Universidad Nacional
Campus Omar Dengo
Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje
Maestría Profesional en Lingüística Aplicada
Con Énfasis en la Enseñanza del Inglés con Fines Específicos

English for TOEFL ITP Test-takers: Future Check

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28 de enero del 2021
(Heredia, enero, 2021)

Nómina de participantes en la actividad final del trabajo final de graduación

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Table of Contents

Abstract

English for Specific Purposes (ESP) has emerged to meet language learners' specific academic and professional needs. By implementing an English for Academic Purposes (EAP) methodology as the basis of a preparation course, this paper aimed to evaluate the development of a TOEFL ITP online preparation course by reflecting upon the experience of the needs analysis, course design, course implementation, and course assessment to fulfill the needs of EFL eleventh-grade students when addressing MEP's English language requirements. From a mixed-method approach, the researcher collected both qualitative and quantitative data through interviews with the learners and stakeholders, mock tests, feedback sessions with observers, and participants' assessment of the overall process to ensure the validity of the results. By and large, the findings showed significant improvements on the test-takers' scores and on the fulfillment of the participants and administrators' needs, lacks, and wants. Additionally, the data collected from the study provide suggestions; especially, to new practitioners in this fast-growing area.

Keywords: needs analysis, English for Specific Purposes, standardized tests, course design, course delivery, language learning strategies, evaluation

English for TOEFL ITP Test-takers

English for Specific Purposes (ESP) has increasingly become recognized in language teaching due to the rapid development of science, technology, and the economy. This phenomenon has created the need for professionals to speak the target language properly for academic and occupational purposes (Dudley-Evans & St. John, 1998, p. 19). ESP is divided into two major categories: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) (p. 5). This second category refers to the linguistic and related academic requirements people have or will encounter when studying or working in English higher academic or professional contexts (Gillett, 2011). In this sense, EAP learners are generally students or staff members who need or hope to pursue higher education after a discipline-specific course that can help them prepare for their academic and future professional careers in or outside their countries. The growth of English pushes non-native English-speaking professionals to meet specific academic standards and the language level required to enroll in a university or college (Hyland, 2006, p. 4). The EAP development concerns non-native English-speaking countries specifically since focusing on academics, and students' preparation leads to economic growth (p. 2).

According to Hamp-Lyons (2011, p. 95), the current status quo of assessment in EAP seems not well-developed, and several concerns are yet to be addressed or analyzed by EAP assessment research. In EAP settings, institutions have been using English standardized tests such as TOEFL, IELTS, TOEIC, MELAB, DELA, and OTESL to assess students' linguistic ability to use the target language (Hamp-Lyons, 2011, p. 95; Weigle & Malone, 2016, 609). In specific, accredited by thousands of universities and colleges worldwide, the TOEFL test is one of the most prestigious proficiency tests available. The Test of English as a Foreign Language Institutional Testing Program (TOEFL ITP) is an international assessment tool that commonly used to measure students' linguistic proficiency in the field of ESP. Students willing to grow

academically and professionally need to demonstrate their academic linguistic level and are required to take these types of tests designed for assessing university-level English.

A. Rationale

As part of the graduation requirements of the master's degree program in Applied Linguistics at Universidad Nacional (UNA), enrolled students need to design and implement an ESP course for a specific population. Therefore, the researcher designed a TOEFL ITP preparation course to address the needs of a group of English as a foreign language (EFL) high school student in a bilingual private institution which uses this test as a graduation requirement. Creating this preparation course falls on the need public and private institutions have to prepare secondary school students to complete these English proficiency tests. In 2019, the Costa Rican Government developed a strategic plan called *Fortalecimiento del plurilingüismo* to strengthen multilingualism. This plan pointed out that the Ministry of Education (MEP) was responsible for certifying eleventh and twelfth-grade students' linguistic proficiency in English (DGEC, 2019, paras. 1-2). Therefore, as a graduation requirement and based on the government decree No. 40862, it was established that Costa Rican students from public and private institutions are compelled to complete the language proficiency test endorsed by MEP or any other one accredited by this national ministry.

In that same year, the government also created the national strategic plan *Alianza para el Bilingüismo* (ABi) to help the entire national student population understand, speak, and write in a foreign language by 2040 (Presidencia de la República de Costa Rica, 2020). Based on Diaz (2019), one of the first stages of this plan was to diagnose students' language proficiency. This initial stage helped demonstrate the reality of the educational system and identify areas of improvement. The obtained results showed that in public institutions, the majority of students (70%) were in the A2 band according to the Common European Framework of Reference for Languages (CEFR). Contrariwise, in bilingual public and private institutions, most students (54%) were in the B1 band (Diaz, 2019, paras. 6-9).

The Educational Testing Service (ETS) (2019), the organization in charge of administering these standardized tests, reported that Costa Rican students who took the TOEFL ITP test between January and December had an overall score of 468 or a B1 (p. 7). Perhaps the broad topic of teaching and learning English as a foreign language has received attention in the country, but probably foreign language learners' academic linguistic needs are not the focus. In the light of this, one solution that can help achieve the national proposal is to create English preparation courses for these language proficiency tests since the results mentioned above have clearly shown that high school students both from private and public institutions are not achieving the expected scores (B2 or C1).

Hyland (2006) argues that "needs analysis is a key feature of any EAP course" (p. 277); therefore, ESP foundations and Needs Analysis (NA) processes could help develop useful academic preparation courses by identifying students' specific needs or the language needed in the development of their learning process. Another aspect to deem is that language learners frequently end up demotivated or disappointed when taking these standardized tests because the texts may not match their proficiency level and the topics or genres may not be familiar to or interesting for them. According to Zhao (2016) the pressure caused by college entrance tests impacts students' motivation negatively, and this same situation occurs when students take standardized English tests (p. 6). Studies have been undertaken analyzing other drawbacks such as time management, lack of vocabulary, lack of linguistic skills, and computer anxiety, which considerably affect test-takers' performance (see, for example, Samad, Jannah, & Fitriani 2027, Jalali 2012, Beckers & Schmidt 2003). In other words, needs analyst and curriculum developers could identify students' target, learning, and linguistic needs at early stages to prevent any difficulties eventually. They could also create preparation courses that can focus on linguistic strategies and on metacognitive, compensation, affective, and social ones to equip EFL students to achieve the expected scores.

Under this premise and considering MEP's new language demands, creating this preparation course can benefit young learners from private and public institutions to improve their linguistic skills and acquire the language learning strategies needed to succeed in these standardized tests. A preparation course grounded under ESP approaches can also support students who wish to improve their employment and academic prospects in their future endeavors. This TOEFL ITP preparation course seeks to enable participants to identify their linguistic weaknesses and strengths and to give them the confidence to achieve their academic aspirations. In sum, this course can allow young learners and future college students to become independent learners by promoting critical thinking and accountability in their language learning process.

This research project intends to answer the next research inquiries considering the benefits that the chosen population can have after the course implementation. The first question attempts to identify the stakeholders' target and language learning needs; thus, a Needs Analysis had to be carried out to address this. The next questions indent to address the needs of the stakeholders with the design of an EAP course. These questions respond to what objectives, methodologies, and contents fulfill the participants' needs, lacks, and wants. Finally, the third question tries to answer the extent to which the course addresses the needs earlier identified and what methodological aspects are significant to enhance future implementations. Based on the posed questions, it is expected that the design and implementation of this course can positively affect the students' results of the TOEFL ITP test and reinforce participants' language skills. It is also expected to meet the institutions' requirements to offer the course to other public or private institutions that also administer these tests.

B. Research Objectives

This research project intends to achieve the following objectives:

General Objective

To evaluate the development of a TOEFL ITP online preparation course by reflecting upon the experience of the needs analysis, course design, course implementation, and course assessment to fulfill the needs of EFL eleventh-grade students when addressing MEP's English language requirements.

Specific Objectives

1. To analyze the process of Need Analysis carried out at the beginning of the curriculum development process by describing its impact on the course learning outcomes.

2. To describe the course design process based on the objectives, methodology, and evaluation established to assess its relationship to the needs identified in the Needs Analysis.

3. To reflect on the teaching and learning practices carried out during the course delivery by identifying which procedures better satisfy and address the participants' needs.

4. To assess the effectiveness of the designed course based on the results and learning outcomes obtained to provide recommendations for future implementations.

Literature Review

This literature review aimed to justify the methods and approaches followed in the need analysis, course design, and course delivery processes. Therefore, a description and analysis of the topics related to ESP and the TOEFL ITP test, the importance of needs analysis, and other aspects related to course design and its delivery display the proposed course and the choices made for this research project.

A. English for Specific Purposes

Throughout the years, language teaching approaches have emerged to fulfill students' needs, as is the case of ESP. This specific part of English Language Teaching (ELT) was born to teach students English for specific purposes, either in academic or occupational contexts (Dudley-Evans & St John, 1998). Accordingly, Hutchinson and Waters (1987) define ESP as an approach rather than a product, since it focuses on *how* people learn instead of *what* they learn (p. 2). In the words of Richards and Schmidt (2010), "the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners" (as cited in Brown, 2016, p. 5). In academic settings, Gillett (2011) also states that ESP courses' major characteristic is that these are carried out in a specific time. The author cites that "most EAP students are undertaking fixed term courses in preparation for a particular task or an academic course or they are studying English for a short time every week along with their academic courses or jobs" (Gillett, 2011).

In ESP, standardized and proficiency tests have been used to prepare students for their future university and academic endeavors. As explained elsewhere, Gillett (2011), Weigle and Malone (2016) agree that even though these types of tests do not fully cover the specificity and diversity of ESP contexts, the most well-known proficiency tests available and used the IELTS and TOEFL. Even so, adopting an ESP focus for course design can help address pedagogical and linguistic students' needs by helping them succeed in their future academic fields. Based on the work by Pleşca (2019), ESP "addresses specific problems that learners are likely to

encounter in their professional or academic settings and can provide models of how professionals face problems and find solutions through simulations and role plays" (p. 190). The author also claims that ESP training brings the real world into the classroom by promoting learners' motivation and' knowledge which will later lead to international job opportunities (Pleşca, 2019, p. 190). With an ESP approach, learning objectives can also be achieved since students can learn the necessary strategies and skills needed to prepare for a specific real task, for example, the TOEFL ITP test. In an ESP course, instructors can design and implement specific tasks to help learners become familiar and confident to confront and succeed in these standardized tests. In essence, a course grounded on ESP views greatly benefits language learners and contribute to motivation and engagement by having similar approximations to their future academic lives.

B. Understanding the TOEFL ITP

For this research study, it was relevant to comprehend the TOEFL ITP test structure and format since it was a fundamental area during the course design. In Dewi's (2017) words, ESP course developers need to "organize the class, to be aware of the class objectives, to have a good understanding of the course content, as well as to be flexible and willing to cooperate with learners and have at least some interest in the discipline he/she is teaching" (pp. 51-2). As a result, understanding the structure and format of the TOEFL ITP test was essential to create and implement a course fixed by the specific needs of the stakeholders.

The TOEFL ITP is a renowned international proficiency test that tests non-native speakers' ability to understand English. In 1960, Collins and Miller (2018) explain that the TOEFL was designed as a necessary project "to address the issue of how to assess the English language proficiency of an increasing number of foreign students seeking to attend American universities" (p. 2). The Educational Testing Service (ETS), the organization in charge of writing and publishing these types of tests, also offered the Institutional Testing Program (ITP), as a

variant of TOEFL to provide higher education institutions or programs with a "convenient, affordable and reliable assessment of English-language skills" (ETS, n.d.). According to the ETS website, the TOEFL ITP is available in paper and digital formats. In addition, it uses academic, campus-life, general, and social content to provide students with self-confidence by testing their linguistic abilities to face real-life academic scenarios (ETS, n.d.).

This test is divided into three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. The test contains 140 multiple-choice questions with four answer choices, and it lasts around two hours. The listening section contains 50 questions divided into three subsections, and it takes about 5 minutes. Part A (Mini-Dialogs) contains 30 questions, and test-takers need to listen to audio and select the correct answer based on a short dialogue. Part B (Longer Conversations) contains around seven to eight questions, and students listen to different conversations between two speakers and choose the correct answer from a set of questions. Part C (Short Talks) contains 12 to 13 questions; test-takers listen to a talk or lecture and select the correct answer from a set of questions (Mahnke & Duffy, 1996).

The Structure and Written Expression section has 40 questions divided into two subsections, and it takes around 25 minutes. The first section (Structure) contains 15 questions, and students need to complete the sentences with the correct grammatical form. In the second section (Written Expression), students need to choose the incorrect grammatical section from complete sentences. The final section of the test measures students' ability to understand academic reading passages. Test-takers need to read from five to six passages and answer 50 questions in 55 minutes (Mahnke & Duffy 1996).

Furthermore, the TOEFL ITP test is not administered to know whether students pass or fail, rather than measuring their linguistic proficiency. The test's scores go on a scale of from 300 to 677 points (Mahnke & Duffy, 1996). Since there is not a passing score, the institutions are the ones who decide what the minimum acceptable score is.

In Costa Rica, The Centro Cultural Costarricense Norteamericano is the only institution in charge of administering this test. This language institute offers TOEIC and SAT preparation courses; however, it does not offer courses for the TOEFL IBT nor for the ITP. In the case of TOEIC, the instituons offers a self-paced modality which students have access to a plataform and study by themselves, and another in which an instructor guides the learning virtually.

In terms of literature, certain papers mention the TOEFL test (see, for example, Çelik & Karaca, 2014; García, 2018; Sevilla & Chaves, 2020); still, these do not make a clear distinction between the TOEFL IBT and ITP or are related to other types of studies. In this sense, this research paper can be a starting point for exploring and developing programs or courses similar to the one proposed. The processes taken in this research can function as an example to create courses that can benefit high school students from public and private institutions who do not necessarily take the TOEFL IBT or the IELTS. Unlike other preparation courses, the TOEFL ITP Online Prep Course is taught online including face-to-face interactions with the instructor and other test-takers. Hyland and Shaw (2016) argue that the use of technology in education promotes learning motivation, interaction, collaboration, accountability and flexibility which allows learners reconcile work or family with their studies. Thus, what distinguishes this course is the participants and stakeholders' needs and the national theoretical gap that should be covered to benefit others by working aligned with the government decree mentioned above.

C. Needs Analysis Importance

Needs Analysis (NA) plays an important role when designing an ESP course. Hutchinson and Waters (1987) define NA as "the awareness of a target situation that distinguishes the ESP learner from the leaner of General English" (p. 54). Brown (2016) also claims that the term of Needs Analysis (NA) refers to the needs, wants, lacks, desires, gaps, and expectations different stakeholders may have and in which analysis strategies need to be applied to design a defensible curriculum (pp. 12-13). In the same line, Richards (2001) states that "rather than developing a course around an analysis of the language, an ESP approach

starts instead with an analysis of the learner's needs" (p. 32). By understanding the importance of NA as the primary step to course design, it is essential to acknowledge that the results obtained from the appropriate administration of a NA can successfully address the learners' needs.

By analyzing the target needs, ESP course developers can become aware of what is needed, and they can start the decision-making process to set achievable objectives. Basturkmen (2006) affirms that "students in ESP classes often have restricted time to learn English; it makes sense to teach them only the bits of English they need" (p. 19). Thus, ESP course designers should promptly identify the students' needs and design an appropriate course that can fulfill those needs with reasonable outcomes (Basturkmen, 2006, p. 19). From Irshad and Anwar's (2018) views, "the notion of needs analysis is very important in course design. Needs analysis involves activities that are used to collect information and based on this collected information, a curriculum is designed, which fulfills the needs regarding learning of a particular group of learners" (p. 159). It can also be inferred that this should be seen as a dynamic and complex process since it involves more than knowing the target situation.

Hyland (2006) describes that "course development starts with needs and rights analyses and uses the information to state the broad goals and the more specific outcomes" (p. 282). As a result, conducting an NA is paramount to understand what the stakeholders need to undertake a preparation course, achieve higher scores, support students' academic success, and prevent any difficulties. In essence, the role of NA is a salient feature in course design since it helps, not only become aware of the target needs, but also students' learning needs (Hutchinson & Waters, 1987, p. 63). This process helps set attainable objectives and design a syllabus as an integrated and ongoing process.

E. Task-Based Language Teaching

The proposed course followed a Task-Based Language Teaching or TBLT approach to promote the young learners' acquisition of the language learning strategies needed to succeed

in the exam. This approach to language teaching was chosen since according to Nunan (2004) it supports learners' needs, communication thought interaction, the introduction of authentic texts, emphasis on the language and learning processes, and among other principles important in syllabus design, teaching practices, and assessment (p. 1). Since this course was oriented towards the stakeholders' needs, pedagogical tasks were required for students to achieve the specific outcome through meaning rather than focusing on grammatical knowledge. Nunan (2004) defines tasks as:

> A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p. 4)

Based on the nature of TBLT as the main source for teaching students, this course was designed to focus on the completion of tasks students may encounter in the actual TOEFL ITP test. Richards (2013) supports this view since he explains that TBLT determines target tasks or simulations learners need to face not only inside but outside the classroom (p. 23). Likewise, these types of tasks or activities "are intended to call upon the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, vocabulary)" (Richards, 2013, p. 17). Lastly, the TBLT framework involved three stages: pre-task, task, and post-task (Nunan, 2004, p. 128). The first stage focused on activating schemata and familiarizing them with the strategy or skill. The second stage promoted production and interaction to understand the task input, and the last stage focused on consolidating what was learned during the lesson.

F. Language Learning Strategies

As described by Oxford (1990), "appropriate language learning strategies result in improved proficiency and greater self-confidence" (p. 1). Based on the NA results, specifically the experts' views, it was decided to work with the necessary language learning strategies' learners required to succeed in the TOEFL ITP. For example, students use analytical or guessing tactics to better understand a reading passage and may not need the teacher's guide to do so; hence, this promotes self-directed learners who eventually will take the test alone and by themselves (pp. 10-11). Consequently, the course design followed a strategy training model that can apply to all four language skills.

Direct and indirect language learning strategies were used in the task development of each lesson plan. Direct language strategies are the ones that directly deal with the target language and require mental processing (Oxford, 1990, p. 37). These strategies are divided into three main categories: memory, cognitive, and compensation processes (p. 37). For example, by using memory strategies such as grouping and associating, learners can keep new information for a longer time. Also, cognitive strategies such as summarizing and reasoning deductively allow learners to dissect reading passages quickly. In the same way, compensation strategies like guessing or using synonyms enable participants to fill in the gaps from answer choices in a dialog (p. 37).

Moreover, indirect strategies were also employed to hone the course design. These strategies are divided into metacognitive, affective, and social. First, the tasks, including metacognitive strategies in which learners become aware of their learning process. Second, affective strategies included in certain activities regulated learners' emotions, motivation, and attitudes towards the test. Finally, activities based on social strategies promoted learning thought interaction (Oxford, 1990, p. 135). Lessons including consciousness-raising tasks which often characterize EAP classes "seeks to assist them to create, comprehend and reflect on the ways texts work as discourse rather than on their value as bearers of content information"

(Hyland, 2006, p. 43). In this sense, constructing the course with the above-stated language learning strategies is expected to meet the students' needs and explore further and go beyond the classroom.

G. The Role of the Learners

Regarding the role of the learners during the course, it was decided to follow student-centered teaching. Hutchinson and Waters (1987) claim that ESP "is an approach to language learning, which is based on learner need" (p. 19). Learning-centered teaching focuses on maximizing the learning process, where students can become motivated and committed throughout the course. In course design, the decisions around content and methodologies are directly aligned to the students' learning objectives and purposes (Hutchinson and Waters, 1987, p. 19). As Chovancová (2014) explains, the goal of ESP course design "is to create a learning environment that is dynamic and stimulating and maximally responsive to the future target situations in which students will find themselves" (p. 56). Therefore, an important aspect to bear in mind is that participants are expected to play an active role, and they also need to set their personal goals and put the necessary effort to achieve them. In this way, the instructor can function as a facilitator by deepening their understanding of the test and incorporating language learning strategies for students to apply them and take responsibility for their progress.

I. The Role of Assessment

The course's assessment components addressed a significant learning process when measuring students' performance. Weigle and Malone (2016) state that "an academic test seeks to simulate as much as possible an academic context; thus, it is crucial to ensure that the texts and test tasks in the assessment are academic in nature" (p. 609). In this sense, different assessment instruments were used during the course with the purpose of recording students' progress or review what was covered in each session to help students hone their English knowledge, reinforce language learning strategies, and become accustomed to the test

patterns. Table 1 shows the types of assessment and assigned percentages used during the implementation of the course.

Table 1

Assessment types and assigned percentages for the course

Evaluated Activities	Assigned percentage
Live Sessions	10%
Homework	30%
Progress Test	30%
Final Test	30%

As previously stated, the evaluated activities were chosen to support the course objectives' achievement. The description of each assessment type is described as follows:

Lives Sessions. The instructor assigned a 10% (1% each live session) to evaluate students' use of English, effective interaction, and active participation during the live sessions. This aspect also evaluated attendance; thus, students needed to provide a proper justification and catch up with the course contents missed.

Homework. For this aspect, students needed to complete four short assignments (7.5% each) asynchronously which were designed to review or reinforce aspects covered during the lessons. The instructor reminded students to complete the assignment on time and upload it to the space provided in each session,

Progress Test. This test evaluated the progress of the studied units in the middle of the course, specifically on Week 5. This first test was done asynchronously, and its objective was to "enable learners to demonstrate the progress they have made in a course" (Hyland, 2006, p. 99). This test was taken from The Heinemann ELT TOEFL preparation course textbook, and it was adapted in a virtual form. The instructor used Google Forms with different *Add-on* or electronic features to limit the attempts and the time students had to complete the test. With this test, students were able to determine their weaknesses and strengths in the TOEFL and be responsible for working on improvement areas.

Final Test. The students complete the final test at the end of the course during the last live session to evaluate their overall performance. This TOEFL-like test was taken from the Longman Preparation Course for the TOEFL Test textbook, and the progress test was adapted to be completed electronically. This test results allowed learners to determine their overall learning process and still work on the areas or sections of the tests they needed to improve when facing the actual TOEFL ITP test.

J. The Role of Technology

Due to the COVID-19 outbreak in the country, Carranza and Zamora (2020) explain that the Costa Rican "educational system experienced a dramatic change [transitioning] from face-to-face to remote learning through the use of technological resources and various platforms to continue with the educational process" (p. 163). In agreement with this and respecting the national and university health policies, it was decided to design and develop the course following a computer-mediated language teaching method. Hyland (2006) defines this practical method as "any form of teaching and learning in which computers learning are directly involved at both ends, such as e-mail, asynchronous discussion boards, synchronous group conferencing or pair chatting and video-conferencing" (p. 311).

As explained elsewhere, the instructor developed the course using Moodle which is "a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments" (Moodle, 2020, para. 1). This learning platform consisted of guided asynchronous work and served as a space to create live or synchronous sessions. Figures 1 and 2 show examples of how the layout and distribution of the platform.

Figure 1

Course platform image (Login page)
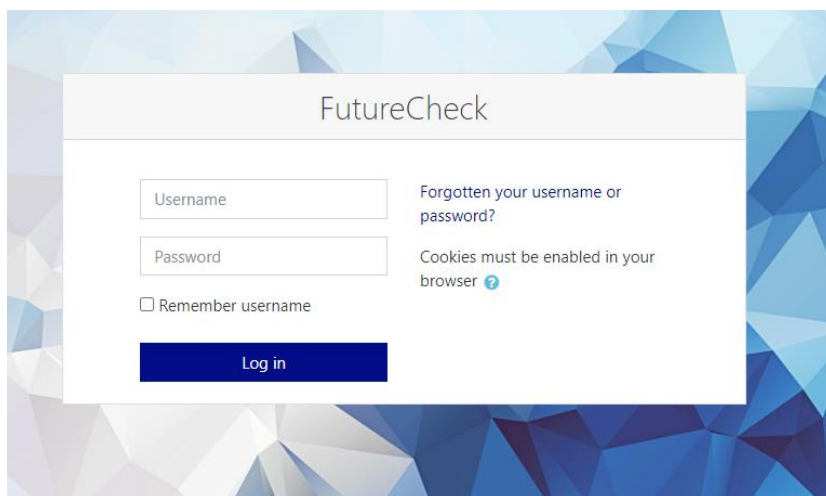
Figure 2

Course platform image (Example of Week 2)
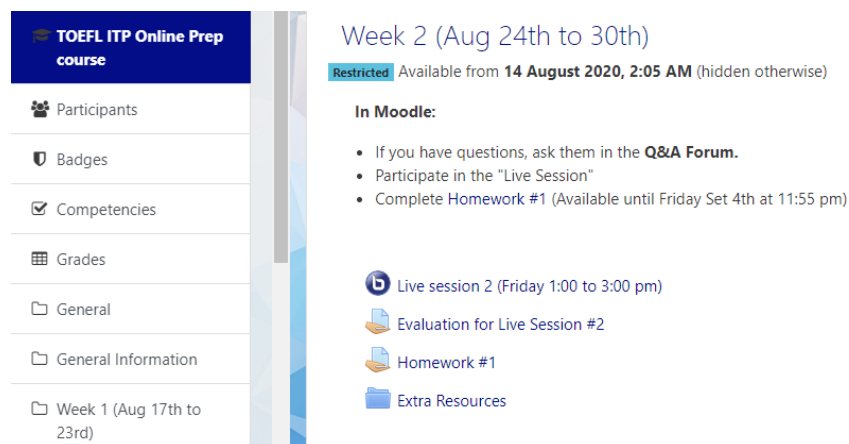
As shown, Figures 1 and 2 present the layout of the platform and the distribution used to guide students during the course. In the first week, students participated in an interactive forum to familiarize themselves with the platform and introduce themselves, including personal information, hobbies, and expectations for the course. In this platform, students could access all the information in one place, avoiding confusion or frustration. A question-and-answer forum, an announcements forum, assignments, a grade book, extra resources, and the live sessions links were some of the items included and posted based on the course calendar.

The second video conferencing application used was BigBlueButton (BBB). This is an open-source web conferencing system integrated into Moodle. The instructor used BBB to meet the students synchronously every week at the time agreed. By using this video conferencing tool, students could attend class in real-time, interact with their classmates in the main and break-out rooms, participate in the lesson using polls, a toolbar, shared notes, among other features. Since students were not familiar with these platforms, they attended an induction session and received video and written tutorials before starting the course (See Appendixes I and J). Finally, WhatsApp, the well-known messaging application, was used to communicate effectively and in a prompter way with the students. This application was mainly used to remind students of certain assignments or inform them about any technical or connectivity issues and provide instant troubleshooting if necessary.

Implementing a virtual methodology outfitted the practicum experience in a time of crisis to be feasible and practical for both the student-teacher and the participants. In the words of Muñoz-Luna and Taillefer (2018):

> ESP and technology seem to fit together perfectly. ESP courses follow a needs analysis that covers the needs of all educative agents involved (e.g., teachers, students and materials). In this regard, technology answers the digital needs of the aforementioned agents, bringing into ESP courses the necessary instruments for the achievement of digital competence. (pp. 1-2)

Under this idea, this virtual modality also addressed the students' needs since it fostered learner autonomy, accountability, critical thinking, interactive communication and cooperation among participants who had a leading role throughout the entire course. According to López-Ozieblo (2018) the use of technology in ESP contexts can develop autonomous and motivated students whose learning results can be impacted positively (p. 39). In sum, technology was an indispensable component during the practicum experience to tackle the students' needs since it positively contributed to the teaching-learning process.

Methodology

This section describes the research method, participants, instruments, and procedures used during the needs analysis, curriculum design, and course implementation. The most suitable research methodologies helped collect qualitative and quantitative information to address this research project's objectives.

A. Research Method

The current project follows a mixed-method approach to gain a deeper understanding of the established research objectives. According to Creswell (2003):

It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information. (pp. 18-20)

This project also followed three stages to address the course design subsequent processes, which Hutchinson and Waters (1987) identify as need analysis, language descriptors (syllabus), and theories of learning (methodology) (p. 22).

B. General Description of the Institution

This course was offered to a private bilingual educational institution. This institution, endorsed by MEP and with more than 20 years of experience, provides its services in preschool, primary and secondary schools. Its main campus is located in Santa Ana in San José, Costa Rica. This institution currently houses around 200 high school students per year and aims to prepare individuals committed to pursuing excellence to achieve meaningful contributions nationally and globally.

C. General Description of the Students

The participants of this project were six learners enrolled in eleventh grade in the mentioned private institution. Students take 13 English lessons a week divided into the

language four skills, seven lessons for speaking and listening, and six lessons for writing and reading. The learners' ages ranged between 16 and 18 years old.

D. Description of the Procedures and Instruments

The following instruments focused on the different stages of this project: Needs Analysis, course design, course delivery, and the evaluation of the overall experience. Each tool provided insights to respond to the posed research objectives; they were as follows:

1. Interview with the Stakeholders

The course design process started by getting to know the stakeholders, in this case, the principal and the coordinator of the private institution and the English teacher in charge of the group. The researchers administered a semi-structured interview that consisted of 5 questions created to understand the institution's requirements (See Appendix A). The communication with the principal was limited to e-mails. The coordinator and the English teacher agreed on a virtual interview. They provided valuable information about the course's expectations, students' needs, and the institutions' requirements based on MEP's new linguistic demands. Before the data collection process and the institution's approval, the participants and their parents received informed consents. They signed the form and agreed to take part in the practicum and research project (See Appendix B).

2. Questionnaire for Participants

This questionnaire included four sections to obtain information about the participants' personal and language background information, language skills' perceptions and learning styles, TOEFL experience, and course expectations (See Appendix C). The students received the online questionnaire via e-mail during a meeting with the academic coordinator, English teacher, and the six students who were going to take the course. In this meeting, the researcher provided a brief description of the practicum process and reminded the chosen students to fill in the questionnaire.

3. Diagnostic Test

Once the initial information was gathered, the selected participants received an e-mail to complete a diagnostic test. This test consisted of three sections; the same sections included in the actual TOEFL ITP test. The students completed the test asynchronously and the instructions sent requested students to complete the test in one week and stated that they had two hours to complete the three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Doing the test in this way could help the students arrange a convenient time and date to complete it. This online test was retrieved from Encomium.com, a renowned company that publishes and distributes English as a Second Language (ESL) resource for non-native English speakers. Encomium Publications offers TOEIC, TOEFL, IELTS, Business English, and Foreign Language electronic and physical products (Encomium.com, n.d).

The researcher revised the test thoroughly making sure it had the same format as the TOEFL ITP test. The Listening Comprehension section consisted of 50 questions divided into: Mini dialogues, Longer conversations, and Short talks. The Structure and Written Expression consisted of 40 questions, and it was divided into two subsections: Structure (15 items) and Written Expression (25 items). Finally, the Reading Comprehension section consisted of 50 questions which asked five reading passages (Mahnke & Duffy, 1996, p. 8). All the questions were multiple-choice items; therefore, it was only necessary to select or click on the questions' best answer choice.

4. Interview with Experts

Finally, a second semi-structured interview was administered to two experts in the ESP field (See Appendix D). The interviews took place virtually and at a convenient time for the experienced EAP instructors. The questions elicited information about their experience in the field, experience teaching for proficiency tests, instructor roles, methodologies, skills and

strategies instruction, materials, and activities. These two interviews helped the researcher gain insights to course design for language proficiency tests.

5. Evaluation of the ESP Experience

The following instruments gathered information based on the course design experience and its implementation to fulfill the needs of a group of EFL high school learners and the methodology used to evaluate the outcome and conclusions of the overall process.

5.1. Field Notebook

The first instrument for collecting reflective information about the course development was a field notebook (See Appendix E). This instrument collected self-perceptions for ten weeks after each live session, and these were based on four primary areas. The first one focused on teaching, including lesson planning, personalized carrier content, topics, activities/tasks, and course material. The second area focused on learning teaching skills, ups and downs as an ESP practitioner, feelings, and challenges. The third area addressed professional issues, school and company matters, discussions with a mentor teacher, and report on ROI. The final area dealt with class characteristics, class progress, and course objectives, class rapport, and ESP consulting. This field notebook provided valuable information which was used to reflect upon the teaching and learning strategies developed during the course delivery.

5.2. Placemat Consensus

The researcher employed a placemat consensus, a cooperative learning structure, to collect views and appraisals from an ESP classmate, EFL teacher, and course participants to assess the teaching practicum process. Kielven (2001) explains that this type of activity "is a form of collaborative learning that combines writing and dialogue to endure accountability and participation" (p. 6). Hence, two instruments were designed, precisely an observation checklist (See Appendix F) and a questionnaire (See Appendix G), to gather participants' perceptions of the instructor's performance and development of the course.

To do so, the researcher contacted and invited an ESP classmate and an EFL teacher to one of the live sessions to observe and provide insights, feedback, or recommendations. After this, the second instrument was sent via e-mail to the six students of the course to evaluate the instructor's overall performance and development. When the researcher gathered the three inputs, she read each comment, analyzed it, and reached a consensus of ideas from the feedback received. As Brown (2016) states, "any program needs to use strategies and tools to constantly monitor opinions and criticism from all important stakeholder groups while doing NA, but also during all the subsequent curriculum development stages" (p. 205). Based on this premise, the results obtained from this technique helped the researcher collect views and appraisals from different angles, which enhanced the teaching practicum practices and determine the course effectiveness.

5.3. Achievement Test

Using the instruments above to evaluate the instructor's performance and observe the development of the course, the researcher obtained objective results to prove the course effectiveness in preparing the students to attain their needs. However, these results need to be validated and confirmed depending on the qualitative data gathered from the students' test results at the end of the course. These results prevented any biased assumptions and concluded whether the course was useful or not. Hutchinson and Waters (1987) make clear that "evaluation of the learner reflects not just the learners' performance but to some extent the effectiveness or otherwise the course too" (p. 145). Therefore, this test evaluated the course design's effectiveness by analyzing and comparing the numeric results and participants' overall performance. The test consisted of three sections; the same sections present in the actual TOEFL ITP test, and students complete it during the course's final live session. This TOEFL-like test was taken from the Longman Preparation Course for the TOEFL Test textbook, and it was adapted to be completed electronically.

Results and Discussion

A. Interests of Primary Stakeholders

Based on the tools applied to the administrative stakeholders, it was possible to determine that the institution was willing to help the current eleventh-grade students with a preparation course. First, one of the institution's main interests was to meet MEP's linguistic policies since this type of proficiency test is a graduation requirement. Second, the institution explained that their former students scored around a B1 and did not achieve the expected score (B2 or higher) in the TOEFL ITP test. Third, it was expressed that the school's prestige as a bilingual private institution partly depends on the students' English linguistic performance. The English teacher specifically indicated that the reading section had the lowest scores based on the information shared. As a result, the researcher suggested to focus on the test's reading comprehension section for the course. However, the institution pointed out that they preferred a course that could involve the three sections of the test because it was highly important for them to provide their students with opportunities to reinforce the two other tested skills. At this point, the researcher had to adopt a democratic view of needs. Brown (2016) defines a democratic view as one of the needs viewpoints in NA which helps to agree with the stakeholders to address their wants, desires, expectations, requests, and motivations better (p. 13). From this perspective, the researcher also invited the institution to offer recommendations and to designate a convenient time and day for the participants' lessons.

Lastly, the stakeholders explained that the eleventh graders consisted of 15 students in total and were under pressure to complete extra-curricular activities such as the completion of college admission preparation courses. Hence, the stakeholders decided to select only six students who presented various linguistic difficulties and that according to them, those students may not achieve B1 or B2 in the test. On this basis, Richards (2001) explains that "decisions will therefore have to be made concerning which of the needs are critical, which are important, and which are merely desirable" (p. 66). Thus, during the course development, the researcher

respected the stakeholders' interests and suggestions to efficiently address and fulfill their needs. Once again, Brown (2016, p. 13) gives this piece of advice and claims that needs analyst and course designers should follow a democratic point of view.

B. Students' Language Educational Background

It was identified that the participants had experience learning the English language during their school years. A visualization of the number of years students have been learning English during their academic lives is presented below.

Figure 3

Years of English language study
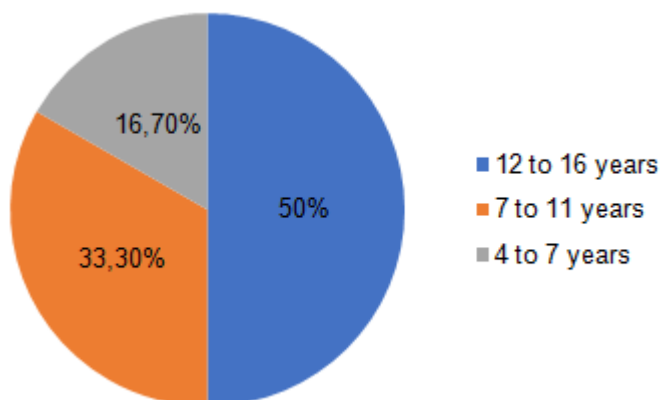
Figure 3 shows that 50% of students have been studying the target language for 12 to 16 years in total. 33,30% indicated that they have studied from 7 to 11 years and 16,70% from 4 to 7 years. These numbers match the students' perceptions of their language level since the most believe that they have a general strong linguistic level of their macro and micro-skills. Students had to grade macro-skills (speaking, writing, listening, and reading) and micro-skills (grammar and vocabulary) as very strong, strong, average, weak, and very weak. They graded speaking and writing as the strongest macro skills, grammar and reading as average, and listening and vocabulary as the weakest. Further, the researcher's notes on the field notebook justify the lowest number of years studying the language. In the live sessions, three students commented on coming from different backgrounds. Two of them said that they studied in public

institutions and one of them said that he recently moved to the country. The three students agreed that their prior language training was different or lower from the one offered in their current high school.

These factors were important in the course development since they presented difficulties understanding certain texts, audios, and activities. The instructor had to review or explain the activities and provide feedback in or after the sessions. This may be consisted with Hyland's (2006) work, which points out that "EAP is said to be just too hard for students with limited English proficiency" (p. 10) and that the discipline-specific language and learning tasks are difficult for them. However, the author explains that even though students may need support, EAP instructors should not ignore specific language at any stage (Hyland, 2006, p. 12). Nonetheless, further research on this issue is needed to inquire more about the reasons behind this.

C. Students' Needs

Regarding the participants' goals for studying English, 83% of the students indicated that they needed it to get a better score in the test (TOEIC, TOEFL, IELTS) and communicate with others. 66.7% of the students also stated that their goals were to achieve academic success or get a job. As explained by the institution, the students' paramount need was to prepare for the TOEFL ITP test because it was a graduation requirement and the students were not familiar with these types of proficiency tests. The students expressed that they needed to improve their English level and have better professional opportunities in the future; however, the students' priority was to fulfill the graduation requirement. Even so, three participants recalled the importance of studying English and commented on the following:

"Nowadays, you have more opportunities to get a job if you know some different languages and not only one. Also, the companies are looking for those who have that advantage." (Student A)

"It is important to communicate with other people if we need to study in an international

university." (Student C)

"It is necessary for work, also the satisfaction of knowing another language and having

the ability to communicate with other people." (Student D)

These comments agree with the information obtained in a research conducted by

Jiménez (2018, p. 84), who concluded that EFL students are conscious of the importance of

learning English and appreciate the process of being involved to succeed. Jiménez (2018)

argues that students who are aware of their learning process, needs, motivations, interests, and

autonomy are more likely to achieve better results (p. 84). Once again, since needs are "jointly

constructed between teachers and learners" (Hyland, 2006, p. 74) or in this case between

administrators and students, it was key to deem not only on the needs, but also the lacks and

wants to maintain the students involved during the process. From democratic and participatory

viewpoints (Brown 2016, Hyland 2006), students could participate and were responsible for their

learning process.

D. Students' Wants

Regarding the learner's wants, the participants graded the topics that interested them

the most. Knowing the students' wants in this regard helped the researcher identify what tasks

or exercises were more likely to be more interesting and useful during the practicum. The topics

were the same students could find in the TOEFL ITP. Figure 4 shows the results as follows.

Figure 4

Topics that interest students
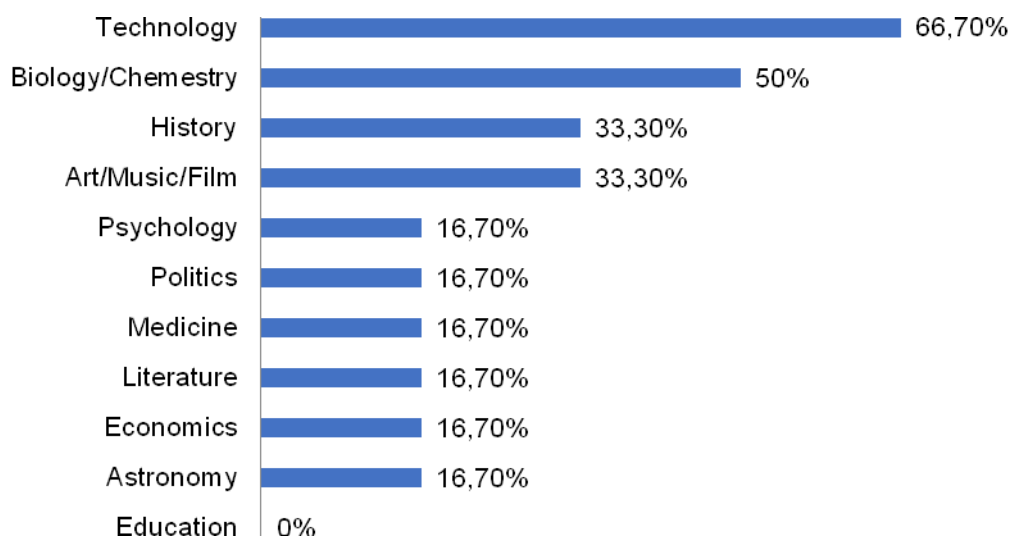
Based on the answers obtained, it can be determined that the learners preferred topics

such as technology (66.7%), biology, and chemistry (50%). These topics are present in the

TOEFL ITP test, which "uses academic and social content to evaluate the English-language

proficiency of non-native English speakers" (ETS, n.d). Regarding students' wants, Chovancová

(2014) explains that even though students may not have a clear path of what they require,

"course instructors should consider their needs and wants because they are crucial for

increasing the students' motivation" (p. 43). Consequently, it was important for the researcher to

know participants interests to reference the materials, tasks, or exercises to be selected in the

future course design and the practicum process.

Moreover, students were asked what they wanted or expected to learn in the course. 6

of them answered that they were hoping to learn listening comprehension strategies, 4 of them

preferred reading comprehension strategies, 3 grammar and 2 vocabulary learning strategies.

This result matches their perceptions about the listening skill, which they indicated to be their

weakest skill. In the same line, the students pointed out that they could invest around three

hours per week. They also described that the best way for them to prepare for a test was by taking courses, practicing, studying, and paying attention in class. In sum, these results showed that the respondents expected the course and teacher to help them improve their language skills, learn more about the TOEFL test, learn strategies to have a good grade in the test, have a friendly classroom, and a stress-free learning atmosphere as well as fun learning activities. These aspects are further explained and compared below, where students provided their perceptions of the overall process.

E. Students' Lacks

In this regard, it was possible to determine the students' lacks. As mentioned above, when asked about their performance in each macro and micro-skill, the participants stated that listening was their weakest skill. However, to identify students' linguistic strengths and weaknesses, a diagnostic test was administered. The results from the students' questionnaire (see Appendix C), along with the diagnostic test, helped assess the participants' proficiency level to be considered in the course design.

F. Diagnostic Test Results

The administered diagnostic test was useful to collect data about the participants' proficiency test and helped the researcher find a balance between the needs, lacks, and wants of the stakeholders. Table 2 shows the overall performance of the learners in the diagnostic test.

Table 2

Diagnostic test overall results

	TOEFL Conversion	**CERF**
Student A	446	A2
Student B	446	A2
Student C	426	A2
Student D	419	A2
Student E	507	B1
Student F	403	A2
Average	441	A2

As previously explained, the TOEFL ITP scores go on a scale of 300 to 677 points (Mahnke & Duffy, 1996, p. 9). The results show that students' average proficiency level was 441 points based on the TOEFL score or an A2 equivalent in the Common European Framework of Reference for Languages (CERF). According to the ETS website, the cut score for an A2 ranges from 337 to 459 points meaning students sometimes understand explicit information, understand main ideas and short oral exchanges, select the appropriate verb tense and choose between singular and plural nouns in simple contexts (ETS, n.d.). Also, it was noted that out of the six students, only one obtained a B1 (507).

In general, these scores confirm the coordinator and the English teacher's responses, in which they stated that the chosen six students might struggle to achieve a B1 or B2 level in the test. With this in mind, the researcher knew that the struggling students needed additional support and feedback. Therefore, this issue took more planning hours since the lessons needed to comply and address the different language levels. Considering this, it was also necessary to provide students with complementary material or feedback sessions. Hyland (2006, p. 10) cites that even though "weaker students are not ready for discipline-specific language and learning tasks," they still need preparatory classes, and instructors should provide more practice opportunities instead of ignoring any emerging difficulties.

1. Listening Comprehension Results

In this section of the test, the scores are reported on a scale of 20 to 68 points (Mahnke & Duffy, 1996). Listening was identified as a current academic need. Figure 5 shows the results in the listening section of the diagnostic test.

Figure 5

Diagnostic test overall listening comprehension results
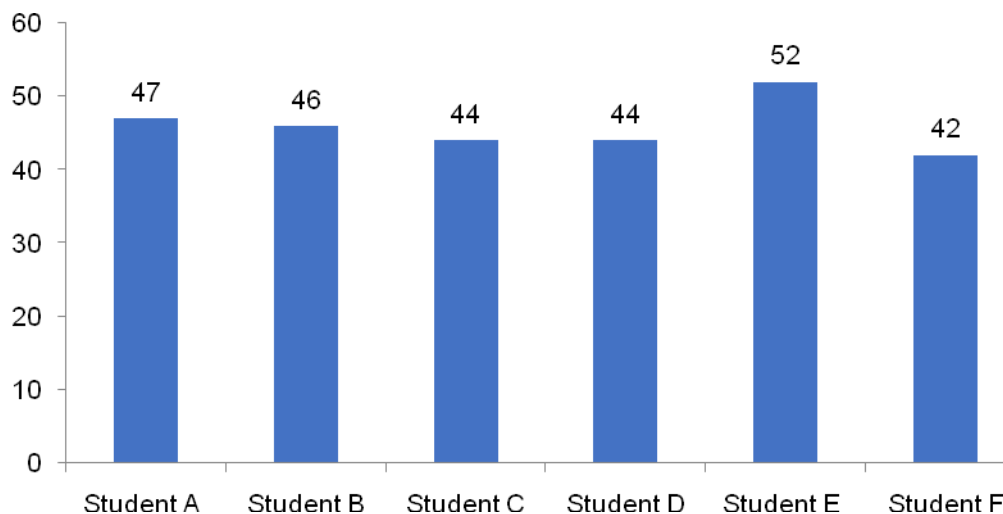
Based on the TOEFL ITP scores descriptors, the test-takers obtained from 42 to 52 points in this first section. The range for the listening section for an A2 goes from 38 to 46 points, and B1 goes from 47 to 53 points (ETS, 2014). Based on the test cut scores, four students obtained an A2, and two of the students got a B1. The average performance for the group was 45.83 or an A2. This means students required some preparation to get the required score since they were two points away from obtaining a B1 in the Listening Comprehension section.

In specific, Part A of this section demonstrated to be the most troublesome since students had problems with items, including homophones, synonyms, and idiomatic expressions. This data suggested that future course design and tasks should include enough listening practice to satisfy both the institution and participants' linguistic needs and wants. In study conducted by Matsuoka (2009), EFL students who took the TOEFL ITP test also presented difficulties understating Part A of the listening section. The author was able to the see a moderate improvement in the students' performance after using Oxford's (1990) strategy

training model which included the instruction of cognitive, metacognitive, affective, and social language learning strategies.

Likewise, in Rahmah's (2019) study, Part A and Part C were the most difficult sections. The study showed that in Part A, 100% of the students failed items with synonyms, 89% expressions of agreement, and 89% idioms. Other factors such as nervousness, lack of material, lack of vocabulary, boredom, tiredness, and time management highly affected the students' performance in this section of the test (Rahmah, 2019). Therefore and based on this data, the researcher opted to follow a course design and unit organization based on the problems students encountered and on the most commonly troublesome items in the test, specifically the ones present in Part A. Overall, by using the most relevant language learning strategies and skills, the researcher could train the participants to overcome and prevent any difficulties during the course and while undertaking the actual test. The students' course syllabus' content section shows the distribution of units, strategies, and skills chosen to address the students' needs during the practicum timeframe (see Appendix H).

2. Structure and Written Expression Results

The scores are also reported on a scale of 20 to 68 points in this second section (Mahnke & Duffy, 1996). Figure 6 shows obtained from the diagnostic test.

Figure 6

Diagnostic test overall structure and written expression results
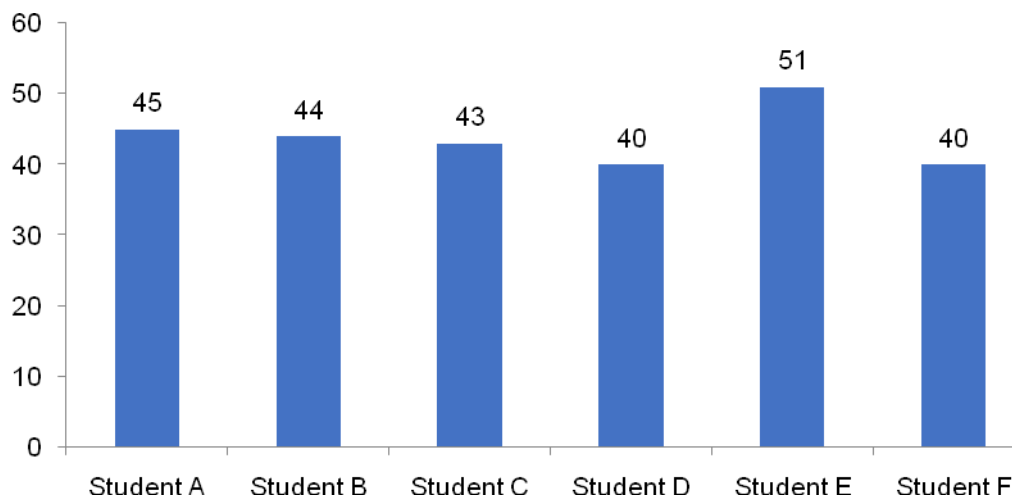
Structure and Written Expression sections were identified as current academic needs. Figure 6 illustrates that the test-takers obtained from 40 to 51 points in this second section. According to the TOEFL ITP scores descriptors, the range for this second section for an A2 goes from 32 to 42 points, and B1 goes from 43 to 52 points (ETS, 2014). In other words, two students obtained an, A2 and four of the students got a B1. In the Structure and Written Expression section, the average performance of the group was 43.83 points or a B1, meaning students may need less preparation to obtain the required score. This does not mean that grammar tasks were left aside; however, the data allowed a lighter emphasis in this area. In fact, in this section of the test, students struggled with noun structures, inversions, and subject-verb agreement; hence, these aspects were considered in the course design to support the young learners overcome them.

In connection with this, experts have found that EFL learners usually struggle with inversion, subject-verb agreements, adverb clause connectors, passive voice, and adjective clauses, among others in the TOEFL ITP test (Akmal, et al., 2020; Ananda, 2016; Atmojo,

2018). This experts' advice is to train students to pay attention to the most common topics EFL learners struggle with and to practice more on Part A. Akmal (2020), specifically, clarifies that besides more practice, some other factors such as grammar incompetence, insufficient vocabulary, time management, and low self-confidence can considerably test-takers' performance. Therefore, the researcher planned the course and the materials based on the diagnostic test results, experts' views, and Oxford's strategies. Considering that students got better scores in this second section, the researcher opted to focus more on listening and reading skills. Once again, the grammatical tasks were not left aside during the live sessions, but it allowed the instructor to assign more asynchronous work for this section of the test providing students with additional practice opportunities.

3. Reading Comprehension Results

In the third and last section of the test, the scores are reported on a scale of 20 to 67 points (Mahnke & Duffy, 1996). Figure 7 shows the results in this section of the diagnostic test.

Figure 7

Diagnostic test overall reading results
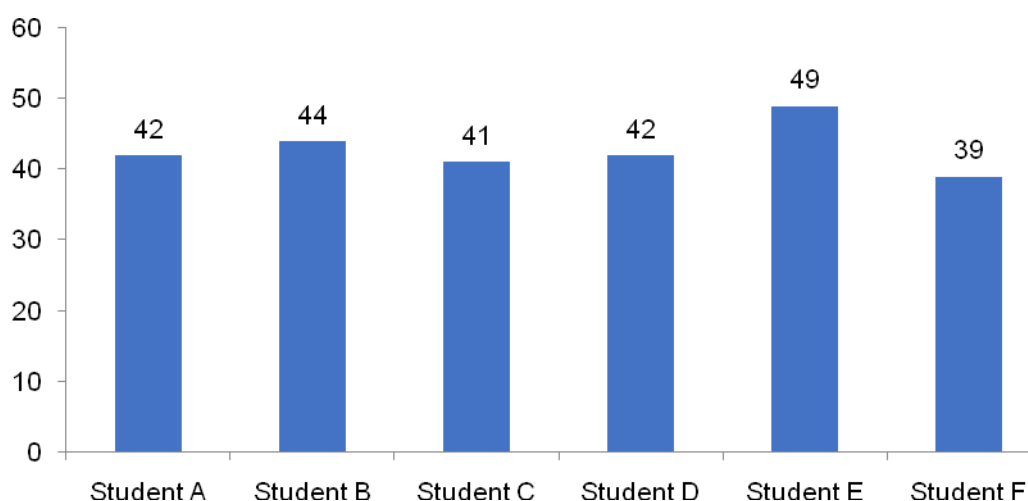
As well as the other skills, reading was identified as a current academic need. Figure 7 displays that the test-takers obtained from 39 to 49 points in this third section. Based on the

TOEFL ITP scores descriptors, the reading section range for an A2 goes from 31 to 47 points, and B1 goes from 48 to 55 points (ETS, 2014). As shown, five students obtained an A2, and only one of the students received a B1. In the reading section, the group's average performance was a 42.83 or an A2, meaning students may require much preparation to obtain the required score. Items requesting students to identify the main idea and topic of a passage, identify organizational patterns and purpose, recognize detailed information, and make inferences were some of the most difficult for them to score correctly.

Similar to the results obtained in Abboud and Hussein's (2011) study, in which EFL students perceived listening and reading as the most difficult sections in the TOEFL ITP test. Samad, Jannah, and Fitriani (2017) specify that the most frequent problems faced by EFL students are answering implied and stated detail questions, using context to understand words, and identifying the main idea. The experts' recommendations in this area are to provide complementary reading material, train students to skim, scan and guess, control reading time, and take preparation courses.

All the data collected was highly relevant for the course syllabus and material design. The findings helped the researcher clearly understand of the linguistic needs to focus on reading instruction strategies. However, the researcher was aware of the stakeholders' wants who indicated that they preferred a course based on the three sections of the test and not only on one. As Mahnke and Duffy (1996) argue, "TOEFL success depends on the review of the strong skills and strategies as well as on the strengthening of weak ones" (p. 15). And even though reading was one of the lowest skills tested, the researcher believed that a balance needed to be kept between the needs and wants of both the institution and participants.

Gillett (2011) supports that "the main objective of EAP courses is to teach the language, both general academic language and subject specific language as well as language related practices" (para. 9). Under this principle, the course syllabus was designed to respond to the needs, lacks, and wants of stakeholders, academic institutions, and EFL learners. Based on the

results gathered, it has been indicated that the administrators from the chosen institution pointed out that the expected score goes from a B1 to a B2. Thus, to meet this requirement, the preparation course was divided into five units to respond to the needs, lacks, and wants of stakeholders, academic institutions, and EFL learners. In ESP design, it is paramount to develop instructional blocks or sections to plan and organize the course's sequence and structure (Richards, 2001, p. 165). As the case of this course, units were chosen as the instructional blocks to make the learning process teachable and practical. Units are teaching blocks that are "normally longer than a single lesson but shorter than a module and is the commonest way of organizing courses and teaching materials. It is normally a group of lessons that is planned around a single instructional focus" (Richards, 2001, pp. 165-166).

Consistent with literature and based on the test format, the course's first unit helped students become familiar with the test format and patterns, importance, and scoring. The second, third, and fourth units enable students to acquire the necessary skills and strategies for the Listening Comprehension, Structure and Written Expression, and Reading Comprehension sections accordingly. The last unit focused on the test day and general aspects students need to know before, during, and after the test.

Besides, the course's objectives and contents followed a spiral sequence, a pattern generally used in ESP course designs (Anthony, 2018, p. 88). This was purposely established to address students' emergent needs. Doing this helped the researcher reinforce or adapt any strategies being taught in each unit since "this approach involves the recycling of items to ensure that learners have repeated opportunities to learn them" (Richards, 2001, p. 151). In the same line, Nation and Macalister (2010) state that the general principles for sequencing learning objectives and contents should be based on theoretical principles since skills and strategies should be covered progressively (as cited in Anthony, 2018, pp. 87-88). In this way, objectives were sequenced so that students could have repeated opportunities to process and monitor

their own progress. In sum, the results of the diagnostic test allowed deciding and determining which areas needed special concentration to achieve the course and stakeholders' goals.

G. Experts' Interview Results

From the semi-structured interview administered to the two experts in the ESP field, the researcher was able to gain valuable insights related to language proficiency test instruction (See Appendix D). The two experts agreed that the course needed to be designed based on the learners' needs. From their experience teaching these types of preparation courses, the experts argued that they were very challenging and demanding to teach since there is no much time available for *fun activities* as in General English (GE) courses. As a result, the teaching-learning process was thought to address an interactive, top-down, and bottom-up sequence in which learners try to convey meaning out of the texts from the different and innovative tasks (Ngabut, 2015, p. 25). For example, students were encouraged to use their knowledge of the genre to predict what will be in the text (top-down) and their understanding of affixation of words to convey meaning (bottom-up). Since both processes occur simultaneously, an interactive model was followed with the two-level interactions: reader and text, and cognitive strategies (identification and interpretation) (Ngabut, 2015, p. 26). In the same line, the activities were designed to lower students' affective filter since it was considered necessary to start from the easiest to complex tasks to reduce anxiety levels. In terms of language learning strategies, some of the language learning strategies present in the task were metacognitive, cognitive, and affective strategies which were modeled and practiced or explained so that learners moved from one activity to another by building up their linguistic awareness (Oxford, 1990, p. 20). These strategies allowed learners to predict, skim, make connections, understand information, underline and highlight, practice, group, guess, anticipate, ask questions, plan, among others.

The two interviewed experts also recommended to work directly on the skills and not to focus on the test content since it is very diverse. Besides, they supported that the skills needed to be taught cyclically, an aspect that agrees with Anthony (2018) and Richards' (2001)

suggestions on working with objectives' sequencing to provide students with more practice opportunities. Further, one of the experts explained that vocabulary was unnecessary to teach since it was time-consuming and ineffective; however, both mentioned the importance of providing additional resources to boost students' metacognitive strategies such as planning and self-monitoring. In connection with this, Abboud and Hussein (2011) point out that students need to "try to read a variety of topics concerning American history, culture, social sciences and natural sciences". The researchers then offer students additional and optional reading activities and posted them on the platform for students to have free access during the entire course.

Lastly, the experts recommended TOEFL preparation textbooks to work with and suggested using or adapting activities to provide similar scenarios students may encounter in the test. The books recommended were The Heinemann ELT TOEFL preparation course by M. Kathleen Mahnke and Carolyn B. Duffy and the Longman Preparation Course for the TOEFL Test by Deborah Phillips. The experts indicated that these books were complete and internationally known and reliable; they stated to use these books in their lessons since they give their students real-life questions that are sometimes hard to find in just one website.

Based on these recommendations, most of the material, activities, and tests were used or adapted from the two recognized TOEFL textbooks. However, according to Bocanegra-Valle (2010) the implementation of ESP materials "is a matter of trial and error" (p. 144); thus, it was understood that the materials needed to be evaluated, adapted, or complemented with other resources throughout the course. Hyland (2006) argues that materials need complementary tasks to be effective in preparing students academically. Specifically, the author cites that "standalone tasks, detached from materials, do not prepare students for the realities of academia where tasks are typically connected to written and aural materials" (Hyland, 2006, p. 580). For that reason, the researcher opted to use the chosen textbooks with complementary web-based resources to provide participants with real and similar scenarios encountered in the exam, raise awareness of the language, and offer more practice opportunities.

H. Evaluation of the ESP Experience Results

As noted by Hyland (2006), "behind every successful EAP course there is a continuous process of questioning and revision to check the original results, evaluate the effectiveness of the course and revise objectives" (p. 74). Therefore, three instruments, early described in this paper and employed to gather information based on the course design experience and its delivery are discussed below to evaluate the outcome of the overall process.

1. Field Notebook Reflections

This first instrument collected reflective information during the delivery of the course (See Appendix E). Hutchinson and Waters (1987) argue that "ESP teachers are all too often reluctant dwellers in a strange and uncharted land" (p. 157). For this reason, the researcher collected self-perceptions for ten weeks after each live session to reflect upon the teaching practices, strategies, and modifications that emerged during the learning experience. In the same vein, Hyland (2006) asserts that "personal reflection on teaching methods and our own beliefs and practices is a useful starting point in understanding and critically evaluating how we approach our classroom practices" (p. 293). Considering this, it was important to recall that the learned teaching practices were different from those followed in General English (GE). The preparation, sequencing, content, topics, activities, material, and other aspects, required extensive analysis and planning. EAP teachers usually lack control over specialist content or face several difficulties because they have to teach the subject matter without knowing little or nothing about it (Hutchinson & Waters, 1987; Hyland, 2006). As a test-taker of these types of standardized tests, the researcher had a certain notion of the test; however, this field's lack of experience resulted in a very challenging process.

All that has been mentioned so far, "the ESP teacher should not become a teacher of the subject matter, but rather an interest student of the subject matter" (Hutchinson & Waters, 1987, p. 163). Thus, the researcher followed and adopted this idea as a strategic plan throughout the delivery of the course; unexpectedly, the course contents helped the instructor address the

stakeholders' needs and, at the same time, gain plenty of knowledge. As the authors argue, "ESP teachers are surprised at how much knowledge of the subject matter they 'pick up' by teaching the materials or talking to students" (Hutchinson and Waters, 1987, p. 163). Moreover, EAP teachers should rely on the subject specialist since they do not have the language literacy to teach what is needed (Hyland, 2006, p. 11).

Accordingly, the researcher was able to work, study, and analyze different perspectives and concentrate more effectively on the participants' progress, course objectives, and class rapport. For example, during the course it was possible to implement learner-centered and entraining tasks and follow the participants' progress encouraging their learning motivation. This was reflected in the groups' punctuality, completion of assignments, and active participation throughout the course. The field notebook also reflected that most of the course participants were willing to commit and make an effort to meet their personal and academic demands. This result may be explained by the fact that meaningful tasks and a student-centered learning approach played an important role in designing and delivering the course in acquiring linguistic skills and learning strategies.

Finally, constant communication with the institution was key in the delivery of the course. For instance, reports with students' performances were sent in three occasions for them to follow up and compare the obtained results at beginning, middle, and at the end of the course. In summary, the field notebook helped the instructor to keep track of the practicum experience and by this the researcher was able to build up self-confidence facilitating the constant revision and improvement of the course objectives, contents, materials, and teaching practices to fulfill the students' needs.

2. Results from the Placemat Consensus

This cooperative learning structure collected views and appraisals from an ESP classmate, EFL teacher, and the participants of the course to assess the teaching practicum

process. The two instruments designed, specifically the observation checklist and the questionnaire, are explained below.

2.1 Peer: ESP classmate Observation

The first instrument was designed to obtain information and assess the instructor's performance during one of the live sessions (See Appendix F). To carry out this first observation, one ESP classmate was contacted to visit one of the sessions and complete the instrument designed. The ESP classmate observed the lesson and provided valuable insights based on what he observed. He commented on the clarity and defined stages during the class to accomplish the unit objectives. He also described an appropriate and well-established rapport among the students and teacher. He pointed out that this type of skill-based course allows teachers to use eclectic methods to meet EAP demands. He commented on the use of various strategies being modeled and practiced. The use of the platform as a means to enhance learning was also pointed out. Finally, he explained that the type of teaching approach being used may not be the best; he explained, "In my opinion, because the course is based upon development of specific linguistic skills, the type of teaching approach may not be the best." In other words, he considered that the course is based upon the development of specific linguistic skills. Thus the use of the Task-based Approach can be swapped for a skill-based method. He mentioned that EAP courses are challenging to teach, especially in the context of this course.

Similarly, the researcher considered using of a skill-based approach instead of a task-based approach during the initial stages of the course design. However, considering experts' views and considerable literature review, the Task-based Approach was decided to be used due to its effectiveness in the ESP field. According to Turmer (2005), the TOEFL test's academic nature is hard to approach, and little literature has been written on how to teach or prepare test-takers for the TOEFL appropriately (p. 74). In her own words, "the task-based syllabus may be useful as a tool for the teacher to motivate students to work together in groups and develop strategies to tackle this challenging exam" (Turmer, 2005, p. 74). Thus, this approach and

planned tasks provided students with similar test approximations and boosted metacognitive, cognitive, compensation, affective, and social strategies.

2.2 Peer: EFL teacher Observation

For the second observation, an EFL teacher, who was also one of the stakeholders, was invited to observe one session. In the instrument, he mentioned that the course content was itemized to support students' understanding. He pointed out a good organization of activities and students' interest during the lesson. Also, the observer highlighted aspects such as feedback, students' interaction and participation, interactive activities to engage students during the lesson, as well as the use of the platforms and extra resources to promote students' participation and independent learning.

Lastly, he indicated that he has been receiving texts from the students expressing their opinions on the course. He also commented on the instructor's updates, which helped the institution track the students' progress. His satisfaction towards the course was evident since he expressed the following: "we feel very grateful to have her as a student-teacher and we are glad to have this opportunity to prepare our students." Finally, the EFL teacher indicated not to be an expert in the ESP field, but he argued to observe a significant difference from GE lessons.

2.3 Participants' Perceptions

The course participants filled in a digital questionnaire to gather their perceptions of both the instructor and course (See Appendix G). The first section rated on a scale from 1 (Never) to 5 (Always) the instructor's performance during the course development. The statements or criteria used covered aspects such as class organization, activities design, mastery of contents, students' interaction. Figure 8 shows the results of the first section.

Figure 8

Participants' perceptions of the instructor's performance
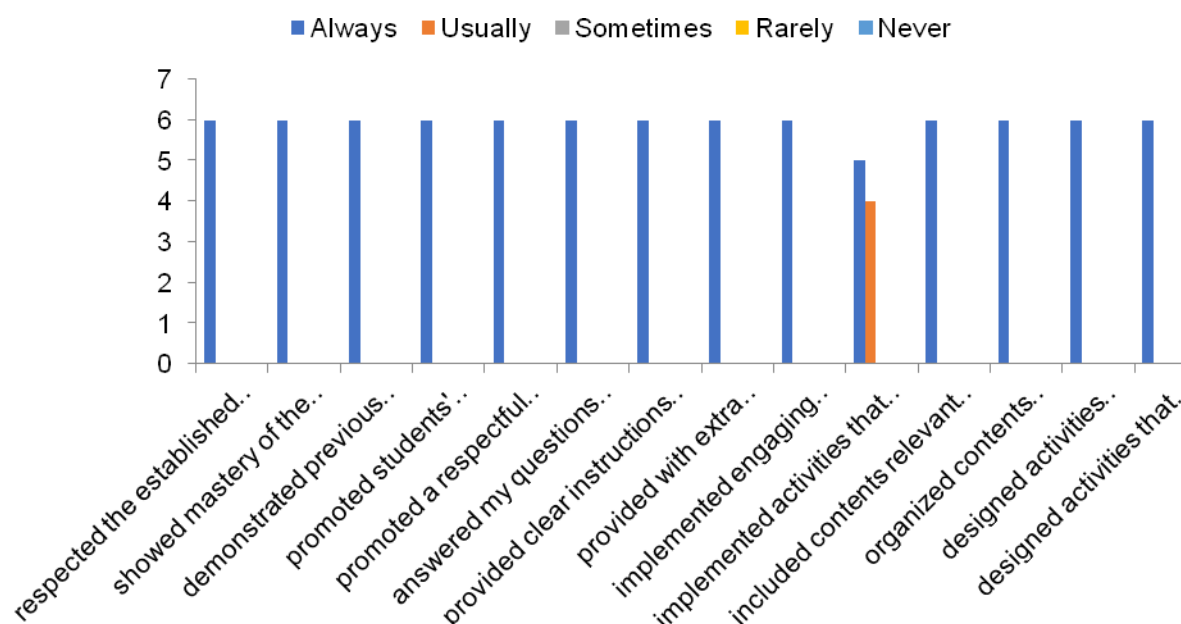
Figure 8 shows that all the students rated the given statements from 4 (usually) to 5 (always). The six students indicated that the instructor respected the established schedule, showed a mastery of the topics, demonstrated previous planning to develop each live session, promoted students' interaction, fostered a respectful environment, answered questions, provided clear instructions, provided extra resources or activities to facilitate their learning process, implemented activities that helped them during their learning process, included contents relevant to achieve the goal the course, organized contents effectively to achieve the goal the course, designed activities appropriate for their language level, and designed activities that mirror scenarios they will encounter in the test. In the statement related to the implementation of engaging activities, one student out of six marked 4 (usually), the rest of the students marked 5 (always). In the same way, in a study done by Masfufah (2018), the majority of the college students reported to be satisfied with the TOEFL preparation course and their

teachers' support. However, those students complained about their teacher's punctuality, class duration, lack of cooperative activities, and homework.

In contrast, in the instrument's final section, the participants needed to consider the statements above and choose two aspects to comment on the instructor's performance. The respondents confirmed and indicated that the teacher always respected the schedule, understood technical issues, promoted students' interaction, provided a space for questions, implemented interesting activities, clarified doubts when need, simplified contents, and promoted independent learning. Some students' comments were as follows:

"The teacher always respects the schedule, and she even tells us that if we need break before, we just have to let her know. She understands when someone is having internet problems. She promotes students' interaction in the live session; she is always telling us to ask whatever we want. I really enjoy the class and I definitely will get a good grade in the TOEFL" (Student A)

"She [the instructor] designed interesting activities to improve our knowledge, for example games, I loved it! Always answered our questions really good, we never had a problem" (Student B)

"I think, is an excellent teacher, she explain us very clear and explain very interactive and it makes it better. Also, everything that she explain us is very conplete and explains in a very simple way" (Student C)

The students' comments reflected on the positive environment during the course development. These results suggested that the decision-making processes were important and significant to meet stakeholders' needs, lacks, and wants. Overall, these results indicated that the teaching practices, activity and material design, interaction, participation, mastery of contents, learning objectives, strategies, among other aspects, were met and were appealing to the participants. Specifically, in the case of tasks, Richards and Rodgers (2001) cite that "activities in which language is used for carrying out meaningful tasks promote learning" (p.

223). Thus, the researcher was always looking for engaging and interactive activities (see, for example, Appendix M), but most important EAP-focused and student-centered tasks to break down their learning process into manageable parts and to compile the appropriate material to meet their needs and make learning meaningful.

Overall, based on the outside observers' and participants' views, it was also interesting to note that the work done was clearly spotted by them and this to some extent confirmed the course's effectiveness and how the researcher's work helped students accomplish the course objectives. The observations and questionnaire results showed that they were satisfied with what was done during the course. These findings, while preliminary, suggest the effectiveness of the course design and its implementation. Using these two instruments designed to evaluate the instructor's performance and observe the development of the lessons, the researcher was able to obtain objective results that to a certain extent prove the course's effectiveness in preparing the students to attain their needs. Hutchinson and Waters (1987) make clear that "evaluation of the learner reflects not just the learners' performance but to some extent the effectiveness or otherwise the course too" (p. 145). Nevertheless, the results obtained could be validated and confirmed depending on the qualitative data gathered from the students' test results at the end of the course to avoid biased assumptions and conclude whether the course was effective. The results obtained from this placemat consensus technique helped the researcher collect views and appraisals from different angles enhancing the teaching practicum practices and the research project.

3. Achievement Test Results

The achievement test, applied on the last session, was useful for collecting data about the participants' proficiency. It also helped assess whether the students' linguistic needs were fulfilled or not after the course implementation. Table 3 shows the overall performance of the learners' in the final test.

Table 3

Final test overall results

	Listening	Grammar	Reading	TOEFL Conversion	CERF
Student A	54	45	50	496.6	B1
Student B	60	51	52	543.3	B2
Student C	54	44	45	476.6	B1
Student D	49	44	42	450	A2
Student E	63	62	49	580	B2
Student F	49	46	43	460	B1
Average	54.83	48.66	46.83	501	B1

Table 3 indicates that the final test's average score was 501 points based on the TOEFL score or a B1 equivalent in the CERF. The cut score for a B1 ranges from 460 to 542 points in which students "can understand clearly reinforced implications and common language functions in short dialogues containing high-frequency vocabulary and common idiomatic expressions." Students can also "understand simple process descriptions and narration in written texts containing high-frequency vocabulary," "recognize appropriate uses of verbs in common tenses -including passive forms-as well as common linking verbs and expletives such as 'there is,'" and finally they can "recognize the correct structure of a sentence or clause and the appropriate use of infinitives, gerunds and *that* clauses" (ETS, n.d.). These statements match with certain difficulties students presented in the diagnostic test and throughout the course. For example, this means that the majority of students were able to acquire certain strategies and skills taught in the course and apply them while taking test to mark the correct option.

Specifically, two students obtained a B2, three a B1, and one scored an A2. The results show that in the Listening Comprehension section students obtained 54.83 points or a B2 level indicating to be the section with the highest score. In the second place, the grammar section (Structure and Written Expression) with a 48.66 (B1), and lastly the Reading Comprehension section with a 46.83 (A2).

In comparison with the diagnostic test, in the listening section, the group's average performance was 45.83 or an A2; conversely, in the final test, it obtained 54.83 points or a B2. This shows an improvement of 9 points meaning students went two levels above according to CEFR from an A2 to a B2 level in this section.

In the grammar section (Structure and Written Expression), participants obtained 43.83 points or a B1 in the diagnostic test, but in the final achievement test they obtained 48.66 or a B1. This represents an increase of 4.83 points meaning students stayed in the same level B1. According to the TOEFL ITP scores descriptors, this section's range for an A2 goes from 32 to 42 points and B1 goes from 43 to 52 points (ETS, 2014). This means students after the course implementation were close to obtaining an A2 level only 1.83 away from it. Even though the improvement was not as evident as the one in the listening section, most of the students moved almost to the middle range of the B1 level.

In the reading section, initially students obtained 42.83 points or an A2, but in the final achievement test obtained 46.83 points or an A2. This demonstrates an improvement of 4 points in total. Based on TOEFL ITP scores descriptors, the reading section range for an A2 goes from 31 to 47 points and B1 goes from 48 to 55 points (ETS, 2014). In other words, it is shown that after the implementation of the course students were 1.17 away from moving to a B1 level.

These numbers reflect the course development and students' commitment. For example, the last unit, concerning the Reading section, was tough to teach, and even though the researcher tried to improve on this area with more planning and material development, the numbers confirm that the students probably needed additional time, support, or different tasks to obtain better scores. Hamp-Lyons (2011) claims that EAP teachers should take pride in their knowledge in language teaching, students' needs responsiveness, and pedagogical management. However, the lack of experience in the field and as an ESP instructor could have affected the participants' performance. Additionally, even though most students seemed

committed throughout the course, on a few occasions two students were absent, others presented connectivity issues, and others did not complete the asynchronous work. As in Jiménez's (2018) study, EFL students "evidenced their drawbacks regarding their level of involvement, commitment, and interest during the process" which in the end it is a key descriptor of success. In this study, few participants claimed not to have the enough time to meet with the course and high school's demands. Some of them also stated that they value the importance of the course; however, they would have preferred to take the course after their final high school test. All of these factors are indicators that, to a certain degree, affected the students' performance in the final test.

Table 4 compares the results obtained from the diagnostic test and the final achievement test to better understand the data collected in this final stage.

Table 4

Comparison between the diagnostic test and the final achievement test

	Diagnostic Test		Final Test	
Student A	446	A2	496.6	B1
Student B	446	A2	543.3	B2
Student C	426	A2	476.6	B1
Student D	419	A2	450	A2
Student E	507	B1	580	B2
Student F	403	A2	460	B1
Average	441	A2	501	B1

As shown from the table above, students' linguistic average proficiency moved from 441 points or A2 to a 501 or a B1. In specific, students A, C and F went from an A2 to a B1. Student B from A2 to a B2, student E from a B1 to B2, and student D stayed in the same level A2. Even though this last student stayed in the same band, the results show an improvement of 31 points. Based on the TOEFL score, after the preparation course implementation the participants in average moved 60 points in total.

The quantitative results obtained were validated and confirmed based on the numbers gathered from the students' test results at the end of the course. This avoided biased

assumptions and indicated a significant improvement after the implementation of the proposed course. During this research project, the instruments used also helped evaluate the effectiveness of the course design and its implementation by analyzing and comparing quantitative and qualitative data. The findings of this research are also in line with the results reported by Abboud and Hussein (2011), who describe that EFL students face several difficulties while completing the TOEFL ITP test and that those issues are responsible for making them fail or pass this test. Thus, preparation courses are highly important since they allow students to experience real scenarios and become aware of their linguistic strengths and weaknesses (Abboud & Hussein, 2011). Likewise, in Sudrajat and Astuti's (2018) study, TOEFL test-takers believed that joining a preparation online course increase motivation, confidence, and understanding of the target language. These test-takers agreed that a "TOEFL preparation online course is useful to support their learning … and it can create a good learning environment" (p. 281). To sum up, it can be asserted that the TOEFL ITP Online Prep course offered to the chosen population was useful based on the positive numbers and perceptions obtained from the instruments

.

Conclusion

As stated throughout this paper, this research study indented to evaluate the development of a TOEFL ITP online preparation course by reflecting upon the experience of the needs analysis, course design, course implementation, and course assessment to fulfill the needs of EFL eleventh-grade students when addressing MEP's English language requirements. Based on the data gathered, the study concluded that the participants after implementing of the proposed course, obtained cost-effective results since most of them were able to acquire the skills and strategies needed to take the TOEFL ITP test to a considerable extent. An important point to bear in mind is that NA was a key element during the course design and its delivery. As a needs analyst and course developer, the researcher helped the participants reach a significant improvement in their proficiency levels and scores by designing a learner-centered syllabus and considering the requirements of the institution, observations from experts or colleagues, and self-reflections during the practicum, a finding consistent with that obtained by Chovancová (2014).

At this point, another influential aspect in the results was how the researcher designed and implemented the course and the influence of decision-making processes that, along with the NA helped establish the course objectives, methodology, and evaluation based on the needs, lacks, and wants from both the participants and administrators. In this sense, ESP foundations on curriculum development directed the significant results considering and respecting all the stakeholders' requirements and necessities. From a democratic and participatory view, it was possible to set negotiations between them at the outset of the course, which according to Brown (2016), a defensible curriculum depends on what the stakeholders think, at the early stages, about the learning and teaching process (p.14). As Richards (2001) claims course planning and syllabus design processes can evolve simultaneously and for that reason "many aspects of a course are subject to ongoing revision each time the course is

taught" (p. 145). Therefore, based on the findings, the researcher believed certain improvements should be made considering the theoretical and practical aspects the process.

Recommendations

It is important to address the focus on the recommendations identified in the research conducted. First, it is recommended that the decision-making processes followed during the course development and delivery should be polished in future implementations to support students' acquisition of more language learning strategies and skills, specifically the ones related to the reading section of the test, to not only achieve a higher score in the TOEFL ITP, but also to work harder on all the linguistic skill equally.

During the course delivery, it is important to recall that the course instructor was able to keep a balance of the stakeholders' needs and gain plenty of knowledge throughout the entire practicum process. Therefore, it is also recommended for new ESP practitioners to adopt a positive attitude towards the field and be a committed student of the subject matter; this idea is consistent with Hutchinson and Waters' (1987) suggestions. The authors also recommend that ESP teacher training should also deter practitioners' fears and hostility towards the diverse fields in ESP (p. 163). ESP instructors do not need to be experts in the field they will be facing, but rather be aware of what they can do to help their students achieve their goals.

Referring to the last aspect, the course delivery evaluation was highlight beneficial to reflect upon the teaching practices encounter during the practicum process. Hutchinson and Waters (1987) assert that ESP learners and stakeholders "are investors in the ESP course;" in essence, they expect "to see a return on their investment of time/or money" (p. 144). As demonstrated in the different instruments administered in this study, the participants and stakeholders' comments were positive towards instructor's performance and the course itself. Still, it is the course developer's responsability to work on the areas of improvement of the course and be aware of the course weaknesses, strengths, threats, and opportunities.

Overall, the researcher strongly recommends further research in the field of standardized testing to cover the national research gap and encourages additional exploration of this study area with a wider scope to demonstrate the further usefulness and practicability of the course implementation and delivery. This is important, considering the fast-growing number of Costa Rican students who need to comply with the government and MEP's new linguistic demands.

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Appendix A

Interview with the stakeholders

1. Why do you need a preparation course?

2. Why do the students need to take this test?

3. What are some of the major difficulties' students have?

4. What is the language level of the students?

5. What do you need or desire to have in the course?

6. What are your expectations for the course?

Appendix B

Informed consent forms (Online version)

Informed consent for Parents:

FÓRMULA DE CONSENTIMIENTO INFORMADO

Estimado(a) encargado(a) de familia, mi nombre es Geraldine Zamora, soy estudiante de la Universidad Nacional y actualmente estoy realizando la práctica profesional para concluir con el grado de Maestría en Lingüística Aplicada con énfasis en Inglés con Fines Específicos. Para este fin, se impartirá un curso en línea preparatorio para el TOEFL ITP. Si están de acuerdo con la participación de su hijo(a) en el curso, se les solicita leer y completar la siguiente información:

A.   PROPÓSITO DEL PROYECTO: Esta práctica profesional y estudio será llevado a cabo por Geraldine Zamora Sánchez estudiante practicante de la Universidad Nacional, quién tiene como propósito principal aplicar un curso de preparación para TOEFL ITP. Este proyecto tomará alrededor de dos meses para implementar el curso diseñado y obtener la información académica de los y las estudiantes participantes.

B.   ¿QUÉ SE HARÁ?: Él o la estudiante tendrán que asistir y cumplir con el horario de clases acordado con la administración de la institución, cumplir con tareas/exámenes de prueba de forma sincrónica y asincrónica, interactuar en inglés durante las sesiones en vivo, así

Available on: https://forms.gle/7CwAUNgbQCxwzbYR6

Informed consent for Participants:

FORMULARIO PARA EL ASENTIMIENTO INFORMADO

Hola, mi nombre es Geraldine Zamora, soy estudiante de la Universidad Nacional y actualmente estoy realizando la práctica profesional para concluir con el grado de Maestría en Lingüística Aplicada con énfasis en Inglés con Fines Específicos. Si quisieras participar en el curso, lee y completa la siguiente información:

A.   Te informó que impartiré un curso en línea preparatorio para el TOEFL ITP. Este proyecto tomará alrededor de dos meses.

B.   Tendrás que asistir y cumplir con el horario de clases acordado con la administración de la institución, cumplir con tareas/exámenes de prueba, interactuar en inglés durante las sesiones en vivo, así como completar instrumentos para diagnosticar y/o comprobar sus necesidades, dificultades y/o preferencias de aprendizaje durante el curso de preparación

Available on: https://forms.gle/yF5JdQao1cDcmitA6

Note. The informed consents were written in the parents and students' native language to avoid any confusion and for them to be fully informed of the course development. The two online forms start with the researchers' introduction and objective of the project. Later, the recipients find study's terms and conditions and a space to sing the inform consent voluntarily.

Appendix C
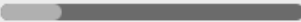
Questionnaire for students (Online version)

Available on: https://forms.gle/6ZUoT74nkLG9eQi88

Appendix D

Interview with expert

1. What are some of the most common strategies you use to teach for language proficiency

   tests?

2. What type of activities or tasks do you plan?

3. For how long have been teaching these types of courses?

4. Have you prepared students for the TOEFL ITP test?

5. How do teach the strategies or the skills present in the test?

6. What type of materials do you use in class?

Appendix E

Field Notebook

Date: _____   Live session #__
Time: _____

Focus areas	Comments and observations	Reflection: good teaching practices and opportunities to improve
Focus on teaching: preparation, sequencing, personalized carrier content, topics, activities/tasks, course material, etc.		
Focus on self: learning teaching skills, ups and downs as an ESP practitioner, feelings, challenges		
Focus on professional issues: institution, school or company matters, discussion with mentor teacher, report on ROI etc.		
Focus on participants or clients: class characteristics, class progress, achievement of course objectives, class rapport, ESP consulting, etc.		

Appendix F

Observation Checklist (ESP Peer/EFL Teacher)

Note: The purpose of the following instrument is to obtain information in order to measure the performance of the instructor of the course during one of the live sessions.
Please, check the option that you consider appropriate and write any comment when necessary.

Instructor: Geraldine Zamora S.   **Number of Students:** _____
Observer: _____   **Date:** _____

Criteria The instructor:	Yes	No	N/A	Comments
Subject Content (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)				
Organization (organizes subject matter; evidence preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)				
Rapport (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)				
Teaching Methods (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)				
Presentation (establishes online course conducive to learning; uses a clear voice, strong projection, proper enunciation, and standard English)				
Management (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management, assists students)				

Adapted from https://rb.gy/190kb2

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

Appendix G

Instructor Performance Assessment Form (Students)

Note: The purpose of this instrument is to obtain information to measure the performance of the instructor teaching the course. Feedback will be highly appreciated.

A. Below you will find a list of aspects related to your instructor's performance during the development of the preparation course. On a scale from 1 (Never) to 5 (Always), rate the following criteria. Select the option that best describes each statement.

My instructor has:	1 (Never)	2 (Rarely)	3 (Some times)	4 (Usually)	5 (Always)
respected the established schedule of the live sessions.					
showed mastery of the topics during the live sessions.					
demonstrated previous planning to develop each live session.					
promoted students' interaction during the live sessions.					
promoted a respectful environment during the course.					
answered my questions during the live session.					
provided clear instructions in each live session.					
provided with extra resources or activities to facilitate my learning process.					
implemented engaging activities in the live session.					
implemented activities that helped me during my learning process.					
included contents relevant to achieve the goal the course.					
organized contents effectively to achieve the goal the course.					
designed activities appropriate for my language level.					
designed activities that mirror scenarios I will encounter in the test.					

B. Considering the statements above, please choose at least two aspects to comment on your instructor's performance during the course. Explain and provide details. Feel free to include any other comment you think would be important to improve.

_____
_____
_____
_____

Online version: https://forms.gle/BJix3qpmzhNZsYcF8

Appendix H

Students' Course Syllabus

Universidad Nacional
Campus Omar Dengo
Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje
Maestría Profesional en Lingüística Aplicada
Con Énfasis en la Enseñanza del Inglés con Fines Específicos

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MPLA
MAESTRÍA PROFESIONAL
EN LINGÜÍSTICA APLICADA

Course Name:	TOEFL ITP Online Prep Course
Language Level:	Intermediate to Upper- intermediate (MCE B2)
Modality:	Virtual
Length:	10 weeks (3 hours per week) 2:00 synchronously and 1:00 asynchronously)
Location:	Online video course – BigBlueButton
Schedule:	Fridays (Live sessions: From 1:00 to 3:00 p.m.)
Office Hours:	Fridays (From 4:00 to 5:00 p.m.)
Year:	2020
Instructor:	Geraldine Zamora Sánchez
E-mail:	profzamoras@gmail.com

COURSE DESCRIPTION
This online preparation course is designed to help students feel confident and well-prepared for the Test of English as a Foreign Language Institutional Testing Program (TOEFL ITP). The students will develop and practice the language learning strategies needed to address each skill present in the test. During the ten-week course, students will be exposed to the format and patterns of the exam to become familiar with the Listening Comprehension, Structure and Written Expression, and Reading Comprehension sections. This course will also follow a student-centered approach in which the instructor will function as a facilitator and will provide immediate feedback during the live activities. This course will provide learners with TOEFL test practice to gain further mastery of what they will learn. Students will be able to apply and strengthen the language learning strategies needed to meet the academic requirements (B1-B2, CEFR) of the institution.

GENERAL OBJECTIVES
By the end of the course, students will be able to:
- acquire the necessary language learning strategies to answer each section of the TOEFL ITP appropriately to increase the probability of obtaining the expected required score to graduate (B1-B2, CEFR).

SPECIFIC OBJECTIVES
By the end of the course, students will be able to:
- demonstrate a global comprehension of the course and the TOEFL ITP.
- acquire language learning strategies (cognitive, memory, and compensation) to answer the Listening Comprehension section of the test accurately.

- acquire language learning strategies (cognitive and memory) needed to answer the two question types present in the Structure and Written Expression section of TOEFL ITP the test accurately.
- acquire language learning strategies (cognitive and metacognitive) needed to answer the two question types present in the Reading Comprehension section of TOEFL ITP the test accurately.
- By the end of the unit, students will be able to apply the language learning strategies studied during the course needed to face the actual TOEFL ITP test.

CONTENTS

Units	Topics
Unit 1: Introduction to the TOEFL ITP test	- What is TOEFL ITP? - Why is the test important? - Test format and structure - Content and settings - General strategies
Unit 2: *Listening Comprehension Review*	- Understanding the format of each section (Part A: Short Conversations, Part B: Longer Conversations, Part C: Mini-talks) - Guessing, anticipating, and predicting the question - Practicing and discriminating sounds (sound-alike words and/phrases) - Identifying idiomatic vs. literal expressions - Recognizing Synonyms - Understanding dialogs - Using the context
Unit 3: *Structure and Written Expression Review*	- Practicing with subjects, objects, and completements - Practicing inversions - Checking Subject-Verb Agreement (Expressions of quantity, Inverted Verbs, Singular Words) - Recognizing plurality in subjects and verbs
Unit 4: *Reading Comprehension Review*	- Identifying the main topic - Recognizing distractors in paragraphs - Recognizing distractors in multi-paragraphs - Answering factual information questions - Eliminating incorrect answer choices - Skimming and Scanning - Finding and Restating Detail Answers - Understanding rhetorical, purpose and organizational patterns
Unit 5: Test day and beyond	- Application of studied skills and strategies - Strategies to lower anxiety - Recommendations to prepare for the testing experience (before and during) - Understanding my scores

SYSTEM REQUIREMENTS

For this online course, students are required to:

- Have access to a computer/laptop with a webcam, microphone and/or speakers. Minimum recommended computer and internet configurations for online courses can be found here.
- Install the latest Java update (install here).
- Install the latest Adobe Reader and Adobe Flash Player update (install here).
- Use the updated version of your web-browser (Recommended browsers: Mozilla Firefox and Chrome).
- Configure your web-browser to allow pop-up windows (allow here).

METHODOLOGY

The preparation course will be taught online by using the video conferencing platform BigBlueButton. Each session will focus on building up the learners' discourse understandings (natural language process) by promoting consciousness-raising, scaffolding, and collaboration among participants. The course will follow a task-based approach which will emphasize language skills and language learning strategies sequenced by importance or timing of need. Students will play an active role in the learning process and must participate in each of the virtual learning experiences. The instructor will function as a facilitator by helping learners deepen their understanding of the test by maximizing the interactivity in the lesson, presenting the skills and cognitive, metacognitive, affective, and social strategies and materials based on the test-takers needs, lacks, and wants. At this level, the instructor will be able to identify and analyze academic genres, functional, and rhetorical features of academic texts found in standardized tests and train learners to do the same. A computer-mediated language teaching methodology will also foster autonomy, critical thinking, as well as cooperation among students who are expected to have a leading role during the live sessions. Individual and group feedback will also address a significant learning practice when assessing students' performance. Homework and/or assignments will be given to review what is covered in each live session to help students improve their English knowledge and become accustomed to the test patterns.

COURSE GRADING

Evaluated Activities	Assigned percentage	Description
Live sessions	10%	These activities will assess students' use of English, effective interaction, and active participation during the live sessions. (See the rubric at the end of the syllabus)
Homework	30%	Students will complete four short assignments asynchronously which will be based according to their needs during the course. These assignments will be announced during the live sessions and they should be completed during the time provided by the teacher.
Progress test	30%	This test will evaluate the progress of the studied units in the middle of the course. This first test will evaluate the skills covered during the first weeks of the course.
Final test	30%	The sample exam will be done at the end of the course covering all units to evaluate students' overall performance.
Total	**100%**	

COURSE POLICIES

Attendance:
- Students are expected to participate in all the live sessions listed on the course calendar.
- Students are not allowed to miss more than 2 classes for any reason. In case of unexpected situations, they must contact the instructor via e-mail beforehand.
- Any student with 2 consecutive absences or a total of 2 nonconsecutive absences will be dismissed from the course.

Tardiness:
- Students will be marked tardy if they arrive 10 minutes after the live session begins.
- They will also be marked tardy if they leave class early for any reason without previously arranged permission from the instructor.
- If students are tardy 3 times, they will earn the equivalent of one absence.

Participation:
- Students are expected and encouraged to actively participate in the live sessions by following the given Netiquette set of rules.
- Participation will be evaluated according to students' use of English, effective interaction, and active communication during the live sessions. Active participation involves not only paying close attention, but also asking questions, stating opinions, and making connections.

Assignments:
- They must be submitted or completed by the given deadline. Special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.
- Students who are absent on a test/quiz day will not be allowed to take a make-up test/quiz unless they have arranged it with the teacher in advance with a written justification sent via e-mail.
- Students who may miss any evaluation or assignment will receive a grade of zero (0); however, they are encouraged to request formative feedback from the instructor.
- In order to achieve the completion of the course, students must meet the learning objectives with a final grade of 70.

Plagiarism:
- The use of material from other works without acknowledging those works through in-text citations or footnotes may result in failure of the course.

Special needs:
- Students should inform the instructor of any accommodations needed.

COURSE CALENDAR

Weeks	Date (Live sessions)	Activities in BBB*	Asynchronous Activities in Moodle
1 From Aug 17th to 23rd	Aug21st	**Induction session** **Unit 1:**Introduction to the TOEFL ITP test	**Getting to know you Forum (Optional)** Available from Aug 24th to 30th **Diagnostic Test** Available from Aug 24th to 30th until 11:55 pm
2 From Aug 24th to Aug 30th	Aug 28th	**Unit 2:** Listening Comprehension Review	**Homework #1 (7.5%)** Ready by Sunday, Aug 30th at 11:55 p.m.
3 From Aug 31st to Set 6th	Set 4th	**Unit 3:** Structure and Written Expression Review	
4 From Set 7th to 13th	Set 11th	**Unit 4:** Reading Comprehension Review	**Homework #2 (7.5%)** Ready by Sunday, Set 6th at 11:55 p.m.
5 From Set 14th to 20th	Set 18th	**Unit2:** Listening Comprehension Review	**Progress test (30%)** Ready by Sunday, Oct 4th at 11:55 p.m.
6 From Set 21st to 27th	Set 25th	**Unit 3:** Structure and Written Expression Review	**Homework #3 (7.5%)** Ready by Sunday, Set 27th at 11:55 p.m.
7 From Set., 28th to Oct. 4th	Oct 2nd	**Unit 4:** Reading Comprehension Review	
8 From oct., 5th to 11th	Oct 9th	**Unit 4:** Reading Comprehension Review	**Homework #4 (7.5%)** Ready by Sunday, Oct 11th at 11:55 p.m.
9 From Oct. 12th to 18th	Oct 16th	**Students gathering (Institutional break)**	
10 From Oct. 19th to 25th	Oct 23rd	**Unit 5:**Test day and beyond	**Mock test (30%)** Ready by Oct, Sunday 25th at 11:55 p.m. **(From Wednesday, Oct 14th to Oct 21st)** **Final grades**

BBB: BigBlueButtom

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Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle Publishers.

Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.

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Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

RUBRIC

Live Session Assessment Scale* Analytical Scale (1% each live session)		4 Always	3 Sometimes	2 Usually	1 Rarely	0
Criteria						
Use of English in the live session	Student uses English during live sessions to address teacher and classmates.					
Effective Interaction in the live session	Student participates actively in productive tasks (Uses useful language given by the teacher, does active listening (ask for clarification and follow-up questions, use fillers, maintenance cues like uh huh, right, yeah, OK, etc. according to the level)					
Active participation in content revision during the live session	Student takes an active role when reviewing contents from the units (shares answers and asks questions to clarify specific contents).					

This rubric will be available in Moodle

Appendix I

How to access to course Tutorial

Tutorial para ingresar al curso
(Moodle and BigBlueButtom)

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¡Bienvenidos al curso de preparación para el TOEFL ITP! Les damos aquí los pasos a seguir para ingresar al curso. No duden en contactar a su profesor si se les presenta algún inconveniente.

1. Utilice un navegador de Internet para acceder al portal Moodle, cuya dirección URL

es: https://futurecheck.moodlecloud.com/login/index.php

2. **Nombre de usuario.** Es su correo electrónico.

3. **Contraseña**. En el primer ingreso, esta contraseña corresponde a **toefl2020**

Una vez que se realice el primer ingreso, por favor cambiar la contraseña.
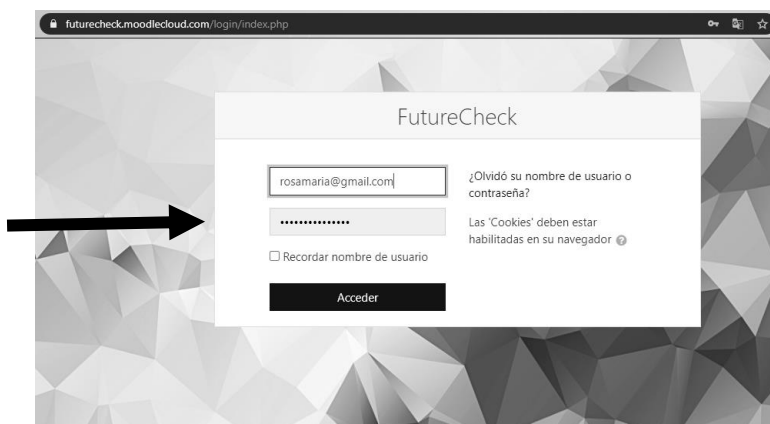
4. Dar click en el curso.
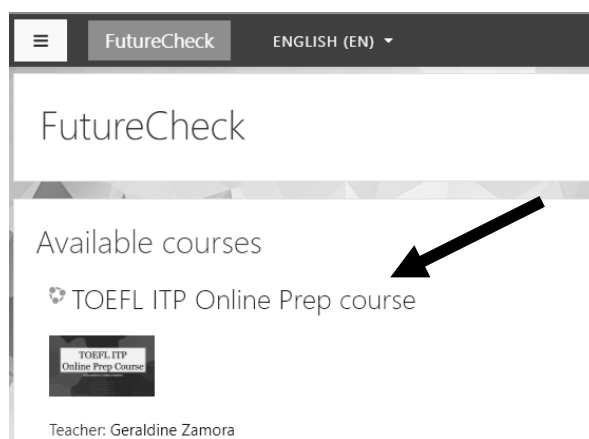
5. Vamos a visualizar nuestro curso de la siguiente manera:

6. En caso de tener problemas de acceso, por favor contactar a su profesora.

7. Recordar leer todos los documentos enviados en el correo de bienvenida.

8. Para ingresar a la sesión en vivo (Live session) en el horario acordado, haga click en el enlace de *Big Blue Button*.

9. Haga clic en el botón de unirse a la sesión.

10. Al ingresar a *Big Blue Button*, seleccione la opción de unirse a la sesión con micrófono. Utilice una diadema o manos libres. Evite usar el micrófono de la laptop porque genera mucho feedback/ruido.

11. Realice la prueba de eco que le pide el programa y haga click en la opción según el caso. Y ya estará listo para empezar la clase.
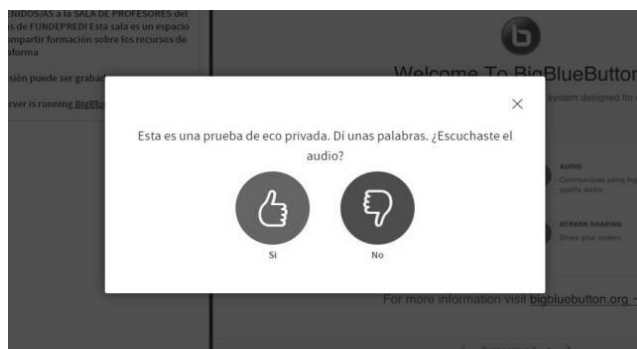
12. Ante cualquier problema, comuníquese con la profesora del curso.

Note. This tutorial was written in the students' native language to avoid any confusion, langauge barrier, or tecnical issue before accessing their first live session.

Appendix J

Important aspect for the online course Tutorial

Aspectos importantes para cursos en línea   FutureCheck
                                                                  Unlock opportunities

Antes de ingresar a la *BigBlueButton*, asegúrese de:

- ➢ Tener micrófono y audífonos o altavoces.
- ➢ Tener instalada la última actualización de Java. Puede actualizarla desde: https://java.com/en/download/
- ➢ Tener instalados las últimas actualizaciones de: Adobe Reader y Adobe Flash Player. Puede actualizar desde: http://www.adobe.com/software/flash/about/
- ➢ Utilizar los navegadores web más compatibles con Moodle: Google Chrome, Mozilla Firefox, Internet Explorer
- ➢ Utilizar Mozilla Firefox si usted es un usuario de MAC.
- ➢ Desbloquear pantallas emergentes desde: https://www.isc.upenn.edu/how-to/configuring-your-web-browser-allow-pop-windows

Durante la totalidad del curso:

- ➢ Es importante respetar las fechas de cada asignación, esto con el fin de que puedan realizar de forma satisfactoria las prácticas durante las sesiones en vivo, así como resolver dudas o inquietudes.
- ➢ Utilice el correo interno en Moodle o WhatsApp para solicitar ayuda sobre aspectos del curso.
- ➢ Recuerde mantener una comunicación respetuosa con sus compañeros(as) y profesora.
- ➢ Ingrese a las sesiones en vivo 10 minutos antes, para prevenir cualquier situación técnica.
- ➢ Cualquier situación particular coméntela primero con su profesora.

Note. This tutorial was written in the students' native language to avoid any confusion, language barrier, or technical issue before accessing each live session.

Appendix K

Unit 1: Introduction to the TOEFL ITP

Lesson plan #1   **Date:** August 21, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 2 hours

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to demonstrate a global comprehension of the course and the TOEFL ITP.
Specific Objectives
By the end of the lesson, students will be able to: 1. Understand the course aspects and platforms to be used during the course to time to work in an online setting effectively. 2. Appropriately distinguish the TOEFL ITP general structure, format, and content types. 3. Successfully assess their knowledge and competences regarding the TOEFL ITP by completing diagnostic activities.

Prior to the Live Session
- A welcome e-mail was sent to all students enrolled in the course along with the course syllabus, tutorial to access *Moodle*, tutorial to access *BigBlueButton*, and a document with important aspects for online courses.
- A question and answer forum was also created for students to ask questions at any time they have a problem when using the platform (Moodle) or completing any assignment.
- Also, a second forum (Getting to know you) was posted for students to familiarize with the virtual platform as well as to know more information about them.
- A WhatsApp group was created with the consent of the institution to have better communication with the students.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines: T welcomes Ss and explains the agenda. She introduces herself and asks students to share information about themselves.	L	Creating mental linkages (memory)	PPT	15 mins
1	Induction session: The instructor reads and explains the course program. The students ask questions and clarify doubts.	L S	Creating mental linkages (memory)		30 mins
1	The instructor presents the platforms which will be used during the course, she also shares important aspects to work effectively during the online course. The student asks questions and clarify doubts.	L S	Lowering anxiety (affective) Asking question (social)		15 min
	Break				10 min
2	Schema activation: Students watch a video that introduces the TOEFL ITP test and how it can be used. Prompt questions are used to diagnose students background knowledge. Slide: What do you know?	S L	Activating background knowledge (cognitive)	PPT Video link https://www.youtube.com/watch?v=tlRfjO17BNo	5 mins
1	Pre-task 1: The instructor presents the purpose, content, and format of the test. The students ask questions and clarify doubts. Slide: How is the TOEFL ITP structured?	L R S	Predicting/ Guessing (compensation) Lowering anxiety (affective)	PPT	15 mins

3	Task: With the purpose of helping students familiarize with one of the sections of the test, the instructor asks Ss to go to the link provided to work on sample questions (Listening Comprehension). In order to experience a similar situation students may face during the test, the instructor tells students that they only have 10 minutes to complete this activity. Slide: Let's try…	R S W	Predicting/ Guessing (compensation)	Link: https://www.ets.org/toefl_itp/content/sample_questions/level1_section1_listening_comprehension PPT	15 mins
3	Post task: After finishing the previous task, students are grouped and asked to report their experiences and reflect on the strategies they used when completing the sample questions. Prompt questions are used to help students report their experiences. (10 min) Slide: How was it? Consolidation: Students play a Kahoot game with questions about general information of the TOEFL ITP. The instructor provides instructions and diagnoses students' knowledge. Slide: Let's play	L R W S	Practicing (cognitive) Evaluating learning (Metacognitve)	PPT Kahoot link https://play.kahoot.it/v2/lobby?quizId=2b21a998-6083-46eb-a9b4-0579f23a7263	10 mins
	Class routines: T finishes the class tanking students for their participation.			PPT	3 mins

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB: BigBlueButtom

Observations:
Break 10 minutes. Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0.
At the end of the session, students are reminded to complete assigned activities posted on Moodle.
If there is extra time or the links do not work, students can work with these extra sample questions:
Structure and Written Expression
https://www.ets.org/toefl_itp/content/sample_questions/level1_section2_structure_written_expression
Reading Comprehension
https://www.ets.org/toefl_itp/content/sample_questions/level1_section3_reading_comprehension

Power Point Presentation (PPT-Slides):

Slide 1

We are about to start…
Remember to:

1. Select microphone

Audio Test

How do you want to join the audio?

2. Do the Audio Test

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Slide 2

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Welcome to
TOEFL ITP Online Prep
Course
Induction Session

TOEFL ITP Online Prep Course
Instructor: Geraldine Zamora
Maestría Profesional en
Lingüística Aplicada, UNA
2020

Slide 3

Agenda

1. Teacher and students' introductions
2. Review of the course outline
3. Platforms (BBB/Moodle)
4. About the Live sessions
5. Students' questions
6. Break (10 min)
7. Unit 1: Introduction of the TOEFL ITP test
8. Reminders

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Slide 4

Who are we?

Instructions: Use the following prompts to introduce yourself.

1. Hello!/ Hi!
2. My name is _____.
3. I am from/ I live in _____.
4. I love (pointing, dancing, Rock).
5. I find difficult (reading/ grammar/ listening…).
6. My expectations for this course are _____.

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Slide 5

Review of the course outline

- Live sessions:
  Fridays (1:00
  pm to 3:00 pm)

- Online
  Independent
  work: 1 hour a
  week

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Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje
Maestría Profesional en Lingüística Aplicada
Con Énfasis en la Enseñanza del Inglés con Fines Específicos

FutureCheck MPLA

Course Name: TOEFL ITP Online Preparation Course
Language Level: Intermediate to Upper-intermediate (MCE B2)
Modality: Virtual
Length: 10 weeks (3 hours per week) 2:00 synchronously and 1:00 asynchronously)
Location: Online video course – Zoom/BigBlueButton
Office Hours: Fridays (Live sessions: From 1:00 to 3:00 p.m.)
Year: 2020
Instructor: Geraldine Zamora Sánchez
E-mail: protizamora@gmail.com

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Slide 6

Evaluation

Evaluated Activities	Assigned percentage	Description
Live sessions	10%	These activities will assess students' use of English, effective interaction, and active participation during the live sessions.
Homework	30%	Students will complete four short assignments asynchronously which will be based according to their needs during the course. These assignments will be announced during the live sessions and they should be completed during the time provided by the teacher.
Progress test	30%	This test will evaluate the progress of the studied units in the middle of the course. This first test will evaluate the skills covered during the first weeks of the course.
Mock test	30%	The sample exam will be done at the end of the course covering all units to evaluate students' overall performance.
Total	100%	

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Slide 7

Course Polices

COURSE POLICIES

Attendance:
- Students are expected to participate in all the live sessions listed on the course calendar.
- Students are not allowed to miss more than 2 classes for any reason. In case of unexpected situations, they must contact the instructor via email beforehand.
- Any student with 2 consecutive absences or a total of 2 nonconsecutive absences will be dismissed from the course.
Tardiness:
- Students will be marked tardy if they arrive 30 minutes after the live session begins.
- They will also be marked tardy if they leave class early for any reason without previously arranged permission from the instructor.
- If students are tardy 3 times, they will earn the equivalent of one absence.
Participation:
- Students are expected and encouraged to actively participate in the live sessions by following the given Netiquette set of rules.
- Participation will be evaluated according to students' use of English, effective interaction, and active communication during the live sessions. Active participation involves not only

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Slide 8

Course Polices

paying close attention, but also asking questions, stating opinions, and making connections.
Assignments:
- They must be submitted or completed by the given deadline. Special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.
- Students who are absent on a test/quiz day will not be allowed to take a make-up test/quiz unless they have arranged it with the teacher in advance with a written justification sent via email.
- Students who miss any evaluation or assignment will receive a grade of zero (0); however, they are encouraged to request formative feedback from the instructor.
- In order to achieve the completion of the course, students must meet the learning objectives with a final grade of 70.
Plagiarism:
- The use of material from other works without acknowledging those works through in-text citations or footnotes may result in failure of the course.
Special needs:
- Students should inform the instructor of any accommodations needed.

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Slide 9

BBB/Zoom video tutorial

Did you watch the video?

https://www.youtube.com/watch?v=Ge/b41iv0

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Slide 10

Moodle

FutureCheck

Username
Password

Acceder

FutureCheck

Slide 11

Live Sessions

In order to work effectively:

1. Be punctual.
2. Bring a positive attitude.
3. Communicate in English (Breakout Rooms").
4. Make sure you always have good internet connection.
5. Keep an appropriate communication with your teacher and class.
6. Always participate and raise your hand.
7. Mute your microphone when you are not speaking.
8. Use the chat at any moment.
9. Always complete your homework.
10. Have fun!

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Slide 12

QUESTIONS?

? P ??

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Slide 13

FutureCheck
Unlock opportunities

Unit 1: Introduction to
the TOEFL ITP

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Slide 14

What do you know?

Instructions:
- Watch the following video:
  https://www.youtube.com/watch?v=tIRfiO178No

- Let's answer:
In your words, what's the TOEFL ITP test?
Did you know about the TOEFL ITP test?
Do you think it is important?

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Slide 15

What is the TOEFL ITP test?

Author and Publisher: https://www.ets.org/toefl_itp

Test Purpose:
- used for placement
- monitor progress
- Evaluation
- exit testing and other situations.

ETS TOEFL ITP

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Slide 16

How is the TOEFL ITP structured?

Section	Number of Questions	Admin. Time
Listening Comprehension	50	35 minutes
Structure and Written Expression	40	25 minutes
Reading Comprehension	50	55 minutes
TOTAL	140	115 minutes

Approximately 2 hours

Content and settings (17)

- TOEFL ITP test questions include many different settings and situations.
- Becoming familiar with the language used in the topics will help you in the test.

General Topics
- Business: management, office, official documents, law
- Environment: weather, nature, climate, environment
- Food: type of food, restaurants
- Language and communication: mail, email, phone use, requests for information
- Media: TV, internet
- Objects: description of objects, equipment
- Personal: family members, friends, health, emotions, job, routines
- Planning and time management: future events, routines
- Purchases: clothing, shopping, banking, money
- Recreation: sports, games, concerts, plays, art, books of art, gatherings, public leisure
- Transportation: travel, driving, parking, public transport
- Workplace: applying for a job, co-workers, employment

Academic Topics
- Arts: fine arts, crafts, theater, dance, architecture, photography
- Humanities: history, political science, government
- Life Sciences: paleontology, biochemistry, animal physiology, genetics, health science, biology, agriculture
- Physical Sciences: geology, astronomy, chemistry, meteorology, energy, technology, oceanography, physics
- Social Sciences: anthropology, sociology, education, psychology, economics, business, management, linguistics

Campus-life Topics
- Classes: class schedules, class requirements (papers, presentations, reading), professors
- Campus administration: registration, fees, internships, university policies
- Campus activities: clubs, committees, sororities

Listening Comprehension (18)

- It measures the ability to understand spoken English as it is used in colleges and universities.

- Part A: Short conversations (30). (2 people/ 1 question)
- Part B: Longer conversations (2). (2 people/ 3 to 5 questions)
- Part C: Mini-talks (3). (1 person/ 3 to 5 questions)

- Total: 50 questions

Structure and Written Expression (19)

- It measures recognition of selected structural and grammatical points in standard written English.

- Part A: Structure (Sentence completion/ 15 items)
- Part B: Written Expression (Error identification/ 25 items)

- Total: 40 questions

Reading Comprehension (20)

- It measures the ability to read and understand academic reading material written in English.

- Around 5 passages (8 to 12 questions)

- Total: 50 questions

Let's try… (21)

Instructions:
1. Go to the following link:
https://www.ets.org/toefl_itp/content/sample_questions/level1_section1_listening_comprehension

2. Individually, complete Part A,B, C of the listening section.

3. You will have 15 minutes.

4. When you finish, share your results in the chat.

How was it? (22)

Instructions: In groups/pairs, discuss the following questions with you partner.

1. Where you able to complete all the questions?
2. How many correct answers did you get?
3. How did you feel when completing the questions?
4. How did you feel when the teacher said you only have 15 minutes to complete the test?
5. What strategies did you use to complete the test?
6. What do you think you need to improve?

Example of strategies:
- Anticipating questions
- Predicting the topic
- Guessing the meaning of unknown words
- Focusing on key words
- Listening for the gist

Useful language:
- Who starts?
- I think that I…
- In my case, I…
- I feel…
- I don't complete…
- What about you?

Let's play… (23)

Instructions:
1. Grab your smartphone.
2. Go to www.kahoot.it or to the Kahoot! app.
3. Enter the code.

Thank you for your participation! (24)

Reminders:
- Complete Diagnostic test
Available until Monday, 24th (11:55 p.m.)

"Proper preparation prevents poor performance"
- Charlie Batch

Let's play…* (25)

Questions:
1. How many questions does the TOEFL ITP have?
2. What skill does the TOEFL ITP does NOT test?
3. What skill does the TOEFL ITP does NOT test?
4. How many questions does the Structure and Written Expression section have?
5. How many questions does the Reading Comprehension have?
6. How much **time** do you have for the Listening Comprehension section?
7. How much **time** do you have for the Structure and Written Expression section?
8. How much **time** do you have for the Reading Comprehension section?
9. How much **time** do you have to complete the TOEFL ITP test?
10. What is something you should do before a test?

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Appendix L

Unit 2: Listening Comprehension Review

Lesson plan #2   **Date:** August 28, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 2 hours

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to acquire different strategies to answer the Listening Comprehension section of the test accurately.
Specific Objectives
By the end of the lesson, students will be able to: 　　1. Effectively predict which type of questions will be asked about dialogs by examining the four answer choices. 　　2. Successfully discriminate between sound-alike words and phrases in dialogues and/or answer choices by detecting similar sounds.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines:T welcomes Ss and explains the agenda.	L		PPT	5
	Schema activation: To review what was studied in the last session, the T asks questions to know how much Ss remember about the first section (Listening) of the test.	S L	Activating background knowledge (cognitive)	PPT	5 mins
1	Pre-task 1: T explains general strategies, structure, question types, and time frame of the first section of the test. T presents a model of a dialog and questions and provides a short explanation. Pre-task 2: In pairs, Ss complete Exercise 1 in which they will look over 5 items in order to match the possible topic and question type that might be asked in the dialogs. The T provides the answers at the end of the exercise.	L R S	Creating mental linkages (memory) Predicting/ Guessing (compensation)	PPT Toolbar in BBB	10 mins 10 mins
1	Task: After finishing the previous exercise, students work on Exercise 2 to practice predicting possible spoken questions they will later hear. T indicates to have/look for a notebook and pencil to get prepared. Individually, Ss write possible spoken questions based on answer choices given. Students will see an example and based on that they can continue with the rest.	R S W	Predicting/ Guessing (compensation)	PPT Paper Pencil	15 mins

		Post task:				
1		Post task: To check Ss' predictions, they work on Exercise 3. T plays an audio of each dialogues from Exercise 2. Ss write the spoken question (in the chat) they hear and check if their predicted questions from the last task corresponds in meaning to the one they heard in the audio. The audio will be paused between questions to allow Ss time to write.	L R W S	Predicting/ Guessing (compensation) Practicing (cognitive)	PPT Audio 1 (Exercise 2: Predicting) Paper Pencil Chat in BBB	15 mins
		Break				*10*
2		Pre-task: T explains strategy 2 and shows examples of words and sounds that may cause confusion during the test. T presents a model of a dialog and questions and provides a short explanation.	L R	Lowering anxiety (affective) Asking question (social)	PPT	10 mins
2		Task: Ss work on Exercise 4 in which they listen to several dialogs and discriminate between sound-alike words and/or phrases which can be present in the dialogs or in the answer choices. Individually, Ss decide which of the two choices, (A) or (B), best answers each question and write the appropriate answer. At the end, all answers are checked.	L R	Practicing sounds (cognitive)	PPT Audio 2 (Exercise 4 Discriminating) Paper Pencil	15 mins
2		Post-task To reinforce Ss understating of this strategy, they will work on Exercise 5. Ss listen to the dialogs which contain a word or phrase that sounds like a word or phrase in two of the answer choices. As group, Ss underline the words with similar sounds. Then, they listen to the dialogs and individually decide which option is the correct answer. At the end, all answers are checked.	L R	Practicing sounds (cognitive)	PPT Toolbar in BBB Audio 3 (Exercise 5 Identifying) Paper Pencil	20 mins
		Class routines: T finishes the class tanking students for their participation and reminds Ss to complete homework #1.			PPT	3 mins

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB: BigBlueButtom

Assessment:
T provides feedback and monitors Ss' performance while they are completing the exercises.

Yes/No or alternative questions are used to check understanding. After every task, the T checks the answers and provides short explanations if needed.

Observations:

Break 15 minutes. Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0.

An extra activity was included at the PPT in case there is extra time or if something goes wrong.

Exercises adapted from:

Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.

Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

Power Point Presentation (PPT-Slides):

Slide 13

Let's check...

Exercise 3. Directions: Listen to each dialog. In the chart write down each spoken question. Share the correct answer to each spoken question.

1. (A) Artist
   (B) Writer
   (C) Lawyer
   (D) Teacher
   Question: _____

3. (A) Excited
   (B) Angry
   (C) Tired
   (D) Frustrated
   Question: _____

2. (A) Have dinner after they take a walk.
   (B) Take a walk later.
   (C) Talk about repairing their walk.
   (D) Learn to fix knots.
   Question: _____

4. (A) Carpenter
   (B) Housekeeper
   (C) Mover
   (D) Truck driver
   Question: _____

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Slide 14

Let's check...

Exercise 3. Directions: Listen to each dialog. In the chart write down each spoken question. Share the correct answer to each spoken question.

5. (A) The plot of the book is quite good.
   (B) The plot of the book is quite bad.
   (C) The pictures in the book are quite good.
   (D) The book is very plastic.
   Question: _____

7. (A) Eating
   (B) Writing
   (C) Reading
   (D) Walking away from the man
   Question: _____

6. (A) He would like her to give him her gin.
   (B) He thinks she should stop spinning around.
   (C) He wants her to take him with her when she goes.
   (D) He thinks she should try driving the car.
   Question: _____

8. (A) Ask someone to finish writing her paper for her.
   (B) Give her paper to the librarian.
   (C) Stop working on the paper.
   (D) Try to finish her paper as soon as possible.
   Question: _____

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Slide 15

Let's go to Break

Slide 16

Strategy 2: Practicing with sounds

- Section 1 involves sound confusion between words that have similar sounds.
- Minimal pairs: *peel – pill, look – lake, point – paint,* etc.
- Two words: *mark it – market, sent her – center.*
- Longer words: *mind – remind, nation – imagination.*
- Use context to avoid confusion.
- Eliminate choices involving sound-alike words.

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Slide 17

Example

You will hear:

   M1: I've never had this type of fruit before. I don't even know what to do with it.
   F1: You just have to peel it and eat it.
   M2: What does the woman mean?

You will read:

   (A) She doesn't feel like eating fruit.
   (B) The man should take the pill before eating.
   (C) The fruit shouldn't be eaten until it's been peeled.
   (D) She isn't familiar with this type of fruit either.

The word **feel** in choice (A) sounds like the word **peel** in the dialog. In a different way, the word pill in choice (B) also sounds like the word peel. Notice that choices (C) the correct answer and choice (D) do not contain sound-alike words.

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Slide 18

Discriminating ...

Exercise 4. Directions: Listen to the dialog. Decide which of the two choices, (A) or (B), best answers the question, and mark/write the appropriate blank. The first one is done as an example.

1. (A) _____ Get in a different lane.
   (B) ✔ _____ Stand in another line.
2. (A) _____ Go down the slide.
   (B) _____ Play on the sled.
3. (A) _____ Put them in a file.
   (B) _____ Throw them in a pile.
4. (A) _____ He can't shut his suitcase.
   (B) _____ His suitcase doesn't fit in the closet.

5. (A) _____ She made bread from whole wheat.
   (B) _____ She baked some white bread.
6. (A) _____ It's being audio.
   (B) _____ Brenda is typing it.
7. (A) _____ Emily bought new clothes.
   (B) _____ Emily recently moved.

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Slide 19

Discriminating ...

Exercise 4. Directions: Listen to the dialog. Decide which of the two choices, (A) or (B), best answers the question, and mark the appropriate blank. The first one is done as an example.

8. (A) _____ Its taste has improved.
   (B) _____ It tastes slightly bitter.
9. (A) _____ How much the ticket cost.
   (B) _____ What Ellen might win.
10. (A) _____ It's been chipped.
    (B) _____ There's a ship inside it.
11. (A) _____ He tripped in the aisle.
    (B) _____ He slipped in some oil.

12. (A) _____ For its fast horses.
    (B) _____ For its natural resources.
13. (A) _____ Thinking about the decision.
    (B) _____ Arguing about the issue.
14. (A) _____ The color is too bright.
    (B) _____ It doesn't fit around the neck.
15. (A) _____ Wrote his name on the paper.
    (B) _____ Told his students to write a paper.

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Slide 20

Let's check...

1. B   10. A
2. B   11. B
3. A   12. A
4. A   13. B
5. A   14. B
6. A   15. B
7. B
8. B
9. B

Slide 21

Identifying...

Exercise 5. Directions:

1. Each dialog contains a word or phrase that sounds like a word or phrase in two of the answer choices.
2. Together, underline those words. Let's underline only those words with similar sounds, not words that are exactly the same.
3. Then, on your notebook write/check the answer choice (A, B, C) that has the same meaning as the spoken sentence.
4. Remember: The correct answer will not contain any sound-alike words.
5. The first one is done as an example.
6. Listen to the dialogs and decide which is the correct answer.

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Slide 22

1. (A) _____ She went to the center with her friend.
   (B) ✔ _____ She wrote her friend a letter.
   (C) _____ She told her friend to call her later.
2. (A) _____ He has an appointment with the president.
   (B) _____ He was just appointed vice-president.
   (C) _____ He's unhappy because he lost the election.
3. (A) _____ It is a study of the life of plants.
   (B) _____ It concerns the breeding of cattle.
   (C) _____ It deals with life on Earth.
4. (A) _____ They can't leave until the rain is over.
   (B) _____ Their drain has stopped up.
   (C) _____ He shouldn't board the train until it completely stops.
5. (A) _____ He offered his help to Darlene.
   (B) _____ He made an offer to Darlene's sister.
   (C) _____ When Darlene was gone, he missed her.

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Slide 23

6. (A) _____ Get a copy made.
   (B) _____ Buy some cough drops.
   (C) _____ Eat in the coffee shop.
7. (A) _____ He didn't hear what the woman said.
   (B) _____ He can lend the man a pen.
   (C) _____ He had a pain behind his ear.
8. (A) _____ The food in this town isn't very good.
   (B) _____ She needed boots when she left home.
   (C) _____ The flooding in her neighborhood was severe.
9. (A) _____ She's been weakened by the sickness.
   (B) _____ She was awakened by the coughing.
   (C) _____ She missed class because of her cough.

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Slide 24

10. (A) _____ Evaluate the texts.
    (B) _____ Correct the exams.
    (C) _____ Collect the tests.
11. (A) _____ His apartment is more comfortable now.
    (B) _____ He recently bought a new van.
    (C) _____ He's been feeling fine lately.
12. (A) _____ Her name is not on the list.
    (B) _____ The lease is difficult to read.
    (C) _____ The lawyer told her to call the police.

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Slide 25

Let's check...

1. B   7. B
2. C   8. C
3. C   9. C
4. A   10. B
5. A   11. A
6. C   12. B

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Slide 26

Thank you for your participation!

Reminders:
- Complete Homework #1 (Moodle).
  Available from Friday 28th to Friday, 4th (11:55 p.m.) 👍

- Remeber to participate in the Getting to know you forum.

Bye!

FutureCheck

Slide 27

Extra practice

EXERCISE 1: In pairs, read the scripts and questions. Then, decide which is the best answer. Remember to focus on the second line of the conversation.

Script 1
Man: Can you tell me if today's matinee is a comedy, romance, or western?
Woman: I have no idea.

Narrator: What does the woman mean?

(A) She has strong ideas about movies.
(B) She prefers comedies over westerns.
(C) She doesn't like today's matinee.
(D) She does not know.

Script 2
Man: Was anyone at home at Barb's house when you went there to deliver the package?
Woman: I rang the bell, but no one answered.

Narrator: What does the man imply?

(A) Barb answered the bell.
(B) The house was probably empty.
(C) The bell wasn't in the house.
(D) The house doesn't have a bell.

Script 3
Man: You just got back from the interview for the internship. How do you think it went?
Woman: I think it's highly unlikely that I get the job.

Narrator: What does the man suggest?

(A) It's unlikely that he'll go to the interview.
(B) He thinks he'll be recommended for a highlevel job.
(C) The interview was apparently quite unsuccessful.
(D) He had an excellent interview.

Appendix M

Unit 3: Structure and Written Expression Review

Lesson plan #3   **Date:** Sept 4th, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 2 hours

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to acquire language learning strategies needed to answer the two question types present in the Structure and Written Expression section of TOEFL ITP the test accurately.
Specific Objectives

By the end of the lesson, students will be able to:
    1. understand noun structures used as subjects, objects, and completements by classifying the function and analyzing what is needed in the sentences.
    2. understand inversions (subject-verb word order) with special expressions and in conditional sentences by detecting standard word-order errors and/or inverting subjects or verbs correctly.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines: T welcomes Ss and explains the agenda.	L		PPT	5 mins
	Schema activation: To diagnose Ss' grammatical knowledge, the instructor asks Ss to help her complete Exercise 1 in which they have to identify function or content words from different sentences. They underline and orally classify them.	S R	Activating background knowledge (cognitive)	PPT Toolbar in BBB	5 mins
1	Pre-task 1: T explains general strategies, structure, question types, and time frame of the second section of the test (Part 1: Structure and Part 2: Written Expression). T presents models of questions and provides short explanations. Pre-task 2: In pairs, Ss complete Exercise 2 in which they practice with the functions (subjects, direct/indirect objects, prepositions, complements) of noun structures. Together, they underline and orally classify them.	R S	Highlighting (cognitive) Grouping (memory)	PPT Toolbar in BBB	10 mins 10 mins
1	Task: After finishing the previous exercise, in pairs, students work on Exercise 3 to practice with subjects, objects, and complements with TOEFL like items. Ss answer the question "What is needed in this sentence?" and write down the correct choice (subject, object, preposition, complement). Finally, they decide which is the best answer choice (A, B, C, D).	R S W	Practicing (cognitive)	PPT	15 mins

1	Post-task: Ss play Kahoot to practice completing structure problems involving incomplete sentences. Ss go to www.kahoot.it and enter the code given by the T. They will choose the option/color that correctly completes the sentences. They will have 30 seconds per question to answer. Note: The response time in the actual test should be no more than 35 seconds per question.	R	Practicing (cognitive)	PPT Kahoot link: https://create.kahoot.it/share/structure-toefl-s-o-nouns-verbs/b7658db9-cee1-49b7-8e9d-df8e52709796	15 mins
	Break			Timer	10
2	Pre-task: T explains inversions and shows different models for Ss to complete and identify structure problems involving word order.	R S		PPT	10 mins
2	Task 1: In pairs, Ss work on Exercise 4 to practice inversions (subject-verb word order) with special expressions. Ss underline special expressions which may need a possible change. They mark if the sentence is correct or not. If it is incorrect the students need not fix the mistake using subject-verb word order.	R S	Highlighting Analyzing expressions (cognitive)	PPT	10 mins
2	Task 2: In pairs, Ss work on Exercise 5 to practice inversions (subject-verb word order) in Conditionals. Ss rewrite conditionals and invert the subject and verb of each sentence.	R W	Analyzing expressions (cognitive)	PPT Toolbar in BBB	10 mins
2	Post-task To reinforce Ss understating, they work on Exercise 6. Ss work on a multiple-choice exercise to practice inversions with both special expressions and conditionals, this time they will answer 6 questions and will have 35 seconds to answer each one.	R	Practicing Repeating (cognitive)	PPT Paper Pencil	10 mins

	Class routines: T finishes the class thanking students for their participation and reminds Ss to complete asynchronous activities.			PPT	5 mins

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB=BigBlueButtom

Assessment:

T provides feedback and monitors Ss' performance while they are completing the exercises. Yes/No or alternative questions are used to check understanding. After every task, the T checks the answers and provides short explanations if needed.

Observations:

Break 15 minutes. Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0.
Exercises adapted from:
Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.
Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

Power Point Presentation (PPT-Slides):

Slide 9

Written Expression Questions (Example)

• Part 2: Written Expression
There are 25 sentences. Each sentence has 4 underlined segments. You choose incorrect answer.

Mining is the most importantest industry in this state.
A   B   C   D

Tomorrow we went to the store to buy some new furniture.
A   B   C   D

What is wrong with these sentences?

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Slide 10

WE Questions (Strategies)

1. Ask yourself: What is wrong in this sentence?
2. Quickly read the four underlined segments to find what is wrong.
3. Read the entire sentence. Compare the segments.
4. Do not waste time looking for error that are not underlined. All errors are underlined.
5. Do not waste time thinking about how to correct the incorrect segments. Once you locate the incorrect segment, mark it and move on.
• Remember: In the actual TOEFL, there is not time and no need for error correction.

FutureCheck

Slide 11

Practicing....

Exercise 2. Directions: In pairs, underline the noun structures and identify their functions (use the box):
1. Whatever he does will be the right thing.
2. Carol makes very good meals for us.
3. Swimming is not permitted at this beach.
4. Jerome loves to laugh.
5. I though that he would be here by now.
6. The receptionist handed the doctor a note.

Functions
S = subject
DO = direct object
IO = indirect object
OP= object of the preposition
C = complement

FutureCheck

Slide 12

Practicing....

Exercise 3. Directions: In pairs, chose the correct answer (A, B, C, D). The on the line provided use the choices in the box to answers the question.

Example:
_____ didn't deliver the mail today.
(A) For the postman
(B) Because of the snow
(C) The postman
(D) Although the postman

_____ A subject

Functions
A subject
A direct object
An indirect object
The object of the preposition
A complement

What is needed in this sentence? _____ A subject

FutureCheck

Slide 13

2. Andrew likes _____.
(A) fast cars
(B) is a fast car
(C) he will buy a fast car
(D) that a fast car
What is needed in this sentence?

3. My older brother is _____.
(A) he's a doctor
(B) a doctor
(C) for a doctor
(D) who he's a doctor
What is needed in this sentence?

4. _____ in the dorm is not always easy.
(A) Living
(B) While living
(C) I live
(D) When I live
What is needed in this sentence?

5. We gave _____ a new bicycle.
(A) for our son
(B) it to our son
(C) that's our son
(D) our son
What is needed in this sentence?

6. The problem is _____.
(A) haven't arrived the textbooks
(B) that the textbooks haven't arrived yet
(C) haven't the textbooks arrived yet
(D) that the textbooks that haven't arrived yet
What is needed in this sentence?

7. _____ is not running well today.
(A) That Jane's car
(B) Jane has a car
(C) Jane's car
(D) Jane's car
What is needed in this sentence?

8. Clarence won't be able to go with _____.
(A) us
(B) where we go
(C) he will stay faster
(D) to the game
What is needed in this sentence?

Functions
A subject
A direct object
An indirect object
The object of the preposition
A complement

Slide 14

Let's play...

Instructions:
1. Grab your smartphone.
2. Go to www.kahoot.it or to the Kahoot! app.
3. Enter the code.

Kahoot!

FutureCheck

Slide 15

Practicing with Inversions

Standard word order: S + V + C

Inverted word order:
1. After special expressions of location:

On the beach   were   five beach umbrellas.
Expression of location V   S

Nowhere   did   he see her.
Expression of location *first* V S

2. After negative expressions (no, not, never, only, hardly, etc.)

Never   had   I seen such a glorious sight.
Negative *first* V S

Only after he saw her did he understand.
Almost negative *first* V S

FutureCheck

Slide 16

3. After the expressions SO or NEITHER:

So happy was she that she danced around the room.
    V S

I liked the coffee, and so did Mike.
    V S

4. In conditional sentences that do not begin with IF:

With if: If he had seen you, he would have greeted you.
    S V

Without if: Had he seen you, he would have greeted you.
    first V S

FutureCheck

Slide 17

Example 1

• Rarely _____ happy.
A. John is ever
B. is John ever
C. ever John is
D. John ever is

What is needed in this sentence?

FutureCheck

Slide 18

Example 2

• _____, he would have understood the movie better.
A. Carl had read the book
B. The book had been read by Carl
C. Had Carl read the book
D. Read the book had Carl

What is needed in this sentence?

FutureCheck

Slide 19

Practicing...

Exercise 4. Directions:
1. In pairs, underline the special expressions that may need an inversion.
2. On the space provided, put an I if the sentence is incorrect or a C if it is correct.
3. Correct the errors using inverted word order.
Example:
__C__ 1. So tired was he that he could not keep his eyes open.

FutureCheck

Slide 20

Practicing...

_____ 2. Scarely I had opened the door when the cat ran out.

_____ 3. Not only he suffered from a cut on his forehead, but he also had several bruises on his left arm.

_____ 4. Only once Harold had met Maude before they fell in love.

_____ 5. Kate left the concert early, and so John did.

_____ 6. In the basement were three old baseball bats and a glove.

_____ 7. Only in Dr. Krankshaw's class do we have a quiz every day.

_____ 8. Nowhere I can find the hat I want to wear to the party.

FutureCheck

Slide 21

Practicing...

Exercise 5. Directions: In pairs, rewrite each conditional containing if as a conditional without it. Delete the if and invert the subject and first verb of each sentence.
Example: 1. If I had found the book, I would have given it to you.
Had I found the book, I would have given it to you.

2. If Jane had been more careful, she would not have hurt herself.
_____

3. If Alexander were her, he would help me with his homework.
_____

4. If the firefighters had not gotten here in time, the house would have burned down.
_____

5. If they should ever change their minds, tell them to call me.
_____

FutureCheck

Slide 22

Practicing....

Exercise 6. Directions: Individually, choose the correct answer. Write down your options on the chat or in a piece of paper. You will have 35 seconds for each item (3.5 min in total). Use your time wisely.

1. At one end of the street _____.
(A) is a vacant lot
(B) a vacant lot
(C) a vacant lot is
(D) is where a vacant lot

2. Not until several days after the accident _____ to remember what had happened.
(A) John began
(B) and John began
(C) John beginning
(D) did John begin

3. Domestic cats enjoy playing and sitting in the sun, _____ cats in the wild.
(A) and so do
(B) do so and
(C) so do and
(D) do and so

FutureCheck

Slide 23

4. _____ that you borrowed his car, he would be very angry.
(A) Ever were Matt to find out
(B) Were Matt ever to find out
(C) Matt were ever to find out
(D) Were ever to find out Matt

5. _____ classes, even when the weather is bad.
(A) Rarely this professor has cancelled
(B) Has this professor rarely cancelled
(C) Has cancelled this professor rarely
(D) Rarely has this professor cancelled

6. Over the river and through the woods _____ my grandmother lives.
(A) the house is where
(B) where is the house
(C) is the house where
(D) where the house is

FutureCheck

Slide 24

Thank you for your participation!

Reminders:
• Complete Asynchronous Activity (Moodle).
Available from Friday 4th to Friday, 11th (11:55 p.m.)

Bye!

FutureCheck

Appendix N

Unit 4: Reading Comprehension Review

Lesson plan #4   **Date:** Sept 11th, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 2 hours

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to acquire language learning strategies needed to answer the two question types present in the Reading Comprehension section of TOEFL ITP the test accurately.
Specific Objectives

By the end of the lesson, students will be able to:
    1. Identify the topic, main idea, and details from a reading passage by skimming a series of statements and labeling answer choices accordingly.
    2. Identify correct answers and recognize distractors in main idea, main topic, main purpose questions by labeling answer choices accordingly.
    3. Understand the meaning of multi-paragraph passages by identifying the main idea of each of the paragraphs to select the best answer choice properly.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines: T welcomes Ss and explains the agenda.	L		PPT	5 mins
	Schema activation: In pairs, Ss work on Exercise 1. They ask and answer questions about reading in general; the questions will help them reflect on their abilities as well as to plan future strategies to improve their reading skills. After Ss come back from the break-out rooms the T will ask open-ended questions to allow in-class discussion.	S R	Activating background knowledge (cognitive) Centering learning (metacognitive)	PPT (Slide 4)	15 mins
1	Pre-task 1: T explains general strategies, structure, question types, and time frame of the third section of the test (Part 1: Reading Comprehension, Part 2: Vocabulary). T presents models of questions and provides short explanations. Ss participate and ask questions. Pre-task 2: Individually, Ss complete Exercise 2 in which they skim different statements to find the main ideas. Ss label them using the following system: MI = main idea T= topic D = details	R S	Analyzing (cognitive) Receiving and sending messages (cognitive)	PPT (Slide 5-7) (Slide 10-11-12)	15 mins 15 mins
2	Task: With the T's guidance, Ss work on Exercise 3 to recognize distractors when reading and looking for the main idea in short paragraphs. Individually, Ss read different passages and questions. Then, they classify each answer choice as too specific, incorrect, too general, irrelevant, and/or correct to select the main idea of each passage properly. While checking the T will ask open-ended questions to guide Ss and allow discussion.	R S	Practicing (cognitive) Receiving and sending messages (cognitive)	PPT (Slide 13-16)	30 mins

| 3 | Post-task:
To consolidate the previous task, Ss read multi-paragraphs passages and the questions about them. Ss decide which of the answer choices best answer each question. This exercise will be also guided by the T since this requires Ss understand the main ideas of each paragraphs and later decide which choice is the best one to describe the whole passage. While checking the T will ask open-ended questions to guide Ss and allow discussion. | R
S | Practicing (cognitive)

Analyzing (cognitive) | PPT (Slide 17-18) | 20 mins |
| | Class routines:
T finishes the class thanking students for their participation and reminds Ss to complete asynchronous activities. | | | PPT | 5 mins |

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB=BigBlueButtom

Assessment:

T provides feedback and monitors Ss' performance while they are completing the exercises. Yes/No or alternative questions are used to check understanding. After every task, the T checks the answers and provides short explanations if needed.

Observations:

Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0.
A bonus activity (Slide 20) is added in case there is extra time.
Exercises adapted from:
Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.
Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

Power Point Presentation (PPT-Slides):

Slide 1

We are about to start…
Remember to:

1. Select microphone
2. Do the Audio Test

FutureCheck

Slide 2

FutureCheck
Unlock opportunities

Unit 4:
Reading Comprehension Review
Live Session #4

TOEFL ITP Online Prep Course
Instructor: Geraldine Zamora
Maestría Profesional en
Lingüística Aplicada, UNA
2020

Slide 3

Agenda

1. Warm-up: Do you like reading?
2. Reading section Overview
3. General strategies (Section 3)
4. Reading comprehension questions (strategies)
5. Reading exercises
6. Reminders

FutureCheck

Slide 4

Do you like reading?

Exercise 1. Directions: In pairs, ask and answer the following questions. Provide details.
1. What have you read today?
2. What's your favorite book? Who's your favorite author?
3. Are you a fast reader or a slow reader? Have you tried to read more quickly?
4. Do you prefer to read fiction or non-fiction books? Why?
5. Is reading in a foreign language a good way to practice that language?
6. Now, that you will take the TOEFL ITP, what are you planning to do improve your reading skills? Do you have a plan?

Slide 5

About the Reading section

- **Purpose:** to test your ability to read and answer questions about passages written in formal written English.
- Five passages (8 to 12 questions)
- **Paragraph length:** 7 to 35 lines
- **Question types:** Comprehension and Vocabulary
- **Passages topics:**
  ✓ Science and technology (40%)
  ✓ North American history, government, geography, and culture (20%)
  ✓ Art (15%)
  ✓ Social science (10%)
  ✓ Biography (15%)

FutureCheck

Slide 6

General strategies (Section 3)

1. Familiarize with the directions before taking the test. Then you do not to read the instructions and you can go to the 1st question immediately.
2. Do not spend too much time reading the passage: 10 minutes maximum per passage.
3. Do not worry if a passage is about an unfamiliar topic.
4. Never leave any answers blank.

FutureCheck

Slide 7

Reading Comprehension Questions (Strategies)

1. Skim the passage to determine the main idea and the overall organization of ideas.
2. Look ahead at the questions to determine what types of questions you must answer.
3. Find the section of the passage that deals with each question.
4. The question-type tells you exactly where to look in the passage to find correct answers.
   ✓ For main ideas questions, look at the first line of each paragraph.
   ✓ For directly and indirectly answered detail questions, choose a key word in the question, and skim for that key word (or a related idea) in order in the passage.
   ✓ For vocabulary questions, the question will tell you where the word is located in the passage.

FutureCheck

Slide 8

Reading Comprehension Questions (Strategies)

5. Read the part of the passage that contains the answer carefully.
6. Choose the best answer to each question from the four answer choices.
7. Eliminate definitely wrong answers and mark your best guess.
8. Try not to read one word at a time, like this:
   A bird's territory may be small or large. Some birds
   claim only their nest and the area right around it.

Word-by-word reading slows you down and interferes with your comprehension. Try to read in units of thought. In other words, group words into related phrases.

   A bird's territory may be small or large. Some birds
   claim only their nest and the area right around it.

FutureCheck

Slide 9

Example

In the philosophy of John Dewey, a sharp distinction is made between "intelligence" and "reasoning." According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life.
(5) Intelligence involves interacting with other things and knowing them, while reasoning is merely the act of an observer, "… a mind that beholds or grasps objects outside the world of things. …" With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape
(10) one's life.

What is the topic of this passage?
A. The intelligence of John Dewey
B. Distinctions made by John Dewey
C. Dewey's ideas on the ability to reason
D. How intelligence differs from reasoning in Dewey's works

FutureCheck

Slide 10

Identifying…

Exercise 2. Directions: Skim all four statements for each question and label each statement.

Example:
_D_ 1. Electrical failure is a constant concern to both engineers and ground control.
_T_ Problems with the NASA space program.
_MI_ Technical problems have consistently delayed progress in the NASA space program.
_D_ Fuselage leaks caused postponement of the latest shuttle flight.

T= topic
MI= main idea
D= details

FutureCheck

Slide 11

Identifying…

Exercise 2. Directions: Skim all four statements for each question and label each statement.

___ The technique involves inserting genetic instructions into the bacteria, which follow the instructions.
___ Producing human insulin.
___ Humulin is the first substance made by gene-splicing approved by the U.S. government for human use.
___ The instructions involve creating the two necessary ingredients to make insulin.
___ 3. With the Appalachian Trail following the state line along the ridge, this is a wonderful place to hike from spring to fall.
___ Each season will offer visitors to the park an array of sights and activities.
___ Smoky Mountain National Park
___ Mountain laurel and flame azalea bloom in early June to mid-July.

T= topic
MI= main idea
D= details

FutureCheck

Slide 12

Identifying…

Exercise 2. Directions: Skim all four statements for each question and label each statement.

___ 4. Fungal foods, of which corn smut is perhaps the ugliest, may soon become part of American mainstream cuisine.
___ Most people in the United States view corn smut with revulsion because they question the safety of fungal foods in general.
___ The mushroom-like fungus has long played a part in the diet of Native American cultures.
___ New uses for "corn smut"
___ 5. For instance, air freight may be much more expensive than rail transport, but shipping everything from a single warehouse may cut other costs.
___ The cost of transportation
___ Many companies today use the total physical distribution concept, maximizing the efficiency of physical distribution activities while minimizing their cost.
___ The company will make cost tradeoffs between the various physical distribution activities.

T= topic
MI= main idea
D= details

FutureCheck

Recognizing distractors…

Exercise 3. Directions: Read the passages. Then mark each answer choice according to the letters in the box.

There are two main types of cell division. Most cells are produced by a process called mitosis. In mitosis, a cell divides and forms two identical daughter cells, each with an identical number of chromosomes. Most one-celled creatures reproduce by this method, as do most of the cells in multicelled plants and animals. Sex cells, however, are formed in a special type of cell division called meiosis. This process reduces the number of chromosomes in a sex cell to half the number found in other kinds of cells. Then, when sex cells unite, they produce a single cell with the original number of chromosomes.

A = too specific
G = too general
I = incorrect
If = irrelevant
C = correct

1. What is the main topic of this passage?
___ (A) The method by which one-celled organisms reproduced
___ (B) A comparison between mitosis and meiosis
___ (C) Meiosis, the process by which identical cells are produced

13

Recognizing distractors…

Exercise 3. Directions: Read the passages. Then mark each answer choice according to the letters in the box.

The last gold rush belongs as much to Canadian history as it does to American. The discovery of gold along the Klondike River, which flows from Canada's Yukon Territory into Alaska, drew some 30,000 fortune hunters to the north. The Yukon became a territory, and its capital at the time, Dawson, would not have existed without the gold rush. The gold strike furnished material for a dozen of Jack London's novels. It inspired Robert Service to write The Shooting of Dan McGrew and other poems, and it provided the background for the wonderful Charlie Chaplin movie, The Gold Rush. It also marked the beginnings of modern Alaska.

A = too specific
G = too general
I = incorrect
If = irrelevant
C = correct

2. This author's main purpose in writing is to
___ (A) discuss the significance of mining in Canada and the United States
___ (B) show the influence of the Klondike gold strike on the creative arts
___ (C) point out the impact of the Klondike gold strike

14

Recognizing distractors…

Exercise 3. Directions: Read the passages. Then mark each answer choice according to the letters in the box.

The keystone arch was used by almost every early civilization. To build a keystone arch, stones are cut so that the opposite sides taper toward each other slightly. The upper and lower surfaces are carved so that when several stones are placed side by side, the upper and lower surfaces meet in smooth, continuous curves. Some form of scaffolding is built under the arch and shaped to support the curved underside of the stones. Then the stones are fitted in place stone by stone. The keystone is the top center stone, the last to be dropped into position. Afterwards, the scaffolding is removed and the arch is self-supporting.

A = too specific
G = too general
I = incorrect
If = irrelevant
C = correct

3. The passage mainly concerns the
___ (A) basic principles of building keystone arches
___ (B) uses of arches in modern architecture
___ (C) role of scaffolding in building keystone arches

15

Recognizing distractors…

Exercise 3. Directions: Read the passages. Then mark each answer choice according to the letters in the box.

The story of the metal business from 1920 to the start of World War II in 1941 is one of uninterrupted growth. Motels spread from the West and the Midwest all the way to Maine and Florida. They clustered along transcontinental highways such as U.S. routes 40 and 66 and along the north-south routes running up and down both the East and West coast. There were 16,000 motels by 1930 and 26,000 by 1940. The motel industry was one of the few industries that was not hurt by the Depression of the 1930s. Their cheap rates attracted travelers who had very little money.

A = too specific
G = too general
I = incorrect
If = irrelevant
C = correct

4. What does the passage mainly discuss?
___ (A) How the Depression hurt U.S. motels
___ (B) The impact of transcontinental highways
___ (C) Two decades of growth for the motel industry

16

Multi-paragraphs …

Exercise 4. Directions: Read the following passages and the questions about them. Decide which of the choices best answers the question and mark the answer. The first one is done as an example.

In most of Europe, farmers' homes and outbuildings are generally located within a village, and tools and animals are housed there. Every morning, the farmers and farm laborers leave their village to work their land or tend their animals in distant fields, and return to the village at the end of the day. Social life is thus centripetal; that is, it is focused around the community center, the village. Only in certain parts of Quebec has this pattern been preserved in North America.

Throughout most of North America, a different pattern was established. It was borrowed from northern Europe, but was pushed even further. In the New World where land was cheap or even free, it is a centrifugal system of social life, with large isolated farms whose residents go to the village only to buy goods and procure services. The independence associated with American farmers stems from this pattern of farm settlement. The American farmer is as free of the intimacy of the village as the urbanite.

1. The main topic of the first paragraph is
___ (A) European farm products
___ (B) social life in Quebec
___ (C) the European pattern of rural settlement

2. The main topic of the second paragraph is
___ (A) the relative isolation of North American farm families
___ (B) the relationship between farmers and urbanites in North America
___ (C) the low cost of farmland in North America

3. The main topic of the entire passage is
___ (A) a comparison of farming in northern and southern Europe
___ (B) the differences between farming in Quebec and the rest of North America
___ (C) European influence on American agriculture
___ (D) a contrast between a centripetal system of rural life and a centrifugal system

17

Multi-paragraphs …

The term weathering refers to all the ways in which rock can be broken down. It takes place because minerals formed in a particular way (say at high temperatures, in the case of igneous rocks) are often unstable when exposed to various conditions. Weathering involves the interaction of the lithosphere (the earth's crust) with the atmosphere and hydrosphere (air and water). It occurs at different rates and in different ways, depending on the climate and environmental conditions. But all kinds of weathering ultimately produce broken minerals and rock fragments and other products of the decomposition of stone.

Soil is the most abundant and, from the human point of view, the most important result of the weathering process. Soil is the weathered part of the Earth's crust that is capable of sustaining plant life. The character of soil depends on the nature of rock from which it is formed. It also depends on the climate and on the relative age of the soil. Immature soils are the more than broken rock fragments. Over time, immature soil develops into mature soil, which contains quantities of humus, formed from decayed plant matter. Mature soil is darker, richer in microscopic life, and more conducive to plant growth.

4. The first paragraph primarily describes
___ (A) the process by which rocks are broken down
___ (B) the weathering of igneous rocks
___ (C) gradual changes in the earth's weather pattern

5. The main topic of the second paragraph is
___ (A) a description of immature soil
___ (B) the growth of plants
___ (C) the evolution of soil

6. The main idea of the entire passage is
___ (A) weathering breaks down rocks and leads to the development of soil
___ (B) soils may be classified as mature or immature
___ (C) the process of soil development is more important to humans than that of weathering
___ (D) the Earth's crust is constantly changing

18

Thank you for your participation!

Reminders:

• Complete Asynchronous Activity (Moodle).
Available until Friday, 11th (11:55 p.m.)

Bye!

19

Practice verbs…

Exercise
Directions: Match each term on the left with correct definition on the right.

___ E ___ 1. to predict   A. to support, to plead in favor of
___ 2. to illustrate   B. to inform of possible trouble or problems
___ 3. to contrast   C. to emphasize
___ 4. to persuade   D. to show that something is true
___ 5. to warn   E. to tell in advance; to foresee
___ 6. to verify   F. to express approval or admiration
___ 7. to classify   G. to influence or convince a person to believe in a certain way
___ 8. to advocate   H. to arrange in order by class or category
___ 9. to discredit   I. to examine by argument; to comment on
___ 10. to discuss   J. to give additional evidence
___ 11. to underscore   K. to destroy confidence in
___ 12. to verify   L. to show the differences
___ 13. to support   M. to make clear by example

Bonus activity

20

Appendix O

Unit 2: Listening Comprehension Review

Lesson plan #5   **Date:** Sept 18, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 2 hours

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to acquire different strategies to answer the Listening Comprehension section of the test accurately.
Specific Objectives

By the end of the lesson, students will be able to:
    1. Effectively differentiate between literal and idiomatic expression by analyzing sentences/pictures that contain those types of expressions.
    2. Effectively recognize synonyms for idiomatic expressions by identifying the best answer and underlining the correct answer that contains the same meaning as the idiom.
    3. Successfully understand dialogs involving idiomatic and figurative expressions by reviewing the meaning of idioms to select the best answer choice.
    4. Logically understand the meaning of an idiomatic expression (word or phrase) by using the context of dialogs (e.g., the overall meaning of a sentence or paragraph) to select the best answer choice.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines: T welcomes Ss and explains the agenda.			PPT	5 mins
1	Schema activation: Ss look at a set of pictures about idioms. In pairs, they discuss why the pictures are funny. They will discuss/explain what the words below the pictures are, and what the words together (the phrase) means. After Ss discuss, the T provides one more example and elicits sentences from the Ss using the idiom(s).	S R	Activating background knowledge (cognitive) Using imagery (memory)	PPT Slide 4 and 5	15 mins
1 2	Pre-task 1: T explains provide a general overview of the first section of the test. This overview addresses *idiomaticexpressions* only. T presents a model of a dialog and questions; she also elicits answers from the Ss and provides a short explanation. Pre-task 2: In pairs, Ss complete Exercise 2 in which they classify different statements by identifying if these are idiomatic or literal expressions. The T provides the answers at the end of the exercise. Pre-task 3: Individually, ss complete Exercise 3 in which they will recognize synonyms for idiomatic expressions. First, they listen to the spoken statements and decide which of the two choices best answers the question. Then, they underline the phrase in the correct answer that has the same meaning as the idiom. The T will play the audio twice if needed.	L R S	Analyzing (cognitive) Grouping (Memory) Highlighting (Cognitive)	PPT Audio 1	10 mins 15 min 15 mins
	Break			PPT	15

3	Task: After finishing the previous exercise, students work on Exercise 4 to practice their understanding of dialogs involving idiomatic and figurative expressions. First, they look over a set of idiomatic expressions; they have to match the idioms with their correct definition accordingly. After they are done, the T plays Audio 2 and ss listen to the dialogs and mark the one answer choice, (A) or (B), that best answers the question.	L R	Analyzing expressions (cognitive) Guessing intelligently (compensation)	PPT Toolbar in BBB Audio 2	25 mins
4	Post task: To consolidate Ss' understating of the previous task, they work on Exercise 5. T plays Audio 3 for Ss to use the context of dialogs to understand the meaning of idioms. For this activity, the idioms in the dialogs are not be explained or introduced as in the other exercises. Ss listen to the dialogs and decide which of the choices (A), (B), or (C) best answers the question.	L R	Guessing intelligently (compensation) Practicing/Repeating (Congnitve)	PPT Audio 3	15 mins
	Class routines: T finishes the class tanking students for their participation and provides reminders.			PPT	5 mins

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB: BigBlueButtom

Assessment:
T provides feedback and monitors Ss' performance while they are completing the exercises.
Yes/No or alternative questions are used to check understanding.
After every task, the T checks/provides the answers and provides short explanations if needed.

Observations:

Break: 15 minutes. Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0

Exercises adapted from:

Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.

Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

Power Point Presentation (PPT-Slides):

Slide 9 — Idiomatic vs. Literal expressions

__J__ 1. The president hit the nail on the head with his analysis of our budget problems.
____ 2. Jane seems happy. She really knows how to look on the bright side of things.
____ 3. There was a big scratch on the side of his new car.
____ 4. On the whole, Clark has done well in school.
____ 5. The young boy gathered up his fishing pole and his can of worms and headed off to the lake.
____ 6. The airplane couldn't get off the ground because of the bad weather.
____ 7. Peter is a real ball of fire.
____ 8. The police officer blew the whistle to stop the cars.
____ 9. I thought Jake was serious, but he was only pulling my leg.

9

Slide 10 — Recognizing Synonyms

Exercise 3.
Directions:
1. Listen to the spoken statements. Each contains an idiomatic or figurative expression which is written out.
2. Decide which of the two choices best answers the question and choose the appropriate answer, (A) or (B).
3. Then underline the phrase in the correct answer that has the same meaning as the idiom.
4. Remember to use "Shared Notes" to write down your answers.

10

Slide 11 — Recognizing Synonyms

1. get into hot water
__X__ (A) She was in trouble.
____ (B) She took a warm bath.

2. at the drop of a hat
____ (A) He can't leave until he finds his hat.
____ (B) He's ready to leave immediately.

3. run into
____ (A) He met Caroline unexpectedly at the coffee shop.
____ (B) Caroline and I jogged to the coffee shop.

4. on edge
____ (A) He walks back and forth when he's nervous.
____ (B) He likes to walk along the edge.

5. hit it off
____ (A) He and Chuck argued as soon as they met.
____ (B) He and Chuck quickly became friends.

6. a piece of cake
____ (A) The exam was simple.
____ (B) She had a snack after the test.

7. under the weather
____ (A) She didn't want to practice because of the bad weather.
____ (B) She wasn't there because she felt a little sick.

8. take after
____ (A) He looks like his grandfather.
____ (B) He takes care of his grandfather.

11

Slide 12 — Let's go to Break

12

Slide 13 — Understanding dialogs…

Exercise 4. Directions:
1. Look over the idiomatic expressions listed below. Match them accordingly.

Colum A: Idiom	Colum B: Definition
1. clear up	[ ] Abbreviation
2. push one's luck	[ ] To be confident
3. get off the ground	[ ] To clarify / to improve (weather)
4. run of the mill	[ ] For a long time, specifically many hours.
5. hours on end	[ ] To go to bed / to submit smth
6. short for	[ ] Too complicated to be understood by someone
7. over one's head	[ ] Ordinary, average
8. turn in	

13

Slide 14 — Understanding dialogs…

Exercise 4.
Directions:
2. Now that you have match the idioms.
3. Listen to the following dialogs, each contain one of the previous expressions.
4. Listen to the dialogs and mark the one answer choice, (A) or (B), that best answers the question.
5. The first one has been done as an example.
6. Remember to use "Shared Notes" to write down your answers.

14

Slide 15 — Understanding dialogs…

1. __X__ (A) He's not sure Max's business will succeed.
____ (B) He doesn't know where Max has gone.

2. ____ (A) Gary is lucky to have such a good car.
____ (B) It's time for Gary to get some new tires.

3. ____ (A) Go to bed.
____ (B) Watch a different program.

4. ____ (A) She didn't understand all the jokes.
____ (B) She left before the performance was over.

5. ____ (A) If the weather gets better.
____ (B) If she doesn't have any other plans.

6. ____ (A) Elizabeth is taller than Liz.
____ (B) People call Elizabeth "Liz."

7. ____ (A) She's stopped listening to it.
____ (B) She listens to it constantly.

8. ____ (A) The service is very fast there.
____ (B) It's just an average restaurant.

15

Slide 16 — Using the context…

Exercise 5. Directions:
1. Listen to the following dialogs.
2. Decide which of the choices (A), (B), or (C) best answers the question about the dialog and mark the appropriate answer.
3. The first one is done as an example.
4. Remember to use "Shared Notes" to write down your answers.

16

Slide 17 — Using the context…

1. ____ (A) Go to work with Jim.
____ (B) Go out for coffee.
____ (C) Get some exercise.

2. ____ (A) If the woman will go to the party with him.
____ (B) If the red tie looks good with his shirt.
____ (C) If he should wear a tie to the party.

3. ____ (A) She missed Friday's class, too.
____ (B) They both missed class because they want.
____ (C) He should take better notes during Professor Morrison's class.

4. ____ (A) He cut himself while he was preparing food.
____ (B) He doesn't want to work in a restaurant.
____ (C) planning to open up his own restaurant.

5. ____ (A) He wants to know if the woman is joking.
____ (B) He wants the woman to leave him alone.
____ (C) He'd like to know what the quiz will be about.

6. ____ (A) The program was canceled.
____ (B) The shuttle was launched yesterday.
____ (C) The launch was delayed.

7. ____ (A) She stood up and left the lecture.
____ (B) She was waiting outside the lecture hall.
____ (C) Her sweater made her easy to spot.

8. ____ (A) He deserved to get a ticket.
____ (B) He was going to a good restaurant.
____ (C) He probably wasn't speeding.

17

Slide 18 — Thank you for your participation!

Reminders:
• Complete Progress Test (30%) (Moodle). Available from Sat 19th to Sat, 26th (11:55 p.m.)
• Check the Extra Resources Folder (Moodle) for extra practice.

Bye!

18

Appendix P

Unit 3: Structure and Written Expression Review

Lesson plan #6   **Date:** Sept 25th, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 2 hours

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to acquire cognitive language learning strategies needed to answer the two question types present in the Structure and Written Expression section of TOEFL ITP the test accurately.
Specific Objectives
By the end of the lesson, students will be able to: 1. Effectively recognize plurality subjects and verbs of sentences by orally correcting or classifying them to test their previous knowledge. 2. Successfully identify the rules of subject-verb agreement by practicing choosing/underlining correct verb forms to achieve subject-verb agreement. 3. Successfully apply the rules of subject-verb agreement by practicing choosing a verb that agrees with the subject of a sentence.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines: T welcomes Ss and explains the agenda.	L		PPT	5 mins
1	Schema activation: To diagnose Ss' grammatical knowledge, the instructor asks Ss to help her complete Exercise 1: You are the Teacher! The T will use Wheel Picker to choose the student who is going read an incorrect sentence, explain what the problem s/he think is and correct the mistake.	S R	Activating background knowledge (cognitive)	PPT Slide 4 to 10 Wheel Picker https://pickerwheel.com/?choices=Kim,Raul,Mary%20Lisa,Yitz,Paulo	5 mins
1	Pre-task 1: T explains the problems related to subject-verb agreement present also provides general strategies, structure, and question types. T presents models of questions, elicits answers from Ss and provides short explanations. Pre-task 2: In pairs, Ss complete Exercise 2: Tic-tac-toe in which they practice identifying subjects and/or verbs. In the break-out-rooms, the Ss go to WISC-Online with the link provided. They open the game, write their names, and start playing. Before marking X or O, Ss mark if the statement/word is plural or singular. *Note:* In case Ss cannot access the link, they still can play on Slide 20 the same activity and use the toolbar instead.	R S	Grouping (memory) Activating background knowledge (cognitive)	PPT Slide 11 to 18 Toolbar in BBB PPT Slide 19 (Tic-tac-toe) https://www.wisc-online.com/users/prof.zamora/games/108756/tic-tac-toe	10 mins 15 mins
2	Task: In pairs, ss work in three different exercises dealing with the 3 most common subject/verb agreement problems. 1. In exercise 4, the sentences have a quantity expression	R S	Practicing (cognitive) Highlighting		15 mins

	as the subject. In pairs, Ss underline the subjects and the verbs. After that, they circle the objects that the verbs agree with. Then, they indicate if the sentences are correct (C) or in correct (I). 2. In exercise 5, the sentences contain an inverted subject and verb. They circle the word or group of words (question/ negatives/ place/ condition/comparison) that causes the subject and verb to invert. Then, they find and underline the subject and verb that follow these words. Finally, Ss indicate if the sentences are correct (C) or incorrect (I). 3. In exercise 6, each of the sentences contains one of the words that are grammatically singular but have plural meanings. They underline these words and the verb. Then, they indicate if the sentences are correct (C) or incorrect (I).		(cognitive) Analyzing expressions (cognitive)	PPT Slide 21 to 26 Toolbar in BBB	15 mins 15 mins
3	Post-task: Ss play Quizziz to practice completing and identifying problems with subject-verb agreement previously studied. Ss go to joinmyquiz.com and enter the code given by the T. They will choose the option that correctly completes the sentences. They will have 30 seconds per question to answer. Note: The response time in the actual test should be no more than 35 seconds per question.	R	Practicing (cognitive)	PPT Slide 27 Quizziz link: https://quizizz.com/admin/quiz/5f6ac45c4ea5ee001b9bfcbc/startV4	20 mins
	Class routines: T finishes the class thanking students for their participation and reminds Ss to complete asynchronous activities.			PPT Slide 28	5 mins

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB=BigBlueButtom

Assessment:
T provides feedback and monitors Ss' performance while they are completing the exercises.
Yes/No or alternative questions are used to check understanding. After every exercise, the T checks the answers and provides short explanations if needed.

Observations:

Break: 15 minutes. Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0

Exercises adapted from:

Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.

Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

Power Point Presentation (PPT-Slides):

Model 1

My brother and my mother is coming to see me graduate.

(A)
(B)
(C)
(D)

What is wrong with this sentence?

FutureCheck

13

Model 2

Mathematics have been my most difficult subject so far this year.

(A)
(B)
(C)
(D)

What is wrong with this sentence?

FutureCheck

14

Model 3

The house cat, one of the people's favorite pets, enjoy human attention and company.

(A)
(B)
(C)
(D)

What is wrong with this sentence?

FutureCheck

15

Model 4

He _____ his desk yesterday.

(A) cleaned
(B) cleans
(C) clean
(D) cleaner

What is needed with this sentence?

FutureCheck

16

Structure Question (Reminder)

1. Read the whole sentence and options before answering.
2. Ask yourself: What is needed in this sentence?
   A. Locate the subject or verb of the main clause.
   B. Locate the object and completement of the sentence.
C. Look for a subordinate clause.
D. Look for a phrase.

FutureCheck

17

WE Questions (Reminder)

1. Ask yourself: What is wrong in this sentence?
2. Quickly read the four underlined segments to find what is wrong.
3. Read the entire sentence. Compare the segments.
4. Do not waste time looking for error that are not underlined. All errors are underlined.
5. Do not waste time thinking about how to correct the incorrect segment. Once you locate the incorrect segment, mark it and move on.
• Remember: In the actual TOEFL, there is not time and no need for error correction.

FutureCheck

18

Tic-tac-toe

Exercise 2.
Directions:
1. With your partner, click on WISC-Online
2. Open the game, write your name, and start playing.
3. Before marking X or O, mark if the item is plural or singular. If your answer is incorrect you miss your turn.

FutureCheck

19

Tic-tac-toe*

Exercise 2. Directions: Take turns to play tic tac toe. Before marking X or O, say aloud if the item is plural or singular. If your answer is incorrect you miss your turn. Remember to activate the toolbar.

FutureCheck

20

Expressions of quantity

Exercise 3.
Directions:
1. Each of the following sentences has a quantity expression as the subject.
2. In pairs, underline the subjects and the verbs.
3. Circle the subjects that the verbs agree with.
4. Then indicate if the sentences are correct (C) or incorrect (I).

FutureCheck

21

22

Inverted Verbs

Exercise 4.
Directions:
1. Each of the following sentences contains an inverted subject and verb.
2. Circle the word or group of words (question/ negatives/ place/ condition/ comparison) that causes the subject and verb to invert.
3. Find and underline the subject and verb that follow these words.
4. Then indicate if the sentences are correct (C) or incorrect (I).

FutureCheck

23

24

Singular Words

Exercise 5.
Directions:
1. Each of the next sentences contains one of the words that are grammatically singular but have plural meanings. Underline these words and the verb.
2. Then indicate if the sentences are correct (C) or incorrect (I).

FutureCheck

25

26

Let's play...

Directions:
1. Grab your smartphone or tablet.
2. Go to joinmyquiz.com
3. Wait for your teacher to give you the join code.

FutureCheck

27

Thank you for your participation!

Reminders:
• Complete Progress Test (30%) (Moodle). Available from Friday 19th to Friday, 26th (11:55 p.m.)
• Check the Extra Resources Folder for extra practice.

Bye!

28

Appendix Q

Unit 4: Reading Comprehension Review

Lesson plan #7- #8   **Date:** Sept 30th and Oct 2nd, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 2 hours each session

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to acquire language learning strategies needed to answer the two question types present in the Reading Comprehension section of TOEFL ITP the test accurately.
Specific Objectives
By the end of the lesson, students will be able to: 1. Identify statements of factual information in passages by determining what is true and not true in the answer choices accordingly.   2. Locate key words and controlling ideas by skimming and scanning synonyms or related words in the reading passages appropriately.   3. Read the answer choices to match the information in the passage with the correct answer choice by skimming question types appropriately.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines: T welcomes Ss and explains the agenda.	L		PPT	5 mins
	Schema activation: In pairs, Ss work on Exercise 1. In pairs, Ss work on Exercise 1. Ss look at an infographic about polar bears. They discuss the questions and try to answer them correctly based on the information in the infographic. When ss come back, the teacher will elicit the difference between scanning and skimming and how this can help them in the test.	S R	Activating background knowledge Skimming/Scanning (cognitive)	PPT Slide 4	20 mins
1	Pre-task 1: T explains general strategies, structure, question types, and time frame of the third section of the test (Part 1: Reading Comprehension, Part 2: Vocabulary). Strategies for factual questions are also presented. Ss are asked questions to verify their understanding.	R S	Analyzing (cognitive) Receiving and sending messages (cognitive)	PPT Slide 5-8	15 mins
	Pre-task 2: T presents models of questions and provides short explanations. Ss skim for answers to the questions as quickly as possible without reading the passage first. Then, they are sent to the BOR to discuss the questions and possible answers. Pre-task 3: Ss work on Exercise 3 and skim for answers to the questions as quickly as possible without reading the passage first. While they go over the passages, they discuss the questions with their partners.		Skimming/Scanning (cognitive) Practicing (cognitive)	PPT Slide 9 – 10 Slide 11-14	20 mins 25 min

2	Task: Individually, in exercise 4 students read a passage and complete the statements locating the information in each line. Ss will limit themselves to read the text in 30 seconds for this part of the exercise. Then, they will write in what lines they would find the information. From the previous text, in pairs, students work on exercise 5 to write and discuss the answer to each question about the passage in the space provided. After they finish discussing, they individually work with the same text and answer TOEFL-like questions (exercise 6). They read each item and circle the correct answer.	R S	Practicing (cognitive) Skimming/Scanning (cognitive)	PPT Slide 15 -16 Slide 17 Slide 18-19	15 Mins 20 min 15 min
3	Post-task: Ss work in pairs and complete exercise 7, they skim for the answers to the questions as quickly as possible without reading the passage first. They discuss ways to restate the answers that they find with their group. In exercise 8, together, ss read the 3 passages. Ss discuss whether the statements given each paragraph of the passage are true (T), not true (NT), or not mentioned (NM).	R S	Practicing (cognitive) Analyzing (cognitive)	PPT Slide 20-23 Slide 24-27	30 mins 20 mins
	Class routines: T finishes the class thanking students for their participation and reminds Ss to complete asynchronous activities.			PPT	5 mins

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB=BigBlueButtom

Assessment:
T provides feedback and monitors Ss' performance while they are completing the exercises. Yes/No or alternative questions are used to check understanding. After every task, the T checks the answers and provides short explanations if needed.

Observations:

This lesson plan will be divided into 2 live sessions since the students on Week 9 will have a "Convivencia" from their high school and they will not be able to connect as usual.

Thus, it was agreed with the institution and the students to have an extra session on Week 7.

The same PPT will be used in both sessions.

Break: 15 minutes. Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0

In the middle of the main-task or at the end, Ss will be asked how the feel

Exercises adapted from:

Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.

Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

Power Point Presentation (PPT-Slides):

Slide 5

About the Reading section (Review)

- **Purpose**: to test your ability to read and answer questions about passages written in formal written English.
- **Five passages (8 to 12 questions)**
- **Paragraph length: 7 to 33 lines**
- **Question types: Comprehension and Vocabulary**
- **Passages topics:**
  - ✓ Science and technology (40%)
  - ✓ North American history, government, geography, and culture (30%)
  - ✓ Art (15%)
  - ✓ Social science (10%)
  - ✓ Biography (15%)

FutureCheck

Slide 6

Remember...
General strategies

1. Be familiar with the directions.
2. Do not worry if a reading passage is on a topic that is not familiar to you.
3. Scroll to the end of the passage to see the questions.
4. Do not spend too much time reading the passages.
5. Skim each passage and its questions to determine the main idea and overall organization of ideas in the passage.
6. Look at each question to determine what type of question it is.
7. Choose the best answer to each question.
8. Do not spend too much time on a question you are completely unsure of.
9. Monitor the time carefully on the title bar of the computer screen.

FutureCheck

Slide 7

Strategies to Answer Factual Information Questions

1. Look for any indicators in the question that tell you where the answer is located (i.e., According to paragraph 2 / Paragraph 4 states that... / What is stated in paragraph 3 about...).
2. Remember that the questions are generally given in order of how the information is presented. This means that the information to answer the second question will probably be found after the information used to answer the first question.
3. Look for clear key words—such as dates, names, and locations—to help you scan for information and to eliminate wrong answers.
4. Look for synonyms in the answer choices that match the information in the passage.

FutureCheck

Slide 8

How do I eliminate incorrect answer choices?

For Factual Information questions, incorrect answer choices may:

- include details from the passage, but use them in a way that is not accurate according to the passage.
- contain false information or information that contradicts that in the passage.
- use details mentioned in the passage, but that do not answer the question.

FutureCheck

Slide 9

Model

Exercise 2. Directions: Read the following passage and answer questions.

Throughout the year, chimpanzee food is quite varied, but it is mainly vegetable material. At times, however, Gombe Park is loaded with insects—termites, ants, caterpillars—and the chimpanzees will eat huge numbers of them. The chimpanzees' really remarkable behavior appears when they gather termites. According to Suzuki and van Lawick-Goodall, when chimpanzees see that termites have pushed open their tunnels on the surface, they will go off to find a suitable termiting tool. It may look simple, but the job takes skill and patience.

FutureCheck

Slide 10

Model

Throughout the year, chimpanzee food is quite varied, but it is mainly vegetable material. At times, however, Gombe Park is loaded with insects—termites, ants, caterpillars—and the chimpanzees will eat huge numbers of them. The chimpanzees' really remarkable behavior appears when they gather termites. According to Suzuki and van Lawick-Goodall, when chimpanzees see that termites have pushed open their tunnels on the surface, they will go off to find a suitable termiting tool. It may look simple, but the job takes skill and patience.

1. According to the passage, which of the following are NOT mentioned as part of the chimpanzees' diet?
   (A) Termites
   (B) Vegetable material
   (C) Ants
   (D) Mosquitoes

2. The author states in the passage that the chimpanzees' most remarkable behavior can best be seen
   (A) when they are hungry
   (B) as they are resting
   (C) when they are looking for termites
   (D) in the spring

3. According to the author, when chimpanzees gather termites they show
   (A) a dependence on each other
   (B) remarkable strength
   (C) understanding and caring
   (D) ability and persistence

FutureCheck

Slide 11

Finding Detail Answers

Exercise 3. Directions: Skim for answers to the questions as quickly as possible (without reading the passage first).

PASSAGE: Subway
Paragraph A

Subway sandwich shops are all over the world today, but they have not actually been in business for a significant length of time. The first Subway shop was founded in 1965 by Fred DeLuca, who was at the time only seventeen years old. Fred created the first Subway shop because he was trying to find a way to finance his university education. Other students his age were looking for jobs as salesclerks, waitpersons, lifeguards, or camp counselors to help pay for university, but Fred took a very different path and decided to open a sandwich shop.

Let's answer the questions:
1. In what decade was Subway established?
2. How old was the founder of Subway when he started the business?
3. Why did Fred start Subway?
4. What were more normal jobs for seventeen-year-olds?

FutureCheck

Slide 12

Finding Detail Answers

PASSAGE: Subway
Paragraph B

Fred opened his first sandwich shop in Bridgeport, Connecticut, with only a $1,000 investment from a family friend. Family and friends all pitched in to try to make the first shop a success on a very limited budget.

Let's answer the questions:
5. In which city did Fred open his first shop?
6. In which state did Fred open his first shop?
7. How much money did Fred have to start his first shop?
8. Where did Fred get the money to start his first shop?

FutureCheck

Slide 13

Finding Detail Answers

PASSAGE: Subway
Paragraph C

Things did not work out well in the beginning because little planning had gone into this first venture, and Fred had only limited time to devote to it. There were no processes in place to deal with the finances of the business, or the inventory, or the marketing, and Fred was by this time a student at the University of Bridgeport who was dealing with the sandwich shop in addition to his studies.

Let's answer the questions:
9. How successful was Fred initially?
10. What were the reasons for Fred's initial lack of success?
11. What kinds of processes were lacking initially?
12. Why did Fred not have the time to devote to the business?

FutureCheck

Slide 14

Finding Detail Answers

PASSAGE: Subway
Paragraph D

Through a lot of trial and error, Fred learned that it was important to have a business plan and to have control over the processes that were part of the business in order to succeed. As he learned more about business, he was able to open more sandwich shops. He had sixteen stores by 1973, and ten years later he was operating 200 shops. Today the number of Subway shops numbers in the tens of thousands worldwide.

Let's answer the questions:
13. How did Fred learn about business?
14. What two things did Fred learn that he needed?
15. What was Fred able to do after he learned more about business?
16. How many shops did Fred have in 1973?
17. How many shops did Fred have in 1983?
18. How many shops does Fred have today?

FutureCheck

Slide 15

Let's practice...

Exercise 4. Directions:
1. Read the following passage and answer questions.
2. Limit yourself to 30 seconds for this part of the exercise.
3. Write in what lines would find the information.
4. Discuss with your partner.

FutureCheck

Slide 16

When we think of time, we think of clock time. Action all around the world is synchronized to clock time, starting with train schedules, worldwide plane schedules, navigation, astronomy, worldwide telecommunication, etc. These depend completely on accurate timing. The accuracy standards of timekeeping devices have been increasing rapidly due to the demands for more and more accurate timing for space communication, navigation, astronomy, etc. Rather than use mechanical clocks, we are relying nowadays on "atomic clocks". This is not a clock in the usual sense but a device that uses the very stable oscillation of the cesium atom as a standard for timekeeping.

From grandfather clocks to wristwatches, all these clocks are supposed to chop up for us the 24 hours of the day more or less reliably into hours, minutes, and seconds. Let's call this kind of time "objective" since everybody's watches are supposed to cut time into slices of even thickness. However, we know from personal experience that time does not "feel" as passing evenly under different circumstances. When perceiving some interesting activity, time "flies"; while waiting in the dentist's office, it "drags." Albert Einstein was once asked about "psychological time," he replied with a now famous observation: "When you spend two hours with a nice girl, you think it's only a minute. But when you sit on a hot stove for a minute, you think it's two hours." Realizing the relativity of time, let us see, then, how this subjective time can be put to some use.

1. schedules and clock time: _Lines 2-4_
2. accuracy standards: _____
3. how atomic clocks work: _____
4. how objective time is measured: _____
5. how "time feels": _____
6. Einstein's ideas of time: _____

Slide 17

Let's practice...

Exercise 5. Directions: From the previous text, write the answer to each question about the passage in the space provided.
1. How many types of actions mentioned in the passage depend on accurate timing?
   _____
2. What has happened as a result of the demands for more accurate timing by space communication, navigation, astronomy?
   _____
3. What does the atomic clock use as a standard for timekeeping?
   _____
4. What is the defining characteristic of objective time?
   _____
5. What does our personal experience with time tell us?
   _____
6. When does time "feel" longer and shorter?
   _____
7. Did Einstein think that objective and subjective time were similar or different?

FutureCheck

Slide 18

Let's practice...

Exercise 6. Directions: From the previous text, answer the following questions and circle the correct answer.

1. According to the passage, which of the following is NOT an example of accurate timing?
   (A) Clock time
   (B) Psychological time
   (C) Atomic clock
   (D) Objective time

2. According to the passage, demands for more accurate timing have resulted in
   (A) the growth of telecommunications, navigation, and astronomy
   (B) the development of better mechanical clocks
   (C) the improvement of accuracy standards for timekeeping devices
   (D) the dependence on atomic power

FutureCheck

Slide 19

3. The author states in the passage that because of the need for more accurate standards of timekeeping, today we are
   (A) thinking about time in a different way
   (B) revising schedules of trains and planes
   (C) relying more on atomic clocks
   (D) enjoying more leisure time

4. According to the passage, a defining characteristic of objective time is that
   (A) it divides time evenly for everyone
   (B) it is different from clock time
   (C) it seems to pass quickly
   (D) it uses a 24-hour system

5. According to the passage, personal experience tells us that for different circumstances
   (A) different clocks should be used
   (B) our impression of how quickly time passes will vary
   (C) different standards of accuracy will apply
   (D) more interesting activities should be chosen

6. According to the passage, Einstein, when asked about psychological time,
   (A) declined to answer
   (B) commented on its stability
   (C) said that socializing was more time-consuming than tending the fire
   (D) observed that time seems to pass quickly or slowly according to our activity

FutureCheck

Slide 20

Finding and Restating Detail Answers

Exercise 7. Directions:

1. Skim for the answers to the questions as quickly as possible (without reading the passage first).

2. Discuss ways to restate the answers that you find with your group.

FutureCheck

Slide 21

Finding and Restating Detail Answers

PASSAGE: The Bones of the Human Body
Paragraph A
The total number of bones in the human body does not remain constant over a lifetime but instead changes. The number of bones in the human body actually decreases in the maturation process. A baby is born with somewhere in the neighborhood of 270 to 300 bones, but the number decreases to approximately 206 in a mature human adult.

Let's answer the questions:
(1) When does the number of bones go down?
(2) How many bones does a newborn have at birth?
(3) How many bones does a full-grown adult have?

FutureCheck

Slide 22

Finding and Restating Detail Answers

PASSAGE: The Bones of the Human Body
Paragraph B
The number of bones changes because of processes that occur as a baby grows to maturity. One process that occurs is the hardening of the bones as they grow, while another related process that occurs is the fusing, or growing together, of various bones. A baby is born with very soft bones that are, quite obviously, small; the bones begin to harden as the baby matures and grows and as calcium from milk and other dairy products becomes part of the diet. The bones continue to grow and harden throughout youth. Growth of the bones eventually ceases between the ages of fifteen and twenty-five, something that tends to occur earlier in females than in males, and the calcium layer of the bone seals when bone growth has finished.

Let's answer the questions:
(4) Why does the number of bones decrease?
(5) How can the bones of newborns be described?
(6) What foods help a baby's bones to harden?
(7) In which gender does bone growth tend to be completed first?

FutureCheck

Slide 23

Finding and Restating Detail Answers

PASSAGE: The Bones of the Human Body
Paragraph C
Bone fusion is a process that occurs alongside the processes of bone growth and hardening, and these related processes together result in a decrease in the number of bones in the human body from birth to maturity. Fusion is a process by which bones grow together. Some of a baby's softer bones fuse together as the bones grow and harden. A baby is born with a soft spot at the top of the head because the skull is two pieces at the sides of the head at birth; these two sides of the skull fuse together and the soft spot disappears when the baby is between one and two years of age. The collarbone is generally the last bone to fuse, resulting in a final count of 206 bones in the average adult, though approximately five percent of adults have more than this number of bones because some bones failed to fuse before bone growth finished and the calcium layer sealed.

Let's answer the questions:
(8) What processes cause the total number of bones in the human body to go down?
(9) Which bones tend to grow together in babies?
(10) Which bones tend to grow together last?
(11) What fraction of adults tends to have in excess of 206 bones?

FutureCheck

Slide 24

That Is Not True and Not Mentioned

Exercise 8. Directions:
1. Read the passages.
2. Discuss whether the statements below each paragraph of the passage are true (T), not true (NT), or not mentioned (NM).

FutureCheck

Slide 25

That Is Not True and Not Mentioned

PASSAGE: Himalayas
Paragraph A
The Himalayas are Earth's tallest mountain range and, moreover, are one of its youngest. They include Mount Everest, Earth's highest mountain, and thirteen other mountain peaks with altitudes over eight kilometers.

(1) The Himalayas are the highest mountain range on Earth.
(2) The Himalayas are the youngest mountain range on Earth.
(3) Mount Everest is 8,850 meters high.
(4) There are thirteen mountain peaks in the Himalayas.

FutureCheck

Slide 26

That Is Not True and Not Mentioned

PASSAGE: Himalayas
Paragraph B
Already Earth's highest mountain range, the Himalayas are still continuing to rise, at a rate of around 50 centimeters per century. Erosion is causing the mountains to lose some of their height, but because the increase in growth is greater than the decrease from erosion, they have an overall net gain in height.

(5) The Himalayas have stopped growing.
(6) Erosion is causing the Himalayas to grow.
(7) Strong winds cause most of the erosion in the Himalayas.
(8) The altitude of the Himalayas is increasing.
(9) Erosion counteracts all of the effects of growth on the height of the Himalayas.

FutureCheck

Slide 27

That Is Not True and Not Mentioned

PASSAGE: Himalayas
Paragraph C
The formation of the Himalayas began around 50 million years ago. The precipitating event in the creation of the Himalayas occurred when India and the Asian continent slammed into each other. India was, at the time, a continent in its own right and was moving northward toward the Asian continent as Asia meandered southward toward it. Parts of both continents pushed upward as they crashed into each other to form the Himalayas.

(10) By 40 million years ago, the Himalayas were fairly tall mountains.
(11) The Himalayas developed when two continents moved into each other.
(12) India was part of the Asian continent 50 million years ago.
(13) Asia was traveling faster than India.
(14) The material in the Himalayas came from both India and Asia.

FutureCheck

Slide 28

Thank you for your participation!

Reminders:
• Complete Asynchronous Activity (Moodle).
Available until Friday, 18th (11:55 p.m.)

Bye!

FutureCheck

Appendix R

Unit 4: Reading Comprehension Review

Lesson plan #9   **Date:** Friday 9th, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 2 hours each session

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to acquire language learning strategies needed to answer the two question types present in the Reading Comprehension section of TOEFL ITP the test accurately.
Specific Objectives
By the end of the lesson, students will be able to: 1. Identify the rhetorical purpose of passages to match responses correctly by discussing the purpose of the answers.   2. Identifying the purpose and organizational patterns in reading passages by scanning the answers and texts accordingly.   3. Analyzing sentences from reading passages by carefully reading the purpose of the words or expressions on them to answer questions properly.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines: T welcomes Ss and explains the agenda.	L		PPT	5 mins
	Schema activation: In pairs, Ss work on Exercise 1. In pairs, Ss work on Exercise 1. and match the given purpose verbs with the correct definition.	S R	Activating background knowledge (cognitive)	PPT	20 mins
1	Pre-task 1: In pairs, Ss read the phrases below and choose the appropriate organizational pattern from the list below and write it in the spaces provided. (Exercise 2) Pre-task 2: Ss discuss the rhetorical purpose of each of the numbered expressions from a passage. Then, they match their responses with the purpose answers following the passage. (Exercise 3)	R S	Analyzing (cognitive) Classifying (cognitive)	PPT	15 mins
2	Task: Individually, students read different passages and complete TOEFL-like questions from slide 8 to 10. They read each item and circle the correct answer. (Exercise 4)	R S	Practicing (cognitive) Skimming/Scanning (cognitive)	PPT	20 min
3	Post-task: Ss work in pairs and complete each sentence (Exercise 5) by paying careful attention to the purpose of the word or expression in bold.	R S	Practicing (cognitive) Analyzing (cognitive)	PPT	
	Class routines: T finishes the class thanking students for their participation and reminds Ss to complete asynchronous activities.			PPT	5 mins

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB=BigBlueButtom

Assessment:

T provides feedback and monitors Ss' performance while they are completing the exercises. Yes/No or alternative questions are used to check understanding. After every task, the T checks the answers and provides short explanations if needed.

Observations:

Break: 15 minutes. Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0

In the middle of the main-task or at the end, Ss will be asked how the feel.

Exercises adapted from:

Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.

Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

Power Point Presentation (PPT-Slides):

Slide 9

Purpose and Organizational patterns

Directions: Read the passage and circle the best answer.

In marine habitats, a number of small creatures are involved in a "cleaning symbiosis." At least six species of small shrimp, frequently brightly colored, crawl over fish, picking off parasites and cleaning injured
Line   areas. This is not an accidental occurrence, because fish are observed to
(5)   congregate around these shrimp and stay motionless while being inspected. Several species of small fish (wrasses) are also cleaners, nearly all of them having appropriate adaptations such as long snouts, tweezer-like teeth, and bright coloration. Conspicuous coloration probably communicates that these animals are not prey.

1. The main purpose of the passage is to
   (A) describe a biological process of association in a marine habitat
   (B) discuss activities of certain sea creatures
   (C) contrast cleaning activities of shrimp and fish
   (D) describe adaptations of fish for particular jobs

2. Which of the following best describes the format of this passage?
   (A) A hypothesis followed by support
   (B) A statement followed by a description
   (C) A response to a question
   (D) An extended definition

FutureCheck

Slide 10

Purpose and Organizational patterns

Directions: Read the passage and circle the best answer.

The northern lights, or the aurora borealis, is one of nature's most dazzling spectacles. When it appears, there is often a crackling sound coming from the sky. A huge, luminous arc lights up the night, and this arc
Line   is constantly in motion. Sometimes, the brilliant rays of light spread
(5)   upward in the shape of a fan. At other times, they flash here and there like giant searchlights, or move up and down so suddenly that they have been called "the merry dancers." Further north the aurora frequently looks like fiery draperies which hang from the sky and sway to and fro while flames of red, orange, green, and blue play up and down the moving folds.
(10)   According to scientific measurements, this discharge of light takes place from 50 to 100 miles above the earth. But it doesn't reach its greatest brilliance at the North Pole. It is seen at its best around the Hudson Bay region in Canada, in northern Scotland, and in southern Norway and Sweden. It may sometimes be seen even in the United States as it flashes
(15)   across the northern sky.
Science is still not certain regarding exactly what these lights are and what causes them. But it is believed that the rays are due to discharges of electricity in the rare upper atmosphere. The displays seem to center about the earth's magnetic poles, and electrical and magnetic disturbances often
(20)   occur when the lights are especially brilliant.

FutureCheck

Slide 11

Purpose and Organizational patterns

Directions: Read the passage and circle the best answer.

1. What is the purpose of the passage?
   (A) To discredit scientists for not knowing the cause or the exact nature of the northern lights
   (B) To discuss the general characteristics of the northern lights
   (C) To describe the appearance of the northern lights
   (D) To tell readers where the northern lights may best be seen

2. Why does the author use the term "merry dancers" in line 7?
   (A) To suggest the feeling that watching the lights would bring about
   (B) To compare the movement of the lights to movements of dancers
   (C) To encourage people to view the aurora borealis
   (D) To point out that the lights are not a serious scientific phenomenon

FutureCheck

Slide 12

Rhetorical purpose

Exercise 3. Directions: Complete each sentence, paying careful attention to the purpose of the word or expression in bold.

(1) The students worked really hard; consequently,

(2) People believe this theory; however,

(3) A number of mammals live in the ocean. For instance,

(4) The team practices every weekday; moreover,

(5) She made a lot of money. In fact,

FutureCheck

Slide 13

Rhetorical purpose

Exercise 3. Directions: Complete each sentence, paying careful attention to the purpose of the word or expression in bold.

(6) The director criticized our work. The assistant director, on the other hand,

(7) The results couldn't have been more unexpected. That is to say,

(8) The entire staff worked long hours on the project. Nonetheless,

(9) He thought his business would succeed. Instead,

(10) I applied successfully to a number of graduate schools; indeed,

FutureCheck

Slide 14

Thank you for your participation!

Reminders:
- Complete Asynchronous Activity (Moodle).
Available until next Friday (11:55 p.m.)

Bye!

FutureCheck

Appendix S

Unit 5: Test and beyond

Lesson plan #10   **Date:** Friday 23rd, 2020

General information	
Course name: TOEFL ITP	**Proficiency level:** Intermediate
Class size: 6 students	**Lesson length:** 3 hours

Learning plan and activity overview	
Communicative mode	Task- based Instruction
Delivery mode	Synchronous virtual class
Plan for assessment:	Formative

Overall instructional goals of the lesson
Unit Objective
By the end of the unit, students will be able to apply the language learning strategies studied during the course needed to face the actual TOEFL ITP test.
Specific Objectives
By the end of the lesson, students will be able to: 1. Accordingly use the language learning strategies studied during the course by completing a TOEFL-like test.   2. Discuss the strategies and recommendations to prepare for the testing experience before and during the TOEFL ITP test.   3. Understand the scores obtained in the TOEFL ITP test by calculating the total score to determine their language proficiency level.

Specific objectives	Procedures	Macro Skills	Strategies	Materials	Time
	Class routines: T welcomes Ss and explains the agenda.	L		PPT	5 mins
1	Final test (30%) scheduled. The final test will be completed during class time, in this way the teacher will be able to time students and make sure students complete each section correctly.	L R		Final test link https://forms.gle/bcPJ32ot6iBHPcTJA	2 hours
2	Task 1: In pairs, Ss complete exercise in slide 5 about strategies and recommendations for the listening section of the test. Ss use the toolbar and make a list with some strategies and recommendations they have learned during the course. After students finish, the teacher elicits Ss answers and reinforces with extra information (slide 6-8)	R S	Activating background knowledge (cognitive)	PPT CEFR Levels (extra resource for Ss): https://www.ets.org/toefl_itp/research/performance-descriptors/	10 mins
2	Task 2: In pairs, Ss complete exercise in slide 9 about strategies and recommendations for the Structure and Written Expression section of the test. Ss use the toolbar and make a list with some strategies and recommendations they have learned during the course. After students finish, the teacher elicits Ss answers and reinforces with extra information (slide 10).		Creating mental linkages (memory) Lowering anxiety (affective) Asking question (social)	PPT Toolbar BBB	10 mins

2	Task 3: In pairs, Ss complete exercise in slide 11, Ss use the toolbar and make a list with some strategies and recommendations for the Reading section of the test. After students finish, the teacher elicits Ss answers and reinforces with extra information (slide 12-13). Finally, the teacher recaps giving final recommendations for the test day (Slide 14-15).		Creating mental linkages (memory) Lowering anxiety (affective) Asking question (social)	PPT Toolbar BBB	10 mins
3	Task 4: The teacher explains the process of calculating obtained score. They see the examples, calculate their own grade based on the TOEFL scores, and also compare their scores based on the CEFR level descriptors. (Slides 16 -19)		Creating mental linkages (memory) Lowering anxiety (affective) Asking question (social)	PPT Toolbar BBB	10 mins
	Class routines: T finishes the class thanking students for their participation in the course.			PPT	5 mins

Abbreviations: T= teacher, Ss= students, L= listening, S= speaking, R= reading, W= writing, PPT=Power Point Presentation, BBB=BigBlueButtom

Assessment:

T provides feedback and monitors Ss' performance while they are completing the exercises. Yes/No or alternative questions are used to check understanding. After every task, the T checks the answers and provides short explanations if needed.

Observations:

15 min break (after students finish the final test)
Timer: T shares her screen and plays this video https://www.youtube.com/watch?v=d8noY1itMy0
Exercises adapted from:
Phillips, D. (2004). Longman preparation course for the TOEFL test: The paper test. Pearson Longman.
Mahnke, M. K., & Duffy, C. B. (1996). *The Heinemann ELT TOEFL preparation course.* Oxford: Heinemann.

Power Point Presentation (PPT-Slides):

Slide 1 — We are about to start… Remember to: 1. Select microphone. 3. Do the Audio Test.

Slide 2 — FutureCheck, Unlock opportunities. Unit 5: Test day and beyond, Live Session #10. TOEFL ITP Online Prep Course, Instructor Geraldine Zamora, Maestría Profesional en Lingüística Aplicada, UNA 2022

Slide 3 — Agenda: 1. Mock test (30%) 2. General strategies and recommendations review 3. My scores 4. Reminders

Slide 4 — Final test (30%). Directions: 1. Go to this link: https://forms.gle/bcPJ32ot6iBHPcTJA 2. When ready, wait for the teacher's instructions. 3. The teacher will set a timer. 4. Let's start!

Slide 5 — Listening Strategies and Recommendations. Directions: Use the toolbar and make a list with your classmate of some strategies and recommendations for the Listening section of the test.

Slide 6 — Listening Strategies and Recommendations. Listening for basic comprehension.

Slide 7 — Listening Strategies and Recommendations. Listening for pragmatic understanding.

Slide 8 — Listening Strategies and Recommendations. Listening to connect information.

Slide 9 — Structure and Written Expression Strategies and Recommendations. Directions: Use the toolbar and make a list with your classmate of some strategies and recommendations for the Structure and Written Expression section of the test.

Slide 10 — Structure and Written Expression Strategies and Recommendations. Use the language every day.

Slide 11 — Reading Strategies and Recommendations. Directions: Use the toolbar and make a list with your classmate of some strategies and recommendations for the Reading section of the test.

Slide 12 — Reading Strategies and Recommendations. Reading to find information.

Slide 13 — Reading Strategies and Recommendations. Reading for basic comprehension.

Slide 14 — General strategies (Before the test).

Slide 15 — General strategies (During the test). Use Proven Test-Taking Strategies.

Slide 16 — My scores.

My scores

- Use the TOEFL Score conversion table to estimate your TOEFL scores for each section.

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17

My scores

- Now that you converted your correct answer. Use the formula below to estimate your TOEFL general score.

Your total TOEFL score is equal to:

Section One Converted Score + Section Two Converted Score + Section Three Converted Score

―――――――――――――― X 10 = Your Score

3

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18

My scores

- To know the equivalent of your test scores, you can check the CEFR levels below.

TOEFL ITP score ranges (Level 1-310 to 677 PN)	CEFR Levels
627-677	C1 Proficient User — Effective Operational Proficiency
543-626	B2 Independent User — Vantage
460-542	B1 Independent User — Threshold
337-459	A2 Basic User — Waystage

CLICK HERE for extra information

FutureCheck

19

Thank you for your participation!

Reminders:

- Check your final grades.

Thank you for being such a great a group, keep up the good work and the best of luck in your test!

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20