UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS-INGLÉS

RESEARCH PROJECT

TOPIC:

IMPROVING THE LOW ACADEMIC ACHIEVEMENT IN TOEFL PREPARATION OF 10TH GRADE STUDENTS AT UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO DURING THE SCHOOL PERIOD 2013-2014.

PREVIO A LA OBTENCIÓN DEL TÍTULO:

LICENCIADO EN LENGUA INGLESA ESPECIALIZACIÓN LINGÜÍSTICA Y LITERATURA

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ABSTRACT

Significant changes in Ecuadorian education have contributed to the development of this research project. The implementation of higher standards for students graduating high school, and new admission processes for higher education in the country and abroad require an examination of the education system. To do so, this study selected a group of 33 students of 10th grade with the lowest grades in the TOEFL subject at Unidad Educativa Particular Bilingüe Liceo Panamericano in Guayaquil .Being that TOEFL is an important requirement for Ecuadorian students to study abroad. The main purpose of this study is to improve the academic achievement in TOEFL preparation of these students through a mixed-method approach that combines *meaningful learning* proposed by Dr. David Ausubel and *scaffolding* developed by the Russian psychologist Lev Vygotsky. Creating a positive learning environment contributes to the success of the class and accomplishes the main objective of the research project.

KEY WORDS

Meaningful learning, scaffolding, TOEFL, mixed-method approach, effective learning,

DEDICATION

This Research Paper is lovingly dedicated to our honorable parents who have been our constant support and source of inspiration. They have given us the strength and discipline to tackle any task with enthusiasm and determination. Without their love and support this project would not have been made possible.

Thank you for your unconditional support with our studies. We are honored to have you as our parents. Thank you for giving us a chance to prove and improve ourselves through all our walks of life. We love you

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CHAPTER I

INTRODUCTION

1.1. Background and Statement of the Problem

New changes in business, industry, and technology in this globalized world is forcing people to find ways to get a knowledge that will permit them to survive in this demanding international society. In the educational field, a new trend can easily be observed: to study abroad.

One of the international requirements to enter a university in foreign countries is to approve standardized English tests among which the TOEFL is one of the most important.

Such is the importance of studying a foreign language that the Ecuadorian Ministry of Education has set up a new plan of studies for the English language based on international standards that will take the graduating students to a B1 level according to the Common European Framework Reference for Language Learning.

Based on this fact, several private schools in Ecuador have taken the decision to help prepare the students to improve a foreign language acquisition.

Such is the case of Unidad Educativa Bilingue Liceo Panamericano that is trying to help students to get ready to face this new challenge by offering TOEFL as a subject in the study plan.

Liceo Pamericano is a high school with four hundred students from Basic Primary Education to High School Education. Each class has a specific number of students, which are thirty.

This study was focused on the tenth grade students. There are three sections in tenth grade, and each section has a limited number of thirty students. The tenth graders study three subjects in English which are: Social Studies, Science and TOEFL.

This research was done in order to prepare the students to improve a foreign language acquisition. It is necessary to mention that TOEFL as a subject has been taught in this institution for six years. The study of this subject has helped students improve their English skills

After several weeks of class observations, a poor academic achievement, a lack of motivation to participate in class actively, poor listening discrimination, and a non-development of critical thinking skills were evident. Something needed to be done, so this research was oriented to find the reasons that caused the students' low performance and to set a specific plan to help improve that.

This research is focused on the tenth grade students from section A due to the

fact that all the students had low grades and they did not fulfill the requirements for passing the year successfully.

The study's main objective is to increase students' achievement in TOEFL preparation by putting into practice meaningful learning and scaffolding, so that, students can reach their immediate goals and internalize effective learning through meaningful activities.

This effective learning is best defined as the way in which learners understand social processes necessary to become effective learners. In addition, it is not a matter of simply acquiring particular learning strategies but monitoring, reflecting, and reviewing whether these strategies are effective for students. In other words, this concept can be defines as "learning how to learn" which involves learners in the metacognitive processes (The National School Improvement Network, 2002).

It is important to mention that the approach of *Meaningful Learning* was originally proposed by David Ausubel and consists on relating relevant concepts that people already know with new knowledge. According to Ausubel, this new knowledge must interact with the learner's existing knowledge.

Also, Meaningful Learning is against rote learning or learning without interaction. In other words, meaningful learning opposes teaching where there is no understanding of the relationship between lexical items (Research Based Teaching University, 2013).

Apart from Meaningful Learning, another vital approach that this research paper takes into consideration is, *Scaffolding in Learning*, which refers to the support that teachers offer to their students. The following reference can be taken in order to illustrate the meaning of scaffolding:

Imagine construction workers when they have the need to reach higher and higher sections of a building they are working on. To continue it is necessary to add as many scaffolds as necessary. Once the building has been completed, the scaffolds are no longer needed.

The same thing happens in education, many scaffolds are needed to build good knowledge such as: motivating students, giving proper instructions, choosing relevant activities among others. In general, scaffolding is to help students to achieve their main goals and objectives and to give them prompts and hints to internalize effective learning (Centre for Educational Research and Innovation OECD, 2008).

Therefore, this research is focused on these two approaches due to the fact that it is evident that Unidad Educativa Particular Bilingüe Liceo Panamericano, a private institution in Guayaquil, Ecuador, 10th Grade high school students are not able to understand the importance of the class activities, the instructions, and at the same time, the main objectives of the class.

These factors have led to a critical decline of the students' achievements in the TOEFL preparation subject course- an important measure of their English language proficiency and a requirement for higher education abroad.

This program has been designed so that students could obtain their bilingual diploma at the end of their High School. The Test of English as a Foreign Language (TOEFL) measures the ability of nonnative speakers of English to use and understand North American English as it is spoken, written and heard in college and university settings.

Several factors can be analyzed to understand why students' performance and achievement are affected during the learning process. During the study, the TOEFL

classes were structurally observed. The lack of attention from most of the students was very noticeable, as well as how difficult it was for the teacher to manage the class and maintain the attention of the students.

These conclusions are taken after several days of class observations, the application of a pre-test, and the access given by the institution to the researchers to come into the classes and interact with the students.

Another important piece of information to mention is that one of the researchers of this project is part of this institution and an instructor of the TOEFL subject. Due to this fact, it is easier to check the student's grades and have a better understanding of the factors that lead to a poor achievement during the school period.

Based on the previous background, the problem object of this study can be stated as follows:

Will the application of meaningful learning and scaffolding strategies improve the academic achievement in TOEFL preparation of 10th grade students at "Unidad Educativa Particular Bilingüe Liceo Panamericano" during the 2013-2014 school period?

1.2. OBJECTIVES:

1.2.1 BROAD OBJECTIVE

To improve the academic achievement of 10th grade students at "Unidad Educativa Particular Bilingüe Liceo Panamericano" in TOEFL preparation through a mixed-method approach that combines meaningful learning and scaffolding.

1.2.2 SPECIFIC OBJECTIVES

To analyze the shortcomings of language learning in TOEFL preparation of 10th grade students at Unidad Educativa Particular Bilingüe Liceo Panamericano during the 2013-2014 school period.

To identify appropriate strategies to improve the academic achievement in TOEFL preparation of 10th grade students at Unidad Educativa Particular Bilingüe Liceo Panamericano.

To apply meaningful activities in collaboration with scaffolding instructions and teachers' support to provide and enjoyable learning experience.

1.3. RATIONALE OF THE STUDY

Nowadays, the importance of learning a new language, especially English, has increased in this globalized world. For millions of people, traveling to different English-speaking countries has been a crucial need to learn to communicate in English in order to succeed in the same English-speaking countries and to create many other opportunities in international markets and regions (Inlingua, 2013).

Learning a foreign language, in this case English, not only allows people to adjust to the global changes provided by the environment but also to obtain a number of unlimited benefits just for using the language.

English opens doors to students to enter foreign educational institutions. Being the TOEFL exam one of the requirements to have an access to international education, English teachers should be commitment to apply strategies to improve the academic

achievement in TOEFL learning.

Students should be able to understand, internalize, and use their prior knowledge to build a new one. This allows them to develop a variety of learning strategies in the different skill-building TOEFL skills.

It is important to mention that all humans begin constructing meanings at birth, and with time, this process rapidly increases, and language learning becomes part of the environment too. According to Novak, people acquire the capacity to understand meanings through all events and objects around them. For this reason, language learning must be based on the meaningful learning so that knowledge remains as a useful concept (things we can use daily and have a significant contribution in society) and as a long-term retention of information.

This study primarily emphasizes on language learning and it is determined to improve the oral and written performance of the students.

In the same way, it should be noted that language learning does not involve memorizing and learning patterns out of context. On the contrary, it involves the interrelationship of all the components of the language in context in order to increase the ability to understand and put into practice skill-building strategies in different situations.

The priority of this project is to increase the achievement in TOEFL preparation of 10th grade students at Liceo Panamericano and optimize their ability to communicate in the English language through the use of effective strategies that will provide them more confidence to express themselves.

Based on the standards proposed by the Ministry of Education in the area of

English, the main objective is that Ecuadorian students reach a functional level of English.

Its concrete initiatives are aimed at updating the English National Curriculum and the professional development and training of English teachers. As I has been mentioned above, it was decided to implement this project in a private educational institution and the final outcomes from this research will serve as a reference for the application of a teaching methodology in order to increase the achievement in TOEFL by ensuring B1 certification as established by the Ministry of Education as it was mentioned before.

The applications of these strategies are selected according to the student's level, needs, interests, and goals.

Passing the TOEFL test will be useful for students, if they want to study at universities abroad, apply for scholarships and international certificates, and improve their academic English performance in general.

1.4. SCOPE AND DELIMITATIONS OF THE STUDY

This research project is focused on the application of meaningful learning and scaffolding activities in order to develop learning strategies to improve the academic achievement in TOEFL preparation of 10th grade students at Unidad Educativa Particular Bilingüe Liceo Panamericano during the 2013-2014 school period.

The study takes place in one of the three 10th grade classrooms, specifically in that where the students showed a low academic achievement. There is an important participation on the teacher's side and a very active and lively performance on the

students who felt motivated to participate in the different activities presented for the purpose of this study.

The research project is primarily focused on increasing the students' achievement in TOEFL preparation through *grammar, reading, vocabulary, listening, and writing* which are evaluated in the pre and post-test and a mixed-method approach combining meaningful learning and scaffolding is put into practice.

Although, speaking appears as a neglected skill in this project, it is not so because the class was addressed in the target language and the students held to follow all the commands and where also prompted to answer questions which in a way made them practice the speaking skill.

The intention of the research and its proposal is to be used not only in the present school year but it is expected to serve as a guide for future classes in which the problem of the low achievement could be present.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

According to the Centre for Educational Research and Innovation OECD (2008), learning has some important characteristics. One of the most important is to take into account that learning takes place based upon existing knowledge, this means that people already have a previous knowledge about things and the world.

Based on this concept this study emphasizes the importance of previous knowledge for the development of new skills.

Teaching and learning foreign languages have evolved throughout the years. Every year most teaching processes are modified and new different methods and approaches are put into practice to help develop needed skills. Carefully built standardized tests have been designed in order to further develop English language learning and help students improve their academic skills.

This review will focus on different topics .These topics are: the importance of language learning, the concept of meaningful learning proposed by David Ausubel, the scaffolding teaching strategy, the importance of TOEFL (Test of English as a Foreign Language), standardized testing, normative vs. criterion-referenced test, the paired T-test, metacognition, the importance of lesson plans, and active learning and teaching strategies.

Although this literature review presents a variety of topics related to language learning, this research paper will primarily focus on their application to improve the academic achievement of the students in the TOEFL course given at Unidad Educativa

Particular Bilingüe Liceo Panamericano.

2.2. THEORETICAL REVIEW

2.2.1 LANGUAGE LEARNING

According to Brown (2000), learning a second language implies many difficulties, due to the fact that when learning a language a special commitment of the physical, intellectual and emotional responses is needed in order to successfully convey the target language. Learning a language requires a better understanding of the culture, the way of thinking, feeling, and acting. At the same time, it is important for teachers to understand the components of learning a language.

Supporting the previous idea, the understanding of the components of language determines the way teachers choose the appropriate methods, strategies and techniques to use in class. By breaking down the definition of learning, it is possible to list the following features: learning is acquisition, retention of information or skill, active and conscious participation, and change in behavior.

It has been suggested that language learning is not only a matter of long-term practice but also going beyond immediate tangible meanings in order to go through less tangible more abstract meanings (Polias, 2004).

2.2.2 MEANINGFUL LEARNING

Specifically, referring to the concept of meaningful learning, Ausubel suggests:

"Meaningful learning is contrary to all meaningless, rote or mechanical learning. The term "meaningful" refers to both a logical structural content

and the potential material that can be learned in a meaningful way, thus giving meaning and sense to internalize it" (1983)

This approach should have a logical structure and meaningful content. Learning is a synonym of understanding. Therefore, what is understood or grasped is what will be learned and remembered since it will be integrated into the structure of knowledge. (Ausubel, 1983)

In meaningful learning, the integration of new information with prior knowledge rewards the learner with intrinsic motivation. As a result of integral learning with some meaningful activities, it will affect the result with positive effect. (Novak, 2011)

To make meaningful learning achievable it is necessary to focus on the content and the cognitive structure. It is also mandatory to analyze in depth the syllabus in order to identify the most meaningful activities, ideas and procedures to reach the main outcomes. (Novak, 2011).

Motivation is very important in this process. Motivation is the motor that human beings have to do something, teachers have to take into account that students tend to hold more information permanently in what interest them and serve them for the future.

For this reason, teachers should keep in mind how important motivation is and choose or adapt materials in order to motivate the student. In the same way, set main objectives of each class so that students realize what they are going to learn and how they will put this into practice (Ryan & Deci., 2000).

2.2.3 DAVID AUSUBEL

He was an American psychologist considered the most important person in the Constructivist Approach. He attended the University of Pennsylvania, obtaining his degree in Psychology. He contributed in the field of Meaningful Learning and Psychology. He also attended the university in the field of Medicine.

After completing his studies in Psychiatry, he entered another university and got a Ph.D. in Developmental Psychology. He changed from Psychiatry to Psychology so that he could get into teaching and research.

By the time Ausubel was at the University of Illinois, he published on Cognitive Psychology. Then, he left the university and accepted the position with the Department of Educational Psychology where he served until his retirement. He returned to the practice of Psychiatry.

Ausubel put more emphasis on the learner's cognitive structure in the acquisition of new information. In fact, he believed that experience is always fitted into what the learner already knows. Individual's organization, stability, and clarity of knowledge are the principal factors that influence the learning and retention of meaningful new material. (Stanley. D, 1988)

He was influenced by Jean Piaget's teachings that explain the way people acquire knowledge. He stated that the acquisition of knowledge must be directly rather than discovery. In other words, understanding of concepts and ideas are a matter of deductive reasoning (Woolfolk, 2010).

Ausubel was against rote memorization. He said that the most important factor in learning is what the students already know (Ausubel, 1968).

2.2.4 SCAFFOLDING

Scaffolding is just as important as Meaningful Learning due to the fact that it is necessary to have a variety in strategies and methods at the moment of teaching and providing clear instructions so that students can optimize their achievement and minimize the level of frustration in the learning process.

Scaffolding has been interpreted in a wide sense as "a form of support for the development and learning of children and young people" (Rasmussen, 2001, p.570).

There are three important features that give educational scaffolding its particular character: the essentially dialogic nature of the discourse in which knowledge is co-constructed; the significance of the kind of activity in which knowing is embedded and, the role of artifacts that mediate knowing (Wells, 1999)

Taking as a reference the importance of giving positive feedback in order for the students to develop an autonomous way of learning, Vygotsky defined scaffolding instruction as:

"The role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000).

The scaffolding teaching strategy provides individualized support based on the learner's ZPD (Chang, Sung, & Chen, 2002). Making the term ZPD clear, it is crucial to mention that this refers to the Zone of Proximal Development i,e.

"The Zone of Proximal Development is the distance between what children can do by themselves and the next learning that they can be

helped to achieve with competent assistance" (Raymond, 2000, p.176).

2.2.5 CEFR

Meaningful Learning and Scaffolding strategies can be applied to meet the quality standards set by the Ministry of Education.

According to the new study plan for English language teaching in Ecuador the levels of knowledge are established according to the Common European Framework of Reference, as follows:

Level A1: At the end of the ninth year General Basic Education the students must reach this level

Level A2: This level must be met by the students at the end of the first year of high school.

Level B1: This is the level where all the students should be at the end of the third year of the high school.

According to the CFR the following are the requirements the students need to meet at each one in these levels:

A1 LEVEL *Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.*

A2 LEVEL Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information,shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate

B1 LEVEL *The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information.*

Example: CAN ask to open an account at a bank, provided that the procedure is straightforward.

All practice tests at this level

2.2.6 METACOGNITION

It can be defined as the way "thinking about thinking". Metacognition consists of two components: knowledge and regulation.

Referring to metacognitive knowledge, it is about oneself knowledge as a learner and the possible factors that probably impact the performance of the individual, knowledge about strategies, and knowledge about when and why to use these strategies.

Referring to metacognitive regulation, it is about the monitoring of one's cognition. The possible factors that might be included are planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies (Lai.E, 2011).

In figure 1 there is an explanation of the two main components of metacognition:

Typology of Metacognitive Components

Metacognitive Component	Type	Terminology	Citation
Cognitive knowledge	Knowledge about oneself as a learner and factors affecting cognition	Person and task knowledge	Flavell, 1979
		Self-appraisal	Paris & Winograd, 1990
		Epistemological understanding	Kuhn & Dean, 2004
		Declarative knowledge	Cross & Paris, 1988 Schraw et al., 2006 Schraw & Moshman, 1995
	Awareness and management of cognition, including knowledge about strategies	Procedural knowledge	Cross & Paris, 1988 Kuhn & Dean, 2004 Schraw et al., 2006
		Strategy knowledge	Flavell, 1979
	Knowledge about why and when to use a given strategy	Conditional knowledge	Schraw et al., 2006
Cognitive regulation	Identification and selection of appropriate strategies and allocation of resources	Planning	Cross & Paris, 1988 Paris & Winograd, 1990 Schraw et al., 2006 Schraw & Moshman, 1995 Whitebread et al., 2009
	Attending to and being aware of comprehension and task performance	Monitoring or regulating	Cross & Paris, 1988 Paris & Winograd, 1990 Schraw et al., 2006 Schraw & Moshman, 1995 Whitebread et al., 2009
		Cognitive experiences	Flavell, 1979
	Assessing the processes and products of one's learning, and revisiting and revising learning goals	Evaluating	Cross & Paris, 1988 Paris & Winograd, 1990 Schraw et al., 2006 Schraw & Moshman, 1995 Whitebread et al., 2009

Figure 1: Typology of Metacognitive Components

Source: Pearson Assessment, 2011

John Flavell originally coined the term metacognition in the late 1970s to mean "cognition about cognitive phenomena," or more simply "thinking about thinking" (Flavell, 1979). Subsequent development and use of the term have remained relatively faithful to this original meaning. For example, researchers working in the field of

Cognitive Psychology have offered the following definitions:

"The knowledge and control children have over their own thinking and learning activities" (Cross & Paris, 1988)

"Awareness of one's own thinking, awareness of the content of one's conceptions, an active monitoring of one's cognitive processes, an attempt to regulate one's cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general" (Hennessey, 1999)

"Awareness and management of one's own thought" (Kuhn & Dean, 2004)

"The monitoring and control of thought" (Martinez, 2006)

All these refer to effective language learning, one must be aware of the same learning process and to make one's decisions about what to learn, what is useful and what is not, which strategies given by the teachers are the most important in order for learning to take place. In other words, it is learning how to learn.

Researchers in Cognitive Psychology have linked metacognition to a number of other constructs, including metamemory, critical thinking, and motivation.

For example, metamemory is closely related to metacognition, particularly cognitive knowledge.

Metamemory is "knowledge about memory processes and contents," and consists of two components that closely mirror the declarative and procedural aspects of cognitive knowledge (Schneider & Lockl, 2002).

Variables, which correspond to declarative knowledge, refer to explicit, conscious,

factual knowledge. Performance in a memory task is influenced by a number of different factors or variables. Sensitivity, which corresponds to procedural knowledge, is knowledge about when a particular memory strategy might be useful.

According to Schneider and Lockl (2002) most developmental studies of metacognition have actually focused on the construct of metamemory, particularly in what relates to its procedural dimension.

Critical Thinking also relates to metacognition. Definitions of Critical Thinking vary widely, but common elements of most definitions include the following component skills:

- Analyzing arguments (Ennis, 1985; Facione, 1990; Halpern, 1998; Paul, 1992);

- Making inferences using inductive or deductive reasoning (Ennis, 1985;Willingham, 2007; Paul, 1992; Facione, 1990);

- Judging or evaluating (Case, 2005; Ennis, 1985, Facione, 1990; Lipman, 1988; Tindal & Nolet, 1995);

- Making decisions or solving problems (Ennis, 1985; Halpern, 1998; Willingham, 2007)

The importance of reviewing metacognition in this research project is to create an awareness of the different ways students can understand the instructions. Based on their previous learning techniques and the instructional techniques that are given to them, they can develop different activities to be performed in class.

2.2.7 STANDARDIZED TESTS

Standardized tests take a crucial role in the educational society and they are considered the fashion boom nowadays. Standardized tests were originated in order to improve the quality of education. The governments have created a set of formal requirements such as special programs, special diploma evaluations, and testing programs for the education to be equal around the world. The importance of these tests varies from place to place and they can be used to promote fast and broad changes within educational institutions and at the same time they can help improve major educational reforms yearly. (Herman. J, Golan. S, 1991)

Standardized tests can be defined as tests that are given consistent or "standard" characteristics. Some of the aspects that need to be taken into consideration when administering standardized tests are: the contents (they must have consistent questions), the administration procedures, and the scoring procedures.

Standardized test must follow certain restrictions. They must be done according to rules and specifications so that testing conditions are the same for all test takers. One of the most important benefits of these tests is that they are more reliable and valid than non-standardized measures. They can help interpret how far a student's score ranges from the average. For doing so, they also are provided with special "standard score". (The Johnson Center, 2013)

Some of the most common evaluation techniques standardized tests present are: responding Multiple-Choice Questions, answering True-False Questions, answering Matching Questions, answering Sentence Completion or Filll-in-the-blank questions,

and answering Essay Questions. (Ohio Valley Educational Service Center, 2009). The standardized test on which this project focuses on is the TOEFL test.

2.2.7.1 TOEFL TEST

The target population involved in this project are the students registered in the TOEFL program at Liceo Panamericano. This program has been designed so that students can obtain their bilingual diploma at the end of their High School. The Test of English as a Foreign Language (TOEFL) measures the ability of nonnative speakers of English to use and understand North American English as it is spoken, written and heard in college and university settings. Most people who take the TOEFL test are planning to study at colleges and universities where instruction is given in English. In addition, many government agencies, scholarship programs, and licensing/certification agencies use TOEFL scores to evaluate English proficiency. TOEFL has existed in three versions: PBT (paper based test), CBT (computer based test) and IBT (Internet based test).It is very important to mention that the TOEFL content is focused on academic English and it encloses the four basic skills Reading, Listening, Speaking, and Writing. (Test DEN, 2013)

The general structure of the TOEFL IBT contains the four main skills, each one with a specific number of items and tasks. There is an estimated time to compile with each one of the skills; and, the score scale which is at the end marks 120. For better understanding see Table 1.

Section	Number of Items/Tasks	Testing Time	Score Scale
Reading	36–70	60–100 minutes	0–30
Listening	34–51	60–90 minutes	0–30
Break		10 minutes	
Speaking	6 tasks	20 minutes	0–30
Writing	2 tasks	50 minutes	0–30
Total		Approximately 4 hours	0–120

Table 1 Structure of TOEFL IBT

Source: TOEFL IBT Research Insight, 2010

The test content will be described skill by skill in order to have a better understanding of this standardized test and to develop a better view of this research. The Reading Section measures the ability to understand university-level academic texts. You are given to read 3–5 passages of approximately 700 words each and answer 12–14 questions about each passage.

In the Reading skill students are assessed in the following skill-building activities: to understand factual information, infer information, understand vocabulary in context, and understand the author's purpose. The exercises follow a multiple choice structure including several options with only one correct answer (TOEFL IBT Research Insight, 2010).

The evaluation techniques for the Reading section are the following: multiple choice questions such as finding synonyms, locating referents, locating changes in meaning, making inferences and drawing conclusions, understanding exceptions and

transition words, inserting sentences, organizing information into charts

The Listening skill measures students' ability to understand spoken English in different contexts specifically the academic one. You are given to listen to 4–6 lectures, each 3–5 minutes long, and listen to 2–3 conversations, each about 3 minutes. In this skill you are assessed in the following skill-building activities: to understand main ideas or important details; recognize a speaker's attitude or function; understand the organization of the information presented; understand relationships between the ideas presented, and make inferences or connections.(TOEFL IBT Research Insight, 2010)

The evaluation techniques for the Listening section are the following: multiple choice questions such as understanding the main ideas of the talks, recognizing steps, understanding the author's meaning, organizing information into charts, and making inferences and drawing conclusions.

The Speaking skill measures the students' ability to speak in different contexts specifically in educational environments and inside or outside classrooms. Students are given six tasks to talk about: two independent tasks in which students have to respond to a general question on a familiar topic and four tasks in which students have to respond to both and oral and written passage.(TOEFL IBT Research Insight, 2010). There is a Speaking rubric score for the independent and integrated tasks in the Appendix A.

The evaluation techniques for the Speaking section are the following: answering questions based on any familiar topics, and answering questions based on a previous listening conversations or lectures and reading passages.

The Writing skill measures the ability to write in an academic environment. This skill contains two tasks: one independent task and one integrated task. There is a

Writing rubric score for the independent and integrated task in the Appendix B.

The evaluation techniques for the Writing section are the following: answering essay questions based on any familiar topics, and answering and essay question based on any listening conversations or lectures and reading passages.

2.2.7.2 NORMATIVE TEST VS. CRITERION- REFERENCED TEST

Normative tests can be defined as the ones to examine the individual performance in relation to the performance of a large or representative group. This type of test is also known as standardized tests and they are administered to different groups according to their needs and what they want to be evaluated on. In comparison with criterion-referenced tests, they are the ones which document individual performance in relation to specific information or a set of skills (Montgomery. P, and Connolly. B, 2013).

To summarize, the main purpose of Norm-reference tests are to evaluate each student's' achievement with other students in broad areas of knowledge. The content of this test measures the different skills from a variety of textbooks, syllabi, and the judgment of curriculum experts. The most common item characteristics are: items vary in difficulty; items are selected to discriminate between high and low achievers. In the score interpretation, each individual is compared with other examinees and assigned a score usually presented in percentage and reported for broad skill areas.

In contrast, the main purpose of criterion-referenced test are: to determine whether each student has achieved specific skills or concepts, to find out how much students know before instruction begins and after it has finished. The content of this test

measures specific skills and each skill is expressed as an instructional objective. Criterion-referenced tests examenees are tested on at least four items in order to obtain an adequate sample of student performance and to minimize the effect of guessing.. The items given in the test are parallel in difficulty. The score interpretation is compared with a present standard for acceptable achievement.

2.2.7.3 THE PAIRED T-TEST

This type of test is used in this research in order to compare and contrast the final outcomes of the pre-test and the post-test. The most important function of the t-test is to compare two different samples, in which one of the samples has a natural partner in the other. A paired T-test must look at the difference between these two samples in order to see the variation of values of each so that in the end to have a single number known as the t-value. (Statistical Tutorial Paired T-test, 2013)

In addition, for finding the final outcomes of the pre and the post-test a special program called "R" has been downloaded and the results have been put in this program.

The following is an example of a paired t-test (see table 2) used for this research project in which is presented the statistical results of the Pre-Test ,there were 22 students , the minimum score was 1.37, the maximum score was 8.33, the range was 6.96, the mean was 6.76,and the standard deviation was 1.44. The results of the Posttest were as followed: there were 22 students, the minimum score was 5.24, the maximum score was 9.16, the range was 3.92, the mean was 7.94, and the standard deviation was 1.09. It is clearly explained the function and importance of the paired t-test in this table, at the moment of working with two different results.

Test	Number of Students	Minimun Score	Maximum Score	Range	Mean	Standard Deviation
Pre-Test	22	1.37	8.33	6.96	6.76	1.44
Post-Test	22	5.24	9.16	3.92	7.94	1.09

Table 2. Paired T-test example

2.2.8 THE IMPORTANCE OF LESSON PLANS

Most good teachers take effective lesson plans for every single class. These lesson plans can vary according to the teachers' beliefs and objectives. They can vary from a simple checklist to a well-structured lesson plan with a special format. A lesson plan can be defined as a useful tool that serves as a guide and resource and at the same time it reflects our teaching philosophy, students population, textbooks, and the most relevant goals and objectives stated for our students. (Jensen. L, 2014)

The importance of planning implies the decision of what to teach, in what order, and how much time will be given to the activities that must be developed in class. A lesson plan can be taken as a map that leads teachers in knowing what to do, what they want to do next, and which objectives to set for the class. At the same time, lesson plans can be taken as a record in order to know what was done and to figure out if what was applied was useful and crucial in our classes.

The lesson plans can serve as a valuable source of information for future classes to avoid the same mistakes done in the previous years. Taking into consideration the

following factor: imagine one of your teachers had an emergency and the same have to miss the class, as you have already done a lesson plan by the teacher mentioned above, then a lesson could become a substitute, and fulfill the same requirements and objectives for the class. Just as the teachers want their students to come prepared before classes, teachers must have the responsibility to plan their classes. Then, it is evident the importance of preparing your classes with lesson plans (Jensen. L, 2014).
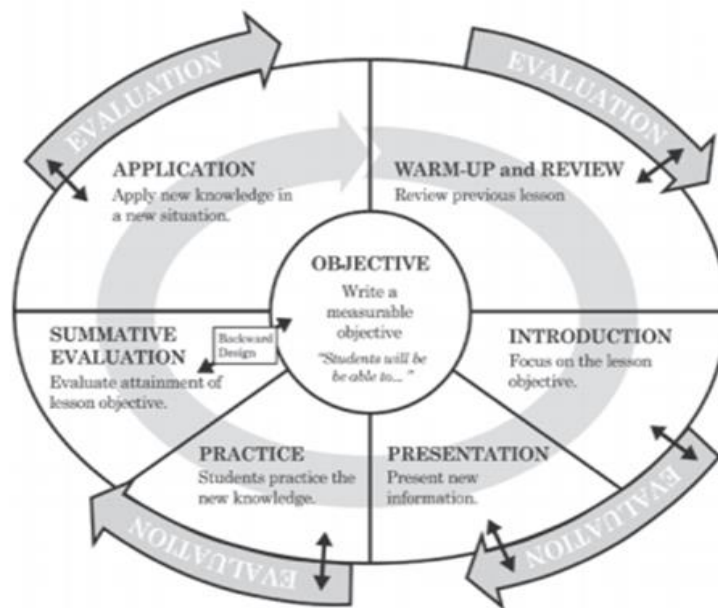
Figure 2: Planning Wheel.
Source: TEAL, 2010

Figure 2 shows all of the aspects that should be taken into consideration when elaborating a lesson plan. Based on the figure above, it is noticeable that in all the stages evaluation must be part of the development of the class. This lesson plan is shown as a cycle in which the core is the objective, followed by the different stages.

The first stage is considered as warm-up and review. In this stage it is crucial for the teacher to ask questions or elicit information about the previous class but at the same time, it will be a good opportunity for the teacher to take this stage as the schemata

stage and take advantage by asking questions in order to activate students' prior knowledge. In that way, the teacher changes the educational environment into a more meaningful context in which students notice the importance and the objectives of the class.

The second stage in this lesson plan is the introduction of the class. This is the part where teachers and students set the main objectives of the class.

The third stage is the presentation where most of the new information is displayed using different approaches depending on the teacher´s philosophy and students' needs and background information.

There is a fourth stage that relates to practice. In this part teachers have students to practice the new information given in the previous stage.

The following stage is the formative assessment (summative evaluation). The evaluation must always be in connection with the objective of the class.

Finally, the application part comes (this stage is also known as production), at this stage the students are meant to use the tools provided during the class and put them into practice in several different new situations. These situations are mandatory to be meaningful ones so that they remain in our students' long-term knowledge.

Basically, this was the outline used for this research project using the most appropriate methods and techniques to achieve the broad objective, which is to increase our students' achievement in TOEFL preparation.

2.2.9 ACTIVE LEARNING AND TEACHING STRATEGIES

"A Learning Strategy is a person's approach to learning and using information. Students use Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning Strategy Instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful" (The University of Kansas, 2009)

Taking into account the fact that the role of teachers is very crucial when talking about an active and productive class especially from our students makes us think about the appropriate role most teachers should have, the kind of techniques or strategies they must use, the motivation they should provide, and the effective way to assess them.

In the following table (see table 3), it is evident the from-to chart which shows us the appropriate role of teachers in order to take students into a higher level. At the same time it is important to consider learners as the center of the class to make them to perform and produce actively. Teachers must be the organizers of knowledge rather than the ones who just transmit knowledge. Teachers must activate prior knowledge or schemata. They need to be the facilitators and monitor every single activity in class, and last but not least is that teachers must focus on a holistic learning i.e. having a whole view of our students' learning rather than in parts.

From:	To:
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a 'transmitter of knowledge'	Teacher as an organiser of knowledge
Teacher as a 'doer' for children	Teachers as an 'enabler', facilitating pupils in their learning
Subject-specific focus	Holistic learning focus

Table 3. The from-to chart. Active Learning

Source: Northern Ireland Curriculum

It is important to keep in mind what the teacher needs to do, in order to get better results in his classroom, but it is also important for the teacher to know where exactly he wants to take his students (see table 4)He needs to set goals. This from-to chart shows the importance of having active and participatory learners in class. It is necessary to mention not only the active participation of the learners in class but also the importance of the social interrelationship between their pairs by actively listening to the opinions of others.

From:	To:
Being passive recipients of knowledge	Active and participatory learners
Focus on answering questions	Asking questions
Being 'spoon fed'	Taking responsibility for their own learning - reflective learners
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to opinions of others
Learners of individual subjects	Connecting their learning

Table 4. The from-to chart. Active Learning
Source: Nothern Ireland Curriculum

"In an active classroom environment the role of a teacher is often that of a facilitator, supporting pupils as they learn and develop skills in, for example, assessing evidence, negotiation, making informed decisions, solving problems, working independently and working with others. Pupil participation and involvement in their learning is essential. Sometimes it is appropriate for the facilitator to take on a particular role/function in an attempt to enhance the learning within the class or to challenge their thinking in a new way." (Northern Ireland Curriculum, 2007)

In addition of active learning and teaching strategies, the following instructional strategies were considered to be the most effective in order to improve students' achievement. (1) Identifying similarities and differences, (2) Summarizing and Note taking, (3) Reinforcing effort and providing recognition, (4) Homework and Practice, (5) Nonlinguistic representations, (6) Cooperative learning, (7) Setting objectives and providing feedback, (8) Generating and Testing Hypothesis, and (9) Cues, questions, and advance organizers.

Identifying similarities and differences let students generate their own concepts

about similar and dissimilar characteristics. This allows students understand complex problems by analyzing them in a more simple way. Teachers should introduce this strategy by asking questions and analyzing the topic to be discussed in class. At the same time, the use of Venn diagrams and charts to compare and classify information engage students to be more involved in the learning process.

Summarizing and Note taking help promote a greater comprehension skill by asking about the main topic of the class and by recognizing the most essential part of it and writing it down in their own words. It is shown that taking more notes is better than taking fewer notes. Teachers should provide students' time to process the information, encourage, and give time for review and revise notes. Notes are the best study guides for tests.

Reinforcing Effort and Providing Recognition. .It is important to let the students feel the importance of providing recognition of their great effort. It can provide a positive and nice class environment. Perhaps, recognizing our students 'effort could change their belief and attitude towards the subject matter. Some of the most common ways to reinforce effort and provide recognition could be by showing the connection between effort and achievement, sharing stories about people who succeeded in life, having students keep a score of their weekly efforts and achievements, working on a weekly reflective journal, giving awards for individual accomplishments. Pause, prompt, and praise is the key to motivate our students.

Homework and Practice provide students the chance to spread the knowledge acquired in class. If teachers send homework, they have to give a rationale for doing so and provide effective feedback for the assigned homework in class. Students must know that homework is for practice or preparation for upcoming units.

Nonlinguistic Representations.- It is very important to mention that knowledge takes place in two ways: linguistic and visual. The more students use forms, pictures, and graphics the higher the opportunity to get knowledge and to have achievement in class. Incorporating words and images to represent relationships and using physical models or physical movements to relate information guarantee the success of the students.

Cooperative Learning shows that the organization of students into cooperative groups brings a positive effect when talking about learning. It is very important not to do an overuse of this strategy but be consistent in this approach. Cooperative Learning considers a variety of criteria, experiences, and interests. This strategy leads to a positive interdependence, group processing, and appropriate use of social skills, face-to-face interaction, and individual and group accountability.

Setting objectives and providing feedback lead our students to the right path of learning. Objectives should be considered according to the students' needs. Furthermore, giving positive feedback to the students produces relevant effects when learning a new language.

Generating and Testing Hypothesis shows that a deductive approach works best in class. Therefore, students should clearly explain their hypothesis and conclusion of any topic learned in class. It is a good idea to ask students to predict main ideas or content before doing the activities in class. Prediction works well in any before reading, listening, or speaking activity.

Cues, questions, and advance organizers help students use what they already know about any topic presented in class. These activities should be highly analytical, relevant, and effective when presented before a learning experience. Teachers should

pause briefly to ask questions in order to see if all the students caught the idea (Marzano, 2010).

These instructional strategies were pretty useful when working with this project, due to the relevant changes and the improvement of our students' grades that were evident. It is necessary to mention that for this project we used the following instructional strategies: (2) Summarizing and Note taking, (3) Reinforcing effort and providing recognition, (4) Homework and Practice, (5) Nonlinguistic representations, (6) Cooperative learning and (7) Setting objectives and providing feedback.

2.3. CONCEPTUAL FRAMEWORK
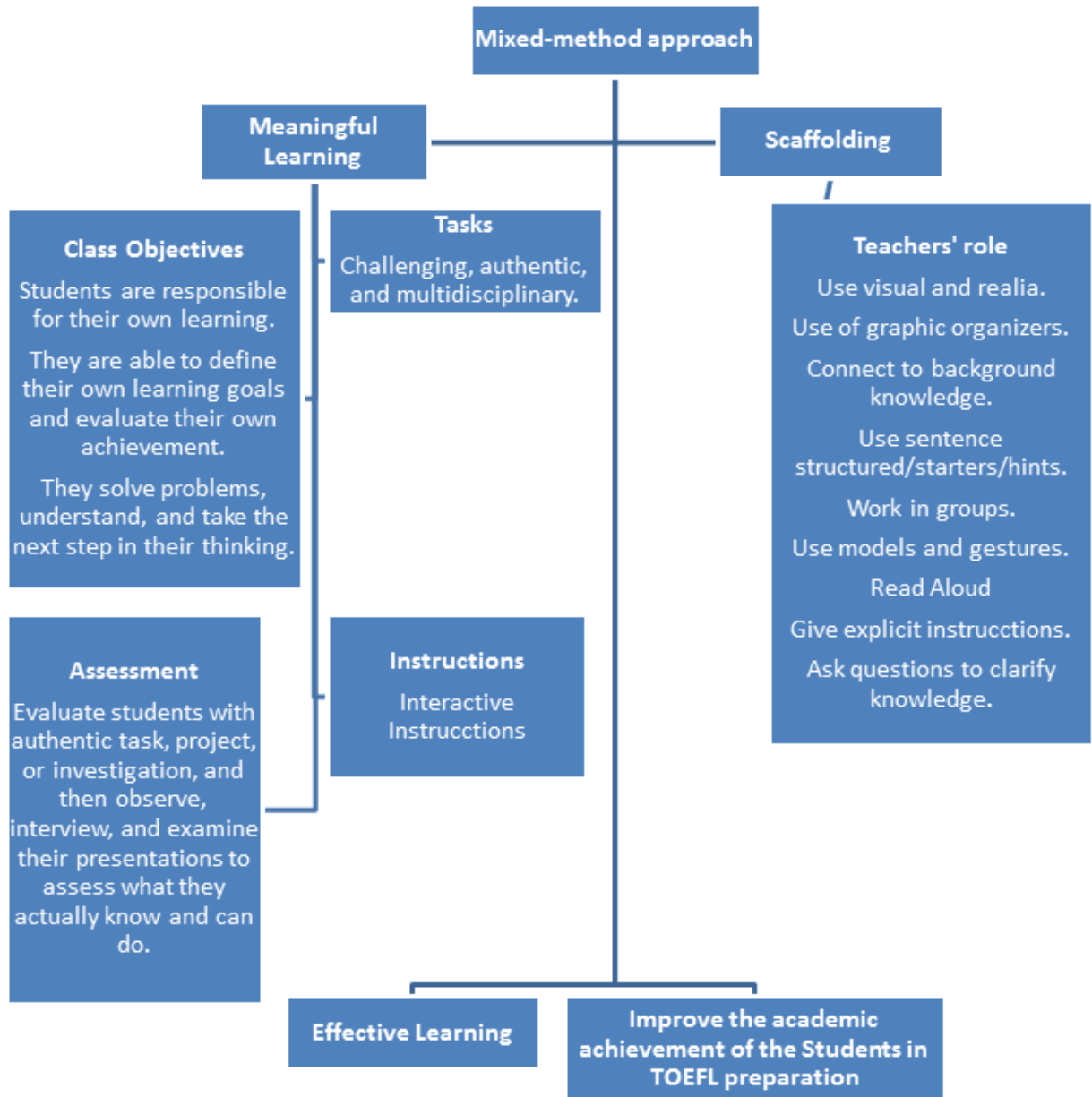
Figure 3: Conceptual Framework

As seen in figure 3 above, this research is mainly focused on a main objective

which is having an impact on the students' learning process to help them reach an effective learning and improve their academic achievement in TOEFL preparation. This objective is planned to be developed along with a mixed-method approach combining meaningful learning and scaffolding strategies which are considered to be the most suitable to fill the need of the students as well as to reach the main objective.

This research paper considers meaningful learning as the most convenient strategy. As Auzubel and Novak suggest:

"Meaningful learning is contrary to all meaningless, rote or mechanical learning. The term "meaningful" refers to both a logical structural content and the potential material that can be learned in a meaningful way, thus giving meaning and sense to internalize it" (Ausubel, 1983)

"In meaningful learning, the integration of new information with prior knowledge rewards the learner with intrinsic motivation. As a result of integral learning with some meaningful activities, it will affect the result with positive affect" (Novak, 2011).

Despite the fact that these two points of view come from two different researchers, it is easily seen that the meaning and the importance of the concept of meaningful learning is the same. Basically, what meaningful learning proposes is the following:

"Learners are active partners in the process rather than passive recipients of information and data, learners are engaged in learning by doing, learners are engaged in problem-solving tasks and activities, learners are

engaged in critical reflection during and after their activities, and learning is situated within the context of real-world or authentic problems (The Fourth Pan Commonwealth Forum on Open Learning, 2006).

At the same time, this research paper also considers a second approach which is called Scaffolding. According to Piper (2005), this is similar to the scaffolding used in any construction in order to help workers to develop specific task. This is applied in the class in order to improve learning by assisting students in accomplishing new tasks and concepts they could not achieve by their own before. The main responsible of this approach shifts from the instructor to the student.

When this approach is incorporated in the classroom, the teacher acts like a mentor and facilitator, rather than a dominant content expert.

The implementation of scaffolding is suggested when the teacher realizes that the students are not progressing on some aspects of a task or are unable to understand a particular skill or concept according to Ellis and Larkin (1988)

There are some important points cited by Ellis and Larkin (1988) in which a simple structure of scaffold instruction is provided:

First, the instructor does it: the teacher performs in a new activity and he/she elicits information from the students and at the same time, the teacher illustrates and clarifies any wrong input.

Second, the class does it: the teacher and the students work together to perform any task in class. The students say aloud any information to be completed in any task, as the teacher writes it on the board.

Third, the group does it: the students work in groups in small cooperative learning groups, as they complete any of the activities given by the teacher.

Fourth, the individual does it: in this part students are given any activity to complete on their own in order to show their mastery and receive the necessary practice to help them perform the task quickly.

Suggestions needed for the internalization and understanding of all the skill-building exercises are presented in the TOEFL test, each of them separated into the different skills (Structure, Reading and Vocabulary, Listening, Writing, and Speaking). Most of the skill-building exercises presented in the TOEFL test are multiple choice which vary from skill to skill. Some of these exercises are the following: finding synonyms, understanding transition words, guessing meaning in context, making inferences and drawing conclusions, understanding main ideas of talks, understanding the author's meaning, and answering essay questions based on any familiar topics.

2.4. RESEARCH QUESTIONS

1. According to David Ausubel´s theory, what would be the most effective strategies to improve the low academic achievement in TOEFL teaching of 10th grade high school students based on meaningful learning?

2. Are all the strategies of David Ausubel meaningful and applicable in order to improve the academic achievement in TOEFL teaching of 10th grade high school students ?

3. Would Meaningful Learning be useful to improve the academic achievement in

TOEFL teaching of 10th grade high school students?

4. Would the application of scaffolding strategies be useful to improve the academic achievement in TOEFL teaching of 10th grade high school students?

2.5. HYPOTHESES

2.5.1 RESEARCH HYPOTHESES

The academic achievement in TOEFL preparation of 10th grade students at Unidad Educativa Particular Bilingue Liceo Panamericano will improve with the application of a mixed strategy approach through meaningful learning and scaffolding activities.

2.6. INDICATORS AND VARIABLES

2.6.1 DEPENDENT VARIABLES. - The academic achievement in TOEFL preparation.

2.6.2 INDEPENDENT VARIABLES. - The application of a mixed-strategy approach through meaningful learning and scaffolding.

In the following table you will find the classification of each of the variables with the theoretical concept, indicator, and instruments. See table 1.

Variables	Concept	Indicator	Instrument
Independent The application of a mixed-strategy approach through meaningful learning and scaffolding.	**Meaningful Learning.-** Meaningful learning refers to the concept that the learned knowledge is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts. **Scaffolding.-** Scaffolding is a method of teaching, designed to offer students structured and supportive learning.	The teacher accomplished the 100% of the learning objectives. Students worked with cooperative learning activities. Students evaluated themselves by peer correction. Students worked with real -tasks situations in order to solve problems.	Homework Group work Individual work Class Observations Lesson Plans Formative assessment Rubrics
Dependent Academic achievement in Toefl preparation	Academic achievement is the educational goal that is achieved by a student, teacher or institution over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.	The level of understanding of a wide range of patterns and utterances in context was the 70%. Application of the usage of language learning in different contexts. Students applied at least the 70% of the learning strategies. The 70% of the students successfully succeeded the partial.	Summative Test Rubrics

Table 5. Indicators and Variables

INDEPENDENT VARIABLES
Application of a mixed-strategy approach through meaningful learning and scaffolding

INDICATORS AND VARIABLES

DEPENDENT VARIABLES
Academic Achievement in TOEFL preparation

CONCEPT
Meaningful Learning.-
Meaningful learning refers to the concept that the learned knowledge is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts.

Scaffolding.-
Scaffolding is a method of teaching, designed to offer students structured and supportive learning.

INDICATORS
Students worked with cooperative learning activities.

Students evaluated themselves by peer correction.

Students worked with real-tasks situations in order to solve problems.

INSTRUMENTS
Homework
Group work
Individual work
Class Observations
Lesson Plans
Formative assessment
Rubrics

CONCEPT
Academic achievement is the educational goal that is achieved by a student, teacher or institution over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.

INDICATORS
The level of understanding of a wide range of patterns and utterances in context

Application of the usage of language learning in different contexts

The 70% of the students successfully succeeded the partial

INSTRUMENT
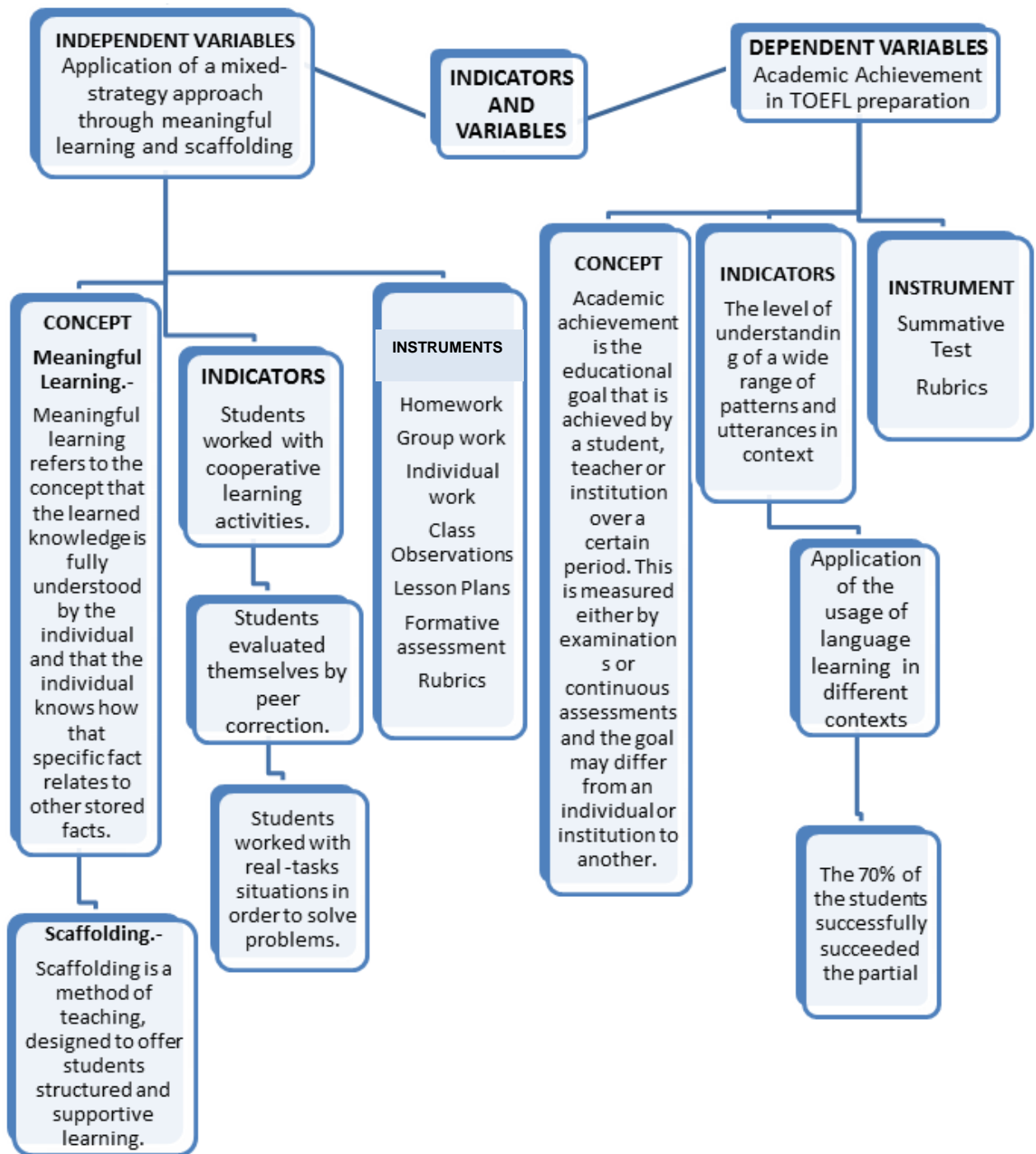Summative Test
Rubrics

Figure 4. Indicators and Variables

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2.7. DEFINITION OF TERMS

1.   **Achievement.**- Something that you did or got after planning and working to make it happen, and that therefore gives you a feeling of satisfaction, or the act of working to make this happen (Cambridge Dictionary Online, 2014).

2.   **Common European Framework. -** The Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe as a way of standardizing the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR (Exam English, 2013).

3.   **Criterion-Referenced Test.-** Criterion-referenced tests and assessments are designed to measure students' performance against a fixed set of predetermined criteria or learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education (The Glossary of Education Reform, 2013).

4.   **Formative Evaluation. -** The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work and help faculty recognize where students are struggling and address problems immediately. Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to: draw a concept map in class to represent their understanding of a topic, to submit one or two sentences identifying the main point of a lecture, and to turn in a research

proposal for early feedback (Eberly Center, 2013).

5. **Knowledge.-**Awareness, understanding, or information that has been obtained by experience or study, and that is either in a person's mind or possessed by people generally (Cambridge Dictionary Online, 2014).

6. **Language Learning.-** The process by which humans acquire the capacity to perceive, produce and use words to understand and communicate, this capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary, the language might be vocal as with speech or manual as in sign (Cognitive Atlas, 2013).

7. **Lesson Plan.** - A lesson plan is a teacher's plan for teaching a lesson. It can exist in the teacher's mind, on the back of an envelope, or on one or more beautifully formatted sheets of A4 paper. Its purpose is to outline the "programme" for a single lesson. That's why it's called a lesson plan. It helps the teacher in both planning and executing the lesson. And it helps the students, unbeknownst to them, by ensuring that they receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they didn't know at the beginning of the lesson (or practise and make progress in that specific thing) (Englishclub, 2014).

8. **Meaningful Learning.-**Meaningful learning refers to the concept that the learned knowledge is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts. For understanding this concept, it is good to contrast meaningful learning with the much less desirable, rote learning (Cambridge Dictionary Online, 2014).

9. **Metacognition.** - Awareness or analysis of one's own learning or thinking

processes (Merriam -Webster, 2014).

10. **Normative Test. -** Norm-referenced refers to standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam (The Glossary of Education Reform, 2013).

11. **Paired T-Test.-** A paired sample t-test is used to determine whether there is a significant difference between the average values of the same measurement made under two different conditions. Both measurements are made on each unit in a sample, and the test is based on the paired differences between these two values (University of Glasgow, 2013).

12. **Rote Learning. -** Rote learning is where you memorize something without full understanding and you don't know how the new information relates to your other stored knowledge (Cambridge Dictionary Online, 2014).

13. **Scaffolding. -** In terms of education, scaffolding is a method of teaching, designed to offer students structure and support, much like its construction counterpart. The idea is that new lessons and concepts can be more readily understood and comprehended if there is support given to the students as they are learning. It can also involve teaching a student something new by utilizing things that they are already know or can already do (Preschoolers, 2014).

14. **Schemata. -** It refers to a mental codification of experience that includes a particular organized way of perceiving cognitively and responding to a complex

situation or set of stimuli (Ask.com, 2014).

15. **Standardized Test. -** A standardized test is any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students (The Glossary of Education Reform, 2013).

16. **Summative Evaluation. -** The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include: a midterm exam, a final project, a paper, and a senior recital. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses (The Glossary of Education Reform, 2013).

17. **Target Language. -** A foreign language which a person intends to learn (Oxford Dictionary, 2014).

18. **TOEFL Test. -** Abbreviation for Test of English as a Foreign Language (a test for people learning English) (Cambridge Dictionary Online, 2014).

19. **ZPD.-** We can think of the zone of proximal development (ZPD) as the difference between what a child can do independently and what he or she is capable of doing with targeted assistance (scaffolding)(Children's progress, 2012).

2.8   SUMMARY

The different themes discussed in this review let us know more about the importance of having everything connected at the moment of working for a common purpose which is getting a higher academic achievement in the TOEFL preparation. As seen in this review, language learning involves not only having to learn a language but the different processes that take place in the individuals before and during the natural acquisition of a language.

Based on the different opinions from notable psychologists and people who have contributed to the process of learning a new language such as David Ausubel, Vygotsky, Jerome Bruner, Marzano, and Novak, it was clearly viewed that in order to teach a second language, teachers have to try to combine and prepare lesson plans with real situations in which students might be able to solve problems and find solutions, try to use that realia in a way that it becomes part of the students' retention.

In other words, the importance of planning is a crucial part of the teachers 'role due to the fact that it is an useful tool that serves as a guide and resource and at the same time it reflects our teaching philosophy, students population, textbooks, and the most relevant goals and objectives we have for our students. (Jensen. L,2014).

 It is remarkable to mention the appropriate role most teachers should have the kind of techniques or strategies they use, the way how to motivate the students, and the effective way how to assess them.

The combination of these things teachers need to take into account, let us have a final main goal or objective which is connecting prior knowledge with real situations, in order to get new and meaningful knowledge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. METHODS AND TECHNIQUES

The method used in this research project is a quantitative approach. This method is related to the statistical analysis of quantifiable data in research. The quantitative approach is the one that tries to maximize objectivity, replicability, and generalizability of findings. The main purpose of this method is to avoid any kind of personal experience, perceptions, or bias during the process of the study and the explanation of the conclusions.

Some of the most important key features of this method are the use of tests and surveys to collect important data and it is described as deductive in nature. Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers. Quantitative research is based more directly on its original plans and its results are more readily analyzed and interpreted.

According to Aliaga and Gunderson (2000), quantitative research is "explaining phenomena by collecting numerical data that is analyzed using mathematically based methods (in particular statistics)".

Therefore, a quantitative approach is mainly about collecting numerical data to explain a specific phenomenon. In the same way, this study was limited to design research instruments aimed to be quantitative in order to have quantitative data.

This study used statistical descriptive techniques such as: histograms, box plots, and bar

charts.

A histogram is a vertical bar chart that represents the distribution of data. In this research a large set of measurements presented in a table was needed. For this reason, a histogram was used.

The importance of using histograms in this research is of highly value due to the fact that it is easy to organize and present the data, of course, with an appropriate format. It also made it easy to see where the majority of values fall in a measurement scale, and how much variation there is. "If you want to summarize large data, compare process results with specification limits, and present information graphically a histogram is the first option" (Saferpak, 2007).

The box plot is a graphical representation of data that shows a data sets' lowest value, highest value, median value, and the size of the first and third quartile. In this research the precise values to measure are needed to compare the grades and observe any improvement. That is why the box plot is chosen, due to the fact that is a good alternative or complement to the histogram and is usually better for showing several simultaneous comparisons.

It is also worthy to mention that the box plot is a standard technique for presenting a summary of the distribution of a dataset. Its use has become prevalent in all forms of scientific inquiry. Understanding its construction, origins, and modifications can help not only with interpretation of the information presented by the box plot, but also in its creation and use. The concise representation provides not only insights to the important characteristics of a distribution, but permits the addition of information which enables the customization of the box plot to specific scenarios.

Also, this research uses the inference statistical technique like the paired t-test. A paired t-test is used to compare two population means where you have two samples exist and observations in one sample can be paired with observations in the other sample. It is important to mention that the paired t -test uses critical thinking skills like: analyzing, and comparing means.

Rubrics are also used to evaluate the performance of the students. According to the Office of Assessment a rubric can be defined as a descriptive guideline, a scoring guide or specific pre-established performance criteria in which each level of performance is described to contrast it with the performance at other levels (page 23). Rubrics are very important to use not only for their practical value but also for the clarification of the expectations one for student performance by providing detailed descriptions of those agreed upon expectations.

Well-designed rubrics used for assessment increase the reliability and validity and ensure that the information gathered can be used to make changes in the instruction. Rubrics allow faculty to efficiently assess complex products or behaviors. Once the criteria for a performance are clearly defined, an instructor can align the course with the criteria to help students meet the requirements. Rubrics that have been defined and agreed upon by all the evaluators increase the likelihood that all evaluators will provide comparable ratings, thus increasing the inter-rater reliability.

3.2.   RESEARCH POPULATION AND SAMPLE

The population of the study is comprised of ninety (90) 10th grade students at Unidad Educativa Bilingüe Liceo Panamericano. The students' sample of this study is of 33 students of those 90 tenth grade students. It is important to mention that the sample was

not chosen randomly, therefore, it was used as an intact group, which is the whole class taken without any exceptions.

This research selected a class of 17 girls and 16 boys, ages 14 to 16. This is a multi-level class, meaning a class mixed with different English levels, from beginners to low-intermediate level. It is important to mention that all the students are teenagers and this is a conflictive field to study, due to the fact that at this age, students experiment mental, emotional and psychological changes. This study used this intact group for their academic achievement. The TOEFL class seemed to give them a few problems. Some students performed poorly in the TOEFL course and had to take remedial classes.

3.3. RESEARCH INSTRUMENTS

This study used the following research instruments: rubrics, observation, checklist, questionnaire, lesson plan, pre and post- test, worksheets.

Rubrics are developed to assist faculty in rating qualities of learning outcomes. When given to students before and during learning, rubrics also assist students to more successfully interpret and anticipate expected levels of performance.

The observation checklist is a list of things that an observer looks for when observing a class. This list was prepared previously by the researchers. Observation checklists not only give an observer a structure and framework for an observation but also serve as a contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback on aspects of the class.

The checklist designed for class observations was composed of 20 items with the following scale: Not adequate, average adequate, and adequate .The purpose of using a

checklist is to have more specific and realistic data about the teacher performance, as well as the motivation of the students during the development of the classroom activities.

According to the Research and Consultation Guidelines (2003) structured questionnaires are usually associated with quantitative research, i.e. research that is concerned with numbers (how many? how often? how satisfied?). Within this context, questionnaires can be used in a variety of survey situations, for example postal, electronic, and face-to-face and telephone. Questionnaires that are used by interviewers in this way are sometimes known as interview schedules.

This research designed a structured questionnaire for a teacher's interview that contains five items and which purpose is to gather information about the factors that affect the academic achievement in TOEFL preparation of 10th grade students.

The teacher's survey and student's survey were designed with five items and the purpose was to obtain information about the strategies that the teachers use in order to motivate the students, and to obtain information on students' intrinsic motivation towards the subject in order to determine the performance and attitude during the class, as well as the level of assimilation.

The pre-test and post-test were designed with seven items and the purpose was to evaluate the language acquisition. This allows the researchers to measure in what way the process is effective regarding the internalization of new academic language by the students.

Five different lesson plans were elaborated for five different topics covered in class so the teacher could follow along and accomplish the objectives. In addition, for finding the final outcomes of the pre and posttest, a special program called "R" was

downloaded and the results were put in this program. "R" is a free software environment for statistical computing and graphics.

3.4 RESULTS/FINDINGS AND ANALYSIS

STUDENTS QUESTIONNAIRE

This section presents the findings of the students' questionnaire given before the implementation of a mix-approach. This questionnaire was taken in order to diagnose and evaluate the feelings and beliefs of the students before the implementation of the new

QUESTION ONE

The answer to question one about what subject students consider the most difficult to acquire, 17students who consider grammar as the most difficult skill to acquire, 2 students consider reading, 5 students consider listening, 6 considered Writing, and 1 consider speaking as the most difficult to acquire. According to these results grammar is the most difficult skill to acquire.

WHAT SUBJECT DO YOU CONSIDER THE MOST DIFFICULT FOR YOU TO ACQUIRE?					
	GRAMMAR	READING	LISTENING	WRITING	SPEAKING
NUMBER OF STUDENTS	17	2	5	6	3

What subject do you consider the most difficult for you to acquire?
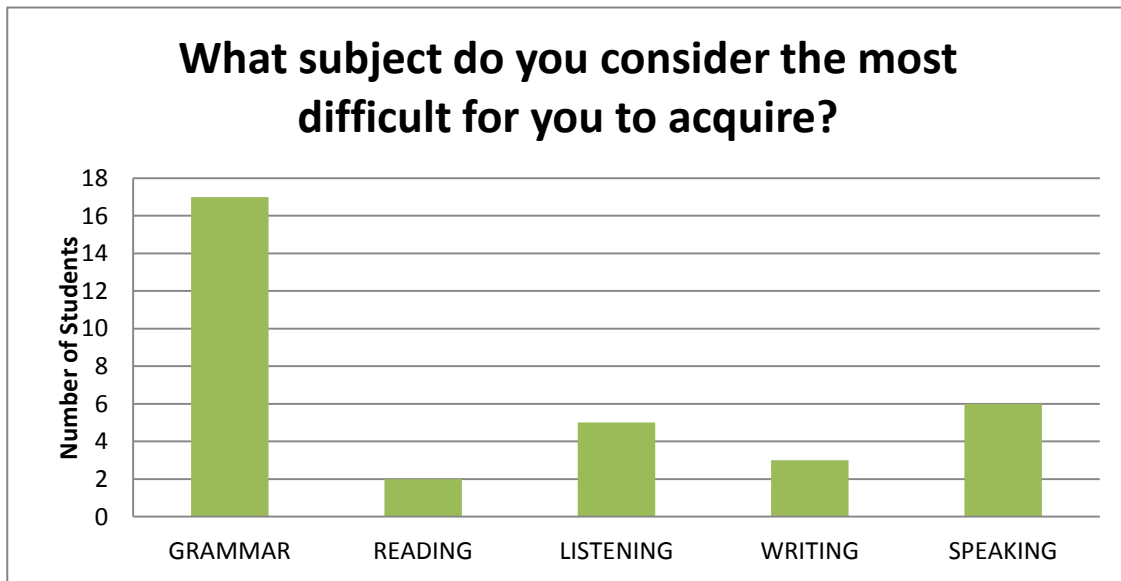
Figure 5: Question 1

QUESTION TWO

When students were asked how their teacher motivates them during classes, 14 students answered that by using Group Work and Teamwork, 8 students answered that by Creating a Positive Work Environment, this means positive reinforcement is also a essential factor in education, 6 students answered that by Recognizing Achievements, 3 students answered that by providing incentives, 2 students answered that by Setting Goals and, no student answered that by Making Learning Visual.

HOW DOES YOUR TEACHER MOTIVATE YOU?					
NUMBER OF STUDENTS	**CREATING A POSITIVE WORK ENVIRONMENT**	**SETTING GOALS**	**PROVIDING INCENTIVES**	**RECOGNIZING ACHIEVEMENTS**	**USING GROUP WORK AND TEAM WORK**	**MAKING LEARNING VISUAL**
	8	2	3	6	14	0
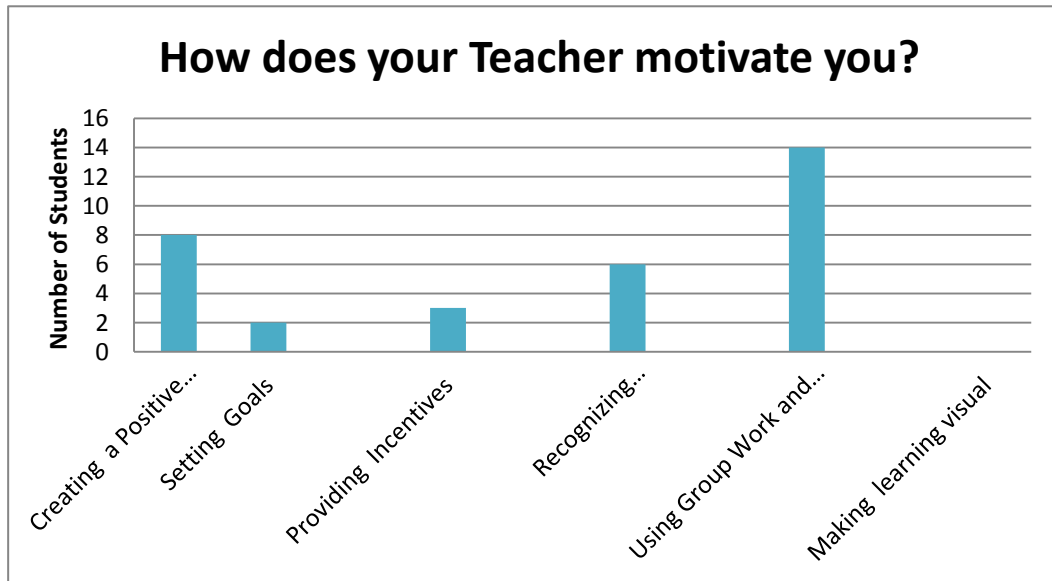
Figure 6: Question 2

QUESTION THREE

This question shows the results about if teachers use extra teaching materials in class for improving students skill-building knowledge, 24 students answered yes and 9 students answered no. It is remarkable to mention the need of using extra resources not only to reinforce the acquisition of language but also to create a variety when planning the lessons. It is also important to mention that the percentage of teachers that do not use extra teaching material in class is very low. This gives an idea of teachers' awareness and preparation towards English language learning.

Does your teacher use any extra teaching material in class for improving your skill-building knowledge?		
	YES	**NO**
NUMBER OF STUDENTS	24	9

Does your teacher use any extra teaching material in class for improving your skill-building knowledge?
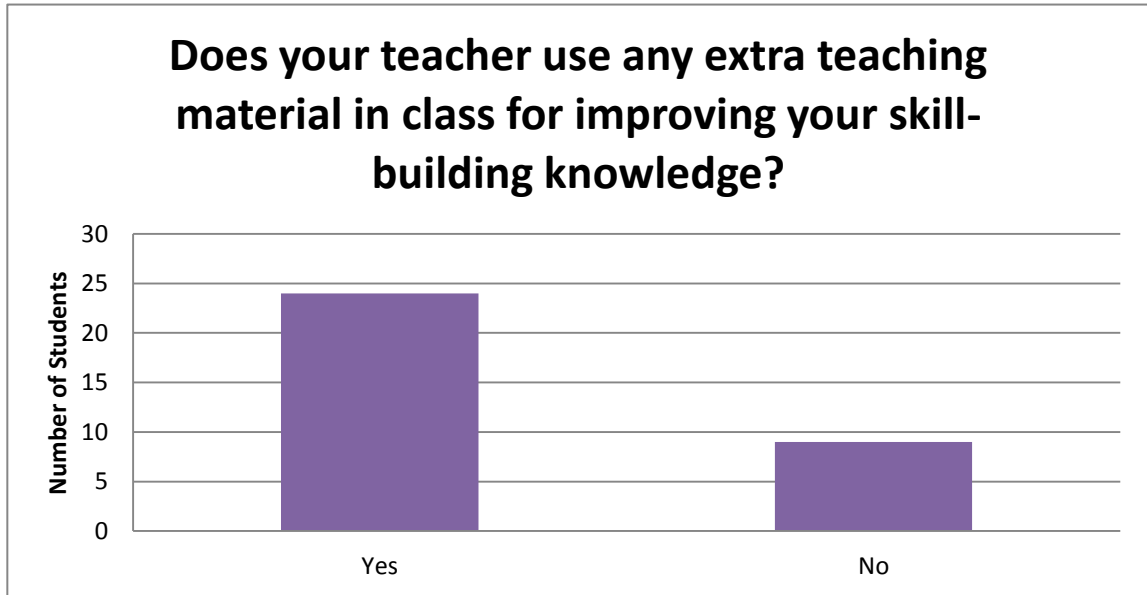
Figure 7: Question 3

QUESTION FOUR

Question four presents the results about which of the skill building exercises used by teachers in Learning Vocabulary students considered as the most effective, 14 students answered that Determining word meanings from the context, 12 students answered that by using dictionaries, 5 students answered that by Learning a new word each day, and 2 students answered that by Learning Word Roots.

Which of the following skill building exercises used by your teacher do you consider as the most effective?				
NUMBER OF STUDENTS	**LEARNING WORD ROOTS**	**LEARNING A NEW WORD EVERY DAY**	**DETERMINING WORD MEANING FROM THEIR CONTEXT**	**USING DICTIONARIES**
	2	5	14	12
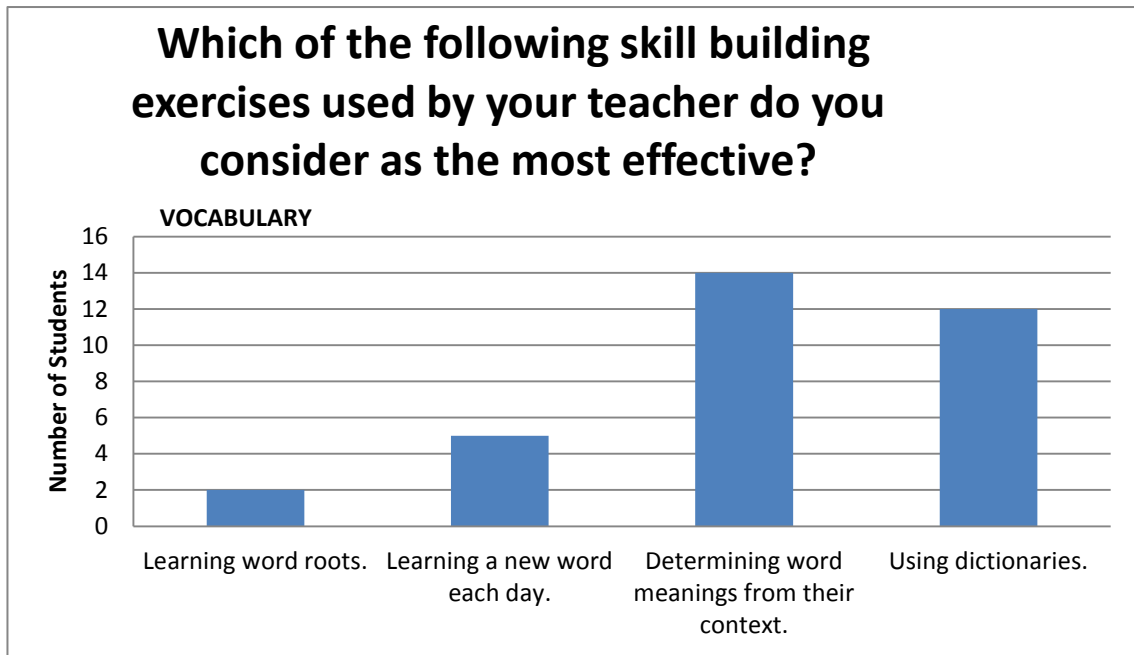
Figure 8: Question 4

QUESTION FOUR "A"

Which of the following skill building exercises used by your teacher do you consider as the most effective?				
NUMBER OF STUDENTS	**Scan passages to find and highlight key facts**	**Practice frequently to increase reading rate and fluency**	**Develop the ability to skim quickly and identify major points**	**Choose some unfamiliar words in the passage and guess the meaning in context**	**Underline all pronouns and identify the nouns to which they refer in the passage**
	7	11	9	5	1

Question 4 A students presents the results about which of the skill building exercises

used by r teachers in Learning Reading ,students considered as the most effective, 11

students answered that Practicing frequently to increase reading rate and fluency, 5

students answer that choosing some unfamiliar words in the passage and guess the

meaning, 7 students answered that Scanning passages to find and highlight key facts, 9 students answered that Developing the ability to skim quickly and identify major points, and one student answered that Underlining all pronouns and identifying the nouns to which they refer in the passage.
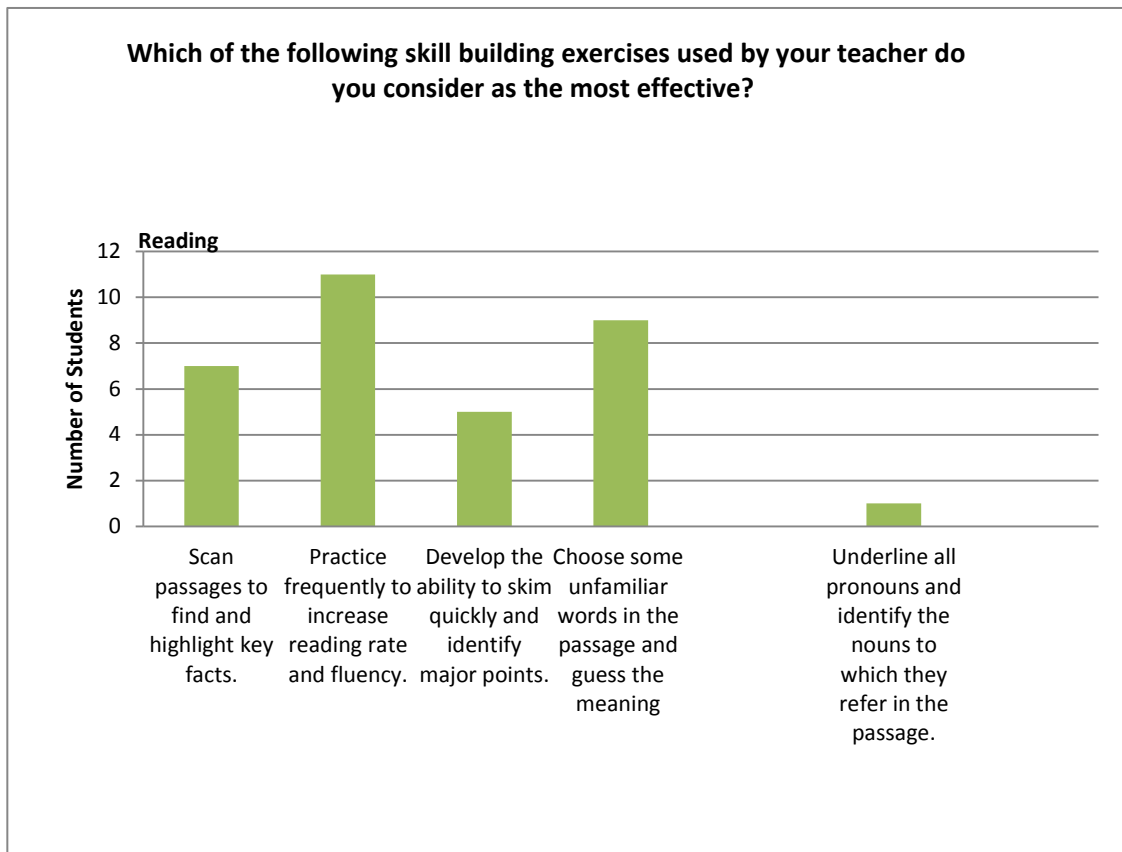
Figure 9: Question 4 B

QUESTION FOUR B

The answer to question 4B determines the results about which of the skill building exercises used by their teacher in Learning Grammar, they considered as the most effective, 14 students answered that Providing plentiful appropriate language input, 8 students answered that Applying high order thinking skills, 5 students answered that Relating knowledge needs to learning goals, 3 students answered that Using Predicting Skills, and 3 students answered that Limiting Expectations for drills.

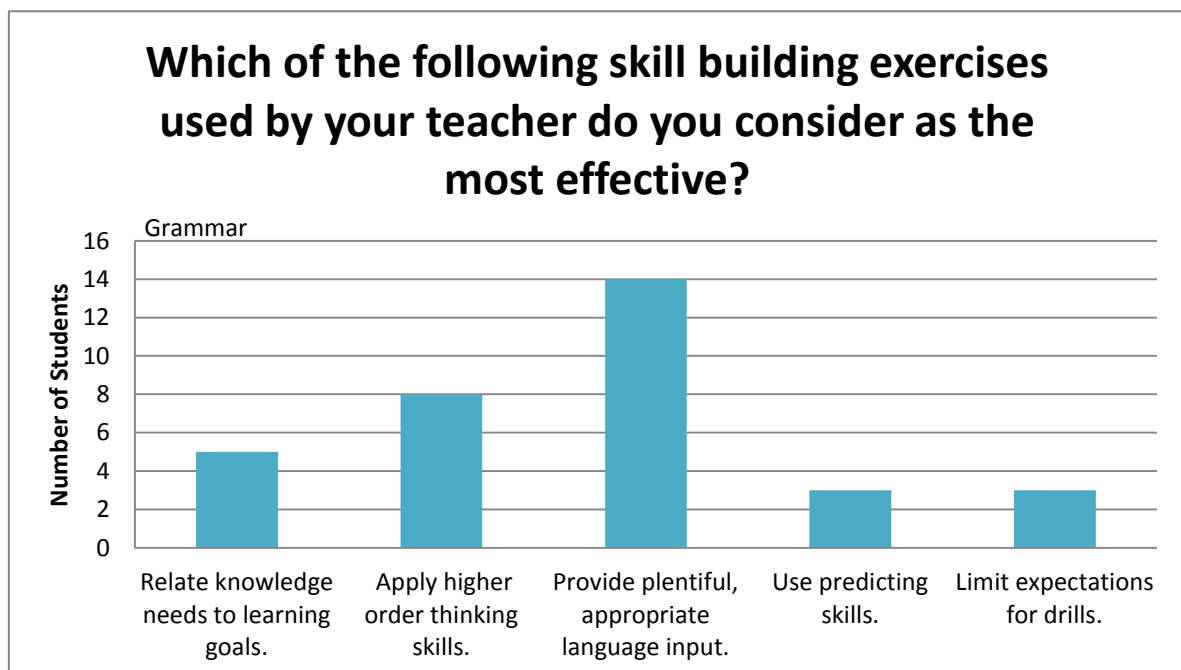| Which of the following skill building exercises used by your teacher do you consider as the most effective?					
NUMBER OF STUDENTS	**RELATE KNOWLEDGE TO LEARNING GOALS**	**APPLY HIGHER ORDER THINKING SKILLS**	**PROVIDE PLENTIFUL APPROPIATE LANGUAGE INPUT**	**USE PREDICTING SKILLS**	**LIMIT EXPECTATIONS FOR DRILLS**
	5	8	14	3	3

Figure 10: Question 4 B

QUESTION FOUR C

The answer to question four C presents the results about which of the skill building exercises used by teachers in Learning Listening , they considered as the most effective, 15 students answered that Listening to a portion of a lecture or talk and create an outline of important points, 11 students answered that Copying the words , main ideas, major points, and important details on different lines of paper, 4 students answer that Anticipating what a person is going to say as a way to stay focused, and 3 students answer that Listening for changes in topic or digressions.

Which of the following skill building exercises used by your teacher do you consider as the most effective?				
NUMBER OF STUDENTS	**Anticipate what a person is going to say as a way to stay focused.**	**Copy the words, "main idea, major points, and important details" on different lines of paper.**	**Listen to a portion of a lecture or talk and create an outline of important points.**	**Listen for changes in topic or digressions.**
	4	11	15	3

Which of the following skill building exercises used by your teacher do you consider as the most effective?
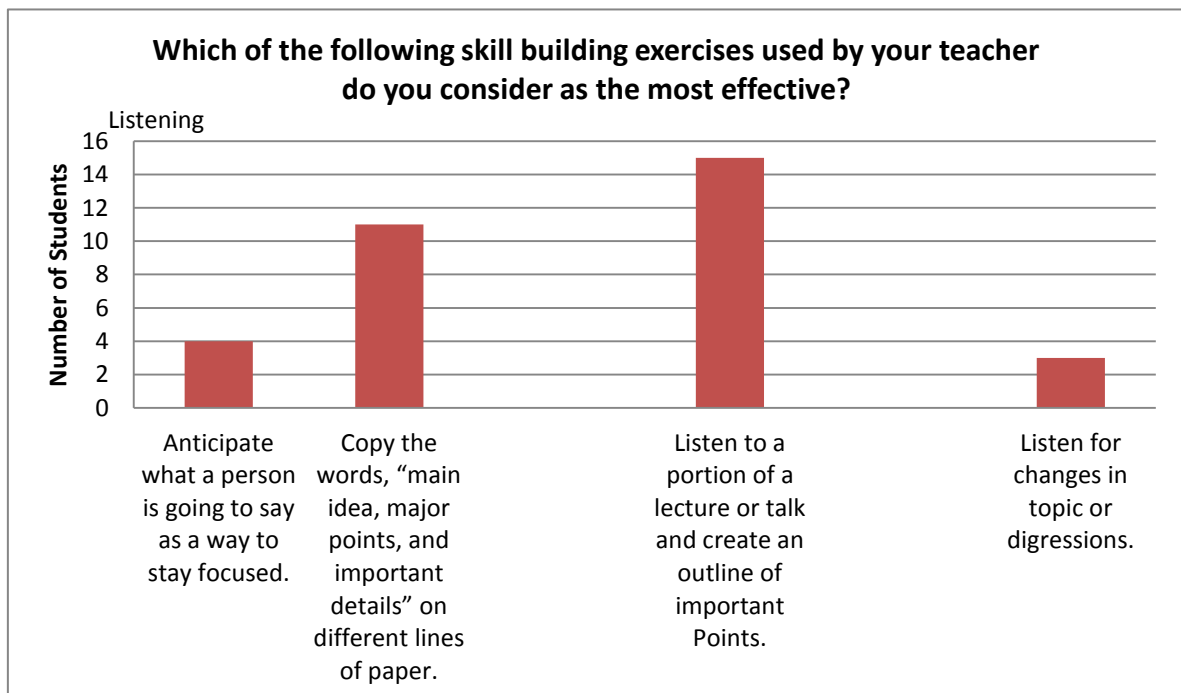
Figure 11: Question 4 C

QUESTION FIVE

The answer to question 5 presents the results about if there are computers available for students use in class, 23 students answered yes and 10 students answered no.Evidence suggests that educational technologies can improve student achievement, so long as such tools are integrated thoughtfully into teaching and learning. When digital capabilities like, online environments are incorporated meaningfully into instruction, students have new opportunities to learn and achieve.

ARE COMPUTERS AVAILABLE FOR YOUR USE IN CLASS ?		
	YES	**NO**
NUMBER OF STUDENTS	23	10
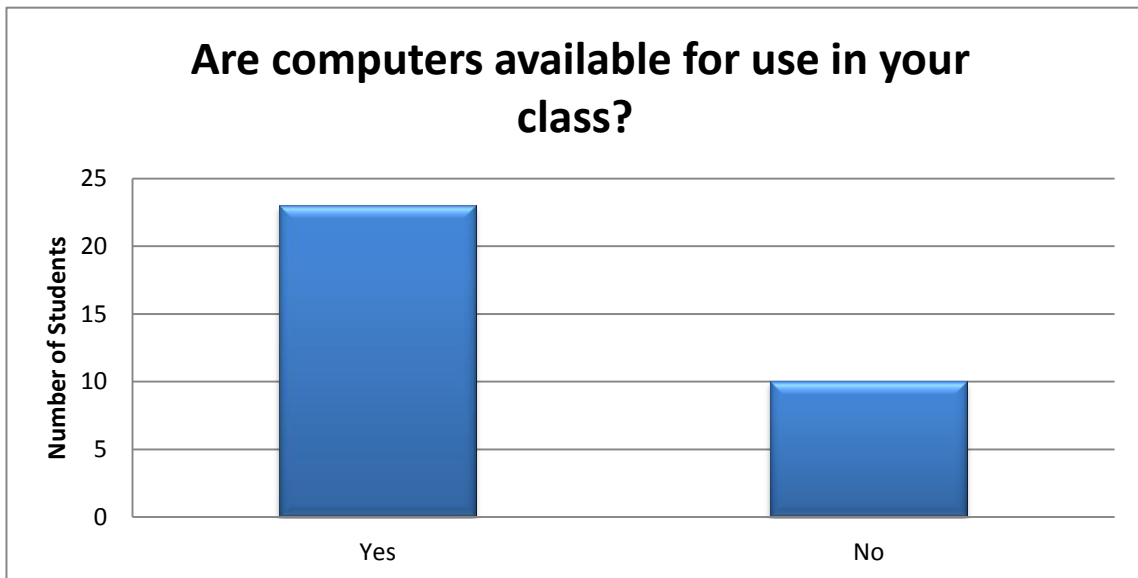
Figure 12: Question 5

TEACHERS' QUESTIONNAIRE

QUESTION ONE

When teachers were asked about what subject they consider the most difficult for students to acquire, 4 teachers considered Speaking, 1 teacher considered Listening ,1 teacher considered Writing , and 1 considered Grammar as the most difficult to acquire. As it is noticeable Speaking is the most difficult skill for students to acquire, due to the fact that approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. In addition, many language learners regard speaking ability as the measure of knowing a language. They define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language.

WHAT SKILL DO YOU CONSIDER THE MOST DIFFICULT FOR STUDENTS TO ACQUIRE?					
NUMBER OF TEACHERS	GRAMMAR	READING	LISTENING	WRITING	SPEAKING
	1		1	1	4
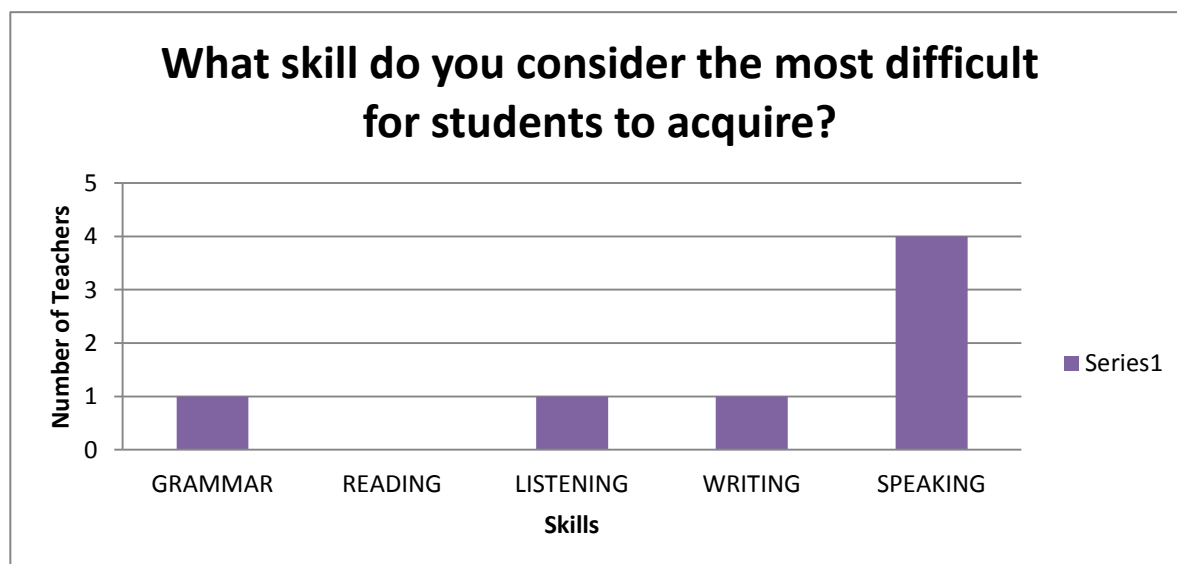
Figure 13: Question 1

QUESTION TWO

The answer to question two presents the teachers' results about how they motivate their students, 4 teachers answered that by Creating a Positive Work Environment, 3 teachers answered that by Recognizing Achievements .It is outstanding to mention the use of motivation in class due to the fact that motivation involves goals and requires activity. Goals provide the impetus for and the direction of action. While action entails effort, and persistence in order to sustain activity for a long period of time.

HOW DO YOU MOTIVATE YOUR STUDENTS?						
	CREATING A POSITIVE WORK ENVIRONMENT	SETTING GOALS	PROVIDING INCENTIVES	RECOGNIZING ACHIEVEMENTS	USING GROUP WORK AND TEAM WORK	MAKING LEARNING VISUAL
NUMBER OF TEACHERS	4			3		

Figure 14: Question 2

QUESTION THREE

The answer for this question determines the teachers' results about if they use any extra teaching material in class for improving students skill-building knowledge, 5 teachers answered that using extra materials in class is really necessary to improve their students' skills and 2 teachers answered No, which leads us to realize that teachers have included variety as one of the most important when teaching a new language.

DO YOU USE ANY EXTRA TEACHING MATERIAL IN YOUR CLASS FOR IMPROVING STUDENTS'SKILLS-BUILDING?		
	YES	NO
NUMBER OF TEACHERS	5	2
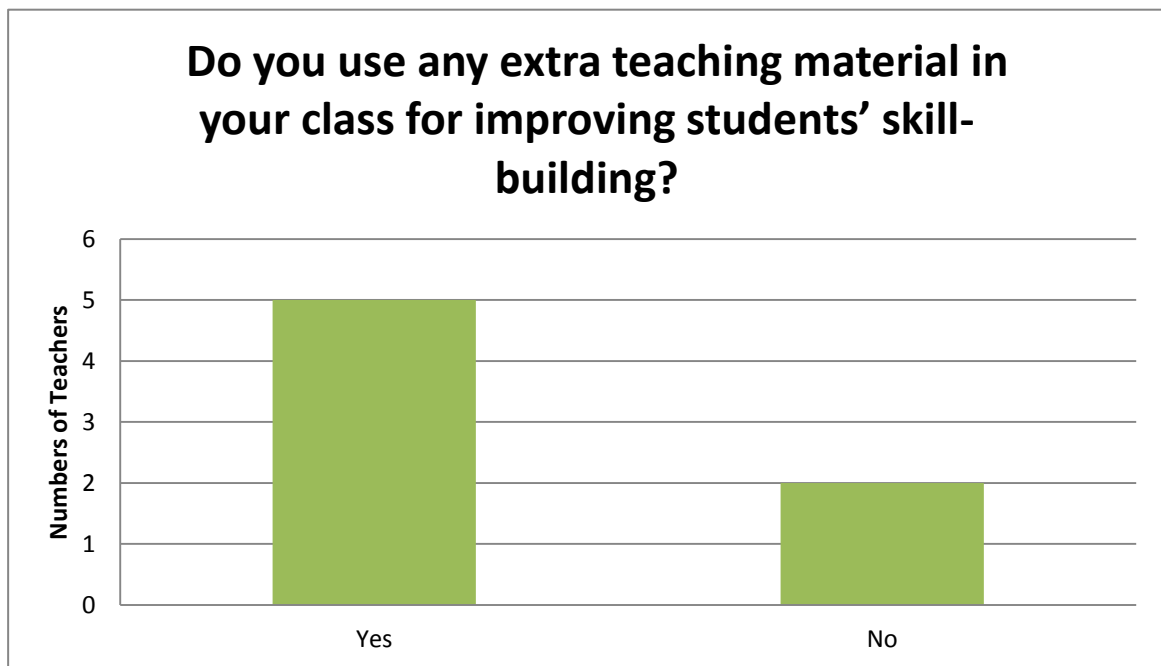
Figure 15: Question 3

QUESTION FOUR

This question presents the results about which of the skill building exercises used by teachers in Learning Vocabulary they considered as the most effective, 2 teachers answered that Determining word meanings from the context, 2 teachers answered that by using dictionaries, 2 teachers answered that by Learning a new word each day.

Which of the following skill building do you consider as the most effective?				
NUMBER OF TEACHERS	**LEARNING WORD ROOTS**	**LEARNING A NEW WORD EVERY DAY**	**DETERMINING WORD MEANING FROM THEIR CONTEXT**	**USING DICTIONARIES**
		2	3	2

Figure 16: Question 4

QUESTION FOUR A

The answer to this questions presents the results about which of the skill building exercises used by teachers in Learning Reading , they considered as the most effective, 4 teachers answered that Scanning passages to find and highlight key facts, 1 teacher answered that Developing the ability to skim quickly and identify major points, 1 teacher answered that Practicing frequently to increase reading to rate and fluency, 1 teacher answered that Choosing some unfamiliar words in the passage and guess the meaning.

Which of the following skill building do you consider as the most effective?				
NUMBER OF TEACHERS	**Scan passages to find and highlight key facts**	Practice frequently to increase reading rate and fluency	Develop the ability to skim quickly and identify major points	Choose some unfamiliar words in the passage and guess the meaning in context	**Underline all pronouns and identify the nouns to which they refer in the passage**
	4	1	1	1	0

Which of the following skill building exercises do you consider as the most effective?

Reading

Numbers of Teachers

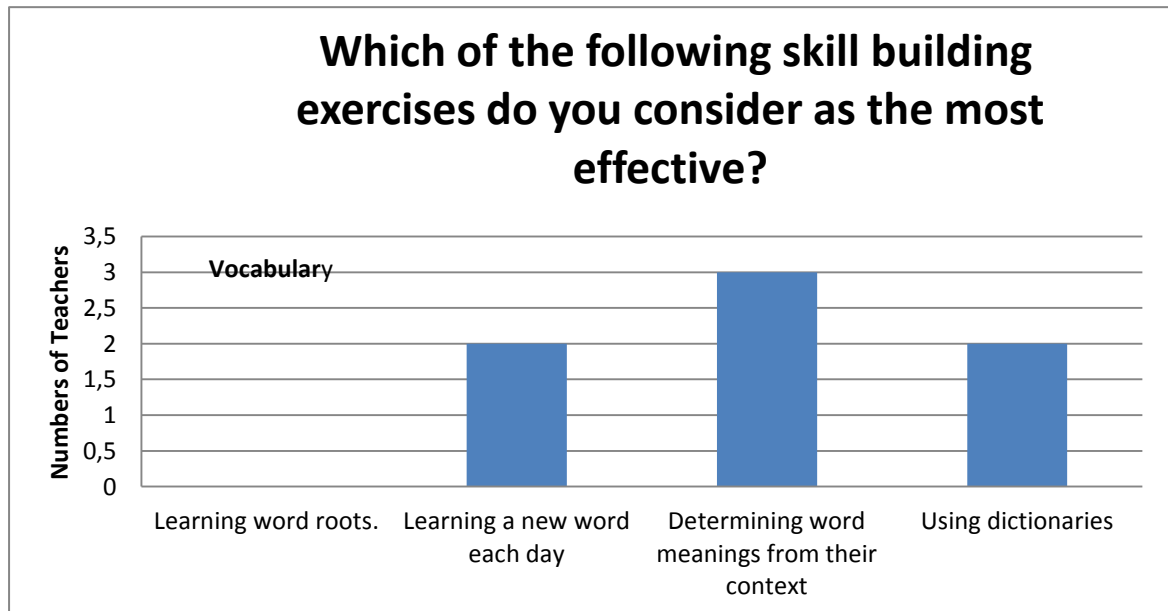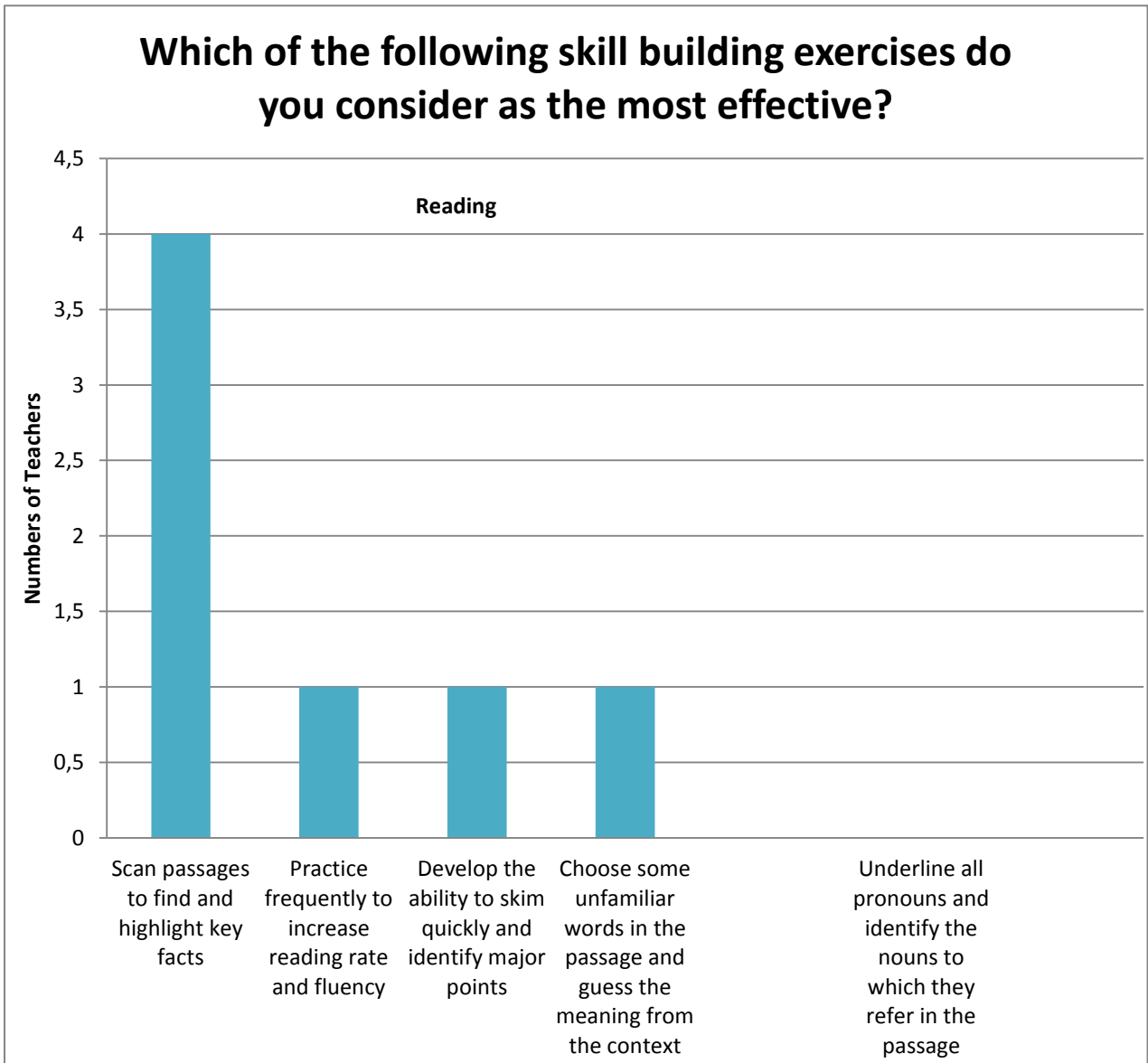| Scan passages to find and highlight key facts | Practice frequently to increase reading rate and fluency | Develop the ability to skim quickly and identify major points | Choose some unfamiliar words in the passage and guess the meaning from the context | Underline all pronouns and identify the nouns to which they refer in the passage |

Figure 17: Question 4 A

QUESTION FOUR B

The answer for question 4 B presents the results about which of the skill building exercises used by teachers in Learning Listening , they considered as the most effective, 5 teachers answered that Listening to a portion of a lecture or talk and create an outline of important points, 1 teacher answered that Copying the words , main ideas, major points, and important details on different lines of paper, and 1 teacher answer that Listening for changes in topic or digressions.

Which of the following skill building do you consider as the most effective?				
NUMBER OF TEACHERS	**Anticipate what a person is going to say as a way to stay focused.**	**Copy the words, "main idea, major points, and important details" on different lines of paper.**	**Listen to a portion of a lecture or talk and create an outline of important points.**	**Listen for changes in topic or digressions.**
		1	5	1

Figure 18: Question 4 B

QUESTION FOUR C

This answer determines the teachers answers about which of the skill building exercises used by them in Learning Grammar , they considered as the most effective, 4 teachers answered that Providing plentiful, appropriate language input , 2 teachers answered that Applying high order thinking skills, and 1 teacher answered that Limiting Expectations for drills.

Which of the following skill building exercises do you consider as the most effective?					
NUMBER OF TEACHERS	RELATE KNOWLEDGE TO LEARNING GOALS	APPLY HIGHER ORDER THINKING SKILLS	PROVIDE PLENTIFUL APPROPIATE LANGUAGE INPUT	USE PREDICTING SKILLS	LIMIT EXPECTATIONS FOR DRILLS
		2	4		1
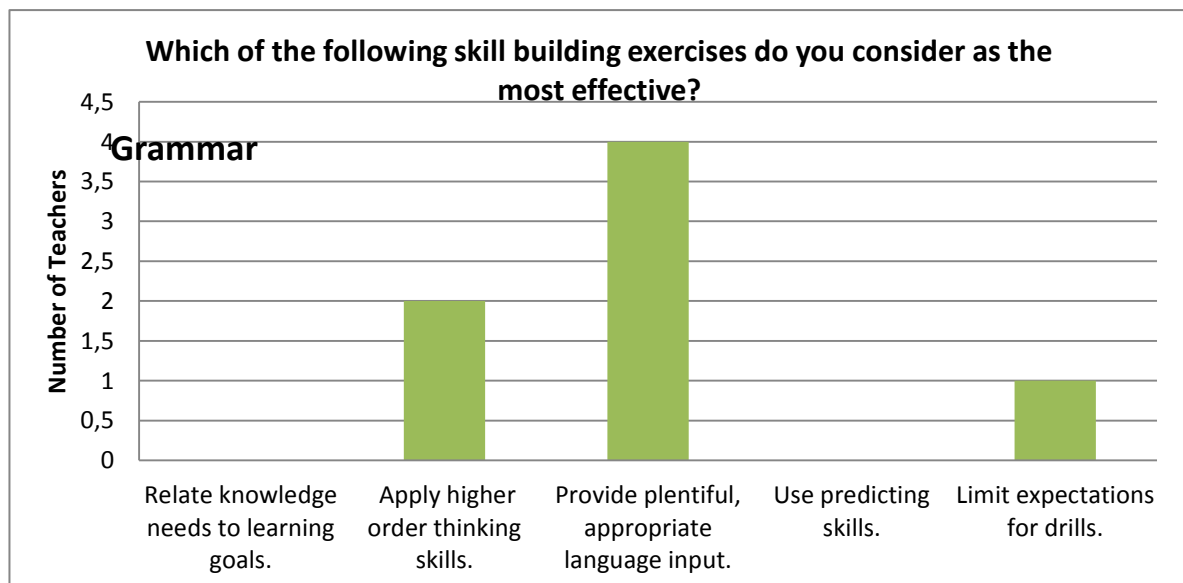
Figure 19: Question 4 C

QUESTION FIVE

The answer for question number 5 shows the results about if there are computers available for use in their classes, 5 teachers answered yes and 2 teachers answered no.

ARE COMPUTERS AVAILABLE FOR YOUR USE IN CLASS ?		
	YES	NO
NUMBER OF TEACHERS	5	2
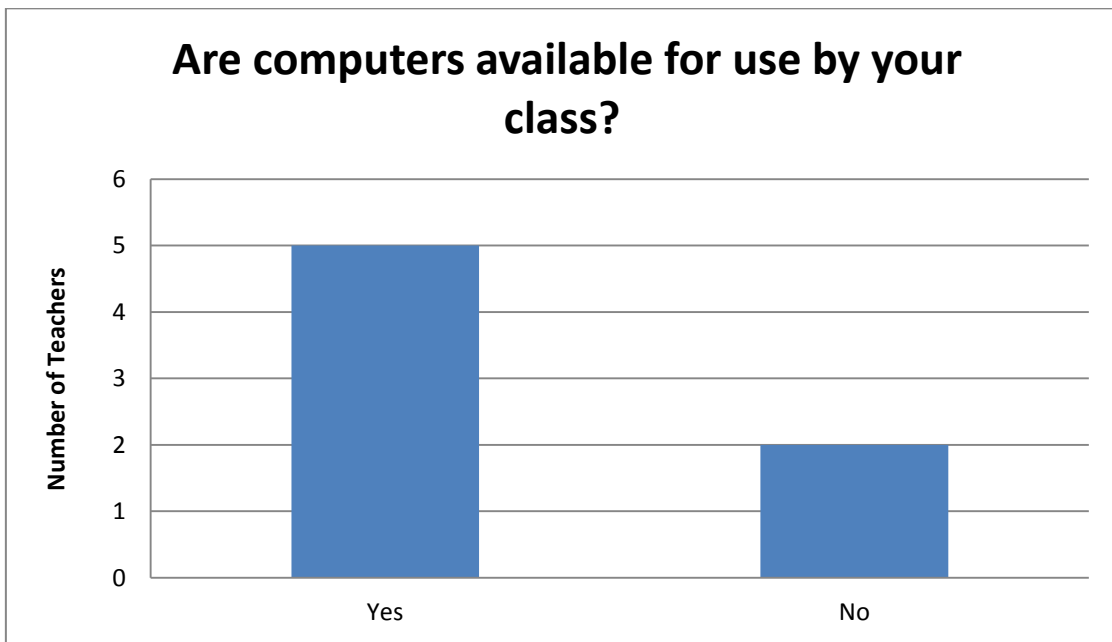
Figure 20: Question 5

Figure 21 presents the results of the Pre-test, it can be observed that most of the students 'scores are in the range 5 and 9. Taking as a reference that one is used as the lowest grade and 10 is used as the highest grade. InEcuador, the rating system is out of 10. In order to meet the minimum grade to pass a year a seven is required, so that some establishments maintain supplementary examination for those with less than 7, and other approved intensive recovery; but if the grade obtained is less than 5, the students are automatically disqualified. According to the *Ministerio de Educacion* the grading system is classified in this order: (excellent) 10 - 9.5, (outstanding) 8.9 - 8.0, (very good) 7.9 - 6.5, (Good) 6.4 - 5.1, (Regular) and (failure) 5.0 - 1.0.
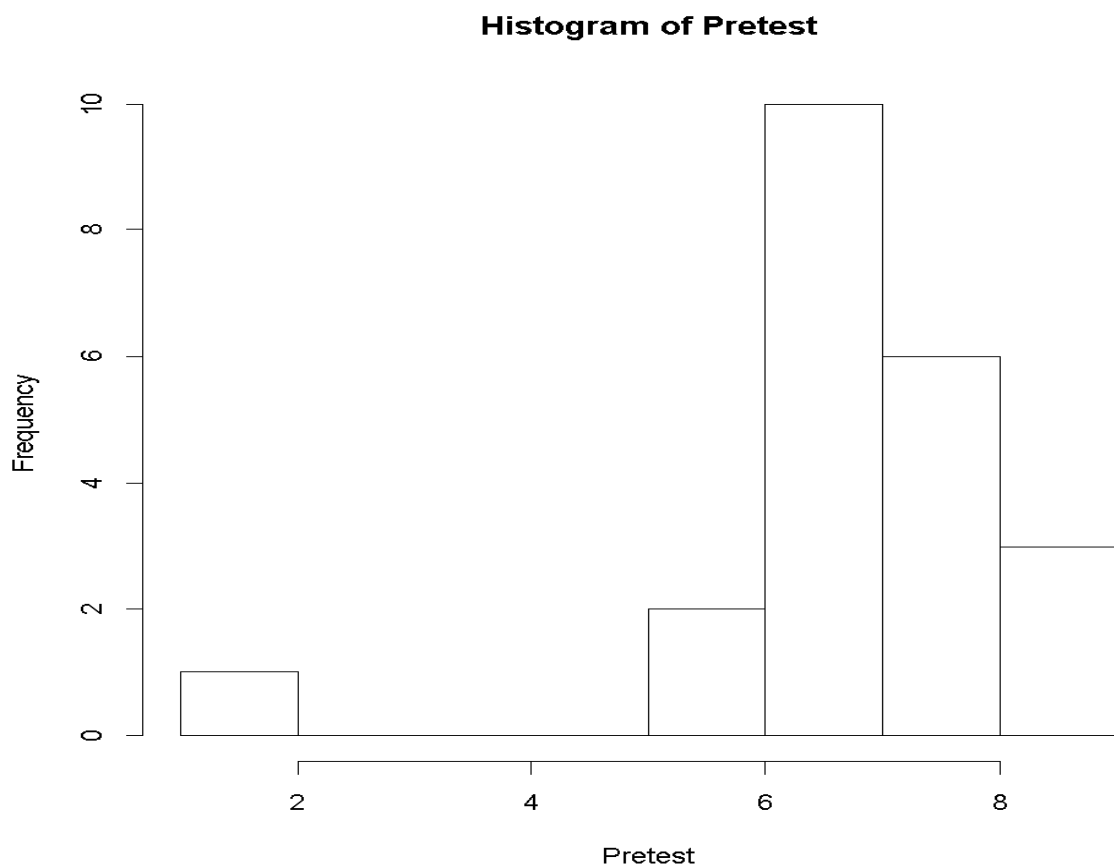
Figure 21: Histogram of the Pre-test

Figure 22 presents the Boxplot of the Pre-Test .It can be observed that there is one

outlier that corresponds to the student who has the lowest score, which is 1,37.This grade corresponds to a low grade which means that this student need to reinforce this skill . This grade 1.37 corresponds to failure. Due to the fact that English teachers want to increase the English achievement, remedial work was applied.
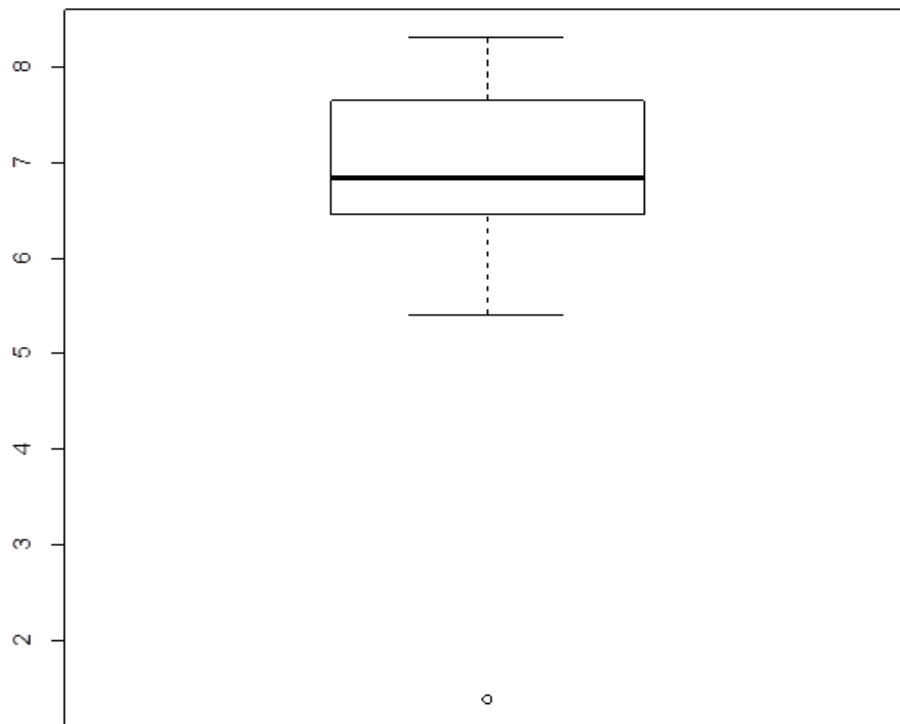
Figure 22: Boxplot of the Pre-Test

Figure 23 presents the Histogram of the posttest, most of the students' scores are in the range 8 and 9.5.This grade mean that most of the students have an excellent level ,so that that they are excellent at mastering it. This grade corresponds to excellent.

Histogram of Posttest

Figure 23: Histogram of the Post-Test

Figure 24 presents the Boxplot of the Posttest, there is one outlier that corresponds to the student who has the lowest score, which is 5.24. This grade correlates to regular achievement. In this case, remedial work or reinforcement activities were applied in order to increase this grade.
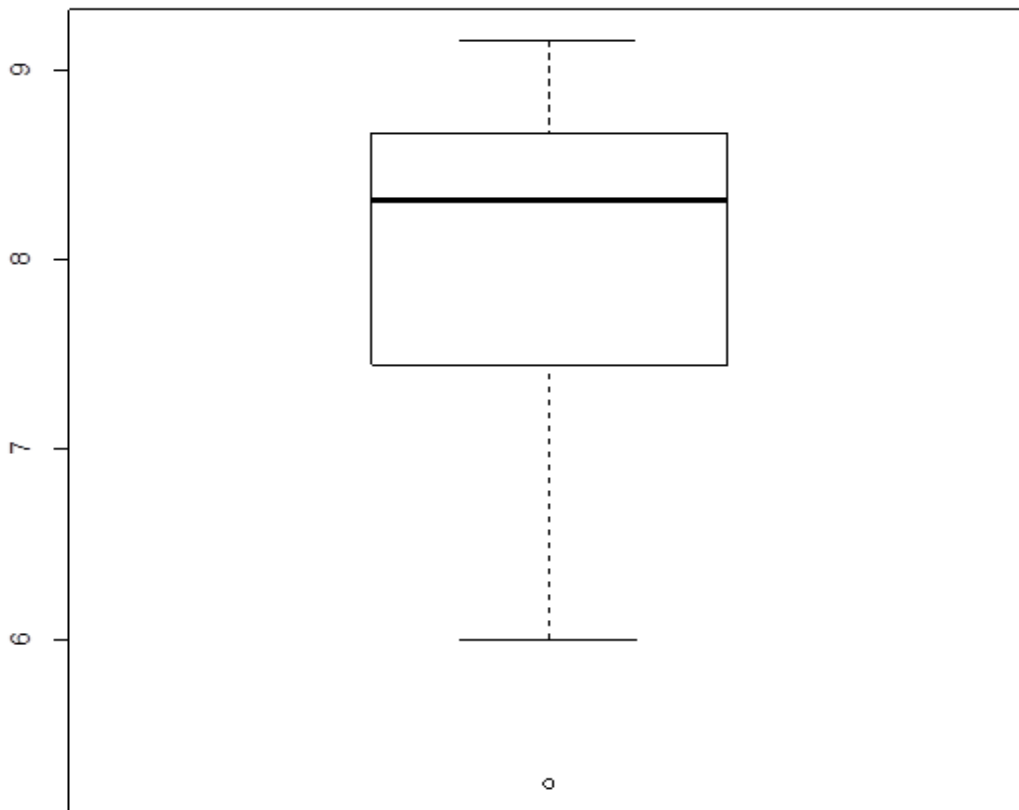
Figure 24: Boxplot of the Post-Test

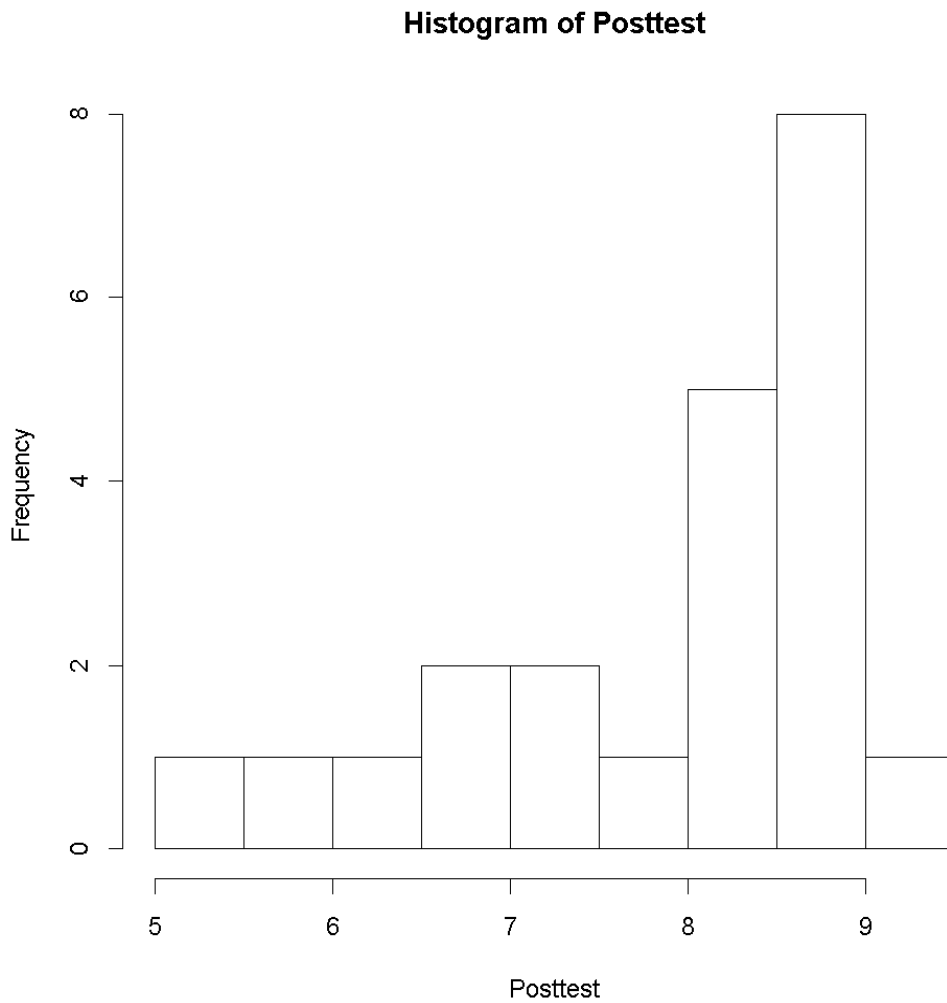| Test	Number of Students	Minimum Score	Maximum Score	Range	Mean	Standard Deviation
Pre-Test	22	1.37	8.33	6.96	6.76	1.44
Post-Test	22	5.24	9.16	3.92	7.94	1.09

Table 6: Statistical Results of the Pre-Test and Post-Test

Table 6 presents the statistical results of the Pretest .There are 22 students, the minimum score was 1.37, which means failure .The maximum score was 8.33, which corresponds to very good achievement. The range was 6.96, which corresponds to regular achievement; the mean was 6.76. The results give a clear idea that the level of most of the tenth grade students were regular and it is important to mention that this problem made TOEFL learning difficult but not impossible, for instance, this study used the mixed-approach in order to increase the general achievement. In addition, the standard deviation was 1.44. The results of the Posttest were as followed: there were 22 students, the minimum score was 5.24, which is regular and the maximum score was 9.16.This corresponds to an excellent achievement. The range was 3.92 and the mean was 7.94. It is noticeable that the general grades of the students increase significantly after having implemented a mixed-approach taking elements from meaningful learning and scaffolding.

HYPOTHESIS #1

The Paired T-Test applied between the Posttest and the Pre-Test gave at value of 5.20 with 21 degree of freedom and a p value less than 0.00001. It is remarkable to mention that degrees of freedom are the number of values in a distribution that are free to vary for any particular statistic" (Healey, 1990,p. 214), to the technical;

Statisticians start with the number of terms in the sum [of squares], then subtract the number of mean values that were calculated along the way. The result is called the degrees of freedom, for reasons that reside, believe it or not. in the theory of thermodynamics. (Norman & Streiiier, 2003, p. 43)

Therefore we rejected the null hypothesis and we accepted the research hypothesis.

Paired t-test

Data: Posttest and Pretest

t = 5.1988, df = 21, p-value = 3.754e-05

Alternative hypothesis: true difference in means is not equal to 0

95 percent confidence interval:

 0.7000696 1.6335668

Sample Estimates:

mean of the differences

1.166818

3.5 RESOURCES, TIMELINE AND BUDGET

TIMELINE

Activity	April Week 1	April Week 2	April Week 3	April Week 4	May Week 1	May Week 2	May Week 3	May Week 4	June Week 1	June Week 2	June Week 3	June Week 4	July Week 1	July Week 2	July Week 3	July Week 4
Write Chapter 1		X														
Write Chapter 2					X											
Design the pre/posttest and lesson plans						X										
Design questionnaires and class observations							X									
Administer the pre-test and questionnaires.									X							
Intervention of classes and Administer the post-test													X			

Activity	August Week 1	August Week 2	August Week 3	August Week 4	September Week 1	September Week 2	September Week 3	September Week 4	October Week 1	October Week 2	October Week 3	October Week 4	November Week 1	November Week 2	November Week 3	November Week 4
Grade pre/post test		X														
Make the statistical analysis of the pre/post test.		X														
Write Chapter 3					X											
Design tables and graphics.						X										
Write Chapter 4									X							
Write conclusions and recommendations.													X			

Table 7. Timeline

BUDGET

BUDGET SUMMARY

Project Title: Improving the academic achievement in TOEFL preparation

Work Package Time: 6 months

Dates from: October 1, 2013

Category	Sub-Totals	TOTALS
1. Travel		
Transportation	$40*2	$80
2. Materials and Supplies		
Worksheets	$40	$40
Extra pens	$5	$5
Dictionary	$78	$78
Markers	$5	$5
Photocopies	$80	$80
CDs	$20	$20

TOTAL   **$308.00**

RESOURCES

Physical Resources	Human Resources	Material Resources
• Classrooms • Labs • English Department	• English teachers • English Coordinator • Director of the school of languages • Tutors • Director of the high school	• Lesson plans • Worksheets • Quizzes • Exams • Laptops • Projectors • Computers • Transportation • Books • TOEFL IBT book • Dictionaries • Photocopies • Cds • Achievement rewards

Table 8. Resources

CHAPTER 4

4.1. CONCLUSIONS

As a theoretical type of work, the submitted research paper deals with the meaningful learning process and teaching methods that can be applied to improve the academic achievement in TOEFL preparation.

From the results of the student's questionnaire, it can be stated that the current TOEFL preparation course is well organized but there are some aspects that need to be revised.

The students seem to have problems with grammatical structures, although they are well-aware that teachers bring different types of exercises into the classroom in order to cope with the teaching learning process.

TOEFL preparation requires a high academic achievement in listening, but the ten grade students had never received this skill as a subject, due to this fact there was a low performance when having to deal with inferences, drawing conclusions, predicting, identifying main ideas, speaker's attitude and intentions.

Students found more enjoyment in group work activities but from the class observations it could be seen that the teacher was not motivating the students in a way they could be a dynamic part of the class. Therefore, the students' performance was limited to following instructions and fulfilling tasks they did not necessarily enjoy.

On the other hand, teachers felt they were actually working in creating a positive work environment but this task was not totally achieved as students showed a lack of enthusiasm in participating in the different activities.

To prove the hypothesis a set of demonstrative classes applying a mixed-method approach which included meaningful learning and scaffolding activities was given to the students. These classes also included activities relevant to the students and their age.

There is a change in the student's achievement from the pre-test to the post-test that were applied as part of the assessment to observe the efficacy of the strategies proposed.

The final results showed that well organized set of activities and the emotional commitment to integrate new with existing knowledge can influence the process of learning.

A cognitive structure that is clear and well organized facilitates the learning and retention of new information. A cognitive structure that is confused and jumbled, on the other hand, inhibits learning. Emotional commitment and affective commitment are mandatory to obtain better results from the students.

An innovative learning environment within the classroom supported by powerful new technologies can revolutionize learning. To develop learning skills students need to take part in meaningful projects that require a certain degree of engagement, collaboration, research, management of resources, but above all they need to have the opportunity to engage in more authentic learning.

An intact group was used for this research that means that an entire tenth grade participated with a population of 32 students .The aim was to take the students from the zone of proximal development to a zone of potential development in which they could actively participate and engage.

The results of this study showed that the main goal was actually fulfilled .The main objective was to improve the academic achievement in TOEFL preparation through the use of a mixed-method approach.

4.2 PROBLEMS AND LIMITATIONS

During the research project, the few problems that were encountered were not an impediment for the application of this project, but it is of such importance to mention them as they must be considered for future research on the same field.

One of the main problems was the changing of the institution where to carry out the project because the originally selected school denied permission to do the research. Another problem was the availability of time to carry out the project, due the fact that the end of the school year was only a couple of months away. According to the timeline chart, the project started in October with the application of the surveys and the pre-test.

And a third problem was the time it took to get all the necessary documents that will allow the authors to apply surveys and other instruments to collect data.

4.3. RECOMMENDATIONS

Based on the conclusions after taking the findings into account, the authors of this research paper will deliver one strong recommendation:

The designing and the organization of a TOEFL Preparation Course for the teachers.

Why the teachers? Because as a result of this study, one of the findings has been the fact that the teachers are not fully prepared to conduct a TOEFL preparation class for the students, therefore it is necessary to provide the proper training to the teacher to achieve success with the students in the English classroom.

The absence of motivation to give a course successfully may derive from the absence of

knowledge of the proper techniques and worse than that not knowing how to apply them. That is why it would be ideal to offer the training course to current and incoming teachers at "Unidad Educativa Bilingüe Liceo Panamericano", motivating both to be able to guide a course for the students later on.

The aim of this training course for teachers is to provide them with a set of strategies based on meaningful learning and scaffolding, since this study has proved that both of them are effective.

The teachers should be aware of the effectiveness of the following strategies:

➢ The use of visual and realia

➢ The use of graphic organizers

➢ The connection of new and background knowledge

➢ The use of sentences, starters and hints

➢ The use of models and gestures

➢ The importance of Group Work

➢ The significance of Reading Aloud

➢ Techniques for asking questions to clarify information

➢ How to give and follow explicit instructions.

➢ Identifying similarities and differences

➢ Summarizing and Note Taking

➢ Reinforcing effort and providing recognition

After the training has been done and when planning activities using the suggested strategies to be developed in the classroom, it is important that the teachers consider learners as the center of the class to help them produce language actively.

The role of the teacher changes, the teacher is now the organizer of knowledge rather than the one who just transmits knowledge .The teacher must activate prior knowledge or schemata.

The teacher now becomes a facilitator and needs to monitor every single activity in class, and he must also focus on a holistic learning i.e. having a whole view of the students' learning process rather than focusing on small parts.

The ideal exit profile of the students with the implementation of the strategies mentioned above shall be:

➢ Individuals responsible for their own learning,

➢ Individuals defining their own learning goals and evaluating their own achievement,

➢ Individuals solving problems

➢ Individuals understanding and taking decisions.

To assure the effectiveness of the training course for teachers, professional instructors are required. Instructors who are knowledgeable in the field of TOEFL preparation with a minimum C1 English level according to the European Common Framework. Instructors who will be able to transmit the ability and flexibility to reinforce and expand learners' potential through the use of different meaningful methods, and procedures in a communicative language learning class.

This training course can be offered during a period of three months so the teachers can have a chance to practice and master the different strategies. The course for the students can be programmed in a way that the four main skills Speaking, Writing, Listening, and Reading of can be attended individually.

The recommendation for further research is that it would be interesting to

establish this mixed-method approach as a mandatory method to be used for all teachers in the institution. It would be also necessary to consider the development of this study with young learners with a minimum of twenty five students per classroom, so that, it would be effective to carry out the strategies mentioned above.

The possible outcomes after following this recommendation would be to have active and participatory learners with the following characteristics: asking questions, taking the responsibility of their own language, actively listening to others' opinions, and connecting their learning with real life.

We finally recommend the application of scaffolding and meaningful strategies in the different subjects taught in English at "Unidad Educativa Bilingüe Liceo Panamericano" in order to improve the quality of the teaching-learning process when teaching English as a Foreign Language.

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Appendixes

Name:_____   **Course:** 1 BACH. Intermediate "A"
Date: _____   **Trainers:** Ms. Ingrid Veintimilla and Mrs.Kenneth
Recalde

A)   Literary Model: Description (10 marks)

> I can still remember the smell of the first girl I ever fell in love with when I was twelve. . . . Because I wanted to make a wondrous impression on this girl, grooming was suddenly important to me. Before puberty, happiness in appearance for me was pants that didn't fall down and a football that stayed pumped; but now I started taking three long baths a day and washing my own belt until it was white and shining my shoes until I could see in them a face that was ready for romance.
>
> —from *"The Only Girl in the World for Me"* by Bill Cosby

EXERCISE A   Underline the four adjective clauses and four adverb clauses that appear in this passage. [Hint: One of the adjective clauses is part of an adverb clause.]

EXERCISE B

1. Rewrite the passage so that it no longer includes any adjective or adverb clauses.

_____

_____

_____

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_____

_____

2. Without the subordinate clauses, does the paragraph sound different? How?

_____

_____

_____

_____

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

Adverb Clauses Quiz
SCHOOL YEAR 2013-2014

Name:_____   **Course:** 1 BACH. Intermediate "A"

Date: _____   **Trainers:** Ms. Ingrid Veintimilla and Mrs.Kenneth Recalde

A.- CHOOSE ONE OF THE TOPICS BELOW AND WRITE A SHORT STORY USING AT LEAST SIX OF THE FOLLOWING ADVERB CLAUSE MARKERS. (10 marks)

Imagine a blind date.

Write about a big problem that one of your friends had to face.

A special birthday

Insects, insects everywhere

What's under my bed?

An important person I know about

after	since	when	although	because	so that
whenever	as	before	than	where	
as if	how	wherever	as long as	if	
unless					
		as soon as	until	while	

-

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MSc. Galo Quizhpe
Asesor Académico
Unidad Educativa Particular Bilingüe Liceo Panamericano
Samborondón

De mis consideraciones:

Mediante la presente solicito a usted autorización para realizar mi proyecto de investigación para obtener el título de Lic. En Lengua Inglesa y Lingüística con mención a la Literatura, en esta institución.

El desarrollo del proyecto lo detallo a continuación:

1. Encuestas a los alumnos de primer año de Bachillerato Intermedio A. y a profesores del área de Ingles.	9-01-2014
2. Aplicación de prueba de entrada para evaluar conocimientos generales en la materia de TOEFL.	10-01-2014
3. Clases demostrativas con la aplicación de métodos y técnicas del proyecto de investigación.	13-01-2014
4. Clases demostrativas con la aplicación de métodos y técnicas del proyecto de investigación.	14-01-2014
5. Clases demostrativas con la aplicación de métodos y técnicas del proyecto de investigación.	16-01-2014
6. Clases demostrativas con la aplicación de métodos y técnicas del proyecto de investigación.	17-01-2014
7. Aplicación de prueba de salida para evaluar conocimientos adquiridos de la semana de clases demostrativas.	20-01-2014

Es por ello que le agradecería una contestación a esta carta confirmando mi solicitud.

Le agradezco de antemano la atención a la presente.

Atentamente

Ms. Ingrid Veintimilla Jurado
English Teacher

UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO
TOEFL
WEEKLY ACADEMIC PLAN # 13

INFORMATIVE DATA:

Grade   : **1 BACH** Intermediate A   **Area :**   English
Teachers   : Mrs. Kenneth Recalde/ Ms. Ingrid Veintimilla.   **SchoolYear:** 2013-2014
Time duration   : 1 week   **Date:** From January 13 to January 17, 2013
Number of class periods per week: 8
Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.
Learning Axis: To read, listen, speak and write.
Cross- Curricular Topic: Share and respect a variety of opinions. Analyze and solve situations.
Aims and objectives: to compare and contrast passive and active voice sentences.
UnitTitle: Active and Passive voice.

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Identify the active and passive voice.	**Grammar Review:** **Active and Passive voice**	**Introduction:** Use a short text or a few paragraphs involving most typical passive voice utterances. They read aloud and differentiate from active ones without providing any explanation at this stage. Elicit information by asking questions about the structure and meaning of	Answer questions demonstrating understanding of the active or the passive voice. Construct sentences using the active or passive voice.	Oral and written production. Group work	TOEFL book Extra materials Visual aids.

		the sentences.			
		Topic Development:			
		Explanation of the grammar point using appropriate-attractive schemes, and examples to better illustrate the subject-object grammar-semantic relationship involved in passive voice sentences in contrast with active voice ones. Deliver worksheets to reinforce passive and active sentences. Monitor the activities.			
		Closure:			
		Error analysis by peer correction. Evaluate the understanding by describing events by using passive voice. Interactive games using passive voice.			

Comments: _____

Teachers:_____ _____   **English Coordinator:** _____
        Ms. Ingrid Veintimilla   **Mrs. Kenneth Recalde**   **Ms. Jean Ortiz**
          English Teacher   **English Teachers**   **English Coordinator**

INFORMATIVE DATA:

Grade	**: 1 BACH** Intermediate A	**Area :**	English
Teachers	: Mrs. Kenneth Recalde/ Ms. Ingrid Veintimilla.	**SchoolYear:**	2013-2014
Time duration	: 1 week	**Date :** From January 13 to January 17, 2013	

Number of class periods per week: 8

Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.

Learning Axis: To read, listen, speak and write.

Cross- Curricular Topic: Share and respect a variety of opinions. Analyze and solve situations.

Aims and objectives: Communicate complex information and show relationships between ideas.

UnitTitle: Adverb Clauses

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Connect sentences and paragraphs. Classify adverb markers.	**Grammar Review:** **Adverb Clauses**	**Introduction:** Present some complex sentences with adverb clauses and students elicit information about the functions of adverbs, and what type of wh-questions they answer. **Topic Development:** Clarify students' answers from the eliciting exercise by explaining functions and providing charts of the types of adverb clause markers.	Connect complex sentences structures into larger writing structures	Oral and written production. Group work	TOEFL book Extra materials Visual aids.

		Provide students a creative short story and ask them to underline all the adverb clause markers, and classify them using the chart given by the teacher. Ask students to identify and complete sentences using adverb clause markers. Monitor the activities to support the students and provide help.			
		Closure:			
		Have students to write a short-funny story using adverb markers suggested by the teacher. Report to the class and provide positive feedback.			

Comments: _____

Teachers:_____ _____ English Coordinator: _____
  Ms. Ingrid Veintimilla   **Mrs. Kenneth Recalde**   **Ms. Jean Ortiz**
  English Teacher   **English Teachers**   **English Coordinator**

UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO
TOEFL
WEEKLY ACADEMIC PLAN # 13

INFORMATIVE DATA:

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Teachers   : Mrs. Kenneth Recalde/ Ms. Ingrid Veintimilla.   **SchoolYear:** 2013-2014
Time duration : 1 week   **Date :** From January 13 to January 17, 2013
Number of class periods per week: 8
Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.
Learning Axis: To read, listen, speak and write.
Cross- Curricular Topic: Share and respect a variety of opinions. Analyze and solve situations.
Aims and objectives: To have the ability to understand spoken English.
UnitTitle:

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Listen for clues to understand the speaker's purpose and attitude.	**Listening and vocabulary.** **Practice with making inferences and drawing conclusions**	**Introduction:** Show new vocabulary words for each of the listening exercises. Students have to find the meaning of the words and make predictions on what the listening will be about. **Topic Development:** Listen to each of the listening exercises. While listening, students take notes of the words or phrases the students will be able to listen	Identify clearly the speaker's purpose and main ideas.	Auditory production. Group work	TOEFL book Extra materials Visual aids.

		clearly. Help students try to discuss about what the listening is about.			
		Closure:			
		Listen again and complete the exercises. **Ex L 22** Identifying the speaker's purpose. **Ex L 19** Work in pairs to compare answers. Correct answers orally with the teacher.			

Comments: _____

Teachers: _____   _____   **English Coordinator:** _____
Ms. Ingrid Veintimilla   Mrs. Kenneth Recalde   Ms. Jean Ortiz
English Teacher   English Teachers   English Coordinator

UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO
TOEFL
WEEKLY ACADEMIC PLAN # 13

INFORMATIVE DATA:

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Teachers   : Mrs. Kenneth Recalde/ Ms. Ingrid Veintimilla.   **SchoolYear:** 2013-2014
Time duration   : 1 week   **Date :** From January 13 to January 17, 2013
Number of class periods per week: 8
Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.
Learning Axis: To read, listen, speak and write.
Cross- Curricular Topic: Share and respect a variety of opinions. Analyze and solve situations.
Aims and objectives:
UnitTitle:

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Listen for clues to understand the speaker's purpose and attitude.	**Listening and vocabulary.** **Practice with making inferences and drawing conclusions**	**Introduction:** Show new vocabulary words for each of the listening exercises. Students have to find the meaning of the words and make predictions on what the listening will be about. **Topic Development:** Listen to each of the listening exercises. While listening, students take notes of the words or phrases the students will be able to listen	Identify clearly the speaker's purpose and main ideas.	Auditory production. Group work	TOEFL book Extra materials Visual aids.

		clearly. Help students try to discuss about what the listening is about.			
		Closure:			
		Listen again and complete the exercises. **Ex L 22** Identifying the speaker's purpose. **Ex L 19** Work in pairs to compare answers. Correct answers orally with the teacher.			

Comments: _____

Teachers: _____   _____   **English Coordinator:** _____
          Ms. Ingrid Veintimilla   **Mrs. Kenneth Recalde**   **Ms. Jean Ortiz**
             English Teacher   **English Teachers**   **English Coordinator**

UNIDAD EDUCATIVA PARTICULAR BILINGÜE LICEO PANAMERICANO
TOEFL
WEEKLY ACADEMIC PLAN # 13

INFORMATIVE DATA:

Grade   **: 1 BACH** Intermediate A   **Area :**   English
Teachers   : Mrs. Kenneth Recalde/ Ms. Ingrid Veintimilla.   **SchoolYear:** 2013-2014
Time duration   : 1 week   **Date :** From January 13 to January 17, 2013
Number of class periods per week: 8
Inclusive curriculum axis: To listen, speak, read and write in English for the social integration in a globalized world.
Learning Axis: To read, listen, speak and write.
Cross- Curricular Topic: Share and respect a variety of opinions. Analyze and solve situations.
Aims and objectives: Apply conventions of grammar and language usage.
UnitTitle: **Guessing meaning from context**

Skills performance criteria	Knowledge	Activities	Success Indicators	Assessment Guidelines	Resources
Determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis	**Grammar Review:** **Guessing meaning in context**	**Introduction:** Deliver a short text to the students. Elicit students what they do when they come to a word that they don't know while reading. Make a list on the board with their answers. **Topic Development:**	Deduce meaning & use of familiar lexical items. Find main ideas Form judgements	Oral and written production. Group work	TOEFL book Extra materials Visual aids.

(roots, prefixes, suffixes) of words.		Explain that the first way to figure out the meaning of a word is from its context. Provide examples and tips to guess meaning in context. Distribute the Context clue worksheet. Deliver a short text to the students and make them complete the worksheet.			
.		**Closure:**			
		Error analysis by peer correction. Evaluate the understanding by taking a quiz. Interactive game			

Comments: _____

Teachers:_____   _____   **English Coordinator:** _____
                      Ms. Ingrid Veintimilla   **Mrs. Kenneth Recalde**   **Ms. Jean Ortiz**
                        English Teacher   **English Teacher**   **English Coordinator**

Name:_____   **Course:** 1 BACH. Intermediate "A"

Date: _____   **Trainers:** Ms. Ingrid Veintimilla and Mrs.Kenneth
Recalde

Grammar Section

A.- REWRITE THE GIVEN SENTENCES IN PASSIVE VOICE. (2.5 marks)

1. Kevin asked Dennis a question.
    _____
    ____

2. She gives him a box.
    _____
    ____

3. Max will look after him.
    _____
    ____

4. The teacher told us a joke.
    _____
    ____

5. Michael has not sent me a text message.
    _____
    ____

REDUCE THE FOLLOWING ADJECTIVE CLAUSES INTO ADJECTIVE PHRASES. (5 marks)

1. A barometer is an instrument that measures air pressure.

    _____
    ____

2. Sam's uncle, who is very rich, came for a visit.

    _____
    ____

3. A coin is a piece of metal that is used as money.

    _____
    ____

4. An insomniac is someone who has trouble sleeping.

    _____
    ____

5. The ideas that had been presented in the previous meeting were discussed.

_____

___

CHOOSE THE CORRECT TRANSITION WORD. (5 marks)

1. It looks _____ the train will be late. (while, as though)

2. _____ she got her degree, she became a teacher. (After, Than)

3. We will not go skiing _____ the weather is good. (as if, unless)

4. _____ he left, he made sure he had his keys with him. (Before, For)

5. _____ I told the truth, you would not believe me. (Even if, So that)

6. I left home early, _____ I had to do several errands. (because, because of)

7. He speaks about the subject _____ he were an expert. (as if, like)

8. We rested _____ the hottest part of the day. (during, while)

9. _____ she lost her way twice, she arrived safely. (Although, Despite)

10. _____ their interest in comets, they decided to study astronomy. (Because, Because of)

Vocabulary Section

C.-

1) The tiger's **roar** could be heard in villages far away.
What does roar probably mean?
A) food a tiger eats
B) a tiger's dream
C) a tiger's ear
D) a sound a tiger makes

2) The thought of eating a rat is **abhorrent** to most people.
What does abhorrent probably mean?
A) fun, lively
B) horrible, repugnant
C) delicious, tasty
D) sweet, sugary

3) My **absent-minded** teacher loses his keys, his book and his chalk almost every day!
What does it mean to be absent-minded?
A) be hateful
B) not pay attention
C) be intelligent
D) not like someone

4) You can trust the salesmen at that store because they always conduct business in an **aboveboard** manner.
What does aboveboard probably mean?
A) honestly, openly

B) sneaky, dishonest
C) horrible, repugnant
D) strange, unusual

5) Petra has so many friends because she is a **gregarious** person.
What does gregarious probably mean?
A) introverted, self-contained
B) shy, quiet
C) friendly, outgoing
D) rude, hostile

6) The lovely **egret** is in danger of extinction because clothing manufacturers use their long, beautiful tail feathers to make ladies' hats.
What is an egret?
A) a small child
B) a type of food
C) a sound a tiger makes
D) a type of bird

7) I can't believe it! Right in the middle of our conversation, Peter turned around **abruptly** and walked out of the room!
What does abruptly probably mean?
A) formally
B) slowly, in no hurry
C) suddenly, without notice
D) quietly, in an unusual manner

8) After the harvest, we had an **abundant** amount of apples. We made apple pie, apple sauce, and apple juice because we had so many apples!
What does abundant probably mean?
A) a shortage
B) not enough
C) very red
D) plentiful

9) When Sara was sick, her voice was almost **inaudible**. We couldn't hear what she was trying to say clearly.
What does inaudible probably mean?
A) very loud, easy to hear
B) very soft, hard to hear
C) very strange, uncommon
D) very shy, introverted

10) The hill was too **arduous** for us to climb. We had to walk our bicycles up the hill.
What does arduous probably mean?
A) tall, sharp
B) fun, exciting
C) easy, not challenging

D) difficult, steep
Reading Section
READING SECTION. (
GUESSING MEANING IN CONTEXT
Read the conversation in each of the following situations and choose the best meaning for the phrases that are underlined.

Joey   I hope you can help me, sir. How do I <u>brush up</u> my English ?

Mr. Leong   For a start, you could borrow some interesting books from the library and develop a reading habit.

Joey   But I usually can't <u>make head or tail</u> of what I read.

Mr. Leong   You can always use a dictionary to help you with difficult words.

Joey   But it's such a waste of time and very often I <u>give up</u> reading a book.

Mr. Leong   You can't master a language without effort.

1. <u>brush up</u>
   A Change
   B Speak
   C Improve
   D Increase

2. <u>make head or tail</u>
   A Remember
   B Understand
   C Like
   D Use

3. <u>give up</u>
   A Stop
   B Learn
   C fall ill
   D become angry

Doreen   Shall we finish this wall ?

Aunt   I don't know about you but I'm <u>worn out</u>. My back is killing me.

Doreen   Why don't you take a rest ?

Aunt   Let's <u>call it a day</u>. I think we've done enough.

Doreen	All right. I'll wash the brushes.
Aunt	Then we'll go and grab a bite.
Doreen	That sounds great.

1. worn out
   - A   Tired
   - B   Sick
   - C   Impatient
   - D   not interested

2. call it a day
   - A   get someone to help us
   - B   stop work for the day
   - C   finish the job later
   - D   continue one more day

3. grab a bite
   - A   cook a meal
   - B   do something marketing
   - C   get something to eat
   - D   sell some food

Liz	The exam is less than a month away and I'm a bit nervous.
Mother	You shouldn't be. You have been practicing a lot lately and should be quite well prepared.
Liz	I don't want to let you down.
Mother	As long as you do your best I'll be happy with whatever results you get.
Liz	Thanks for your support, mum. You know I've made up my mind to be a concert pianist and you can be sure I'll go all out to do well.
Mother	That's the spirit !

1. let you down
   - A   worry you

B   frighten you

C   disappoint you

D   disturb you

2.   <u>made up my mind</u>

   A   Studied

   B   Waited

   C   Decided

   D   Performed

3.   <u>go all out</u>

   A   find a way

   B   go out often

   C   leave the house

   D   make the greatest effort

Sunny	Hi ! You don't look too happy. What's up ?
Jacky	I met Jeff a while ago and he made fun of my new hairstyle.
Sunny	You know how he is. Just turn a deaf ear to what he says. I think you look pretty smart.

1.   <u>made fun of</u>

   A   laughed at

   B   Admired

   C   Spoiled

   D   Copied

Teacher's Survey

1) **What skill do you consider the most difficult for the students to acquire?**

ANSWER	
GRAMMAR	
READING	
LISTENING	
WRITING	
SPEAKING	

2) **How do you motivate your students? Choose only two options.**

ANSWER	
Creating a Positive Work Environment	
Setting Goals	
Providing Incentives	
Recognizing Achievements	
Using Group Work and Team Work	
Making learning visual	

3) **Do you use any extra teaching material in your class for improving students' skill-building?**

Answer	
Yes	
No	

4) **Which of the following skill building exercises do you consider as the most effective? Choose only one option.**

Vocabulary	
Learning word roots.	
Learning a new word each day.	
Determining word meanings from their context.	

Using dictionaries.	

Reading	
Scan passages to find and highlight key facts.	
Practice frequently to increase reading rate and fluency.	
Develop the ability to skim quickly and identify major points.	
Choose some unfamiliar words in the passage and guess the meaning from the context.	
Underline all pronouns and identify the nouns to which they refer in the passage.	

Listening	
Anticipate what a person is going to say as a way to stay focused.	
Copy the words, "main idea, major points, and important details" on different lines of paper.	
Listen to a portion of a lecture or talk and create an outline of important Points.	
Listen for changes in topic or digressions.	

Grammar	
Relate knowledge needs to learning goals.	
Apply higher order thinking skills.	
Provide plentiful, appropriate language input.	
Use predicting skills.	
Limit expectations for drills.	

5) Are computers available for use by your class?

Answer	
Yes	
No	

Student's Survey

1) What skill do you consider the most difficult for you to acquire?

ANSWER	
GRAMMAR	
READING	
LISTENING	
WRITING	
SPEAKING	

2) How does your Teacher motivate you? Choose only two options.

ANSWER	
Creating a Positive Work Environment	
Setting Goals	
Providing Incentives	
Recognizing Achievements	
Using Group Work and Team Work	
Making learning visual	

3) Does your teacher use any extra teaching material in class for improving your skill-building knowledge?

Answer	
Yes	
No	

4) Which of the following skill building exercises used by your teacher do you consider as the most effective? Choose only one option.

Vocabulary	
Learning word roots.	
Learning a new word each day.	
Determining word meanings from their context.	
Using dictionaries.	

Reading	
Scan passages to find and highlight key facts.	
Practice frequently to increase reading rate and fluency.	
Develop the ability to skim quickly and identify major points.	
Choose some unfamiliar words in the passage and guess the meaning from the context.	
Underline all pronouns and identify the nouns to which they refer in the passage.	

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Listen for changes in topic or digressions.	

Grammar
Relate knowledge needs to learning goals.
Apply higher order thinking skills.
Provide plentiful, appropriate language input.
Use predicting skills.
Limit expectations for drills.

5) Are computers available for use in your class?

Answer	
Yes	
No	

Name:_____   **Course:** 1 BACH. Intermediate "A"

Date: _____   **Trainers:** Ms. Ingrid Veintimilla and Mrs. Kenneth
Recalde

In Groups of three, draw an innovative and useful invention using the passive voice. Write about it and
include the following information:

1) Name of the invention
2) What is it used for?
3) What is it made of?
4) A brief description of the invention
5) In what way it is useful for the world
6) Report to the class

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CLASS PROCESS OBSERVATION FORM 2013 - 2014

GESTIÓN ACADÉMICA DE SECUNDARIA

TEACHER'S NAME:__Daniela Luque_____ GRADE:__1Bacc._ LEVEL:__Intermediate A.
EVALUATION DATE:_Nov. 5th _ SUBJECT:__TOEFL_ TOPIC:_Adjectives Clauses
PUT AN X IN THE CORRESPONDING GRADING BOX

		NOT ADEQUATE Needs to Improve	AVERAGE ADEQUATE In Process	ADEQUATE
	GENERAL CHARACTERISTICS			
1	Personal appearance and body language go along with the activities done in the instituti			.
2	Clearly explains information as well as instructions following a logical sequence		.	
3	Prepares extra material		.	
4	Enthusiastic at teaching		.	
5	Shows Creativity		.	
6	Uses innovating resources:Technology			.
7	Keeps working area orderly and tidy			.
8	Starts and ends class on time		.	
9	Uses the board in a proper way		.	
10	Promotes Students´participation and verifies comprehension		.	
11	Only English is spoken in class			.
12	Appropriate teacher´s time/student´s time balance			.
	KNOWLEDGE CONSTRUCTION			
1	Synthetizes and emphasizes whenever it is necessary			.
2	Shows confidence and masters the subject contents	.		
3	Explains topics using examples, exercises,etc		.	
4	Conviniently uses surrounding resources			.
5	Ends the class with an evaluation		.	
	EMOTIONAL CHARACTERISTICS			
1	Listens attentively			.
2	Communicates easily with all students			
3	Encourages and praises students			.
4	Accepts suggestions gladly			.
5	Volume,voice and pronunciation are adequate			.
6	Transmit enthusiasm and interest			.
7	Good attitude towards students`comments and questions		.	
8	Posture and movement reflect good management of space			.
9	Is affection reflected			.
10	Group control	.		
11	Manages class conflicts		.	

COORDINATOR'S OBSERVATIONS:

TEACHER'S OBSERVATIONS:_____

English Dept.Director: _____   Teacher: _____