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**MODALIDAD COMPLEXIVO PREVIO A LA OBTENCIÓN
DEL TÍTULO**

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ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS
EDUCATIVOS EN TEFL**

CASO DE ESTUDIO

**PREPARING ECUADORIAN STUDENTS TO
STUDY IN THE UNITED STATES**

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I. INTRODUCCIÓN

This is a conversation between a teacher about issues that a teacher has to confront, and the choices that has to be made (together with the reasons behind those choices) during the process of the designing a course.

It was just found out that the teacher has secured a teaching internship, a one-month intensive course for adults to be held in Quito, Ecuador, next January. The teacher has no idea at this point what it will involve, but it is urgent to revisit the world of EFL and adult teaching after six years of teaching ESL to adolescents. Actually, the teacher will not be straying too far from what it has been done these past six years at the Singapore American High School, as the teacher will keep teaching English for academic purposes (EAP).

According to the handout the teacher received. It seems that teacher has a small group of environmentally minded professionals; all being funded by the Agency for International Development (AID) to come to the United States to do postgraduate work in their particular field. The course is being run for AID with the sole purpose of preparing these students from that not-too-distant eventually. So, it is expected that the teacher should focus the students on note taking, research skills, paper writing, speed-reading, and all the skills associated with this task.

The teacher is concerned about the students. Because none of them has any experience living or studying in the United States. It is intended that they realize what they are getting themselves into. The teacher assumes that they have very little idea of what it means to live on an American campus and take part in what it is called “the American classroom game”.

Considering that they will be arriving in the United States next April to prepare for the August TOEFL, perhaps the teacher will do some research to what taking the TOEFL involves and the strategies they will need to get the 550-score required of postgrad students by U.S. universities. Also, when they said that it would be an intensive course, they meant intensive five hours every day, Monday through Friday, for four weeks straight.

All these students scored 70 or higher on the Michigan Placement Test. The teacher has to put them through their paces the first few days and grade the activities

according to their capabilities. The teacher believes four weeks do not seem to be long enough to help them get their act together for a year of graduate studies in the United States.

For the presented problem, students have been passing by difficulties in many areas on the development of the language inside an unknown culture for academic purpose. It means that they are not able to face different possible scenarios where they can have a proper knowledge about the American culture and how their education process functions inside a university or any professional field area. For that reason, students cannot fully develop while handling with American high standard education because Ecuadorian education may be less active as it is in The United States. This situation provokes a deficiency in the production and correct management of the language to the tasks, the students have to manage for postgraduate work where research strategies and language skills have to be dominated.

In this way, this group may be presented to this course with limited productivity into real language scenarios to work naturally and competitive with future foreign partners and teachers. The presented case study focuses on helping the group to succeed on the TOEFL exam and the implication with American culture inside an educational foreign field to graduate in the United States. As the case study stated in the beginning, this small group is composed by professional people who will travel to the U.S to do postgraduate work.

In general, with the exam, they did, most of students do not have a fulfilled background behind the American educational mechanism. In most of the cases, may have a lack of knowledge into researching and performing proper language skills to perform the different tasks they will be set. The following information will be highlighted in order to narrow down the research problem which is the English language functionality from students into a professional foreign area where inside the institution will have its own profile and style where they have to face a variety of challenges not only into

In the development of this paper, it is aimed to bring effective resources and strategies to assume students' efficiency for the TOEFL Exam to support and guide them how to overcome in a foreign area with some properties behind ways to make it easier for them to comprehend and deliver effectively within the tasks. Afterwards, they will

provide a clear picture of themselves and seek for a better perspective to perform great activities for their postgraduation work. For reaching the purpose of this study, an analysis will be considered to balance their knowledge and skills for English production and level. The TOEFL exam and strategies behind itself will be a great tool to practice and identify where their levels. Through simulation will determine how the scenarios will be managed and assess learners how to overcome with their difficulties.

As part of the proposal, there will be two set of activities with strategies in which all students will have the opportunity to act and make use of their skills regarding with speaking and writing skills. In this context, the socialization of proposed activities in the study group, will turn the individuals to reinforce and learn through the upcoming resources and the base of research into a professional field in the realm of foreign investigation, as well as the continuous support of teachers who work in this area.

Objetivos

Objetivo General

The general objective is to give learners effective didactic resources to succeed in their professional and academic journey and fulfill their language skills by exposing to a general world. Consequently, they will obtain practical experience to feel confident and behave normally in their area. This goal will be achieved by generating the greatest feasible circumstances for language acquisition using coherent information and relevant data where they can distinguish by applying accurate researching strategies with language skills. To increase language skills, the content of the language must be broken down into many components using didactic resources. The teacher should focus on the students' abilities and limits.

Taking this perspective, the teacher ought to focus on the aptitudes and constraints of the students. A diverse range of activities must be formulated to enable learners to actively engage in language culture, while considering reading, writing, speaking, and listening proficiencies in relation to didactic resources. Consequently, the online resources will provide the requisite interaction to reinforce and detect their strengths and weaknesses to aid them in surmounting their inadequacies and enhancing their

competencies. The purpose is intended to incorporate instruction on reasoning, problem-solving abilities into their researches, time management, and collaborative work to gain a genuine understanding of the American education inside a university or institution

English is widely used in American spaces around the world. The application of English goes more than a specific need because it becomes a tool to communicate and develop a task. For that reason, students will be allowed to engage overseas audiences in discussions concerning with their academic life. As needed, English programs may employ customers' native language to facilitate their participation.

Objetivos Específicos

For specific objectives, it will be necessary to follow the presented program into aspects to be considered for their development into a foreign language.

- To provide learners different scenarios for students to practice their language skills while recognizing the environment and culture of The United States
- To introduce learners TOEFL tools and sources to practice for the upcoming exam
- To analyze students' performance on the production of English Language in terms of researching

Taking these objectives, the learners' group are expected to gain a high standard of language application becoming English their second language and be aware for the different task they will do after the exam and indeed the future. With the analysis, the teacher will work precisely with their previous knowledge, so the teacher can reinforce the content to handle their weaknesses.

Research Questions

- What are the possible scenarios for students to practice their language skills while recognizing the environment and culture of The United States and experimenting situations?
- How to introduce learners how a TOELF exam is important to learn about the foreign culture and what the exam implies?
- What are the resources for practicing their language skills when they are not at school?

II. ANÁLISIS

In this role, English language will mark an impact on the basis for the students that will travel to the United States. It will allow them to communicate and develop their researches in the field due to the demand. It is necessary that they know how the American culture is built and what involves for a society. With the integration of TOEFL Exam and the approval of itself, it opens a door to different universities across the area.

Taking this into consideration, it is crucial to analyze their skills and cultural awareness to the foreign country they will go. The cultural aspect is expected to be the main branch for them to get integrated into a society recognizing the situations and understanding the education style from there. And for the language skills must be mastered into order to develop the tasks and get a considerable score for the exam.

For the presented study, students' skills have to be measured inside the classroom through different instruments such as: observation, diagnostic test and survey. First of all, the observation will determine how their English language process is going on and how capable they are when applying the language skills. With this instrument, the teacher will examine the current performance and levels from the group. As they are already professionals, there can be students who are on a higher level, but at the same time, the teacher will seek a balance for all of them for practicing for the exam considering the strategies that involves a TOEFL exam and the learning style that influence that American education. According to MacDonald (2017) "classroom observation is one of the key methods used to study and assess teaching, i.e., to measure and evaluate the quality and effectiveness of teaching"

Afterwards, a diagnostic test will be conducted to learners to measure the level they domain in first instance. It will allow the teacher to facilitate the identification of deficiencies in learning and offer valuable insights into comprehension that can be effectively addressed in subsequent instructional sessions. A brief simulation taken from TOEFL exam content will be the key to prioritize how good or bad students are dealing with the language including some aspects about the American culture. With this guidance, the teacher will be aware to select the best activities and tasks for the group for learning about a foreign culture and what it implies for educational competences. The knowledge basis is detected and take part from the growth area and deliberate sources to work

forward the weaknesses. As a result, it will set baseline to compare what they understood before a class what they learned after.

Moreover, the survey will be another instrument for the students to analyze how much they know about the American culture and the opinion behind on what they would need to succeed into a new learning style. The survey will provide the individuals with the opportunity to express their apprehensions while also providing comprehensive perspectives into their cognitive processes on how to get into the American learning style within the use of English as primary source to follow their career. With the diagnostic test support, it helps improves the quality for teaching forward planning and organization, enhancing teaching methods and processes for the TOEFL exam, and helps everyone understand the learning environment at an American institution.

After the application of the presented instruments, language skills will be vital for the examination of students' competences. For the success of the exam and great association with U.S education. In this way, the Ministry of Education's English curriculum stresses the necessity to prepare Ecuadorians for a worldwide world (Ministerio de Educación, Ecuador, 2016). The group of students must recognize the value of studying a second language differently from our country. They will find it extremely rewarding and competitive. The application of accurate language sub-skills will determine how well the production can English function naturally inside the American education.

Language Sub Skills

Listening & Reading Part

Starting from an initial point, it will be fundamental that listening and reading skills create the notion for the basis of language production. The act of listening entails the aptitude to precisely receive and decipher messages within the communication process. It is a fundamental component of all efficacious communication. The group of students must be linked on how people talk and act during multiples scenarios and at the same the adaptation for the language.

It will be common challenge for them to encounter difficulty in mastering the skill of listening. There are various factors that contribute to this difficulty. One of the primary obstacles is the anxiety that students experience, thus it is imperative for the teacher to

establish a relaxed and comfortable learning environment. This can be accomplished by creating a classroom that is conducive to learning, such as displaying English language posters on the walls, arranging desks in a semi-circle instead of rows, and promoting the use of English language as much as possible in order to be intensive due to the short period the teacher has.

Pre-Listening. The process of contextualization holds great significance as it provides students with essential details regarding the upcoming discourse and the rationale behind their attentive listening. It is imperative to introduce unfamiliar vocabulary beforehand to facilitate comprehension. Additionally, students should be informed about the number of times the speech will be played and the specific aspects they should focus on during each iteration. Typically, a task-based approach is employed for listening activities, which involves the provision of a set of uncomplicated questions and a gap fill exercise to guide the students.

While-Listening. When engaging in more rigorous listening exercises, it is acceptable to listen to the audio three or four times, as it presents a valuable opportunity to thoroughly examine spoken structures. During the initial listening, it is recommended to provide students with a few general questions to establish the main idea. During the second listening, the task should be more complex, such as filling in gaps in a dialogue or completing a table. It is beneficial to encourage students to compare their answers with a partner at this stage. The third listening should be utilized to verify their responses. If discrepancies persist, specific parts of the audio may be replayed to provide further assistance.

Post-Listening. Post-listening activities hold equal significance to all other stages. While providing feedback, it is recommended to motivate students to express their opinions or reactions towards the listening material. The examination of grammar structures and phrases can be carried out subsequently, in readiness for a speaking exercise. Additionally, vocabulary and collocation exercises can be employed to further enhance the listening task.

For the reading part, as the students are required for future research studies, reading enrolls a majority part for the language process to have a wide idea for the culture and adaptation. Reading is a receptive skill so, this means they are aimed at perceiving, comprehending, and processing information in oral or written form. In accordance with the communicative approach to language instruction, the act of reading entails the comprehension of a written text by efficiently extracting the necessary information from it. For instance, when perusing job advertisements in a newspaper, the objective is to identify positions of a specific nature.

A proficient reader will expeditiously disregard extraneous details and successfully locate the desired information. Conversely, a more comprehensive understanding is requisite when meticulously scrutinizing an article of particular interest in a scientific publication.

Skimming and Scanning. Skimming and scanning are significant subskills of reading that are essential for expeditious and effective reading. Furthermore, several minor reading strategies are frequently identified for emphasis in the instruction of reading. According to Language links (2022) both reading sub skills demands certain strategies which are the following:

- Using context to guess meaning of new words
- Skipping unknown words
- Relying on cognates, international and borrowed words to guess meaning
- Avoiding translating while skimming or scanning
- Avoiding translating every unknown word to understand
- Highlighting key ideas
- Highlighting specific information for easy reference
- Previewing the text to estimate how long it will take to read, how difficult and interesting it will be and then go back and read
- Using subheadings and pictures to get a general idea of what the text will be about using a dictionary to look up those new words which are essential to comprehending
- Looking back and ahead to link parts of the text
- Searching for clues in the context

- Using general knowledge to guess meaning
- Thinking aloud to clarify a puzzling sentence

Extensive Reading. Reading lengthier texts, typically for personal enjoyment, constitutes a fluency exercise that primarily entails comprehending the overall message. The objective is to enhance one's reading pace and predictive techniques.

Intensive Reading. The act of perusing concise written works to extract particular information and scrutinize language, such as deducing the syntax of a specific sentence or identifying all the words pertaining to a given topic, constitutes a precision exercise. The primary objective of this exercise is to achieve a meticulous comprehension of the text. The purpose of these activities is to heighten learners' awareness of the utilization of language.

Speaking and Writing Part

On this context, students are getting into a productive process. After passing by receipting language, they will get into producing the language through oral and writing communication. Taking the presented study, it is important that they undertake some previous knowledge to perform precisely to conduct communication in any perspective and field to work. The students are set to develop many tasks during the exam and the postgraduate period. Therefore, the need of producing the language seems to be urgently mastered.

Real-life Speaking. It is recommended that only authentic, real-life speaking be taught to students, without the need for presenting them with artificial or stilted speech patterns. To achieve this, it is essential that students are exposed to genuine language and speakers as much as possible, which can be facilitated through various means such as movies, guest speakers, podcasts, and the like. In order to provide students with a good model to follow, it may be appropriate to introduce drills that cover common speech patterns. Additionally, it is important to offer students ample opportunities to practice different types of speaking, taking into consideration the ways in which spoken language is used in everyday life and transferring this knowledge to the classroom setting.

Fluency & Accuracy. Activities that necessitate students to concentrate on the significance of communication without immediate emphasis on precision. It is imperative for students to possess the ability to accurately utilize and articulate words and structures to ensure effective communication. The predominant approach to enhancing spoken precision is through the implementation of controlled practice activities.

Turn-Talking. The acquisition of turn-taking skills entails the comprehension of the appropriate timing and manner of interjecting, as well as the ability to elicit or prevent interjections. Students may hone their abilities by actively listening for opportune pauses, thereby avoiding the vexation of the speaker. Additionally, they may refine their speaking skills by employing techniques such as deliberate pauses, which facilitate the participation of others, or by utilizing hesitation devices such as "ums" and "errs" to retain the floor while searching for the next point to articulate.

In the writing part, for the research induction, it will be a major key skill to support learners on their professional field. As they are pretending to study into an American institution, tasks will require a deep eye on the written communication. The act of writing is a crucial element of effective communication, and English Language Learners must exhibit proficiency in written English to remain competitive in a world that is increasingly

interconnected. Developing aptitude in English writing not only enhances reading comprehension and vocabulary acquisition, but also facilitates oral fluency, thereby offering numerous benefits.

Note Taking. This process entails identifying the crucial elements of the discourse and condensing them into a summary. The focus is less on grammatical accuracy and spelling, and more on comprehending the essence of the message and transcribing it. Once more, the emphasis is on functionality, as the primary aim of note-taking for students is to have access to pertinent information at a later time.

Grammar & Style. In most writing scenarios, it is imperative to place special emphasis on grammar. This is a top priority when correcting written work to ensure that the intended meaning is clear and unambiguous. Presently, English language usage is characterized by short sentences. While many languages tend to employ long, convoluted sentences, it is advisable to strive for simplicity in English writing. This principle extends to paragraphing, where modern English favors paragraphs consisting of one, two, or three sentences at most, rather than lengthy paragraphs spanning half a page or more.

Scenarios for American Cultural Adaptation

For the group of students, learning a new environment will represent a high scale challenge specially if they have not been there in the past. The teacher must develop a plan for induction into formal and informal situations where students have to deal with the language. Effective communication skills are an indispensable requirement for these professionals in diverse professional environments. Consequently, university educators are faced with the task of equipping novice specialists with foreign language training that is effective enough to bridge the gap between the classroom and the real professional world. This study proposes an innovative approach to teaching communication skills to students, which involves the use of real-life scenarios derived from the professional context.

A holistic approach is required to convey the achievement of this study. Teacher training programs utilize a variety of methodologies, including lectures, role-plays, and seminars, to equip the learners with the necessary skills to navigate diverse and

demanding classroom environments. Scenarios may encompass a variety of elements, such as a collection of circumstances, a depiction of human conduct, a narrative or a summary of occurrences, a workplace incident, or a quandary, but each must impart a pedagogical lesson. In the context of scenario-based learning, learners are presented with a scenario that may comprise multiple queries to direct their investigation. Learners examine a scenario from diverse viewpoints, assuming a role that necessitates the demonstration of diverse competencies or methodologies, conjecturing on professional expertise, or addressing a predicament or a concern. Scenarios engender a secure learning milieu.

Simulations

For this type of activity, it is necessary to support learners through brief researches about current topics about the American culture. It can be worked through different perspectives. One of them is by paraphrasing or giving the main idea from news or a book. While developing this task, student will reinforce one the major language skill which is writing, but at the same time can be developed orally. Simulations facilitate the cultivation of critical and evaluative thinking skills among students.

By virtue of their ambiguous or open-ended nature, they prompt students to ponder the ramifications of a given scenario. The realistic nature of the simulation engenders a heightened level of enthusiasm and interactivity among students. Simulations serve as an effective tool for imparting both theoretical knowledge and practical application in an unforeseen context. Students tend to exhibit a greater degree of involvement and immersion in simulations, owing to the experiential nature of the activity.

Role plays

Role Plays are a highly advantageous technique for acquiring and honing English language skills in the TEFL/TESOL classroom. In essence, these students will be immersed in a fictional scenario that necessitates the use of English. This approach will foster creativity and provide a more unstructured form of practice than written assessments. The selection of a suitable role play scenario is crucial and should be commensurate with the students' current language proficiency level, thematically aligned

with their coursework, and relevant to their motivation for studying English. Additionally, it is desirable for the activity to be enjoyable.

Group Exchanges (Conversation)

On these types of activities, the teacher is more aware of the classroom. Through conversations about any topic the teacher suggests, students can be self-motivated and have the need to talk about with other partners to share and discuss their opinions. For example:

- A1: Many of your friends use cars to commute to work even though it is more expensive than public transport. You are concerned about the impact this irresponsible behavior has on our planet. Try to persuade your friend to switch to more eco-friendly transportation.
- B1: You drive to work every day. You live in a free country and you don't feel the need to explain yourself to anyone. Why shouldn't you drive? Your friend's been nagging you about it for a while. Talk to them

Importance of TOEFL Exam

The TOEFL exam enrolls a big impact for the group students. Therefore, it will mark a new journey for entering into an American university. The teacher must seek for different strategy to support learners on how to introduce the content for this exam and what it implies for understanding the new culture they are about to discover. In order to enhance the reading skills of your students, it is recommended that they engage in non-fiction reading exercises. The selected nonfiction material should possess an academic tone, albeit less complex than the reading material featured in the examination.

In order to adequately equip one's students for the TOEFL speaking and writing assessments, it is imperative to facilitate the development of their language skills. The independent writing and speaking tasks are relatively straight forward in this regard, as they necessitate the expression of personal experiences and opinions about the current traditions or American culture in general, which can be accomplished using language at a beginner level or beyond. Conversely, the Integrated Writing and Speaking tasks are

more intricate. However, one may utilize the aforementioned graded reading and listening materials to devise TOEFL-like integrated tasks suitable for beginner-level students.

This exam is divided into three parts: listening comprehension, structure and written expression, and reading comprehension. The exam is two hours long and consists of 140 multiple-choice questions with four answer alternatives. The listening part lasts around 5 minutes and consists of 50 questions broken into three subsections. Part A (Mini-Dialogs) consists of 30 questions in which test takers must listen to audio and choose the correct answer based on a brief discussion. Part B (Longer dialogues) covers seven to eight questions in which students listen to different dialogues between two speakers and choose the proper response from a set of questions.

The TOEFL test is required for university students from non-English speaking nations who desire to study at a university in the United States, Canada, or any other country where English is the language of instruction. The results of the measurement that many foreign colleges employ to determine the extent to which new students can speak English and so follow the material delivered during the study. Furthermore, Bhakti and Marwanto (2014) suggest that TOEFL can be employed as one of the conditions for employment admission in government institutions as well as in government and private organizations.

The Test of English as a Foreign Language (TOEFL) is a standardized test that many institutions in EFL nations use to assess students' English competence. According to Warfield et al. (2013), TOEFL is sometimes utilized as an indication of students' academic progress and how well they perform during their university studies. Most universities in Indonesia utilize TOEFL as a method to assess students' English competence and as one of the graduation criteria.

Apps for Learning American Culture while students are not in the school

Magoosh

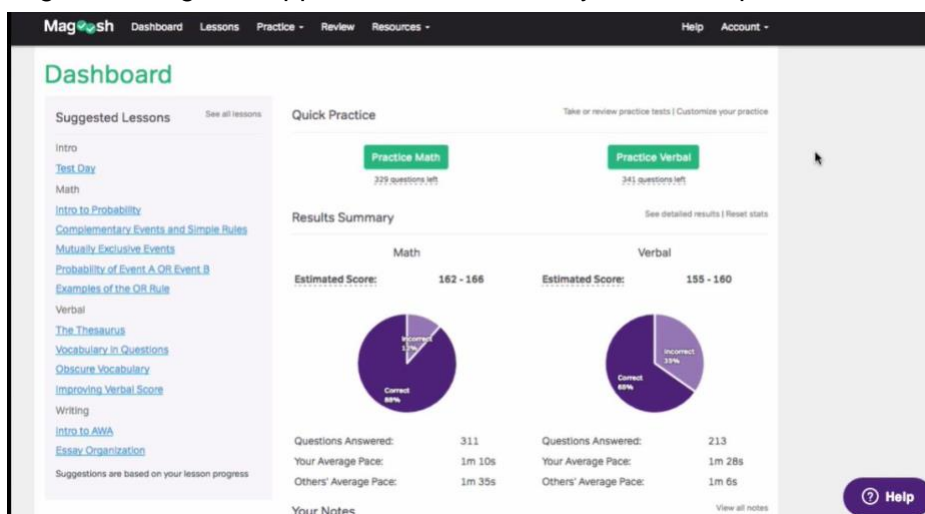
Magoosh is a highly regarded enterprise that provides study materials and resources for the TOEFL examination. Numerous users have attested to the efficacy of their study materials and practice questions in facilitating exam preparation. Magoosh's

GRE exam preparation program comprises GRE practice questions, a comprehensive guided GRE prep course, and schedules developed by experts. As you prepare for graduate school, this application enables you to access Magoosh's authoritative content from anywhere. Should you require a refresher on exponents and roots for the quantitative section, a video tutorial and practice problems are available. Similarly, video lessons on sentence completions are also provided.

In essence, Magoosh covers all subject areas of the GRE in a comprehensive library style. It does offer a suggested order for completing the lessons, the lessons flow naturally when adhering to the presented and they are highly beneficial. Powers and Roots, Sentence Equivalence, and other topics are divided into modules, each containing valuable content.

One of the pivotal constituents of any test preparation resource is the efficacy of the lessons pertaining to test-taking strategies and skill enhancement. Magoosh has demonstrated exceptional proficiency in this domain. The course encompasses a repository of nearly 100 concise video lessons that are exclusively centered on the TOEFL iBT examination, in addition to over 50 video lessons that are dedicated to supplementary material on English grammar.

Figure 1. Magoosh application software daily balance representation



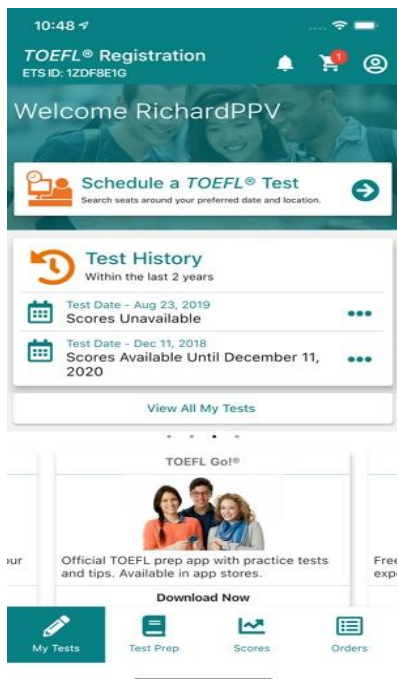
Source: Software Advice (2021)

TOEFL Official App

The TOEFL Official application offers mobile accessibility for registering for a test, studying upcoming test details, accessing preparation resources, viewing scores (including MyBest™ scores), and ordering score reports at any time of the day, seven days a week.

The TOEFL is globally recognized as the most popular English-language test for university admissions. Its results are widely accepted by over 10,000 institutions in more than 150 countries, including Australia, Canada, New Zealand, the United States, the United Kingdom, and various countries throughout Europe and Asia. It is noteworthy that over 90% of TOEFL test takers surveyed were admitted to their first or second choice university.

Figure 2. TOEFL App Usage



Source: TOEFL App (2020)

III. PROPUESTA

The presented study for the construction of the program will be an introduction that focuses on supporting students to develop their English language competencies through integration and practice of the TOEFL exam. Learners will become acquainted with the architecture and structure of the TOEFL exam through a series of exercises and practice tests as they actively engage in language production. To assist students in efficiently communicating in a foreign setting, they should employ their prior mastery of the English language. Language production will thus be measured using several components from various language skills (speaking, reading, listening, and writing).

The offered program will be constructed with the group over the course of a month in order to cultivate their talents into proficiency tests and simulation to measure their language capabilities. Language skills will be assessed and worked on throughout the first two weeks. Students will participate in collaborative practice activities. When the teacher encourages them to participate in speaking. This is critical because they must become accustomed to speaking after an imaginary moment while being observed by the teacher.

Throughout the intervention program, learners are encouraged to participate in interactive conversations, role plays, and individual assessments. The program has been designed to provide a warm and dynamic environment that encourages learning and personal development. Students who complete the course will have the information and skills needed to excel academically in the United States.

Two writing activities are required for the TOEFL. First, the teacher will assign pupils to write a five-paragraph essay of 300 to 350 words. The second exercise will be to allow students to take notes from a reading selection from the applications software's and then give a lecture on the same subject, so taking notes is equally important for the research they will be conducted during the activities. The following phase is to reply to questions with a 150-225-word written and orally response that combines the reading and listening options.

The Individual Writing Task, which encourages students to express and support a personal opinion, is similar to other writing assignments they may encounter in college. TOEFL test takers take meticulous notes. The listening exercise questions appear on the

screen after the reading and encourage students to take notes rather than answering the questions as they are heard. The instructor teaches students how to take efficient notes and organize knowledge so that they can understand and refer to it later. Only important information, not everything they hear, should be recorded.

It's important to remember that essays written in English for university courses are typically longer than those submitted for the TOEFL. TOEFL writing tasks typically consist of three to four paragraphs. A university essay should be at least five paragraphs lengthy, but it can be much more.

As students improve their TOEFL writing skills, the goal is for them to write a thesis that precisely tackles the writing challenge. Reiterating the writing question is one method for developing a thesis. If the writing assignment is a question, all pupils need to do is turn it into a statement and then add a few supporting arguments to give their essay a clear focus. A conclusion at the end of the essay allows you to tie up any loose ends about your subject. It indicates to your audience that you are nearing the end of your topic. Students can frame their conclusions based on the topic's results and end conditions.

Speaking practice should be done on the spot. The teacher will direct the students to form a circle and instruct them to tell a story in the round using Kahoot while selecting a topic from the app, with each student making up one sentence of the story before passing it on to the next student. They will be able to use traditional tools such as the chalkboard or drawings to increase motivation. Students will be allowed to choose words and gradually expand this as their confidence grows to have each participant tell a one-minute section of the story. A game timer can help make this section more enjoyable.

The second purpose is to research and concentrate on American culture. This section will give students a sense of understanding of the American educational system, culture, and expectations for entering a university or school through the use of pedagogic resources such as culture apps when they are available.

Table 1

Lesson Plan Activity 1

Lesson Plan		
Skills	Reading, Listening and Writing	
Language	US Culture	
Materials and Equipment	Cellphone, recorder, board, video, Magoosh, role paly	
Goal	<ul style="list-style-type: none"> • Students will be able to express about how American culture traditions and cultures will affect their lives • Students will develop accuracy skills by anticipating the new vocabulary from the app • Students will discuss and analyze information by expressing their thoughts. • Students will exchange opinions by describing experiences and thoughts about activities they like to do in their free time • Students will infer what a second person talk in a discussion • Students will get proper information about the new vocabulary 	
Terminal Objectives		
Enabling Objectives		
Procedure		Time
Warm-Up	To start the class, the teacher asks questions about activities people do in their culture. Students can add a brief description in case they do not recognize some vocabulary words.	5 min
Introducing the New Vocabulary	The teacher introduces the American culture by using TOEFL App and showing pictures and actions from the	10 min

	app. The teacher can reinforce the presented material by practicing a short conversation taking from a model acting as they are in USA wanting to meet new people and traditions when going shopping or asking for a service as a reference.	
Whole Class Discussion	Students will join in groups and discuss about American traditions while taking notes and summarizing the traditions from a passage they have in their phones to read. During the discussion, all of the members will need to record the traditions they found most interesting in their cellphones. At the end, each group will have a leader who will come to the front of the class and explain the American cultures their partners said in the recording.	5 min
Independent Task	After practicing and reinforcing the traditions they learned from the idea, the teacher will make students to create a conversation. They will follow an action behind a tradition in order to talk with another partner. At the end of the activity, the teacher will measure the task with a rubric.	10 min
Extra-Classroom Assignment	To conclude the class, the teacher will make a short review asking questions about American culture, but in this time, they will write a paragraph expressing	10 min

	their thoughts about how different is their local culture with the foreign one	
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Table 2

Lesson Plan Activity 2

Lesson Plan		
Skills	Listening and speaking	
Language	US Culture	
Materials and Equipment	Computers, recorder, board, video, Magoosh	
Goal	<ul style="list-style-type: none"> • Students will be able to express common expressions for a conversation with an American speaker • Students will develop accuracy skills by recognizing actions while meeting someone • Students will discuss and analyze information by expressing their thoughts. • Students will get proper information about the new vocabulary 	
Terminal Objectives		
Enabling Objectives		
Procedure		Time
Warm-Up	To start the class, the teacher will ask students some questions about what they know about United States culture, if they have talked with someone from the country.	5 min
Introducing the New Vocabulary	The teacher introduces the class by using Magoosh with a short video description with common expressions for a conversation with an American	10 min

	speaker. The teacher will assign through the app short activities where students through the computer will click or circle the expressions.	
Whole Class Discussion	Students will get into group of three. They will follow the script from the video with the common expressions and act like visiting the country for the first time. In this task, previously the teacher asked students to do short research about the cultural aspect about how foreign people reach when they get to The United States.	5 min
Independent Task	After the conversation model students followed, students will write a script on their own asking for a place or ordering food in a restaurant. The teacher will use a rubric to identify the expressions and language usage.	10 min

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This particular TOEFL component is the sole assessment that evaluates English proficiency levels that are nearly equivalent to the requirements necessary for students to successfully pass the exam and gain admission into an English-language degree program. Students will be prompted to compose essays based on lectures and readings that are commonly found on English-speaking campuses, similar to the Integrated Writing Task.

The Individual Writing Task, which fosters the expression and support of personal opinions, is comparable to other writing assignments that students may encounter during their college studies. It is crucial to bear in mind that essays written in English for university courses are typically lengthier than those submitted for the TOEFL, as TOEFL writing tasks typically consist of three to four paragraphs.

The TOEFL Reading passages are extremely similar to academic reading assignments in English from first-year university courses. Of course, your students will be forced to answer multiple-choice questions about the reading they have done in many college courses. Teaching TOEFL Reading to students "as is" can thus be quite beneficial.

The teacher has given a brief beginning with the cultural aspect of the American side with two portions followed by a distinct set of passages. The teacher has established questions and set tasks regarding to the fully comprehension of the topic. The program's goal is to offer the learners with a complete understanding of the most significant cultural differences between the United States and the local area. Students must become louder and more direct during class disputes.

IV. CONCLUSIONES

To conclude, the design of this study reached students' attention and awareness to know into a deeper perspective about the culture they will join in the future. As a requirement of TOEFL preparation, high levels of academic achievement in listening, writing, reading and speaking has been analyzed and put in the track for the language process production and foundation.

The students demonstrated widely the significance of an unknown culture recognizing the style they will discover and also which point they want to climb. With the ease and complementation of the online apps and strategies proposed in this study, students attained a high level of academic achievement.

With the application of these activities, they became more active and have a better guidance on how a TOEFL exam will be, specially practicing each skill to gather with different topics about the culture. The holistic approach consequently supports learners to get around their surroundings to expand their knowledge about the American culture simplifying the ones they do not know yet.

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