Report 1: Instructional, Learner and

Context Analyses

Part 1: Instructional Analysis

**Terminal Objective**

Given past simple and past perfect sentences of a story in mixed order, learners will correctly order the sentences to create a logically sequenced story.

**Example of Task**

Directions: *Read the following sentences. Pay close attention to the verb tense (past simple/past perfect). Using your mouse or touchscreen, drag and drop the sentences into the correct sequential order.*

\_\_\_\_ “I had a great day yesterday.”

\_\_\_ “It was such an amazing day!”

\_\_\_\_ “My other friend, Jane, had made reservations at Boteco de Manola, the best Brazilian restaurant in town.”

\_\_\_ “I had never tried Brazilian food before, but I loved it!”

\_\_\_ “I spent the whole day at the park with my friends.”

\_\_\_ “Later, we went out to dinner.”

 \_\_\_ “Courtney, my best friend, had brought a volleyball.”

\_\_\_ “So, we played beach volleyball for hours.”

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| Steps | Sub-steps | Subordinate Skills*\*Entry Behaviors underlined* |
| 1. Identify the tense of each sentence |  |  |
|  | 1.1 Locate the main verb in the sentence | 1.1.1 Identify verbs |
|  | 1.2 Identify any auxiliary verbs supporting the main verb | 1.2.1 Identify auxiliary verbs 1.2.2 Recognize the auxiliary verb as modifying the main verb |
|  | 1.3 Identify the verb form as either past perfect or past simple | 1.3.1 Identify simple past verb endings1.3.2 Identify past participles1.3.3 Identify past perfect form *had + past participle* |
| 2. Order the sentences into logical sequence |  |   |
|  | 2.1 Identify the first event of the story | 2.1.1 Identify logical order of events2.1.2 Read for comprehension2.1.3 Identify verb tense2.1.3 Recognize past perfect events as preceding simple past |
|  | 2.2 Click and drag the first event into the top placement field | 2.2.1 Identify top field as indicating first event in sequence2.2.2 Drag and drop objects using a mouse/trackpad/touch screen |
|  | 2.3 Identify the subsequent events | 2.3.1 Same as 2.12.3.2 State past perfect before simple past as a cause before an effect2.3.3 State past perfect after past simple as an explanation2.3.4 State past perfect as a condition that existed prior to an event |
|  | 2.4 Click and drag subsequent story events into subsequent fields | Same as 2.2 |
|  | 2.5 Check story for logical sequence | 2.5.1 Read for comprehension2.5.2 Identify logical order of events |

Part 2: Learner Analysis

1. Terminal Objective

Given past simple and past perfect sentences of a story in mixed order, learners will correctly order the sentences to create a logically sequenced story.

Target Audience

Target learners are adult non-native English speakers at the Advanced (B2) level. They are students of an intensive English as a Second Language Program at Miami International Language Academy.

1. Interviewee Information:

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| Carlos Jesus Canizales Torres | Ly Ianthe Vieira Dos Santos |
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1. Interview Process:

Following a lesson with the interviewees as their ESL instructor, the interviewer asked the each of the interviewees to rejoin the Zoom classroom meeting at separate times to have an interview. The interviewer and interviewees had just concluded a session together and have become well-acquainted as student and teacher. So, pleasantries were not quite necessary. Some questions regarding the student level and ability were also well-known before beginning. After thanking them for their time and reassuring them of the casual nature of the interview, the interview began with questions about basic information. The interviewees were asked about their age, native country, education, years studying English, and length of residence in the United States.

After basic information, the interviewer stated the instructional goal in properly graded English and recorded the interviewee’s responses to their ability with the past perfect tense and the perceived difficulty of its proper application. The learners were given a short test in which they had to correctly order the following three sentences:

* I had forgotten my cell phone.
* I got out of the car.
* I reached into my pocket and was totally shocked.

Following a brief discussion about the correct answer, the interviewer asked questions regarding the interviewees interest in the topic, its relevance to their goals and current life, and their confidence in successfully learning to complete the task after instruction.

Finally, the interviewer tested the interviewees on two entry skills: sequencing of simple past events and forming the past perfect. Then, the interview concluded with an open discussion of any recommendations or suggestions for the success of the learning module.

1. General Characteristics of Learners

The general characteristics of the interviewees represent those of the target audience in many ways. The interviewees’ ages, twenty-five and thirty-three, resemble the average age of students in the target audience. Most learners at Miami International Language Academy (MILA) are between the ages of twenty-five and fifty. The interviewees’ nationalities of Venezuelan and Brazilian represent most students at MILA. Approximately seventy-five percent of learners at the school are of Brazilian nationality. Most learners at MILA are also within the range of the interviewees’ English levels (Intermediate/B1 – Proficient/C1).

The target audience’s educational background, employment, and experience with English is more complicated to represent with two learners. Although many learners in the target audience have at least a bachelor’s degree, their disciplines vary widely. Carlos has a BA in Pilot Tech and Ly has her Master’s in Prosthetic Dentistry. Because many of the students at MILA are in the country on student visas, they cannot legally work here. However, many of them have businesses back in their home countries that they run from Orlando. Ly currently does not work, and Carlos has received a temporary work permit for a part-time job.

1. Characteristics Related to Instructional Goal

According to the results of the interview, learners most likely possess all the entry behaviors. They can identify simple past verbs, correctly order simple past events, and read for comprehension. As for the skills to be addressed in the module, the interviewees had some difficulty forming the past perfect correctly with “had” and the correct form of the past participle.

The learners find the past perfect difficult to use in daily contexts. They have studied the tense before and used it in class exercises but report hesitance in applying the tense in everyday conversation. The interviewees explained that although the past perfect exists in Spanish and Portuguese, it is very uncommon in informal speech.

Despite their discomfort with the topic, the learners express great motivation for mastering the past perfect. Learners would like to become fluent in English to improve their lives as immigrants in the United States. They want to speak more like native speakers so they can fit in as residents and, eventually, citizens.

1. Effects of Interview on Analysis:

As a result of the learner interviews, several adjustments were made to the instructional analysis:

* First, considering the learners’ difficulty with formation of the past perfect, more scaffolding will be provided by focusing only on review of those past participles that will appear in the story.
* Student interviewees reported the difficulty in using past perfect in conversation. Therefore, the sequencing assessment will more closely resemble a story dialogue told from first person rather than a written story in the third person.
* Finally, regarding the conversational need of the students, the lesson will have less emphasis on the form of the past perfect. Instead, the lesson will mostly focus on the use of the past perfect in context.
1. Other Insights

 Carlos independently brought up the topic of student motivation. As most of the students at MILA are obligated to attend classes, there is a strong need to motivate students with fun activities and interesting topics. As a way of maintaining student motivation throughout the module, the story topic will be fun and interesting. Words of encouragement will appear throughout the module.

Part 3: Context Analysis

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| **Information Category** | **Data Source** | **Performance Site Characteristics** |
| Supervisory support | Interviews: Two learners from B2 level ESL class. | Because learners strive to become fluent English speakers, they seek independence from external support. Learners would like to be able to use the past perfect without reference to performance tools or help from other speakers. |
| Physical Aspects | Interviews:Same as above | Facilities: Performance takes place in all locations where conversation is possible.Resources/Equipment: Learners expect to be able to speak fluently without use of external resources/equipment. |
| Social Aspects | Interviews:Same as above | Learners use the past perfect when telling stories to their friends. They also use it when explaining prior experiences related to work or school. The past perfect is used both formally and informally in many different social situations.The past perfect may appear in a long story told by the learner or may be prompted by a question in conversation |
| Relevance of Skills to Performance | Interviews:Same as above | Learners would like to be able to speak fluently using the past perfect. They want to speak as clearly and accurately as possible. They want to sound like native speakers. Mastering the past perfect would allow learners to tell stories in a way that sounds more like a native speaker. |

Implications for instructional setting:

1. Social Aspects

 Because learners mostly want to speak fluently with the topic language, it is difficult to replicate the social interaction on conversation on a written, self-guided module. To overcome this difference in settings, the topic and format of the story will imitate conversational English. Also, small characters can be used to show people interacting in a conversation. The format will be set up as a dialogue in quotations rather than a written story. In further training scenarios, students will be observed telling a story directly to their peers to imitate the performance setting.

1. Physical Aspects

 Again, the difficulty of replicating the performance context appears when considering the opposite physical characteristics of the learning context. In the performance context, learners would be expected to tell their story without external supports. The learning context of a self-guided module does not allow learners to tell a story verbally and without support. The self-guided module requires at least a prompt for the student to respond to. In fact, the learning context will ask students to correctly order the parts of a story instead of producing the story independently. Once again, the learners should be given the opportunity in future training to speak directly with their colleagues to replicate the performance context.

1. Other Aspects

 To address the issue of transfer to the speaking skills that would occur in the performance setting, the learning module will conclude with suggesting that the student read the story dialogue aloud. An optional activity will allow students to record themselves telling a story using the past perfect and send it to the instructor for review. Adding elements of vocal reproduction is a critical need for appropriate transfer of the module.