trabajaran en parejas. Se les pidió que elaborar ideas sobre lo qué son las habilidades y pensar en verbos que documenten esas habilidades. Verbos como nadar, bailar, cantar, cocinar, jugar, etc. resaltaron. Con esas ideas en la mesa, les pedimos que dibujen varias imágenes que representaren diferentes habilidades en una parte de sus magic books (como puede verse en los artefactos). Las habilidades que decidieron demostrar en sus dibujos dependían de ellos. A pesar de que estaban trabajando en parejas, el magic book fue un producto individual. Una vez que habían dibujado sus imágenes se les animó a hablar. Les explicamos sobre el uso del verbo auxiliar “poder”, para hablar de habilidades. Después de eso, los hicimos intercambiar ideas acerca de las habilidades mostradas por las personas que habían dibujado en sus dibujos con sus compañeros.

A medida que se intercambiaban sus ideas, tenían que escribir sobre esas habilidades en las secciones asignadas para cada imagen dentro de sus magic books. El mismo proceso se llevó a cabo a medida que producían oraciones negativas, interrogativas, y respondían las oraciones interrogativas. Les explicamos sobre el tema y ellos tenían que conectar esas ideas con su propio trabajo. Al final de la clase, ellos tuvieron que compartir sus ejemplos con el resto de la clase de manera oral. Luego, les proporcionamos unas fotos en la pizarra. Al observar estas imágenes, los estudiantes tenían que dar ejemplos orales y escritos en relación a las habilidades ilustradas en esas fotos.

La cadena de actividades de andamiaje desarrollados a partir de trabajo de los estudiantes en sus magic books les permitió aprender haciendo algo que les gustaba, dibujar. Como tenían que trabajar en parejas, podían interactuar con un compañero, apoyarse los unos a los otros, y andamiar su aprendizaje. Finalmente, esta estrategia les permitió poner en práctica sus habilidades auditivas, orales, de escritura, y un poco de sus habilidades de lectura. Se promovieron los enfoques comunicativos y constructivistas a medida que los estudiantes trabajaban a lo largo de la clase.

Este artefacto se alinea a la sección tres del libro, ya que demuestra nuestra predisposición a buscar y aplicar métodos, estrategias y técnicas que nos permitan mejorar el desarrollo de las habilidades comunicativas de nuestros alumnos a medida que ellos construyen su conocimiento trabajando colaborativamente con sus compañeros. Como se explica en la sección tercera del libro, Herrera & Murry (2010), sugieren que los profesores competentes desarrollan planes de acción que abarcan una secuencia lógica. Estos profesores reflexionan sobre las necesidades de sus estudiantes en cuanto a sus dimensiones lingüísticas y académicas, programas actuales, formas de proporcionar la interacción entre sus alumnos, desafíos que pueden enfrentar al implementar una actividad, así como los beneficios (con respecto a los logros) que sus estudiantes obtendrán de que la actividad en cuanto al trabajo colaborativo dentro del aula.

Además, estos profesores deben tener la competencia para demostrar una argumentación fundamentada en la investigación detrás de la decisión tomada con respecto al plan de acción que se proponen implementar en su práctica profesional. Con respecto a esta explicación, podemos decir que las estrategias BDI ofrecen una gran oportunidad para fomentar las habilidades lingüísticas de los estudiantes, así como su construcción del conocimiento y el trabajo cooperativo. Además, estas estrategias son estrategias basadas en la investigación del cerebro que permiten a los profesores llevar a los estudiantes de lo conocido a lo desconocido a medida que sacan a la luz los conocimientos previos, los conectan con el nuevo conocimiento, y afirman su aprendizaje.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

La forma en que la estrategia magic book fue implementada en esta clase tocó más de uno de los indicadores establecidos en los cinco estándares BDP. Por lo tanto, al hacer que los estudiantes trabajen en una cadena de actividades colaborativas y de andamiaje, se promoverá la interacción y la producción oral centrándose en el contenido del tema bajo estudio. También, como se describió anteriormente, la estrategia en sí fue/puede ser adaptada para proporcionar a los estudiantes oportunidades para demostrar sus habilidades lingüísticas así como las habilidades cognitivas y el conocimiento en formas diferentes.

Estas adaptaciones pueden incluir ajustes en la estrategia para que se ajuste al tema e integre el conocimiento previo de los estudiantes en cuanto a sus cuatro dimensiones, así como sus preferencias de agrupación y estilos de aprendizaje, tal cual fueron desarrolladas para la clase de la que se obtuvo el artefacto. Un monitoreo constante y apoyo a los largo de las actividades de andamiaje también será necesario. Esto ejemplifica



cómo los estándares relacionados a la actividad conjunta productiva, el desarrollo del conocimiento lingüístico, la contextualización, y la conversación instruccional se pueden encontrar dentro de la aplicación de los magic books en cualquier clase.

En lo que respecta al estándar de actividades desafiantes, estos artefactos ilustran el resultado final de una secuencia de actividades que los alumnos realizaron con el fin de cumplir el propósito de esta lección (metas y objetivos). Varios pasos fueron seguidos antes de completar el producto final. A medida que los estudiantes trabajaron para culminar esta tarea, recibieron apoyo y orientación de sus compañeros y sus maestros (nosotras). Esto nos permitió retroalimentarlos y nos ayudó a andamiar su aprendizaje a medida que navegaban a través del cumplimiento del viaje del magic book. Teniendo en cuenta las especificaciones/indicadores establecidos en cada una de los estándares de la BDP, haremos nuestro mejor esfuerzo para planificar nuestras lecciones en torno a actividades rigurosas que nos ayudarán a alcanzar esas alineaciones.



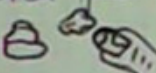
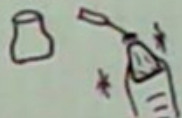
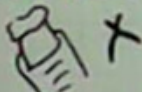
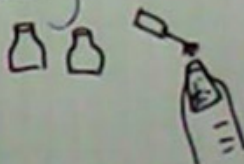
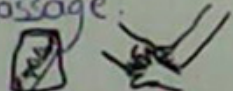
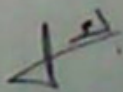
Teniendo en cuenta que este artefacto representa productos finales de nuestras clases realizadas en Ecuador, seguiremos adaptando esta estrategia de manera similar. Al hacerlo, nos aseguraremos de obtener los mejores beneficios de enseñanza / aprendizaje de la misma. Las adaptaciones realizadas a esta estrategia siempre tendrán la finalidad de fomentar el trabajo de los estudiantes para alcanzar los objetivos de aprendizaje y los objetivos establecidos para la clase. Asimismo, también realizaremos ajustes para hacer que la estrategia se ajuste de acuerdo a las habilidades lingüísticas y cognitivas de los estudiantes, sus preferencias de agrupación y aprendizaje, así como cualquier conocimiento previo que ellos traigan a la clase. Esto nos ayudará a hacer el contenido más significativo para los estudiantes y que el aprendizaje sea logrado fácilmente.

Artefacto Dos: Topic in pictures and words

**Work in class**

Name: Euy Pelaez  
Class: 2<sup>nd</sup> Informatics  
Date: August 5<sup>th</sup>, 2013.

How to make a manicure in pictures and words.

<p>First, wash your hands</p> 	<p>After that rinse your hands with a lot of water.</p> 
<p>Second, remove the nail polish from the nails.</p> 	<p>Later, put lacquer on the nails.</p> 
<p>Then apply cuticle remover and cut cuticle</p> 	<p>Finally, paint the nails with your favorite design.</p> 
<p>After, apply exfoliant in your hands and massage.</p> 	

Source: Template adapted from: Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by EFL students.

“Dominio 3: Planificando y Manejando la Instrucción: Los participantes conocen, comprenden, y aplican prácticas basadas en estándares y estrategias relacionadas a la planificación, implementación y manejo de la instrucción de ESL y de contenido, incluyendo la organización del aula, estrategias de enseñanza para el desarrollo y la integración de las competencias lingüísticas y la elección y adaptación de los recursos del aula. [...]

Estándar 3.b.: Planificando para una Instrucción de ESL y Contenido Basada en Estándares. Los participantes saben, entienden y aplican una variedad de estrategias y técnicas de aprendizaje basadas en estándares para desarrollar e integrar el audio, habla, habla, y la escritura en inglés, y para acceder el currículo básico. Los participantes apoyan a los estudiantes de ESOL para que accedan al currículo básico a medida que ellos aprenden los contenidos lingüísticos y académicos juntos.” (TESOL, 2003, p. 24)

Este artefacto muestra uno de los productos finales del trabajo de nuestros estudiantes ecuatorianos. Trabajábamos en una lección en la que estábamos enseñando acerca de las palabras de secuencia (primero, segundo, a continuación, siguiente, después, después de eso, más tarde, y finalmente). Además de aprender sobre el uso de las palabras de secuencia, también queríamos que nuestros estudiantes revisen y apliquen el uso de oraciones imperativas, en este caso, para dar instrucciones. Entonces, para esta lección, nos basamos en la eficacia de la estrategia “topic in pictures and words”. Como explicamos en el artefacto uno de esta sección, habíamos obtenido algo de información acerca de los estilos de aprendizaje de nuestros alumnos, preferencias de agrupación, su nivel de suficiencia L1 y L2 a través de entrevistas informales y observaciones.

Como es habitual, teniendo en cuenta el nivel de dominio del inglés y las preferencias de agrupación de nuestros estudiantes, los hicimos trabajar en parejas y realizar una lluvia de ideas acerca de las palabras de secuencia en sus cuadernos, ya sea en Inglés o Español. Después de que obtuviéramos una visión general acerca de su conocimiento en relación a las palabras de secuencia, analizamos una de las cosas que les gusta hacer, dibujar. Por lo tanto, los hicimos que trabajen en la actividad topic in pictures and words. Pensamos que esta estrategia sería perfecta para guiar a nuestros estudiantes a través de su proceso de aprendizaje, ya que esta actividad les proporcionaría la oportunidad de demostrar sus conocimientos a través de ilustraciones gráficas y palabras. Además, las ayudas visuales son un apoyo importante para el aprendizaje de un segundo idioma. En este caso, las ilustraciones eran más relevantes para los estudiantes porque reflejaban la representación de sus conocimientos y la forma como entendían acerca de lo que iban a escribir en esta tarea.

Otro factor importante que tanto la estrategia *topic in pictures and words* y el tema en sí nos permitieron considerar cuales eran los intereses de nuestros alumnos. En consecuencia, como queríamos que describan un proceso en el que tuvieran que usar las palabras de secuencia y oraciones imperativas, les hicimos completar una actividad “Cómo ... *in pictures and words*”. Al trabajar en esta tarea, los estudiantes decidieron con qué proceso se sentían más conectados al describir. Ideas como “cómo hacer ceviche en imágenes y palabras, cómo andar en bicicleta en imágenes y palabras, cómo cepillarse los dientes en imágenes y palabras, cómo construir una casa en imágenes y palabras, y como se ilustra en el artefacto de este apartado, cómo hacer una manicura en imágenes y palabras”, entre otros, surgió como parte de la creatividad y los intereses de estos estudiantes.

Al igual que en todas las clases, los objetivos de la clase y los objetivos lingüísticos fueron escritos en la pizarra y revisados con los estudiantes al comienzo de la clase y confirmados al final de la misma. También sirvieron como referencia para los estudiantes y nosotras en cuanto a lo que teníamos que lograr en esa lección. Pudimos volver a revisarlos durante todo el período de clase como un recordatorio de lo que teníamos que hacer y el objetivo de cada actividad.

Hicimos que estos estudiantes trabajen en parejas para que puedan apoyarse unos a otros, pero el producto final fue individual. Después de hacer una lluvia de ideas acerca de las palabras de secuencia, los animamos a dibujar una secuencia de imágenes por medio de las cuales ilustraron la secuencia de un proceso sobre el cual querían escribir. Luego les explicamos sobre el uso de las palabras de secuencia y modelamos con su ayuda un proceso acerca de cómo salir bien en los exámenes. Después de eso, los hicimos conectar esta nueva información con la secuencia de imágenes que habían dibujado. Hablaron con sus compañeros acerca de que procesos diferentes que ellos habían dibujado y completaron su trabajo mediante la adición de una descripción a cada imagen. Después de eso, ellos cambiaron de pares a pequeños grupos e intercambiaron información acerca de lo que habían escrito en su trabajo “cómo hacer... en imágenes y palabras”. Por último, escogieron una de los trabajos y compartieron la información con el resto de la clase.

Esta estrategia, combinada con la actividad de lluvia de ideas nos permitió promover el trabajo colaborativo dentro de nuestra aula. Además, nos dieron la oportunidad de llevar a nuestros estudiantes de lo conocido a lo desconocido a medida que realizaban sus tareas. Además, pudimos hacer que nuestros estudiantes trabajaran en la descripción de algo que les interesaba así como que combinen el trabajo escrito con la elaboración de las representaciones visuales. Finalmente, los estudiantes estaban animados y dispuestos a trabajar en la actividad a medida que sentían que recibían el apoyo de sus compañeros.

Este artefacto está alineado a la sección tres del libro porque demuestra la utilización de estrategias y técnicas que están alineados con el método BDI, el mismo que se basa en el enfoque cognitivo y comunicativo para el aprendizaje de idiomas. Por otra parte, como se indica en el apartado tercero del libro de la implementación de estrategias y técnicas debe estar asociados con lo que los estudiantes necesitan. Y más importante aún, estas estrategias tienen que estar basadas en la investigación del cerebro porque deben promover no sólo las habilidades comunicativas de los estudiantes, sino también activar sus capacidades cognitivas. Del mismo modo, el objetivo de cualquier estrategia debe ser que los profesores puedan aplicar diferentes técnicas que inciten a los estudiantes a activar, conectar, y afirmar sus conocimientos. La estrategia *topic in pictures and words*, tal como fue aplicada en esta lección, permite la conexión de estas fases a lo largo de la lección.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

Después de reflexionar sobre las especificaciones establecidas para cada uno de los cinco estándares BDP y los resultados de la implementación de la estrategia *topic in pictures and words* en una nuestras clases en Ecuador, creemos que este artefacto tocó más de un indicador contenido en cada estándar. En esta clase, a los estudiantes se les pidió trabajar en una secuencia de actividades significativas en las que tenían que trabajar colaborativamente mientras desempeñaban un conjunto de pasos para llegar al producto final. Sus habilidades cognitivas fueron cultivadas a medida que trabajaban en la tarea. Sus habilidades lingüísticas también fueron promovidas a medida que interactuaban y recibían el apoyo de sus compañeros y andamiaban su aprendizaje. La estrategia se prestó a sí misma de tal manera que a los estudiantes se les dió la posibilidad de demostrar su aprendizaje en imágenes y palabras. Por otra parte, la forma en que fue planificada y ejecutada indica que los antecedentes de los estudiantes y los resultados de la pre-evaluación previa fueron considerados para resultados más eficaces. Se fomentó

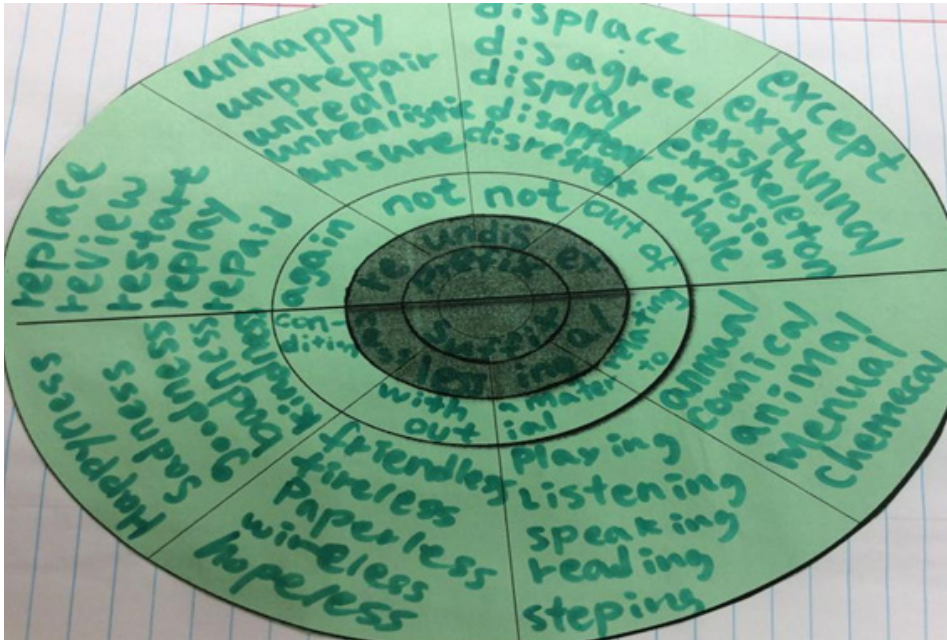
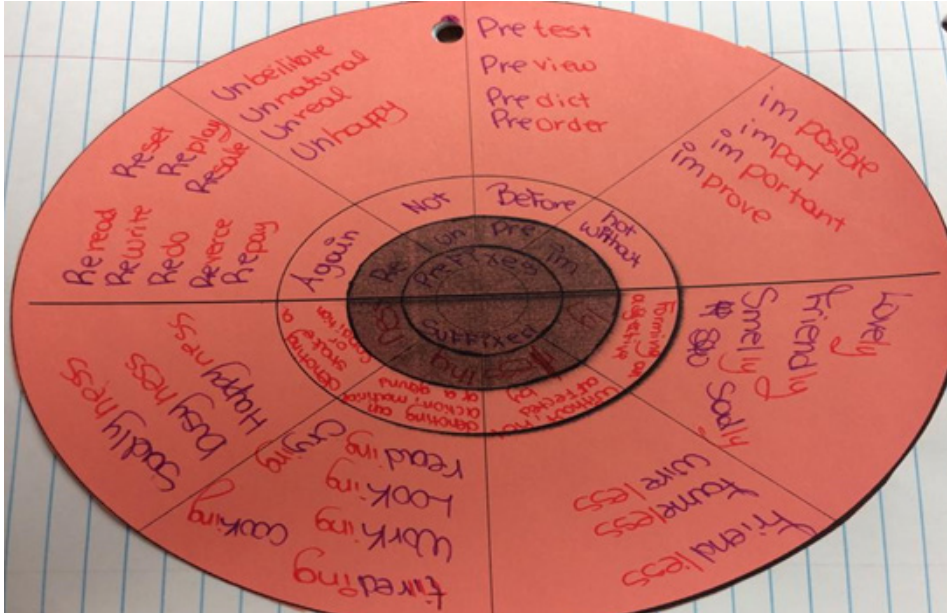
bastante speaking a medida que los estudiantes fueron de un paso a otro. En cierta forma, cada una de los estándares fue tocado.

Los estudiantes realizaron una serie de pasos de andamiaje antes de entregar su resultado final. Recibieron apoyo, orientación y retroalimentación apropiados por parte de sus compañeros y de nosotras. Esto les ayudó a alcanzar las metas establecidas para la clase. Los indicadores establecidos en los estándares BPD dieron una orientación valorativa clara para evaluar la forma en que una lección es planificada y las estrategias implementadas. Para trabajos futuros, utilizaremos los estándares e indicadores CREDE para planificar nuestras clases con eficacia y así proporcionar a nuestros estudiantes la oportunidad de aprender en una forma más significativa.

En lo que respecta a la estrategia *topic in pictures and words*, vamos a seguir adaptando y aplicando esta estrategia de manera similar porque vemos que la hemos estado implementando y adaptando de tal manera que se alinea con los indicadores de los estándares de la BPD. Sin embargo, reflexionaremos sobre ella y la adaptaremos tantas veces como sea necesario para asegurarnos que estamos consiguiendo los mejores beneficios de enseñanza / aprendizaje a través de la misma. Las adaptaciones realizadas a esta estrategia siempre tendrán la finalidad de fomentar el trabajo de los estudiantes para alcanzar los objetivos de aprendizaje y las metas establecidas para la clase. Además, también realizaremos adaptaciones para hacer que la estrategia se ajuste de acuerdo a las habilidades lingüísticas y cognitivas de los estudiantes, su agrupación y preferencias de aprendizaje, así como los conocimientos previos que traen a clase. Esto nos ayudará a hacer el contenido más significativo para los estudiantes y el aprendizaje fácil y exitosamente alcanzado.



Artefacto Tres: Extension Wheel



Source: Template adapted from Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by ESL students.

“Dominio 3: Planificando y Manejando la Instrucción: Los participantes conocen, comprenden, y aplican prácticas basadas en estándares y estrategias relacionadas a la planificación, implementación y manejo de la instrucción de ESL y de contenido, incluyendo la organización del aula, estrategias de enseñanza para el desarrollo y la integración de las competencias lingüísticas y la elección y adaptación de los recursos del aula. [...]

Estándar 3.b.: Planificando para una Instrucción de ESL y Contenido Basada en Estándares. Los participantes saben, entienden y aplican una variedad de estrategias y técnicas de aprendizaje basadas en estándares para desarrollar e integrar el audio, habla, habla, y la escritura en inglés, y para acceder el currículo básico. Los participantes apoyan a los estudiantes de ESOL para que accedan al currículo básico a medida que ellos aprenden los contenidos lingüísticos y académicos juntos.” (TESOL, 2003, p. 24)

Esta lección fue preparada para estudiantes CLD que estaban aprendiendo inglés como segunda lengua. Todos venían de diferentes países, hablaban diferentes idiomas, y su nivel de suficiencia de inglés académico variaba entre la producción temprana y el discurso emergente. A partir de la información obtenida a través de sus biography cards, descubrimos que estos estudiantes les gustaba trabajar sobre todo en parejas y que preferían trabajar con elementos visuales. Como habíamos observado su trabajo a lo largo de nuestra instrucción, descubrimos que también le gustaba trabajar en actividades prácticas. Entonces, con el fin de proporcionarles una instrucción de apoyo, consideramos todos esos factores cuando planificamos nuestra clase.

Como parte de su plan de estudios, los estudiantes debían aprender sobre raíces, prefijos y sufijos. Por lo tanto, para esta clase decidimos utilizar dos estrategias; una para activar sus conocimientos y la otra para conectar y afirmar sus conocimientos. Como un hábito de cada clase, los objetivos de la clase y los objetivos lingüísticos fueron escritos en la pizarra y revisados con los estudiantes al comienzo de la clase y confirmados al final. También sirvieron como referencia para que todos los estudiantes y nosotras recordemos lo que teníamos que lograr en esa lección. Pudimos revisarlos durante todo el período de clase como un recordatorio de lo que teníamos que hacer y el objetivo de cada actividad.

Precedido de la revisión de los objetivos de la clase, para la primera parte de la lección, los estudiantes debían trabajar en una actividad de mapas mentales en el que tenían que elaborar la mayor cantidad de palabras que pudieran contener las raíces "lugar, de acuerdo, activo y feliz" que pudieran. Después de hacerlo, tenían que identificar cual era la raíz, así como los prefijos y sufijos de las palabras. Esta actividad les permitió activar su conocimiento previo y cuando les explicamos acerca de prefijos y sufijos, fueron capaces

de ver en los ejemplos que habían proporcionado como parte de su lluvia de ideas de ideas sobre lo que estábamos hablando.

A medida que avanzábamos a través en la clase, hicimos que nuestros estudiantes para completen una extension wheel, el mismo que es el artefacto utilizado para esta sección. Al trabajar en la extension wheel, los estudiantes pudieron conectar sus conocimientos previos acerca de prefijos y sufijos. Cada estudiante proporcionó cuatro ejemplos de prefijos y cuatro ejemplos de sufijos y el significado que estos prefijos y sufijos proporcionarían a la raíz o base unidas a ellos. Finalmente, para la parte de afirmación, se les pidió elaborar ejemplos de palabras que pudieran contener los prefijos y sufijos que habían propuesto como ejemplos. Desde el inicio de la actividad hasta el final, los estudiantes trabajaron en parejas como una manera de hacer que se apoyaran mutuamente y ayudarles a andamiar su aprendizaje. Sin embargo, a pesar de que trabajaron en parejas y se apoyaron mutuamente, el trabajo que hicieron en la extension wheel fue un producto individual. Nosotras estuvimos ahí para apoyarlos, monitorearlos y proporcionarles retroalimentación sobre su producción en toda la clase y andamiar su aprendizaje.

Iniciando con la actividad de mapas mentales como una estrategia de activación hasta la extension wheel en la parte de conexión y afirmación de la lección, estas estrategias fueron adecuadas para proporcionar trabajo colaborativo y el apoyo entre compañeros. Además, facilitaron la interacción entre los estudiantes. El trabajo cognitivo y meta-cognitivo también fue apoyado y desarrollo de habilidades comunicativas también fue impulsado a través de la aplicación de estas dos estrategias.

Este artefacto está alineado a la sección tres del libro ya que en combinación con la actividad linking language, sentaron las bases para trabajar en todas las etapas de la lección como son la activación, conexión, y la afirmación. Esas estrategias son basadas en investigaciones (como se documenta en el método BDI) y se conoce que su aplicación funciona de manera efectiva, tal cual lo demostraron ser en esta lección. Además, la extension wheel nos permitió promover en los estudiantes las habilidades comunicativas, ya que trabajaron en colaboración con pares. La extension wheel también facilito el trabajo cognitivo y meta-cognitivo de los estudiantes. La obtención de este tipo de trabajo a través de la aplicación de cualquier estrategia es relevante con el fin de demostrar la eficacia de su función.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others. (REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

La implementación de este artefacto ilustra la forma en que los cinco estándares de la BDP han sido tocados en su nivel más alto y en diferentes maneras. Dentro de esta lección, la estrategia extension wheel se llevó a efecto en virtud de la ejecución de varias técnicas y actividades para asegurar su eficacia. Los estudiantes tuvieron que trabajar en parejas para poder interactuar con sus compañeros, apoyarse los unos a otros, proporcionarse retroalimentación, discutir sobre el tema/tareas, andamiar su aprendizaje y desarrollar sus habilidades comunicativas. Se consideró el conocimiento previo de los alumnos para poner en práctica esta estrategia de manera efectiva. Al comienzo de la clase, los estudiantes fueron motivadas para que muestren sus conocimientos previos a través de una actividad llamada mind mapping. Ya lo largo de la clase, se alentó a los estudiantes a hacer conexiones entre los conocimientos que ya tenían en su L1 y el nuevo contenido.

Cada actividad fue meticulosa y con una meta prevista para alcanzar los objetivos fijados para la lección. Además del apoyo y la retroalimentación obtenida de sus

compañeros, los estudiantes también recibieron retroalimentación apropiada por parte de nosotras, de esa manera les ayudamos a empinar y elaborar su aprendizaje. Teniendo en cuenta que los indicadores establecidos en los estándares de la BDP dan una clara orientación valorativa para evaluar la forma en que una clase es planificada y las estrategias implementadas la misma, para trabajos futuros, vamos a utilizar los estándares e indicadores CREDE para planificar nuestras clases con eficacia y proporcionar a nuestros estudiantes oportunidades para aprender en formas más significativas. Por otra parte, después de ver y reflexionar sobre los resultados capturados en la implementación de la estrategia *extension wheel*, hemos considerado implementarla en maneras similares en Ecuador. Al hacer esto, aseguraremos que este artefacto sea implementando en nuestras clases con todo su potencial en lo que respecta a los estándares de la BDP.

Los estudiantes serán motivados a trabajar en un conjunto de actividades de andamiaje hasta que completen su producto final. Ellos recibirán el apoyo adecuado, orientación y retroalimentación de todos, sus compañeros y nosotras. Esto nos ayudará a la consecución de los objetivos fijados para la lección. Desarrollaremos las adaptaciones necesarias para la estrategia y la forma en que se lleva a cabo con el fin de obtener los mejores beneficios de ella, siempre alineados con los estándares de la BDP. Las adaptaciones realizadas a esta estrategia y la forma cómo se implementara siempre tendrá el propósito de fomentar el trabajo de los estudiantes para alcanzar los objetivos de aprendizaje y los objetivos establecidos para la clase. De igual forma, también se llevarán a cabo adaptaciones para hacer que la estrategia se ajuste de acuerdo a las habilidades lingüísticas y cognitivas de los estudiantes, sus preferencias de agrupación y de aprendizaje, así como los conocimientos que traen a clase. Esto nos ayudará a hacer el contenido más significativo para nuestros alumnos y el aprendizaje será logrado con facilidad y de una manera exitosa.

# Evaluación Auténtica de la Instrucción y el Progreso del Estudiante

Dime y lo olvido. Enséñame y lo recuerdo. Involúcrame y aprendo.  
Benjamin Franklin

Abordar asuntos relacionados con la evaluación del progreso de los estudiantes es un tema complicado. Muchos maestros pueden pensar que la evaluación tiene que ver con que los estudiantes completen las tradicionales pruebas de papel y lápiz en las que los estudiantes tienen que llenar un banco de preguntas abiertas o de opción múltiple al final de una lección o un parcial. No obstante, la evaluación implica mucho más que eso. Podemos aprender de la cita de Franklin que la evaluación implica la motivación de la verdadera participación de los estudiantes para que esta sea significativa para ellos. Es decir, la evaluación debe motivar a los estudiantes a que demuestren su conocimiento y habilidades en formas más auténticas y significativas. Esta incluye demostrar la creatividad y la capacidad de crear actividades educativas divertidas y atractivas por medio de las cuales los estudiantes sean alentados a demostrar lo que han aprendido y a producir el idioma objeto de estudio de manera significativa.

También implica darnos a nosotros mismos, como maestros, oportunidades para monitorear el progreso de los estudiantes durante todo el proceso de enseñanza. De esta manera, se puede detectar a quien le está yendo bien y quien necesita más apoyo o más aclaraciones sobre lo que se enseña. No sólo al final de un período de estudio en que puede ser demasiado tarde para volver atrás y enseñar todo de nuevo. Además, las pruebas de papel y lápiz no siempre reflejan lo que los estudiantes realmente saben. Por esa razón, los estudiantes no deben ser señalados como estudiantes buenos o malos, ni tampoco deben ser vistos como estudiantes que fracasan debido a los resultados de las pruebas de papel y lápiz ya que hay mucho más conocimiento y habilidades detrás de lo que los estudiantes pueden haber puntuado en una prueba así.

Herrera et al. (2013) sostuvieron que la evaluación auténtica proporciona a los maestros un lienzo de oportunidades para descubrir en que página están los estudiantes

en un momento determinado. Además, los resultados de las evaluaciones auténticas permiten a los maestros a reflexionar sobre su instrucción. Como resultado, los profesores pueden tomar las medidas necesarias para ajustar su instrucción con el fin de apoyar a los estudiantes que están luchando con el contenido. Según estos autores, la evaluación auténtica se caracteriza por ser realizada durante instrucción áulica a través de cualquier actividad desarrollada durante el tiempo de clase, como trabajos en grupo, lo que significa que las evaluaciones auténticas son formativas. La evaluación autentica sirve como un facilitador de la participación de los estudiantes en el proceso de evaluación. Además, es significativo tanto para los estudiantes como para el profesor. Por último, se fundamenta en tareas que promueven la conexión entre la vida de los estudiantes y el contenido en estudio. De esta manera, los alumnos se sentirán más conectados con lo que están estudiando, lo que conllevará a un aprendizaje significativo.

Herrera et al. (2013) sugirieron que los educadores pueden evaluar a sus estudiantes con autenticidad mediante la aplicación de evaluaciones formales e informales. Las evaluaciones formales son aquellas relacionadas con la recopilación de datos numéricos que reflejaran el logro de los estudiantes en una determinada área de estudio. Las pruebas de mayor exigencia y las pruebas estandarizadas son ejemplos de evaluaciones formales normalmente aplicadas a los alumnos para medir su aprendizaje. Infortunadamente, este tipo de pruebas no siempre reflejan información exacta sobre lo que los estudiantes realmente saben. Hay factores como la elevación del filtro afectivo de los estudiantes que puede interferir con el rendimiento de los estudiantes durante este tipo de pruebas. Las evaluaciones auténticas informales, por su parte, tienen la ventaja de (entre otras) no aumentar el filtro afectivo de los alumnos. En consecuencia, a través de evaluaciones informales los maestros pueden ganar conocimientos que no podrían obtener a través de evaluaciones formales.

Herrera et al. (2013) y O'Malley y Pierce (1996) señalan que este tipo de evaluación puede ser tan simple como observaciones, conversaciones, entrevistas, recopilación de datos mediante el uso de listas de cotejo o rúbricas, hasta experimentos de los estudiantes, proyectos, fragmentos de narraciones y muchos más. Además, la información obtenida mediante la administración de este tipo de evaluaciones a los estudiantes permite a los profesores realizar adaptaciones en su instrucción con el objetivo de ayudar a los estudiantes a escalar su aprendizaje. Entre varios de los tipos de evaluaciones auténticas sugeridas por Herrera et al. (2013) y O'Malley y Pierce (1996) están las evaluaciones basadas en el desempeño y los portafolios. Sin embargo, además de estos dos tipos de evaluaciones auténticas, Herrera et al. (2013) también sugieren la autoevaluación y la evaluación entre pares, la evaluación basada en la entrevista, evaluación a través de entrevistas, evaluación basada en juegos, evaluación de grupos colaborativos, y diarios de diálogos y ensayos por avances como ejemplos de evaluaciones auténticas.



Reflexionando sobre nuestro espíritu constructivista y nuestro amor por las actividades prácticas, nos inclinamos completamente por las evaluaciones basadas en el desempeño como una forma de evaluar a nuestros estudiantes con autenticidad. Nos hemos apoyado en este tipo de evaluación en nuestra experiencia docente previa y ha funcionado increíblemente tanto para nuestros estudiantes y como para nosotras. Evaluar el progreso de los estudiantes mediante la asignación de tareas significativas y relacionadas a la vida real nos ha proporcionado un lienzo de oportunidades para evaluar a nuestros estudiantes de una manera progresiva. Además, al trabajar en tareas como éstas, a nuestros estudiantes les hemos dado la oportunidad de verdaderamente demostrar sus conocimientos y habilidades realizando y viviendo esas tareas a medida que las realizan en una serie de pasos para llegar a un producto final.

Por ejemplo, una de las tareas en la que hemos hecho que nuestros estudiantes trabajen ha consistido en la elaboración de un banco de preguntas (utilizando los puntos de vocabulario y de gramática que están siendo estudiando actualmente mezclado con lo que se ha estudiado antes como una manera de practicar contenidos pasados). Luego tendrían que trabajar en parejas con uno de sus compañeros y entrevistarse el uno al otro. Después, tendrían que escribir un breve informe con respecto a la información que descubrieron sobre sus compañeros de clase durante la entrevista. Por último, tendrían que crear individualmente un cartel sobre el compañero entrevistado y presentar la información a la clase de forma oral. Al final, tienen que presentar el cuestionario que se utilizaran para la entrevista (lleno) y el informe escrito basado en la información de la entrevista. Al realizar este conjunto de actividades proporcionamos a nuestros estudiantes la oportunidad de practicar su lectura, escritura, comprensión auditiva y expresión oral de forma simultánea.

Otra forma en que solemos evaluar a nuestros alumnos es haciendo que trabajen en actividades prácticas en las que tienen para completar las tareas basadas en las estrategias BDI como el linking language, magic books, foldables, topic in pictures and words, etc. Las estrategias BDI proporcionan una gran oportunidad de evaluar a los estudiantes auténticamente debido a que al realizar estas actividades los estudiantes realizan trabajo colaborativo porque trabajan en parejas o en grupos. Los estudiantes comparten su trabajo y se responsabilizan por lo que están haciendo en la tarea. Juntos, producen un artefacto en el que demuestran sus habilidades de escritura combinados con dibujos o fotografías. Luego tienen que dar una exposición oral. Al hacerlos que trabajen en tareas apoyadas por las estrategias BDI, hemos tenido la oportunidad de evaluar las habilidades escritas y orales de nuestros alumnos en un período de tiempo suficiente como al supervisar su trabajo durante la ejecución de la tarea.

Además de este tipo de tareas, también ordenamos a nuestros estudiantes que desarrollen guiones para juego de roles y los actúen. Una vez más, con actividades como

éstas, hemos podido evaluar sus habilidades orales y escritas. Como solíamos trabajar con los estudiantes de secundaria y actualmente estamos trabajando con estudiantes universitarios, asignarles proyectos o tareas relacionadas con sus áreas de especialidad, tales como Informática, Contabilidad y Mecánica era y es otra forma de evaluar a nuestros estudiantes con autenticidad. Estas tareas representan un trabajo importante para ellos porque les damos la oportunidad de demostrar las habilidades que han adquirido en sus áreas de especialidad en inglés. Al trabajar en proyectos como estos, se les da la oportunidad de transferir los conocimientos previos que han adquirido en asignaturas básicas al inglés.

Por ejemplo, para los estudiantes cuya área de especialidad es la mecánica y construcciones metálicas, les animamos a hablar de las máquinas que utilizan en el taller mecánico. Acompañados por imágenes, se les asignó que explicaran acerca de taladros, máquinas de soldar, o piezas de del torno y sus usos. Por otra parte, también se les pidió que explicaran acerca de los tipos de trabajo que realizan con esas máquinas, así como el proceso de creación de objetos metálicos, tales como ventanas, rejas, puertas, etc. Empezando por una explicación acerca de los materiales y máquinas que necesitan para la creación de alguno de esos objetos hasta el proceso a seguir para su elaboración. Una vez más, se les pidió que presenten un informe escrito de su trabajo, así como una presentación oral.

Para los que estudian la contabilidad, hicimos que se convirtieran en los dueños de diferentes tiendas. Un grupo de estudiantes era dueño de una tienda de ropa, otro grupo de una tienda de electrodomésticos, otro grupo poseía una tienda de aparatos electrónicos, otros una farmacia y otros una tienda de comestibles. Su tarea consistía en escribir acerca de su tienda; productos que ofrecían, precios de los productos, ofertas especiales, descuentos, etc. Ellos escribieron y proporcionaron una presentación acerca de su tienda. Durante su presentación oral, instalaron un stand para su tienda y dieron la parte oral de su trabajo con la utilización de los objetos reales. Se pidió a sus compañeros de otros grupos que hagan preguntas sobre lo que ellos ofrecían en las tiendas. Una vez más, sus habilidades productivas, junto con sus habilidades receptivas fueron puestas en práctica en esta tarea también. Cada grupo de estudiantes de informática, construcciones mecánicas y metálicas, y contabilidad combinaron su conocimiento sobre el contenido de su área de especialidad con el contenido (gramática y vocabulario) que habían aprendido en la asignatura Inglés.

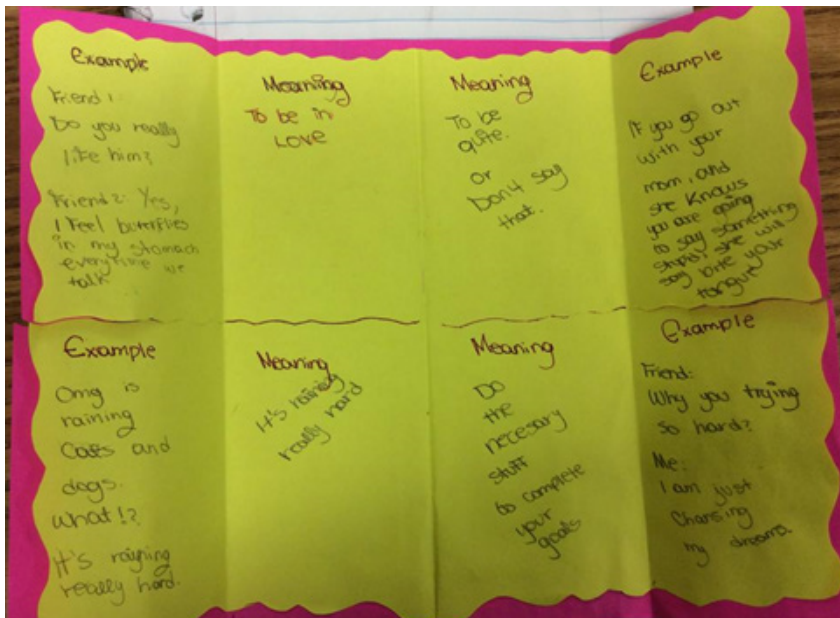
Teniendo en cuenta estas experiencias, creemos que el rendimiento basa, así como las tareas basadas en el desempeño así como las tareas basadas en juegos son una buena forma de evaluar a los estudiantes. Dándoles actividades atractivas mediante las cuales sientan que están jugando y divirtiéndose en lugar de pruebas de papel y lápiz que elevarán su filtro afectivo y no van a dejar que demuestran lo que realmente saben

conducirá a mejores resultados, tanto para el profesor y los estudiantes. Por otra parte, la evaluación basada en el desempeño no sólo nos ha permitido evaluar el producto final de nuestros estudiantes, nos ha permitido también evaluar su trabajo mientras están realizando sus tareas. Mientras supervisamos y los guiamos para que desarrollen su trabajo, tenemos la oportunidad de realizar un seguimiento de su progreso. Asimismo, este tipo de evaluación nos permite promover el trabajo colaborativo y diferenciar la forma de evaluar a nuestros alumnos en formas auténticas y significativas.

Por último, cuando se trata de proporcionar una puntuación, hemos creado y utilizado rúbricas para dar a nuestros alumnos algunas pautas sobre cómo su trabajo será calificado y lo que esperamos de ellos. Las rúbricas proporcionan sirven de guía para el maestro y los estudiantes para que tengan una idea clara sobre lo que buscan en una tarea (Herrera et al., 2013). Además, son un buen apoyo a la hora de proporcionar retroalimentación y hacer que los estudiantes tomen conciencia de donde hicieron un buen trabajo y donde necesitan que trabajar un poco más. Las listas de cotejo pueden ser otra buena manera para anotar y proporcionar retroalimentación en evaluaciones auténticas (Herrera et al., 2013). No hemos probado estas antes, pero estamos dispuestas a hacerlo. Mientras ellas proporcionen una buena guía para proporcionar una puntuación justa al evaluar a nuestros alumnos con autenticidad, estas demuestran ser un buen aliado para los profesores y los estudiantes.

## Evaluación Auténtica de la Instrucción y el Progreso del Estudiante.

### Artefacto Uno: Four Corner Books



Source: The authors

## Dominio y Estándar TESOL

“Dominio 4 Evaluación: Los participantes entienden los asuntos de evaluación y utilizan medidas de evaluación basados en estándares con estudiantes de ESOL. [...]”

Standard 4.c.: Evaluación para ESL Basada en la Clase. Los participantes conocen y utilizan una variedad de herramientas y técnicas de evaluación basadas en el desempeño para informar la instrucción.” (TESOL, 2003, p. 34).

Nuestra comunicación diaria está llena de una variedad de léxico y características que hacen nuestro lenguaje muy florido. Cada vez que nos relacionamos con los demás, utilizamos frases y expresiones que a veces no tienen sentido para nosotros, pero son una parte importante de nuestro lenguaje cotidiano. Enseñamos una clase acerca de modismos y queríamos que nuestros estudiantes comprendan esta característica de los idiomas. Por lo tanto, ya que estas expresiones idiomáticas son una parte importante del lenguaje cotidiano, deseábamos que nuestros estudiantes demuestren su comprensión acerca de lo que son los modismos e ilustraran su uso. Como una forma de evaluar auténticamente en nuestros alumnos el entendimiento de los modismos, hicimos que trabajaran en la estrategia four corners book.

Hicimos que los estudiantes completaran individualmente el four corners books eligiendo cuatro modismos que quisieran describir. Se les pidió dibujar o pegar una imagen que representaba cada modismo en la parte delantera del four corners book. En el reverso de cada esquina de su libro, debían escribir en sus propias palabras, el significado de los modismos que habían elegido ilustrar. Por último, en el centro de su four corners book, se les solicitó escribir una frase o una breve conversación acerca de una situación en la que utilizaran las expresiones idiomáticas. Al hacer todo esto, dimos a estos estudiantes la oportunidad de representar gráficamente los modismos, proporcionar su propia explicación del significado de la expresión, y dar un ejemplo del uso de cada modismo en contexto. Además, los estudiantes demostraron su comprensión de lo que son los modismos y cómo podrían utilizarlos. Con el fin de apoyar su trabajo, se permitió a los estudiantes utilizar computadoras o cualquier otro dispositivo electrónico para buscar ejemplos de modismos.

Debido que los modismos son características del lenguaje figurado que existe no sólo en inglés, sino en todos los idiomas del mundo, intentamos conectar este conocimiento lingüístico y académico con su conocimiento previo. Por consiguiente, los animamos a que piensen acerca de las expresiones idiomáticas que utilizan en su L1 y traten de buscar expresiones idiomáticas en inglés que sean sus equivalentes. Esta conexión, junto al requisito de ilustrar gráficamente las frases idiomáticas, así como con las palabras

y su aplicación en ejemplos, les dio a los estudiantes la posibilidad de demostrar sus conocimientos de una manera auténtica.

La actividad que los estudiantes tuvieron que completar mediante la aplicación del four corners book les permitió demostrar su aprendizaje de los contenidos objeto de estudio de una manera auténtica. Por otra parte, los estudiantes fueron motivados a demostrar su aprendizaje independientemente de su etapa de adquisición del segundo idioma ya que tuvieron que demostrar su comprensión acerca de las expresiones idiomáticas creativamente a través de ilustraciones gráficas, explicación del significado de la expresión en sus propias palabras, y la creación de situaciones en la que posiblemente se podría utilizar las expresiones idiomáticas. De igual forma, se les animó a tratar de elaborar ejemplos de modismos que utilizan en su L1 para promover su aprendizaje. Este conjunto de opciones promovió la autenticidad en su trabajo.

Este artefacto se alinea a la sección cuatro de nuestro libro, ya que establece las condiciones para que los estudiantes demuestren sus conocimientos de una manera auténtica. A través del trabajo de los estudiantes en el four corners book, pudimos saber donde estaban nuestros estudiantes en cuanto a conocimiento y comprensión del contenido/tema. Además, esta estrategia nos permitió ver lo bien que nuestros estudiantes entendían el tema, así como la forma que conectaron este nuevo aprendizaje a sus conocimientos previos. Por otra parte, al hacer que ellos proporcionaran una representación gráfica de los modismos, les dimos la oportunidad de visualizar lo que estaban escribiendo. Además, al proporcionar una explicación en sus propias palabras acerca del significado de los modismos les ayudo a ver la diferencia entre su significado figurativo y literal. Por último, como debían crear sus propios ejemplos utilizando el modismo, pudimos ver que realmente pudieron utilizar los modismos en contexto. A medida que los estudiantes completaban esta tarea, pudimos asegurarnos que habían entendido lo que son los modismos y cómo funciona su significado figurado. También pudimos hacerlos crear conciencia sobre el uso frecuente de los modismos en su lenguaje cotidiano.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.( REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

Después de meditar acerca de los resultados documentados en este artefacto, consideramos que está alineado con el estándar BDP sobre actividades retadoras porque toca a su máximo potencial, cuatro de los indicadores contenidos en el mismo. La estrategia four corners book fue implementada de tal manera que permitió que los estudiantes demuestren su comprensión del tema auténticamente. El uso de sus experiencias previas y la conexión con su vida fueron promovidas para que los estudiantes encuentren más significativo el trabajar en esta actividad. Por otra parte, a medida que los estudiantes trabajaban en esta tarea, apoyo y andamiaje fueron dados apropiadamente a través del monitoreo. Este conjunto de acciones nos ayudó a ubicar el desempeño y los resultados de este artefacto en el más alto nivel del estándar e indicadores CREDE concerniente a actividades desafiantes.

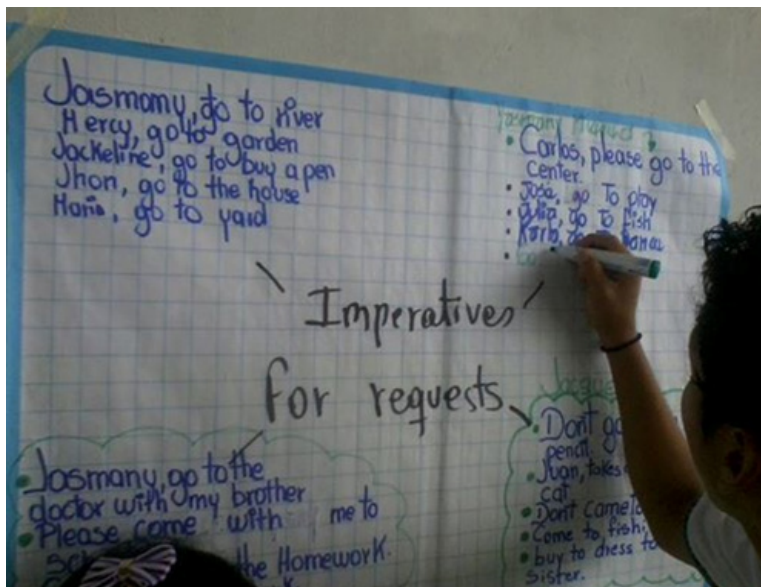
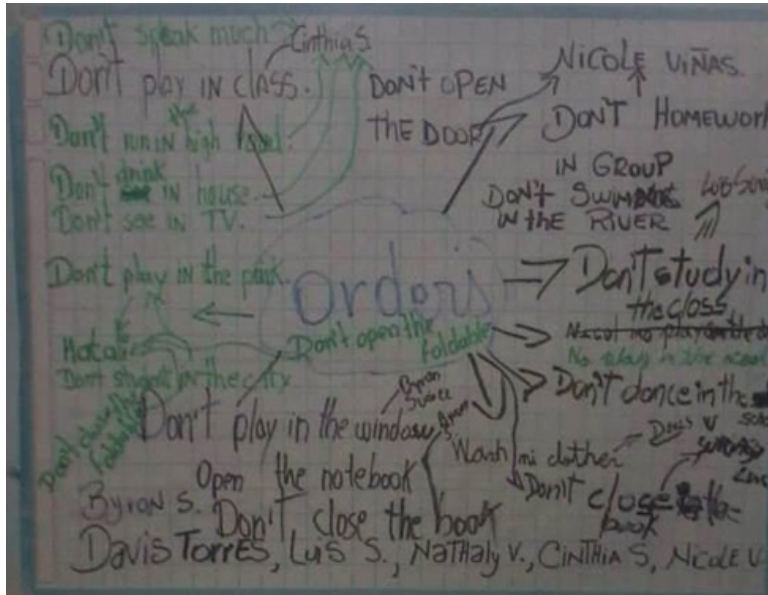
Como referencia para futuros trabajos en el Ecuador, utilizaremos este estándar y sus indicadores para evaluar futuras evaluaciones auténticas que planeemos implementar dentro de nuestra práctica docente en Ecuador. Esto nos permitirá ofrecer a nuestros



estudiantes mejores oportunidades para ser evaluados con mayor autenticidad. En cuanto al four corners book, éste ha demostrado ser una estrategia eficaz para evaluar a los estudiantes de una manera auténtica. Los estudiantes tienen cuatro secciones del libro para expresar sus conocimientos a través de imágenes, palabras, frases, ejemplos, su L1, etc. Todo dependerá de los objetivos de la evaluación, así como la forma en que queramos que nuestros estudiantes demuestren su aprendizaje. Sin embargo, la forma en que este artefacto fue implementado para este grupo de estudiantes es un buen modelo de cómo podríamos querer implementarlo en nuestras clases en Ecuador ya que las habilidades y los antecedentes de los estudiantes son consideradas a medida que se les da la oportunidad de demostrar sus conocimientos de formas diferentes.

Con el fin de lograr el máximo potencial de este artefacto dentro de nuestras clases en Ecuador, podríamos aplicar esta estrategia de manera similar o considerar adaptaciones tales como los resultados de grupos e integración de producción oral. Podríamos hacer eso teniendo en cuenta las biografías de nuestros alumnos, el contenido que vamos a evaluar, así como los resultados que esperamos de la evaluación. Asimismo, las adaptaciones realizadas a este artefacto tendrán el propósito de hacer que la estrategia se ajuste a las habilidades lingüísticas y cognitivas de los estudiantes, sus preferencias de agrupación y aprendizaje, así como los conocimientos previos que traigan a la clase. Por ejemplo, podríamos querer evaluar la comprensión de ciertas palabras de vocabulario en nuestros estudiantes haciéndolos que ilustren este vocabulario con imágenes en una parte del four corners book, escriban su significado en su L1 en otra parte del libro, escribir sinónimos en otra parte, e integren una oración con las palabras del vocabulario en otra. Todo esto puede ayudar a hacer la tarea más significativa para los estudiantes y la evaluación satisfactoriamente lograda.

Artefacto Dos: Literacy Mind Map



Source: Template adapted from Herrera, S., Kavimandan, s. k., & Holmes, M. A. (2011). Filled out by EFL students.

## Dominio y Estándar TESOL

“Dominio 4 Evaluación: Los participantes entienden los asuntos de evaluación y utilizan medidas de evaluación basados en estándares con estudiantes de ESOL. [...]”

Standard 4.c.: Evaluación para ESL Basada en la Clase. Los participantes conocen y utilizan una variedad de herramientas y técnicas de evaluación basadas en el desempeño para informar la instrucción.” (TESOL, 2003, p. 34).

Este artefacto representa el producto del trabajo de nuestros estudiantes en una evaluación formativa informal. Como habíamos enseñando una clase sobre el uso de frases imperativas negativas para dar órdenes, hacer sugerencias, dar consejos, ofrecer recomendaciones, etc., estructuramos este literacy mind map para que nuestros estudiantes demuestren su dominio de imperativos negativos. Después de haber explicado sobre el tema y haber trabajado en ejemplos con toda la clase, hicimos que los estudiantes demuestren lo que realmente habían captado sobre el tema objeto de estudio.

Los estudiantes debían trabajar en grupos pequeños. A cada grupo se le asignó un gráfico marcado con uno de los usos de los imperativos negativos (sugerencias, consejos, órdenes, etc.). A través del literacy mind map hicimos que los estudiantes proporcionen la mayor cantidad de ejemplos que pudieran sobre frases imperativas concerniente al uso asignado en el rotafolio. Ellos hicieron una lluvia de ideas y proporcionaron sus propios ejemplos, tales como “no bailar en la escuela, no hablar mucho, no jugar en clase, etc.” en el papelógrafo de imperativos para órdenes, y “no comprar alcohol, no hablar en clase, y no comer en clase” en el papelógrafo de imperativos para sugerencias.

Al hacerlos que trabajen en esta actividad, ganamos una visión general de lo mucho que habían entendido sobre el tema. También, no proporcionó una gran oportunidad para darnos cuenta de quienes todavía estaban teniendo dificultad con el contenido. Descubrimos que los estudiantes eran buenos para estructurar esas frases, sin embargo, algunos de ellos tenían problemas para entender lo que era una sugerencia, recomendación o consejo. Este conocimiento nos permitió regresar y aclarar esos vacíos que tenían en cuanto al significado intencional de las oraciones que se pueden crear mediante el uso de estructuras imperativas.

Mientras caminábamos alrededor de la clase viendo a cada grupo de estudiantes trabajar en sus literacy mind maps asignados, pudimos darnos cuenta de que estaban trabajando en la tarea y divirtiéndose al mismo tiempo. Estaban riendo, hablando y haciéndose preguntas entre sí. De hecho, la actividad del literacy mind map motivó a los estudiantes a trabajar colaborativamente. Vimos un montón de apoyo entre compañeros, motivación para trabajar en la tarea, y participación. Los estudiantes no tenían miedo de

pedir aclaraciones sobre algo que no entendían. Le pedían a cualquiera de sus compañeros de grupo o a nosotras.

En esta clase, tuvimos un par de estudiantes que eran reacios a trabajar en clase, pero empezamos a motivarlos para que trabajaran en actividades grupales como esta. Los resultados fueron fabulosos, ellos comenzaron a participar más en los trabajos de la clase. Parece que ellos no sentían la presión y el estrés que las evaluaciones regulares producen en ellos. En su lugar, se divertían, participaban en la clase, se apoyaban mutuamente, y pudimos ver lo mucho que estaban aprendiendo a medida que lo manifestaban a través de su trabajo.

Este artefacto se alinea a la sección cuatro de nuestro libro porque proporciona un ejemplo de una evaluación formativa. Como citamos en el apartado cuatro del libro sobre lo que Herrera, Morales, y Murry (2013) indicaron sobre las evaluaciones informales, las evaluaciones auténticas informales tienen la ventaja de (entre otras) no aumentar el filtro afectivo de los alumnos. Además, a través de evaluaciones informales los maestros pueden ganar conocimientos que no podrían obtener a través de evaluaciones formales. Además, la información obtenida mediante la administración de este tipo de evaluaciones a permite a los profesores llevar a cabo ajustes en su instrucción con el objetivo de ayudar a los estudiantes a subir peldaños en su aprendizaje.

Reflexionando sobre todo esto, podemos decir que al hacer que los estudiantes trabajen en la actividad del literacy mind map promovió la participación y la motivación hacia la tarea asignada. En lo que a nosotras se refiere, la información que obtuvimos a medida que monitoreábamos el trabajo de los estudiantes y al ver su producto final nos permitió descubrir los vacíos que los estudiantes aún tenían y lo que necesitábamos reforzar para que el tema sea más claro para ellos.

CREDE Standards and Indicators		
Joint Productive Activity	Language Development	Contextualization
"The teacher:	"The teacher:	"The teacher:
<ul style="list-style-type: none"> <li>o designs instructional activities requiring student collaboration to accomplish a joint product.</li> <li>o matches the demands of the joint productive activity to the time available for accomplishing them.</li> <li>o arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.</li> <li>o participates with students in joint productive activity.</li> <li>o organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.</li> <li>o plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.</li> <li>o manages student and teacher access to materials and technology to facilitate joint productive activity.</li> <li>o monitors and supports student collaboration in positive ways.</li> </ul> <p>(CREDE, n.d.)"</p>	<ul style="list-style-type: none"> <li>o listens to student talk about familiar topics such as home and community.</li> <li>o responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.</li> <li>o assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.</li> <li>o interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.</li> <li>o connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.</li> <li>o encourages students to use content vocabulary to express their understanding.</li> <li>o provides frequent opportunity for students to interact with each other and the teacher during instructional activities.</li> <li>o encourages students' use of first and second languages in instructional activities. (CREDE, n.d.)"</li> </ul>	<ul style="list-style-type: none"> <li>o begins activities with what students already know from home, community, and school.</li> <li>o designs instructional activities that are meaningful to students in terms of local community norms and knowledge.</li> <li>o acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.</li> <li>o assists students to connect and apply their learning to home and community.</li> <li>o plans jointly with students to design community-based learning activities.</li> <li>o provides opportunities for parents or families to participate in classroom instructional activities.</li> <li>o varies activities to include students' preferences, from collective and cooperative to individual and competitive.</li> <li>o varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.( REDE, n.d.)"</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

CREDE Standards and Indicators	
Challenging Activities	Instructional Conversation
<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o assures that students – for each instructional topic – see the whole picture as a basis for understanding the parts.</li> <li>o presents challenging standards for student performance.</li> <li>o designs instructional tasks that advance student understanding to more complex levels.</li> <li>o assists students to accomplish more complex understanding by building from their previous success.</li> <li>o gives clear, direct feedback about how student performance compares with the challenging standards.( CREDE, n.d.)”</li> </ul>	<p>“The teacher:</p> <ul style="list-style-type: none"> <li>o arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.</li> <li>o has a clear academic goal that guides conversation with students.</li> <li>o ensures that student talk occurs at higher rates than teacher talk.</li> <li>o guides conversation to include students’ views, judgments, and rationales using text evidence and other substantive support.</li> <li>o ensures that all students are included in the conversation according to their preferences.</li> <li>o listens carefully to assess levels of students’ understanding.</li> <li>o assists students’ learning throughout the conversation by questioning, restating, praising, encouraging, etc.</li> <li>o guides the students to prepare a product that indicates the Instructional Conversation’s goal was achieved. (CREDE, n.d.)”</li> </ul>

This information has been retrieved from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>

Un análisis en profundidad al proceso de implementación y los resultados reflejados en la estrategia literacy mind map nos ayudó a concluir que esta había sido aplicada a su máximo potencial dentro de algunos indicadores de los estándares BDP relacionada actividades desafiantes. Se establecieron expectativas claras sobre lo que queríamos descubrir a partir del aprendizaje de los estudiantes en cuanto al contenido actual como el objetivo principal de la ejecución literacy mind map. El monitoreo también fue proporcionada por nosotras constantemente para comprobar los niveles de participación y motivación hacia la actividad. Como una evaluación significativa, las muestras utilizadas para esta sección demuestran los resultados de la aplicación de esta estrategia como una tarea colaborativa. Estos resultados acompañados del monitoreo durante el proceso del trabajo de los estudiantes nos permitieron obtener una visión clara sobre lo que estos estudiantes realmente habían captado en cuanto al contenido que estaba siendo evaluado.

Al igual que lo hicimos con este grupo de estudiantes, promoveremos la aplicación de esta estrategia en nuestras clases futuras como uno de los aliados perfectos para

evaluar a nuestros alumnos de una manera formativa. Para garantizar su aplicación a su máximo potencial, revisaremos los estándares BDP previo a su implementación y la planificaremos de acuerdo con los indicadores de los estándares BDP. Adaptaciones a la estrategia y ajustes a su implementación se llevarán a cabo con el fin de obtener lo mejor de ella. Estas adaptaciones y ajustes se llevarán a cabo teniendo en cuenta las biografías (las habilidades lingüísticas y cognitivas de los estudiantes, sus preferencias de agrupación y aprendizaje, así como cualquier conocimiento previo que traigan a la clase), el contenido que evaluaremos así como qué resultados esperamos de la evaluación.

Por ejemplo, dependiendo de lo que esperemos ver a partir de la estrategia, podríamos querer evaluar la comprensión de nuestros estudiantes sobre un tema determinado de forma individual y no grupal. También podríamos permitirles utilizar fotos / dibujos, sinónimos, o la traducción a su L1 si quisiéramos evaluar la comprensión del vocabulario o contenidos no-gramaticales que estén siendo estudiados. Todo dependerá de cómo estructuramos la actividad y lo que pretendamos obtener de ella. Estamos muy seguras que esta estrategia y las adaptaciones realizadas a la misma nos ayudarán a hacer la tarea de evaluación participativa y más significativa para los estudiantes. Sus resultados nos ayudarán a obtener los conocimientos que necesitamos de una manera más exitosa que los resultados obtenidos de las pruebas tradicionales de papel-lápiz.





## Monitoreo y Evaluación Reflexiva

No aprendemos de la experiencia. Aprendemos de la reflexión sobre la experiencia.  
John Dewey

Tal como afirma Dewey en su cita, los seres humanos aprenden reflexionando de sus experiencias. Con el fin de descubrir si les está yendo bien en su práctica profesional o no, los educadores deben reflexionar sobre su desempeño en el aula día a día. Esto está relacionado a lo que Herrera y Murry (2011) establecen en el primer nivel de su teoría del espiral de la preparación, que se centra en la preparación de los educadores para la reflexión crítica sobre la práctica. Dentro de esta teoría, estos autores afirman que a través del monitoreo y la evaluación reflexiva de su práctica docente, los educadores son capaces de reflexionar acerca de las suposiciones y creencias que pueden tener sobre sus alumnos. A medida que los educadores se ven más dispuestos a involucrarse en la comprensión de las biografías de sus alumnos, son capaces de llegar a ser más reflexivos acerca del desempeño de sus estudiantes en el aula. En consecuencia, son capaces de entender las actitudes y el comportamiento de sus alumnos mostrada a lo largo de su proceso de aprendizaje. Por otro lado, a través de este entendimiento, los educadores también son capaces de llevar a cabo cambios y adaptaciones en su instrucción con el fin de ayudar a sus estudiantes a tener éxito en su proceso de aprendizaje.

Teniendo en cuenta la cita de Dewey y teoría del espiral de la preparación de Herrera y Murry, hemos podido reflexionar sobre el conocimiento y la experiencia adquirida a lo largo de este proceso de aprendizaje y cómo lo pondremos en práctica en nuestra práctica docente. En consecuencia, hemos reflexionado acerca de los conceptos importantes sobre los que cualquier práctica docente debe estar fundamentada, conceptos guía que son la piedra angular para la articulación de la instrucción en clases de enseñanza de segundas lenguas. Partiendo de la forma en que los individuos adquieren o aprenden una segunda lengua, lo cual es imprescindible que sepamos ya que como profesoras de inglés como lengua extranjera nos permitirá entender las diferentes etapas de aprendizaje de idiomas por las que nuestros pasarán.

Por otra parte, conocer la dinámica de adquisición y aprendizaje de un segundo idioma nos permitirá reconocer los problemas que nuestros alumnos puedan estar enfrentando al aprender Inglés. Además, esto nos permitirá aprovechar ciertas similitudes entre el Español y el Inglés, las mismas que pueden convertirse en una ventaja para el aprendizaje del idioma Inglés en los estudiantes ecuatorianos. Además, con ese conocimiento en mente, seremos consciente de que no todos nuestros alumnos estarán en el mismo nivel de adquisición del lenguaje. De igual forma, estamos listas para esperar estudiantes con diferentes niveles de inglés en un mismo salón de clases lo que significa que también estamos listas para tomar diferentes medidas para proporcionar a nuestros estudiantes una instrucción comprensiva. También significa que estamos listas para reflexionar y establecer metas apropiadas con respecto a lo que podemos esperar de cada uno de ellos según su nivel de idioma.

Aprender acerca de la importancia de la evaluación pre-instruccional de los estudiantes y la elaboración nos ha hecho reflexionar sobre la importancia de saber que conocimientos previos, que conocimientos académicos y que habilidades los estudiantes traen a la clase. Esa información nos permitirá saber dónde tenemos que trabajar más, qué vacíos tenemos que llenar, así como quiénes son los estudiantes que necesitan más atención y apoyo en todos los grupos que enseñemos. Por esta razón, consideramos que es relevante conocer las biografías de nuestros alumnos. En consecuencia, esto nos ayudará a reflexionar sobre qué medidas tomaremos en cada parte de nuestras clases, teniendo en cuenta que la talla única no le calza a todos. Además, fundamentándonos en esos datos, seremos capaces de llevar a cabo cualquier ajuste en nuestra instrucción de acuerdo a lo que nuestros estudiantes necesiten para que de esta manera podamos cubrir sus necesidades individuales.

La información obtenida de las evaluaciones previas a la instrucción se convertirá en la piedra angular para la planificación y ejecución de la instrucción de nuestras clases de inglés. Fundamentadas en lo que habremos descubierto de nuestros alumnos, decidiremos qué estrategias vamos a utilizar, así como la forma en que agruparemos a nuestros alumnos durante su ejecución. Además, considerando la base de conocimiento obtenido a partir de la biografía de nuestros alumnos, también tendremos que reflexionar sobre la forma en que vamos a utilizar esa información combinada con la nueva información obtenida de las evaluaciones previas a la instrucción para activar, conectar, y afirmar el conocimiento de nuestros estudiantes. Esta reflexión nos permitirá hacer que nuestros estudiantes trabajen en actividades significativas mediante las cuales puedan sentir y ver su progreso. Esto incluye el considerar el nivel de Inglés de nuestros alumnos, preferencias de aprendizaje, tipo de inteligencia, sus preferencias de agrupación, etc.

Las estrategias BDI nos permitirán ir a través de cualquiera de las fases de nuestras clases, porque son estrategias flexibles que pueden ser adaptadas y aplicadas ya sea durante la activación, la conexión, la afirmación, o en todas las tres fases de la clase. Al hacer que nuestros estudiantes trabajen en la estrategia linking language, por ejemplo, podremos activar los conocimientos previos de nuestros alumnos sobre un tema haciéndolos que realicen una lluvia de ideas relacionadas a las imágenes que están conectadas con el tema. Mientras revisamos el contenido de la clase, podemos hacer que nuestros estudiantes conecten la nueva información con las ideas que ellos manifestarán en la actividad de linking language. Como una forma de afirmar su aprendizaje, también podríamos hacerlos que completen un papelógrafo de linking language donde ellos tendrán la oportunidad de demostrar lo que han aprendido.

Finalmente, la información obtenida a partir de las biografías de nuestros alumnos también nos permitirá decidir sobre la manera que los evaluaremos. Esto nos ayudará a considerar tareas auténticas por medio de las cuales podremos desafiarlos a pensar en grande y demostrar sus conocimientos y habilidades adquiridas durante su proceso de aprendizaje. Por otra parte, además de llevar a nuestros estudiantes a otro nivel, esas tareas deben ser atractivas y significativas para nuestros alumnos para que de esa forma puedan sentirse conectados con la tarea, tomen posesión de ella, y demuestren lo que saben poniendo en práctica sus cuatro habilidades libre de estrés.

Durante el proceso de aprendizaje en el programa de maestría, fuimos expuestos al BDI como método guiado para el aprendizaje de un segundo idioma. Teniendo en cuenta que esta enseñanza / método de aprendizaje se dirige específicamente a los estudiantes que están aprendiendo no sólo Inglés como segunda lengua, sino también de asignaturas de contenidos básicos en Inglés, así como de que este proceso de enseñanza / aprendizaje se lleva a cabo en un país de habla inglesa lo que puede hacer que sea fácil de aplicar y de resultados efectivos a los estudiantes y profesores, ¿cómo podríamos conseguir la misma efectividad de este método en un país donde los estudiantes aprenden Inglés como lengua extranjera y no como un segundo idioma? ¿Cómo podríamos aplicar las bases de este método como la teoría del modelo prisma en aulas donde no tenemos estudiantes CLD, sino grupos homogéneos de alumnos?

Como un intento y deseo de encontrar respuestas a estas preguntas, estamos entusiasmadas con la idea de llevar a cabo investigaciones sobre cómo adaptar el método y las estrategias BDI en entornos inglés como lengua extranjera y con estudiantes que no son culturalmente y lingüísticamente diversos. Tenemos la intención de investigar más profundamente acerca de cómo funciona el BDI y buscar la manera adaptarlo en nuestro entorno. Tenemos la intención de iniciar el proceso de investigación en nuestro propio salón de clases. En primer lugar, tendremos que establecer un plan que comenzará

mediante la averiguación acerca de las preferencias de aprendizaje de nuestros estudiantes, su tipo de inteligencia y preferencias de agrupación. Adicionalmente, una pre-evaluación con el fin de recolectar información sobre sus antecedentes socioculturales, lingüísticos, cognitivos y su formación académica también serán necesarios. Para este paso, que los alumnos llenen una tarjeta biografía será lo primero que haremos. Después de recopilar esa información, empezaremos a planificar cómo implementar las estrategias BDI dentro de nuestra instrucción considerando las etapas de activación, conexión y afirmación del plan de clase, así como la evaluación auténtica de aprendizaje de los estudiantes. Llevaremos a cabo este trabajo de investigación con estudiantes que pertenezcan a una clase para poder concentrarnos en su progreso más profundamente.

Una vez que hayamos analizado los resultados obtenidos a partir de nuestro trabajo de investigación, nos gustaría compartirlo con nuestros colegas del lugar donde trabajemos. Al hacer esto, intentamos hacer que vean cómo el BDI puede ser adaptado en las aulas de inglés como lengua extranjera beneficiando no sólo a los estudiantes, sino a los profesores también. Además, si ven la efectividad del BDI, estos docentes podrían estar dispuestos a aplicarlo en sus propias aulas. Las clases de inglés como lengua extranjera, en cualquier institución educativa que estemos trabajando, podrían tener un cambio completo, porque con suerte, todos los profesores de inglés estarían en la misma página del libro y hablarían el mismo idioma en cuanto a la implementación de estrategias BDI dentro de sus clases. Esta sería una gran oportunidad de trabajar de forma colaborativa y con un propósito común, la implementación de un nuevo formato de la planificación para el progreso de nuestros estudiantes. Por otra parte, esto representará una gran oportunidad para realizar investigaciones a nivel escolar ya que contaremos con la participación de nuestros colegas que también van a utilizar estrategias BDI en sus aulas. Con la intención de difundir esta información, los resultados obtenidos de la investigación a un nivel más alto se pueden compartir con otras instituciones dentro del distrito para que otros estudiantes y profesores se beneficien del BDI.

Finalmente, el seguimiento de la labor de colegas de otras ciudades y provincias con respecto a cómo han aplicado el BDI en sus aulas puede ser una gran oportunidad para aprender, compartir y crear alianzas para crecer profesionalmente. Además, la continua búsqueda de nuevas formas de adaptar y explicar cómo las bases del BDI pueden funcionar en escenarios de inglés como lengua extranjera mediante la lectura de investigaciones y el intercambio de ideas con otros colegas es un factor importante que nos permitirá ganar experiencia en esta área. Asimismo, la educación ecuatoriana se beneficiará porque esta información se puede propagar en diferentes instituciones educativas del país.

## Artefacto Uno: Reflection Wheel Journal

Reflection Wheel Journal	
Name: Sandy Soto Sara Anaguano Yolanda Molineros-Dalton	Date: 7/08/12
Course Name: Methods	Reflection Wheel Journal #: 2
Sheltered Method Strategies: Hands-On Activities, Cooperative Learning, Guarded Vocabulary, Visuals.	
Event: Studying about the Sheltered Method has given us the opportunity of becoming aware about what some of the strategies we have already been applying in our classes while teaching ESL back in Ecuador are as well as realizing what application purposes and benefits these strategies have. It has also made us identify in what other ways we can use the same strategies for having more successful classes; but the most important, successful and meaningful learning to our students just like the one we are getting from the classes we are taking here at KSU by experiencing the application of Sheltered Method in each class.	
Feelings:	
<ul style="list-style-type: none"> <li>• Nervous</li> <li>• Curious</li> <li>• Interested</li> </ul>	
Thoughts: We thought Sheltered Method was going to be something absolutely new for us and that we had never applied it in our daily teaching. We thought it was going to make us realize that we would have to give our teaching practice a 360 degrees turn instead of complementing what we already knew.	
Learnings:	
Step 1: It is interesting; we had already applied some activities based on these strategies in class specially the cooperative learning, guarded vocabulary as well as visuals. Well, we had not applied many hands on activities like the umbrella or foldables. These would help the students a lot as their own supporting material specially when learning grammar structure. We have done many activities with the students without being aware that they were part of a method called "Sheltered Method".	
Step 2: After studying about this method and unconsciously experiencing the application of the same during the development of each methods class, we have realized that it really works and meaningful learning is a result of it. We have been applying it in our classes, too; but we did not know the formal part about how to do it better and take advantage of this fantastic tool. The instructor herself has applied the four strategies of this method while teaching us about it.	

Step 3:

Our teaching experience in Ecuador has helped us to easily identify and familiarize with the components of Sheltered Method as well as realize what gaps our teaching has had. In addition, the way we have been learning with Hands-On Activities, Cooperative Learning, Guarded Vocabulary, and Visuals is what we have partly done with our students. Now we understand why it has led us to have better results in our class than other colleagues in the same schools.

Applications:

Step 1:

We have learned more deeply about these strategies; starting from their names and the method they belong to. Every time we teach something, we will apply the four strategies in order that our students get fully benefited from the classes. We will always consider the prism model to help our students succeed in their English learning process as well.

Step 2:

Of course, we will do our best to implement all the strategies we have learned here. Hands-On Activities, Cooperative Learning, Guarded Vocabulary, and Visuals will be part of every single class so that we can provide our students with meaningful learning. We will consider their learning styles. We will reduce language barriers while considering their affective filter. We will also build vocabulary as well as provide visual links to assist comprehension.

Source: Template adapted from Herrera, S., Kavimandan, S. K., & Holmes, M. A. (2011). Filled out by the authors.

## Dominio y Estándar TESOL

“Dominio 5 Profesionalismo: Los participantes demuestran conocimiento de la historia de la enseñanza de ESL. Los participantes se mantienen al día con las nuevas técnicas de enseñanza, resultados de investigación, avances en el campo de ESL, y cuestiones de política pública. Los candidatos utilizan estos asuntos para reflexionar sobre sus prácticas de enseñanza y mejorarlas. Los participantes proporcionan apoyo y abogan por los estudiantes de ESOL y sus familias y trabajan en colaboración para mejorar el ambiente de aprendizaje.

Estándar 5.a. Investigación e Historia del ESL. Los candidatos demuestran conocimiento de la historia, la investigación y la práctica actual en el campo de la enseñanza de ESL y aplican sus conocimientos para mejorar la enseñanza y el aprendizaje.” (TESOL, 2003, p. 43).

La reflexión crítica ha jugado un papel crucial en este proceso de aprendizaje. Pensar en lo que uno piensa definitivamente no es un proceso fácil. Tampoco los es dejar de lado las creencias o suposiciones que se han enraizado en nuestras mentes. Por lo tanto, el reflection wheel journal ha sido una herramienta absolutamente útil en todo este proceso

enriquecedor de desarrollo profesional. El diario realizado a través de los diferentes pasos del reflection wheel journal nos ha ayudado a ser más críticos acerca de nuestra práctica docente ya que hemos reflexionado acerca de las suposiciones y creencias que sosteníamos antes de hacer nuestra maestría. Además, nos ha llevado a revisar nuestros estados de ánimo con respecto a cómo nos sentimos por experiencias docentes anteriores. Las reflexiones realizadas a través del reflection wheel journal nos han ayudado a cambiar nuestras creencias y dejar de lado las viejas suposiciones. A través de estas reflexiones, hemos sido capaces de encontrar soluciones y formas de manejar situaciones de clase que pensábamos eran imposibles de manejar debido a experiencias anteriores.

Por ejemplo, uno de las conjeturas que teníamos antes era con respecto a nuestros resultados de enseñanza en Ecuador. Este supuesto se creó debido a la renuencia que teníamos al creer que habría una forma efectiva de llegar realmente cada estudiante en las clases grandes. A pesar de que siempre hemos estado interesado en la búsqueda de maneras de llegar a todos nuestros alumnos y darles lo mejor de nuestra instrucción en cada clase, las condiciones ambientales de las aulas ecuatorianas, ya que están compuestas por grandes grupos de estudiantes hicieron crecer nuestra reticencia. Además, el factor de grupos grandes combinado con la falta de motivación de los estudiantes hacia el aprendizaje de inglés hace un poco difícil tener clases agradables y obtener los mejores resultados de estas con frecuencia. Como consecuencia de ello, nuestra reticencia creció aún más.

Sin embargo, después de haber reflexionado sobre lo que hemos aprendido en las clases, tales como la instrucción diferenciada, la evaluación, los métodos, la lingüística, y el currículo, hemos llegado a la conclusión de que podemos llegar a todos los estudiantes con eficacia. Como hemos reflexionado una y otra vez acerca de este aprendizaje durante los períodos de clase, así como por nuestra cuenta fuera de la clase, hemos sido capaces de meditar críticamente acerca de nuestra práctica docente. También hemos sido capaces de hacer conexiones sobre cómo podemos aplicar las teorías y conceptos aprendidos en los cursos dentro de nuestras clases en Ecuador con el fin de aumentar la eficacia de nuestro desempeño docente dentro de esas numerosas clases.

Por ejemplo, al aplicar diferentes formas de evaluación, tales como evaluaciones sumativas y formativas auténticas, podremos motivar y comprometer a nuestros estudiantes en procesos de evaluación que se asemejan a lo que realizan y viven fuera del aula. Las evaluaciones de contenido presentado de tal manera que puedan sentir que es útil para ellos porque está conectado a situaciones de la vida real. Las evaluaciones que provocan en ellos un fuerte apego y sentido de pertenencia, por lo que, incluso si forman parte de una clase grande, estén dispuestos a trabajar y demostrar su aprendizaje. Evaluaciones que los hagan sentir libres de estrés, en lugar de elevar su filtro afectivo como muchas veces las pruebas de papel lápiz lo hacen. En consecuencia, su interés por

la asignatura puede aumentar y que sea más fácil que el maestro obtenga estudiantes que participen y manejar la clase.

Pre-evaluaciones también juegan un papel fundamental en las aulas. Al familiarizarse con lo que los estudiantes ya saben y las fortalezas que traen a la clase, como profesores, podemos obtener lo mejor de nuestra instrucción. Por ejemplo, podemos omitir conceptos que los estudiantes ya conocen y optimizar ese tiempo para reforzar los conceptos en los que nuestros estudiantes tienen deficiencias y necesitan más práctica. Las clases pueden llegar a ser más fáciles de manejar debido a que la ejecución de las próximas actividades y estrategias pueden ser adaptadas y ajustadas de acuerdo a las necesidades e intereses de los estudiantes. Esto hará que la participación de la clase y la productividad sea más factible incluso en grupos grandes.

Adaptaciones y ajustes que llevamos a cabo en nuestra enseñanza se vinculan con la diferenciación de nuestra instrucción. La enseñanza diferenciada debe ser una necesidad dentro de cualquier tipo de clase. Al diferenciar el contenido, proceso y producto de nuestros alumnos, nos permitimos a nosotros mismos conseguir grandes resultados de la enseñanza / aprendizaje de EFL. En nuestra experiencia, cuando hemos proveído a nuestros estudiantes instrucción de acuerdo a su nivel de conocimiento, ellos se han vinculado más y se han visto más motivados a participar en las clases de forma activa. Por el contrario, cuando presentábamos contenido que habían visto antes repetidamente, se sentían aburridos, desconectados, y no estaban dispuestos a participar en clase. Lo mismo ocurrió cuando el contenido o actividades eran presentados de una manera demasiado fácil o demasiado difícil para su entendimiento. Ambas cosas tienen que ser un reto, pero no abrumadoras para que los estudiantes se sientan motivados a participar en la clase.

Aprender acerca de los pros y los contras de los diferentes enfoques y métodos de enseñanza de un segundo idioma nos ha permitido reflexionar sobre nuestra práctica docente pasada y el futuro de la misma. Esta reflexión implica comparar la forma en que solíamos enseñar y planificar nuestra instrucción antes de la capacitación en el programa Go Teacher y los cambios que hicimos a nuestra planificación y la articulación de nuestra clase después de esa experiencia. Del mismo modo, esta reflexión se ha centrado también en la forma en que nosotras, tras el programa de maestría, iniciamos a estructurar nuestra planificación de clase con el formato de plan de clase BDI con el fin de implementar diferentes estrategias y técnicas que aprendimos a lo largo de la clase de métodos para hacer el aprendizaje de nuestros estudiantes más productivo, significativo y atractivo. Esto ayudará a que, independientemente de la cantidad de estudiantes, todos nuestros estudiantes puedan beneficiarse de nuestras clases. Además, esta reflexión también nos ha ayudado a alinear nuestra práctica docente a métodos que van de la mano con nuestra filosofía de enseñanza.



Cuando los estudiantes no entienden cómo ciertos aspectos del lenguaje tales como la pronunciación y la estructura de una oración, pueden sentirse desmotivados a aprender este idioma. Por lo tanto, si en grandes grupos de estudiantes hay un alto número de alumnos desmotivados debido al grado de dificultad que el aprendizaje de este idioma puede representar, puede ser difícil mantener estos estudiantes interesados y enfocados en la clase. Esta situación puede hacer que el proceso de enseñanza / aprendizaje sea menos eficaz y los objetivos de aprendizaje de la clase difícil de alcanzar. Afortunadamente, los problemas de este tipo se pueden resolver mediante el uso de estrategias adecuadas en conjunto con el conocimiento sobre aspectos del lenguaje y los procesos de adquisición de la primera y la segunda lengua.

En lo que respecta a la lingüística, hemos aprendido y reflexionado sobre qué aspectos del lenguaje tenemos que tener en cuenta cuando enseñamos inglés. Esto implica factores tales como la teoría de la transferencia la cual puede interferir o beneficiar a la adquisición de inglés como lengua extranjera en el español hablado en Ecuador. Este conocimiento puede convertirse en una gran ventaja dentro de nuestras clases porque al crear conciencia en nuestros estudiantes sobre este tipo de temas, podemos ayudarles a involucrarse más en la clase y motivados para que aprendan Inglés. Creemos que esto se puede deber a que los estudiantes se harán más críticos sobre los aspectos del lenguaje. Por lo tanto, ellos serán capaces de analizar y reflexionar sobre las similitudes y diferencias entre el español y el inglés. Esta reflexión les ayudará a aprovechar estas similitudes y diferencias de una manera eficaz dentro de su aprendizaje de inglés como segunda lengua. La reflexión sobre las etapas que una persona pasa cuando aprende un segundo idioma nos ha hecho ser más sensibles y estar alerta acerca de cómo abordaremos nuestras clases futuras.

En lo que a la clase desarrollo curricular concierne, después de la reflexión crítica, dos de las cosas que esta clase nos ayudó a descubrir y a darnos cuenta acerca de nuestra práctica profesional fueron nuestros principios y filosofía de enseñanza. Reflexionar acerca de ellos nos ha hecho reconectarnos con nuestras creencias acerca de nuestra profesión y nuestro trabajo como maestros. A pesar de que son parte de clases grandes, podemos ayudar a cada uno de nuestros estudiantes a construir sus conocimientos de manera efectiva y a aprender inglés con éxito. Por ende, nuestra hipótesis era errónea. Hay formas de llegar a cada estudiante de manera efectiva incluso si son parte de clases grandes.

Este artefacto está alineado con la sección V del libro porque es una herramienta que nos ha ayudado a reflexionar sobre conceptos que son relevantes para nuestra práctica como docentes. Las teorías y conceptos sobre el desarrollo del lenguaje y la dinámica de aprendizaje, evaluación pre-instruccional de los alumnos y elaboración, planificación y ejecución de la enseñanza, así como la evaluación auténtica de la instrucción y el progreso

del estudiante han sido tocados en las reflexiones realizadas en reflection wheel journals que se ha ejemplificado anteriormente.

Todos estos conceptos fueron aprendidos a lo largo de las clases del programa de maestría y la reflexión acerca de cómo aplicar estos conceptos fue alentada en cada clase. Estas reflexiones nos ayudaron a convertirnos en auto-reflexivas y capaces de monitorear y evaluar nuestras creencias acerca de nuestra práctica como profesoras de inglés. Por otra parte, estas reflexiones también nos ayudaron a autoevaluar conjeturas que sosteníamos antes y aclararlas con datos válidos y basados en investigación. Finalmente, reflexionar nos ayudó a evaluar nuestra práctica docente previa y elaborar soluciones apoyadas en la investigación a los problemas en el aula e ideas acerca de cómo podemos mejorar nuestra práctica profesional para llegar a todos los estudiantes en nuestras clases.

## Artefacto Dos: Inquiry Group Reflection

October 1st, 2014

Today we had to discuss about how we could apply/adapt certain strategies such as guarded vocabulary, hands on activities, visuals, and cooperative learning within our classes. We had to reflect and come up with ideas individually, first, then we had to share those ideas with a partner, and finally, we got to share with all the people that were sat at our tables. It was really interesting to hear the reflections from everyone. Many of my table partners had applied these strategies in their classes already. Other colleagues had not used hands-on activities at all. For some of my partners, cooperative learning activities seemed to be a utopia due to the number of students they had to deal with in their classes. Most of us agreed on having used visuals and guarded vocabulary to help our students scaffold their vocabulary and topics comprehension. Some of my colleagues said that even though hands-on activities were good for learning, it wouldn't be hard for them to apply due to the economic situation.

Source: The Authors. Personal reflection about a group discussion with Ecuadorian colleagues.

## Dominio y Estándar TESOL

“Dominio 5 Profesionalismo: Los participantes demuestran conocimiento de la historia de la enseñanza de ESL. Los participantes se mantienen al día con las nuevas técnicas de enseñanza, resultados de investigación, avances en el campo de ESL, y cuestiones de política pública. Los candidatos utilizan estos asuntos para reflexionar sobre sus prácticas de enseñanza y mejorarlas. Los participantes proporcionan apoyo y abogan por los estudiantes de ESOL y sus familias y trabajan en colaboración para mejorar el ambiente de aprendizaje. [...]”

Estándar 5.c.: Desarrollo profesional y colaboración. Los participantes colaboran y están preparados para servir como un recurso para todo el personal, incluidos los auxiliares docentes, para mejorar el aprendizaje de todos los estudiantes de ESOL.” (TESOL, 2003, p. 43).

Este programa de desarrollo profesional a través de la maestría nos dio la oportunidad de crecer no sólo como profesionales, sino como persona también. Nos hemos vuelto más sensibles, críticas y reflexivas. Estos cambios ayudarán a mejorar nuestra práctica docente en Ecuador ya que ahora, consideramos las biografías de nuestros estudiantes y el conocimiento de sus necesidades como una necesidad al momento de enseñar. También, a través de este programa de desarrollo profesional pudimos conocer y compartir con personas que compartían características comunes relacionadas con nuestra especialidad profesional. También pudimos compartir y obtener información de colegas ecuatorianos a través de las clases que tomamos.

Desde el comienzo de las clases, dentro de las clases de la maestría, los instructores nos dieron la oportunidad de reflexionar sobre nuestro aprendizaje y conectarlos con nuestras experiencias de enseñanza en Ecuador. Reflexionamos con nuestros instructores como clase y mencionábamos ideas sobre cómo podríamos aplicar ciertos conocimientos en nuestro contexto. Se nos motivaba a reflexionar individualmente sobre temas relacionados con la educación y a compartir nuestros puntos de vista con nuestros colegas. También se nos pedía que nos uniéramos a discusiones de grupo para compartir puntos de vista y encontrar posibles soluciones a los problemas que encontramos en nuestros contextos de enseñanza. Como ejemplo de estas reflexiones de grupo, dentro de la clase de métodos, lideramos discusiones grupales y promovimos la reflexión crítica en nuestros colegas en micro-clases. Por otra parte, a lo largo de las clases, se nos motivaba a leer, analizar y reflexionar críticamente sobre estudios de investigación relacionados con la enseñanza de ESL/EFL en diferentes países, conectarlos con nuestra propia realidad en el Ecuador, y compartir nuestras ideas con nuestros colegas.

Creemos que estas reflexiones nos han ayudado no sólo a nosotros, sino a nuestros colegas también para hacernos más críticos sobre cómo vamos a abordar situaciones de clase futuras. Estas oportunidades para reflexionar sobre nuestro aprendizaje y prácticas docentes pasadas nos han ayudado a pensar críticamente sobre qué pasos vamos a tomar para mejorar nuestro desempeño profesional. Las oportunidades de aprendizaje que recibimos a través de las clases de la maestría nos ayudaron a adquirir conocimientos y moldear nuestras ideas acerca de temas tales como la diferenciación de la instrucción, la evaluación del aprendizaje de los estudiantes, métodos de enseñanza, desarrollo curricular, dinámica del aprendizaje de idiomas, la planificación de instrucción, reflexión, monitoreo y evaluación de nuestras propias prácticas, entre otras. En consecuencia, pudimos hacer conexiones y meditar críticamente sobre cómo podíamos poner las teorías y los conceptos aprendidos a lo largo de las clases en la práctica en Ecuador para mejorar y aumentar la eficacia de nuestras clases.

En lo que respecta a la práctica profesional en el transcurso de la maestría, las pasantías nos dieron la oportunidad de experimentar y poner en práctica lo que habíamos aprendido a lo largo la maestría. Co-enseñar con uno de nuestros colegas asignados al mismo colegio donde hicimos las pasantías, así como con el profesor de la clase fue otra gran oportunidad y experiencia adquirida en ese proceso de aprendizaje. Fuimos capaces de compartir ideas, discutir y trabajar en colaboración con estos profesores con la intención de ayudar a los estudiantes a alcanzar los objetivos de las clases dadas durante las pasantías en una manera eficaz. Nuestros puntos de vista e ideas eran bienvenidas a medida que preparábamos nuestras clases juntos. También eran respetadas ya que considerábamos que la opinión de cada uno de ellos eran importante para el éxito de esa sociedad, incluso si no eran consideradas para esa clase.

El desarrollo del portafolio también fue una oportunidad enriquecedora dentro de esta experiencia de aprendizaje. Nos ayudó a documentar el conocimiento y las ideas con respecto a las consideraciones para prácticas de enseñanza efectivas. Iniciando con la descripción de la plataforma y los artefactos, al trabajar en el desarrollo del portafolio profesional fuimos capaces de reflexionar y documentar lo que sabíamos acerca de una segunda lengua y otras teorías de enseñanza. Por otra parte, también pudimos documentar cómo los pusimos en práctica dentro de la pasantía, las clases tomadas, así como nuestra pasada experiencia de enseñanza en Ecuador.

Trabajar con otras personas y participar en discusiones de grupo como lo hicimos dentro de ese proceso de aprendizaje puede ser una experiencia enriquecedora. Sin embargo, también puede ser experiencia estresante y perturbadora. Por eso, uno tiene que estar abierto a aceptar y escuchar diferentes ideas de otras personas, incluso si no esas ideas no nos gustaran o que estén en contra de nuestras creencias. Dentro de la experiencia de compartir experiencias con nuestros colegas encontramos muchas personas que no

apoyaban lo que nosotras u otros colegas pensaban y trataban de convencerlos para que cambien de opinión, incluso si estaban equivocados. De igual forma, encontramos personas que respetaban las opiniones de los otros y aquellos que aceptaban y apoyaban diferentes puntos de vista. Situaciones como éstas pueden interferir o beneficiar a las discusiones y crear un ambiente positivo o negativo dependiendo de la situación. Sin embargo, este tipo de experiencias nos enseñaron a ser tolerante, dar mis opiniones y respetar lo que otros piensan, porque todo el mundo tiene derecho a ser respetado. Además, lo que los otros contribuyen a cualquier discusión es un grano de arena que nos ayudará a crecer tanto como profesionales y como personas.

## Conclusión

Hemos llegado al final de este viaje gratificante, un viaje que ha sido lleno de una construcción fructífera del conocimiento y experiencias enriquecedoras. Es exactamente eso lo que compartimos aquí. Compartimos un montón de aprendizaje y experiencias inolvidables que resultaron de la construcción de este material. El constructivismo ha estado presente durante todo el desarrollo de este trabajo. De principio a fin, fuimos constructivamente impulsados a activar conocimientos previos tales como conocimientos teóricos y conectarlos a la parte teórica y la elaboración de artefactos. Pero eso no fue todo. También se nos motivó a afirmar nuestro conocimiento. Esa afirmación del conocimiento fue la aplicación real de todo ese aprendizaje en la práctica dentro de la pasantía en los Estados Unidos, la recolección de artefactos de las clases que se impartidas en las pasantías y en nuestras clases en Ecuador sumados a la elaboración de este libro como un producto final.

Trabajar en este libro, el cual anteriormente fue un portafolio profesional resultante de las pasantías ejecutadas durante la maestría en KSU, nos ha traído innumerables logros. Por ejemplo, aprender y reforzar nuestros conocimientos sobre fundamentos teóricos que son relevantes para nuestro campo profesional es un beneficio invaluable obtenido como parte de la construcción de este libro. De hecho, no sólo tuvimos la oportunidad de reflexionar, revisar y conectar conceptos importantes sobre cómo se desarrolla el lenguaje y la dinámica del aprendizaje, la importancia de la pre-evaluación evaluación de los alumnos, y como elaborar el conocimiento de los estudiantes, la importancia de la planificación de la instrucción y la forma de poner en práctica lo que se ha planificado, así como la forma de evaluar auténticamente la instrucción y el progreso del estudiante. También tuvimos la oportunidad de realmente aplicar esos conceptos a medida que los poníamos en práctica mientras hacíamos las pasantías en Estados Unidos y dábamos nuestras clases en Ecuador. Llegamos a ver sorprendentes resultados de esa práctica y aplicación a medida que ayudamos a varios grupos de estudiantes a que construyan su conocimiento y lo conviertan en impresionantes productos finales que reflejaron su aprendizaje.

Por lo tanto, saber qué fundamentos teóricos tenemos que tener en cuenta en lo que respecta al desarrollo del lenguaje y la dinámica de aprenderlo como las etapas de la adquisición del lenguaje, la hipótesis de la transferencia del lenguaje y aspectos universales del lenguaje, nos han ayudado a ser reflexivas acerca del proceso de aprendizaje de segunda lengua de nuestros alumnos. Al mismo tiempo, esto también nos ha ayudado a considerar diferentes maneras sobre cómo podemos ayudarles a tener éxito en su proceso de aprendizaje. Esto incluye la aplicación de la evaluación pre-instruccional, para averiguar lo que ya saben los estudiantes y donde necesitan más ayuda dentro de la clase, la forma de planificar y ajustar nuestra instrucción de acuerdo a sus necesidades, y cómo proporcionarles posibilidades de demostrar sus conocimientos en maneras auténticas a medida que evaluamos su progreso a través de evaluaciones formativas y sumativas auténticas. Además, aprender sobre todo esto nos ha hecho volver más críticas y reflexivas acerca de nuestra práctica docente y nuestra profesión en su conjunto.

En lo que respecta a las implicaciones educativas, el portafolio profesional, el cual ahora es este libro, ha demostrado ser una manera auténtica de evaluar nuestros conocimientos y habilidades ya que nos incitó a construir nuestro aprendizaje haciéndonos conectar diferentes piezas de conocimiento con la práctica real y convertirlos en un producto significativo. Por lo tanto, después de haber experimentado el desarrollo de este trabajo y ver los resultados detrás de él en nosotras mismo, creemos firmemente que la elaboración de un portafolio profesional (que se convirtió en este libro) es una forma efectiva de desafiar a los educadores no sólo para que demuestren su conocimiento sobre su campo, sino también, para que reflexionen críticamente acerca de ese conocimiento y evalúen su desempeño actual. La evaluación crítica de su desempeño, la cual se lleva a cabo a partir a partir de la reflexión sobre los resultados de sus alumnos, les permitirá ver lo que están haciendo bien o mal para cambiar o mejorar. En consecuencia, la construcción de un portafolio es también una buena forma para que los educadores se vuelvan a conectar con ellos mismos como profesionales y fortalecer la filosofía de que sienta las bases para su práctica docente. Yendo un paso más lejos, dentro del aula, también puede servir como una herramienta auténtica para promover el desarrollo de habilidades reflexivas en los estudiantes y la construcción del conocimiento a medida que los animamos a demostrar su aprendizaje y a evaluar su propio progreso en un trabajo como este.

Finalmente, dado que la construcción de este libro estuvo atada a una variedad de experiencias enriquecedoras y reflexión crítica, pudimos aprender muchas cosas positivas. Aprendimos cosas como la forma de abordar de forma activa una clase desde el principio hasta el final, cómo manejar situaciones en el aula mediante la aplicación de la sabiduría práctica, así como la forma de obtener lo mejor del historial de nuestros estudiantes. Hemos aprendido estas cosas a partir de la observación del desempeño de



otros profesores en sus clases, así como de escuchar sus historias sobre experiencias en el trabajo. También hemos aprendido de los estudiantes. De ellos, hemos aprendido que no importa de dónde seamos, todos nos enfrentamos a las mismas dificultades al aprender de una segunda lengua; también, que todos aprendemos mejor cuando lo que estamos aprendiendo es presentado de tal manera que sea significativo para nosotros. Del mismo modo, hemos aprendido acerca de nosotros mismos como educadores y nuestra pasión por la enseñanza, una pasión que se refleja en nuestra filosofía de enseñanza constructivista y nuestra práctica docente real. Todo este aprendizaje ha afectado la manera en que pensamos sobre nuestra profesión, así como la forma en que vemos a nuestros estudiantes en la actualidad. Por esa razón, todo el aprendizaje que hemos sido capaces de adquirir dentro de este proceso de construcción de este libro se tendrá en cuenta en cada clase que articulemos en Ecuador. Como reflexión final, tenemos que destacar que todo el aprendizaje adquirida a través de la elaboración de este libro se ha convertido en el modelo para el comienzo de una era de la reflexión, auto-evaluación y monitoreo, y la permanente enseñanza y aprendizaje constructivo para nuestros estudiantes y para nosotras.



## Bibliografía

- Collier, V. & Thomas, W. (2007). Predicting second language academic success in English using the prism model. In J. Cummis & C. Davison, *International handbook of English language teaching*. (pp. 333-348). New York: Springer.
- CREDE (n.d.). The CREDE five standards for effective pedagogy and learning. Retrieved December 05, 2015 from <http://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/>
- Herrera, S. (2007). *By teachers, with teachers, for teachers: ESL methods course module*. Manhattan, KS: KCAT/TLC, Kansas State University.
- Herrera, S. (2010). *Biography-driven culturally responsive teaching*. New York: Teachers College Press.
- Herrera, S. (2010). *Selected instructional aids from biography-driven culturally responsive Teaching*. New York: Teachers College Press.
- Herrera, S. G., Kavimandan, S. K., & Holmes, M. A. (2011). *Crossing the vocabulary bridge: Differentiated strategies for diverse secondary classrooms*. New York, NY: Teachers College Press.
- Herrera, S., & Murry, K. (2011). *Mastering ESL and bilingual methods: Differentiated instruction for culturally linguistically diverse (CLD) students*. Boston: Ally & Bacon.
- Herrera, S., Holmes, M., & Kavimandan, S. (2012). Bringing theory to life: Strategies that make culturally responsive pedagogy a reality in diverse secondary classrooms. *International Journal of Multicultural Education*, 14(3), 1-17.
- Herrera, S., Morales, R., & Murry, K. (2013). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*. Boston: Allyn & Bacon.
- Herrera, S. (2014). *Internship/ESL: A reflective journey*. Manhattan, KS: KCAT/TLC, Kansas State University
- Johnson, M. (2004). *A philosophy of second language acquisition*. London: Yale University Press.

- Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. New York: Oxford University Press.
- Miller, R. (2011). *Vygotsky in perspective*. New York: Cambridge University Press.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Addison-Wesley Publishing Company.
- Richards, J. & Rodgers, T. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Saville-Troike, M. (2012). *Introducing second language acquisition (2nd ed.)*. Cambridge: Cambridge University Press.
- TESOL (2003). *Standards for the accreditation of initial programs in P-12 ESL teacher education*. Alexandria, VA: Author.
- Yule, G. (2010). *The study of language*. Cambridge: Cambridge University Press.
- Woolfolk, A. (2013). *Educational Psychology*. Boston: Pearson.

# Biography

## Yolanda Molineros

Was born in Guayaquil, Ecuador. She has 12 years of experience as an EFL teacher, and she has also worked as an ESL teacher since 2012. As an EFL teacher, she has worked in public and private institutions, from elementary school to senior high level. She obtained her bachelor's degree in English Language with an endorsement in Linguistics and Literature from Universidad Laica Vicente Rocafuerte de Guayaquil. She obtained her master's degree in Curriculum and Instruction with an endorsement in English as a Second Language from Kansas State University. She has been awarded two full scholarships from Senescyt, one for the GoTeacher Training Program and the other for a master's program. She is currently working as a full-time EFL teacher and researcher at CELEX in Escuela Superior Politecnica del Litoral and as a part-time ESL Instructor at the School of Automotive Mechanical Engineering in Universidad Internacional del Ecuador campus Guayaquil.

## Sara L. Anaguano

Is an EFL instructor from Guayaquil, Ecuador. She graduated from Laica University of Guayaquil with a bachelor's degree in English Literature and Linguistics in 2006. After graduating, she worked as an English instructor in different prestigious institutions of Ecuador. In 2012, she obtained a scholarship from the Ecuadorian government to participate in the "GO TEACHER" training program to study at Kansas State University, Kansas, USA. In this program, she acquired knowledge on modern strategies and methods to be applied in Ecuadorian classrooms. She was successfully recognized as an outstanding student for her academic excellence. In 2013, she got another scholarship

also sponsored by the Ecuadorian government to obtain a Master's Degree in Curriculum and Instruction with emphasis in ESL at Kansas State University. Currently, she is an English Professor at University of Guayaquil in Guayaquil, Ecuador and is interested in creating new strategies and methods to engage and motivate learners in an inclusive learning environment.

### Sandy T. Soto

Was born in Santa Rosa, El Oro, Ecuador. She received a Master of Science in Curriculum and Instruction with emphasis in ESL from Kansas State University, Kansas, United States and a Bachelor's Degree in Education with a concentration in English from Universidad Técnica Particular de Loja, Ecuador. In 2012, she got a scholarship sponsored by the government of Ecuador to participate in the "Go Teacher" teacher training program during the summer at Kansas State University, Kansas. After her return to Ecuador, she started working as an English teacher at a public high school in her hometown. A year later, she got another scholarship for the same "Go Teacher" teacher training program, but this time, to pursue a Master's Degree. Currently, she teaches English as a Foreign Language at Universidad Técnica de Machala in Machala, El Oro, Ecuador. Her research interests include English as a Foreign Language teaching and learning as well as curriculum and instruction.

*EFL/ESL Teaching & Learning:  
A Classroom Experience*

Se terminó de imprimir en marzo en la imprenta de  
UNIVERSIDAD TÉCNICA DE MACHALA

La edición consta de 500 ejemplares.

El programa de Reingeniería del Conocimiento en la Universidad Técnica de Machala (UTMACH) es un modelo emergente de gestión de la investigación que promueve saberes científicos con pertinencia social. Desde el Vicerrectorado Académico impulsamos la investigación colectivista, donde docentes y estudiantes se engranan en la construcción y divulgación del resultado de sus ejercicios pedagógicos, heurísticos y de vinculación social, en aras de contribuir con el fortalecimiento de nuestras ventajas comparativas y competitivas a nivel transfronterizo.

Mediante este programa estratégico la UTMACH impacta sus imaginarios respecto a la relación de la docencia con la investigación, muestra de ello es la presente obra donde se cristaliza el empoderamiento y profesionalismo de sus actores y redes al servicio de la formación crítica de profesionales de avanzada.

En la UTMACH seguimos conquistando el conocimiento a través de la investigación, por ello en cada acción emprendida *proyectamos nuestra historia*.

Ing. Amarilis Borja Herrera, Mg. Sc.  
VICERRECTORA ACADÉMICA



UTMACH

ISBN: 978-9978-316-23-8



9 789978 316238