Congress Proceedings

III ENGLISH TEACHING CONGRESS

Centro de Transferencia Tecnológica y Educación Continua
November 13-14, 2019

Empowerment pedagogy I Assessment I Inclusive pedagogy I Use of digital technology

Proceedings of the III English Teaching Congress

Huetar Northern Region, Costa Rica
November 13-14, 2019

All proposals/abstracts have been peer-reviewed
ISBN: 978-9930-541-56-2

Proceedings of the III English Teaching Congress

Huetar Northern Region, Costa Rica
November 13-14, 2019

Editorial Committee

MEd. Ana Lucía Chaves Barquero, Editor
Dr. Patricia López Estrada, Compiler, pre-editor
Assist. Marcela Villalobos Pérez, Compiler

Congress General Coordinador

Dr. Patricia López Estrada, Instituto Tecnológico de Costa Rica

Congress Scientific Coordinator

MAE. Sonia Villegas Salas, Instituto Tecnológico de Costa Rica

Congress Organizing Committee

Dr. Patricia López Estrada, General Coordinator
MAE. Sonia Villegas Salas, Instituto Tecnológico de Costa Rica
MEd. Eduardo Castro Miranda, Universidad Técnica Nacional
MSc. Gerardo Matamoros Arce, Universidad Técnica Nacional
MA. Gabriela Hernández Salazar, Instituto Nacional de Aprendizaje
MEd. María Gabriela Castillo Hernández, Ministerio de Educación Pública
Licda. Yendry Araya Arce, Colegio Diocesano Padre Eladio Sancho
Lic. Javier Cordero Abarca, Colegio Agropecuario de San Carlos
Bach. Meybol Jiménez Quesada, Universidad Estatal a Distancia

Foreword

The importance and usefulness of communicating and knowing different languages are vital. English is one of the most spoken languages worldwide; it represents a fundamental tool for development as it increases accomplished experiences, abilities, and services related to social, economic, and educational contexts.

The III English Teaching Congress, Huetar Northern Region 2019, offered an opportunity to enrich pedagogical practices through the sharing of ideas, techniques, and experiences along two full days of sessions and activities to help educators face their challenges and weaknesses. The main objective of this event was to consolidate the educational opportunities for the strengthening of innovative teaching practices and pedagogical mediation of English teaching as a foreign language through the establishment of collaborative partnerships to contribute with the socio-economical, educational, and cultural development of Huetar Northern Region of Costa Rica.

The main theme of the congress was teacher empowerment of pedagogical practices. The thematic strands were pedagogical practices that promote teacher empowerment (Reflexive Pedagogy, Critical Pedagogy, Feminist Pedagogy, Empowerment Pedagogy); effective pedagogical practices to strengthen the teaching of English as a foreign language (Macro skills: Listening, Speaking, Reading, Writing, Culture; Micro skills: Grammar, Vocabulary, Pronunciation, Spelling; English for Specific Purposes: ESP); Inclusive pedagogical practices to the teaching of English as a foreign language (Pedagogical practices with socio-cultural and diverse student populations, Pedagogical practices with cognitive and physically challenged students, Pedagogical practices with LGBTIQ student populations;

Use of Digital Technologies for the teaching of English as a foreign language; and Formative assessment of English teaching as a foreign language (Formative assessment as an empowerment process in the decision-making process, Creation of formative assessments tools).

The following collection of academic papers is published in the context of this academic activity, held in Santa Clara, Costa Rica at Centro de Transferencia Tecnológica y Educación Continua, Campus Tecnológico Local San Carlos, Instituto Tecnológico de Costa Rica. This electronic volume contains the contributions made by researchers and presenters in this Congress. Furthermore, it is the written record of the work, experiences, innovative techniques, and teaching tips that were presented to participants, fellow researchers, and colleagues within a frame of rigorous academic regulations and high-quality standards. An Editorial Committee organized the collection of papers presented in this proceeding. This committee was in charge of ensuring the quality of the papers by establishing a set of guidelines for the different kinds of sessions accepted in the congress and going through feedback and revisions cycles so that at the end, both the presenters and the Editorial Committee, gave their best to reach the main goals of this event.

By publishing this material, we endeavor to provide the participants and teachers of English with valuable consulting material that embraces information, useful tools, and ideas to complement the teaching of English, improve teaching practices, and have advice and feedback about topics discussed in the Congress.

Acknowledgments

The Scientific Committee for the III English Teaching Congress, Huetar Northern Region 2019, would like to express its sincere gratitude to the following professionals for their participation with proposals and presentations. Both showed their vast knowledge during this Congress in different fields that contribute to the professional development of the English teachers from the Northern Region of Costa Rica.

1. Lic. Aarón Torres Rojas, Universidad Nacional de Costa Rica, Costa Rica
2. MEd. Adrián Gerardo Carmona Miranda, Universidad Nacional de Costa Rica, Costa Rica
3. MA. Amanda Lynn Rossi, Universidad de Costa Rica, Costa Rica
4. MA. Ana Isabel Campos Centeno, Ministerio de Educación Pública, Universidad Nacional de Costa Rica, Costa Rica
5. MEd. Ana Lucía Chaves Barquero, Universidad de Costa Rica, Universidad Católica Sede San Carlos, Costa Rica
6. BEd. Angie Catalina Céspedes Martínez, Universidad Católica de Costa Rica, Sede Central, Costa Rica
7. Lic. Ardui Zur Flores Calderón, Instituto Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, Costa Rica
8. Lic. Brian José Paz Chavarría, Ministerio de Educación Pública, Costa Rica
9. Bach. Brenda Navarrete Cordero, Universidad Nacional de Costa Rica, Costa Rica
10. MEd. Cindy Rodríguez Soto, Universidad Técnica Nacional, Universidad de Costa Rica, Costa Rica
11. MA. Clare Goodman, Universidad Técnica Nacional, Costa Rica
12. Dr. Cheryl Calhoun, Santa Fe College, USA
13. Licda. Carmen Daniela Arroyo Sánchez, Instituto Educativo Bilingüe de Formación Integral Montecarlo, Costa Rica
14. Dr. Alina Pajtek, William Rainey Harper College, USA
15. Dr. Esther de Jong, University of Florida, USA
16. Dr. Katherine Barko-Alva, William & Mary School of Education, USA
17. Dr. Max Arias Segura, Dirección Regional de Educación de Liberia, Universidad de Costa Rica, Universidad Técnica Nacional de Costa Rica, Costa Rica
18. Lic. Eric Ceciliano Matamoros, Villa Nueva Elementary School, Colegio Técnico Profesional Matapalo, Costa Rica
19. Mag. Eric Herrera Molina, Universidad Técnica Nacional, Costa Rica
20. Mag. Erick Francisco Salas Acuña, Instituto Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, Costa Rica
21. Mag. Francisco Vargas Vargas, Textos Educativos, Cambridge University Press, Costa Rica
22. MSc. Georgina Gutiérrez Montero, Ministerio de Educación Pública, Costa Rica
23. MSc. Gerardo Matamoros Arce, Universidad Técnica Nacional de Costa Rica, Costa Rica

24. MA. Henry Sevilla Morales, Universidad Nacional de Costa Rica, Costa Rica
25. MA. Ivannia Ramos Cordero, Universidad Nacional de Costa Rica, Costa Rica
26. MEd. Jairo Viales Angulo, Universidad Nacional de Costa Rica, Costa Rica
27. LLB. Jamie Duncan, ILTC Languages, Buenos Aires, Argentina
28. MA. Jonathan Elizondo Mejías, Universidad Estatal a Distancia, Ministerio de Educación Pública, Costa Rica
29. MSc. Jonnathan Salas Alvarado, Universidad de Costa Rica, Costa Rica
30. Bach. Johnnatan Vega Barquero, Universidad Nacional de Costa Rica, Costa Rica
31. Dr. Jorge Aguilar Sánchez, Universidad Nacional de Costa Rica, Costa Rica
32. STU. Jorge Andrés Chavarría Piñeiro, Universidad de Costa Rica, Costa Rica
33. MSc. Juan Carlos Solano Navarro, Ministerio de Educación Pública, Costa Rica
34. MA. Kathleen Reynolds, William Rainey Harper College, USA
35. Bach. Katherine Valverde Solís, Universidad Nacional de Costa Rica, Costa Rica
36. MEd. Kay Westerfield, Global Communication Consulting, USA
37. MSc. Keylor Sánchez Sandí, Universidad Técnica Nacional de Costa Rica, Costa Rica
38. MA. Laura Campos Barquero, Ministerio de Educación Pública, Asesoría Nacional de Inglés, Costa Rica
39. MEd. Laura Azucena Zalazar, Centro Espiral Mana, Argentina
40. MA. Lindsay Chaves Fernández, Universidad Nacional de Costa Rica, Costa Rica
41. BA. Lisa Delao, Instituto Nacional de Aprendizaje, ACCESS English Microscholarship Program, USA
42. MBA. Manuel Rojas Mata, Despacho Académico de Ministerio de Educación Pública, Costa Rica
43. MSc. Marco Araya Vega, Universidad Técnica Nacional, Costa Rica
44. Bach. Margaret Burke, Centro Cultural Costarricense Norteamericano, USA
45. Licda. María Daniela Bonilla Chalupa, Centro de Atención Formativa y Recreativa Antonio Obando Chan and Universidad de Costa Rica, Costa Rica
46. MLS. María del Carmen Bonet Cruz, Prince George's Community College, USA
47. MA. María del Rocío Ling Nieto, Universidad Técnica Nacional, Costa Rica
48. MA. Mark Foster Cormier, Centro Cultural Costarricense Norteamericano, Universidad Castro Carazo, USA
49. MA. Marlon Pérez Pérez, Instituto Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, Costa Rica
50. MA. Marta Matamoros Blanco, Universidad Nacional de Costa Rica, Costa Rica
51. MA. Mary Scholl, Centro Espiral Mana, Costa Rica
52. Lic. Miguel Zúñiga Sancho, Universidad Nacional de Costa Rica, Costa Rica
53. MEd. Natalia María González Kopper, Universidad Técnica Nacional, Costa Rica
54. ML. Paola Artavia Moya, Ministerio de Educación Pública, Asesoría Regional de Inglés Occidente, Costa Rica
55. Dr. Patricia López Estrada, Instituto Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, Costa Rica
56. Dr. Prisca María Rodríguez Cruz, Roosevelt STAY Opportunity Academy, USA
57. Lic. Randall Centeno Hernández, Ministerio de Educación Pública, Dirección Regional de Inglés San José Norte, Costa Rica
58. Dr. Richard Freeman Johnson, William Rainey Harper College, USA
59. MEd. Rebeca Mayorga Castro, Universidad Católica de Costa Rica, Sede Central, Costa Rica

60. ML. Rosberly López Montero, Universidad de Costa Rica, Costa Rica
61. MSc. Safiro Rivera Mena, Universidad Nacional de Costa Rica, Costa Rica
62. Dr. Sean Conley, Centro Espiral Mana, USA
63. Dr. Suzan Kobashigawa, Centro Espiral Mana, USA
64. Dr. Timothy Barko, Walsingham Academy, USA
65. MA. Vivian Vargas Barquero, Universidad Nacional de Costa Rica, Costa Rica
66. MA. Yorleni Romero Chaves, Universidad Técnica Nacional, Costa Rica
67. MA. Karla Lucía Alvarado Marín, North Summit Education, Costa Rica
68. Esp. Ruben Pulgarin, Servicio Nacional de Aprendizaje, SENA, Colombia

More specifically, this Committee thanks the authors that were willing to write papers and

provide their knowledge upon the completion of these valuable academic documents.

1. Dr. Alina Pajtek, William Rainey Harper College, USA
2. MEd. Adrián Gerardo Carmona Miranda, Universidad Nacional de Costa Rica, Costa Rica
3. MA. Amanda Lynn Rossi, Universidad de Costa Rica, Costa Rica
4. MA. Ana Isabel Campos Centeno, Ministerio de Educación Pública, Universidad Nacional de Costa Rica, Costa Rica
5. MEd. Ana Lucía Chaves Barquero, Universidad de Costa Rica, Universidad Católica Sede San Carlos, Costa Rica
6. BEd. Angie Catalina Céspedes Martínez, Universidad Católica de Costa Rica, Sede Central, Costa Rica
7. Lic. Ardui Zur Flores Calderón, Instituto Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, Costa Rica
8. Lic. Brian José Paz Chavarría, Ministerio de Educación Pública, Costa Rica
9. Bach. Brenda Navarrete Cordero, Universidad Nacional de Costa Rica, Costa Rica
10. MA. Clare Goodman, Universidad Técnica Nacional, Costa Rica
11. MEd. Cindy Rodríguez Soto, Universidad Técnica Nacional, Universidad de Costa Rica, Costa Rica
12. Licda. Carmen Daniela Arroyo Sánchez, Instituto Educativo Bilingüe de Formación Integral Montecarlo, Costa Rica
13. Lic. Eric Ceciliano Matamoros, Villa Nueva Elementary School, Colegio Técnico Profesional Matapalo, Costa Rica
14. Mag. Erick Francisco Salas Acuña, Instituto Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, Costa Rica
15. MEd. María Gabriela Castillo Hernández, Ministerio de Educación Pública, Costa Rica
16. MSc. Gerardo Matamoros Arce, Universidad Técnica Nacional, Costa Rica
17. MA. Henry Sevilla Morales, Universidad Nacional de Costa Rica, Costa Rica
18. MA. Ivannia Ramos Cordero, Universidad Nacional de Costa Rica, Costa Rica
19. LLB. Jamie Duncan, ILTC Languages, Buenos Aires, Argentina
20. MEd. Jairo Viales Angulo, Universidad Nacional de Costa Rica, Costa Rica
21. MA. Jonathan Elizondo Mejías, Universidad Estatal a Distancia, Ministerio de Educación Pública, Costa Rica
22. MSc. Jonnathan Salas Alvarado, Universidad de Costa Rica, Costa Rica

23. Bach. Johnnatan Vega Barquero, Universidad Nacional de Costa Rica, Costa Rica
24. STU. Jorge Andrés Chavarría Piñeiro, Universidad de Costa Rica, Costa Rica
25. MSc. Juan Carlos Solano Navarro, Ministerio de Educación Pública, Costa Rica
26. MA. Kathleen Reynolds, William Rainey Harper College, USA
27. Bach. Katherine Valverde Solís, Universidad Nacional de Costa Rica, Costa Rica
28. MSc. Keylor Sánchez Sandí, Universidad Técnica Nacional, Costa Rica
29. MA. Lindsay Chaves Fernández, Universidad Nacional de Costa Rica, Costa Rica
30. BA. Lisa Delao, Instituto Nacional de Aprendizaje, ACCESS English Microscholarship Program, USA
31. MSc. Marco Araya Vega, Universidad Técnica Nacional, Costa Rica
32. Licda. María Daniela Bonilla Chalupa, Centro de Atención Formativa y Recreativa Antonio Obando Chan and Universidad de Costa Rica, Costa Rica
33. MA. María del Rocío Ling Nieto, Universidad Técnica Nacional, Costa Rica
34. MSc. Jorge Manuel Luna Angulo, Universidad Nacional de Costa Rica, Costa Rica
35. MA. Mark Foster Cormier, Centro Cultural Costarricense Norteamericano, Universidad Castro Carazo, USA
36. MA. Marlon Pérez Pérez, Instituto Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, Costa Rica
37. MA. Marta Matamoros Blanco, Universidad Nacional de Costa Rica
38. MA. Mary Scholl, Centro Espiral Mana, Costa Rica
39. Lic. Miguel Zúñiga Sancho, Universidad Nacional de Costa Rica, Costa Rica
40. MEd. Natalia María González Kopper, Universidad Técnica Nacional, Costa Rica
41. ML. Paola Artavia Moya, Ministerio de Educación Pública, Asesoría Regional de Inglés Occidente, Costa Rica
42. Dr. Patricia López Estrada, Instituto Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, Costa Rica
43. Lic. Randall Centeno Hernández, Ministerio de Educación Pública, Dirección Regional de Inglés San José Norte, Costa Rica
44. MEd. Rebeca Mayorga Castro, Universidad Católica de Costa Rica, Sede Central, Costa Rica
45. MSc. Ronny Carmona Miranda, Universidad Nacional de Costa Rica, Costa Rica
46. ML. Rosberly López Montero, Universidad de Costa Rica, Costa Rica
47. MSc. Safiro Rivera Mena, Universidad Nacional de Costa Rica, Costa Rica
48. Dr. Sean Conley, Centro Espiral Mana, USA
49. Dr. Suzan Kobashigawa, Centro Espiral Mana, USA
50. MA. Vivian Vargas Barquero, Universidad Nacional de Costa Rica, Costa Rica
51. MA. Yorleni Romero Chaves, Universidad Técnica Nacional, Costa Rica

Furthermore, the rigorous evaluation of proposals for the congress could not have been accomplished without the assistance of the following group of external reviewers:

1. Dr. Jorge Aguilar-Sánchez, Universidad Nacional de Costa Rica, Sede Interuniversitaria de Alajuela, Costa Rica
2. MA. Danilo Alpízar Lobo, Instituto Tecnológico de Costa Rica, Campus Tecnológico San Carlos, Costa Rica
3. MA. Jacqueline Araya Ríos, Universidad Nacional de Costa Rica, Sede Regional Brunca, Costa Rica
4. MA. Jorge Altamirano Alvarado, Universidad Nacional de Costa Rica, Sede Regional Brunca, Costa Rica
5. Licda. Yendry María Arce Araya, Colegio Diocesano Padre Eladio Sancho, Costa Rica
6. Lic. César Alonso Arce Vega, Ministerio de Educación Pública, Dirección Regional San Carlos, Costa Rica
7. MSc. Douglas Barraza Ruiz, Universidad Técnica Nacional, Sede Central Alajuela, Costa Rica
8. MEd. Allan Benavides Trejos, Universidad Técnica Nacional, Costa Rica
9. Licda. Sandra Calvo Aguilar, Colegio Agropecuario de San Carlos, Costa Rica
10. MEd. Adrián Carmona Miranda, Universidad Nacional, Sección Regional Huetar Norte - Caribe, Campus Sarapiquí, Costa Rica
11. MEd. María Gabriela Castillo Hernández, Ministerio de Educación Pública, Dirección Regional San Carlos, Costa Rica
12. MAE. Eduardo Castro Miranda, Universidad Técnica Nacional, Costa Rica
13. Lic. Javier Cordero Abarca, Colegio Agropecuario de San Carlos, Costa Rica
14. MEd. Ana Lucía Chaves Barquero, Universidad de Costa Rica, Universidad Católica Sede San Carlos, Costa Rica
15. Bach. Lisa Delao, Instituto Nacional de Aprendizaje, ACCESS English Microscholarship Program, USA
16. Lic. Ardui Zur Flores Calderón, Instituto Tecnológico de Costa Rica, Campus Tecnológico San Carlos, Costa Rica
17. Lic. Ricardo Gamboa Rodríguez, Colegio Agropecuario de San Carlos, Costa Rica
18. MEd. Natalia González Kooper, Universidad Técnica Nacional, Costa Rica
19. Lic. Maikol Granados Soto, Colegio Agropecuario de San Carlos, Costa Rica
20. Licda. Zeneida Hernández Mairena, Ministerio de Educación Pública, Dirección Regional San Carlos, Costa Rica
21. MA. Ana Gabriela Hernández Salazar, Instituto Nacional de Aprendizaje, Campus La Marina - Ciudad Quesada, Costa Rica
22. MAE. Mariamalia Hidalgo Díaz, Universidad Católica de Costa Rica, Sede San Carlos, Costa Rica
23. Lic. Víctor Antonio Jiménez Soto, Instituto Nacional de Aprendizaje, Campus La Marina - Ciudad Quesada, Costa Rica
24. ML. Rosberly López Montero, Universidad de Costa Rica, Costa Rica
25. Lic. Edgar Jiménez Varela, Instituto Nacional de Aprendizaje, Campus La Marina - Ciudad Quesada, Costa Rica

26. MSc. Gerardo Matamoros Arce, Universidad Técnica Nacional, Costa Rica
27. Lic. Geiner Méndez Pérez, Instituto Nacional de Aprendizaje, Campus La Marina - Ciudad Quesada, Costa Rica
28. MA. Joseph Montenegro Bonilla, Universidad Nacional de Costa Rica, Sede Regional Brunca, Costa Rica
29. MA. Cinthya Olivares Garita, Universidad Nacional de Costa Rica, Sede Regional Brunca, Costa Rica
30. MA. Jorge Paniagua Vargas, Universidad Nacional de Costa Rica, Sección Regional Huetar Norte - Caribe, Campus Sarapiquí, Costa Rica
31. MA. Marlon Pérez Pérez, Instituto Tecnológico de Costa Rica, Campus Tecnológico San Carlos, Costa Rica
32. Lic. Alvin Prendas Anchía, Instituto Nacional de Aprendizaje, Campus La Marina - Ciudad Quesada, Costa Rica
33. MAE. Joselyn Rojas Rodríguez, Ministerio de Educación Pública, Dirección Regional San Carlos, Costa Rica
34. MSc. Jonnathan Salas Alvarado, Universidad de Costa Rica, Sede del Pacífico, Costa Rica
35. Licda. Jerlin Salazar Lobo, Ministerio de Educación Pública, Dirección Regional San Carlos, Costa Rica
36. MSc. Keylor Sánchez Sandí, Universidad Técnica Nacional, Costa Rica
37. MA. José Soto Morera, Universidad Técnica Nacional, Costa Rica
38. Licda. Ana Lucía Valerio Salas, Universidad Técnica Nacional, Sede Central Alajuela, Costa Rica
39. MA. Johanny Vallecillo Alfaro, Instituto Tecnológico de Costa Rica, Campus Tecnológico San Carlos, Costa Rica
40. MAE. Karol Vega Villegas, Ministerio de Educación Pública, Dirección Regional San Carlos, Costa Rica

This Committee sincerely appreciates their hard work and insight, which contributed to the selection process of the congress' proposals. Finally, the Scientific Committee wants to acknowledge Instituto Tecnológico de Costa Rica, which put together the proceedings, the allotment of an International Standard Book Number, and made the final edition of the proceedings possible for the III English Teaching Congress, Huetar Northern Region 2019.

Content

Reading and Writing Words and Worlds: Exploring Pedagogical Practices that Empower EFL Students

Alina C. Pajtek
Harper College, United States
apajtek@harpercollege.edu

Resumen: En este artículo, adoptó una lente pedagógica crítica (Freire, 1985) para subrayar la importancia de fomentar la independencia en los estudiantes de inglés como lengua extranjera (EFL) en el aula y más allá. A través de ejemplos concretos de técnicas para enseñar diversas habilidades lingüísticas, como lectura, escritura, gramática, vocabulario, comprensión auditiva y expresión oral, examino las prácticas pedagógicas que empoderan a los estudiantes de inglés como lengua extranjera y que se basan en principios de enseñanza cognitiva, socio-afectiva y lingüística (Brown y Lee, 2015). La entrada auténtica del lenguaje, la creación de significado y la interacción contextualizada están en el centro de las prácticas pedagógicas examinadas en este documento. El pensamiento crítico y la instrucción de andamiaje también se discuten en relación con el desarrollo de los estudiantes no solo de competencia gramatical, sino también de su discurso y competencia sociolingüística. Por último, menciono varias estrategias de aprendizaje de idiomas, en particular estrategias para la enseñanza y el aprendizaje de vocabulario que contribuyen al desarrollo de la competencia estratégica de los estudiantes al aprender EFL y en general a su agencia en el proceso de aprendizaje de idiomas.

Palabras clave: Pedagogía crítica, fomentando la independencia, capacitando a los estudiantes de EFL.

Abstract: In this paper, I adopt a critical pedagogy lens (Freire, 1985) to underscore the importance of fostering independence in English as a Foreign Language (EFL) learners in the classroom and beyond. Through concrete examples of techniques for teaching various language skills, such as reading, writing, grammar, vocabulary, listening, and speaking, I examine pedagogical practices that empower EFL learners and that are grounded in cognitive, socio-affective, and linguistic teaching principles (Brown, & Lee, 2015). Authentic language input, meaning-making, and contextualized interaction are at the center of the pedagogical practices examined in this paper. Critical thinking and scaffolding instruction are also discussed concerning students' development, not only their grammatical competence, but also their discourse and sociolinguistic competence. Lastly, I mention several language learning strategies, in particular strategies for vocabulary teaching and learning that contribute to students' development of strategic competence when learning EFL and overall to their agency in the language learning process.

Keywords: Critical pedagogy, fostering independence, empowering EFL learners.

1   Introduction

The written and the spoken word, including reading and writing in a foreign language, both reflect and construct our reading of the reality in which we live and the writing and re-writing of our world:

> "There is a permanent movement back and forth between "reading" reality and reading words - the spoken word too is our reading of the world. We can go further, however, and say that reading the word is not only preceded by reading the world but also, by a certain form of writing it or rewriting it. In other words, of transforming it by means of conscious practical action. For me, this dynamic movement is central to literacy" (Freire p. 18, 1985).

Reading and listening in a foreign language is never just the practice of reception skills in that language; conversely, writing and speaking in a foreign language is never just words students produce in spoken or written form in another language. "Reading and writing words and worlds" always involves a deep understanding, interpretation, and critical evaluation of a socio-culturally encoded text, in any language that this may take place.

Many learning theories support the idea of fostering autonomy or independence in foreign language learning, e.g., constructivism, which is defined as the learning that is "memorable and transferable to novel contexts because learners have encoded it for themselves out of raw data, or at least raised it from a lower to a higher level of organization, by forming and testing hypotheses as professional scientists do" (Resnick, 1987, p. 2). Along the same lines, Benson (2001) notes the importance of autonomy, or the "capacity to control one's learning" (p. 290) and Oxford (2011) argues that self-regulation is central to language learning. Scholars supporting an approach to education that is grounded in critical pedagogy argue that "critical students and teachers are prepared to situate learning in the relevant social contexts, unravel the implications of power in pedagogical activity, and commit themselves to transform the means and ends of learning…" (Canagarajah, 2005, p. 932). Critical thinking is a skill that one may or may not develop over time, depending on the socialization practices of the family, the educational system, and the broader socio-cultural context in which students and teachers are born and raised.

In this paper, I discuss examples of EFL pedagogical practices across several language skills that aim to contribute to empowering EFL students and to encourage them to recognize their own agency (Bandura, 2001) in their foreign language learning process.

2   Examples of pedagogical practices that empower students and foster independent EFL learners

2.1 Fostering independence through leveled reading

Reading in another language is a great way for EFL students to have access to language input; however, how much students take from this input (intake) depends on the level and complexity of the language to which they are exposed.

Krashen (1982, 1985) explains that students need to be exposed to language that is just above their level of comprehension (input +1, or $i+1$) for them to be able to benefit from this exposure to language and to transform input into the intake.

Reading books that are not too easy or too difficult, but at the right level ($i+1$), gives students access to comprehensible input or input that transforms into the intake. It is at this point when learning a language is the most likely to happen. One of the major values of reading leveled novels is that students are provided a valuable source of comprehensible input in the form of reading books that are on topics of current interest. Lending the books free of charge to students and in an accessible format is essential to allowing students affordable course materials in a sustainable way for many years.

In the ESL program at Harper College, all Reading II, III, and IV students must read five leveled books; these books are modified to various degrees (depending on students' levels) to provide students with level-appropriate reading material. The students borrow their first books in the first week of the semester when the teacher brings the books to class in a box. The books cover different topics and genres, so students can choose the topics and types of reading that they would like to do. Each book has a card inside (in a sleeve) on which students write their names and the date when they borrowed the books; the instructors collect the cards, so they have a record of who borrowed each book. Two weeks later, the instructor brings the box of novels and the quizzes for each book to the classroom. First, students take a short quiz (usually five questions) about the books that they read at home; then, the students put the cards back in the book sleeves; then, students select the next books that they are going to read. Again, students have two weeks to read their new books. Every other week, the instructor brings in the box of books until every student has read and has taken a quiz on each of the five books that they will read.

If students want, they can read more books than required, and frequently students become so excited about reading that they read a lot more than five books. Within each Reading level (II, III, and IV), the books are at 3 levels. For example, in Reading II, the books are at levels 2, 3, and 4. Students are required to keep a list of books that they read.

These are some of the student learning goals that can be accomplished through leveled reading:

1. Read and comprehend a variety of significantly modified texts and (in higher levels) texts with limited modifications.
2. Select details that answer questions or support the main idea, using words, phrases or sentences from the text (depending on the level).
3. Use everyday vocabulary and a range of academic vocabulary (depending on the level).
4. Identify the main idea of a paragraph.
5. Identify the writer's point of view and inferences in a modified text (depending on the level).
6. Recognize arguments, counterarguments, and inferences in texts.
7. Accurately paraphrase sentences from readings.
8. Interpret the meaning of discourse markers in a text.

While EFL students can learn and practice some of the above reading skills in class, by reading leveled books at home, students can improve the above skills and, at the same time, gain independence and confidence in their own ability to reach these goals. Through assigned leveled reading, many EFL students who did not previously enjoy reading in their native languages begin to develop an interest in reading in all languages that they speak.

2.2 Critical thinking and the writing process

Critical thinking has long been recognized in Western societies as an important academic skill that can be practiced and reinforced in language classes, and that can foster learner independence; critical thinking is also generally considered a token for in-depth internalization of the material studied (Brown, 2004; Widdowson, 1990). In the EFL context, it is unquestionable that critical thinking is a central component of teaching and learning various language skills—reading, writing, listening, speaking, grammar, and vocabulary, and crucial to students' preparedness for their future academic and professional life. However, as Atkinson (1997) argues, *critical thinking* may be a 'social practice' rather than a "pedagogical set of behaviors" (p. 71), and it may also be "fraught with cultural problems" (p. 71); given such legitimate concerns, the implementation of critical thinking techniques in the EFL context must strongly consider EFL students' cultural backgrounds, voices, and stances (Atkinson, p. 71). In this section, I discuss an example of a reading assignment— writing a reaction paper—that encourages skill integration (reading, writing, and vocabulary) and that fosters critical thinking skills while incorporating students' cultural and individual perspectives into the learning process.

While typically more advanced EFL students can benefit from writing a reaction paper as an at-home assignment, lower level students can benefit from such language practice that can help them engage more deeply with what they read—whether it is a novel, a short story, or articles—by making connections between ideas from the text, and their daily lives and the various socio-cultural backgrounds to which they belong.

In the ESL program at Harper College, there are five levels of academic ESL Reading and ESL Writing; Reading and Writing classes are required of most students who want to take college-level classes, depending on their majors. Students have to complete several types of assignments in lower level Reading and Writing classes that foster critical thinking skills and that prepare them to write reaction papers in Reading V. Some of them are: paraphrasing and summarizing, understanding and interpreting information from a text, expressing opinions, vis-à-vis what they read, writing essays of various rhetorical styles—such as compare and contrast, expository, narrative, and descriptive—and using sources to support their point of view.

In a 16-week semester in Reading V at Harper College, students write three reaction papers; each reaction paper is based on articles, short stories, or entire novels. Typically, all students in a class read the same text, and they complete several assignments based on this text before writing the actual reaction paper. The purpose of this multiple-step process is to provide students with properly scaffolded instruction (Wood et al., 1976) and to build student confidence and understanding of the components of a reaction paper. While there is variation among instructors regarding what specific steps are taken in the reaction paper process, in my Reading V class, students complete the following tasks, each of which involves several activities meant to scaffold the task as much as needed: read texts in class and at home (articles, short story, or novel), write an outline of the reaction paper, and write two drafts of the actual reaction paper. The reaction paper includes an introduction (summary of the original text and a thesis statement), body paragraphs (major and minor details which combine ideas from the original text and students' experiences), and a concluding paragraph. Students receive feedback from both peers and their instructor in the form of one-on-one peer feedback-focused activities and one-on-one conferences with their instructor.

In the EFL context, the value and process of instructor-generated feedback in general and one-on-one writing conferences in particular, as well as peer feedback, might
need to be explained in a very explicit manner, and the steps of such feedback might need to be constantly reinforced for it to be effective. This is because, in some countries, EFL students might have a relatively hierarchical view of instructor-student relationships (Ferris, 2009), which can influence to a great extent the in-class interactions, including those during teacher-student conferences and feedback sessions. Finally, the instructor grades the papers according to a rubric and gives students feedback on grammar and content; students have the opportunity to improve the content of their reaction papers after they have received grades; if the work they resubmit is of better quality according to the rubric guidelines, the instructor changes their grades (see appendix 1, 2, & 3).

The reaction paper assignment fosters the development of critical thinking skills at several steps throughout the reaction paper process, but in particular during the pre-writing stage, when students have to understand the original text, including complex vocabulary, figurative meanings, and cultural nuances, and connect ideas from the original text with their own experiences and backgrounds. Another step of the reaction paper writing process, which allows students to practice critical thinking skills, is the introduction, which includes a summary of the original text. When writing a summary, students have to select the main points of the original text, express them in their own words, and connect these paraphrased ideas to form a cohesive text. Because students have to complete so many complex steps before they write the reaction paper, the instructor provides students with a lot of practice in the following language tasks: how to write a summary, how to guess meaning from context, how to read a longer text, how to critically discuss a text, and how to narrow down the ideas to which students react when they write the paper. Also, as the class reads the original text— articles, short story, or novel—the instructor teaches any cultural points that the students need to know to understand the material. Thus, students are not only learning a language but also the culture, and a lot of language and thinking skills that they are going to use throughout their academic and professional lives. Alena Sidelnikova's reaction paper, *Means of Social Control in George Orwell's 1984 and in the Present Society* (Sidelnikova, 2016) which has been published in the Harper College Anthology, is an example of a reaction paper that was written in an ESL Reading V class at Harper College. Alena's paper reflects the many levels of language learning that students like her achieved in Reading V, including her application of critical thinking skills when comparing Orwell's 1984 and the political situation in her native country, Russia.

In addition to developing their critical thinking skills, while writing a reaction paper, EFL students have the opportunity to learn that writing is not just a product but a process because it involves writing multiple drafts, gathering ideas, organizing them, and then revising them as needed. Formative assessment (Brown & Lee, 2015) is an integral part of a process approach to writing in that students learn to improve their own writing through various forms of informal and formal assessment given by peers and the instructor. Allowing students to improve their papers even after they received a grade on an at-home essay reinforces the concept of writing as a process as well at the idea that a paper can always be improved further, thus encouraging students to always think of ways to develop their ideas and to express their thoughts in a more complex and organized manner.

Teaching writing as a process and scaffolding this process as much as possible can also empower students to write their own papers and avoid plagiarism whenever they take a class that involves writing assignments.

Students worldwide use external sources when they write papers. Still, the difference lies in how they use these sources, which in turn is rooted in the culturally-accepted practices regarding whether the sources should be acknowledged and to what extent. In the US, plagiarism is a major issue and there are serious consequences if students are caught using sources without giving appropriate credit to the author who wrote the source used. In some institutions, plagiarizing can result in the student being expelled from their college or university.

Lastly, alongside teaching students the process of writing and critical thinking, it is important to make EFL students aware that writing styles vary from culture to culture and that, most importantly, not one writing style is superior to another. According to Kaplan (qtd. in Samovar & Porter, 1994), languages and cultures follow unique paragraph patterns, and learning a certain language and culture includes becoming familiar with and applying these patterns when we write in these languages. While students who are good writers in their first languages are generally more confident when they write in a second language, students need to be explicitly taught writing style variations between their native culture and the target culture so that they eventually can 'code-switch' between the two writing styles, depending on the language in which they write. In a study of *Indirectness Features in Argumentative Essays of Costa Rican EFL University Students*, Vásquez & Coudin (2017) argue that the EFL students' essays analyzed in this study showed a high occurrence of indirectness linguistic features; the authors argue that "instructors [should] pay increased attention to vocabulary acquisition and to the organization of ideas…" (p. 151). Raising students' awareness of the various organizational patterns in writing can contribute to fostering independent writers, readers, and thinkers.

2.3 Empowering students through meaning-making and interaction

Grammar instruction earned its rather negative reputation from the widely used Grammar Translation Method (GTM), which was first used in the late 19th century and is still used today in certain teaching contexts (Brown & Lee, 2015). Taught in the students' first language and with a focus on grammar rules, rote vocabulary learning, and almost exclusively on reading and writing, GTM does not consider various learning
styles, affect, or meaning-making that is grounded in the socio-cultural context in which the target language is spoken.

When teachers adopt a communicative approach to teaching EFL, sometimes grammar instruction tends to be less readily adopted, or even left out of EFL instruction, perhaps of its associations with the GTM, or perhaps because of a frequent misunderstanding of the tenets of Communicative Language Teaching (CTL) (e.g., Canale & Swain, 1980; Savignon, 2007), which support both form and function and fluency and accuracy (Brown & Lee, 2015). However, within contemporary approaches to EFL teaching, including CLT, grammar is *meaning* (e.g., Larsen-Freeman & Anderson, 2011). In the process of applying grammar rules to real-life contexts, students choose some language structures and functions over others, depending on the meaning that they want to convey in a given context.

In the ESL program at Harper College, we offer Grammar classes which, unlike Reading and Writing classes, are optional; while grammar is the main focus in these classes, students have the opportunity to practice reading, writing, listening, speaking, and vocabulary in addition to grammar skills.

One way to encourage EFL students from beginning to advanced levels to take charge of their own learning in grammar classes, in and outside of the class, is to train them to understand the *meaning* that contextualized grammar helps to create and to encourage them to recognize the agency that they have in the meaning-making process. For example, when teaching verb tenses, after an initial introduction to form, the instructor can

focus on verb tense functions by contrasting verb tenses and inviting students to explain how meaning changes depending on the verb tense we choose in a given context. Also, when teaching grammar, it is important to avoid a focus on grammar mistakes, and instead, to guide students towards an emphasis on how meaning changes depending on what language structure or function we choose to use in a given context (see appendix 4). Along the same lines, making the distinction between prescriptive and descriptive language use can give EFL students a new perspective on language accuracy and pragmatics in general in the EFL class.

When it comes to vocabulary instruction, fostering learner independence is also crucial given the amount of time that students need to spend learning vocabulary, especially when the goal is not a superficial recognition of new vocabulary words, but an in-depth internalization of the meaning of words; this in-depth vocabulary learning is necessary when students have to use words in context in a pragmatically appropriate way. Most, if not all word learning strategies discussed in existing research (e.g., Brown & Lee, 2015) foster independence in EFL learners in that they help learners build a toolkit that they can use later on to learn new vocabulary, e.g., word building strategies (suffixes, prefixes, and roots), identifying context clues that help students figure out the meaning of new words, studying collocations, thinking of words in terms of word families, and lastly, learning how to best make use of a monolingual dictionary and learning to use it early on in their learning process.

It is also equally important to demonstrate in class a variety of vocabulary learning techniques that are designed with different learning styles in mind—visual, auditory, kinesthetic—to benefit students who might prefer one learning style over another. Whenever possible, instructors in the ESL program at Harper College use in-class activities that students can either continue, replicate, or duplicate at home. An example of a paper-based technique that students can replicate at home is making vocabulary cards—typing target words in table squares in a word document and cut them up; each group of 3-4 students gets a set of cards. Vocabulary cards can be used in the following ways:

1. Students organize words according to the part of speech (nouns, verbs, adjectives, adverbs, and 'other').
2. Students place the cards face down in a pile and take turns explaining the vocabulary to the members of his/her group, who must guess the words that are described; students set aside words that were either too difficult to explain or that others weren't able to guess.
3. Students make sentences with words that were difficult to explain or to guess after they have looked them up in the original text.

This activity is easy to replicate at home, especially if the teacher shares the word document that includes the target words with students. An example of a similar technique in ICT format that students can duplicate at home is using Quizlet to study vocabulary. In Quizlet, students can *study* vocabulary through activities such as *Flashcards, Learn, Write, Spell, and Test,* and they can *play* with vocabulary through *Match* and *Gravity*— they can do all these either in class or at home.

When students are in class, the instructor can use a function of Quizlet, *Live*, that allows for student teams to compete live. In the *Live* format, a target word comes up on the screens of all students in a team, but the correct definition of the word comes up only on one of the screens of each team, so students need to talk to each other (but not look at each other's screens) to figure out the best definition. Except for the *Live* option, students can practice all the activities in Quizlet at home; if students choose to, they can also design their own Quizlet exercises.

A vocabulary learning tool that both students and teachers can use is the existing online corpora, e.g., COCA (Davies, 2008-2019), which gives users access to a large collection of authentic texts (see appendix 5). This vocabulary learning tool is especially valuable in teaching how to use words in context in a pragmatically appropriate way. Teachers can use this corpus to create vocabulary exercises that use real-life contexts both for instructional and assessment purposes; students can learn to use this resource as a way to learn how authentic language is used, depending on the context.

The last few concepts that I discuss here that are relevant to fostering independence in EFL learners surround the areas of language comprehension and production. In the field of language learning, we distinguish between Basic Interpersonal Communicative Skills (or social language skills) and Cognitive Academic Language Proficiency (academic language skills) (Cummins, 2000). For example, some EFL students might be very comfortable using everyday English—talking about a movie they have seen or doing small talk when they interact with tourists. Still, they might lack academic language skills, and they might have a hard time writing an academic paper or giving formal presentations in their EFL classes. However, the opposite is probably more likely to happen within an EFL context, especially if students come from an educational system that favored grammar-focused language instruction. Students' writing may be relatively advanced, but they might not be very proficient when they communicate verbally; one may argue that the presence of grammatical competence and the absence of discourse, sociolinguistic, and strategic competence is a somewhat expected stage of FLL interlanguage (Selinker, 1972).

An awareness of the differences between BICS and CALP can help instructors come up with focused vocabulary instruction and discourse strategies that support students' academic oral proficiency. Some possible solutions for fostering CALP among EFL students are: giving questions ahead of time, doing a quick-write for 2 minutes before speaking; or, letting students speak with a partner or a group before calling on some students to talk to the whole class. As with teaching vocabulary, when teaching speaking and listening, online corpora are an important source of language input. A corpus that includes both transcriptions and audio files, and that is available online is the Santa Barbara Corpus of Spoken English (Du Bois et al., 2000-2005). Similarly, to COCA (Davies, 2008-2019), the Santa Barbara Corpus of Spoken English is a highly valuable tool for teaching and reinforcing discourse strategies for speaking and listening in the EFL class.

3 Conclusions

In this paper, I argued for the importance of fostering independence in EFL learners, and I discussed several teaching techniques that are informed by cognitive, socio-affective, and linguistic teaching principles within a Communicative Language Teaching framework.

A common thread among the techniques discussed here is a strong consideration for contextualizing language structures and functions, especially by providing students with authentic materials so that they can develop not only their grammatical competence, but also their discourse, sociolinguistic, and strategic competence. Also, the teaching techniques described here aim at empowering students to not only take charge of their language learning process in class but also outside of class.

4 References

Bandura, A. (2001). Social cognitive theory: An agentive perspective. Annual Review of Psychology. 52,1-26.

Benson, P. (2001). *Teaching and researching autonomy in language learning.* London, UK: Longman.

Brown, H.D. (2004). Some practical thoughts about students- sensitive critical pedagogy. *The* Language *Teacher,* 28(7), 23-27.

Brown, H. D., & Lee, H. (2015). *Teaching by principles: an interactive approach to language pedagogy*. White Plains, NY: Pearson Education.

Canagarajah, S. (2005). Critical pedagogy in L2 learning and teaching. In E. Hinkel (Ed.) *Handbook of research in second language teaching and learning* (pp. 931-949). Mahwah, NJ; Lawrence Erlbaum Associates.

Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics, 1, 1-47.

Cummins, J. (2000). BICS and CALP: Clarifying the distinction. *ED 438 551*.

Davies, Mark. (2008-2019) *The Corpus of Contemporary American English (COCA): 560 million* words*, 1990-present*. Available online at https://www.english corpora.org/coca/.

Du Bois, John W., Wallace L. Chafe, Charles Meyer, Sandra A. Thompson, Robert Englebretson, and Nii Martey. 2000-2005. *Santa Barbara corpus of spoken American English, Parts 1-4*. Philadelphia: Linguistic Data Consortium.

Ferris, D. (2009). *Teaching College Writing to Diverse Student Populations.* University of Michigan Press.

Freire, P. (1985). *Pedagogy of the Oppressed.* Harmondsworth, Middlesex: Penguin.

Freire, P. (1973). *Education for critical consciousness*. New York: The Seabury.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.

Krashen, S. (1985). *The Input Hypothesis*. London, UK: Longman.

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and Principles in language teaching* (3rd ed.). New York, NY: Oxford University Press.

Oxford, R. (2011). *Teaching and researching language learning strategies.* Harlow, UK: Pearson Education.

Resnick, L. (1987). "The 1987 AERA Presidential Address: Learning in School and Out," *Educational Researcher,* 16 (9), 13-20.

Riggenbach, H. & Samuda, V. (2000). *Grammar Dimensions: Form, Meaning, and Use: Book 2 (Platinum Edition)*. Boston, MA: Heinle & Heinle, pp. 42-43.

Samovar, L. A. & Porter, L. E. (1994). *Intercultural Communication: A Reader*. Belmont, CA: Wadsworth.

Savignon, S. (2007). Beyond Communicative Language Teaching: What's ahead? *Journal of Pragmatics*, 39, 207-220.

Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching,* 10(3), 209-231.

Sidelnikova, Alena. "Means of Social Control in George Orwell's 1984 and in the Present Society." *The Harper Anthology Volume XXVIII*, edited by Kris Piepenburg, Harper College, 2016, pp. 132-136.

Vásquez, J.M.V., & Coudin, R.Z. (2017). Indirectness Features in Argumentative Essays of Costa Rican EFL University Students. *Revista de Lenguas Modernas*, 27, 151-164.

Widdowson, H. (1990). *Aspects of language teaching*. Oxford: Oxford University Press.

Wood, D. J., Bruner, J. S. & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychiatry and Psychology*, 17(2), 89-100.

5   Biography

Alina Pajtek earned her MA. degree in TESOL from Michigan State University in 2002 and her Ph.D. in Applied Linguistics from The Pennsylvania State University in 2011. Dr. Pajtek has taught EFL/ESL and linguistics for over 20 years in various contexts in Romania and the USA; currently, she teaches academic ESL classes and linguistics classes in ESL teaching methods, language and culture, and language and health. Dr. Pajtek is also the founder and coordinator of the TESOL certificate program at Harper College; in her role, she advises linguistics students, supervises TESOL Practicum students, and coordinates the ESL endorsement program.

6   Appendices

Appendix 1: *Ordinary People* **Reaction Paper Instructions**

One of the requirements of Reading V is to develop the ability to **think critically** about the information we read. For your first reaction paper, choose ONE of these topics:

1. In what ways does Conrad change throughout the novel? How does this change compare with changes in Calvin and Beth's marriage from the beginning to the end of the novel?

2. Compare and contrast how the three main characters, Calvin, Beth, and Conrad, deal with the grief caused by the death of their son and brother.

Please follow these guidelines for your reaction paper:

- **Brainstorm** and **organize** your ideas.
- Find passages in the novel to support your ideas. When you type a few sentences from those passages, be sure to use **quotation marks** and give the page number (e.g., p. 58).
- Write between **3-4 pages**, double spaced. Please **type** your paper!
- **Organize** your paper as follows:

I. Introductory paragraph
- Tell briefly what the book is about (summary).
- State your thesis (main idea) at the end of this first paragraph. What are you writing about?

II. Body paragraph (s)
- Support your thesis!
- Have no more than **one idea** in each paragraph; make sure to include a lot of **details** to explain your point clearly and thoroughly.

III. Conclusion
- **Restate** your thesis. Leave the reader with a comment that they will remember!

Appendix 2: Reaction paper rubric

Introduction	Includes a summary of the articles; mentions the tiles of the original articles.	10
	Includes a good thesis statement.	10
Body paragraphs	Have topics sentences.	10
	Have sufficient details (major and minor).	10
	Have information from the original articles.	10
	Have citations; the information is paraphrased or quotes are used.	10
	Are directly related to the thesis statement.	5
	Include no more than one idea in each body paragraph.	5
Concluding paragraph	No new information is provided.	5
	Restates the thesis or summarizes the main points.	5
Organization	Ideas are organized.	10
Editing/ grammar	There are few or no editing problems.	10

Appendix 3: Reaction paper outline

Complete the following outline for your reaction paper. You only need to write complete sentences in the areas highlighted below. You may use a bullet point format in the rest of the outline.

I.   **Introductory Paragraph.**

Summary of the short story

Thesis statement (last sentence of the paragraph)

II.   **Body of the Essay**

A. **Body Paragraph 1**

Topic sentence:_____

_____

Major support 1:

        Minor supports:

Major support 2:

        Minor supports:

B. **Body Paragraph 2**

Topic sentence:_____

_____

Major support 1:

        Minor supports:

Major support 2:

        Minor supports:

C. **Body Paragraph 3**

Topic sentence:_____

_____

Major support 1:

Minor supports:

Major support 2:

Minor supports:

III. Concluding Paragraph

Appendix 4: Future tense worksheet (From Riggenbach & Samuda, 2000, pp. 42-43)

<u>Directions:</u> Please choose "be + going to" or "will" to answer the questions.

1. You look out of the window and notice there are a lot of stormy, black clouds in the sky. What do you say?

_____

2. Your friend Oscar is interested in music and in physics, but he can't decide which one to major in next year. After a lot of thought and discussion, he has finally decided to major in music. What does he say to his family?

_____

3. Your friend is organizing an international potluck. She needs people to bring food from different countries. You want to help. What do you say?

_____

4. It's 6:30 A.M. You have to drive to the airport to pick up your uncle at 7:30 A.M., but your car won't start. Your roommate offers to lend you hers, but she needs to have it back by 9:00 A.M. to get to work. What do you tell her?

_____

5. You are standing in line in the campus cafeteria. You notice that the backpack of the student in front of you is open and all her books are about to fall out. What do you tell her?

_____

6. One of your classmates is sick and has to go to the doctor's office. He is very worried about missing his history class. You are also in that class. What can you say to reassure him?

_____

7. Your friend is giving you a ride home. Suddenly you notice a little boy who is about to run into the road. Your friend hasn't seen him. What do you say?

_____

8. Your friend Frank loves ballet. He has just bought the last ticket for a special gala performance of "Swan Lake" next Saturday night. You ask him about his plans for the weekend. What does he say?

_____

9. You have promised to do the dishes and clean up the kitchen after dinner. Just before you get started, you receive an unexpected phone call from a friend whose car has broken down and he urgently needs your help. As you are leaving, your roommate comes into the room and asks, "What about the dishes?" What do you say?

_____

10. Madame Cassandra is a fortune-teller who makes exciting predictions about the future. Your teacher is consulting Madame Cassandra. What does Madame Cassandra tell your teacher?

_____

Appendix 5: Vocabulary exercise based on corpus materials

DIRECTIONS: Choose the correct form of each word from the box to complete each sentence. Use each word only once. All words come from Corpus of American Contemporary English).

contamination	feasible	compulsory	integral	compelling
to be confined	diligent	nationwide	optimistic	virulent
outbreak	to be recalled	sanitary	conventional	to diminish
skeptic	trait	malnourished	deficiency	pesticides

1. Even though the water system now is up and running and no safety or _____ issues have been identified, city officials urged residents to follow the precaution of boiling their water until test results are returned.
2. The president had to convince the government that he could raise enough money at a low enough interest rate to make this ambitious project _____.
3. California's governor has declared a state of emergency to combat a hepatitis A _____. It is the largest _____ (same) of the virus in the U.S. from person to person since a vaccine became available in 1996; 18 people have died.

4. A new study shows that Vitamin D _____ during pregnancy negatively impacts the development of children and has a negative effect on the social development and motor skills of pre-school age children.

5. We're all going to have to be more _____ about it and look for any warning signs. Before, people weren't paying enough attention to it.

6. I think the medication is effective because pain seems to _____ with time; for example, this week I have a lot less pain than a month ago.

7. The girl in the refugee camps was _____, weighing only 60 pounds.

8. Emotions and memories are so intimate and _____ to the human life and experience, that they should not be missed.

9. This advertisement suggested that the car was reliable and inexpensive, and it gave people a _____ reason to buy.

10. I'm going to be honest, I was a _____. I never believed that climate change was real, but now I do.

11. About six million pounds of hamburger meat _____ this year due to possible E. coli contamination.

12. Factory farms _____ large numbers of animals in tight quarters.

13. Native students make up less than 1 percent of undergraduates _____ — that is, not just in one state or in one area.

14. Loyalty is an important _____ when looking for a partner in life.

15. She insists on fair trade, emphasizing decent salaries and _____ conditions for workers who produce the foods she sells.

The Intuitive Teacher: Discovering and Developing your Intuition in the Classroom

Amanda Lynn Rossi
Universidad de Costa Rica, Costa Rica
amandalrossi@gmail.com

Resumen: Todos los días los profesores tienen que hacer miles de decisiones en el acto sobre el aprendizaje de sus estudiantes con poco o cero tiempo para contemplar la situación. Esas decisiones, en parte, están aterrizadas en experiencias concretas del pasado y observaciones actuales, sin embargo, existe otro punto de vista, su intuición, lo cual es comprometido de sus creencias personales y la información sensorial que tiene disponible. Estar en sintonía con su intuición fortaleza sus prácticas de enseñanza por desenterrar sus creencias y presunciones del paradigma de la enseñanza y el aprendizaje. Este aterramiento en nuestras creencias es lo que nos permite escuchar y/o sentir nuestra intuición claramente. Aprovechar nuestra intuición significa que estamos constantemente reavivando nuestra pasión por el aprendizaje.

Palabras clave: Reflexión, intuición, tomar decisiones, pedagogía feminista, desarrollo docente.

Abstract: Every day, teachers have to make thousands of decisions regarding their students' learning on the spot, with little or no time to contemplate the situation. These decisions, in part, are grounded in concrete past experiences and current observations, however, there also exists another lens, your intuition, which is comprised of both your personal beliefs and available sensory information. Being in tune with your intuition strengthens your teaching practice by unearthing your beliefs and assumptions about the teaching and learning paradigm. This grounding in our beliefs is what permits us to hear and feel our intuition. By being able to tap into our intuition, we are consistently rekindling our passion for learning.

Keywords: Reflection, intuition, decision making, feminist pedagogy, teacher development.

1 Introduction

Everyone is born with their respective intuition, an innate knowing; however, it goes untapped and undervalued due to its nonvisible nature and lack of concrete evidence. Nevertheless, we continue to subconsciously use it in our daily lives by acting on hunches, going with our "gut" feelings, and making decisions without cold hard facts (Clare, 1999). Our intuition gets lost in our patriarchal society that demands structure, proof, and tangible numbers. By nature, intuition is visceral and considered a feminine way of making sense of information, and therefore is neglected in a society prided on scientific methods of discovery. Our innate way of knowing is deemed silly, and not recognized as the powerful tool it can be if further developed. However, there has been a change in the tide; more people are exploring the notion of intuition and have even created new methods for research that embody a feminine approach, such as Narrative Inquire and Grounded Theory. These steps bring light to an overlooked approach to description, analyzation, interpretations, and action plans.

In the field of teaching, intuition opens new ways to perceive, reflect, and make decisions in and outside of the classroom. It grounds a teacher in their beliefs in the teaching-learning paradigm by allowing them to be authentic, confident, and reflective. These attributes are significant to the well-being of a teacher and their facilitation of the learning process for each student. Intuition is what drives the majority of a teacher's decisions because they feel when something is "right" or "off." Teachers instinctually gage the mood and energy level of class and make on the spot decisions to improve the circumstances so that there is an optimal learning atmosphere. So then, why isn't intuition development on the curriculum of all teaching programs? Why are we as a society so fast to deny the existence of this visceral knowing, especially in professions where it is detrimental to successful outcomes?

By tapping into their intuition, teachers can deepen their understanding of themselves, their students, the content, and the context in which they work. For many, it would fill in the mysterious gap that exists in the I, Thou, it paradigm that Martin Buber depicts by drawing attention to the visceral experience that education propagates. Intuition is present in our classrooms and can be synchronized between the teacher and their students and also between the students themselves. It is a skill that can be developed through practices, holding silence, and journaling, all of which are accessible tools that can be used at no cost at all. Intuition is what keeps people engaged, responsive, and responsible in their daily activities and allows for growth, compassion, and insight. What teacher would not benefit from that?

What is intuition?

Intuition is a phenomenon that is known by many names: instinct, sixth sense, hunch, gut feeling, inkling, premonition, suspicion, or impression, among others. The Oxford dictionary defines intuition as "the ability to understand something immediately, without the need for conscious reasoning." Our intuition lies deep in our subconscious and can manifest itself in many ways. Some of the most popular ways of describing one's intuition would be by hearing an inner voice or seeing a flash of an idea. Moreover, it could be a physical experience where one might feel drawn to something, experience a sudden change in body temperatures, or have a sinking feeling in one's gut. Each experience is instantaneous and uncontrollable, and most importantly, it bears crucial information for us to analyze for a wide variety of reasons ranging from personal safety to ingenious ideas that could revolutionize our lives.

The website Finerminds, which conducts intuition tests, has broken down our intuition into four categories: safety, social, creative, and higher purpose. Our most superficial intuition is our warning system, which is our primal sense that something is "off" or "wrong." This warning helps us to make on the spot decisions for our safety, which manifests itself in our bodies. Some people have described it as suddenly feeling cold or numb, or a sinking feeling in one's stomach. This type of intuition triggers our freeze, flight or fight response in our reptilian brain, which is used for survival situations. Second is our social intuition, which is how we instinctively decide whom we like or trust. It is considered the ability to read energies and nonverbal cues to know how to navigate the situation. Emotional intelligence and expressing empathy are a signal of a high level socially intuitive person. Different from these two primal intuitions, creative and higher purpose intuition is considered more advanced and deeper ways of knowing due to their reflective nature and productive outcomes. These two intuitions tend to manifest themselves in flashes of inspiration, inner voices or callings, and unexplainable attractions to people, places, or things. People who follow their creative and higher purpose intuition are confident and grounded. Their decision-making process has a strong intuitive foundation that helps to guide them in their choices.

The patriarchy
So then, why are we not all functioning at a creative and higher purpose intuitive level? Since intuition is a feminine nonvisible way of knowing, it has been discredited by the patriarchal world in which we live. Intuition is not logical, linear, nor concrete, and is therefore dismissed in a world of scientific research resulting in numbers and equations. Francis P. Cholle (2011), a contributor to the online magazine, Psychology Today, states it perfectly, "As a culture, we have learned to believe that rationality is what should prevail when making decisions about anything from crucial business mergers to what to eat for lunch." (page 2) Culturally we shy away from expressing our intuitive successes, thereby burying our feminine way of knowing under shovelfuls of shame. It is a clear demonstration of how a misogynistic society has smothered and humiliated non-scientific ways of knowing, which has led to defamations and, most horrifically, persecutions and death sentences; for example, in the Salem Witch Trials. The precedents that these situations made have left emotional scars that are still healing today. We still choke at describing our intuitive knowing powers when asked how we know what we know. These emotional wounds are present in our discomfort to express our intuitive knowledge openly:
In essence, we need both instinct and reason to make the best possible decisions for ourselves, our businesses, and our families. Unfortunately, many of us—even when we experience success using this lesser-acknowledged part of us—are uncomfortable with the idea of using our instincts as a guidance tool. We are embarrassed to say that we follow hunches, we mistrust the sometimes-cryptic messages that our instincts send to us, and consequently, we diminish our capacity to leverage the power of our instincts when we need them most. Our discomfort with the idea of relying on our instincts is based on millennia of cultural prejudice (Cholle, 2011).

However, there has been a recent change in tide. More people and institutions are researching the concept of intuition. Scientists are imaging the brain to see where it occurs. Businesses are investing in intuition workshops to help their employees develop their intuitive senses to increase creativity in an ever-demanding market.

Moreover, the United States military is also researching soldiers who make crucial decisions that result in the more lives saved. Even scientific research methods have started to use more feminine ways of knowing to carry out their investigations. Brené Brown made Grounded Theory a household name with her TED talk entitled, "The Power of Vulnerability."

Her research is intuitively driven and feminine in its communicative approach to storytelling. Intuition is making a comeback, and education is the next field to feel its impact. Teachers and students alike are going to need to learn how to access their intuition, understand it, and ultimately, use it to improve the teaching and learning process.

The intuitive teacher

Teaching has a deep connection to intuition, whether you are aware or not, teachers not only make intuitive decisions daily through split-second changes and reading the energy of the group, but also by being called to the profession. Teaching is a solid example of higher purpose intuition because it is not a lucrative profession, but one that requires openness, love, dedication, hard work, and discipline. Many people stumble upon teaching instead of outwardly seeking it, which means that our intuition could have drawn us to the profession through circumstances that we had not predicted. These teachers realize that they love the profession after having had a few experiences, and consequently, change the route of their professional path. How many teachers do you know that started in a distinct field? The likelihood is many. Another way that intuition manifests itself in teaching is when you meet novice teachers who have incredible skills. Have you ever observed a rookie teacher who innately knows how to give instructions or scaffold content? This teacher is not even aware of the skill set that they possess; they just go with what feels right. Although one can be taught these skills, it can take years for them to develop to the point that an innate teacher holds. When teachers can accept themselves as intuitive professionals, they can flourish. An intuitive teacher is fluid, constantly measuring the learning of their students, empathizing with their level of discomfort to make changes that will improve their learning process. Intuitive teachers are grounded in their teaching beliefs, which ultimately guide them in their process. This grounding is what makes them confident, but also at the same time flexible.

Moreover, they are reflective in nature. Reflection is a critical component of discovering one's intuition and its further development. It is in the quiet spaces of reflection that our intuition speaks to us, offers a new insight or idea, and rekindles our passion for the profession. Since our intuition tends to be muted by the overwhelming chaos that our lives endure daily, teachers need to learn to be present and mindful. These practices clear room for our intuition to surface and be heard or felt. Once there is space for the intuition to emerge, it is important to capture this information in the form of journaling. By keeping a journal, a teacher can capture those fleeting emotions that hold so much information for future examination. Journaling allows us to return when we have the time and explore different possibilities that non-written reflections do not possess. It also does not have to be written, since imagery is just as powerful and can serve as a springboard for nontraditional ways of representing and wading through ideas.

Another way that teachers can tap into their intuition is by using archetypes, and more specifically, tarot cards. The use of tarot cards is not to be able to tell the future, but instead, provoke a deep inward reflection that would connect your present situation with your intuition. Tarot cards are ancient, symbolic, and an effective way to reach our intuition. Sylvia Clare (1999), points out that even Carl Jung, acknowledged the power of tarot cards to engage with our unconscious minds by withdrawing profound messages from the imbedded symbolism and archetypes that the major arcana reflects in our lives. Tarot works by speaking to what we know deep within our unconscious minds, drawing out images that relate to the synchronicity of life.

Tarot cards can come in many forms, offering us a different way to relate to the symbolism. For example, there are nature tarot cards where each animal contains its own meaning. Some cards use images from the Bible to invite Christians who are skeptical of using traditional tarot cards. No matter what kind of tarot cards you use, you can utilize them to reach your subconscious and invite your intuition to speak to you.

Not only does the intuitive teacher use their inner voices to improve their decision-making process and gut feelings, but they also use it to see their students' intuitive powers. Students are also using their intuition to learn. Young children are the most in tune with their intuition and act on it without hesitation. They use all their five senses to learn and prioritize bodily knowing before any other kind of knowing. Since intuition manifests itself uniquely in each individual, teachers need to be observant and receptive to these kinds of behaviors and energies. Clare (1999) makes the connection between one's intuitive powers and the seven kinds of intelligence that Howard Gardner coined. Our students possess different abilities, and their learning styles shed light on how their intuitive powers are expressed. Think about how you have a student who always wants to move instead of sit still. In this case, that student's intuition is directing them to participate wholeheartedly in the activities, and as an educational society, we shun them for following their instincts. "Gardner points out that almost all education experiences are based on the first two kinds of intelligence, and skills like spatial and kinesthetic intelligence are treated as behavioral disorders." (Clare, 1999, p. 13) We, as teachers, are suffocating our students' intuitive behaviors and labeling them as disruptive and bad when all that they are doing is acting on their intuition. Recognizing and acknowledging that our students are intuitive beings who are using their inner voices to find meaning in our classrooms is crucial, not only to their learning but also to their image and self-confidence.

There are many teacher training courses out there that promise that you will improve your teaching and increase the learning in your classroom; however, they only rely on one's outside knowledge to do so. Effective teacher training and development are grounded in the idea that the teacher needs to unlock their intuitive power to gain self-confidence and to be more perceptive to learning as it unfolds in their classroom. Using the tools described above, such as mindfulness, journaling, and using symbolic images are concrete ways to discover and develop one's intuitive abilities, not only for the classroom but also for one's everyday life. Everyone has intuition; however, it has been buried beneath centuries of criticism and shame. By freeing ourselves of these labels, we can recover our inner voice and use it to guide our lives and create more harmonious environments.

2   Context

This workshop is intended for English language teachers despite their level of English proficiency or the level of their students. The purpose of this workshop is to discover and develop one's intuition to ground teachers in their beliefs and nurture their inner voice so that teachers can make more confident decisions in and outside of the classroom, which would positively impact the learning process.

3   Workshop objectives

General objective:

- Explore and experience techniques for strengthening one's intuitive power in the teaching and learning paradigm.

Specific objectives:

- Examine what intuition is.
- Identify how it manifests in our minds and our bodies.
- Compare intuitive knowledge vs. scientific knowledge.
- Learn how to identify intuitive abilities in our students' behaviors.
- Create a personalized teaching belief creed.
- Practice multiple exercises that require intuition in the teaching context.
- Have a conversation about questions or concerns in regards to the topic.

4   Activities and time

Time	Activities
45 minutes Pairs and then discussed in whole group	Introduction What brought you here today? What is intuition for you? Definition: What intuition is and what it is not. Online intuition test How does intuition manifest in your body? History of intuition and present day usage. What is an intuitive teacher? How can we utilize intuition in our teaching practice?
60 minutes Mindfulness and the journaling activity are done individually. The tarot cards are read in small groups.	Mindfulness activity (one or two) Journaling Tarot card readings
15 minutes	Q & A

5   Materials
- Mentimeter
- Chocolate
- Relaxing music
- Paper
- Tarot cards
- See the reference section for the website used

6   Educational implications
1. Connecting and listening to one's intuition in the classroom supports teachers in their decision-making process.
2. Identifying intuitive triggers in the classroom and dealing with them implies understanding one's teaching philosophy and how to impacts learning.
3. Examining and planning for learning through a feminine pedagogy recognizes the importance of structure in planning; however, learning how to use a feminine pedagogy to make the learning experience more open and flexible.
4. Practicing a more holistic approach to reflection means adding more intuitive knowing practice to one's reflection process and rekindling one's passion for teaching and learning.
5. Creating more responsive teachers in the classroom encourages teachers to address and dialogue about issues and emotions that are taking place in the classroom.

7   References

Cartwright, T. (2004). *Developing Your Intuition: A Guide to Reflective*. Greensboro: Center for Creative Leadership.

Clare, Sylvia. (1999) *Trusting Your Intuition: Rediscover Your True Self to Achieve a Richer, More Rewarding Life.* Pathways.

Cholle, Francis P. (2011 August 31). What Is Intuition, And How Do We Use It? Psychology Today, https://www.psychologytoday.com/us/blog/the-intuitivecompass/201108/what-is-intuition-and-how-do-we-use-it

Duggan, W. R. (2007). *Strategic intuition: The creative spark in human achievement*. New York: Columbia Business School Pub.

Gregoire, Carolyn. 10 Things Highly Intuitive People Do Differently. (2014, March 19). Retrieved October 23, 2019, from HuffPost website: https://www.huffpost.com/entry/the-habits-of-highly-intu_n_4958778

How Intuitive Are You? Take Our Intuition Test Today and Find Out! (n.d.). Retrieved October 23, 2019, from https://www.finerminds.com/how-intuitive-are-you-quiz/

Oxford Online Dictionary. (n.d.) Intuition. In Lexico.com *Oxford Online Dictionary* (2019). *Retrieved from* www.lexico.com/en/definition/intuition

Snyder, R. (2018, February 8). The Three Types of Intuition—Part Two—Social Intuition. Retrieved October 24, 2019, from Invisible Edge® with Rick Snyder website https://invisible-edgellc.com/social-intuition/

8   Biography

Amanda Lynn Rossi is an ABD doctoral student who has approximately 15 years of experience teaching languages and language teachers from all over the world. Her teaching beliefs are grounded in experiential and whole-person learning. Amanda is interested in how emotions play a fundamental role in the teaching-learning paradigm and is currently writing her doctoral thesis on nontraditional ways of knowing. Amanda is a full-time professor in the English department at the University of Costa Rica in San Ramón.

Creation of Videos to Improve Students' Pronunciation, Critical Thinking, and Self-Evaluation Skills Using the App Flipgrid

Ana Lucía Chaves Barquero
Universidad de Costa Rica, Universidad Católica, Costa Rica
ana.chavesbarquero@ucr.ac.cr;lucych.7@gmail.com

Resumen: El uso de videos en la enseñanza de idiomas ha sido probado como beneficial por autores tales como Lonergan (1983), Canning-Wilson (2000), y Sayin (2012). Existen muchos estudios que evalúan la reproducción de videos preesxistentes para que los estudiantes los analicen. Sin embargo, no existen tantos estudios acerca de las ventajas de que los estudiantes se graben a sí mismos en video en cuanto a su producción oral, su habilidad de autoevaluación, su capacidad de argumentación, su creatividad y su pensamiento crítico. Utilizar una plataforma como Flipgrid puede ayudar tanto a profesores como a estudiantes en su búsqueda de ejercicios más inmersivos y divertidos que involucren la tecnología.

Palabras clave: Flipgrid, video, tecnología, idioma, enseñanza.

Abstract: The use of video in language education has proven to be beneficial by authors such as Lonergan (1983), Canning-Wilson (2000), and Sayin (2012). There is significant research on playing existing videos for students' analysis. However, there is a gap regarding students' creation of self-recorded video and the advantages this entails for their oral production and self-monitoring skills, their argumentation, their creativity, and their critical thinking. Using a platform such as Flipgrid can help both teachers and students in their quest for more immersive, fun, technology-friendly exercises using video.

Keywords: Flipgrid, video, technology, language, teaching.

1   Introduction

Given the technological advances in the world, it is surprising that language teaching seems to be bound still to textbooks. Students are immersed in a vast ocean of digital-technological content and can find sticking to books dull and boring. Students are always using their smartphones. The research question that originated this paper was: How can professors use technology that students already have to make classes more interactive and allow for critical discussion, oral self-expression, and self-evaluation? By combining the use of their phones with the creation of video using the free platform *Flipgrid*, language instructors can make classes more interactive and engaging for their students, especially when having discussions. The objective of this paper is to present *Flipgrid* as an interactive tool that professors can use to gather students' opinions, to evaluate their pronunciation, and to promote students' self-expression as well as discussion among peers in a controlled environment.

Flipgrid is a video discussion platform designed to allow students to engage in recorded conversations that include video and audio quickly. *Flipgrid* is a cross-platform web-based and mobile app. There are two key terms in *Flipgrid:* grid and topic. A grid is what a user creates for a class or course. The grid houses the topics (discussions) created for a class or course. Within a topic, there is the option of having multiple student responses that are threaded (Green, 2018, p.128). An instructor can create a grid with weekly topics where students need to post a video according to the instructions and deadlines provided. If Flipgrid is set to a weekly format, with questions that students need to answer, this constant interaction will keep them more engaged with the subject matter but also provide them with the opportunity to practice their oral and communication skills.

Traditional teaching is failing students when it disregards the advantages of using technology in the classroom, and it does not give them real ownership during their learning process. All learning, but particularly language learning, requires students to be an active part of their learning. When instructors have students record themselves in video with their phone, using Flipgrid, they can later have access to their creation to do self-correction and even peer evaluation. This platform can be used in a forum format where students share their thoughts orally instead of in writing. In turn, this makes students communicate more genuinely.

2   Literature review

In the past two decades, the use of video in the language classroom has become widespread. Mostly, researchers have delved into the use of prerecorded video for students' analysis as well as for the enhanced practice of listening activities. Authors such as Arthur (1999) highlighted the importance of using video in language learning:

Video can give students realistic models to imitate for role-playing; it can:

- increase awareness of other cultures by teaching appropriateness and suitability
- strengthen audio/visual linguistic perceptions simultaneously
- widen the classroom repertoire and range of activities
- help utilize the latest technology to facilitate language learning
- teach direct observation of the paralinguistic features found in association with the target language
- be used to help when training students in ESP related scenarios and language
- offer visual reinforcement of the target language and can lower anxiety when practicing the skill of listening (Arthur, 1999, p. 4).

Carnning-Wilson (2000) furthers that "videos can make the task, situation or language more authentic" (n.p.). The self-recording of video gives students a sense of ownership over their learning process. They get to record their thoughts and trim the video if necessary or do re-takes if there is a problem with the recording. Students can record conversations in pairs or even in groups. Additionally, Shosbree (2008) states that "video naturally lends itself to the assessment of presentations and public speaking, but it can also be applied to pairwork and group discussion tasks" (p.75). Videos help students practice public speaking. More than one person can do tasks that involve recording at a time.

Recently, researchers like Stoszkowski (2018) have presented their views on the use of this app specifically:

Flipgrid is a very useful tool to facilitate social learning and help students develop video content creation skills for the digital era. It is intuitive and straightforward to use, and students appreciate its convenience and familiar user interface. For example, *Flipgrid* is similar to recording a YouTube reaction video in response to a particular subject or item of news, or to recording and sending a video note in Snapchat (p.3).

Students are already used to social media, its public nature, and its fluidity. This makes a resource such as *Flipgrid* natural to them. They know how to publish live feeds, stories, video responses, and such.

3   Context

This pedagogical exercise was conducted in the context of higher education. The students involved were graduates from the English Teaching Bachelor's degree at a private university enrolled in the licentiate graduate degree program of the same major. Their language proficiency is from intermediate to high intermediate. Students' average age was 27 years old.

4   Activities' methodology

When using *Flipgrid*, educators create grids. Each grid has different topics. Teachers include instructions within each topic. The app will ask the user to set a title, a recording-time limit (from 15 seconds to 5 minutes), the prompt, and an optional feature called Focus. In the prompt area, you can pose a question, give your students a hypothetical scenario, or ask them to update you in any long-term assignment they are working on at the time. Then, in Focus, teachers can add a media resource to engage students.

The options available for the Focus feature are diverse, and there are great options to help inspire students to communicate their thoughts in a self-recorded video:

- Record or upload a video
- Add a video from YouTube or Vimeo
- Upload an image,
- Add a GIF from Giphy or an emoji
- Add a Microsoft Office file
- Share a file from a Google Drive folder
- Share a Kahoot game or challenge
- Add a collection from Wakelet (a webpage that allows users to save all kinds of resources in collections).

- Add a Nearpod link (Nearpod is an engagement platform with ready interactive lessons for K-12 teachers)
- Add an article from Newsela (an Instructional Content Platform that promotes reading engagement and learning in every subject)
- Share a page from Adobe Spark (a resource to create social graphics, web pages, and short videos)
- Add a Wonderopolis link (an educational site that helps students figure out their wonderings about the world around them.

Teachers can add a Tip to help students answer the topic in the best way. Up to 9 attachments can be added to the topic. The settings of the video can be modified. Flipgrid allows for moderation, which hides the videos from students until teachers have seen and approved them. The moderator tool is particularly important when dealing with children and teenagers to avoid inappropriate content. The topics can be active, frozen, or hidden.

In the same section, student responses can be active so that peers can post answers to each other's videos. Launch and freeze dates allow the user to set a deadline for the students to participate. Then, in Video Features, instructors can determine if students can add just a video, a video, and a selfie, or only selfies. Also, the topic can be set so students can edit the video by trimming it or rearranging it. The students can add their own titles to the video, as well as attachments. Teachers can define whether they want the videos to show view counts and if they want to allow likes.

Another useful feature *Flipgrid* includes a Feedback section. Teachers can choose between Basic and Custom Feedback. In the Basic Feedback option, instructors can provide feedback on a video based on student verbalization and clarity of expressed ideas. Then, in Custom Feedback, teachers can build and assign custom feedback rubrics based on the rubrics and qualifications of a particular class. If adding custom feedback, teachers need to create specific criteria: set a title, provide a description, and add a minimum or maximum score (from zero to ten).

Once the previous steps are completed, *Flipgrid* will create a link to the topic. Teachers can share the topic link directly by copying and pasting it, through a QR or an embed code. Additionally, teachers can share the topic with Microsoft Teams, Google Classroom, or Remind. The setting up of a grid and topic takes five to ten minutes from start to finish depending on how much users want to customize the topic itself. Creating an account of *Flipgrid* is free and quick using a Google or Microsoft email account. The same applies to students.

Teachers should decide the type of assignment for which they want to use *Flipgrid*. It can be used in different ways. In the case of the students in this study, the platform was used so that students could provide updates regarding a quarter-long project in which they needed to create a language course. They would log in using their smartphones, self-record a video answering the questions given in advance. They would be given an additional amount of days to upload replies to their peers when warranted. The platform can be used for students to share their opinions, to record impromptu speeches, to record oral quizzes, etc.

Due to the nature of the platform, instructors can choose the way they want to use it according to their students' needs. *Flipgrid* is a flexible tool that lends itself to multiple different uses, which can be tailored to teachers' and classes' needs. Possibilities to adapt the use of the platform to the course's evaluation are vast. Teachers can choose whether to evaluate using the tool *Flipgrid* offers or to evaluate using a different method.

With the guidance of instructors, students can even use the tool to do peer revision and self-revision. To see their own mistakes in video format helps them become more aware of them, and therefore it supports their self-correction and encourages their independence as learners.

5   Conclusions

Students remarked how practical they find *Flipgrid*. They could participate at any time of the day within the deadline. Some of them expressed that they could record their videos during their lunch break or just before they went to bed. A couple of the students even admitted to posting from the beach during their vacations. Being able to participate in using their phones, computers, or tablets provides significant flexibility.

The main limitation of this work is that students need to have a stable internet connection and a smartphone. However, in the case of the students who took part in this activity, they stated that the advantages far outweighed the slight disadvantage of internet access. Access to the internet in Costa Rica has been growing consistently in the last twenty years. Since most students already have a smartphone, to begin with, that other obstacle is not an issue.

Teachers can find this platform useful and adaptative to their needs as instructors and the needs of their students. This app can be used with children, teenagers, and adults alike. People are now used to uploading live feeds, stories, and short videos to their social media accounts. Using *Flipgrid* is similar to posting on the apps that students use and like. The learning curve to use *Flipgrid* is limited to creating a free account. In this presentation, attendees will get to create an account and participate in a topic by recording a video using their cellphones and uploading it to the grid. Additionally, they will receive assistance to create their own grid and one topic to use with their students according to their needs.

6   References

Arthur, P. "Why use video? A teacher's perspective", VSELT 2:4 (1999): 4.

Bauler, C. V. (2012). Online Forum Discussions and the Development of Opinions in College-Level ESL Writing [Abstract]. *The CATESOL Journal, 24*(1), 112-121. Retrieved May 20, 2019, from https://files.eric.ed.gov/fulltext/EJ1111889.pdf.

Canning-Wilson, C. (2000). Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*, VI(11). Retrieved May 15, 2019, from http://iteslj.org/Articles/Canning-Video.html

Green, T., & Green, J. (2017). Flipgrid: Adding Voice and Video to Online Discussions. *TechTrends*, 62(1), 128-130. DOI:10.1007/s11528-017-0241-x

Lonergan, J. (1983). Video Applications in English Language Teaching. In *Video Applications in English Language Teaching* (pp. 69-82). Elmsford, NY: Pergamon Press.

Sayin, B. A. (2012). Using Video-Recording Method in Listening and Speaking classes. In The 3rd Black Sea ELT Conference "Technology: A Bridge to Language Learning" (pp. 18-24). Atakum, Samsun: Ondokuz Mayıs University.

Stoszkowski, J. R. (2018). Using Flipgrid to develop social learning. COMPASS: Journal of Learning and Teaching, 11(2).

7 Biography

Ana Lucía Chaves Barquero is a Translator, Interpreter, and Professor. She holds a Master's degree in English Teaching with a minor in the Direction and Evaluation of English Programs, a Master's degree in Translation from Universidad Nacional, and a Bachelor's degree in English from Universidad de Costa Rica. She has worked as a freelance and in-house translator. Additionally, she has worked as a university professor in Tec, ULACIT, U Católica, and UCR. She has taught translation, interpretation, literature, pedagogy, and general English courses as well as English for Special Purposes at the higher education level.

Diagnostic, Formative, and Summative Assessment of Learning in the English Classroom

Johnnatan Vega Barquero
Universidad Nacional, Costa Rica
johnncostarica@hotmail.com

Safiro Rivera Mena
Universidad Nacional, Costa Rica
safiro.rivera.mena@una.cr

Katherine Valverde Solís
Universidad Nacional, Costa Rica
kattyvalverde@gmail.com

Miguel Zúñiga Sancho
Universidad Nacional, Costa Rica
mzsfenix7@gmail.com

Vivian Vargas Barquero
Universidad Nacional, Costa Rica
vivian.vargas.barquero@una.ac.cr

Brenda Navarrete Cordero
Universidad Nacional, Costa Rica
brenavarrete@gmail.com

Ana Isabel Campos Centeno
Universidad Nacional, Costa Rica
isabelcampos@hotmail.com

Resumen: Este documento aborda muestras y procedimientos para llevar a cabo diferentes tipos de evaluaciones en el aula: diagnóstica, formativa y sumativa. Se presentó en el III Congreso de Inglés: Región Norte de Huetar, 2019 en formato de sesión de póster. Las muestras presentadas formaron parte de un curso electivo sobre evaluación con énfasis en la elaboración y análisis de pruebas que se ofrece en el Programa de Maestría en Lingüística Aplicada con Énfasis en la Enseñanza del inglés como Lengua Extranjera de la Universidad Nacional de Costa Rica. Los instrumentos y técnicas de evaluación compartidos en cada uno de los "posters" ofrecen ideas y recursos valiosos para los profesores de inglés con el fin de recopilar información sobre el aprendizaje de los estudiantes. El primer póster explica algunas estrategias de evaluación diagnóstica que los maestros pueden usar para recopilar diferentes tipos de información al comienzo de un curso o año escolar. El segundo póster presenta estrategias para la evaluación formativa y los dos últimos posters proporcionan ejemplos del proceso de construcción de pruebas escritas y el análisis de los puntajes de la prueba. La información presentada está destinada a ayudar al maestro de inglés a tomar decisiones para mejorar la enseñanza y mejorar el aprendizaje de los estudiantes. Las presentaciones de posters estuvieron a cargo de los estudiantes matriculados en el Programa de Maestría en Lingüística Aplicada de la Universidad Nacional y forman parte del curso Evaluación de los Aprendizajes: Diseño de Pruebas cursado en el primer semestre de 2019.

Palabras clave: Evaluación, diagnóstica, formativa, sumativa, aprendizaje.

Abstract: This paper addresses samples and procedures to carry out different types of assessments in the classroom: diagnostic, formative, and summative. It was presented in the format of a poster session in the III English Congress: Huetar Northern Region, 2019. The samples presented formed part of an elective Assessment Course that is offered in the Master's Program in Applied Linguistics with an emphasis in English Teaching as a Foreign Language at the National University of Costa Rica. The assessment instruments and techniques shared in each of the posters provide valuable ideas and resources useful for English teachers to collect information about students' learning. The first poster explains some strategies for diagnostic assessment that teachers can use to collect different types of data at the beginning of a course or school year. The second poster deals with strategies for formative assessment and the last two posters provide samples of the process of test construction and analysis of test scores. The information presented is intended to help the English teacher make decisions for improving teaching and enhancing students' learning. The posters' presentations were designed by a group of students enrolled in the Master Program in Applied Linguistic at the National University and form part of the materials developed in the course: Evaluation of Learning and Test Design offered in the first semester of 2019.

Keywords: Assessment, diagnostic, formative, summative, learning.

1   Introduction

Assessment is the process of collecting information about an aspect we are interested in according to procedures that are systematic and substantively grounded (Bachman, 2004, b: 6-7). Assessment techniques allow teachers to collect information for making decisions that must lead to beneficial consequences for students. Assessment should provide not only evidence of learning but also evidence for teaching. From this perspective, learning, teaching, and assessment are articulated and form an ecosystem that is interdependent and interconnected from one another (Saville & Jones, 2016).

Assessment involves the teaching, the learning, and the context where learners are embedded. As teachers develop their curriculum and plan instruction, they need to pose the following questions: 1) What do my learners need and want to know? 2) How can learners show what they know? 3) What do students and teachers do with the information collected? Performance-based assessment is based on three cornerstones: diagnostic, formative, and summative. Diagnostic assessment is intended to identify students' strengths and weaknesses and target areas that need work to improve the learner's experience and their level of achievement. It looks at the past experiences of the learner to inform the present. It diagnoses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning (MEP, New English Curriculum, 2016). Formative assessment is meant to guide both teachers and students towards the next steps in the learning process. It gives information about students' learning in terms of the development of their competences and skills to help them to continue improving. Formative assessment differs from summative assessment in that summative assessment has an air of finality. Departing from these basic assessment definitions, the following four posters describe in detail what students searched and researched to find the most practical applications for collecting data about what occurs in the classroom. Some of the students who took the course are current teachers, others worked with borrowed groups.

Poster 1: Diagnostic assessment

1   Context
The following strategies can be adapted to all ages and classrooms. Most of them were tested with elementary school students and university students.

2   Justification
Diagnostic assessment is valued by its contributions to a teaching and curriculum development that seeks to reach students' needs in a specific learning setting. According to the Ontario Ministry of Education (2013), diagnostic assessment is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations (p. 3). The different activities here proposed are thought for a wide variety of students who may present diverse linguistic levels that rank from beginner to advance students. Due to the cognitive level requirements, teenagers and young adults enrolled in conversational English classes represent the population to whom these activities have been planned. Testing has been used as the major source for collecting data related to students' linguistic progress in the academic field.

Even though tests offer input to the teaching setting, its administration does not benefit every student in a group on account of the differences that students bring with them to the classroom regarding strengths and weaknesses.

Alternative diagnostic techniques have been developed to solve this gap. These strategies offer a nontraditional way to collect data regarding students' linguistic growth at the beginning of a course. Observations, students' portfolios, students' self-assessment, among others, are some of the examples of useful activities implemented to diagnose students' performance as users of English as a foreign language, according to the Ontario Ministry of Education in 2013 (p. 3).

3 Activities' methodology

Strategy for speaking skill: to have students dynamically introduce themselves while obtaining information regarding students' speaking skills, teachers can implement the use of graffiti walls in their first class of English. For its implementation, the teacher can either bring a newsprint sheet long enough to offer students sufficient space to write down their personal information or various smaller newsprint sheets, each of them for a specific piece of information. For example, one newsprint sheet for students' names and ages, a second newsprint sheet for students' geographical address and email, and the third one for students' interests and expectations. It would depend on the number of students that a class may possess. Before the starting of the class, the teacher takes the time to paste these pieces of paper on the walls of the classroom to facilitate the development of the activity. Additional to the newsprint sheets, markers, and tape are the necessary materials for this activity. As next, students are given around 10 minutes to stand up and come to the wall to write down their personal information in a creative way, which may include drawings, letters, numbers, and even graphics as decided by each student. If the case is that the teacher brings only one long newsprint sheet, all the students can come and write down in any space they find. Different from that, if the teacher decides to bring separate newsprint sheets, the class can be divided into groups of a maximum of 5 students each. Each group would start in one assigned piece of paper; then, they are given 4 minutes approximately, and then rotate to another newsprint sheet and continue this until students have covered all the newsprint sheets. Once students have finished the graffiti walls, students are given the time to explain their creation to the rest of the class. Then, while students complete their presentations, the teacher observes and takes note of students' oral performance in this first public interaction with the language. For doing this, the teacher can use an observation chart like the one given or any other, designed by the teacher.

Table 1. Observation Instrument for Diagnostic Assessment

Name of the Student: _____

Level: Beginner / Middle / Advanced

Date: _____ / _____/ _____

Instructions: The purpose of this instrument is to identify strengthens and weaknesses of the students' learning process in order to inform new teaching and learning.

Aspects to be considered during the observation	Current Skills		Aspects to be considered for lesson planning
	Yes	No	
Student can utilize common and familiar vocabulary in order to achieve basic and immediate necessities.			
Student can make use of basic grammar structures that include the use of the verb to BE or Simple Present.			
Student can introduce themselves or a third party through the formulation of questions and answers that might include personal details.			
Student can maintain a dialog through the use of clear pronunciation and low pace speech.			
Student can use content words mainly including Pronouns, Adjectives, and Verbs.			
Teaching Suggested Mediation Strategies			

Prepared by authors

Strategy for listening skill

The use of activities in which students are given instructions to follow present great opportunities for teachers to gather information about students' listening skills as they correctly follow the instruction or not. Students' behaviors and reactions against the target language are studied and analyzed to obtain a final linguistic diagnostic and propose a teaching and learning guide to use along with the course program. An example of this is the game "Simon says," for the development of this activity, teachers can create instructions to deliver to their students. This type of activity is of great use and interest to young students, but it can perfectly work with older students by changing the kind of tasks to complete during

the activity. The time invested ranks between the 5 to 20 minutes approximately depending on the complexity of the activities to be done. Additionally, this game can be played in a class where the teacher takes the role of giving directions and observing students' reactions and behaviors.

Table 2. Simons Say Game sample

Simon says

Instructions: Read the following activities to your students. Then observe them complete them and take notes on their performance.

Activities

Simon says:

1. Touch the board
2. Turn around
3. Look for a red object
4. Write your name in your notebook
5. Take a picture to purple flower
6. Give a classmate a hug
7. Say hello to a stranger
8. Jump the rope three times
9. Cut heart shape piece of paper
10. Sit down and relax

Observations notes

………………………………………………………………………………………
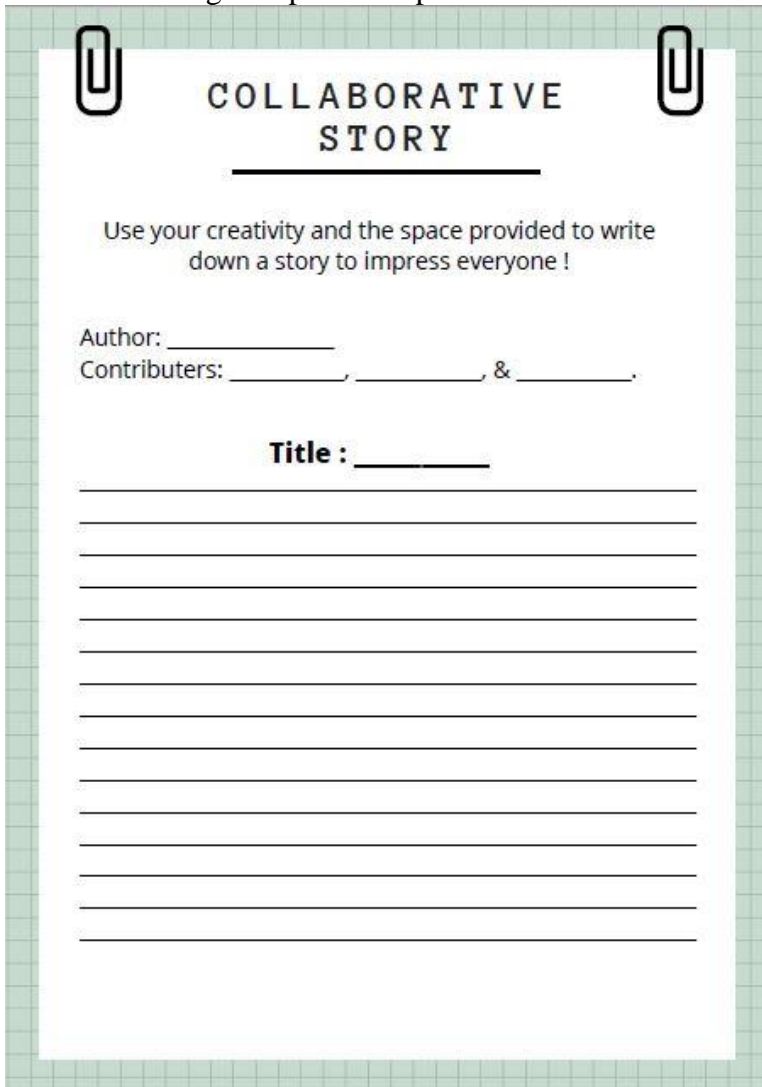
Prepared by authors

Strategy for writing skills

This is a strategy to get an overall performance of students' writing skills. Students are divided into small groups of 5 approximately. Each student is given a piece of paper in which they are given enough space to create a short story. However, this story would not be created by one single student; instead, the idea is to have all the students from the group collaborating to the story creation by following a sequence. In other words, the owner of the story starts writing the story by writing a small paragraph or a couple of sentences. Then, this first student gives his piece of paper to the next classmate to his right in the same group. This next student reads what has already been written and based on that adds more events and

actions to the story; then, the piece of paper is passed to the following classmate again. This action is repeated until all the members of the group have participated and completed the entire story. The final version of the stories is handed into the teacher in charge for later revision of all the writing components needed for a good writing production. All the materials needed for the appropriate implementation of this exercise include the writing template and a pen or a pencil.

Table 3. Writing Template Sample

Prepared by authors

4   Conclusion

Students' linguistic capacities and abilities can be addressed through the implementation of diverse techniques to obtained valuable information necessary to develop a course program that aims to cover students' needs and interests according to their contexts and needs. Alternative strategies for diagnostic assessment are a useful tool for innovative and updated teachers of English in a great variety of teaching and learning settings. Moreover, these strategies can be adapted and modified as required.

Poster 2: Formative assessment

1   Context

The formative assessment techniques were implemented at a private teaching institution with an eleventh-grade group of students. The linguistic level of the target group is in general terms is B1-B2, according to the Common European Framework of Reference. Such techniques are intended to be applied to groups under that same linguistic level. The age range of the group goes from 16-18 years old; however, these formative techniques can be implemented with younger students as long as their linguistic level is B1. The formative techniques mentioned can be implemented for almost any linguistic ability, but these techniques are designed to approach reading comprehension and vocabulary growth skills.

2   Justification

The purpose of the implementation of the two formative techniques is to suggest different strategies teachers and instructors can use to measure student's performance during the instruction process without leading students to a "being graded" sensation during classes. The two activities proposed are versatile enough to work with almost any linguistic ability as they can be employed with different topics in the curriculum. The techniques for reading comprehension and vocabulary growth allow the teacher to adapt the instruction provided to students and make immediate teaching modifications, through the appropriate feedback, which will eventually benefit students' learning. Also, those formative assessment techniques give students the necessary evidence of their current progress and allow them to manage and adjust their learning proactively. Lastly, through formative assessment, teachers can provide constant feedback to students making them an active part of the learning environment and to develop their own self-assessment techniques for their own learning process.

3   Activities' methodology

B1 Level

Summarizing (Reading Comprehension)

In order to assess students' reading comprehension skill, it is suggested to encourage students to express their knowledge about a book/short story/article by summarizing their insights, conceptual ideas, attention catchers or any other additional information meaningful for them from the reading, through a traditional essay or in a labeled diagram of action. This summarizing activity can be implemented either as an in-class or as an extra-class activity. In the former, the teacher gives students 10-15 minutes to complete the chart with the most remarkable information, from the weekly or daily reading previously scheduled, about the current reading they are analyzing on. In the latter, students take the summary chart, take it home and complete it right after finishing their assigned reading. The only materials needed are the summary chart which can be drawn manually or digitally printed, paper, and pen. Them, students fill out the chart with the most accurate information completing each chart column and then transform their notes into a one-page summary of the reading (Benjamin, 2013).

Table 4

Taken from "Formative Assessment for English Language Arts", Benjamin, A. 2013, p.49, New York, USA, by Routledge.

B1 Level

Vocabulary Journal (Vocabulary Growth)

It is advisable to use journal charts that allow students to organize and manage their memorization and development of new terms and its use in context; in order to assess students' vocabulary growth. This vocabulary activity can be implemented either as an in-class or as an extra-class activity. Students choose one unknown word per topic or on a daily/weekly basis. The complete the chart by writing the word, including their guess meaning, the dictionary definition of such word, the definition of the word in their own terms, a visual graphic representation of what that word means (picture or drawing) and finally they complete the chart by writing down a full complete sentence using the target word. The teacher gives students time to complete the chart in class during a 10-20-minute time frame and give students direct feedback about it. This activity helps teachers to recognize students' areas of improvement by addressing reading or writing problems related to trends or patterns of miswritten words, blanks left, or grammar mistakes (Benjamin, 2013).

Table 5

VOCABULARY JOURNAL CHART

Name: _____ Date_____

Class: _____

Target Word: _____

My Guess	Dictionary Definition	Visual – Draw or find a Picture
	Definition in my own words	

Complete sentence of at least 12 words: Must have an action verb and a complement

Taken from "Formative Assessment for English Language Arts", Benjamin, A. 2013, p.116, New York, USA, by Routledge.

Poster 3: Summative Assessment

Summative Assessment for intermediate levels (B1 CEFR)

Being aware of the principles of language assessment in the field of teaching a foreign language is imperative. Authors such as Bachman (2004) agree on the necessity of having data from assessment processes to make decisions over programs, institutions, individuals' performance, and results. Although the terms assessment and evaluation might be used interchangeably by several authors, that is not the case of this project in which both terms are understood differently. According to Bachman (2004, p. 20), assessment refers to collecting information, whereas evaluation conveys judgmental values and decisions made from the information gathered. Coombe, Folse, and Hubley (2007, p. IV) talk about the importance of the effective use of evaluation, assessment, and testing procedures in foreign language acquisition on effective decision making by teachers. This idea makes part of the aim of this project, which relates to the confection, administration, and analysis of results of a summative-test to assess the learners' linguistic competencies.

1 Context

This project was implemented in a tenth level group of nine students of a private high school located in a rural area of San Rafael in the province of Heredia, Costa Rica. This institution has a sound environmental philosophy based on the principles of the Earth Charter and the papal encyclicals that maintain a relationship with the institutional philosophy and that are

in harmony with the concept of sustainability that the institution preaches. The students' ages ranged from fifteen to sixteen years old, and their language proficiency level ranged from B1 to B2. The test items addressed the four linguistic skills: listening, speaking, reading, and writing with an emphasis on the topic of technology.

2   Justification

This project aimed to design an assessment instrument, a set of summative test items, following the principles of assessment proposed by Backman (2004) and Combe, Folse, and Hubley (2007) as well as the principles of test construction proposed by Saville and Weir (2006); and administer it to a tenth-grade high school group of nine students. The reason behind this project is linked to the current need to evaluate sociolinguistic skills through items that have a similarity with daily activities that learners face in their daily lives.

3   Activities' methodology

The elaboration of this project required an exhaustive work divided into several steps, which were set in chronological order beginning by the selection of the target population and the topic, which in this case, was set to be the didactic unit of technology. Then a revision of content and language abilities objectives took place, resulting in a chart of content and linguistic objectives. General and specific tables of specifications were made following an analysis of content, the number of lessons, objectives, and the overall duration of the teaching process. It is advisable to have a peer review and revising workshop among colleagues to carry out an analysis of feedback and proceed with the error correction of the items before the piloting of test items. Once the piloting had been made, a final version of the test was presented. Finally, the test application on the target population was set and, along with it, the analysis of results. To exemplify a part of the work carried out, the general table of specifications is attached, detailing the number of lessons by linguistic ability, linguistic and content objectives, and the number of points per item. Also, two test items corresponding to Speaking and Writing are attached, which include the task description and instructions.

Table 6. General Table of Specifications

Objectives	Lessons 2	Pts 5	M	T&F 5	SR	C	PC	WM	WM
-To identify uses and relevant features of technological devices.									
-To infer relevant ideas of the use, impact, and consequences of technology.	2	5				5			
-To identify services given by technological enterprises.	2			5				5	
-To describe the main features of technological inventions.	4			10				10	
-To describe the negative aspects of technology on people.	4			10				10	
-To describe the impact of technology on our daily life.	4			10				10	
Total	18				45				

Note. The abbreviations included in the table represent the types of items used in the test. M= matching, T&F= True & False, SR= Short Response, C= Completion, PC= Picture Cue, WP= Written Production, and WM= Written Message are the corresponding full forms of the abbreviations.
Prepared by authors

Table 7. Table of Writing Specifications

Writing Specifications	**Total Marks: 20**
Total Time: 20 minutes	

Table 8.

Writing Specifications **Marking**	10 marks, learners write down the sentences with the past forms of the verbs given.
Text Type	Text-based prompt containing a situation and a WhatsApp message Modified
Level	10th grade
Topic	Computers & the Internet
Skills	Understanding the structure of a paragraph, using affirmative sentences in simple present, including different connectors to put sentences together, and making use of the correct capitalization and punctuation.
Task	Production item for students to write a 10-line WhatsApp message
Skill Focus of Individual Items	Learners need to: -read the situation and WhatsApp message given. -write down a WhatsApp message to reply to the one given. -use the vocabulary and grammatical structures studied in class. -base the written production on the situation given in the box. -write down complete and well-structured sentences. -use different punctuation marks along with the WhatsApp message. -connect ideas with different conjunctions. -read the scale provided to become familiar with the aspects that the teacher will use to grade their paragraph.
Notes	Learners will brainstorm ideas for ten minutes. Afterward, they will start writing down the WhatsApp message; they have 20 minutes to do so.
Marking	20 marks, learners write down the 10-line WhatsApp message. The professor uses an analytic rubric to assign the score of the WhatsApp message.

Prepared by authors

Table 9

Speaking Specifications	**Total Marks:** 10
Total Time: 10 minutes	
Text Type	Picture-Cue
Level	Expected level: Intermediate high
Topic	Impact of technology in our daily lives
Skills	Main ideas, supporting details and arguments, coherence, tone of voice, content, pronunciation, retention of ideas.
Tasks	Tell a story based on a picture shown. Duration 3-5 minutes.
Skill Focus of Items	Retention of main ideas, the processability of written language into spoken language, memorization.

Prepared by authors

Summative assessment for beginner level students (A1-A2 English proficiency level)
Language assessment includes a variety of aspects that test developers should consider before designing a test. How assessments are arranged might influence results and stakeholders. According to Coombe, Folse, and Hubley (2010), tests have to be useful for a particular group of people, which means that they must correspond to their proficiency level and conditions exercised in the class; therefore, summative assessment has to assess the course content and outcomes by using formats that are familiar to the students which guarantee that the assessment is reliable, consistent, and purposeful for learning. For instance, this paper presents test items for evaluating reading, listening, writing, and speaking skills to target beginner language students of English as a foreign language, following a careful process of item construction, feedback, piloting, and application in search of providing teachers with guidance for assessment design.

1 Context
Summative assessment items for beginner proficiency students were operationalized at a private language institute, and they were intended to a level 1 intensive English program. It measured the four skills of the language regarding two contents previously studied in class, which were daily activities using simple present and vocabulary lists about cities and locations using prepositions of place. The purpose of the test items was to measure their understanding and achievement of the contents, as well as to seek areas that can be reinforced in the next course. Therefore, the items were designed, piloted, and applied during the third bimester of 2019 to a seven-student population whose ages ranged from seventeen to twenty-five years old.

2 Justification
The purpose of the test was to measure the students' achievement regarding the outcomes established during the course. Thus, the items here presented are of value for the teaching field to gain knowledge from this assessment experience.

While designing test items, each skill included a proper table of specifications to clearly state the level, topic, outcomes, task description, and skill focus, including linguistic, social, and cultural skills. Besides providing strategies for evaluating reading, listening, writing, and speaking, these items contemplate the need of assessing with the purpose of learning on the mind, the need of adjusting evaluation to new curricula in accordance to the Common European Framework of Reference, and the need of drawing connections between the national and target culture.

3   Activities' methodology

A1 level
Reading

For evaluating reading, it is suggested to use text types of a descriptive nature. It is preferred to include authentic language and situations that students find relatable. These pieces of text need to be modified to the level, content, and context of each specific institution. For evaluating the content of daily activities and addresses, we suggest using multiple-choice items that require rational analysis to choose the correct prepositions that fit on the sentence, and short answer to work on the students' ability to scan for information in the text at the sentence level.

Table 10

Part I. Reading.

      A. Multiple choice. (5 points)

I. Read the paragraph below and underline the correct preposition for each number on chart II. Circle the correct answer, only one option per number is possible (Each correct answer is worth 1 point.)

On Monday, I wake up around 6:30 a.m. Then, I get up at 7 a.m., brush my teeth, take a shower, and get dressed. After that, I have breakfast, and I take the bus to work. I start work **(1)** 9 a.m. **(2)** the morning, I have meetings, talk on the phone, and prepare reports. **(3)** noon, I have lunch. After lunch, I go back to work. **(4)** the afternoon, I have coffee with my coworkers at 3 p.m. Then, I usually write reports. I finish work at 6 p.m. every day. I always go to the gym **(5)** night, I like to exercise. After that, I go home. I get home around 9 p.m. Then, I have dinner, take a shower, and watch Tv. I usually sleep late on weekdays.

II. Underline the correct answer, only one is possible.

Space Number	Choice A	Choice B	Choice C
1	a	on	at
2	in	at	on
3	in	on	at
4	on	in	at
5	on	in	at

Table 11

Short Answer (5 points).

I. Scan the following chart about Nelly's daily routine and answer the questions with one or two words.
Words must be written correctly to get full points. **(1 point per each correct answer.)**

Hour	Activity
6 o'clock	She gets up.
6:30 p.m.	She takes a shower
6:50 p.m.	She eats breakfast. She usually has coffee and toast.
8 o'clock	She drives her car to the hospital.
From 9:00 a.m. to 5:00 p.m.	She works, she helps the patients
5: 30 p.m.	She goes home

1. What time does she get up? _____.

2. What does she have for breakfast? _____.

3. Where does she work? _____.

4. What does she do at work? _____.

5. When does she go home? _____.

Prepared by authors

It is relevant to consider stating the item standards; for example, the question of whether the teacher is evaluating vocabulary words or full sentences as answers, whether partial scores are given per each item, if words must have correct spelling to achieve the total percentage or if the teacher is more interested in evaluating understanding.

Listening and writing
From experience evaluating listening and writing must be evaluated separately, for listening, it is important to prompt the identification of vocabulary elements rather than evaluating the spelling of words. It is suggested to evaluate the comprehension of language and pronunciation. For instance, the teacher's dictation to identify elements might be of great help for students. As for writing, it is recommendable to adjust tasks to provide students with an authentic writing format such as answering a text message, a WhatsApp message, or commenting a post of Facebook, not only to raise motivation but to provide students with the ability to do everyday tasks in the target language. Writing must assess content, organization, vocabulary, language use, and mechanics at a simple level, considering what has been practiced in the classroom.

Speaking

To evaluate speaking at an A1 level, it is advisable to use descriptive tasks that require identification and narration at a simple level. An interview-style supported by a binder with pictures for students to understand and follow up the tasks provides teachers with opportunities for evaluating grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Table 12[1]
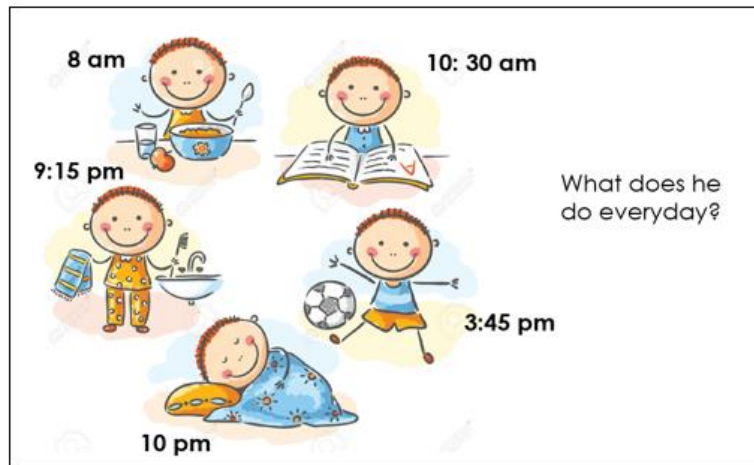
Students are required to use simple present vocabulary and grammar, time expression, and knowledge of what is expected from them socially and culturally. Students are required to use simple present and time expressions to narrate the activities the boy in the picture does. Each student must be given equal time to answer each task, except for those whose conditions might require a longer time. The task must start with warm-up questions and follow up questions if needed.

4   Conclusions

Regarding the use of test items that reflect daily life activities in these summative language assessment items, the results showed that the interest and motivation of the learners were positively impacted throughout the implementation of this instrument. Moreover, learners obtained a higher average score in speaking compared to the item of written production.

General conclusion

This project was intended to make graduate students reflect on the important role that assessment in its different facets plays in teaching and learning. Assessment is about enhancing learning and orienting teaching to make learning happen.

---

[1] Picture taken from it.depositphotos.com and adapted for illustrative purposes.

Assessment is not just the outcome; it gives information about what the learner already knows in connection to the curriculum or course; it helps to collect information about the process of learning and the outcome of teaching. A learning-oriented approach to assessment makes it a meaningful and valuable tool for improving teaching and serving students' learning.

Students should be given more responsibility and a more active role in the process of assessment. That remains a challenge for teachers. Teachers have to take risks and apply more forms of diagnostic assessment and formative assessment in much more flexible formats.

5 References

Bachman, L.F. (2004). *Language testing in practice: Designing and developing useful language tests*. Oxford: Oxford University Press.

Benjamin, A. (2013) Formative Assessment for English Language Arts. By Routledge. 711 Third Avenue, New York, NY 10017, USA.

Coombe, C.A., Folse, K.S., & Hubley, N. J. (2007). *A practical guide to assessing English language learners.* Ann Arbor, Mich: University of Michigan.

Dav, K. (2014). Depositphotos. Attività quotidiane di ragazzino. Retrieved from https://it.depositphotos.com/54059413/stock-illustration-little-boys-daily activities.html

Ontario Ministry of Education. (2013). Diagnostic Assessment in Support of Student Learning. Policy Program Memorandum No. 155, 1-5. http://www.edu.gov.on.ca/extra/eng/ppm/ppm155.pdf

Ministerio de Educacion Publica. (2016). Educating for a New Citizenship. Republica de Costa Rica Ministerio de Educación Pública, 1–213. https://www.mep.go.cr/

6 Biography

1st Author's biography

Johnnatan Vega Barquero is an English teacher and coordinator of the language department at CEUNA. He graduated from the major of English teaching as a foreign language from the National University of Costa Rica. He is currently enrolled in the Master Program of Applied Linguistics with an emphasis on English Teaching as a Foreign Language.

2nd Author's biography

Safiro Rivera Mena is a Professor at the National University. She holds a bachelor's degree in English Teaching from Universidad Nacional, a licentiate's degree in Applied Linguistics with a Concentration in English from Universidad Nacional, and a master's degree in School Management from Universidad Castro Carazo. She is a student of the Master's in Applied Linguistics with an Emphasis on English Teaching at UNA.

3rd Author's biography
Katherine Valverde Solís is a student from the master's in Applied Linguistics and English teaching at Universidad Nacional de Costa Rica, where she also completed her undergraduate studies in English and English teaching for III and IV level. Katherine has worked as a language instructor for young-adult learners for over two years at Centro Cultural Costarricense Norteamericano and the ACCESS scholarship program by The USA embassy in Costa Rica. Katherine values innovation and research on the field of language acquisition and ongoing assessment.

4th Author's biography
Miguel Zúñiga Sancho is a student of the Master Program in Applied Linguistics and English Teacher at Universidad Nacional, where she completed his undergraduate studies in English Teacher for III and IV level. Miguel is currently taking a Licentiate Degree in Teaching at Universidad Americana and recently finished another Licentiate Degree in Teaching at Universidad Estatal a Distancia. Miguel is very passionate about teaching and is mainly interested in pursuing studies related to the use of technology and ICTs in the second language learning field.

5th Author's biography
Brenda Navarrete Cordero started her English Teaching major in 2015 at the Universidad Nacional, Brunca Region, where she participated from extension projects including the Centro de Idiomas de la Universidad Nacional and Promoviendo el Capital Social Comunitario en la comunidad del Carmen de Biolley, Buenos Aires. Currently, Brenda is part of a master's program related to applied linguistics at the Universidad Nacional in Heredia and works as a teacher of English in the Centro Educativo Universitario para Niños y Adolencentes and Centro Cultural de Idiomas.

6th Author's biography
Ana Isabel Campos Centeno holds a Master's degree from the University of Kansas, in the Teaching of English as a Foreign Language and the University of Costa Rica in the same field. Currently, she is a doctoral student in the Latin American Studies Program at Universidad Nacional. She works as a National English Advisor for the Ministry of Education. She has taught English for nearly 30 years, first for the Ministry of Education, then as a university professor at the Master's Program at the National University.

7th Author's biography
Vivian Vargas Barquero holds a Licentiate degree in Applied Linguistics in English and a Master's degree in Second Languages and Cultures with an emphasis in English, both degrees from Universidad Nacional, Costa Rica. Ms. Vargas has been an English professor at Escuela de Literatura y Ciencias del Language, Universidad Nacional since 2004. She has worked as an English professor with primary, secondary, college, and university students for seventeen years. She was part of the curriculum design teams of the bachelor's in Mandarin and Mandarin Teaching, and she was also a team member of the committee in charge of the redesign of the master's program in Applied Linguistics. She is the coordinator of the master's in Applied Linguistics with an emphasis in English Teaching a Foreign Language and with an emphasis on English Teaching for Specific Purposes.

Using Self-Editing Techniques to Encourage Self-Grammatical Awareness in English Teaching Courses with University EFL Students

Ardui Zur Flores Calderón
Instituto Tecnológico de Costa Rica, Costa Rica
zflores@itcr.ac.cr

Resumen: Las técnicas de autocorrección en los estudiantes de inglés como Lengua Extranjera promueven la conciencia gramatical en las macro habilidades de producción, especialmente en escritura si se llevan a cabo de forma grupal y progresiva. El proceso de auto edición en el trabajo de escritura aplica la mayéutica en la clase y hace que el estudiante se cuestione a sí mismo sobre uno o varios posibles errores en su producto de salida (texto o discurso). Estas técnicas de autoevaluar estimulan al estudiante a identificar errores comunes en su producción y, además, se presta para discutir una lista de errores comunes en el grupo. El estudiante desarrolla un interés y motivación a la investigación ante la duda de que algo está mal pero no se sabe qué; y, por consiguiente, explorará entre sus compañeros y otros medios.

Palabras clave: Auto-edición, corrección de errores, conciencia gramatical, escritura, análisis gramatical.

Abstract: Using self-editing techniques in English Teaching courses with university EFL students can encourage self-grammatical awareness. EFL students can be creative and original at developing specific and attractive topics; nevertheless, grammatical and lexical inaccuracies may lead to miscommunications. This work took place at Tecnológico de Costa Rica with a group of starter students for the course of Basic English for Engineering Programs (CI-0202) in the second semester of 2019. To enhance self-grammatical awareness, the lesson plan included a group of self-editing techniques. As a result, self-editing techniques worked as a maieutic method to encourage students to become aware of their own mistakes (proofreading) before submitting a paper or increasing their monitoring skills when writing.

Keywords: Self-editing, error correction, grammatical awareness, writing skills, grammar analysis.

1   Introduction

The writing process has been improved on production techniques such as the collaborative activities where students are able to investigate and self-edit their written works. In the modern writing process, editing is the process of finding and correcting grammatical or lexical errors before submitting the final work (Ferris, 1994). No matter how interesting the topic is, grammar and lexical mistakes distract and disturb the reader (or listener). Different authors (Janopolous, 1992; Santos, 1988; Vann, Meyer, & Lorenz 1984) have stated that the lack of grammatical accuracy affects university students' progress is what makes instructors spend too much time organizing and giving feedback to EFL students that could ignore or underestimate this revision.

The objective of this work aims at encouraging self-grammatical awareness in English Teaching courses with university EFL students by using self-editing techniques. The work was elaborated taking the introductory English course, Basic English at Tecnológico de Costa Rica, San Carlos Campus. First, the researcher assigned a review class of recent topics for a later writing process based on specific topics (My family, My Home Town, My Hobbies, Things I hate). Secondly, students were asked to switch written products and identify tentative errors/mistakes without adding an explanation or reason. After investigating the tentative correction on the paper, the students self-edited their writing paragraphs and handed them in. Finally, students were asked to complete a virtual questionnaire to have a quantitative analysis of the final reactions and results of the activity. The hypothesis states that the use of effective and self-editing techniques and group work strategies will improve the grammar awareness and writing skills of the students of the Basic English course (group 50).

The paper is based on the following research questions:

- Are self-editing and error correction techniques effective to develop grammatical awareness in EFL students of group 50 Basic English course at Tecnológico de Costa Rica, San Carlos Campus?
- What are the class constraints and processes that improve grammatical skills in written communication when using proofreading and per work?

2   Context

The activities' methodology was assigned to a group of starter students for the course of Basic English for Engineering Programs (CI-0202) in the second semester of 2019. Most of the participants have some basic knowledge of the target language and with a considerable minority who did not opt to do the Placement Test provided by the School of Languages and Social Sciences. The average age of the group ranges from 18 to 22 years. The chosen course considers the four linguistic macro-skills with topics for beginners that have them interacting by using key vocabulary and grammatical structures under the Common European Framework at an A2 level.

The work aims to use self-editing techniques to encourage grammatical awareness in English Teaching courses with university ESL students. The students worked on a set of activities (specified on activities' methodology) that promoted the constant self-monitored writing. Although the class aims at reinforcing writing skills, certain activities could also be used to work on speaking skills.

3   Justification

The new self-editing techniques complement the promotion of grammar awareness on students with parsing activities (that imply grammar analysis). The continuity of activities that demand interaction with other students (under a collaborative format) can develop learner autonomy in writing skills.

Wingfield (1975) states that teachers must choose the most appropriate corrective feedback for students as individual beings. Five of those techniques ask for enough self-correction, oral explanation in class, and the use of errors to illustrate the content.

Robbins (1977) compares the use of correcting feedback with an experimental and a control group. She sets weekly sessions of error explanation aiming at identifying, correcting, and explaining the error in sessions finding out that the grammar awareness of students could improve with factors such as attitude, motivation, personality, and past language learning story.

Corder (1967), Gorbet (1974), and Valdman (1975) state that the act of giving positive feedback to students might not always be efficient. They propose the discovery approach in which students can infer and formulate new concepts highly on their long-term memory. The experiments led to the conclusion that supplying the correct way to elaborate answers statistically fails on the stimulation of writing proficiency; however, Dulay and Burt (1974) conclude that although most of the errors found during the experiments were systematic, there is not a prominent necessity to correct in the same systemic form. For instance, their conclusions suggest more selective student-centered feedback.

Lee (1957) also points out the importance of records that start with diagnostic and keep track of the learner's progress to reveal linguistic factors that might directly affect. As a complement of the method, Hendrickson (1977) describes an error taxonomy to classify, code, and chart systematic error in students' writing and oral performance. Thus, the charts go beyond a diagnostic tool, but they help the teacher with aspects such as instructional material design, error correction hierarchy classification, an instrument of summarized content, and an instrument that facilitates the investigation of second language acquisition.

George (1972) and Kipansky (1977) affirm that the realization of correcting errors activities is highly effective as long as the factor of time and color use (to distinguish difficulty) can be used.

The instructor may vary the type of error correction activities with: underlining misspelled words, placing marks over confusing parts of the sentence, or indicating the absence of certain parts of speech with a symbol (arrows or circles). Moreover, the authors highlight that students can correct their errors by making use of good physical tools (textbook or dictionary). The following of the writing process shows significant improvements when the students rewrite and proofread their texts; their word output increases when this process is taken during the whole course.

Based on Cohen (1975), the students can correct text facilitating time to the educator. Based on Cohen (1975), the students can correct the text, facilitating time to the educator. This statement has been controversial since some old school teachers deny the active role of students. The author suggests that this should not be taken under the domination of only one actor, and peer correction "would especially help students recognize more grammatical errors than lexical errors" (p. 419). This means that learners focus on function words when the student writes, but they pinpoint linguistic forms at correcting. Witbeck (1976) realized in an experiment that peer correction activities promote accuracy achievement in writing expression and a better classroom atmosphere simultaneously.

Wingfield et al. (1975) propose that students learn more from correcting their mistakes than having the educator giving the correct answers. Probably, some errors in grammar may appear, but their works will lack lexical flaws.

4   Activities' methodology

Group sessions: The instructor organized a group of activities based on self-editing.

The students did a freewriting paper; after writing a one-page minimum, students made a circle and switched one space right, leaving their papers on the desk. They underlined tentative mistakes (with pencil) with their initial letters next to the observation. Then, students figured out the reason for their mistakes. The student had to look for the corrector-student if he or she could not figure out the error; the instructor was permanently present if questions came up.

The instructor collected feedback and created a list with equal or similar sentences with underlined mistakes (ordered by difficulty levels from low to advanced levels.)

The instructor designed a list of activities aiming at making students identify the mistakes underlined in the previous session. The instructor implemented activities of assessment, such as:

- Correcting the mistake: The instructor designed a set of sentences with similar mistakes to the observed ones in previous sessions. Afterward, the students analyzed the statements and questions (individually or in pairs) to rewrite them correctly.
- Writing essays with peer correction: Students wrote short essays based on a piece of newspapers. After that, they exchanged their papers to have some mistakes underlined (the mistake must be just underlined, without explanations or symbology.) Finally, the instructor allowed the student to investigate with classmates, instructors, or the internet to correct their mistakes.
- Complimentary activities for forthcoming classes:
- Kahoot creations: Students create an interactive activity on the platform kahoot.com with the feedback they received; students consolidate the mistakes they had in the first outcomes as tentative options in a virtual multiple-choice exercise.
- Peer monitoring: Students make pairs and collaborate to write an opinion essay. They will be in charge of giving feedback to each other and having a notepad with a collection of new mistakes.
- Final report: Students create an attractive article every session they attend. Students exchange articles every session to highlight tentative mistakes (without annotations.) In final sessions, participants show a collection of the most common mistakes in the class, discussing the rules and recommendations they received. Participants are constantly proofreading their journals for a final edition.
- In oral activities: Students give a short presentation about interesting topics. Meanwhile, the instructor writes down common errors for forthcoming feedback sessions. In groups that have been developed confidence among them, the instructor can ask specific participants to write down errors.

5   Conclusions

- Most of the students of the class consider that group work and self-editing activities encourage them to produce texts in a second language.
- Peer and group work promote the subskills of proofreading and editing.
- Proofreading activities allow teachers to determine the students' interlanguage structure and opportunities to progress.
- The editing writing activities save effective in-class time with high graders as supervisors and participants.
- Students can go over past topics and structures of previous courses to reinforce feedback or to confirm their own work.
- Students feel these activities useful since they are more dynamic and interactive.
- Some reluctant students feel ashamed of sharing their work with more advanced students.
- Most students feel encouraged to investigate their corrections instead of a simple explanation on the board.
- Group work corrections can inspire curiosity when the error/mistake is not explicit.
- It generates independence from full-text translators with tentative correct syntax.
- Self-edited activities should be reorganized when there is a specific topic to explain in class.

6   References

Cohen, Andrew D. (1975). Error correction and the training of language teachers. *The Pit Modern Language Journal* 59: 414-422

Corder, S. The significance of learner's errors. *Inter- national Review of Applied Linguistics* 5(1967): 161

Dulay, Heidi C. & Marina K. Burt. Errors and strategies in child second language acquisition. *TESOL Quarterly* 8(1974): 129-134

Ferris, D. (1994). Can advanced ESL students be taught to recognize and correct their most frequent and serious errors? Unpublished manuscript, California State University, Sacramento.

Ferris, D. (2010). second language writing research and written corrective feedback in SLA: Intersections and Practical Applications. *Studies in Second Language Acquisition*, 32(2), 181-201. www.jstor.org/stable/44488126

Gorbet, Frances (1974). Error analysis: What the teacher can do: a new perspective. Ottawa: Research Division, Public Service Commission of Canada.EDRS: ED 100 193.

Hendrickson, J. (1976). The effects of error correction treatments upon adequate and accurate communication in the written compositions of adult learners of English as a second language /. (Electronic Thesis or Dissertation). Retrieved from https://etd.ohiolink.edu/

Janopolous, M. (1992). University faculty tolerance of NS and NNS writing errors. *Journal of Second Language Writing*, 1, 109-122.

Lee, W. R. (1957). The linguistic context of language teaching. *English language teaching journal* 11: 77-85.

Robbins, Margaret. (1977). Error explanations: a procedure for examining written interlanguage performance. M.A. Thesis. University of California-Los Angeles.

Santos, T. (1988). Professors' reactions to the academic writing of nonnative-speaking students. *TESOL Quarterly*, 22, 69-90.

Valdman, Albert. (1984). Learner systems and error analysis. Perspective: A new freedom. Gilbert A. Jarvis, editor. Skokie, Illinois: National Textbook Company, 1975, pp. 219-258.

Vann, R., Meyer, D., & Lorenz, F. (1984). Error Gravity: A Study of Faculty Opinion of ESL Errors. TESOL Quarterly, 18(3), 427-440. doi:10.2307/3586713

R. J. Wingfield. (1975) Five Ways of Dealing with Errors in Written Composition, *ELT Journal*, Volume XXIX, Issue 4, July, Pages 311 313, https://doi.org/10.1093/elt/XXIX.4.311

Witbeck, M. (1976). Peer Correction Procedures for Intermediate and Advanced ESL Composition Lessons. *TESOL Quarterly*, 10(3), 321-326. doi:10.2307/3585709

7   Biography

Ardui Zur Flores Calderón got his bachelor's degree in English Teaching at UCR and a licentiate degree in the same field in Universidad Americana. He is also certified in I and II Cycle Primary School. He is currently enrolled in the English Teaching Master Program at Universidad de Costa Rica. He has ten years of experience as an English teacher in MEP, including Secondary and Adult Teaching Programs. He worked as an instructor in English for Customer Service Training at INA. Humanism and cooperation are relevant to meaningful classrooms. His work contemplates tailored output with contextualized situations and effective feedback, constantly taught under a friendly class atmosphere. He has been working with virtual tools to improve the teaching-learning process. Currently, he works for TEC in ESP courses for Engineering Programs.

Systematizing Adapted and Adopted EFL Teaching Practices used to Help the "Salvaguarda Indígena" Population in EFL Classes at UNA, Sarapiquí Campus

Adrián Carmona Miranda
Universidad Nacional, Costa Rica
acmiranda76@gmail.com

Jorge Manuel Luna Angulo
Universidad Nacional, Costa Rica
jorgeluna.cr@gmail.com

Jairo Viales Angulo
Universidad Nacional, Costa Rica
jairoedo@gmail.com

Ronny Carmona Miranda
Universidad Nacional, Costa Rica
ronnyuna@gmail.com

Resumen: La Universidad Nacional se caracteriza por su visión humanista, y más recientemente una fuerte visión de respeto a la diversidad en todas sus formas. Así pues, fue necesario hacer una lista de las prácticas de enseñanza de EFL que los académicos del departamento han venido adaptando y adoptando en sus cursos y particularmente con sus estudiantes indígenas. Se llevó a cabo una investigación cualitativa a través de diferentes instrumentos a fin de recolectar información de los estudiantes y los académicos; como resultado de este trabajo se obtiene un sumario de prácticas de enseñanza de EFL que fueron útiles para ayudar a los estudiantes indígenas y que podrán ser usadas por otros académicos en el futuro.

Palabras clave: Prácticas de enseñanza en EFL, indígenas bajo el programa de Salvaguarda de la UNA, sistematización de prácticas en EFL, didáctica en EFL, inclusión.

Abstract: The National University is characterized by its humanistic vision, and currently a strong vision of respecting diversity in all its forms. Thus, it was needed to list the EFL teaching techniques scholars of the EFL department have been adapting and adopting in their courses, particularly with their indigenous students. Qualitative research was conducted through different instruments to collect data from professors and students, resulting in a summary of EFL's teaching practices that have been helping the indigenous students, and that could be used by future scholars, as well.

Keywords: EFL teaching practices, indigenous under Salvaguarda at UNA, systematize TEFL practices, EFL didactics, inclusion.

1   Introduction

Sarapiquí Campus, National University, is located in the middle of two rural regions of the country, Northern Huetar, and the Caribbean. Located in La Victoria, Horquetas, Sarapiquí Campus has an extension of more than 20 hectares, in which its facilities have been established. In 2008, Sarapiquí Campus started working in these regions offering five majors: administration, systems engineering, office administration, recreation and tourism, and integral farm management.

Therefore, Sarapiquí Campus has been working for more than ten years in these regions, bringing new and better opportunities to the population of the zone. Due to the academic work of UNA in this part of the country, and because of the curriculum that each major has, students at this campus can enrich their future labor profile with a strategic, well-planned set of EFL courses through their studies. The university offers this specific amount of EFL courses to students:

Major	Number of EFL courses
1. Administration (bachelor and licentiate)	2 courses
2. Office Administration (bachelor and licentiate)	11 courses
3. Systems Engineering (bachelor and licentiate)	2 courses
4. Recreation and Tourism Management (bachelor)	6 courses

The existing problem with the lack of resources in teaching English as a Foreign Language (EFL) is well-known. So is the fact that EFL is sometimes taught under opposed circumstances; therefore, high school graduates are not always competent users of the language. Sarapiquí Campus' students come from rural areas, which are marked by social marginality, poverty, and few sources of employment. The final report of the Integral Diagnosis of the Huetar North and Caribbean Region (2007), written by the National University Institute for Social Studies in Population, IDESPO, highlights the following aspects:

- There is a severe social lag that is associated with the lack of sources of employment and infrastructure, limitations of access to health services, education, recreation, security, as well such as high percentages of the population in unskilled occupations, presence of important immigrant contingents and low levels of education, all of these conditions that adversely affect the student's quality of life.
- Additionally, there is a lack of a strategic proposal for the integral development of the area, which considers the vision of the future and the articulation of the desired competencies for the formation of the human resource. It is essential to accompany policies and actions that promote the equitable distribution of wealth, the harmony of development with the environment, the optimal use of natural resources, and the integral development of the human being.

In addition to this study, the current developmental indicators reflect an adverse reality that remains in time, placing the cantons of Guatuso, Sarapiquí, Pococí, Limón, and Talamanca among the last places of the HD[1] for the year 2014. The Sarapiquí Campus has made an impact in the training of professionals from these cantons or through the management of projects in their communities, by the hand of marginal urban, peasant, afro-descendant, and indigenous populations, knowing, addressing and contributing to the solution of local problems.

With this in mind, it is necessary to say that this gap is even bigger when referring to an existing population that Sarapiquí Campus is attending, the indigenous group from different ethnicities of Costa Rica. This campus is attending more than 50 indigenous, who are mostly Cabecares and Bribris[2], taking different majors at this university.

Thus, this specific population has been showing low competences regarding EFL, and this problem has been identified by the professors of the EFL courses and by these students who have expressed their concerns on the learning of English. For this reason, the relevance of this study is directly linked to the country project "Abi" (Alliance for Bilingualism as part of the National Government Strategy to increase the coverage of English teaching in Costa Rica significantly) and also linked to the Objective 4 (target 4.4) of the United Nations Agenda on Sustainable Development Goals (SDG-2030)[3].

As a result, this study states the following objective: to list the EFL teaching techniques scholars of the EFL department have been adapting and adopting in their courses. The study is interested particularly regarding their indigenous students, the systematization of these resources in the future by the EFL professorship, and for the good of this specific population, responding to one of the National University's foundation principles: inclusion.

Bearing this in mind, the importance of this study lies in the fact that the indigenous population needs to be treated according to their specific background. Their academic performance in English has been low since the beginning. Still, the professors have been taking different initiatives involving the adaptation and adoption of teaching strategies aimed to help these students overcome the unfair academic barrier they have brought from their high schools. Besides that, it is important to take advantage of the continuing modifications, professors have been making, and to try to integrate most of these initiatives in a document with future EFL teaching practices to support these populations.

2 Literature review
2.1. Indigenous students in Sarapiquí Campus, UNA
"For universities, it is of great value to build a dialogic relationship with indigenous peoples, through which opportunities for vocational training for indigenous youth are expanded" (Zúñiga, 2013, p.89).

---

1 Índice de Desarrollo Humano, posición entre los 82 cantones para el 2014: Guatuso 75, Sarapiquí 72, Pococí 64, Limón 63 y Talamanca 80

2 Cabécares and Bribris: indigenous people from the Talamanca mountain range of the country.

3SDG-2030 (2015) Sustainable Development Goals. In:

https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Sarapiquí Campus is attending indigenous students from different territories of the country. Among those ethnics it is found: Cabécares from Talamanca, Bribris from Talamanca, Malekus from the Northern Huetar Region, and Ngobes from the south of the country. It is well-known that these indigenous peoples have their own languages, which constitute their first language, and they handle Spanish, the official language of the country. Despite this, when these students arrive at the university, they have to take the EFL courses in the different majors; this means that they have to deal with a third language.

"In education, indigenous peoples have questioned the integrationist schemes they have deprived in the curriculum, as well as the exclusion process that operates in the education system, due to factors such as diminished access to information, the socio-economic condition of these populations and cultural discrimination, among others" Zuñiga (2013, p. 90). Concerning what has been stated by Zuñiga, the EFL department at Sarapiquí Campus has determined that there are a series of factors, which are part of their culture, affecting the EFL learning process of these students. For instance, the socio-economic and cultural background of this population affects the way they learn, since they are used to live in a context in which the communication process is modeled by its own characteristics.

2.2 Salvaguarda Indígena at UNA

The National University created an inclusive program in which these students benefit from it by accessing several positive conditions. The permanence of indigenous students in public higher education and to define criteria and priorities of the universities regarding the indigenous peoples' concerns and proposals were the main goals of the five-years-plan. This plan was developed, taking into consideration five basic statements:

a) the group of limitations and elements of exclusion of these students
b) recommendations made by the team who worked on the constructions of the plan
c) observations and proposals made by indigenous communities representatives
d) recommendations of the links commission
e) proposal and response from the five state universities.

In 2016, Sarapiquí Campus received the first group of indigenous students, twenty-five indigenous students from different territories enter this higher education institution under the "Salvaguarda" program.

2.3 Inclusion

"In this context, the action of UNESCO encourages inclusive educational systems which eliminate barriers to participation and the performance of all the learners, these systems take into account the diversity of their needs, capabilities, and singularities, and erase all the forms of discrimination from the learning context," UNESCO, 2016. With this in mind, it is necessary to consider the context from which indigenous students come.

2.4 Teaching practices in EFL

In multiplication, the order of the factors does not affect the product. Nevertheless, it cannot be said the same about English learning.

When teaching English, there is a great number of "factors" that English teachers must take into consideration to obtain the desired "product." To teach the same topic, teachers can put into practice different strategies and a great range of different approaches and methods to accomplish it, and this is what is called the teaching practices. The order, time, methods, methodology, etc. are those "variables" put into practice that mold the product (Hao, 2017. p.742).

In addition, producing in the target language is not an easy task and requires sustained efforts on the part of the EFL professors as well as learners. Professors must be aware of students' strengths and weaknesses, a good example of this is that in most of the cases students complain about producing in English, especially in oral form. Bailey and Savage (1994) stated that "Speaking in a second language is the most demanding of the four skills ... for many people, speaking is seen as the central skill" (p. 7). Golebiowska (1990) claimed that speaking is "…the major and one of the most difficult tasks confronting any teacher of languages" (p. 9). Luoma (2004) pinpointed that "The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world, and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language (p. 9).

As Yurong Hao states in EFL Teaching Methods, "teaching procedure is not fixed, and it depends on teachers' teaching techniques and English proficiencies" (Hao, 2017, p.748). Therefore, for this reason, it is the EFL teachers' work to adapt and adopt the teaching practice to the context in which they are working.

2.5 Systematizing EFL teaching practice

According to the results of TALIS (2009), they can be assessed within a 5-points scale that grades structuring practice, student-oriented practices, and enhanced activities. The first one measures aspects such as summarizing of earlier lessons, reviewing homework, checking the exercise book, among others. The second one measures aspects like ability grouping, student self-evaluation, and student participation in classroom planning. Finally, the last one includes making a product like writing an essay and debating arguments (p. 97). With this regard, it is needed to say that systematizing teaching practices has become a must for professionals in the field of education, to provide the academy with reliable and authentic materials created for specific contexts which would be found somewhere else in time and place.

EFL classes would not have to be boring or tedious. As Seonghee Choi states in the article about teaching practices, "Traditional teaching methods such as the grammar translation method or the audio-lingual method were criticized because their excessive focus on grammar and reading and mechanical drill activities did not help to develop students functional skills and did not involve negotiation of meaning" (Choi, 2000, p.7). Professors used to standardize the teaching practices, diminishing opportunities for the enhancement of students' "differences" according to the context they come from. Thus, it is required to reflect on the teaching practice and to start producing academic material with pedagogical purposes, allowing the academy to make the teaching of the EFL a more "pertinent" issue for every student of the class.

2.6 Didactics in EFL

According to Chaves (2016), "approach, method, and methodology constitute the basic concepts of EFL didactics and materials development."

Besides this, the author states that the approach is the set of beliefs and theories about language, language learning, and teaching; the method is composed of approach, design, and procedure. These consist on the model of the syllabus, the types of learning and teaching activities, and the learners', teachers', and materials' roles, finally, the methodology deals with tasks, exercises, and procedures which are all the classroom actions on the level of implementation (p.7).

"We define didactic as the discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language." (Navarro and Piñeiro, 2012, p. 234)

To summarize, EFL didactic means the approach, method, and methodology used by a teacher to teach a foreign language.

3 Research

Throughout this research project held at Sarapiquí Campus, National University, a reflective process allowed the TEFL faculty to empower the improvement of the EFL teaching process for a specific population (indigenous students) in their classes.

Thus, the reflection made by the EFL faculty allowed the identification of five main reasons which "fed" the work made for more than 14 months.

The main arguments of the paper are presented as follows, and they are organized in a chronological importance order:

1. The context of indigenous students is real and part of the EFL classes from 2016 until now.
2. It was a fact, and according to the faculty records, that at the beginning, this population presented a low performance in the EFL courses, no matter the major they were taking.
3. Those professors started adapting and adopting some changes in their teaching practices to help these students succeed.
4. Due to the accommodations made by the faculty in the EFL teaching practices and the success of them, it was needed to start systematizing the experience.
5. Finally, it was needed to make a product containing the systematization of those practices that can be consulted by faculty members in the future, and that would even be modifiable if it would be required.

3.1 Context

This paper focuses on the teaching practices performed by the EFL faculty at Sarapiquí Campus with indigenous students. These indigenous students come from three main indigenous territories of the country: Cabécar from Talamanca mountain range, Bribris from the same mountain range, and the Malekus from Guatuso, Alajuela (Northern region of the country). It is important to highlight that these students' first language is their indigenous mother tongue; they use Spanish as their second language, and now, they are learning a third language: English.

In 2016, Sarapiquí Campus had the first group of students belonging to the "Salvaguarda Indigena Program of UNA." Consequently, these students have serious problems dealing with EFL courses.

The first two years (2016-2017), the overall performance of these students was very low, meaning that, in some cases, these students failed to pass the course or passed the course with a low communicative level, especially in oral skills.

Also, the fact that they have their own cultures, with differences in learning and literacy, in comparison with the other students, subsequently increased the learning gap.

Considering the background of these populations became a critical issue, especially in the topic of negotiation of meaning. In this regard, Nakahama, Tyler & Lier (2001) argued that conversation that takes place during the negotiation of meaning offers substantial learning opportunities at multiple levels of interaction (e.g., discourse management, interpersonal dynamics, topic continuity). As a result, the lack of attention to the indigenous EFL students' background, derives in the fact that it is needed to pay attention to what had been done more research must be conducted for a subsequent systematization of EFL practices used to teach this population.

3.2 Methodology

In the following section, the researcher will show how relevant it is to identify the relationship between students' and teachers' teaching techniques. The researchers analyzed the environment, how pupils felt (students' motivation), and some of the difficulties that some students face. The research process started by addressing non-participant and then participant observations. Moreover, two questionnaires were applied to the students to let them express themselves more freely. After that, the researchers decided to apply a survey and semi-structured interview to get more acquainted with the learners. All of these instruments were applied to explore the participants' thoughts regarding the teaching techniques used in class.

3.2.1 Research design

This research was qualitative, along with Participatory Action Research. This section describes the teaching techniques used to collect and interpret the data and thus ensure the validity and reliability of the research. Likewise, the instruments used to present the information collected during the research process will be presented in this section.

This study is mainly qualitative because the researcher follows the principles of collecting data from the students' natural environment. The information was gathered from semi-structured interviews, surveys, checklists, observations, and questionnaires.

In other words, this type of research design aims to develop a theory based on data to be applied to specific areas in which individuals can elaborate on a well-supported and valid theory.

3.2.2 Data gathering

The data collected from the selected population and its analysis is almost a synchronous process, allowing researchers to define, support, or reject what was stated in the objectives.

All the information was gathered from a Structured Interview, Questionnaire, and checklist, which are intended to develop a theory based on valid and reliable data.

As mentioned before, this is a Participatory Action Research because it is a type of research that fuses two different approaches, participatory research, and action research. Watters and Savanna (2010) stated that the Participatory research "encourages equal involvement from researchers and participants in the research process" (p. 5).

They also said that when participants and researchers are equal partners, the research focus and results can be more relevant to a specific community. According to Watters and Savanna (2010), "action research uses findings to reveal strategies that can address community issues" (p. 10). The aim of this research is based on diagnosing problems through the application of techniques to collect important data and finally to come up with solutions that help to improve the teaching process.

Participatory action research is a process of generating and legitimizing knowledge that can support a social change to improve the quality of the teaching process.

3.2.2.1 Semi-structured interview

When using semi-structured interviews, the respondents share a common vocabulary, and every word has almost the same meaning to every respondent. This type of interview allows the researcher not only to elicit results that may or may not validate the research but also allows him/her to see the reality of each student objectively. Gordon (1975) has argued that "the wording and sequence of all the questions in a standardized interview are exactly the same for each respondent" (p. 330). He also stated that some differences in the answers are due to differences among the respondents rather than in the questions asked (p. 330). Additionally, it is mandatory to understand that this type of research depicts subjective information. It is not numerical information. In this regard, LeCompte and Preissle (2013) cited that, "An interview is a face to face questionnaire" (p. 160). Through elicitation and personal interaction, the researcher will be able to obtain data addressing the questions asked in the study to investigate problems that are not directly observable.

The researcher used this instrument because this is a way to know, through a face to face conversation, not only what the learners' opinion about cooperative learning is, but also any other opinion that can provide very valuable information to validate the research.

3.2.2.2 Questionnaires

Questionnaires guided this research to get specific information about teaching. The questions were usually set out in a very systematic way and were more highly structured than interviews. The questionnaires could be answered by reading, speaking, or ticking responses. As was mentioned before, any aspect provided by the informants of the study might be important because these aspects may provide reliability and validity to the different findings of the research.

3.2.2.3 Checklists

Checklists are instruments used to measure the level of knowledge or skills people are good at. Through a checklist, the researcher, students, and the English teacher could check the effectiveness and suitability of the techniques and see those skills that still need improvement. Checklists were applied to the learners to note whether or not the teaching techniques demonstrate the effectiveness to cover the students' needs to develop their language skills. Checklists are instruments used to measure the reliability and validity of something. The purpose of these instruments was to know what the teacher's and students' perspectives about the teaching techniques were to finally come up with an analysis to make sure whether or not they meet the needs of the students and teachers in terms of pedagogical tasks for language skills.

3.3 Sample

Indigenous students: There was a sample population of 25 indigenous students from four different majors plus 4 EFL faculty members in charge of developing the different teaching techniques. Each of them was an important element throughout this research process. Each of them provided the researchers with valid information to support or change previous ideas and to come up with new ones.

3.3 Results and analysis of data

Students' data

A questionnaire for which the main objective was to evidence the context (including the major they are currently taking; besides the EFL courses they had taken or are taking), was applied to twenty-five indigenous students out of 51, from four different majors. With regards to the data collected through this instrument, it was confirmed that there were 15 Cabécar students and 10 Bribri students out of 25. In addition, there were 5 students of tourism, 4 students of systems engineering, 8 students of administration, and 8 students of office administration.

At the moment the instrument was applied, 14 students out of 25 (56%) had taken more than 2 EFL courses in their respective majors; 11 students out of 25 (44%) had taken only EFL courses in their respective majors. Besides knowing the context of these students, the questionnaire allows the researchers to know students' information regarding their experience in those EFL courses. As a result, 16 students out of 25 (64%) expressed that they had a bad experience in the courses taken before the year 2018. The bad experience, according to the records, is related to the methodology used by the professors, more than related to quality aspects. They expressed that it was very difficult for them to understand the English professor, and that felt unprepared to do the tasks given by the professor. On the other hand, 9 students out of 25 (36%) expressed that their experience with EFL courses taken before 2018 was in general good. The hundred percent of indigenous students (25 students) expressed that they considered it important to consider some aspects of their culture and background to improve their performance in the target language.

The following aspect revealed that, even when these students found difficulties in those courses, 21 students (84%) passed those courses, and only 4 students (16%) had to take the course twice or more. In relation to this, students expressed that their major concern was that they were conscious that they were not competent in English if related to their classmates.

The other instrument applied to indigenous students was a checklist. The main objective of this instrument was to know the list of teaching practices done by professors during the courses they had taken or are taking. The twenty-five students were given a list of teaching practices for them to check which ones, according to their perception, were done or are being done in their EFL classes. The data collected through this instrument showed that: 1. Professors used the same activities for the whole class; 2. Professors did not apart from them from the rest; in this way, they felt included, 3. From 2018 until now, they feel better in the EFL courses since professors started using elements from their culture to be used in the activities. This meant that vocabulary related to their culture was added, for example, when talking about food, the professor used not only the standard vocabulary for the class but included many words related to dishes from the indigenous cultures;

4. Students listed more than 20 different activities, but the researchers classified these according to the language skills' development to summarize the data. As a result, there were: speaking activities (conversations, role plays, presentations of topics given, discussions), listening activities (listen and repeat, audio tracks, movies' excerpts, songs, podcasts), reading activities (class student's book and workbook, articles from the web, news, bibliographic research), and writing activities (short paragraphs, dialogues, essays, research papers).

EFL faculty's data
Data was collected through a questionnaire, checklist, and a semi-structured interview. Concerning the context of indigenous students, four professors (100%) expressed that they were conscious of the background of these students. Besides that, they said they were always trying to help this population, but they had admitted that it was in 2018 when they started a real contextualization process with those students. Also, they mentioned that throughout the research process in which they were involved, and the systematization of their experiences allowed them to improve their teaching practices. The faculty stated the importance of creating a digital repository in which the teaching practices which had been adopted and adapted would be stored.

Consequently, the faculty expressed that indigenous performance throughout their permanency in Sarapiquí Campus, and the different EFL courses, had been good in general. They had highlighted that a positive increase in their performance in the target language happened from 2018 until now. Students benefit the systematization process of the teaching practices as the potentiator of this rise in students' English competence. Finally, one hundred percent of the faculty agreed on the necessity of adopting and adapting the teaching practices to the indigenous students' context. That this was needed to start systematizing those teaching practices and the need to have a "product" (a digital repository), which may be consulted by themselves or others in the future.

4 Conclusions

Through this paper, it was intended to give colleagues a picture of how EFL classes can counteract some common problems of teaching. In this case, it was the identification of the context of indigenous students, the reflection on the teaching practices given to these students, and the importance of keeping the fundamental of the National University in terms of inclusion of this specific population. It is suggested to systematize the teaching experiences aiming the faculty to continue growing and allowing students to thrive in the EFL courses. Consequently, to raise students' autonomous attitude toward learning English and the integration of indigenous students' culture and background as a reinforcement of in-classroom activities (teaching practices).

Limitations were found. Students' willingness to express what they feel with regards to their learning process is one of them. Besides this, time is another limitation since it is required for the faculty to spend time with students to get to know and learn about their cultures.

It is important to recognize that in many EFL situations, not all students have the same background and that it is possible to use that background as a resource to enhance their own learning process. Nevertheless, it is a challenge for language faculty to seek ways to improve EFL classes, and there are plenty of ways for professors to begin introducing at least the beginnings of contextualization and systematization of teaching practices.

A final word on teaching practices: whatever teachers do in the classroom is going to touch students' lives. The faculty has a great responsibility as a conscientious material developer and adviser to develop the adoption and adaptation of teaching practices contextualized according to the needs of every student in the classroom. The most important thing learned from adopting and adapting teaching practices for indigenous students and their systematization, was the understanding that it is a growing pedagogical and theoretical benefit for the faculty, and that both professors and students are part of an interrelated system.

5   References

Bailey, K. M., & L. Savage, (Eds.), (1994). *New ways in teaching speaking*. Alexandria, VA: TESOL.

Barriball, L and While A. (1995). Collecting data using a semi-structured interview: A discussion paper. *Journal of Advanced Nursing, 19*, 328-335.

Golebiowska, A. (1990). *Getting students to talk*. Great Britain: Cambridge University Press. How vol.23 no.1.

Índice de Desarrollo Humano, posición entre los 82 cantones para el 2014: Guatuso 75, Sarapiquí 72, Pococí 64, Limón 63 y Talamanca 80

Journal of Language Teaching and Research, Vol. 8, No. 4, pp. 742-749, July 2017 DOI: http://dx.doi.org/10.17507/jltr.0804.13

LeCompte, M. and Preissle, J. (2003). *Ethnography and Qualitative Design in Educational Research*. New York: Academic Press

Luoma, S. (2004). *Assessing speaking*. Cambridge: Cambridge University Press.

Nakahama, Y., Tyler, A., & Van Lier, L. (2001). Negotiation of meaning in conversational and information gap activities: A comparative discourse analysis. *TESOL Quarterly, 35*(3), 377-405.

Navarro, D. and Piñeiro, M. (2012). *Didactic strategies for teaching English as a foreign language in seventh and eighth grades in secondary schools in Costa Rica.*

OECD (2009). Teaching practices, teachers' beliefs and attitudes. TALIS. From SDG-2030 (2015). Sustainable Development Goals. In: https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Seonghee, C. (2000). *Teachers Beliefs about Communicative Language Teaching and their Classroom Teaching Practices*.

Watters, J & Comeau, S. (2010). Participatory Action Research: An Educational Tool for Citizens-users for Community mental Health Service. Retrieved from: http://umanitoba.ca/rehabsciences/media/par_manual.pdf

6   Biography

1st Author's biography

Adrián Carmona Miranda is the Head of the EFL department, Coordinator of the Internationalization Committee, and member of the Board for Academic Support of the Sarapiquí Campus. He holds a master, licentiate, and bachelor in English Teaching from Universidad Latina de Costa Rica, Laureate International Universities, San José. Besides that, he has studies in education with an emphasis in EFL for Primary Education, at Universidad Estatal a Distancia. Currently, he is researching on tourism and culture through a partnership between the Universities of Cordoba and Loyola, Spain.

2nd Author's biography

Jorge Manuel Luna Angulo is the Director of the Sarapiquí Campus at the National University of Costa Rica. He has a master's degree in International Relations, Cooperation, and International Trade from the University for Peace. He has worked as an academic, extensionist, and researcher at UNA since 2004. He has been a university professor with more than 20 years of experience and outstanding Executive of National Companies and Multinational Corporations. His professional development has been linked to processes of University Management, International Trade, and International Business, Marketing, Sales, Strategic Management, Training of Effective Work Teams, and Customer Service.

3rd Author's biography

Jairo Viales Angulo has received a BA. in English Teaching with an emphasis on Elementary Education from the University of Costa Rica (UCR). He has an M.A. in Second Languages and Cultures with an Emphasis in English Teaching for Adult Students at the Universidad Nacional (UNA) and an M.Ed. With an Emphasis on English Language Learning at the Universidad Nacional de Costa Rica (UNA). He has worked as a Fulbright Scholar at Harper College, Chicago, Illinois. He has also been working for more than fourteen years as an educator. He currently works for Universidad Nacional Sarapiquí Campus. Finally, he strongly believes in cooperative work, where humanism is the core element to develop learning.

4th Author's biography

Ronny Carmona Miranda holds a bachelor and a licentiate degree in English for Primary Education at Universidad de San José (USJ), a Master of Sciences in Education with emphasis on Administration from USJ, Master of Sciences in Education with an emphasis in Teaching. He has 21 years of teaching experience at Ministerio de Eduación Pública, eight years at Universidad Nacional Sarapiquí Campus, CUN – Limon, Universidad Latina, CONARE-MEP-UNA. Additionally, he has presented in several international congresses of applied linguistics, pedagogy, and English literature.

Bridging the Gap and Wiping Out Labels through Constructivism and Connectivism

Rebeca Mayorga Castro
Universidad Católica, Costa Rica
rmayorga@ucatolica.ac.cr

Angie Catalina Céspedes Martínez
Universidad Católica, Costa Rica
accespedes@ucatolica.ac.cr

Resumen: La etiqueta de "en riesgo" muchas veces se usa para referirse a ese estudiante o grupo de estudiantes que viene de contextos familiares difíciles o barrios conocidos como marginales o peligrosos. Sin embargo, se han descubierto nuevas dimensiones y factores alrededor de esa etiqueta de "riesgo" (Tezanos, 2004). En cada grupo, siempre hay al menos un estudiante con problemas para socializar, falta de autoconfianza, problemas de comportamiento, un estilo de aprendizaje distinto o malas notas. El propósito de este taller interactivo es identificar el poder de las etiquetas y brindar estrategias innovadoras que promuevan la participación y el aprendizaje en un ambiente educativo realmente inclusivo.

Palabras clave: Aprendizaje cooperativo, etiquetas, constructivismo, aprendizaje basado en preguntas, pedagogía del oprimido.

Abstract: The "at-risk" label is often used to refer to that one student or group of students that come from a difficult background or marginal socially vulnerable neighborhoods. However, new dimensions and factors of risk have been discovered (Tezanos, 2004) In a group, there is always at least one student with difficulties to socialize, behavioral problems, a different learning style, and/or low grades. The purpose of this interactive workshop is to provide teachers with innovative and useful teaching strategies and techniques that will be effective in promoting student participation and learning in a truly inclusive educational environment.

Keywords: Cooperative learning, labels, constructivism, inquiry-based teaching, pedagogy of the oppressed.

1 Introduction

Education is rapidly changing and moving fast along new scientific discoveries, and informatization. Education in the twenty-first century finds itself immersed in the world of globalization and standardization. However, are all our students the same? Regardless of where teachers work, they might be faced with the challenge of working with a student or group of students who are labeled as "ADD," "slow," "problematic," "difficult," or "at risk." Jouve (1996) defines "at-risk" students under three main strands: sociological, pedagogical, or psychological. Jouve also mentions that students' exclusion is more complex than it seems, and students may be discriminated for simply being different, having AIDS, a disability, or even belonging to a non-traditional family. Being excluded, though, may lead students to do poorly or even dropping out of school. However, there are emotional, interpersonal, intrapersonal, or pedagogical reasons that make students act differently and react differently to different scenarios (Escudero Muñoz, 2005).

Regardless of differences, students deserve the right to learn and work in environments where their strengths are noticed, and individual needs are addressed. All students need to learn within a supportive community to feel safe enough to take risks (Sapon-Shevin, 1999), especially when learning a second language. Cooperative learning arrangements help to increase achievement, motivate students, and enhance learning (Polloway, Patton, & Serna, 2001.)

Through this workshop, we share strategies under four main approaches: pedagogy of the oppressed, inquiry-based teaching, cooperative learning, and metacognitive constructivism. The theories behind this workshop, figuratively speaking, have two levels. At the macro-level, this theoretical frame addresses the "education-society" relationship, decentralization and diversification of education, and the introduction of a more inclusive model in the English teaching context of a classroom. At the micro-level, it addresses the "teacher-learner" relationship. This workshop intends to present an active mix of soft skill development techniques and strategies to help build rapport with students through a combination of metacognitive and constructivist strategies.

2 Context

This workshop is based on the idea that true inclusion comes from first acknowledging diversity. In June 1994, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) put together the Salamanca Statement, which referred to the following statements, among others:

- Every child has a fundamental right to education and must be allowed to achieve and maintain an acceptable level of learning.
- Every child has different and unique characteristics, interests, abilities, and learning needs.
- Education systems should be designed, and educational programs implemented to consider the wide diversity of these characteristics and needs.
- Regular schools with this inclusive orientation are the most effective means of fighting against discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994, p. 8-9).

Taking UNESCO statements into account, the question was to see to what extent that is happening daily in public schools and high schools. The research was carried out with 40 English learning students ages ranging 10 and 16, currently residing from the south of San José. All 40 students are currently attending regular English classes in high school or elementary school. Research proves that all 40 students have, at some point, being given a label, whether by their teacher or by their classmates. Some of the labels are "la bruta" o "el tonto" (the dumb one), "el pato" (the one being bullied), "el inútil" (the good for nothing), "la gorda" (the fat one) and so on.

Students were asked to join a focus group and talk about their label and how it made them feel. Then, they had to interact with each other and engage in a regular "find someone who" mingle game. For the second part, they all removed their label and were asked to engage in another activity. This time they were all given a positive label. They were "all-mighty presidents" of different countries around the world. They were also told they were in charge of choosing three teachers to be sent to another planet and start a new human race. All students had to come up with a list of questions and a strategy so they could intentionally choose the three teachers they wanted to save. The focus groups met again after the activity. These are some of the findings:

1. All 40 students wished their English lessons were more interactive and fun.
2. All 40 students enjoyed more the role-playing activity than the well-known, common, "find someone who" activity.
3. Those students previously having labeled themselves as "quiet" or "shy" were just as fluent, and willing to participate as other students when they were given a different, decision making role.
4. 90% of the labels female students chose were passive and considered "good" socially ("the responsible one," "the quiet one").

This workshop will attempt to provide educators with more ideas and tools by transforming common, day to day class activities, with twists to make them more constructivist and inclusive. The activities to be shared in this workshop can be useful for students with different learning abilities, ages, and levels.

3 Workshop objectives

- Realize and reflect upon the implications and the "labels" society, education, families, students, and teachers put on themselves and others.
- Assist participants in understanding the main principles of cooperative learning, inquiry-based teaching, pedagogy of the oppressed, and constructivism.
- Facilitate active learning opportunities and peer-to-peer English teacher exchanges to decide how participants will incorporate metacognitive and more inclusive practices while teaching English.
- Reinvent and adapt common class activities to make them more inclusive
- and constructivist and so that they will adjust to the participants' target population

4 Activities and time

Time	Activities
20 minutes	**Introductions** People briefly introduce each other. **Labels** Participants choose a label for themselves and discuss how and if they have had a student with that same label.
20 minutes	**Mingle** Participants mingle and collect information from different people who have interesting facts about the 4 different educational theories: pedagogy of the oppressed, inquiry-based teaching, cooperative learning and metacognitive constructivism
30 minutes	**Mediation strategies and common activities** Participants are given some common in class exercises so they can adapt them to their own context while attempting to make it more constructivist, cooperative, inquiry-based and involving metacognition.
30 minutes	**Take away work** Participants come up with an activity or strategy that they are planning to use themselves. The result is shown on a poster, it includes target language, age group, competence, level, topic, and possible variations.
20 minutes	**Wrap up** Participants share what the final products and what they learned from each other while creating a symbolic representation of the results.

5 Materials

There are common activities most English teachers use daily. Then, as time goes by, English teachers can easily burn out and run out of ideas. In this workshop, we will not attempt to give participants a list of new ideas, but to challenge participants to reinvent some of the very common in-class activities in a simple yet effective way.

"Find someone who" with a twist: Save who/ Hire who/ Fall in love with whom

The regular drill for "Find someone who" is just a set of statements students transform into questions so they can go around and find someone who will say yes to their question so they can write the person's name to finish the set. This activity can easily turn into a pointless repetition drill for which students need very little understanding.

Rather, students can be given a context for which they must come up with questions themselves. For example, "a person they need to hire for X position," "a person they choose to marry" or someone they need to save because the end of the world is near, or even a new roommate for a brand-new house they bought. In each of these scenarios, students are given not only a specific context but a role and the power for deciding at the end of the exercise.

That will allow room for shy, low-self-esteem, or quiet students to feel included in a safe, low anxiety setting. Also, giving shy or low achievers a power or authority figure role can easily turn into an advantage while trying to communicate with others, simply because they are not "themselves." Instead, they are simply filling in a role. Cooperative learning can also take part in this as students share their findings in a pair or group setting and make a final decision together.

• "Question bank" or "hot potato" with a twist: Kagan's Timed Pair Share idea

It is common to have a bag full of questions or flashcards with a set of questions students are asked to answer in pairs or groups. When in groups, what commonly happens is that one or two students monopolize the conversation. If it is a whole group activity, some students might feel intimidated and humiliated if they cannot answer the question fluently or accurately. On top of that, the teacher-centered question-answer exercise does not maximize students' participation and interaction, and it can turn into a very boring activity for some students after a while.

Kagan claims that positive interdependence, individual accountability, equal participation, and simultaneous interaction are all basic principles in Cooperative learning and teaching. (Kagan, 2001) Then, he suggests using the Timed Pair Share strategy. Students get in pairs, Student A and Student B. "A" in each pair has a chance to participate for a specified time, receives feedback from his/her peer, who is exclusively listening. Then, "B" does the same. That way the teacher ensures there is not a single student in the pair who is doing all the work or monopolizing the conversation.

6   Educational implications

Carol Dweck (2008) carried out extensive research in regards to labels and concluded that both good and bad labels can "mess up with students' minds" because if they are given a positive label, they will always be thinking about how not to lose it. But also, if they are given a negative label, they are always going to be afraid of really deserving it. According to a study carried out by a student from the University of Costa Rica, pointing at students suggesting they should be getting medication for being "hyperactive," "having ADD" or "being too passive" is also a very dangerous and becoming a common practice in Costa Rica. The study shows that medication consumption among kids increases coincidentally in the same months when there are tests in the public system. (Bolaños. 2014)

Moreover, the study concludes that all the attention is focused on the kid and his or her "problem." Still, very little attention is given to the kid's interaction with the environment, specific scenario, and learning itself. That means that many times their learning difficulty might have to do with what they are going through personally, the teaching method, the students' learning style, the infrastructure, or how students feel with their peers and not so much that they have a "problem." Many authors cited that the study agrees that school generates conditions that are indeed responsible for many students' failure. Freire (1993) is considered the father of the pedagogy of the oppressed, and he defines his strategy as "an instrument for their critical discovery." (page 48) Students feel empowered when they have the opportunity to play roles in class.

Moreover, this kind of task has an impact on their lives; they start seeing themselves from a different point of view. So, when teachers give them the chance to interact, to produce, and to be confident, learners start believing in themselves. Also, empowerment has to do with inclusion; students who are not left behind or aside because they learn differently, improve their academic performance.

Even more importantly, inclusion is "positively correlated to fewer absences from school, fewer referrals for disruptive behavior, and better outcomes after high school in the areas of employment and independent living" (Wagner *et al*., 2006) One of the main goals for teachers is to have independent learners who develop critical thinking and help each other. That is only possible by including constructivist and metacognitive activities in the class. These activities allow students to explore, to make their own decisions, to acknowledge their own mistakes, interrelate concepts, and the most important aspect is that they will have an even more active role in the class. If instructors make it possible, learners will be motivated, and essential aspects, like assessment, will be focused on the learner's production, not on their memory (Murphy, 1997.) Constructivism aims to provide students with a variety of tasks that enable them to solve problems and have control of the class, therefore opening the door to inquiry-based learning. Applying an inquiry model requires time as there are at least seven phases: reflecting, planning, retrieving, processing, creating, sharing, and evaluating (Alberta Learning, 2004). Also different from traditional methods, learners learn to ask all the questions and start with their own reflections, which does not usually happen in the traditional system. Traditional strategies and approaches will stand out forever. Real inclusion, though, is a topic that transcends the possibilities of a single teacher and has to do with the curriculum, infrastructure, system, the community, the family, and the institution. However, the truth is that inclusive practices in the classroom end up benefiting all of our students. (Sapon-Shevin, 2015.) 8 In this workshop, participants consider and evaluate the best instructional practices that are appropriate for all students, considering that all students have different needs, learning styles, backgrounds. That will end up serving the needs of those labeled as challenged, vulnerable, or "at-risk" as much as it will help everyone else. Additionally, English Instructors attending this workshop will also be able to name, notice, and destigmatize some of the common labels used on students and incorporate some ideas for creating a more fulfilling and inclusive environment. After listing, analyzing, and applying some techniques and strategies, participants will be given a chance to customize those ideas to foster a more inclusive, positive, and encouraging environment for their own students. Also, participants walk away with different ways to vary common class activities to make them more constructivist, challenging, and inclusive.

7 References

Alberta Learning. (2004). Focus on Inquiry. Alberta, Canada. http://ednet.edc.gov/ab.calk-12/curriculum/bysubject/focusoninquiry.pdf

Bolaños Mayorga, E. (2014). Análisis Crítico del Transtorno de Déficit Atencional con Hiperactividad a partir de los discursos de niños y niñas diagnosticados, padres y docentes de primaria (Licenciatura dissertation). Retrieved from http://repositorio.sibdi.ucr.ac.cr:8080/jspui/bitstream/123456789/2379/1/37 601.pdf

Dweck, C. S. (2008). Mindset: The new psychology of success. Random House Digital, Inc.

Freire, P. (1993). "Pedagogy of the Opressed." Princeton. ISBN 0-8264-1276-9 (alk. paper). Retrieved from http://commons.princeton.edu/inclusivepedagogy/wpcontent/uploads/sites/17/2016/07/freire_pedagogy_of_the_oppresed_ch2-

Kagan, S., & Kagan, M. (1997). Timed-pair-share and showdown: Simple co-op structures for divergent and convergent thinking. Cooperative Learning and College Teaching, 7(2), 2-5.

Kagan, S. (2001). Kagan structures and learning together. What is the difference? Kagan Online Magazine. http://www. kaganonline. com/KaganClub/FreeArticles.html

Lawrence-Brown, D., & Sapon-Shevin, M. (2015). *Condition Critical—Key Principles for Equitable and Inclusive Education.* Teachers College Press.

Murphy, Elizabeth. "Constructivist Checklist." In Constructivism: From Philosophy to Practice by E. Murphy. Summer 1997c.

Sapon-Shevin, M., & Zollers, N. J. (1999). Multicultural and disability agendas in teacher education: Preparing teachers for diversity. *International Journal of Leadership in Education, 2*(3), 165-190.

United Nations Educational, Scientific, and Cultural Organization (UNESCO). (1994). The Salamanca statement and framework for action on special needs education. Retrieved from http://www.unesco.org/education/pdf/SALAMA_E.P DF

Wagner, M., Newman, L., Cameto, R., and Levine, P. (2006). The Academic Achievement and Functional Performance of Youth with Disabilities: A Report from the National Longitudinal Transition Study-2 (NLTS2). (NCSER 2006-3000). Menlo Park, CA: SRI International

8   Biography

1st Author's biography

Rebecca Mayorga Castro is English Director at Universidad Católica and English Coordinator at FundaVida: a non-profit organization based in the south of San José. She has experience with English students of all ages, from pre-k to university. In over 17 years of experience, she has designed and implemented language, pedagogy, and linguistics college-level courses, as well as workshops and in-service training for teachers of English from around the world. As a feminist, she strongly believes that education requires reflection to be inclusive and ever-changing. She has also attended national and international conferences, both as a participant and presenter.

2nd Author's biography

Catalina Céspedes Martínez grew up in a family of teachers allowing her to get involved with education from early stages in her life and cultivate a passion for helping others. After studying a B.Ed. in English Teaching and Translation, she also felt passionate about teacher training and is now pursuing an M.Ed. in Direction and Evaluation of English Programs. While working with diverse and multicultural communities, Catalina has had the opportunity to teach children, teenagers, and adults. She is currently working as an English Instructor and teacher trainer at a nonprofit organization in Costa Rica and is Associate Professor at Universidad Católica.

Redesigning Group Discussions

Cindy Rodríguez Soto
Universidad Técnica Nacional, Costa Rica
crodriguezso@utn.ac.cr

Resumen: A pesar de que las discusiones grupales son interesantes para los docentes, estas no suelen ser tan atractivas para los estudiantes. Es común que en una discusión grupal solo algunos participen activamente, mientras los otros simplemente asientan en silencio, o bien, solo dicen frases cortas para mostrar estar de acuerdo. Por otro lado, muchos tienden a memorizar lo que van a decir durante la "discusión". Las siguientes técnicas de discusión grupal ofrecen nuevas estructuras donde la participación espontánea prevalece, y además ofrecen una dinámica que ayudará tanto a los estudiantes más introvertidos, a los pocos participativos, y a aquellos que tienden a monopolizar la discusión. Estas técnicas son efectivas y respetuosas de los distintos tipos de estudiantes, y más aún, son totalmente inclusivas.

Palabras clave: Instrucción diferenciada, motivación de participación, individualización, ESL, EFL.

Abstract: Group discussions though interesting for teachers, may not be so for students. Commonly, only a few students participate, while the others nod quietly, or say shallow phrases to show agreement. Besides, students tend to memorize what to say. The following techniques offer new structures where spontaneous speech prevails, with a few nice tricks to help quieter students to participate as well as talkative ones. They are effective, respectful, and inclusive.

Keywords: Differentiated instruction, encouraging participation, individualization, ESL, EFL.

1   Introduction

In language learning classrooms, either ESL, ELF or in different university majors; group discussions are techniques often used to observe not only students' acquired language but also the use of other cognitive abilities such as critical thinking, active listening, as well as the ability to contradict, compare, describe, explain, among others that are detailed by the Common European Framework (2018). In other words, group discussions seem to look for communication through the development of ideas while encountering others' opinions. However, it is often found that outcomes are not always as expected. Now, why does this happen? Kim (2006) conducted a study with 280 English as a Second Language (ESL) students and concluded that both class and small group discussions were the second and third most difficult tasks with "no significant main differences by academic major, academic level, gender, country of origin, and duration of stay in the US" (p.485). So, even though they seem to be appropriate for ESL students, they represent plenty of problems, especially because of the variety of students and personalities, as well as different cognitive abilities that there are. With this practice-oriented presentation, participants are invited to review the basic pedagogical background that holds on group discussions, as well as to get to know some alternative techniques to actively and respectfully involve students, to finally analyze possible advantages and drawbacks on the application of the techniques. The main question to be answered is: How can group discussions be more inclusive and respectful of individuals' experiences as well are spaces to improve language skills? The techniques to be shared are The Fishbowl, The Socratic Circle, and the Lateral Thinking Discussions.

2   Literature review

There have been some studies done on group discussion; however, not many studies were found within the last five years. Nonetheless, the relevancy of previous studies should not be overlooked. Focused on a Vygotskian and Bruner's perspective of developmental stages to learning, Jadallah et al. (2011) highlight the importance of scaffolding group discussions to guide the student into not only effective and spontaneous sessions but also into the acquisition of speaking and communication skills. Some of the abilities that group discussions help develop are "critical thinking, engagement, and other social interaction skills" (p. 199). Furthermore, comprehending that group discussions do not just happen, but that they are developed as part of a learning process is what can be taken from this research. Another worth mentioning a study on group discussions is that developed by Meleady et al. (2012). They focused on the effects of group discussion as a means of strengthening cooperative behavior. This study confirms the reasons why group discussions are so positive. However, the issue that is considered more relevant to this paper is their perspective on the need for structure and organization to make the most out of them. Providing students with the structure and knowing that the unbeaten Group Formation Theory (Tuckman, 1965) shape groups are essential to develop effective discussions.

Kim (2006) presents an interesting study done to a multicultural population at a graduate level. Interesting results were found concerning group discussions.

Participating in group discussions seem to be the third most difficult task for them, however, interestingly enough, then mentioned student expressing speaking in front of others as one of the most important skills as future professionals (p. 486).

Some recommendations are provided as to the instruction on the dynamics and the skills that students need to develop, such as asking questions, expressing their opinion when interrupted, and even note-taking skills.

3   Context

It is important to understand that this perspective of group discussion, as well as the techniques presented, can be used starting at a threshold level (B1) of the Common European Framework. B1 is the level where the learner "can demonstrate his/her understanding of the key issues in disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification" (CEF, 2018, p. 221). The facilitator designing the activities must adapt the topics and dynamics according to the level students.

A requirement is to have space to develop the activity. Desks or chairs may be handy; however, sitting on the floor may be enough. The idea is that students will be able to gather around to talk face to face.

Another fundamental aspect is access to information. Even though there are topics that may be well known by students, it is better if they have access to up-to-date information on the issue to support their position with evidence. In the case of internet access is not available for students, the facilitator should provide students with texts, articles, or media sources. This should also be done in advance.

4   Activities' methodology

The Fishbowl
Facilitator's role
The facilitator's role may vary depending on the level of the students. In a high beginner or intermediate class, the facilitator may choose from a range of topics for students to choose from. At those levels, a facilitator may even find texts, articles, news, or videos about the topic to provide students with up-to-date information, as well as general material for them to read, prepare and organize their thoughts on the issue. On more advanced levels, a facilitator may guide students into choosing a topic, and also, she/he can guide them into the type of text that can help them support their positions.

The facilitator should provide instruction to the class before the actual day of the discussion so that everyone receives/finds material and clearly understands the instructions.

Student's role
The following instructions reflect the student's role. They may be provided written for them to read before they start.

Instructions for students:
The following activity is based on the Socratic dialogues, which means, in reflection, through questioning to continue learning from previous experiences and knowledge.

Respect for your own voice and others is fundamental. Other people's opinions and your opinion are the building blocks of the dynamic. Active listening is another building block because the activity intends to build a net of ideas and opinions that end up in the analysis of the question being discussed. The dynamic goes as follows:

Participants in the Fishbowl (Inner Circle):

1. Start by answering and analyzing the questions provided by the facilitator or the ones agreed in the group.
2. Carefully listen to everyone's participation and provide your thoughts and opinions when you consider it appropriate (always referring to what the previous participants said).
3. Continue connecting ideas and opinions with your previous experience and what you researched.
4. Help to make connections by asking questions to others.
5. If you want to get out of the circle, first, make sure you have interacted enough, then, on your way out, tap someone who has not participated yet, or that has not participated much.

Participants in the external circle

1. Keep actively listening to the group in the Fishbowl. If necessary, take notes. Your key task is to listen and reflect on your own experience and on what you have researched to find the right moment for you to enter the circle and share your thoughts.
2. Participate when the conversation in the inner circle gets to the point when you feel comfortable and ready to participate.
3. To get in the inner circle, you have to stand up and tap the shoulder of a person (in the Fishbowl) that has participated and interacted long enough.
4. Remember: You can get in and out of the circle whenever you feel like. Your opinion needs to be supported with background experience and concepts, ideas, and data researched about the topic.

The Socratic Circle

The facilitator role may vary depending on the level of the students. In a high beginner or intermediate class, the facilitator may choose from a range of topics for students to choose from. For beginners or intermediate levels, the facilitator may even find texts, articles, news, or videos about the topic to provide students with up-to-date information for them to read, prepare, and organize their thoughts on the issue. On more advanced levels, a facilitator may guide students into choosing a topic, and also, she/he can guide them into the type of text that can help them support their positions, to use as evidence.

The facilitator should provide instruction to the class before the actual day of the discussion so that everyone receives/finds material and clearly understands the instructions.

Students will work in pairs or groups of three. The facilitator may choose the groups or let students choose them. If possible, groups should have an affinity for their position on the topic. They can also prepare or study together, but this is not essential.

Arrange the class in two or three circles (depending on the number of students), one inner and one (or two) outer circle. Make sure each person from the inner circle has one person from the outer circle sitting right behind.

Students instructions

The following activity is based on the Socratic seminars, which usually took place on forums on a circular formation. The idea is to share ideas and enrich each other with the help of your team. This is not a debate, so remember to show respect to your own voice and also the other's, this is fundamental. Other people's opinions and your opinion are the building blocks of the dynamic. Active listening is another building block because the activity intends to build a net of ideas and opinions that end up analyzing what is being discussed. The dynamic goes as follows:

The class is organized in two or three circles. Each person from the inner circle should have one or two "co-pilots" right behind.

Once the discussion starts, the students in the inner circle will begin sharing their position as well as the evidence found. Students who are sitting behind should be taking note of what is being said and also about thoughts, questions, and opinions that arise from what is being discussed. Copilots may pass short notes, questions, and counter-arguments to the one speaking. Once the discussion or the time allotted is over, the copilots may share their conclusions orally to the rest of the group. At this point, they may read some notes and add some thoughts.

Note-taking is essential for copilots.

Variation: Depending on the number of students, there may be two copilots per person, one of them can focus on helping the speaker with questions or ideas, and the third one may take notes for the concluding sections at the end.

Lateral thinking discussions

This type of discussion is meant to approach problems from a different perspective. The concept was developed by Dr. Edward de Bonno (1970), and it has been used and developed up to today. He explains lateral thinking by saying that "You cannot dig a hole in a different place by digging the same hole deeper" (p.8). With that in mind, lateral thinking promotes students to consider a problem from a different perspective.

To make a group discussion using lateral thinking, both students and facilitators choose a topic that is relevant for the course. Then, in groups, pairs, or individually the facilitator provides the students with some imaginary (why not actual) "hats," which means that they have to approach the matter from a specific perspective. Base on the assigned perspective, the student (or students) have to problematize and discuss. Once the roles (hats) have been provided, students have to research and get ready for the day discussion. This can be done the days before, or, depending on the topic, the same day. The hats can be (Canarias, 2011):

1. White hat: Students that focus on facts, data, information that we have, information missing.
2. Red hat: Students that discuss based on intuitions, feelings, spontaneous thoughts.
3. Black hat: The main focus is negative perspectives, weaknesses, and the dark side of the matter.
4. Yellow hat: Speakers that are positive and focused on what can be done. They develop ideas regarding the benefits and advantages.
5. Green hat: Arguments are focused on creative ways to address the problem, on alternatives people may not have. They consider the what-ifs.
6. Blue hat: Collects information provided by others and draws conclusions.

The day of the activity, the students discuss the matter or topic based on their hat, they can contradict, contrast, and support but only from their hat perspective. The blue hat makes sure the order is maintained and that conclusions are provided.

5   Conclusions

Having alternative structures to the common circle discussion allows students to face the content from a different axis, which can be mentally challenging or stimulating, especially for promoting active listening and spontaneous points of view that need to be answered. It's common that in group discussions, students take time for previous preparation in order to identify arguments, counterarguments, data, examples, and points of view. However, even though there is forehand information ready, the group discussion selected should promote spontaneous, on-the-spot production, promoting students to use English in context, making sure that internalized structure will be fully displayed during the discussion. Before the summative assessment, group discussions should be assessed formatively so that students can experience it and either develop their own strategies or be more prepared. Furthermore, group discussions must be experienced previously to use them after as a summative assessment.

The structure of a group discussion matters. Challenging and mentally stimulating structures will promote student's authentic participation, active listening, as well as the acquisition of new vocabulary, or even of information that might be of help while learning a language. An assessment instrument should be used to make sure content and structural aspects are assessed; that way, the student can have more detailed feedback. They can be used as formative or summative assessments. These dynamics can be challenging due to the complexity of the dynamic; however, once students understand it, it can promote spontaneous and relevant participation. Therefore, students should use it before a formative assessment.

6   References

De Bono, E. (1970). *Lateral thinking: Creativity step by step*. New York, New York: HarperPerennial.

Gobierno de Canarias (2011). Dinámicas de Grupo. Canarias. Consejería de Educación Universidades y Sostenibilidad, Dirección General de Ordenación Innovación y Promoción Educativa.

Imam Fauzi. (2017). Improving Students' Speaking Ability through Small-Group Discussion. *Journal of ELT Research*, 2(2), 130-138.

Jadallah, M., Anderson, R., Nguyen-Jahiel, K., Miller, B., Kim, I., Kuo, L., Wu, X. (2011). Influence of a Teacher's Scaffolding Moves During Child-Led Small-Group Discussions. *American Educational Research Journal*, 48(1), 194-230.

Kim, S. (2006). Academic oral communication needs of East Asian international graduate students in non-science and non-engineering fields. *Journal of English for Specific Purposes, 25* (4), 15- 21. Retrieved from Science Direct (Elsevier B.V.).

Morita, N. (2000). Discourse Socialization through Oral Classroom Activities in a TESL Graduate Program. *TESOL Quarterly*, 34(2), 279-310.

Richards, C., & Alder, G. (2014). The Effects of Unstructured Group Discussion on Ethical Judgment. *Journal of Education for Business*, 89(2), 98-102.

7   Biography

Cindy Rodríguez Soto is a passionate educator who truly enjoys everything related to learning and education. She graduated as an English Teacher at UCR and then obtained an MA. in Translation from UNA and a Med in Educational Administration at UNED. She is currently working on her dissertation to obtain a Doctorate in Education. She works at UTN, and at UCR, in the latest as a pedagogic advisor. She is constantly looking for new learning experiences. Furthermore, she believes learning is the result of the authenticity and involvement of both student and teacher.

The Zen of Teaching- Transforming and Empowering Your Personal and Professional Life

Clare Goodman
Universidad Técnica Nacional, Costa Rica
cgoodman@utn.ac.cr

Resumen: ¿Cómo pueden los profesores cultivar dentro de sí el poder del Zen? El presentador discutirá qué es el Zen y cómo los profesores pueden cultivar y poner en práctica esta antigua técnica; ya que ésta puede formar parte de nuestras vidas y, a la vez, ser una importante herramienta pedagógica-personal reflexiva. Los docentes son seres humanos y merecen tener la oportunidad de enriquecer su vida laboral y personal. Todo lo que se necesita son unos momentos de paz y un poco de concentración.

Palabras clave: Zen, atención plena, simplicidad, tranquilidad, concentración.

Abstract: How can teachers cultivate within themselves the power of Zen? The presenter will be giving a workshop on what Zen is and how teachers can cultivate and put this ancient technique into practice. This ancient technique can be an important part of our lives and one that we can use as a reflective pedagogical-personal tool. Teachers are human beings, and they deserve to have the chance to enrich their working and personal lives. All it takes are a few moments of peace and a little focus.

Keywords: Zen, mindfulness, simplicity, tranquility, focus.

1   Introduction

"What is Zen? Stop now. Stop trying to get an intellectual lock on something vast and boundless, far more than the rational mind can grasp. Just breathe in with full awareness. Taste the breath. Appreciate it fully. Now breathe out, slowly, with equal appreciation. Give it all away; hold onto nothing. Breathe in with gratitude; breathe out with love. Receiving and offering—this is what we are doing each time we inhale and exhale. To do so with conscious awareness, regularly, is the transformative practice we call Zen" (Dai Bosatsu Zendo, 2013).

Zen is the Japanese form of the Sanskrit word dhyana, meditation, and is a school of Buddhism, which has had a significant impact in Japan, Europe, and America. Founded in China in the 6th century C.E. as the Ch'an school of Mahayana Buddhism, it was exported to Japan in the 12th century C.E. and gradually developed its own unique, indigenous character (The Oxford Handbook of Global Religion, 2006). In Japan Zen became very popular among the samurai warriors because it helped them focus on discipline and self-control.

Zen also helps artists center on various arts, such as calligraphy, painting, garden design, and archery. At the beginning of the 20th century, a popularized version of Zen spread throughout the world and influenced many people in the United States and Europe, where it has been incorporated into everything from motorcycle maintenance, teaching, cooking, and into professional sports. As a teacher, you have incredible power to influence, even improve, the future. However, if we are not at our best, how can this be possible? *"We teach who we are. That is, when teaching, we invest in ourselves. Your philosophy of life is intimately tied to your identity, and it is your philosophical identity that ultimately dictates your teaching style. Therapists will call this "congruence," or just being who you are. The lessons you teach contain your own personal signature"* (Creative Teaching, 2011). The Zen of teaching helps teachers become their better selves, and that in turn, will reflect and have an impact in their classrooms.

On the one hand, Zen can be a difficult habit to adopt because you do need to be a disciplined person. Also, if you do not want to change, then it will not be possible to adopt this philosophy. Moreover, the current theory around Zen is relatively new to Western civilization but has been around for hundreds of years. The research shows that it can take up to sixty-six days to change or adopt a new habit, and the more work a habit was, the harder it took to change. Unfortunately, most people do not want to put in the work or effort to improve himself or herself. Furthermore, some people might see Zen as a religion not as positive philosophy, in turn, making it difficult for some to accept this way of life. These are some reasons why the implementation of this viewpoint might be difficult to adopt, but the positive aspects outweigh the negative ones.

Our lives are filled with stress, and sometimes trying to balance everything becomes overwhelming, and teachers are no exception. Zen is something that can easily be applied to every aspect of our lives, and it is something that will help teachers to grow in every area of their lives. It can help a teacher focus when it comes to their daily activities such as planning, preparing classes, and thinking about students' needs. This investigation has been done to see if teachers already use the Zen philosophy in their lives and how it can help them in every aspect of their lives. Much emphasis is placed on students and their growth, but what about teachers! It is time for them to receive some tender loving care. If we are not kind to ourselves, then how can we be kind to our students and the people around us! I have been

teaching for over twenty-five years, and I have come to realize that loving and understanding myself has helped my professional and personal life in so many ways. The purpose of this investigation is also to appraise the understanding of Zen and its benefits regarding a teacher's personal and professional life. The research was carried out with professors from Ingles como Lengua Extranjera (ILE) at the Universidad Nacional Técnica (UTN) in Alajuela.

With the data collected and the analysis done, in this study, it will try to support the theory that Zen can have an impact on a teacher and the teaching profession. The creation of this workshop or future ones could have a positive impact on professors is vital. Furthermore, the study leads to the idea of enhancing teaching practices inside and outside the classroom by using different Zen techniques that can enhance the methodology and course contents. Additionally, after analyzing the results, the researcher can put together and plan a possible proposal to train professors on how to use different Zen techniques.

2   Context

The context of this paper is aimed at every type of teacher, from elementary school teachers to university professors. This lecture/workshop has been developed with a twofold objective in mind of helping teachers grow both professionally and personally.

3   Workshop objectives

This interactive workshop will allow teachers to learn about Zen and its benefits. Additionally, participants will receive tools that will help motivate them not only in their professional development but also in their personal development. These easy-to-use techniques will help teachers slow down and create a sense of focus, simplicity, and tranquility in the classroom - and life.

4   Activities and time

The first forty minutes will be focused on the theory and background of Zen. The other hour and twenty minutes will be related to hands-on activities that will help teachers put Zen into practice. It will show teachers how to be in the present moment, live mindfully, reflect and meditate on their practice, and much more. Some of the activities will include reflective journaling, one-on-one sharing with other teachers, and group work.

Warm-up- (5 min) The presenter will play some relaxing music and ask the participants to close their eyes. They will be asked to try to focus on the music and not try to think of anything at all. Then participants will be asked to write down how they felt and then share with a partner.

The workshop will be separated into four different parts.

Part I. First task: Zen: Individual Questions: participants will have 10 min. to complete the questions below: (Zen booklet)

1. How would you describe Zen philosophy?
2. What do you think this has to do with teaching?
3. How do you think you can incorporate this into your personal and professional life?

Once the participants have answered the questions, have them form groups of four to discuss their answers.

Part II. Video (30 minutes)
1. Participants will watch the following video and answer the following questions about what makes a good teacher great?
2. https://www.youtube.com/watch?v=vrU6YJle6Q4
3. What are three things that he states about what makes a good teacher great?
4. How do some of these points relate to the Zen philosophy?

Part III. Drawing (30 minutes)
1. Participants will be given a sheet of paper and pencils.
2. These are the instructions for the drawing exercise: You are going to draw a picture. To give you some inspiration, look at the list of titles below. Choose a title or invent one and put your work of art in the frame.
3. They will have 20 minutes to finish their drawing.
4. Five to ten minutes to share with a partner and talk about their experience.
5. How did you feel during this process?
6. Where you focused on the present moment?
7. Do you think this is something you can do with students? Why or Why not?

Part IV. Wrap- up (5 minutes)
1. Participants will watch this short video and reflect on the message from the video.
2. https://www.youtube.com/watch?v=RN3iLeq1828

5   Materials
The presenter will be using a variety of materials. Here is a list of the materials that will be used during the presentation and workshop:
1. https://www.thezenteacher.com/b/
2. A Booklet with all the activities used during the workshop will be given to each participant.
3. Relaxing meditation music
4. Drawing handouts (pencils) ¨Be an Artist¨
5. Videos:
   https://www.youtube.com/watch?v=vrU6YJle6Q4
   https://www.youtube.com/watch?v=RN3iLeq1828

6   Methodology
This study used an exploratory qualitative and descriptive design, with a perceived notion about how the Zen practice and philosophy, followed by a set of interrogatives to guide the process of gathering data collection and analysis.

For this purpose, the researcher developed a questionnaire to gather the needed information regarding how teachers live their lives, and if they understand what Zen is. As mentioned before, all the professors who work at the Universidad Nacional Técnica in the major Inglés como Lengua Extranjera were chosen to answer a questionnaire to collect the required data that serves this investigation to help prepare the workshop that will be given for the congress.

Instrument: The questionnaire

The instrument used to appraise the teachers' lives and how some of the Zen philosophy applies to teaching. The questionnaire was administered to teachers who teach for Ingles como Lengua Extranjera at Universidad Nacional Técnica. The questions were selected according to the queries established in the research questions of this study. In total, this instrument contained seventeen questions, and it was divided into short answers and multiple choice. The first question asked whether the teachers knew or did not know about the Zen philosophy. Then questions 2 to 4 are short answer questions soliciting information about what teachers enjoy doing in their free time.

Additionally, questions 5 to 10 are multiple-choice questions geared towards how they feel about judgment, listening to students, and trying to live in the present moment. Furthermore, questions 11-12 are short answer questions referring to daily rituals and evaluating how they spend their time on things that they consider unimportant. Then questions 13-16 are multiple-choice questions. Finally, questions 17 asks them what all of this information has to do with teaching. The questionnaire was administered for one month online. Two professors from the sample group were asked to evaluate the validity of the items and their sequence. This contributes to getting consistent and accurate results. The main purpose of this instrument is to quantify the number of professors who understand the Zen philosophy and to see if they apply certain aspects in their own lives. Once the information was gathered, it was analyzed and interpreted to establish how the Zen philosophy is perceived and if teachers apply it in their life, and how this can be incorporated into their professional and personal lives use some aspects of Zen. Also, can their teaching practices benefit from the Zen philosophy? The population was chosen based on the colleagues who are currently working at UTN in the ILE program. Once the questionnaire was applied, data needed to be analyzed and conclusions made. Then, the researcher established a set of dates to start working on gathering all the information yielded by the applied instrument. The measurement of the data was done in extended periods. First, the researcher worked separately, scrutinizing the responses. This section of the process took some time because the researcher is also part of the ILE staff and needed to fulfill their academic duties during the school year while working on the study. Once all the data was gathered, the researcher needed to start rolling down the analytical section of the study. It was imperative to go back to the premises of the investigation presented in the research questions by displaying the results in graphical and summarizing forms.

Data analysis

The data was collected from a questionnaire that was sent to all of the ILE teachers at UTN. The majority of the teachers answered the questionnaire. Out of fifteen teachers, ten teachers answered the questionnaire about The Zen of Teaching. The data collected and displayed in the graphs represent 90% of the total number of the faculty members who taught courses during the second quarter in the Ingles como Lengua Extranjera diploma and Bachelor's major (ILE, UTN). The data used from the analysis of the questionnaires were used to see if teachers know what Zen is and how they apply different aspects of Zen in their daily lives. With this intention, the results are presented in the form of graphs, tables, and numbers, and the conclusions are drawn serve as insights. Eventually, these insights will nurture the basis to propose using the Zen philosophy in the personal and personal lives of teachers.

Regarding question 1, it was asking about what Zen is? This is important to establish the knowledge that the teachers have regarding Zen.
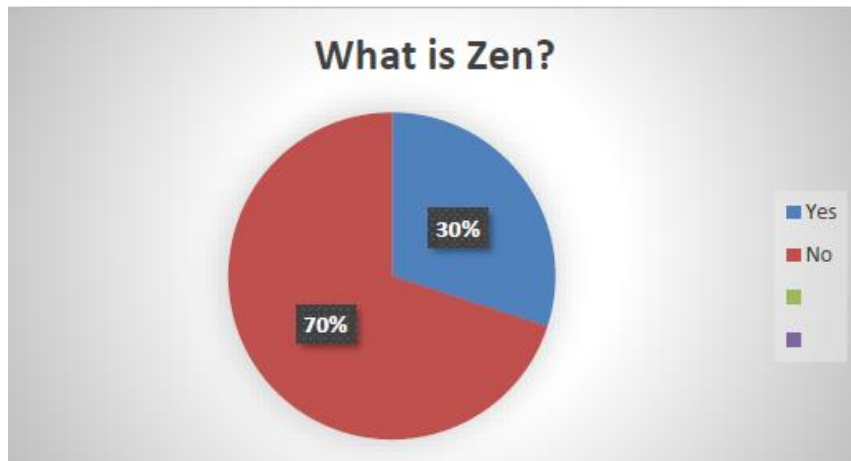
Figure 1. What is Zen?

Along the same lines, questions 2 & 3 were short answer questions, which refer to what teachers like to do in their free time and what kind of activities do they find themselves losing track of time when they do these kinds of tasks. The answers varied greatly according to the first two questions, and no one had the same answer. The answers were basketball, painting, reading, watching TV or videos, shopping, spending time with friends and family, dancing, and listening to music. The answers that the teachers made in question two were actually all repeated in question three.

Along with the above, question 4 was also a short answer question. The question was related to setting aside one minute today to experience stillness and silence and the feelings afterward. The response was amazing. Two teachers felt great and said that is was soothing. The other teachers said that they felt peaceful, relaxed, good, and one felt good but a little uneasy.

Also, questions 5 intended to ask teachers if they try to listen to their students who need help. Everyone answered yes. Along the same lines, question 6 asked them if they tend to judge people. Regarding this question, 10% of the teachers said that they do judge people, and 70% of the teachers said they do not.
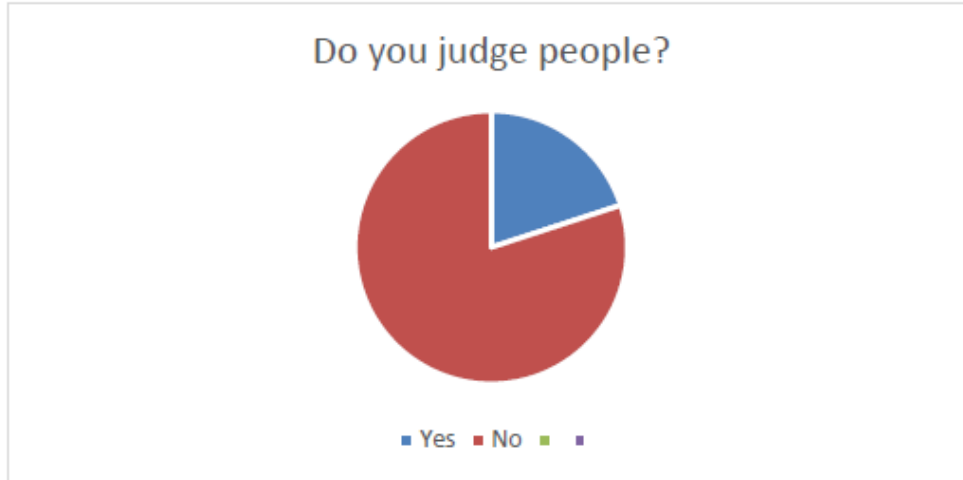
Figure 1. Do you judge people?

Following the next questions, 7 & 8 were also yes and no questions. They were enquired to consider if they thought they were kind and compassionate. Moreover, teachers were canvasses to consider if they give thanks for the things in your life. The teachers answered yes to both questions; nobody answered no.

Furthermore, questions 9 & 10 requested teachers to say if they felt frustrated when things did not work out. They were also questioned if they tried to live in the present. Both questions ended up having the same results, with 70% saying no and 30% of teachers saying yes.
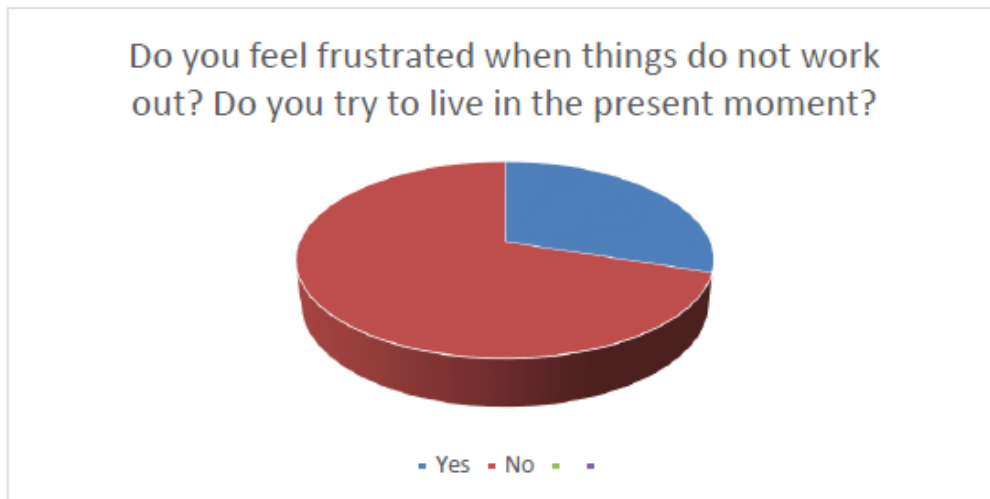
Figure 3. Do you feel frustrated when things do not work out? In addition, do you try to live in the present moment?

Similarly, questions 11 & 12 asked teachers if they have any daily ritual, and if they answered yes, to write down two things. Also, evaluate your life: scheduled events, hobbies, responsibilities, obligations, and even people. Then pick two things you could do without. In regards to question eleven, there were many different answers such as reading, resting, planning the day, putting on makeup, praying, meditating, and two people answered drinking coffee in the morning. Regarding question twelve, the teachers answered, checking social media, drinking coffee, working a lot, hobbies, responsibilities, socializing, watching TV, cleaning, and two teachers answered my dog and partner. One teacher did not understand the question.

Correspondingly, question 13 mentioned if you ever set aside time to be still and relax.
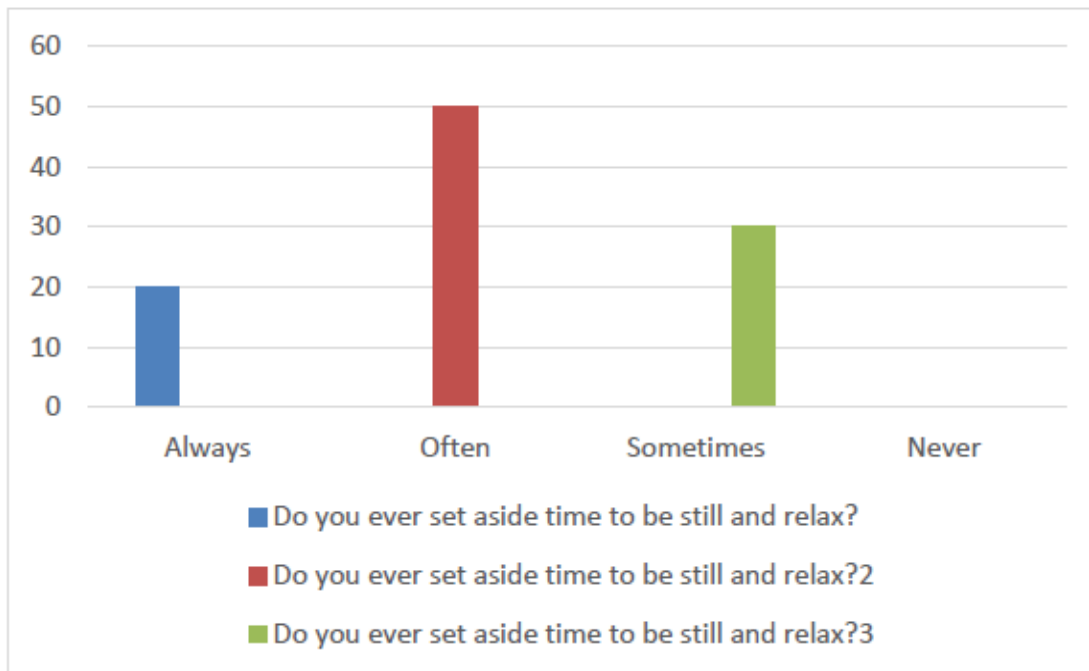
Figure 4. Do you ever set aside time to be still and relax?

Additionally, questions 14 to 16 were multiple-choice questions questioning if you always have to be right. Around 90% of the teachers said no, and 10% said yes. Then question 15 inquired about if they always feel in a hurry. Everyone said yes that they are always in a hurry, and question 16 was wondering if teachers practiced self-care. (exercise, rest, read, etc.) In response to this question, 30% said always, and 70% said that they sometimes do.

Finally, question 17 asked about what they thought these questions had to do with teaching. This question was the most relevant question of the study because it helps the researcher make a connection to Zen and teaching. The teacher's responses included ---Everything. A person who takes care of him/herself will be able to do a better job and be a better worker. Also, being in tune with oneself reflects in all areas of life; a teacher who is doing well and feeling great performs better in a classroom and has a healthier relationship with their students. Furthermore, teachers stated that their life reflects their teaching. In addition, having a healthy lifestyle or not may influence your teaching practice, and the way you treat yourself translates into how you treat others (students). In addition, it is important to know this little about our students, even if we just have them for one period and then never again; the way you treat yourself translates into how you treat others (students), and students feel

and react as a teacher depending on the situation. Moreover, if you love yourself, you can love and understand others and I think that we need to do things that help us relax and enjoy the moment so we can also be relaxed or stress-free as much as possible at work. As a conclusion to this question, the answers reflect on how teachers perceive being a whole, healthy human being, and how this echoes in their teaching and on their students.

Results summary

Overall, the results of this investigation showed some level of willingness towards how they see the connection to being a better human being and helping them to become a better professional. The data analysis may suggest that the philosophy of Zen goes beyond teaching and helps human beings to become more spiritual. However, the findings are not conclusive, and more research is needed, especially to study the effect that this has in the classrooms and a further study to see if teachers can apply the Zen philosophy into their lives regularly.

Discussion and conclusions

The Zen of teaching is an emerging approach that can be used by teachers in their classrooms. The results, therefore, show the consideration of ILE professors towards the use of being better human beings. This can contribute to their performance in the classrooms and provide pertinent insights that serve the main objective proposed in this paper wherein to design workshops that can help teachers in different areas of their lives, and this, in turn, will help create positive learning environments.

7   Educational implications

The educational implications in regards to this workshop are endless such as transforming teachers and classrooms, enlightening, thought-provoking, emotionally uplifting, to name a few. It will help teachers be at their best - unrushed and entirely focused – to ensure that every interaction with their students is beneficial for both of them.

Limitations and future research

A major concern of this study is that it provides merely one perspective since only the point of view of the professors was inquired and appraised. Consequently, it has become clear that by evaluating the teachers and seeing the Zen philosophy will help their lives and improve the classroom environment. The researcher could obtain valuable information to be contrasted and compared with that of the professors. On the other hand, due to the nature of the research instrument, this questionnaire did not, for the most part, yield reliable conclusive findings. While the questions were carefully validated, the results are somehow refutable by the type of instrument used to collect the data and the size of the sample. Subsequently, it is advisable to include classroom observations and oral interviews for further research.

Recommendations for applying the Zen of teaching to teachers' personal and professional lives

Given that most of the professors surveyed stated that they did not know about Zen, most of them did practice meditation, self-care, enjoyment, which are some of the principles related to Zen philosophy. Actions by the UTN can be taken to ensure the well-being of teachers, in turn, creating motivated teachers. The Zen of teaching can be applied to classrooms to create a more balanced environment in the classroom. Despite the limited sample used by this study, there are several recommendations for incorporating The Zen of teaching.

1. To begin with, a discussion of Zen philosophy and how it can help in different aspects of teachers' lives needs to be addressed.
2. Once teachers understand Zen, then it would be necessary for teachers to receive workshops that can help them in their well-being.
3. As practicing stillness, intention, etc. are all habits that have to be acquired; it will take work to incorporate aspects into one's life.
4. Teachers can keep journals, create a website, or have other colleagues to talk.

Applying different Zen techniques can benefit teachers and students' learning process as a way to integrate a positive atmosphere into the classroom while learning at any level (beginner, intermediate, and advanced). As stated at the beginning of the paper, professors do use some Zen aspects in their daily lives and have some idea of the benefits of teaching, but do not apply these techniques in their classrooms. By helping professors use different Zen techniques of teaching and learning, the classroom will become more engaging, fulfilling, productive, and enjoyable not only for learners but also for teachers.

8   References

Arthurs, D. (2016). How long does it take to change your life, change your   habit, or to form a new one? Retrieved from: /https://metro.co.uk/2016/12/30/how-long-does-it-take-to-change-a-habit-6351291/

Be   One   with   your   class.   (2011).   Retrieved   from: http://www.creativeteachingsite.com/teach7.htm

Deubelbeiss, D. (2012). Zen and the Act of Teaching. Retrieved from: http://eflclassroom.com/flash/zen.swf

History of Zen. (2019). Retrieved from: https://www.zenlightenment.net/history/history-of-zen.html

O'Brien B. (May 24, 2019) Zen 101: A Brief Introduction to Zen Buddhism. Retrieved from: https://www.learnreligions.com/introduction-to-zen-buddhism-449933

Tricarico D. (2015). How to be a Zen Teacher in 10 Easy Steps. Retrieved from: https://www.thezenteacher.com/how-to-be-a-zen-teacher-in-10-easy-steps/

Tricarico, D. (2015). Zen teacher: creating focus, simplicity and tranquility in the classroom. San Diego, CA. Dave Burgess Consulting, Inc.

9 Biography

Clare Goodman is a Professor at the Universidad Técnica Nacional in Alajuela. She has her BA., Licentiate, and Master's degree in Teaching English as a Foreign Language. She worked at the Centro Cultural Costarricense Norteamericano for thirteen years. There she was a teacher, teacher trainer, and Operations Coordinator. She has also taught English at U Latina, Universidad de La Salle, and as an onsite teacher for different international companies. She has been teaching for over twenty-five years. She is truly passionate about what she does, and believes that being a teacher is a profession that allows you to be creative, and provides a space in which teachers and students can grow together.

10 Appendices

Appendix 1

The Zen of Teaching- Transforming and Empowering Your Personal and Professional Life

> The purpose of the following survey (by M.A. Clare Goodman, professor at the Universidad Técnica Nacional of Costa Rica) is to investigate about the Zen philosophy and how it can be applied to one's professional and personal lives.

Instructions: Please answer the following questions, reflecting your opinions as accurately as possible.
Please answer the following questions.

1. **What is Zen?**
   Mark only one oval.
   I know what it is.
   I do not know.

2. **What do you love to do?**
   Mark only one oval.
   Yes
   No

3. **What activities do you participate in when you often lose track of time?**
   Mark only one oval.
   Yes
   No

4. **Set aside one minute today to experience stillness and silence. How did you feel?**
   Mark only one oval.
   Yes
   No

5. **Do you try to listen to a student that needs your help?**
   Mark only one oval.
   Yes
   No

6. **Do you try to listen to a student that needs your help?**
   Mark only one oval.
   Yes
   No

7. **Do you tend to judge people**?
   Mark only one oval.
   Yes
   No

8. **Do you consider yourself to be kind and compassionate?**
   Mark only one oval.
   Yes
   No

9. **Do you feel frustrated when things do not work out?**
   Mark only one oval.
   Yes
   No

10. **Do you try to live in the present moment?**
    Mark only one oval.
    Most of the time.
    Sometimes.
    Never.

11. **Do you have any daily rituals? If you answer yes, what are two of them?**

12. **Evaluate your life: scheduled events, hobbies, responsibilities, obligations, and even people. Then pick two things you could do without.**

13. **Do you ever set aside time to be still and relax?**
    Mark only one oval.
    Always
    Often
    Sometimes
    Never

14. **Do you always have to be right?**
    Mark only one oval.
    Yes
    No

15. **Are you always in a hurry?**
    Mark only one oval.
    Always
    Sometimes
    Never

16. **Do you practice self-care? (exercise, rest, read, etc.)**
Mark only one oval.
Always
Sometimes
Never

17. **What do these questions have to do with teaching?**

Error Correction Techniques: A Statistical Comparative Analysis of Questioning, Elicitation, and Recasts

Carmen Daniela Arroyo Sánchez
Universidad de Costa Rica, Costa Rica
cdanielaas@gmail.com

Brian José Paz Chavarría
Universidad de Costa Rica, Costa Rica
bpaz2091@gmail.com

Resumen: Este artículo agrupa los resultados de un estudio experimental ejecutado para evaluar la efectividad de las preguntas para aclarar, elicitación, y reformulación como técnicas para la corrección de errores en la producción oral, en el nivel principiante, en clases de inglés conversacional. Para este fin, los grupos 7-6 A (grupo experimental) y 7-7 A (grupo control) del Colegio Francisco J. Orlich en Sarchí participaron de un experimento, que incluía la aplicación de una prueba previa, el uso de las técnicas específicas como tratamiento para la corrección de errores, y una prueba posterior. Los resultados de ambos grupos, en ambas pruebas, se compararon a través de un análisis estadístico de varianza (ANOVA por sus siglas en inglés). Asimismo, una hoja de observación registró la frecuencia y la efectividad de las técnicas empleadas Los hallazgos señalan que las preguntas para aclarar, la elicitación y la reformulación sí son efectivas para la corrección de errores de producción oral en el nivel principiante.

Palabras clave: Corrección de errores, preguntas para aclarar, elicitación, reformulación, análisis estadístico.

Abstract: This paper presents the findings of an experimental study conducted to assess the effectiveness of questioning-clarification, elicitation, and recasts as techniques to correct speaking errors, at a beginner level, conversational English class. To do this, 7-6 A (experimental group) and 7-7 A (control group) at Colegio Francisco J. Orlich in Sarchí participated in an experiment that included the application of a pre-test, the use of the specific techniques as a treatment to correct errors, and a post-test. The pre-test/post-test results from both groups were compared through a statistical Analysis of Variance (ANOVA). A checklist recorded the frequency in which techniques effectiveness was observed as well. The findings point out that the three error correction techniques are effective to correct speaking errors as well as to improve oral fluency, pronunciation, vocabulary use, and comprehension at a beginner level.

Keywords: Error correction, questioning- clarification, elicitation, recast, statistical analysis.

1   Introduction

In all English learning scenarios, students attempt to produce language accurately, but they are likely to make errors that teachers ought to correct. In the Costa Rican educational system, students receive English instruction since primary school. Still, when they reach seventh grade in secondary school, they show low proficiency levels in the target language, something that will improve if teachers use error correction (E.C) techniques in the classroom. Errors are inevitable in the process of language learning, and their correction plays an important role in supporting the learning process (Reitbauer, Campbell & Mercer, 2013). However, teachers find themselves in situations where they do not have accurate knowledge on how to correct mistakes and the first resource they have at hand is to give the correct way to say something, without taking full advantage of the correction process to make learners understand and correct errors on their own.

This research assessed the effectiveness of three error correction techniques: Questioning-clarification, elicitation, and recasts, in conversational English lessons at a beginner level. Thus, two groups in seventh grade participated as a treatment (7-6 A) and a control (7-7 A) group. Both of them took a pre-test to determine their English proficiency level. After that, the treatment group's speaking errors were corrected with questioning-clarification, elicitation, and recast techniques. The control group did not receive treatment to correct errors. Lastly, a post-test was administered to both groups. The results in the pre-test were compared to the ones from the post-test to determine the significance of using specific error correction techniques to address students' oral errors. The data from test scores were encoded and analyzed using SPSS software. Specifically, an Analysis of Variance (ANOV[1]) was carried out. Similarly, a checklist recorded the frequency in which techniques' effectiveness was observed. The results indicate the techniques are effective to correct speaking errors as well as to improve speaking micro-skills such as fluency, pronunciation, vocabulary use, and comprehension with beginners in English as Foreign Language classrooms.

Importance of the study

Errors possess valuable implications for teaching, as they provide insights into the learning process (Edge, 1993; Riestra, 2016; Vásquez, 2007). In English as a Foreign Language (EFL) teaching scenarios, language instructors play a crucial role when correcting errors because they are the only ones responsible for providing students with effective, precise, appropriate, and accurate feedback to promote better language development. Nevertheless, Véliz (2008) points out that although "error correction is effective, necessary and essential… the obstacle that prevents it from being fully effective lies in the inconsistency of teachers and systematic ways to deal with errors" (p.286). Consequently, it appears that teachers lack accurate knowledge and training on the corrective techniques they should use when attempting to correct students' errors. This can be attributed, as Abarca (2009) states, to the fact that error correction is a topic that has not been given much emphasis in programs that prepare English teachers.

---

[1]ANOVA: Analysis of Variance. A procedure that asks if the differences between groups are greater than the differences within groups (Nunan & Bailey, 2009, p. 393).

Teachers may not precisely know what they are doing in the classroom to take advantage of mistakes; therefore, it is also possible that they are unaware of the most effective and appropriate techniques to address their students' errors (Vásquez, 2007).

In this regard, Riestra (2016) states that in most cases, correction in the classroom concerns only English instructors intuitively asking students to repeat mispronounced words once or twice or saying correct language forms right away.

Vasquez (2007) indicates it is unfortunate that language teachers are not aware of how they handle learners' errors, which suggests that they are inconsistent about when and how best to correct their students (p. 94). Additionally, Abarca (2009) states that without error correction, students are not able to identify errors, which leads them to create false assumptions such as overgeneralization of grammatical rules, inaccuracy in language use in different communicative contexts, and fossilization of inappropriate language forms. As a result, error correction must be an essential tool to correct mistakes, and a means to guarantee more understanding and learning of the English language.

E.C. demands English instructors to be able to recognize and give proper, effective feedback; however, no attention is given to how teachers should handle errors. In the Costa Rican EFL teaching context, the research conducted refers to the description of E.C. techniques utilized at advanced or intermediate levels. In other words, they have not inquired how effective these can be when addressing specific types of errors at the beginner stage of English learning. Also, Costa Rican language trainers lack awareness on how to use E.C.as the English curriculum proposed by the Ministry of Public Education (MEP) does not include how to integrate errors to improve English instruction (Arroyo, Corea, Montero & Torres 2014). As a result, teachers' view of errors does not consider seeing them as opportunities to expand students' learning. It is evident in the correction practices employed in many high schools, which most consider direct correction—an intuitive method that includes repetition and providing correct forms when addressing any errors (Riestra, 2016).

The latest error correction study conducted in Costa Rica examined how teachers corrected errors in three bilingual high schools. It found they used up to five different techniques, but it was not clear enough whether they do it consciously or not and to which extent the techniques were truly effective. Furthermore, the study considered the issue only in intermediate and advanced levels. Arroyo et al. (2014) suggest that further research studies on error correction should measure the impact specific E.C. techniques have on the overall improvement of students' learning of English. This will provide Costa Rican English educators with the steps to give adequate, research-tested treatment to errors, and it will also help them implement a wide range of error correction strategies to deal with students' errors (Castello, 2015). Moreover, Riestra (2016) recommends that teachers must be acquainted with the effectiveness of those corrective strategies to adapt them to specific EFL teaching contexts. For these reasons, this research aimed at assessing the effectiveness of corrective techniques with beginners not only for the enhancement of student's oral production but, more importantly, to improve teaching practices in Costa Rican EFL teaching scenarios.

2 Objectives

1.2.1 General objective

1.2.1.1 To assess the effectiveness of questioning- clarification, elicitation, and recasts as techniques to correct speaking errors, at a beginner level, conversational English class in seventh grade.

1.2.2 Specific objectives

1.2.2.1 To implement questioning-clarification, elicitation, and recasts as techniques to correct speaking errors, at a beginner level, conversational English class in seventh grade.

1.2.2.2 To determine the effectiveness of questioning-clarification, elicitation, and recasts as techniques to correct speaking errors and to improve fluency, pronunciation, vocabulary use, and comprehension at a beginner level, conversational English class in seventh grade.

Error correction techniques

Walz (1982) points out that a teacher should know the most appropriate ways of achieving accurate language use, particularly when correcting errors. Worldwide research agrees on the existence of five commonly used techniques to correct errors. Nevertheless, that fact does not precisely guarantee that EFL teachers know how to use them. That is why, as Riestra (2016) points out, what teachers commonly do in classrooms is a direct correction. The definition of each corrective technique is in the next section.

Questioning-clarification

This error correction technique requires the teacher to ask students questions to clarify confusing utterances. The teacher asks questions such as, "Can you say that again? Could you please repeat that? What did you say?" to make students analyze their speech and think about the correct structure. (Arroyo *et al*., 2014). Similar to recasts, clarification requests seem to be effective only in advanced levels because learners at early language learning stages are unaware of correct forms. Therefore, they cannot correct errors on their own. (Villalobos, 2011).

Elicitation

Elicitation, also referred to as feedback with the opportunity to modify (McDonough, 2005), is one, if not the most effective, E.C. technique. This strategy consists of asking learners to give the correct information by asking questions to get the right answer, asking the students to reformulate what they are saying, or making pauses so accurate completion of expressions can be made (Arroyo *et al.*, 2014). McDonough (2005) describes elicitation as when someone uses an expression to interrupt the speaker's speech because a student is performing orally in class and makes a mistake.

Then, the professor usually stops his/her performance; the learner corrects the mistake and then continues with his/her speech. In this way, elicitation is considered the most effective in making students take an active role in the correction process when finding the correct language forms on their own (Riestra, 2016). Nevertheless, the problem with this strategy is that fluency is diminished to half, which is why it is mainly recommended to treat grammar and word choice errors (Arroyo *et al.*, 2014, p. 71).

Recasts
Recasting is a corrective strategy in which a teacher repeats the erroneous utterance except for the error (Arroyo et al., 2014). Recasts are commonly used to correct pronunciation errors as they require learners to reformulate and internalize what they said when incorporating in their speech the correct forms provided by the teacher.
It is more effective to correct advanced learners, given that it can lead to ambiguity with students at basic levels as they may not perceive the teachers' intention when it is used (Arroyo et al., 2014; McDonough, 2005; Vásques, 2007; Riestra, 2016).

Repetition
Riestra (2016) defines repetition as a technique where the corrector repeats the learner's incorrect form is emphasizing, where the error occurs. Arroyo et al. (2014) state that repetition helps to confirm, clarify, or validate students' oral production. It is mostly used to make students aware of wrong utterances, so they can identify errors and correct them. However, similar to other techniques, the issue with repetition is that it may prove to be ineffective in lower levels because it can lead to ambiguity. Hence, the teacher's intention to correct the error may not be accurately perceived by students.

Peer correction
Peer correction stands as the corrective technique in which teachers promote correction among classroom peers. In other words, this way of giving feedback takes one student to ask another student to correct the error (Akhter, 2007). Bartran and Walton (as cited in Vásquez, 2007) point out that the effect of peer correction is similar to elicitation because it helps learners negotiate meaning given that the interlocutor does not understand an utterance and forces the speaker to correct himself to be understood. Peer correction is also beneficial as it encourages more communication practice in the interaction among students; nevertheless, teachers have to be cautious when allowing it because some students might not feel comfortable having other than the teacher correcting them (Arroyo et al., 2014).
As mentioned, questioning-clarification, elicitation, recast, repetition, and peer correction are the E.C. techniques that have proven to be the most effectively used in EFL classrooms. Interestingly, Vasquez (2007) suggests that the teacher's perspective of these techniques is one of unawareness given the fact that they do not realize they use them very frequently; hence, it can be said that teachers are not fully aware of how they handle their students' errors (p. 93). In the same line, Riestra (2016) points out that what teachers commonly and intuitively do to correct errors can be referred to as the direct correction.

She describes it as when the teacher only uses a traditional way of correcting, which normally he/she gives a "No" for a response, immediately followed by having the student repeat the correct forms (p. 234). Besides, research has also found a tendency in the common use of recasts in almost every EFL context. That shows there are still discrepancies between what teachers think they do and what they do in the classroom to correct errors (Vásquez, 2007). Additionally, the debate about the effectiveness of E.C. techniques is still open; thus, Arroyo *et al.,* (2014), Ahkter (2007) and Riestra (2016) recommend the evaluation and analysis of corrective techniques in different contexts and with different types of learners; that would help to measure how well students learn when being corrected through the different techniques (p.59).

In this way, the techniques and recommendations used for correction serve as a platform where interaction is used to make students aware of the language and the wrong forms they are producing when they communicate. Clearly, error correction demands language instructors to be aware of the strategies they can employ when addressing the errors students make; however, they do not always have concise knowledge about correction techniques.

Therefore, further studies that measure how proficiency levels improve when each corrective technique is correctly applied need to be conducted as these would provide language instructors with well-supported advice when correcting their learners' mistakes.

3 Methodology & results
3.1 Methodology
3.1.1 Research design
This research project is framed under mixed methods. The purpose of using a mixed-methods approach, as mentioned by Dornyei (2007), lies in the fact that it is through mixed methods research that a fuller understanding of the target phenomenon (using three E.C. techniques) can be achieved (p.42). In this sense, the implementation of a mixed-method research constitutes a means to verify better and make evidenced-value judgments about to what extent correction techniques make a difference in beginner level-students improving speaking micro-skills.

3.1.2 Research context
The study took place at Colegio Técnico Profesional Francisco José Orlich Bolmarcich. This high school is located in Sarchí, Alajuela.

3.1.3 Participants
The population of this research project was two groups of seventh-grade groups learning English for conversational purposes (conversational English). Seventh graders were chosen because previous research on error correction issues had only considered advanced learners (Arroyo et al. 2014; Canales, 2003; Riestra, 2016; Rojas, 2008; Vásquez, 2007; Villalobos, 2011). The participants' ages ranged from thirteen to fifteen years old, and they all attended the English conversational class for four hours each week.

They all received English instruction in primary school. Thus, they had a beginner's command of the language according to the guidelines in the first and second term of the MEP´s syllabus. The administration of the school assigned the two seventh grade groups (7-6 A and 7-7 A). Their role in the research study was assigned randomly being 7-6 A, the experimental group, and 7-7, a control group. Therefore, random cluster sampling and convenience sampling were the methods used to select the participants.

It is also important to highlight that the teacher in charge of both groups and, therefore, in charge of the treatment was part of the research team. This instructor had been working for fifteen years in the CTPFJO high school, by the time this research took place. He has vast experience working in different settings such as public and private high schools, universities, and free English courses. Besides, he possesses a fluent command of English, accredited by standardized language exams such as the TOEIC[2] and ELASH[3]. Finally, the instructor mastered the use of the three error correction techniques used in this study by thoroughly consulting research available and putting it into practice in his classroom.

3.1.4 Data collection instruments & procedures
3.1.4.1 Pretest and posttest

A pretest and the posttest were administered to the treatment and the control group. This assessment was intended to evaluate students' command of the topics studied in seventh grade, and it had the purpose of establishing a line of comparison between the participants' performance before and after the treatment.

The exam was an oral evaluation composed of twenty-seven questions established by the MEP's English for the conversation syllabus for seventh grade. Namely, the topics are: Personal information in different settings, compare different activities in daily life, Give and follow directions, Compare customs in celebrations and holidays, Professions and occupations, and Health. This data collection instrument is presented in Appendix A.

An analytic rubric was designed (Appendix B) to assess the participants' performance in the pretest and the posttest. This rubric was devised by following ACTFL (American Council on the Teaching of Foreign Languages[4]) guidelines to assess oral proficiency. It organizes proficiency levels from novice- low to mid- intermediate because the population was still learning English at lower levels. It also evaluates micro proficiency skills such as fluency, vocabulary, pronunciation, and comprehension.

This instrument was piloted at Liceo La Amistad with a group of seventh graders with characteristics that were similar to the ones of the treatment and the control group. Once the instrument was improved, it was applied to the research participants in three different days. Each participants' performance was recorded for validity purposes.

3.1.4.2 Checklist

The second data collection instrument in this research project was used to observe eight treatment sessions (only the treatment group was observed). This checklist was devised to

---

2 Test of English for International Communication
3 English Language Assessment for the Hispanics
4 The American Council on the Teaching of Foreign Languages is an individual membership organization of language educators dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction (https://www.actfl.org/).

record every time where the instructor used the error correction techniques considered in this study. The observer had to record a checkmark if the technique was effective, and an X if it was not effective. The instrument also had space for the observer to record examples of the correction.

As it was previously mentioned, eight sessions were observed; each of them was observed by two researchers simultaneously. Also, at the end of each session, the researchers met with the instructor to discuss and/or clarify any necessary details. Appendix C corresponds to the checklist.

3.1.4.3 Experiment and observation period

After the pretest was applied, the instructor proceeded with the treatment to the group previously selected. In total, the treatment group received the treatment for eight weeks at the same time that the group was observed (each observation lasted three or four hours). During the treatment period, the teacher only used questioning- clarification, elicitation, and recast to correct speaking errors made by the participants in the treatment group.

3.1.5 Data analysis procedures

Quantitative data were encoded on an excel spreadsheet. The results per question (1- 27) were tabulated from 1 to 4, according to each of the criteria included regarding the four micro-skills (fluency, vocabulary, pronunciation, and comprehension) in the evaluation rubric. Similarly, qualitative data obtained from the checklist (observations) were also revised and grouped. A statistics expert ran the One- Way- ANOVA by using the Statistical Package for the Social Sciences (SPSS).

3.2 Results
3.2.1 Quantitative data

Quantitative data results allowed the researchers to determine whether participants from both the treatment and control group improved or not their command of the cognitive targets of MEP's syllabus for seventh grade. The results obtained are varied as both groups improved in some cognitive targets but decreased their grade in others. Surprisingly, the control group outperformed the treatment group in a couple of questions, even after the treatment period. Extreme examples are displayed in Appendix D.

The most important results are the ones obtained after the One- Way- ANOVA. Dependent and independent variables are necessary to run an analysis of variance. In this case, the dependent variable is the participants' pre and posttest scores, and the independent variable is the group that received specific error correction techniques and the group that did not.

An analysis of variance determines significant changes in pre-test and post-test scores. "Statistical significance denotes whether a particular result observed in a sample is 'true' for the whole population and is therefore generalizable" (Dornyei, 2007, p. 210). Statistically, a change will be significant if the significance probability obtained is lower than α (0.100). Thus, the analysis using ANOVA allows having a 90% confidence interval level (1-α) in the results. Table 1 summarizes the results of the analysis of variance (ANOVA) conducted using SPSS to support if the Null Hypothesis can be rejected or not.

Table 1

ANOVA results Test Criteria	Treatment Group Significance	Control Group Significance
Fluency	**0.031**	.787
Vocabulary	**0.080**	.784
Pronunciation	**0.084**	.213
Comprehension	**0.055**	**0.03**

Note. Results obtained from the ANOVA analysis of the results of the post-tests. Own creation 2017.

Table 1 illustrates the significance probability obtained in each group, which allows accepting or rejecting the null-hypothesis. The null-hypothesis establishes the equality between utilizing three error correction techniques in the treatment group and none of them in the control group.

In other words, no significant score change is expected after utilizing questioning-clarification, elicitation, and recasts in any of the groups when evaluating the four criteria utilized to assess each of the 27 questions included in the pre and posttest exam.

The significance probabilities obtained for the four criteria: fluency (0.031), vocabulary (0.080), pronunciation (0.084), and comprehension (0.055) included in the rubric to evaluate the oral test are all lower than α (0.100). Thus, the Null Hypothesis can be rejected because there was a significant change in each component.

In the case of the control group, the only significance probability obtained that is lower than α (0.100) is the comprehension criterion (0.03). The other three criteria are higher. This result indicates that despite the lack of error correction techniques implemented in the control group, participants' comprehension has improved significantly. However, there is no significant improvement in the other three areas, namely: fluency, vocabulary, and pronunciation if there is no error correction.

3.2.2 Qualitative data

The results of the qualitative data are presented in Table 2 below. These results demonstrate that the most effective error correction was recast.

Table 2
Questioning-clarification, Recasts, and Elicitation Summary and Percentages

Technique	# of Times Implemented	# of Times Considered Effective (%)	# of Times Considered Ineffective (%)
(Questioning-clarification) The teacher asks questions to elicit the correct response from the student.	58	30 (51.73%)	28 (48.27%)

(Recast) The teacher does not directly point out the student's error but indirectly corrects it.	55	38 (69.09%)	17 (30.91%)
(Elicitation) The teacher asks the student to correct and complete the sentence.	68	39 (57.36%)	29 (42.64%)

Note. Results obtained from eight observation sessions. Own creation, 2017.

4 Conclusions and recommendations

4.1 Conclusions

- The use of questioning-clarification, elicitation, and recasts in conversational English classrooms influences the improvement of pronunciation, vocabulary, comprehension, but it improves fluency more significantly.
- The use of questioning- clarification, elicitation, and recasts should not be limited to be used with advanced levels only. It can be successfully used with beginner levels as well.
- The use of direct correction is also useful, and it also works with beginners though it is not as effective as the use of questioning- clarification, elicitation, and recasts.

4.2 Recommendations for the teaching field

- Teachers should become familiar with the error correction techniques to successfully use them in the classroom to obtain observable results.
- The use of error correction in the classroom should be acknowledged as a process. In the beginning, both teachers and students cannot be familiar with it, but through time and exposure to the techniques, improvement can be achieved.
- MEP should facilitate workshops and/or guidelines that help teachers become familiar with the use of error correction techniques.

4.3 Recommendations for further research

- A study that compares the error correction techniques individual effectiveness is strongly recommended.
- When working with a treatment and a control group, not only should the treatment group be observed but also the control group.

Acknowledgments

We would like to thank Nelson Vargas, Noemy Montoya, Yahaira Acuña, and Allen Bolaños, who were part of this research project as part of our Licentiate memoir. They gave us permission to write this paper. We would also like to thank Professor José Chan, Carlomagno Araya, and Alvaro Zumbado, who were our director and readers, respectively. Finally, we deeply thank personnel from the C.T.P. Francisco J. Orlich Bolmarcich for letting us carry out our project in the institution.

5 References

Abarca Mora Alí, (2009) *Errores frecuentes en una presentación oral en inglés (Ayuda para el profesor- evaluador)* Revista de Lenguas Modernas. N0 10, 2009: 93121.Retrieved from www.latindex.ucr.ac.cr.

Akhter, T. (2007). Giving feedback and correcting errors in the ESL classroom. BRAC University, Dhaka, Bangladesh.

Arroyo, A., Corea, O., Montero, G., Torres, T., (2014) *Analysis of the treatment of errors in oral communication classes in 3 bilingual high schools from the Western Region in Costa Rica.* Trabajo Final de Graduación. Universidad de Costa Rica, San Ramón, Alajuela, Costa Rica.

Borg & Gall. (2003) *Educational research.* New York: Longman, Inc.

Canales, V. A. (January-December, 2003). The role of feedback to error in the EFL classroom. Repertorio Americano: Nueva época. 345-350

Castello, D. (2015). First Language Acquisition and Classroom Language Learning: Similarities and Differences. Retrieved from http://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/secondlanguage/First-Language-Acquisition-and-Classroom-Language-Learning-Similarities-and-Differences.pdf

Dodgson, D. (2013). *Reflections of a Teacher and learner. Feedback and correction.* University of Manchester. Retrieved from www.davedodgson.com

Dornyei, Z. (2007). *Research methods in applied linguistics.* New York, Oxford University.

Edge, J. (1993). *Mistakes and Correction.* Addison Wesley Publishing Company.

Fawbush, B. (2010). *Implicit and Explicit corrective feedback for middle school ESL learners.* (Master's thesis). Retrieved fromwww.hamline.edu/workarea

Johnson, B., & Christensen, L. B. (2008). *Educational research: quantitative, qualitative, and mixed approaches*. Thousand Oaks, CA: SAGE Publications, Inc.

Kurhila, S. (2006). *Second Language Interaction.* Philadelphia, PA, USA: John Benjamins Publishing Company, 2006. Pro Quest ebrary. Web. 23 February 2015. Copyright © 2006. John Benjamins Publishing   Company. All rights reserved. Longman.

Macmillan dictionary (2nd ed.). (2012). Retrieved from: http://www.macmillandictionaries.com/dictionary-online/

McDonough, K. (2005). *Identifying the impact of negative feedback and learner's responses to ESL question |development*. Studies in Second Language Acquisition.

Mertens, D. M. (2015). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: SAGE Publications, Inc.

Ministerio de Educación Pública. (2002). *Programas de Ingles con énfasis en la Conversación.*

Nikolic, V. and Cabaj, H. (2000). *Am I teaching well? Self-Evaluation Strategies for Effective Teachers.* Scarborough, ON, CAN: Pippin Publishing Corporation, 2000.ProQuest ebrary. Web. 23 February 2015. Copyright © 2000. Pippin Publishing Corporation. All rights reserved.

Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research: a comprehensive guide*. Boston, MA: Heinle, Cengage Learning.

Park, H.S (2010). *Teachers' and Learners' Preferences for Error correction.* (Master's thesis) Retrievedfrom:http://csusspace.calstate.edu/bitstream/handle/10211.9/302/thesis_pdf .pdf?sequence=1

Reitbauer, Margit, Campbell, Nancy, and Mercer, Sarah, eds. *Feedback Matters Current Feedback Practices in the EFL Classroom.* Frankfurt am Main, DEU: Peter Lang AG, 2013. ProQuest ebrary. Web. 24 February 2015.

Riestra, T. (2016). Perception of Effective Error Correction Techniques for Oral Production. *Revista de Lenguas Modernas*, 24, 229-

Rojas, I. (2008). Error Correction Techniques: variety, effectiveness and students' attitude in an English as a foreign language class in Costa Rica. Trabajo Final de Graduación. Memoria de Práctica Dirigida para optar por el grado de Licenciatura en Lengua Inglesa. Universidad de Costa Rica.

Vasquez, L.M. (2007). *Correction in the ESL classroom: What teachers do in the classroom and what they think they do.* Costa Rica: Revista Pensamiento Actual, Universidad de Costa Rica.

Véliz, L. (2008). Corrective Feedback in Second Language Classrooms. Literatura y Lingüística, núm.19, 2008, pp. 283-292. Universidad Católica Silvia Henríquez, Santiago, Chile. Retrieved from http://www.redalyc.org/articulo.oa?id=35214446016

Villalobos, E. (2011). *EFL students' perceptions toward error correction, reactions and effect of some corrective techniques during the process of learning a second language.* Trabajo Final de Graduación. Memoria de Práctica Dirigida para optar por el grado de Licenciatura en Lengua Inglesa. Universidad de Costa Rica.

Walz, J. (1982). *Error correction techniques* for the Foreign Language classroom. Clearing House on Language and Linguistics. National Institution for Education, Washington, D. C.

6   Biography

1st Author's biography

Carmen Daniela Arroyo Sánchez holds a bachelor's and a Licentiate degree in the teaching of English from UCR. She is currently doing the practicum in the Master's Program in the Teaching of English as a Foreign Language at UCR, teaching a tailor-made English course to students of two Master's programs. She currently teaches at high school and university levels. She firmly believes in inspiring students as a way of fostering language acquisition. Among her interests, outstand English literature, curriculum development, and ESP.

2nd Author's biography

Brian José Paz Chavarría holds a Licentiate degree in the teaching of English from Universidad de Costa Rica. He has been a teacher in the Ministry of Public Education in Costa Rica for five years. Currently, he also works as a leader-teacher in the ACCESS micro-scholarship program, and for the Alianza para el Bilingüismo Initiative. Among his interests outstand English curriculum development, Community service in English learning, self-empowerment through language learning and TESOL.

7 Appendices

Appendix A. Pre and post test

UNIVERSIDAD DE COSTA RICA

SEDE DE OCCIDENTE SO

Seminario de Graduación

Effectiveness of questioning-requests, elicitation, and recasts as the most effective teaching practices to correct errors in a seventh grade conversational class Francisco J. Orlich High School.

Pre and Post test
Name:

_____

Group: _____. Date: _____ Gender: F () M (). Age: _____.

Oral test question bank

Warm Up: you will look at 5 pictures, name each one: (desk, chair, apple, telephone, house)

Cognitive target No 1: **Personal Information in Different Settings**.	FUNCTIONS: 1. Greeting, introducing myself and others
1. What is your name? 2. What is your ID number? 3. How old are you? 4. Where do you live? 5. What is your e-mail address? 6. What is your phone number?	Comments:

Cognitive target No 2: **Compare Different Activities in Daily Life**	FUNCTIONS: 1. Describing activities in daily life.
7. What do you do on Saturdays/ Sundays? 8. What do you do in your free time? 9. What is your favorite sport/ hobby?	**Comments:**

10. What is your daily routine? What time do you get up / start work?	

Cognitive target No 3: **Give and Follow Directions**.	**FUNCTIONS** 1.Giving directions. 2. Following instructions.
11. What is your address?	**Comments:**
12. Where is the hospital / church / school located	

Cognitive target No 4: **Compare Customs in Celebrations and Holidays**	**FUNCTIONS** 1.Describe customs, food and garments worn in special celebrations
13. Tell me about the weather in your hometown.	**Comments:**
14. What's the weather like today?	
15. Tell me about your favorite celebration	
16. How do you celebrate Christmas? Family gathering? Bake cookies? Give presents?	
17. What would you like to wear in a Halloween celebration?	

Cognitive target No 5: **Professions and Occupations**.	**FUNCTIONS** 1.Describing a job.
18. What profession do you want to Study in the future? Why?	**Comments:**
19. What is your mother's/ father's occupation?	

Cognitive target No 6: **Health.**	**FUNCTIONS** 1.Offering suggestions.
20. What are some flu symptoms?	**Comments:**
21. What are your recommendations to a person who has the flu?	
22. Tell me about some common illnesses in Costa Rica.	

Closing questions	FUNCTIONS 1.Providing general information
23. What do you prefer to eat? Fish or fried chicken?	**Comments:**
24. How many brothers and sisters do you have?	
25. When is your birthday?	
26. What is your favorite subject, math or English?	
27. What is your father`s name?	

Thank you very much!

*Oral test question banks for the pretest were designed following the conversational MEP's programs for seventh graders.

Appendix B. Rubric for scoring the pre and posttest

Total score: _____ Level: _____

Assessment Rubric designed following ACTFL (American Council on the Teaching of Foreign Languages) guidelines for language proficiency

Category	Intermediate Mid 21-24	Intermediate Low 17-20	Novice High 15-16 pts	Novice Mid 11-14 pts	Novice low 4-10 pts	
Fluency	The student communicates with infrequent hesitation and rarely makes pauses. 6pts	The student communicates with Some hesitation and makes some frequent pauses. 5pts	Student communicates with constant hesitation but attempts to recycle his-her own and the interlocutor's words. 4pts	Student has difficulty to communicate. The answers provided are too choppy; therefore, the message cannot get across. 3pts	Chunks of basic language with no real function. 2 pts	Impossible to grade. There was no production. 1pt
Vocabulary	Very good. Speaker is able to handle a variety of uncomplicated communicative tasks in straightforward social situations.	Good. Utterances are often filled with hesitancy and inaccuracies as s-he searches for appropriate linguistics forms and vocabulary while attempting to give form to the message.	Average. Speaker can sometimes respond with intelligible sentences, but will not be able to sustain sentence level discourse from the intermediate level.	Poor. Student frequently resorts to repetition, words from native language, or silence when developing varied topics.	Given adequate time and familiar cues, student may be able to exchange greetings, identify him-herself and name a number of familiar objects from immediate environment.	The lack or no vocabulary at all impedes student to answer questions. No responses were given.

Category	Intermediate Mid 21-24	Intermediate Low 17-20	Novice High 15-16 pts	Novice Mid 11-14 pts	Novice low 4-10 pts	
	6pts	5pts	4pts	3pts	2pts	1pt
Pronunciation	Has very good functional ability. Student is understood without difficulty. Pronunciation does not affect communication.	Has good functional ability. Student is understood without great difficulty. Pronunciation does not affect communication.	Has average functional ability. Student is understood with difficulty. However pronunciation does not affect communication.	Has poor functional ability. Student is understood with great difficulty even by sympathetic interlocutor. Pronunciation might hinder communication.	Has no functional ability. Because of pronunciation, utterances may be unintelligible.	Lack of response impedes to grade pronunciation.
	6pts	5pts	4pts	3pts	2pts	1pt
Comprehension	Almost complete comprehension. Many attempts to provide answers in the target language. Scarce rephrasing and repetition are needed. Spanish might appear.	Considerable comprehension. Some attempts to provide answers in the target language. Scarce rephrasing and repetition are needed. Spanish might appear	Partial comprehension. There exist some attempts to provide answers in the target language. Rephrasing and/or repetition are needed.	Little comprehension. There exist few attempts to provide answers in the target language. Constant rephrasing and/or repetition needed There could be usage of native language.	Very little comprehension. Very few attempts to provide answers in the target language. Constant rephrasing and/or repetition are needed There could be usage of native language.	No comprehension. Student does not provide an answer.
	6pts	5pts	4pts	3pts	2pts	1pt
Score						

Appendix C. Checklist

UNIVERSIDAD DE COSTA RICA

SEDE DE OCCIDENTE SO

Seminario de Graduación

Effectiveness of questioning-requests, elicitation, and recasts as the most effective teaching practices to correct errors in a seventh grade conversational class Francisco J. Orlich High School.

Observation sheet

Data collected from this observation sheet will be used for the completion of a Licenciatura's degree in Teaching English as a Foreign Language. The information gathered will be used for research only. The purpose of this study is to observe the strategies teachers use to give corrective feedback to their students when carrying out oral tasks in the conversational English class at Francisco J. Orlich High School.

Group: _____.   Date: _____.

Example case.
Teacher: Where did you go yesterday?
Student: go to the park.

E.C Technique implemented.	Frequency and its effectiveness. Write a check mark "✓" if the strategy is effective or an 'X' if not.							Examples gathered
Questioning-clarification: teacher asks questions to clarify the correct response from the student. E.g. could you say that again?								
Elicitation: The teacher asks the student to reformulate and complete the sentence. E. g. Yesterday, I.....								
Recast: The teacher repeats the erroneous utterance except the error. E. g. You went to the park yesterday…?								

Appendix D. Extreme examples

Table 3

Control group outperforming treatment group

# Questions	Group N	Test	Mean	Lower Bound	Upper Bound	Dif. Pre-Post
2. What is your ID number? ("numbers")	Treatment 11	Pre.	58.33	31.05	85.61	
		Post.	52.27	33.64	70.89	-6.06
	Control 14	Pre.	47.91	24.44	71.38	
		Post.	63.39	42.07	84.70	+15.48
		Post.	82.95	60.75	100.00	
		Post.	90.77	79.56	100.00	

Note. Results obtained in the treatment and control group in the pretest and the posttest. Own creation 2017.

Table 4

Treatment group outperforming control group

# Questions	Group N	Test	Mean	Lower Bound	Upper Bound	Dif. Pre-Post
15. Tell me about your favorite celebration	Treatment 11	Pre.	44.31	19.84	68.79	
		Post.	93.93	85.32	100.00	+49.62
	Control 14	Pre.	67.55	44.73	90.38	
		Post.	87.79	77.39	98.19	+20.24
		Post.	42.26	29.78	54.73	

Note. Results obtained in the treatment and control group in the pretest and the posttest. Own creation, 2017.

Phonemic Awareness and the Implementation of the New English Curriculum

Eric Ceciliano Matamoros
Ministerio de Educación Pública, Costa Rica
eric.ceciliano.matamoros@mep.go.cr

Resumen: Esta sesión de poster tendrá como fin dar ideas sobre mini proyectos basados en fonología, que pueden ser implementados en los primeros niveles de escuela (población meta) primero y segundo grado respectivamente. También podrían ser adaptados a los grados superiores dependiendo del objetivo y el alcance que el docente a cargo le quiera dar. Estos mini proyectos pueden ser aplicados para el aprendizaje del Inglés en grados inferiores como lo son materno y transición (Kinder). Las ideas sobre mini proyectos que serán presentadas están relacionadas a conciencia fonológica y el cambio a fonética. De esta manera estamos promoviendo la implementación de proyectos con material muy económico y adaptándolos a métodos que pueden mejorar la técnica de aprender para los niños, de una manera visual y divertida. La idea de mini proyectos basados en fonética nació con la implementación de los nuevos programas curriculares del MEP.

Palabras clave: Mini Proyecto, fonológica, métodos, técnica, implementación.

 Abstract: The main idea of this poster session is to promote mini projects based on phonemic awareness to be implemented in the first levels of school (target population) first and second grades. Also, how those mini projects can be adapted to the upper levels, depending on the objective and scope of the teacher in charge of the group wants to achieve. These mini projects can be applied at lower levels, such as *"materno"* and *"transición"* (kinder). The mini-projects that will be presented are related to phonemic awareness and the next step, which is phonics. In this way, we are promoting cheap material and adapting them to methods that can improve the learning technique for kids, in a funny and visual way. This poster session was created to help to develop the new MEP English Curriculum.

Keywords: Mini project, phonemic, methods, techniques, implementation.

1   Introduction

This poster session will be developed to improve the students' proficiency in the classroom when learning phonics, phonemic awareness, and how the mini-projects presented are linked with the new English Curriculum given by MEP. This poster session presents some activities and games that allow having different phonemic awareness lessons and how to make them more entertaining for students; in that way, students will be motivated to learn and review different sounds at once in the class. As stated in the New English Curriculum, First Grade, "Phase 2. Creating collaborative: Students activate their prior knowledge, do research, share, negotiate, search for materials and collaboratively elaborate the integrated- mini-project applying the knowledge skills, skills, and attitudes developed in the unit" (p. 31).

2   Context

This poster session is related to phonology. These mini projects are addressed to first and second-grade students; also, they can be adapted to upper levels, even lower levels.

3   Justification

This poster session is developed to show English teachers that there are activities, methods, or strategies that can be implemented in the class using cheap and even recycling material. It pretends to catch teachers' attention and demonstrates that a class can be taught in a different way than a regular one. These mini projects can be adapted to different contents and levels, also how they give the chance to work as a practice about previous contents already studied in the class.

4   Activities' methodology

This poster session will present a main mini project and possible adaptations that can be implemented in the class. As a brief introduction, some time will be devoted to talk about the new English Curriculum and the mini-project section. Also, the poster will address issues about phonemic awareness and phonics and the sequence between them based on the curriculum. After that, the mini project called "The Magic Box" will be presented; it was created to review every single sound which is practiced in the class, during unit 1, unit 2 and unit 3 from the new English Curriculum. As an example, this is the assessment strategy taken from the new English Curriculum First Grade, Unit #1, week #1, "Recognizes sounds and images with sounds /m/ /e/" (p.35). Students will have the opportunity to review and practice more sound at the same time; during the following weeks, more sound will be added to it. At the end of the year, students will have three "Magic Boxes" to practice those sounds learned during the school year. As it is stated in the New English Curriculum, first grade, "Phase 4: Participation: Students depending on the nature of the integrated mini-project, present their integrated mini-project individually, in pairs or groups to the class, parents or school community" (p.32).

They can answer questions, participate in self-assessment, and peer assessment experiences. Some explanation will be provided as how it works and how it can be adapted to different levels. Some other mini-projects include "The Sound Dice" for practicing sounds at the beginning of the word, in the middle, and at the end. It is an interesting activity for kids as well.

Finally, some other activities will be presented to improve students' knowledge related to phonemic awareness. Using these activities, the students will be involved in the learning process, learning and reviewing sounds that normally are forgotten during the process, and this is the main point about this poster session.

5   Conclusions

The development of this poster session will show different methods or strategies that can be implemented when teaching phonics as it is included in the new English curriculum. The main purpose is to share it and allows English teachers from Huetar Norte and visitors to join and enjoy this poster session based on mini-projects that should be implemented in an English class.

This poster session will help English teachers to be opened mind when teaching phonics. It will show how teachers can avoid copies or papers to teach phonemic awareness using the mini-projects section which is included in the new curriculum, taking advantage of the time and creating projects that will help students to achieve goals and objectives by making classes fun and entertaining. As it was mentioned in the methodology, the main idea is to implement mini-projects such as "the magic box" and "sound dice" that students can create and enjoy while playing and learning.

6   References

Teachers' Guide for the New English Curriculum, First grade, 2016.

7   Biography

Erick Ceciliano Matamoros is an English teacher from Aguirre, Quepos. He has been working for ten years as a teacher at MEP. He has had the opportunity to work in primary school and high school. He has a Licentiate degree and an MT6 certificate. He had the chance to attend the English conference for the first time at Centro Cultural Costarricense Norteamericano. He worked with Ana Isabel Campos, who is the National English Advisor; we were performing a workshop about phonemic awareness. Also, he went to CEM, Mary's School, located in La Fortuna, San Carlos. There, he got his SIT TESOL Certificate and a wonderful learning and teaching experience.

Fighting Disinformation: Media Literacy as a Tool to Contribute to Student's Critical Reading Skills

Erick Francisco Salas Acuña
Instituto Tecnológico de Costa Rica, Costa Rica
esalas@itcr.ac.cr

Resumen: Este trabajo describe una propuesta educativa desarrollada con un grupo de estudiantes universitarios de un curso introductorio de escritura. El propósito del estudio fue proporcionar a los estudiantes habilidades críticas de lectura a través de un proceso de alfabetización mediática. El ecosistema de información actual requiere que los estudiantes seleccionen, evalúen, comparen y reaccionen de manera crítica ante la información que consumen. Al empoderar a los estudiantes en torno a la alfabetización mediática, se espera que puedan ser más exigentes con respecto a la información que leen a través de los medios digitales, siendo menos susceptibles de creer y compartir información falsa que contribuya a la desinformación en la actualidad.

Palabras clave: Educación, lectura, medios digitales, desinformación, alfabetización mediática.

Abstract: This work describes an educational proposal developed with a group of university students of an introductory writing course. The purpose of the study was to provide students with critical reading skills throughout the use of Media Literacy. The current information ecosystem requires students to select, evaluate sources, compare, and react critically to the information that they consume. By empowering students about Media Literacy, it is expected that they can become more discerning about the information that they read through media, thus being less susceptible to believing and spreading false ideas that contribute to current disinformation.

Keywords: Education, reading, media, disinformation, media literacy.

1   Introduction

The increasingly complex and saturated information ecosystem of contemporary societies demands people to be critical about the messages that they consume through media. Intentionally or not, in this new scenario, the continuous flow of ideas of varying quality has progressively served to blur the line between real and false information, causing confusion and creating doubt about fundamental facts based on opinion. This situation requires new skills concerning media literacy that prepare people to responsibly navigate, analyze, and share information based on its credibility, objectivity, and research.

In this effort, education institutions face the obligation to rapidly incorporate changes to prepare students for the evolving informational environment. The demands of reading competencies, commonly taught in schools, seem insufficient to measure up to the existing challenges that involve current media. New efforts in this respect should be expected from language departments if they want their students to become responsible information consumers.

With this in mind, the educational proposal described in this paper is an attempt to contribute to the teaching of reading from a Media Literacy (ML) perspective. According to Huguet, Kavanagh, Baker & Blumenthal (2019),

> "ML education teaches participants to consider the implications of message construction from numerous angles, such as how the motivations of those disseminating information could influence content selection and framing and how different kinds of media and other technologies affect the nature of communication."
> (p. xi)

By providing students with a broader discussion about how information is produced rather than just focusing on reading isolated texts, this approach constitutes an educational tool to tackle online disinformation.

At first, the paper presents a discussion of the main challenges associated with reading in the context of a highly mediated society. The work then describes the methodology used in a reading module where students were instructed in Media Literacy to improve their reading competencies when dealing with media-generated information. Finally, the paper presents some insights as to how can Media Literacy be used in the language class to improve students' critical readings skills, thus making them less susceptible to consuming and reproducing disinformation.

2   Context

The study was conducted at Tecnológico de Costa Rica, Campus Tecnológico Local San Carlos, with a group of 27 students registered in the course Comunicación Escrita during the second semester of 2019. The participants were all first-year undergraduates, both males (19) and females (8), with ages ranging between 17 and 19 years old, who belonged to the different programs taught at the campus, mostly engineering majors. In this course, students work on a variety of exercises oriented to refining their reading skills as a way to promote better writing and research processes. Although the emphasis is mostly placed on reading academic texts, in this case, students were also instructed on Media Literacy as a way to reinforce their reading practices in a highly mediated context.

Such an effort is particularly important when working with young students, in this case transitioning from high school to college, whose searching practices tend to depend exclusively on media platforms such as Facebook and Twitter (Brenes, Pérez & Siles, 2019). The experience expects to contribute to students' critical thinking, as well as to serve as a valuable account for the need to develop similar initiatives in other educational contexts to promote the responsible and critical use of information.

3 Justification

Reading is a socio-cultural practice highly dependent upon the context in which it develops. The dynamics, habits, preferences, and perceptions associated with reading at a particular moment may potentially change in the future, especially when the conditions of production are different. With the advent of the printing press, for example, new lines of communication were opened throughout the world. Knowledge was no longer reserved to an elite, and the barriers that kept it away from the majority of the population would progressively begin to break. A revolution based on the democratization of information would threaten the power of political and religious authorities, and a new era dominated by mass media communication would change the world forever.

By the beginning of the XXI, new events associated with the invention of the internet would bring about new scenarios for communication. Broader changes in terms of how people access and disseminate information, through a new ecology of communication based on web platforms and social media, would deeply affect societies once again. The democratizing nature of the internet seems reinvigorated by a new range of digital social communications that allowed citizens to create content and make it public through open access platforms, increasing the possibilities of participating in the public sphere. With the internet as the main mechanism for public debate, information became more important as a valuable asset that can influence people and call them to action. In some cases, the internet has proven to catalyze protests. In others, however, the platform has been the target of political interest that use it to their advantage, positioning, and spreading messages to manipulate audiences. In recent years, the concern over the effect of disinformation generated by the massive level of messages, fostered by the increase of social media platforms such as Facebook and Twitter, has raised awareness about the importance of making efforts to educate citizens to react critically to the unregulated traffic of ideas in a highly saturated media ecosystem. The increase in the use of fake news to polarize about fundamental topics for political interests, for example, demands a new set of tools addressed to developing new ways of resisting false or misleading messages. More than ever, the importance of reading as a required skill for political participation has never been as central as a mechanism for defending the basic principles of current democracies.

In Costa Rica, where 54, 6 percent of the population acknowledges not having read a book in a year (Instituto Nacional de Estadítica y Censos, 2017), the low levels of comprehension associated with this practice is an issue of major public concern.

The Ministry of Public Education has executed some initiatives in this respect, one being the most recent paradigm shift in the teaching of Spanish in schools from a passive approach to a more participatory one based on promoting reading and writing in communicative environments that stimulate creativity. Though positive, these efforts seem oblivious to the new demands associated with the information ecology that is responsible for most of the information that students consume nowadays. According to the Brenes, Pérez, and Siles (2019), social media and messaging apps such as WhatsApp are the main sources of information for young people. This study shows how these platforms work as reliable channels of communication for sharing news based on affinity and closeness, which is the reason why they can become strategic channels for the spread of disinformation. It also shows how an alarming number of people declare not being able to discriminate between fake from real news. As Huguet, Kavanagh, Baker & Blumenthal (2019, p. ix) state, "the gap between these demands and the skills of the average individual results in unfortunate consequences, such as susceptibility to disinformation, misinformation, and bias."

In this critical scenario, promoting competencies for understanding, analyzing, and evaluating media messages to account for more critical perspectives seems of great importance. However, little has been known up to now about critical media literacy pedagogical practices in the school curriculum in the country. In other words, although there is a growing concern about the risks of fake news, media-focused education has not been recognized as a valuable countermeasure to fight against disinformation across disciplines, both in school and outside of them. In this sense, new efforts to help students become savvier about the information that they consume and share through various media platforms are required to reduce the progressive gap between the new information ecosystem and the skills individuals need to understand it. The proposal described in this paper argues in favor of including Media Literacy in the teaching of reading as a way to educate citizens on how to become responsible readers in a time when disinformation has never been as big a threat to the principles of democratic life.

4   Methodology

The methodology consisted of a reading module designed to develop students' skills to read mass media messages critically. Although there is no consensus as to what are the specific competencies related to Media Literacy, the proposal follows the most relevant abilities suggested by Huguet, Kavanagh, Baker & Blumenthal (2019), which include identifying information, evaluating reliability and credibility of sources, assessing standards of production, comparing multiple sources, and sharing information responsibly. These principles can be organized as a sequence of stages, as illustrated in the diagram below.

Figure 1
Competencies of media literacy
Source: Elaborated based on Huguet, Kavanagh, Baker & Blumenthal (2019)
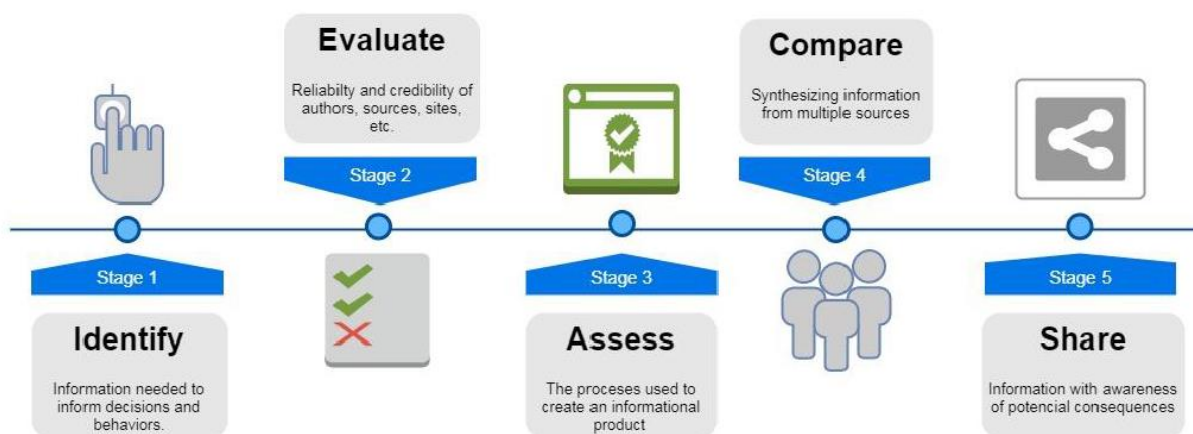
As part of the process, a survey with 18 questions was applied to know students' searching practices and reading habits. This information was essential to have some groundwork knowledge as to what are students' main sources for consultation, what topics they are most interested in, as well as what elements they tend to rely more on when evaluating credibility. Some of the results of this instrument are important to confirm student's behavior when consuming information.

The next step was to engage students in a series of exercises involving the analysis of various texts, mostly newspaper articles. In each session, students were given a general question associated with one of the competencies proposed by Huguet, Kavanagh, Baker & Blumenthal (2019). Students were instructed on essential aspects of Media Literacy to explore each question. Once they did this, students were assigned the task of selecting one case of analysis based on a contentious topic of national concern to determine whether or not the message selected complied with the principle at hand. The whole process can be summarized as follows.

Figure 2
Model for Media Literacy
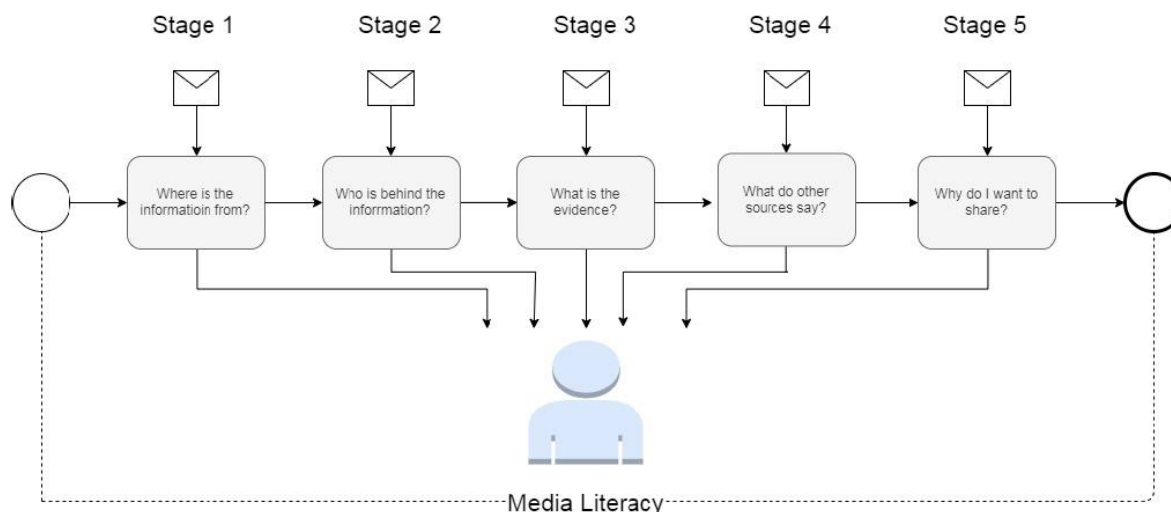
Source: Elaborated based on Huguet, Kavanagh, Baker & Blumenthal (2019)

In Stage 1, students were instructed on evaluating websites considering several aspects such as origin, purpose, updating, among others. In Stage 2, the focus of attention was the credentials, affiliation, expertise, and other qualities associated with the corporate or personal author(s) of the information. Stage 3 consisted of assessing arguments based on the quality and amount of the evidence provided, its availability, and objectivity. In Stage 4, students had to learn about the importance of consulting, synthesizing, and comparing multiple sources to account for multiple perspectives of an issue as a way to avoid bias. Finally, Stage 5 was intended to challenge students' attitudes and beliefs by making them question the motivation behind selecting and sharing information.

In regards to students' progress, it was measured both by using a task-based approach and by keeping an e-portfolio to account for a more process-oriented assessment. Also, as a final assignment, students had to do one final analysis of a text in which they had to put all competencies studied together to determine the quality and credibility of the message selected. Also, during each session, class observations were necessary to record students 'performance and identify obstacles and other related issues.

Finally, the proposal was developed during regular class time, requiring only internet access and a computer, tablet, or cellphone. All exercises were done online and recorded digitally. This is important not only to facilitate tasks but also to contribute to real-life behaviors associated with the way students search, navigate, and decide what to read online.

5 Conclusions

At the end of the module, students were expected to acquire groundwork knowledge about the exigencies of reading media massages to become critical readers of the information that they consume. By doing this, they can be more responsible about the information they share, avoiding the spread of fake news, for example. In a time when facts and data seem each day more cornered by opinions and beliefs, whatever they may be, educating about Media Literacy can provide people with tools to resist the continuous flow of disinformation that prevails in media today.

It is worth mentioning that the participants were aware of the objectives of the course. Most of them were students who had previously failed it. Only 10 out of the 27 students taking the course were there for the first time. This circumstance is essential since it can alter the results, giving the impression that students knew more than what it was expected of them. Considering this, some of the main conclusions of the study can be summarized as follows:

- 63% of the students qualify their abilities to search for information online as "good," and 56% acknowledge using the internet every day or almost every day, being Google, the search engine mostly used.

- The most consulted sites to inform are YouTube, Wikipedia, and social media. This finding is significant since it shows 1) students' preference for audio-visual information over reading, and 2) their growing dependence on sites than can easily peddle disinformation.

- When asked about the kind of information they looked for, videos, technical reports, and news were the top three.

- The topic that students are the most interested in are technology, music, and humor.

- Regarding the reliability of the sources they consult, most expressed having a regular concern about their reliability. The aspects that they value the most when evaluating information are evidence, writing, purpose, and sources used. A great majority also mentioned that they tend to select information based on factual information and credibility.

- The source associated with the highest percentage of credibility is databases, while social media is the one with the least credibility.

- The channel preferred by students to share information is messaging apps such as WhatsApp (59%), and the reason that motivates them to use it is sharing information with the people they identify with. Friends are the main target of the information they share.

- Most of them also considered their ability to discriminate false from real information as regular.

- Task-based instruction seems appropriate as a way to create real-life scenarios to assess ML. However, it requires a large number of tasks to ensure a more acceptable appropriation of ML competencies.

- An e-portfolio promotes independent learning and helps assess complex and process-oriented tasks. It is difficult to gauge their reliability and validity, though.

- Class observations are required, especially if it is expected to replicate the process shortly.

- The final assignment was effective for students to demonstrate knowledge of the basic competencies involving ML. However, problems arose when the evidence happened to contradict their opinions and beliefs. When faced with this predicament, some students seemed oblivious to facts and showed resistance to changing their minds. As a result, they would still consider sharing the information with their friends, even when they knew that this would mean contributing to the spread of disinformation.

- As a tool for fighting disinformation, ML has proven to be necessary but little effective to generate short-term changes. Developing competence requires both education and time. More efforts in this respect should be made to have more critical media consumers of information eventually. Above all, educational institutions should start thinking about Media Literacy as a tool that can not only help their students to resist disinformation but also contribute to having more responsible and active citizens.

6   References

Brenes Peralta, C., Pérez R., & Siles, I. (2019*). Informe de resultados del estudio de opinión sociopolítica "Audiencias Noticiosas de Medios Digitales: Redes sociales, WhatsApp y noticas falsas.* San José, Costa Rica: CIEP, CICOM, IPP.

Huguet, A., Kavanagh, J., Baker, G., & Blumenthal, M. (2019). Exploring Media Literacy. *Education as a Tool for Mitigating Truth Decay*. California: RAND Corporation.

Instituto Nacional de Estadística y Censos (INEC). (2017). *Encuesta Nacional de Cultura 2016: Principale resultados.* San José, Costa Rica: INEC.

7   Biography

Erick Salas Acuña has a BA in English and a BA in Spanish Philology from the University of Costa Rica. He also has a Master's Degree in Education from National University and Graduate Studies in Social Communications and Latin American Literature from the University of Costa Rica. He has been a Professor of English at the School of Modern Languages, UCR (2007-2010), & School of Communication Sciences, UCR (2011-2013). Professor of English as a Foreign Language, National Technical University & Latin American Literature, Department of Humanities, UTN (2013-2014). Professor of Communication, Costa Rica Institute of Technology, (2014-Today). He believes the main goal of education is to liberate us from social injustice, inequality, hate, and discrimination. He is currently a Professor of composition, rhetoric & scientific writing, speech, literature, media studies.

Using gradefeedback.com: A Digital Platform for Effective Feedback

Gerardo Matamoros Arce
Universidad Técnica Nacional, Costa Rica
gmatamoros@utn.ac.cr

Resumen: Dar realimentación efectiva es una práctica que se debe realizar en las aulas como parte del protocolo para que los estudiantes mejoren su desempeño en inglés. A veces, tal retroalimentación se olvida rápido o llega tarde. El uso de www.gradefeedback.com ayudaría a los docentes y estudiantes a obtener información efectiva, auténtica y puntual para avanzar en su aprendizaje. La plataforma se implementó en el segundo y tercer trimestre con estudiantes de inglés como segundo idioma que tomaron programas de Diplomado y Bachillerato en la Universidad Técnica Nacional, sede San Carlos. Los instructores deben completar las instrucciones para poder tener un perfil en la plataforma y poder evaluar a los estudiantes. Por su parte, los estudiantes necesitan obtener un enlace URL para inscribirse en la plataforma y estarán listos para recibir retroalimentación. En esta primera prueba de plataforma, se les dio a los estudiantes la oportunidad de ver sus fortalezas, dificultades y las estrategias consiguientes para mejorar.

Palabras clave: Retroalimentación, plataforma, efectividad, formativo, sumativo.

Abstract: Giving effective feedback is a practice that should be done in classrooms as part of the protocol for students to improve their performance in English. Sometimes feedback is forgotten or done incorrectly late. Using www.gradefeedback.com would help teachers and students get effective, authentic, and on-time information to move forward in their tasks. The platform was implemented in the second and third term with English as a Second Language students taking Diplomado and Bachillerato programs at Universidad Técnica Nacional, campus San Carlos. Instructors need to complete the instructions to be able to assess students by following the steps in the platform. For their part, students need to get a URL link to get enrolled in the platform, and they will be ready to receive feedback. In this first draft platform, it has allowed students to see their strengths, pitfall, and consequent strategies to improve.

Keywords: Feedback, platform, effectiveness, assessment, formative, summative.

1   Introduction

Effective feedback in the learning of a second language should be a fundamental aspect of the work of the academic exercise for the benefit of students. This informative process gives pupils tools for improvement in the activities of the second language they are learning. This process also allows them to correct small mistakes and improve the macro and micro-skills of the language.

The website www.gradefeedback.com is a new teacher-friendly platform to introduce an optional tool for educators to provide feedback (feedback) effectively, quickly, and truthfully. This platform can provide formative and summative feedback, depending on the purpose of the assignments. It is also useful for diagnostic tests if required by the user. It creates an easy way to send feedback coming (mainly) from oral presentations, projects, written assignments, or even spontaneous assignments during lessons.

There is not a direct platform to give feedback rapidly and effectively in terms of English learning. This tool will give teachers a way to take notes and give comments while pupils perform oral or written assignments as well as spontaneous tasks in the classroom. There some strategies teachers follow to give feedback, but they take time to build, it requires paper or some more tedious procedures, and the impact for pupils is not as strong as the one with this platform.

Students can get their feedback once the presentation is done. They can see what their instructor has just noted from their presentation, and then discuss and clarify any details or doubts they may see in the email they get with the rubric descriptors.

Justification

Instead of not having a specific protocol for feedback, teachers are used to giving grades and comments a week later after every assignment. However, by the time every student is given his feedback, he or she will have probably forgotten about that assignment. The only detail teachers and students care about after a week or so is mainly the number assigned. One of the pitfalls of giving feedback sometime later is that students become a number, and the observations and elements to improve are forgotten.

Based on that premise, it is important to understand that feedback should be done as a way to improve what is being done in the classroom. Providing effective feedback means using those comments and notes done by teachers for students to reorder ideas, improve their presentations, discuss the comments with teachers, and, more importantly, apply those important guidelines coming from feedback.

Www.gradefeedback.com platform will help teachers give on-time feedback to be discussed with students almost immediately after every assignment. Hence, students will be able to apply such support into their performance and retry for the final assignment.

Study questions

What is the benefit of using a digital platform to provide students from English as a Second Language major at Universidad Técnica Nacional with effective feedback?

Would the use of a platform for feedback improve the English learning process in the English as a Second Language major at Universidad Técnica Nacional?

Objectives

1. Provide a digital platform called www.gradefeedback.com to assess speaking and writing performances from English as a Second Language students at Universidad Técnica Nacional, campus San Carlos.
2. Promote the good application of formative and summative assessment by using the digital platform gradefeedback.com to English as Second Language students at Universidad Técnica Nacional, campus San Carlos.
3. Improve the quality of feedback English as Second Language students at Universidad Técnica Nacional get to increase their learning.

Goal

The goal of this project is to provide teachers and students with an innovative tool to provide formative or summative feedback quickly and effectively. Likewise, this platform is aimed at other teachers who want to offer effective feedback to their students no matter the level they are teaching or the institution they work for.

2 Literature review

In the last years, more studies about effective feedback have been done to establish a standardized way to offer productive information to students. Feedback is an urgent task to do in classes. It should be part of the dynamics of the classroom. However, one of the problems with students, as Boud and Molloy commented (2013), is the fact that students dislike being judged and detest having attacking feedback from teachers. These authors also stated, based on their studies and reviews, that giving a lot of feedback to students is not necessarily as good as it may seem. Besides, feedback without correct strategies would be as meaningless as just giving a final number for a task. What are the strategies teachers are projecting for students to do? That is the question every teacher should ask himself when giving feedback.

Boud and Mollow (2013) stated that teachers and students need to attend feedback urgently, not just to improve the immediate performance of students on their current tasks and educational outcomes, but to build their capacity to use feedback for their own ends. This is indeed a pending task in English classrooms. The teacher needs to stop giving just numbers, and students should be taught about how to deal with it.

Authencity is very important in this topic since feedback requires or implies the use of further actions that are meaningful, interesting, and relevant for the students (Sambell, McDowell, & Montgomery, 2013).

Giving just a number is not a complete process for assessing students. The feedback itself, then, is part of a process, not a result.

The number of productive activities given to students can consequently improve students' performance in their learning.

After exhaustive research, platforms to give feedback in the educational field were not found. There are different tools through which teachers may be able to give feedback (a Google form, writing a direct email to students, chalk.com, etc. However, a specific platform to provide feedback and keep a record of the information provided to students was not found. Www.gradefeedback.com allows teachers to provide feedback effectively by providing it almost immediately to students after the task is performed.

3 Context

The participants in this first study are students enrolled in the English as a Second Language program at Universidad Técnica Nacional, Campus San Carlos. They belong to the 2-year Associate's Program and the extra 4-term Bachillerato program (after completing diplomado). In the Diplomado program, students in the second-year reach B1 of proficiency according to the Common European Framework of Reference for Languages (CEFRL). By the end of the program, they will have reached B2 of the same framework. Bachillerato students manage to have a B2+ of the same framework of reference. All these students in the study cover the four macro skills in English, and the major micro-skills as well through the courses taken during the programs.

It is important to note that students who were participating in this first draft study obtained grades for their oral and written performances. The writing part is also possible with the platform since the rubric is the only element needed to follow in the assignments. Oral expression I for Diplomado students and Literature I for Bachillerato students was the courses chosen to test this new tool. Students range from 18 to 30 years old, and they come from different parts of the northern region. All of them claim to use a personal cellphone every day since they are enrolled in different other technological tools in their classes. Once requested, they agreed to participate in the draft study to test the results when using the platform.

This first draft test for the platform took place in the second and third terms at Universidad Técnica Nacional, and the internet connection was a must since the platform is completely online. Students get enrolled on the first day of classes into the platform with the instructor's guidance since a link is sent to them via email or any other means.
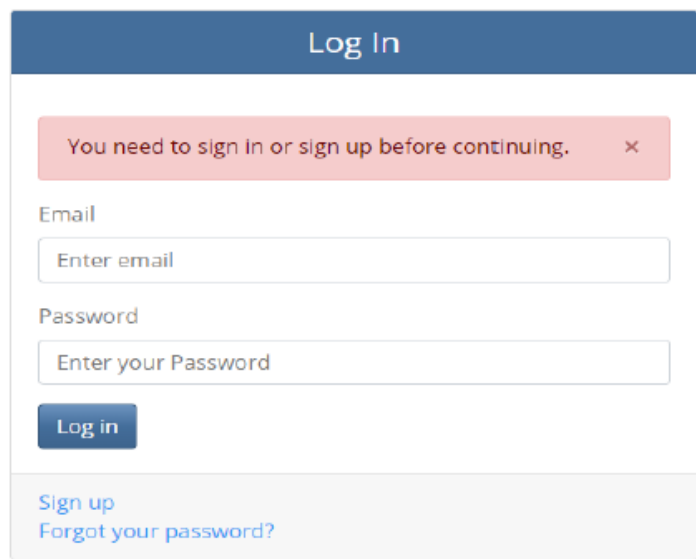
4 Activities' methodology

After deciding which groups were going to be part of the draft study for the platform, the following step is to get ready to use the platform. The procedure to use gradefeedback.com as a tool to provide feedback to students is basic and simple.

Since it is a new platform created by a teacher, the instructions to add different elements to each teachers' profile are very friendly and intuitive. Check the following procedure to be able to use the tool.

Procedure for using the platform
The first action for teachers to use the platform is to sign up at www.gradefeedback.com. Any email account is possible here. Follow the easy instructions, and a dashboard will show up.
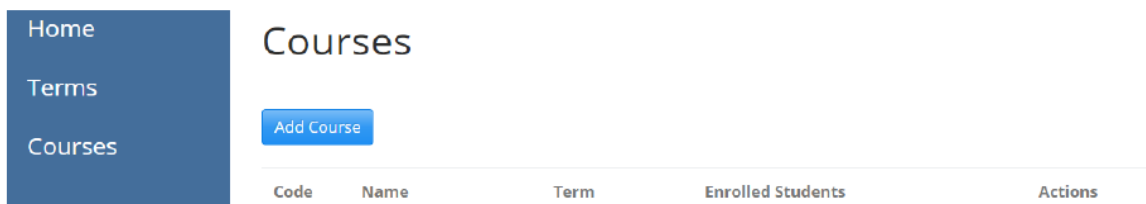
Once you see your activity dash. The second action is to create your first term by clicking: Add Term
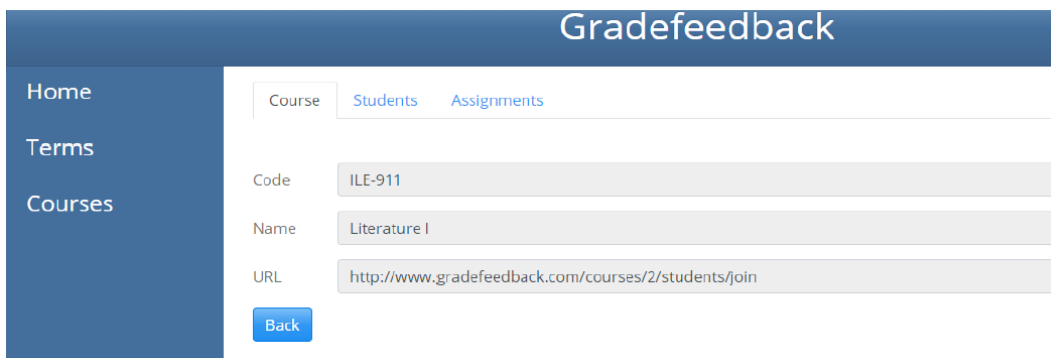
Next, adding a course is as easy as creating a term. Click on Add Course and follow the steps required. A course is now available.
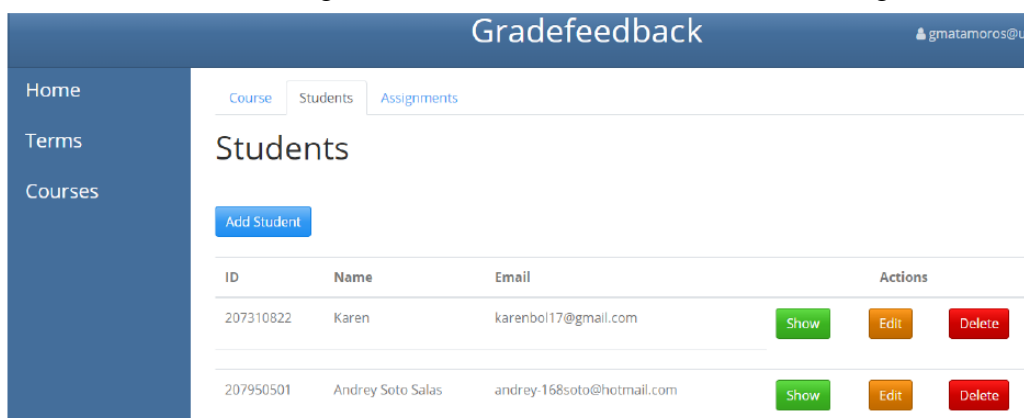
To enroll students, send them the URL link created with the course. Check the following example for reference. Every student will get the link, and they will follow the steps required as students. If they complete the boxes correctly, they get a welcoming email saying that they are successfully enrolled in the course. From this point on, students do not perform any other actions. They wait for feedback on each assignment. This feedback is received in the same email account they used to enroll.
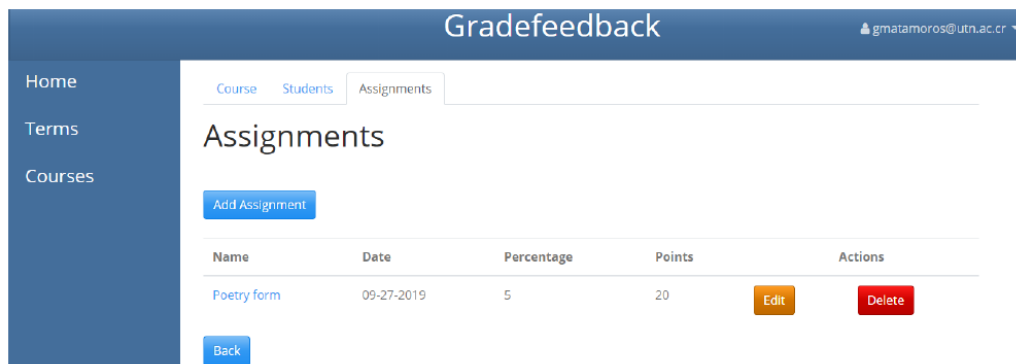
Students enrolled will appear in a list. You can have several options for students. A user can even enroll a student manually by adding him/her, as shown in the picture below.

It is now time to create an assignment for the new course. Go to the assignment tab and
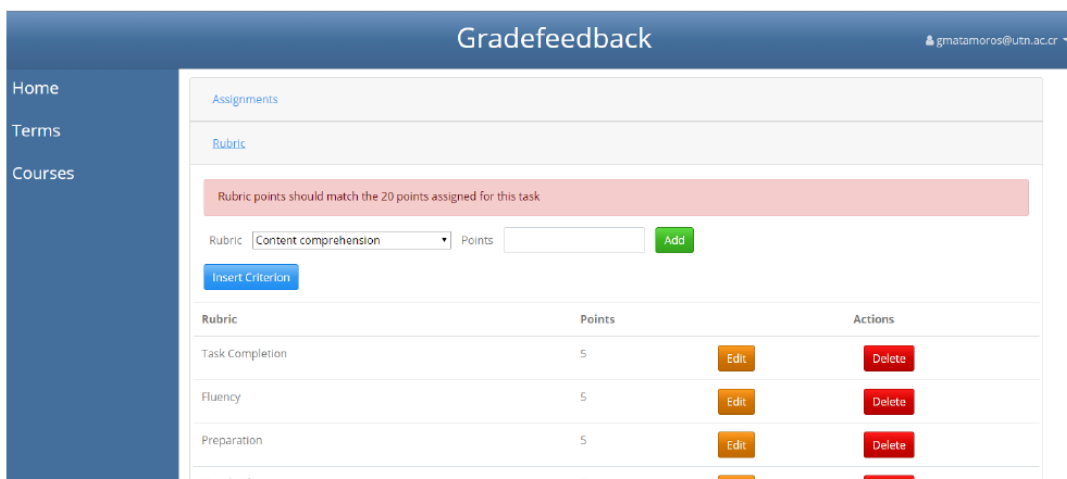
create an assignment. An example is given below.
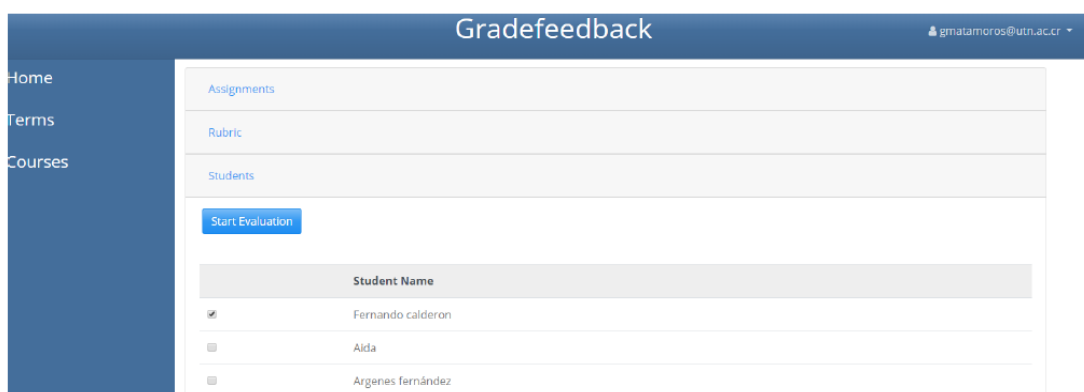
When the assignment is created, teachers can add the corresponding criteria coming from the official rubric that was shown to students in the first week of classes or some days before the assignment is performed. In this part, take the criteria from the main rubric and add them to the assignment. A list of criteria has been created as default. However, if the criterium is not on the list, a teacher can add a new criterium in the platform. This allows other users to use this criterium in their own assignments. Make sure the points in these criteria match the points that were given for the assignment. An announcement shows up to remind users about this match.

When the criteria are already established for the assignment, teachers can now start evaluating. Just by going to the assignment and clicking on one up to four students, users will be ready to start making comments, checking elements in the assignment, writing the strategies to be used after the presentation or task, etc. Choose the type of evaluation for this assignment: summative or formative. Then, click send. The student or students will get an email with all the information typed in the evaluation by the teacher.

Every student will receive the email with all the details about the assignments. In essence, comments on each criterion, points obtained in each part, overall comments and strategies, and consequently the total number of points, the grade how, and percentage of the task. Attached below, a picture of what the student will get

Dear Argenes Fernández

Attached you will see the feedback for assignment Mini Ted Talk
Make sure you check all the elements in the rubric. Feel free to ask for further clarification about grading if necessary.

Rubric	Comment	Points
Requirements	completed	5 / 5
Pronunciation	focus on your pace, our, accents and intonation sometimes.	3 / 5
Preparation	looks good	5 / 5
Organization	structured	5 / 5
Visual aids	no requested for this task	5 / 5
Grammar	not visible mistakes,	5 / 5
Non verbal communication	moving fast with no control, good eye contact,	4 / 5

Overall Comments

excellent job, I would recommend to pace it down. we can work on controlling your movement in the front

Points: 32 / 35

Grade: 91.43

Percentage: 13.71 / 15

Evaluation Type: Summative

The tool is plain and with a simple display, but it makes the feedback quick, on time, and effective for the students. Now students and teachers can discuss the comments, elements to be improved, as well as the strategies or actions post-presentation or writing task.

Students were sent an interview form to check their perceptions about the platform. This was done soon after the first sample with a task. Perceptions so far are as good as expected. A possible study with perception may be done later.

5   Materials

For teachers: The only resources that the teacher needs to use the platform are the complete rubric they use for each assignment, and then they need to sign up for an account at www.gradefeedback.com. The rubric is the guide teachers need to include the criteria in each assignment created in the tool. The platform is free and available for all users now.

Using a computer when giving feedback on the platform is the best option since the mobile display may be too small to work on it.

For students: they need the URL sent by the teacher and follow the instructions to log in. Doing this on the cellphone is much easier for them. Students will also need to have a rubric previously studied and discussed with the teacher so that all the participants are aware of the implications, outcomes, or expected results in a task.

6 Conclusions

Students and teachers can benefit from the platform by having the information on time and clearly stated in one single place. Students can keep the email in which they get all the data, and the teacher can keep the record of comments, strategies, and the numbers for each assignment and for each student.

Students can have washback with the instructor soon after the presentation. This helps a lot in the completion of the strategies to improve. Also, any clarification the student can have can be easily solved with the teacher.

Students do not have to wait for a week or so to have feedback. They will have forgotten their presentation by the time they get a score or comments some days later. Also, implementation of the strategies to improve can be applied right after the task and not later, when the essence of the task is gone.

The use of paper is just a memory with this platform since no paper is needed to provide feedback. Students appreciate the fact that they do not need to keep a record of sheets of paper or waste paper sheets when printing rubrics that are soon forgotten. Instructors keep all the information in a single place, and they can have access to it whenever they can.

The platform brings an opportunity to grow on the teachers' technological knowledge that is surrounded by the innovative new teaching world. Students are already immersed in this tendency, so should teachers.

Students' comments

From the use of the platform in the first assignment, students were able to answer a survey with some comments. Three perceptions are registered below.

Students	Perceptions
Student 1	*"I like it because I need to know how my work was and in which areas I need to work more"*
Student 2	*"It has the feedback I need, so I see what I did wrong and improve it"*
Student 3	*"Because is a good way to know what I did good or wrong*

Students perceive that they can have feedback easily and on time. They can check and discuss the outcomes with the instructors. As seen in the chart, they are willing to know what the next steps are to improve.

Limitations

One of the limitations when creating this platform was the lack of time and people since a single programmer did it out of charge as part of her curriculum. The programmer was working after-work hours and on weekends.

The fact that the platform takes time to be functional did not allow administrators to test it with many students or teachers. However, some teachers are using it now and have given some feedback about changes.

The final display of the platform is not complete. It still requires some changes, but as for now, it works perfectly for effective feedback.

One limitation may go to the use of the internet since the platform is completely online. Fortunately, internet connection is now available almost everywhere, or data mobile is also a solution to this limitation.

7   References

Boud, D., Molloy, E. (Ed.). (2013). *Feedback in Higher and Professional Education. Understanding it and doing it well*. London: Routledge.

Sambell, K., McDowell, L., & Montgomery, C. (2013). *Assessment for learning in higher education*. London: Routledge.

8   Biography

Gerardo Matamoros Arce works as a full-time professor at Universidad Técnica Nacional in the English as a Second Language major. He has a master's degree in English teaching. He is taking optative courses at the university to build and improve different teaching skills in the classroom. He has been working on different projects for the university, such as exchange programs, local internship programs, and international student visits to UTN.

A Register-Based Approach to ELT Pronunciation

Henry Sevilla Morales
Universidad Nacional, Costa Rica
henry.sevilla.morales@una.ac.cr

Lindsay Chaves Fernández
Universidad Nacional, Costa Rica
lindsay.chaves.fernandez@una.ac.cr

Resumen: El presente artículo sistematiza las experiencias pedagógicas de dos docentes de inglés que imparten cursos de aspectos suprasegmentales o prosódicos utilizando un enfoque de registro lingüístico. Dicho enfoque propone que los elementos prosódicos deben abordarse desde una perspectiva comunicativa, donde los actos del habla se ajustan a las situaciones comunicativas específicas con base en el nivel de formalidad requerido (casual, informal, formal o fijo). En su mayoría, la propuesta deriva de la experiencia empírica de los autores impartiendo cursos de pronunciación en la UNA (Universidad Nacional de Costa Rica) y la UCR (Universidad de Costa Rica) durante los últimos cuatro años.

Palabras clave: Aspectos suprasegmentales, discurso interconectado, acento, ritmo, entonación.

Abstract: The current practice-oriented paper verbalizes the experiences of two ELT professionals teaching suprasegmentals courses through a register-based approach. The approach is based on the notion that prosodic elements must be taught from a communicative perspective, where speech acts are adjusted to specific communicative situations considering the formality level required (casual, informal, formal, or fixed). To a large degree, the proposal derives from empirical evidence gained while teaching suprasegmentals at UNA (*Universidad Nacional de Costa Rica*) and UCR (*Universidad de Costa Rica*) over the course of four years.

Keywords: Suprasegmentals, connected speech, stress, rhythm, intonation.

1   Introduction

English pronunciation (EP), a central sub-skill across virtually any English Language Teaching (ELT) program, continues to gain unprecedented attention both in theory and in practice (e.g., Bakla, 2018; Cerezo, Calderón, & Romero, 2019; Gamboa, Chaves, Vásquez, & Gapper, 2019; Kralova, Skorvagova, Tirpakova, & Markechova, 2017; Sevilla, 2019; and Zoghbor, 2018). A major challenge appears in classroom applications. EP instruction often involves making sensitive decisions around the type and amount of input, the choice of modeling accents, responding to the program's goals, assuring curricular flexibility, fostering pedagogical empowerment, and the not-so-uncommon lack of methodological expertise on the part of teachers and program designers at large. Particularly when addressing suprasegmentals (i.e., word and sentence stress, rhythm, intonation, connected speech, etc.), difficulties arise if we teach EP across different language registers (levels of formality) to suit interlocutors' communicative purpose and contexts.

Such difficulty intensifies because suprasegmentals involve dozens of technical processes and breaks away from the discrete-point approach commonly used in segmental courses (vowels and consonants). Within this complexity, students must learn to shift from slow, careful pronunciation to several adjustments and phonetic processes in connected speech such as elision, assimilation, vowel neutralization, substitution, allophonic variation, aphesis, epenthesis, cluster simplification, blending, palatalization, pausing, phrasing, and many more.

In an attempt to offer partial solutions to this issue, this practice-oriented presentation discusses pedagogical practices we have used to meet the challenges described above. Such practices come from several years of experience and research-based decisions we have made as EP instructors at UNA and UCR. While our talk does not seek generalizations of any sort, our work is significant at two levels:

> (1) For theory, it builds a working framework for the EP instruction in EFL and ESL contexts, which encourages the running of studies to test its degrees of effectiveness in other settings.
>
> (2) For practice, it provides hands-on resources for immediate application in the ELT classroom. We hope to open a space for dialogue and an avenue for further research around this subfield of study.

Because this is not a research-oriented presentation, the methodology described will focus on content organization. As such, our talk will be divided into five parts:

> (1) Introduction to the Prosody Pyramid, where Gilbert's (2008) principles for English prosody will be outlined, including aspects such as thought groups, focus word, stressed syllable, peak vowel, and the pitch drops to signal thought completion
>
> (2) The basics of stress, intonation, and rhythm, where key terminology will be defined, and an inventory of intonation patterns will be discussed
>
> (3) Adjustments in connected speech, where suprasegmental features such as blending and word reductions, linking, pausing and phrasing, assimilation, cluster simplification, omission, and others, will be exemplified in context
>
> (4) Register shift, where examples of pronunciation changes according to specific levels of reading and spoken formality will be addressed
>
> (5) Sample teaching resources, where demonstrations will be conducted to show how we have framed the teaching of suprasegmentals within a register-based approach to EP.

2 Literature review

Because this is a systematization of teaching experiences in EFL and, as such, it does not seek to test previously-drawn hypotheses, this section does not offer a review of previous studies. Instead, it discusses some theoretical underpinnings that guided the implementation of the activities (for expansion, see Creswell, 2014, p. 29).

To better understand the conceptual framework below, some key terms need to be defined. The first one is segmentals, which refers to the study of separate speech units; i.e., vowels and consonants (Saito, n.d., p. 2). The second is suprasegmentals, or the study of rhythm, stress, pitch, intonation, and other phonological processes in connected speech. We call it suprasegmentals because it is the study of speech beyond (supra) individual segments (ibid.). Connected speech accounts for the third element. Also called connected discourse, reduced speech, or Sandhi variation, connected speech refers to spoken language, which exhibits the natural elements of a language system, as in normal conversations. In English, connected speech means articulating discourse that includes linking, elision (also called deletion), assimilation, aphesis, epenthesis, and many others (Celce-Murcia, Brinton, & Goodwin, 1996).

That said, the lines ahead address the first four theoretical considerations upon which our talk is based. The last part (sample activities) will be developed in the methodology section.

2.1 The Prosody Pyramid

According to Gilbert (2008), the prosody of English can be compared to a pyramid. Such a pyramid has a thought group at the base, and then a focus word, which in turn has a stressed syllable, which also contains a peak vowel (p. 10). *Thought groups* are phrases or chunks of spoken language that carry a thought; they can be a short sentence, a clause, and even a word such as *wow! Ouch!* Or hey! The focus word is the most important one in a thought group, and its emphasis is usually determined by the context and the speakers' intention. As a general rule, focus words in a thought group are usually content words (nouns, adjectives, interjections, verbs, adverbs, and other major words). On the other hand, structure words (or function words) are not usually the focus word in a thought group, and they include pronouns, prepositions, articles, auxiliary verbs, etc. (ibid.)

The *stressed syllable* is that which receives the primary stress in multi-syllable words. In the words of Gilbert, "every English multi-syllabic word has a syllable that receives the main stress" and should, therefore, be pronounced with greater prominence (id., p. 14). In the focus word, the author adds, stressed syllables get special attention because they represent the peak of information in the thought group. Within that stressed syllable, there will always be a peak vowel, which is extra clear and extra-long for meaning accuracy. Below is an adaptation of the prosody pyramid diagram offered by Gilbert (2008, p. 10).
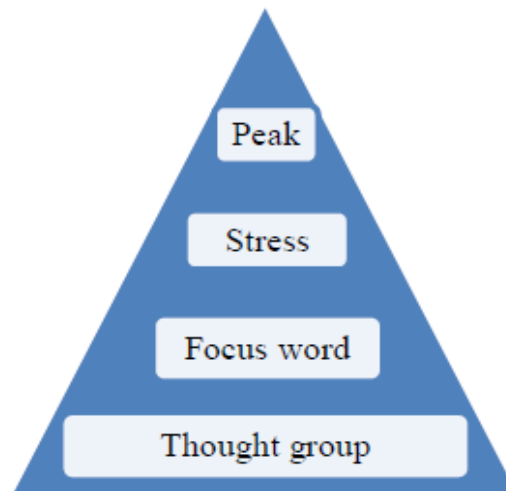
Figure 1: The Prosody Pyramid

Since spoken English holds no punctuation, "listeners must rely entirely on prosodic markers in order to know which words are grouped together" (id., p. 11). For instance: We arrived lAte, so we couldn't see the mOvie. They must also be attentive to pitch drops, which signal the end of thought groups. While no one seems to have rules for when a thought group ends, EFL students and teachers are encouraged to develop phonological awareness on this not only in everyday conversational language, but also in other language registers such as radio talk, academic conferences, and specialized fields to figure out the pitch patterns of each context. Gilbert (2008) provides the following advice on how to interpret pitch drops:

In general, a pitch drop means "the end," and there is a relationship between the degree of finality and the size of the drop. For instance, a slight drop in intonation typically marks the end of a thought group within a sentence. A bigger drop marks the end of a sentence or an entire comment; a major drop indicates, "I have finished my remarks, and it is now your turn to speak" (pp. 11-12).

2.2 Stress, rhythm, and intonation: The basics
Stress refers to the emphasis placed in syllables, words, and sentences in spoken language. Syllable stress refers to the primary, secondary or tertiary stress received by each syllable in multisyllabic words, which also implies that the syllables are "said louder, […] on a higher pitch, and […] held longer than the other vowel sounds in the same word" (Orion, 1997, p. 19). Word stress, along the same lines, deals with where the stress falls in words, be them base words, noun compounds, noun-verb homographs, or words compound of several prefixes and affixes. In English, most experts agree with three levels of word stress: strong, medial, and weak (Celce-Murcia et al., 1996, p. 132). Lastly, sentence stress is understood as emphasizing and deemphasizing words across utterances to attain natural rhythm (Dale & Poms, 2005, p. 91) or, as Celce-Murcia et al. have simplified it, as "the various stressed elements of each sentence" (id., p. 151). The latter defines rhythm as "the regular, patterned beat of stressed and unstressed syllables and pauses," which is achieved by combining effective syllable, word, and sentence stress (id., p. 152).

This stress-timed nature of the English language is what determines the length of an utterance and stands and helps give intonation a more natural-sounding quality. It is this musical trait that helps give sentences such as "CATS CHASE MOUSE," "CATS have CHASED MICE," "the CATS have CHASED the MICE" AND "the CATS have been CHASING the MICE" virtually the same duration (ibid.).

Along with rhythm, effective communication requires effective intonation. The latter is the melody of language: the rises and falls used to signal various types of melodic patterns in different utterances such as statements; -wh, tag, echo and confirmation questions, commands; alternatives with or; enumerations; and a wide host of others. According to Yoshida (2014), proper intonation is vital since it helps, for example, change a statement into a question, or make a request more polite or assertive, and "make a speaker sound happy, sad, sincere, angry, confused, or defensive" (p. 123). While professionals on the subject have identified more than one kind of intonation, three essential typologies have been suggested by Yoshida (2014): a final fall (typical in statements, commands, -*wh* questions, and irony), a final rise (common in yes-no questions, echo questions, and repetitions), and a partial fall (common in incomplete thoughts or a sudden interruption to elaborate on one's thoughts) (pp. 129-130).

2.3 Adjustments in connected speech

Along with the stress, rhythm, and intonation elements of English pronunciation, real-life communication requires several other adjustments. These include, among others, blending and word reductions (putting various words together to form a single speech unit, as though everything was one word), linking (one final sound in a word to the first sound of the next word), and phrasing and pausing (dividing utterances into thought groups depending on punctuation, connectors, conjunctions, etc.), as Dale and Poms (2005, p. 99) have suggested. In addition to these processes, sounds also become more like one another depending on the conditioning environment around them; thus, spoken English undergoes three types of assimilation: progressive, regressive (or backward), and coalescent (or reciprocal). In progressive assimilation, a succeeding phoneme is affected by the phoneme immediately before it, as in the case of "They wanted to come" = [ðeɪ ˈwɑntɪd tə kʌm]; in regressive assimilation, the assimilated sound is affected by the sound following it, such as in "You have to believe it" = [jʊ hæftə bəˈliːv ɪt]. In coalescent assimilation, two neighboring sounds influence each other and give way to a whole new phoneme, often an affricate (/tʃ/ or /dʒ/) in a process called palatalization, as in "Is that your best idea?" = [ɪz ðæʧər bɛst aɪˈdiə?] (see Dawood & Atawneh, 2015).

To add to the existing intricacies of connected speech, students often need to "unlearn" the pronunciation of carefully articulated clusters such as "sts" or "ths" and simplify them to conform to how native speakers would pronounce them. Thus, a cluster like "sts" in "tests" becomes /s/ in a chunk of connected speech like "We take tests all weeks" = [wiː teɪk tɛs‿ɔːɫ wiːks] (see Dauer, 1993, pp. 159-160). Lastly, some vowels and consonants can be omitted in rapid speech, such as the first /r/ in "surprise" or "February" in most varieties of General American English.

2.4 Register shift
Actual communication always demands to shift from one degree of formality to another based on the speech acts the interlocutors engage in (be that spoken or in writing), which in the case of oral discourse demands for adjustments in the type of suprasegmental features needed for such speech acts. This swapping of formality levels is what we prosaically understand as a linguistic register. In the words of Gray and Egbert (2019), register refers to "the linguistic differences" employed by language users "depending on the context of use" (p. 1[1]) To attain this, in suprasegmentals courses students should be provided with the learning opportunities to use rhythm, intonation, pitch drops, reductions, cluster simplifications, etc., to navigate different registers required for formal, casual, or informal communication. In the lines ahead, we describe the contexts where we have used register-based activities to reach this goal.

3   Context
The proposed approach has so far worked well with college students already possessing knowledge of segmentals. The two researchers of this paper have implemented it since 2016 in two public universities of Costa Rica: Universidad Nacional and Universidad de Costa Rica. Student ages have ranged from 19 to 28 and have all attended classes regularly in three language programs: B.A. in TESOL for young adults, B.A. in TESOL for children, and B.A. in English. Nonetheless, the activities can be adapted to other populations, such as bilingual high schools and schools, INA courses, and other programs where pronunciation courses are part of the curriculum.

4   Activities' methodology
This section offers a quick inventory of activities to foster suprasegmental skills across various language registers and communicative contexts. Each resource is described in terms of learning goal(s), target register, time, resources, and procedures.

4.1 Activity 1: "Happiness" by Steve Cutts[2]
Learning goal: to reflect upon the elements of connected speech fluently and accurately across three levels of formality
Target registers: informal, casual, and formal
Suggested time: 60 minutes
Resources: A video projector, speakers, a laptop or a PC, a handout with these instructions, paper, and pencil
Procedures:
1. Students will watch the video "Happiness" by Steve Cutts,[3] where the author depicts a world of mice who become alienated in their pursuit of happiness. (The comparison between these mice and the human race is more than obvious)

---

[1] For a full review of papers on register studies across various disciplines, see the journal Register Studies, inaugurated in 2019 by John Benjamins Publishing Company, and which by September 2019 had already published two issues dedicated explicitly to the thriving subfield of language register.
[2] Video available at: https://www.youtube.com/watch?v=e9dZQelULDk

2. Once students watch the video, they will complete the following **speaking tasks** about the content of the video. They will keep the communicative contexts in mind, adjusting their pronunciation register to each context.

a. An informal conversation

Context: A cafeteria on campus. Students bump into each other and talk about the content of the video they saw and how it impacted them personally. They should be free to use contractions, reductions, emotional intonation, rising intonation to create suspense, and other elements studied.

b. A job interview

Context: A Call Center. The interviewer is a relaxed, casual recruiter who wants to know the interviewee's standpoint on consumerism and happiness. S/he asks the interviewee to talk about a recent video they watched on the subject. Students should feel free to use contractions and reductions here and there, rising intonation to create suspense from time to time, and other elements studied. (Then students swap roles.)

c. A verbal essay

Context: A colloquium at a conference: The students are given 5 minutes to share their ideas on happiness and consumerism. As typical in a verbal essay, they should include discourse markers to introduce their topic, develop three sub-topics, issue a conclusion, and invite questions from the audience. The audience will be integrated by professionals of different areas, including commerce, economy, and sociology.

3. Once the three speaking activities have been conducted, students comment on the experience of switching levels of formality for one same topic. They rate the frequency of elements of connected speech used in each task:

1= never 2= almost never 3= sometimes 4= almost always 5= always

ELEMENTS OF CONNECTED SPEECH	TASK 1 (Casual-informal)	TASK 2 (Casual-Formal)	TASK 3 (Formal-Academic)
1. Short pitch drops			
2. Longer pitch drops			
3. Extra-long pitch drops			
4. Rising intonation for suspense			
5. Falling intonation to signal end of thought groups			
6. Pausing and phrasing			
7. Emphasis on content words			
8. Reduction of function words			
9. Vowel clarity and quality for emphasis			
10. Blending and reductions			
11. Consonant cluster simplification			
12. Suprasegmental processes (deletions, omissions, assimilations, linking, etc.)			

4. While the students work on step 3, the professor circulates, offering help and inviting students to share their feelings about the activity with him/her. The activity can be wrapped up with a plenary session to discuss the results in 3.

4.2 Activity 2: IPA Transcriptions in various forms of connected speech

Learning goal: to compare the elements of connected speech across three types of language registers using the IPA, diacritical marks, and some standard phonetic processes such as assimilation, omission, linking, vowel neutralization, palatalization, etc.

Target registers: casual, formal, and fixed

Suggested time: two hours

Resources: internet access, a media player device (a laptop, a smartphone, etc.) paper, and pencil

Procedures:

This activity works well as a graded out-of-class assignment. Students will compare the elements of connected speech across three types of language registers (casual, formal, and fixed) using the IPA, diacritics, and the phonetic processes already studied (assimilation, omission, linking, and neutralization, blending, etc.). Students are advised to complete this assignment either in pairs or in groups of three.

Instructions:

1. Students will watch three video clips and provide a phonetic transcription using the IPA and the diacritical marks studied in class.
2. For the first video (Sheldon's Speech), transcribe from 1'22 to 2'05.
3. For the second video (Best Moments of Sheldon Lee Cooper…), transcribe from 0'40 to 0'56.
4. For the third video (Why Socrates Hated Democracy), transcribe from 0'56 to 1'23.
5. To access the videos, click on the following links:
6. https://www.youtube.com/watch?v=2tSfSZ8zu8s (fixed language register)
7. https://www.youtube.com/watch?v=HfPtD5oSXaw (casual language register)
8. https://www.youtube.com/watch?v=fLJBzhcSWTk (formal language register)
9. This assignment needs to be hand-written.

Suggested assessment criteria:

1. Accuracy of vowel sounds
2. Accuracy of consonant sounds
3. Diacritical marks used
4. Aspects of connected speech represented (omissions, reductions, blending, etc.)

4.3 Activity 3: Shadow reading

Learning goal: to identify elements of the prosody pyramid to emulate the suprasegmental elements of an interview excerpt

Target registers: formal to casual

Suggested time: 40 minutes

Resources: internet access, a media player device (a laptop, a smartphone, etc.) paper, and pencil

Procedures:

Part A (Identification): Students watch two segments of the video where Fox News anchor Lauren Green interviews Reza Aslan, a scholar of religious studies, about a new book he has published[4]. As students watch the segments, they should pay attention to where each thought group begins and ends. Also, they are encouraged to locate the focus word and its stressed syllable and peak vowel.

Segment 1: 0'26-0'46

Green: "You're a Muslim, so why did you write a book about the founder of Christianity?"

Aslan: "Well, to be clear, I am a scholar of religions with four degrees, including one in the New Testament, and fluency in biblical Greek, who has been studying the origins of Christianity for two decades," Aslan says, "who also just happens to be a Muslim."

****

Segment 2: 6'55-7'19

Green: Taylor Cain says, "so your book is written with clear bias and you're trying to say it's academic; that's like having a Democrat write a book about why Reagan wasn't a good Republican; it just doesn't work." What do you say about that?

Aslan: It would be like a Democrat with a Ph.D. in Reagan who has been studying his life and history for two decades writing a book about Reagan.

Part B (Shadow reading):

1. Now that students are familiar with the segments from above, they watch a video about the shadowing technique for pronunciation rhythm and intonation[5]. Here they will learn about how to emulate a native speakers' rhythm, intonation, pitch, and other elements of connected speech.

2. The professor then plays the closed captions for the first 2 minutes of the video and asks students to act out the segment in pairs, trying to emulate the speakers' suprasegmental elements as they through the captions.

3. The professor pauses the video segments at five-second intervals so students can imitate the speakers' prosody.

4. Conclude the activity with a reflection session where students verbalize their strengths and weaknesses trying to implement the shadowing technique.

---

[4] Video available at: https://www.youtube.com/watch?v=f_0UkKHy1U4
[5] Video available at: https://www.youtube.com/watch?v=AnNf_z4LQ7A

5   Materials

Below are some useful websites which can be used as supplementary materials to teach pronunciation through a register-based approach.

1.   https://tophonetics.com/(good for phonetic transcriptions)
2.   https://www.youtube.com/user/TheInfographicsShow(YouTube Channel featuring short, fun, interactive videos about a wide array of topics)
3.   http://www2.nkfust.edu.tw/~emchen/Pron/rhythm.htm(ideas for practicing rhythm, pausing and thought groups)
4.   http://iteslj.org/Techniques/Cohen-Suprasegmentals.html(good for raising students'
    a.   awareness of suprasegmentals and the concept of reduction)
5.   https://pronunciationcoach.blog/2012/12/28/limericks-and-sentence-stress/(activities to practice sentence stress and limericks)

6   Conclusions

Insofar as our experience is concerned, this approach has proven effective for the teaching of register-based suprasegmentals in the contexts where it has been implemented. With a good dose of caution and the necessary adjustments to suit contextual variables, these insights can be transferred to larger populations across Costa Rica and elsewhere. Nonetheless, several limitations need to be kept in mind. A good deal of knowledge of suprasegmentals and language registers is needed, along with expertise on scaffolded language education to lead students from the most basic to the most intricate elements of suprasegmentals within this methodology. Secondly, students must possess a high level of English proficiency before they are required to shift across levels of formality. In so doing, professors might easily risk accuracy at the expense of fluency, misleading students into the false belief that, as long as they can communicate fluently, they should not worry a lot about speech accuracy. The third limitation is what Ian Tudor (2001) has called "conflicting rationalities." In other words, chances are very high that the students, the professors, the curriculum developers, and society hold different reasons for learning English. This, in turn, causes conflicts between what teachers believe is best for students, what students believe they need to learn, what curriculum developers and policymakers conceive as quality education, and what society ultimately expects for new professionals to know about the target language.

All in all, however, this paper has offered a glimpse into the possibilities for teaching pronunciation to achieve proficiency in different communicative contexts. Further efforts should be addressed to assessing the impact of such an approach in students, instructors, and the school curriculum. For now, some modest bases have been built to allow for replication of this pedagogical experience and open an avenue of reflection, best practices, and further research around this subject area.

7   References

Bakla, A. (2018). Learner-generated materials in a flipped pronunciation class: A sequential explanatory mixed-methods study, *Computers & Education*, 125, 14-38. DOI: https://doi.org/10.1016/j.compedu.2018.05.017

Celce-Murcia, M., Brinton, D., Goodwin, J. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

Cerezo, R., Calderón, V. & Romero, C. (2019). A holographic mobile-based application for practicing pronunciation of basic English vocabulary for Spanish speaking children, *International Journal of Human-Computer Studies*, 124, 13-25. DOI: https://doi.org/10.1016/j.ijhcs.2018.11.009

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd edition). Sage Publications, Inc.

Dale, P., & Poms, L. (2005). *English Pronunciation Made Simple*. White Plains, NY: Longman.

Dauer, R. A. (1993). *Accurate English: A Complete Course in Pronunciation.* Englewood Cliffs: Prentice-Hall Regents.

Dawood, A., & Atawneh, A. (2015). Assimilation of consonants in English and assimilation of the definite article in Arabic. *American Research Journal of English and Literature*, 1*(4)*. 9-15.

Gamboa, R., Chaves, L. Vásquez, L. M., & Gapper, S. E. (August 2019). Dilemmatic Conversations on the Teaching of Pronunciation. Round table conducted at the *VI Congreso Internacional de Lingüística Aplicada*, Universidad Nacional de Costa Rica, Heredia.

Gilbert, J. B. (2008). Chapter 2: The Prosody Pyramid. In *Teaching Pronunciation: Using the Prosody Pyramid* (pp. 10-20). New York: Cambridge University Press.

Gray, B. & Egbert, J. (2019). Register and register variation. *Register Studies*, 1*(1)*, 1-9. DOI: https://doi.org/10.1075/rs.00001.edi.

Kralova, Z., Skorvagova, E., Tirpakova, A. & Markechova, D. Reducing student teachers' foreign language pronunciation anxiety through psycho-social training, *System*, 65, 49-60. DOI: https://doi.org/10.1016/j.system.2017.01.001.

Orion, G. F. (1997). *Pronouncing American English: Sounds, Stress, and Intonation*. Boston: Heinle and Heinle Pub.

Saito, K. (in press). Advanced Segmental and Suprasegmental Acquisition. In P. Malovrh & A. Benati (Eds.). The Handbook of Advanced Proficiency in Second Language Acquisition. Wiley Blackwell.

Sevilla, H. (August, 2019). Pronunciation Fluency and Accuracy in ELT: A Sociopragmatic Perspective. Paper presented at the *VI Congreso Internacional de Lingüística Aplicada*, Universidad Nacional de Costa Rica, Heredia.

Tudor, I. (2001). The Dynamics of the Language Classroom. Cambridge: Cambridge University Press.

Yoshida, M. (2014). Chapter 11: Intonation. In *Understanding and Teaching the Pronunciation of English* (pp. 123-131). Irvine: UC Irvine

Zoghbor, W. S. (2018). Teaching English pronunciation to multi-dialect first language learners: The revival of the Lingua Franca Core (LFC), System, 78, 1-14, DOI: https://doi.org/10.1016/j.system.2018.06.008

8   Biography

1st Author's biography

Henry Sevilla Morales holds a Master's in Second Languages and Cultures and has been an ELT instructor since 2007 at the elementary, secondary, and higher education levels. He is an Associate Professor at the Universidad Nacional de Costa Rica and is pursuing his Master's in Translation. He holds over 20 publications, including academic papers, short stories, poems, and news articles, and his research has been presented in several conferences in Costa Rica and the United States.

2nd Author's biography

Lindsay Chaves Fernández holds a Master's in Second Languages and Cultures and has been an EFL instructor for over 18 years at the elementary, secondary, and higher education levels. She is an Associate Professor at Universidad Nacional de Costa Rica and is currently pursuing a Master's in Translation. Her research has been presented in Costa Rica, Canada, Cuba, Spain, and Switzerland, and her papers appear in scientific journals in Colombia and Costa Rica.

CALEU: An Event to Promote Motivating English Learning Experiences

Ivannia Ramos Cordero
Universidad Nacional, Costa Rica
ivannia.ramos.cordero@una.cr

Resumen: Este artículo se focaliza en explicar una metodología alternativa de enseñanza-aprendizaje y evaluación de la experiencia del proceso de adquisición del inglés como lengua extranjera de los estudiantes matriculados en el curso de Inglés Integrado para otras carreras I; con su participación en el evento "Caleidoscopio del aprendizaje de lenguas extranjeras en la UNA" durante los años 2017 y 2018. Es de suma importancia la incorporación de experiencias educativas del inglés como lengua extranjera fuera del aula con temas no necesariamente dentro de los contenidos del curso, pero sí con temas de actualidad de interés nacional e internacional para poder confrontar a los estudiantes con el reto de experimentar y poner en práctica sus destrezas lingüísticas en espacios sociales reales. Incluir dichas actividades en la dinámica del aula, permite además reforzar positivamente diferentes habilidades duras y blandas en los estudiantes, fortaleciendo el aprendizaje significativo durante la experiencia educativa.

Palabras clave: Experiencias educativas alternativas, metodología de enseñanza-aprendizaje innovadora, destrezas lingüísticas en contextos reales, aprendizaje significativo.

Abstract: This article focuses on explaining an alternative teaching-learning methodology and evaluation of the experience of the process of acquiring English as a foreign language for students registered at the course "Inglés integrado para otras carreras I"; with their participation in the event "Caleidoscopio del aprendizaje de lenguas extranjeras en la UNA" during 2017 and 2018. It is of utmost importance the incorporation of educational experiences of English as a foreign language outside the classroom with topics not necessarily within the course contents, but with current issues of national and international interest to be able to confront the students with the challenge of experimenting and putting into practice their linguistic skills in real social spaces. Including these activities within the class dynamics also allows the positive reinforcement of different hard and soft skills in students, strengthening meaningful learning during the educational experience.

Keywords: Alternative educational experiences, innovative teaching-learning methodology, real contexts, language skills, meaningful learning.

1 Introduction

The Service Courses Area of the School of Literature and Language Sciences (ELCL Spanish acronym) of the Universidad Nacional, Costa Rica exists since 2008, and it is responsible for offering courses in different foreign languages to the entire university population. The English language is the most offered because the curricula of almost all the careers establish as a requirement to take one to three of the *"Inglés integrado para otras carrerras"* courses with an equivalent of four credits each to graduate from university baccalaureate level, being the fourth one optional. This Area also offers other languages such as German, Japanese, Portuguese, Italian, Korean, French, among others.

In 2016, in said Area, a committee was organized by the coordinator to share with the university community what professors have been doing since its creation. During two years, the women members organized an event called: *"Caleidoscopio del aprendizaje de lenguas extranjeras en la UNA"* (CALEU acronym). The multiplicity of activities planned for the events during those years made the authorities cataloged CALEU as an interdisciplinary event. Those activities were oriented within the framework of the celebration of the Universidad Nacional under the corresponding mottos: UNA for the Life, the Dialog, and the Peace in 2017 and Autonomy, Regionalization, and Human Rights during 2018.

These events had three main or central cores to reach the proposed objective. The first core was an exhibition in which different works, projects, ideas, and didactic materials that have been carried out in the Service Courses Area of the ELCL since 2008 by professors as well as students were socialized. A lot of visitors were walking around, listening to students, and professors explaining and sharing ideas. Besides, they also watched videos and read different products such as story tales and poems booklets as well as newspapers and portfolios, among others. Souvenirs, man-made products, and much more were also part of the exhibition by the entrepreneur UNA students.

As core number two: an artistic platform was provided in which students expressed themselves in different languages such as cultural, sports, dancing, singing, acting, academic, story tales, poem recite, instruments, and more categories. This space was wonderful for them because more than a hundred students were there in group and individual presentations.

Finally, core number three had two brunches in which real contact spaces with the working world were offered by the different collaborating governmental and non-governmental organizations, updating on labor, cultural, human rights, and inclusion issues, among others. The first brunch was visualized through a Job Fair in which companies such as Accenture, Amazon, Procter and Gamble, Hewlett Packard, and Sykes were present. The second brunch was visualized with volunteering institutions and those which offer international scholarships such as:

- University Studies Abroad Consortium (USAC)
- Servicio Alemán de Intercambio Académico (DAAD)
- Education USA
- International Youth Fellowship (IYF)
- Fundación de Cultura, Difusión y Estudios Brasileños-Costa Rica (FCDEB)
- ResKata2
- ISC Connections
- TECHO
- Asociación Cultural Dante Alighieri,
- Fuerza Pública de Costa Rica

- FUPROVIRENA
- UNAventura Voluntariado, among others.

All university students got the opportunity to obtain information to opt for international scholarships and to get involved in volunteer programs. On the other hand, all the companies and institutions also provided different conferences and workshops; all these in one place: at the Omar Dengo Campus during the last week of April during both years.

The coordinator of the committee mentioned above was a professor who is in charge of two English language courses each cycle at the Service Courses Area. Thus, she took advantage of these events with the main objective of implementing an alternative teaching vision of the traditional educational task. She strongly believes that a great objective is to carry out the educational experience of learning English as a foreign language outside the classroom to confront the students with the challenge of experimenting and putting into practice their linguistic skills in real social contexts with topics not specific to the course content, but with current topics of institutional, national and international interest in real-life contexts. Among other objectives she had, there were: to motivate and optimize the teaching-learning process that has been working on the course and generating healthy and competent educational contexts outside the classroom. For her, including these activities within the class dynamics also allows the positive reinforcement of different hard and soft skills in students, strengthening meaningful learning during the educational experience.

2 Context

In the first cycle of the years 2017 and 2018, there was the opportunity to guide the teaching-learning process of English as a foreign language with four groups of thirty students who enrolled in the course *"Inglés Integrado para otras carreras I."* The registered students were regular students who range between eighteen and twenty-eight years old. In 2018, there was a particular and interesting group because it was a mix of regular students from different careers and officials from different faculties, offices, areas, and departments of Universidad Nacional, who range between over thirty and under sixty years old, the age ranges were therefore quite wide.

Regarding their linguistic level, almost all of them were at the A level and just some of them under it. The purpose of the course is that all the students get the A1.1 competency level at the end of the course, according to the MCER and the official syllabus[14]. However, the professor intends that all of them or at least the majority of them get A2 at the end of the seventeen weeks. The course syllabus is included in the appendices section.

3 Activities' methodology

The methodology and evaluation[15] of the course were agreed upon since the beginning of the cycle; these did not contemplate the participation in the event. However, having the opportunity to participate and enjoy CALEU 2018, the professor analyzes a series of benefits that could enhance students' life in the different language linguistic skills, personal and knowledge areas, if they attend at least one of the activities offered. After that analysis, she

---

[14] Escuela de Literatura y Ciencias del Lenguaje. Programa del curso Inglés integrado para otras carreras I (Heredia: ELCL, 2018) 1.
[15] Escuela de Literatura y Ciencias del Lenguaje. Programa del curso Inglés integrado para otras carreras I (Heredia: ELCL, 2018) 3-4.

talked and negotiated with the groups in charge and exposed them with the possibility of attending one of the activities organized for CALEU and from there being able to take advantage and replace some official evaluation items established for the course.

The students were willing to participate in the event and try a new learning technique, besides to be evaluated based on the activity they attend or participate according to their availability of schedule and preferences. There were six particular cases in which, for some reason, they did not have the opportunity to attend the activities. In these cases, the evaluation was based on the traditional and official evaluation planned from the beginning of the course and contemplated in the timeline of the syllabus which consists of writing a short essay and an oral exam in pairs with topics related to the contents and objectives of the course.

The implementation of this alternative teaching methodology proposes two techniques or modalities and an evaluation proposal for each one; both, using the target language.

The first technique consisted of participating in one of the different platform spaces offered during the event such as the art spaces, cultural stands, sports, or academic themes, to mention some, but very detailed described in the introduction section, or being part of the ushers and logistics team in one of the established time zones. If they were from the ushers or logistics team, they must be prepared to receive, guide and attend special guests who communicate in English, or they also had the possibility of introducing the speakers before their conferences. If their participation was of this type, with supervised help, they prepared the script to introduce the speakers or the artists and their contribution.

The second technique proposed to attend at least one conference, talk, or workshop offered. Those who participate in this proposal took notes of the topic developed and pictures to write a report and prepare an oral presentation.

Concerning the evaluation of the learning experience with the participation in CALEU, the following was negotiated: all students who participate in a space within the schedule of activities, those who participate as presenters, those who are ushers and receive special guests, were evaluated according to the linguistic skill of oral expression and all the criteria that it contemplates as grammar, pronunciation, fluency, among others. Also, after the event, each student was assessed in the writing skill as they prepared a report that included the description of their participation and their personal experience in the said event. On the other hand, students who participate as an audience in conferences, talks or workshops, were also evaluated in the writing skills as they had to present a report that included photos, the developed topics, what they learned, and the personal points of view when attending CALEU 2018. These students were also ready for an oral presentation to share with their classmates their experience; in this way, oral expression was also evaluated. The rubrics used to evaluate oral production as well as written production, are included in the appendices section.

4 Conclusions

After the event, students who had the opportunity to be part of this methodology expressed their great motivation and desire to attend or participate in EFL activities of personal interests. They also highlighted their willingness to take risks to improve their linguistic profile because they felt comfortable and safe with the chosen space, even though this one was more challenging.

Students recognized that during this process, they strengthened their linguistic skills, their academic and knowledge areas, as well as their soft skills with an experience that changed their traditional way of learning a language.

They also emphasized that it is very important that alternative ways of learning English and evaluation are part of the academic offer since they can count on the opportunity to be updated in topics of social, national and international interest because the students and the professor consider that social and academic purposes are interrelated in the class.

The only challenge which is important to mention is that this alternative methodology is time-consuming for the professor as well as the students because checking the scripts in advance and preparing themselves for the presentation takes hours. Nevertheless, professors exist not only to teach academic purposes but also to support, to motivate, to focus on students' interests rather than content instruction, to evoke constant desire to learn English as a second language to provide them with better job opportunities in the coming future.

Learning a second language is not negotiable anymore. Academic personnel should be willing to perform actions that enhance this kind of empowerment pedagogy. If academicians aspire to make significant changes in the teaching-learning process to promote the acquisition of the EFL in visionary university students who aspire to insert themselves successfully in the job market, it is not enough for them to put into practice the updated theory, be better prepared and use advanced technological resources, other conditions are also needed as an opening to alternative educational experiences and methodologies that transform the traditional education vision and empower the Costa Rican English educational curriculum.

Education entails and requires the active and responsible participation of its actors. To foster the involvement of academia and the administration, efforts must be oriented to coordinate decisions. Educational authorities at both secondary and higher education levels must join forces so that this learning proposal would be a natural process of acquiring a second language (from high school levels to higher levels of education) that is in close concordance with the Common European Framework of Reference for Living Languages, which is what the globalized world currently demands.

5   References

Chapman, R. (2007). English for Emails. Oxford University Press.

English Result Pre-intermediate iTools DVD-ROM and Teacher's Guide. (2010). Oxford University Press.

Grant, D. & McLarty, R. (2006). Business Basics. Oxford University Press.

Grussendorf, M. (2009). English for Logistics. Oxford University Press.

Hancock, M., & McDonald, A. (2008). English Result Pre-Intermediate Student's Book. Oxford University Press.

Sylee, G., & Gordon, D. (2007). English for Socializing. Oxford University Press.

6 Biography

Ivannia Ramos Cordero holds a Master's degree in Education with Emphasis on Teaching and Learning English, and a Bachelor's degree in the same field, both from Universidad Nacional, Costa Rica. She has 20 years of experience teaching English as a foreign language in primary schools, private and public institutes, and universities. In the last 15 years, she has worked at the Universidad Nacional as a professor of English as a foreign language; three of them at CIDE División de Educología as a professor of the entire pedagogical component of the Bachelor's Degree in English Teaching. Also, she was an active member of the first commission for the accreditation of the English Teaching Career. Currently, she works for the School of Literature and Language Sciences in the Service Courses Area, with the student and official populations. She was a professor at the Centro de Estudios en Inglés Conversacional (CEIC) for two years, a project belonging to the same School. For three years, she was the coordinator of the commission of para-academic activities of the Service Courses Area of the School of Literature and Language Sciences. During her management, two editions of the event called "Caleidoscopio del Aprendizaje de Lenguas Extranjeras en la UNA" (CALEU) were held in 2017 and 2018, among other activities. This server was part of the faculty of training teachers in the Proyecto MEP-CONARE del Ministerio de Educación Pública de Costa Rica. Ivannia has academic publications and has participated as a speaker at prestigious international conferences.

7 Appendices

Universidad Nacional
Campus Omar Dengo
Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje
Cursos de Servicio

Código de carrera:	040142 Cursos de Servicio
Nombre del curso:	Inglés integrado para otras carreras I
Código del curso:	LIX410
NRC:	
Créditos:	04
Nivel:	Cualquier nivel de carrera
Periodo lectivo:	I ciclo 2017 -2018
Naturaleza:	Teórico-práctico
Modalidad:	Ciclo 17 semanas
Tipo de curso:	Regular
Área de conocimiento:	Aprendizaje de una lengua extranjera
Horas presenciales:	07 (laboratorio 1, práctica 3, teoría 3)
Horas de estudio independiente:	04
Horas totales semanales:	11
Horario:	
Aula:	
Horario atención a estudiante:	
Horario de laboratorio:	
Requisitos:	Ninguno
Correquisitos:	Ninguno
Asistencia:	Obligatoria
Nombre del docente:	M.Ed. Ivannia Ramos Cordero
Correo electrónico:	ivannia.ramos.cordero@una.cr

Firma de docente: _____ Firma del coordinador: _____
Firma del director de la ELCL: _____

DESCRIPCIÓN

Inglés integrado para otras carreras I afianza las bases en el aprendizaje del idioma inglés mediante la integración de las cuatro habilidades de la lengua: comprensión auditiva, expresión oral, lectura y escritura. Es un curso teórico-práctico de nivel universitario que parte de los fundamentos ya adquiridos en la enseñanza secundaria. En cuanto a la teoría, se realiza un repaso de temas gramaticales y de vocabulario, para luego introducir nuevas funciones del lenguaje con el fin de guiar a los estudiantes hacia un nivel de competencia A1.1 según el MCERL. La práctica consistirá en la realización de ejercicios de comprensión y producción, tanto escritos como orales. Se utilizará el laboratorio como recurso para garantizar la nitidez de los textos orales y verificar la precisión del estudiante en cuanto a pronunciación y entonación.

Objetivo General

Desarrollar un repertorio básico de estructuras sencillas relativas a datos personales y a situaciones cotidianas con un vocabulario de nivel profesional concerniente a las diferentes carreras.

Objetivos Específicos

Quienes finalizan el curso estarán en la capacidad de:

1. Comprender material auditivo a nivel básico mediante la aplicación de estrategias como captar la esencia de lo que se dice;
2. Comprender textos básicos escritos en el idioma inglés identificando ideas centrales y de apoyo;
3. Interactuar oralmente en diversas situaciones básicas y de la vida cotidiana mediante la aplicación de técnicas de reformulación y rectificación;
4. Comunicarse en forma escrita mediante técnicas básicas de composición a nivel de párrafo;
5. Utilizar una gama apropiada de vocabulario básico y pronunciarlo adecuadamente;
6. Utilizar adecuadamente estructuras gramaticales básicas que se describen en los contenidos programáticos;
7. Reconocer algunas pautas básicas de comportamiento de países de la lengua meta.

Temática

1. Detalles Personales:

a. Descripción de sí mismo;

b. Presentaciones;

c. Descripciones de relaciones familiares;

d. Saludos;

e. Solicitud de información;

f. Conversaciones cortas;

g. Repaso del orden de la estructura del enunciado y la pregunta;

h. Repaso de pronombres (sujeto, objeto, adjetivo posesivo, reflexivo);

i. Repaso de funciones gramaticales;

j. Repaso de conjunciones (oraciones compuestas);

k. Repaso de demostrativos;

l. Repaso de preposiciones de tiempo y lugar (in/on/at);

m. Repaso de artículos (a/an);

n. Pronombres posesivos;

o. Posesivo ('s);

p. Tiempo presente simple (to be y otros verbos);

q. Adverbios de modo (very well, a little, etc.);

r. Uso de Can/can't y may.

2. Mi Región:
a. Solicitud y oferta de información;
b. Solicitud y oferta de descripciones de personas, cosas y situaciones;
c. Petición de direcciones y dar instrucciones;
d. Comparaciones;
e. Conversar acerca de objetos personales;
f. Adjetivos (orden, comparativos, superlativos);
g. Pronombres de objeto Sustantivos contables y no contables;
h. Verbo haber (There is / there are);
i. Usos de much and many en afirmativo, negativo e interrogativo;
j. Palabras interrogativas (*who, what, where, how, when).*

3. Ocio y Tiempo Libre:
a. Gustos, y preferencias y aptitudes;
b. Descripción de hábitos y rutinas;
c. Sugerencias;
d. Predicciones;
e. Invitaciones;
f. Uso de los auxiliares de modo (*Would, could, may, might, etc.);*
g. Usos del verbo like;
h. Habilidades (*can/can't/could/couldn't*);
i. Tiempo futuro (*going to y will*);
j. Adverbios de frecuencia;
k. El presente continuo;
l. Participios usados como adjetivos.

4. En el hogar y lejos de él
a. Peticiones;
b. Experiencias de vida;
c. Descripción de cosas que la persona ha hecho;
d. Manifestaciones de agradecimiento;
e. Uso de *Can/could* (solicitudes);
f. Pasado simple;
g. Presente perfecto;
h. Presente perfecto continuo;
i. Adverbios de secuencia.

5. Dar y Comprar:
a. Descripción de los códigos culturales con respecto a ropa y celebraciones;
b. Promesas y ofrecimientos;
c. Compras;
d. Prohibiciones;
e. Uso del modo imperativo;
f. Uso de los Modales (*must/mustn't/ don't have to / have to / ought to*);
g. Los adverbios de grado (*very, enough, too, etc*.);
h. Uso de *Will* (promesas y ofrecimientos);
i. Verbos fraséales.

6. Servicios:
a. Conversaciones telefónicas;
b. Obligaciones;
c. Narración de historias;
d. Situaciones que se procesaron en el pasado;
e. Uso de los modales;
f. Pasado simple;
g. Pasado continuo;
h. Oraciones subordinadas (*when, while, etc*.).

Metodología
El curso se desarrolla en 16 semanas lectivas. Se utiliza como texto de apoyo para el desarrollo de los contenidos el libro English Result Pre-Intermediate (OUP). Durante las clases se utiliza el enfoque basado en tareas, lo que significa que cada sesión se propone el logro de un determinado objetivo relacionado con una o varias de las distintas habilidades de competencia en inglés. Para ello se desarrollan diversas actividades previas a la tarea, la tarea como tal y las actividades de refuerzo de la tarea (Pre, While and Post task). A lo largo del curso se realizan tres pruebas parciales y los estudiantes tendrán la asignación de trabajos de escritura que deberán presentar en las últimas semanas del curso a manera de portafolio y que comprenderá una parte de la calificación.

EVALUACIÓN

3 pruebas parciales	50 %
Writing Folder	10 %
Prueba final unificada	30 %
Trabajos complementarios (mínimo 2)	10%
NOTA TOTAL	100 %

*Por su naturaleza, los cursos de Inglés integrado para otras carreras no tienen examen extraordinario.

Criterios Específicos de Evaluación de los Aprendizajes
Pruebas parciales: A lo largo del curso, se llevarán a cabo tres pruebas parciales con un valor total del 50% divididas en dos pruebas de 15% cada una (4% reading, 4% listening y 7% speaking) y una de 20% (5% reading, 7% listening y 8% speaking). Estas abarcarán las áreas de escucha, producción oral y comprensión de lectura y se centrarán en temas relacionados con los desarrollados en clase, de igual manera se incluirán los aspectos gramaticales estudiados. Estos últimos serán de carácter acumulativo.

Writing folder: Con respecto a la producción escrita, se trabajará un folder de escritura en el que se desarrollaran tres asignaciones principales. Un folder de escritura compila los trabajos del estudiante a través del tiempo con el objetivo de que la profesora pueda evaluar el proceso de escritura de cada estudiante. Estas actividades estarán relacionadas con acciones de la vida cotidiana que implican la comunicación escrita, tales como descripciones personales, notas de disculpa y correos electrónicos a amigos. Cada actividad se realizará combinando lo presencial y lo digital, para poder abarcar el proceso de mejora de habilidades.

Prueba final: Al finalizar el curso, todos los estudiantes que cursan Inglés Integrado I, realizarán una misma prueba. El valor total de esta prueba es de un 30% y en ella se incluyen ejercicios de comprensión de lectura (5%) y auditiva (5%), así como de producción oral (10% y escrita (10%).

Trabajos complementarios: Los trabajos complementarios corresponden a la evaluación que la profesora considere pertinente según las necesidades identificadas y a criterio de la docente. Se llevarán a cabo un mínimo de 2 trabajos complementarios en las fechas establecidas en el cronograma del curso. En este curso serán 2 presentaciones orales.

CRONOGRAMA

MONTH	DATE	ACTIVITIES
Febrero (1)	Lunes 12 Viernes 16	Actividad Introductoria Conversación de asuntos personales, gustos, pasatiempos y proyectos Presentación programa, cronograma y libros **Exámenes Diagnósticos**
Febrero (2)	Lunes 19 Viernes 23	**Unit 1: Personal Details** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto
Febrero Marzo (3)	Lunes 26 Viernes 02	**Unit 1: Personal Details** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto **Complementary Work # 1:** **Oral Presentation # 1 "The Meaning Of My Name"**
Marzo (4)	Lunes 05 Viernes 09	**Unit 2: My Region** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto **Portfolio Task #1**
Marzo (5)	Lunes 12 Viernes 16	**Unit 2: My Region** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto **Portfolio Task #1 Reflection 1**

Marzo (6)	Lunes 19	**Oral - Listening - Reading- Tests # 1**
	Viernes 23	* CALEU 2018
Marzo	Lunes 26 Viernes 30	Semana Santa
Abril (7)	Lunes 02	**Unit 3: Leisure** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto **Portfolio Task # 2**
	Viernes 06	
Abril (8)	Lunes 09	**Unit 3: Leisure** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto **Portfolio Task #2 – Reflection 2**
	Viernes 13	
Abril (9)	Lunes 16	**Unit 4: Home and Away** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto **Complementary Work # 2: "The Country I Dream to Visit"**
	Viernes 20	
Abril (10)	Lunes 23	**Unit 4: Home and Away** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto **Oral - Listening - Reading- Tests # 2**
	Viernes 27	
Abril Mayo (11)	Lunes 30	**Unit 5: Buying and giving** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto
	Viernes 04	
Mayo (12)	Lunes 07	**Unit 5: Buying and giving** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto
	Viernes 11	

		Portfolio Task # 3
Mayo (13)	Lunes 14 Viernes 18	**Unit 5: Buying and giving** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto Portfolio: Task #3 - Reflection 3
Mayo (14)	Lunes 21 Viernes 25	**Unit 6: Services** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto
Mayo Junio (15)	Lunes 28 Viernes 01	**Unit 6: Services** Ejercicios de comprensión auditiva Ejercicios de comprensión de lectura Conversaciones orales grupales y en parejas Práctica Gramatical Ejercicios del libro de texto
Junio (16)	Lunes 04 Viernes 08	Final units review and extra practice Oral - Listening - Reading- Tests # 3
Junio (17)	Lunes 11	**Final Portfolio Presentation** **Final Oral Test**
Junio (18)	Viernes 15 Sábado 16	**Prueba de Reprogramación** Hora: 08:00 am **Prueba Final Unificada** Hora: 13:00 pm
Junio (19)	*Lunes 18 *Viernes 22	**Entrega de Promedios**

Fechas importantes:
Retiro justificado: 16 al 22 de febrero
Inscripción suficiencia: 05 al 09 de marzo
Nota: Las fechas en este cronograma pueden variar dependiendo del avance del grupo con respecto al tiempo establecido, alguna actividad extracurricular, o alguna otra situación imprevisible. Cualquier cambio será notificado por el/la profesor (a) del curso y podrá ser negociado con los estudiantes.
Observaciones
En los cursos declarados de Asistencia Obligatoria, cuando un estudiante pierda el Curso por 3 Ausencias injustificadas o su equivalente, se le asignará 5.5 como nota final, aunque su promedio de calificaciones sea superior A 7.0 Si la nota es inferior A 5.5, conservará su promedio. Elcl-Aaa-14-2012

1. La asistencia a la totalidad de cada sesión es obligatoria. Se considera tardía la presentación al curso o lugar de actividad durante los primeros veinte minutos de cada sesión. En caso de presentarse después de los veinte minutos se considera ausencia al igual que si se retira de la clase por más de veinte minutos. Tres llegadas tardías suman una ausencia injustificada.

2. Sólo se admitirán ausencias justificadas por motivo de causa mayor, entiéndase: enfermedad grave o accidente del estudiante, nacimiento de un hijo (a), citación judicial, fallecimiento de familiares en primer grado de consanguinidad, desastre natural comprobado, convocatoria a actividades referentes a la carrera que cursa el estudiante en las que puedan presentar la carta de justificación correspondiente firmada por el profesor responsable de la actividad. Las ausencias que correspondan a alguna de estas causas deben justificarse por escrito con los documentos probatorios respectivos y entregarse al profesor en un lapso de 8 días a partir del a ausencia.

3. Todo estudiante que entra tarde a realizar una prueba, tiene derecho a realizarla, en tanto ningún otro estudiante se haya retirado de la misma. Sin embargo, la hora de finalizar la prueba no se cambiará, y será la misma para todo el grupo. Si la parte de comprensión auditiva o la de producción oral han concluido, el estudiante perderá el derecho a realizarlas.

4. El registro de asistencia es el único medio probatorio de que el/la estuvo en clase. Es responsabilidad de cada estudiante asegurarse de firmar dicho registro en cada una de las sesiones del curso. En la eventualidad de no hacerlo, quedará oficialmente ausente de la sesión correspondiente. Se tomará en cuenta también el punto número uno.5. El profesor no tiene obligación de anunciar las fechas correspondientes a las actividades de evaluación continua, las cuales podrían inclusive ser quices. El estudiante que no esté presente al momento de realizar una actividad evaluada perderá su porcentaje. De igual manera, el estudiante que no realice una exposición/reporte oral en la fecha asignada perderá el porcentaje correspondiente. Sin embargo, una ausencia justificada bajo los criterios antes descritos, y acompañada de la documentación pertinente, permitirá al estudiante la reprogramación de un trabajo o evaluación que le permita ganar los puntos de la actividad que no pudo llevar a cabo.

5. En cuanto a las pruebas que se realizan en el laboratorio, es responsabilidad del estudiante llegar a tiempo, ya que, una vez iniciada la prueba, no se abrirá la puerta del laboratorio ni se repetirá dicha prueba.

6. Las evaluaciones orales que se realicen en parejas o grupos serán evaluadas de manera individual.

7. Los trabajos escritos deberán presentarse de forma impresa y siguiendo con los lineamientos indicados previamente por el profesor, el cual podría solicitar trabajos en forma digital. Cualquier trabajo que se presente posteriormente a la fecha asignada se calificará de manera formativa pero no sumativa.

8. Si se detectaran muestras de plagio, aunque se dieran por desconocimiento, el trabajo tendrá una nota de 0, y el alumno enfrentará las sanciones de la Universidad Nacional. Se entiende por plagio, la presentación de ideas de alguna otra persona como propias (en forma total o parcial), la omisión de citar las fuentes de las ideas no propias (aunque sean parafraseadas), y demás conductas que manifiesten deshonestidad intelectual.

9. Todo aparato que reproduzca audio o v ideo, emita ruido, o sirva para la transmisión de mensajes deberá permanecer apagado durante la clase.

10. Los exámenes, del tipo que sean, deberán resolverse con bolígrafo azul o negro.

11. No se permite el traslado del grupo en el que está matriculado a otro.

12. La atención a estudiantes será fijada con cita previa a convenir entre los estudiantes y el docente.

13. Si existiera estudiantes con algún tipo de adecuación, estos deben hacerlo saber al docente en el momento de su aprobación por parte del Departamento de Orientación y Psicología. Se recomienda al estudiante solicitarlo en la primera semana de clases para que se tomen las medidas del caso y se pueda actuar a la mayor brevedad posible.

14. No se permite realizar actividades ajenas a la clase (i.e. escuchar música, leer el periódico, comercializar productos, salir del aula a hacer o atender llamadas telefónicas o a comprar alimentos, etc.). Tampoco es permitido, la elaboración de trabajos de éste u otros cursos, o actividades no avaladas por el docente.

15. No se permite ingerir alimentos ni bebidas dentro del laboratorio o en las aulas.

16. La dinámica de interacción estará sustentada en los principios de respeto e igualdad, de acuerdo con la normativa reglamentaria, la misión, la visión y el modelo pedagógico de la Universidad Nacional. Entre otros principios, se contemplará el "Respeto a la diversidad en todas sus expresiones" así como el "Respeto y compromiso con la igualdad de oportunidades y con la construcción de una sociedad más justa y equitativa" (Modelo Pedagógico – UNA).

17. Debido a la cantidad de estudiantes atendidos y a las múltiples implicaciones logísticas que requiere la prueba unificada de Inglés Integrado para otras carreras esta se aplica el sábado correspondiente a la semana de exámenes finales de cada ciclo según el calendario universitario. De este modo, con el fin de brindar una alternativa viable a las personas que por razones de credo, salud o responsabilidades previamente adquiridas no puedan realizar dicha prueba en la fecha asignada, se establecerá un día adicional para la reprogramación respectiva a la cual todo estudiante tendrá opción al presentar los documentos probatorios.

18. Sobre la prueba final unificada:
Como se indica en la parte de evaluación, las partes de comprensión auditiva y de comprensión de lectura de las pruebas finales unificadas se leerán con lectora óptica. Para tal efecto es de vital importancia que sigan al pie de la letra las siguientes indicaciones:

18.1 Traer lapicero color negro o azul para llenar el formulario de respuestas.

18.2 Saber el nombre de su profesor, número de grupo y NRC.

18.3 Llenar la información correspondiente a cédula, NRC y respuestas de cada sección correctamente (llenar las bolitas como se indica al final de la lectora, completamente y con la intensidad correcta).

18.4 De no seguir las indicaciones no nos hacemos responsables de las implicaciones que esto tenga.

19. El o la estudiante que no traiga el libro de texto y el material correspondiente para trabajar en clase, queda automáticamente ausente esa sesión.

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSOFÍA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE
CURSOS DE SERVICIO

Inglés Integrado para otras carreras I - Written Production Rubric

Student's name: _____ Points_____ out of 30

All the criteria below will be evaluated as expected for the level	POINTS
TASK AND CONTENT Appropriate length and completion of the task. Instructions followed. The text includes all the corresponding parts which are characterized by relevance and quality. Ideas are related to the topic and well supported.	5 4 3 2 1-0
TOPIC SENTENCE Appropriate topic sentence which represents the main idea of the paragraph and relates to the rest of the paragraph.	5 4 3 2 1-0
ORGANIZATION Sentences are well organized and properly sequenced and/or connected allowing a smooth transition from one supporting detail to the next up to the concluding sentence.	5 4 3 2 1-0
GRAMMAR Shows an adequate command and variety in the use of the grammatical structures studied which are also carefully selected and used in order to suit the required task.	5 4 3 2 1-0
VOCABULARY Shows good command and variety of the vocabulary studied which was carefully selected and used in order to suit the required task. Informal, meaningless and repeated vocabulary is avoided.	5 4 3 2 1-0
ASPECTS OF MECHANICS Appropriate use of punctuation, spelling and capitalization. The text has a proper title, double spacing is used, margins are left on both sides, the paragraph is indented, the task is neatly presented and clearly written. Punctuation marks are not overused allowing ideas to easily flow from one to another.	5 4 3 2 1-0
5 Excellent 4 Adequate 3 Limited 2 Weak 1-0 Unsatisfactory	

Comments:

_____

_____

_____

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSOFÍA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE
CURSOS DE SERVICIO

Inglés integrado para otras carreras I - Oral Production Rubric

Student's name: _____   **Points:** _____ **out of 30**

All the criteria below will be evaluated as expected for the level	Points
TASK	5
The student successfully completes the task fulfilling all the requirements.	4
Student's production is within the expected time limits.	3
Instructions given were followed.	2
	1 - 0
CONTENT	5
The student shows good command and understanding of the topic(s) by producing sufficient and	4
appropriate ideas for the situation to effectively develop the topic (s) given.	3
Student provides examples, descriptions and factual information to elaborate ideas.	2
	1 - 0
COMMUNICATION	5
The student expressed ideas clearly and fluently. The message is transmitted as expected for the	4
level (language used, clarity in speech, etc). The student actively participates to keep the	3
conversation going. The student almost always communicates properly in order to fully develop	2
a reasonable and meaningful conversation.	1 – 0
GRAMMAR	5
The student showed appropriate command of structures studied. Performance shows	4
appropriateness of choice and usage of structures according to the context and as expected for	3
the level.	2
	1 - 0
VOCABULARY	5
The student used precise and varied vocabulary appropriate to the context and situation. The	4
student demonstrates an adequate command of the vocabulary and expressions previously	3
studied.	2
	1 - 0
PRONUNCIATION & PROSODY	5
Appropriate pronunciation, word stress, and intonation (sounds are not meaningfully distorted,	4
words are not confused or mistaken by the listener.)	3
	2
	1 - 0
5 = Excellent 4 = Adequate 3 = Limited 2 = Weak 1-0 = Unsatisfactory	

Comments:

_____
_____
_____

The Teacher, the Student, the Self, the Other

Jamie Duncan
ILTC, Argentina
jamiearg@gmail.com

Resumen: La reunión entre profesor y alumno tiene el potencial de incluir conexiones en muchos niveles diferentes: intelectual, pedagógico, social, emocional y espiritual. El hecho de que el maestro esté totalmente presente en la clase de idioma es un requisito previo para activar estas conexiones. También es necesario tener en cuenta lo que les está sucediendo a nuestros estudiantes y cómo responderles mejor. Lograr esto sin agotamiento requiere una conciencia de uno mismo y de su estado mental, físico y emocional en cualquier momento dado y el conocimiento de cómo manejar estos estados, encontrar su centro y también sentirse protegido. Las enseñanzas de otras disciplinas se están adoptando gradualmente en el aula de inglés para facilitar un mejor aprendizaje. La atención plena y la comunicación no violenta son dos técnicas que están demostrando ser muy útiles y se suman al conocimiento previo sobre la adquisición del lenguaje proporcionado por la programación neurolingüística. ¿Cómo podemos integrar todo esto para crear las mejores condiciones para el aprendizaje?

Palabras clave: Humanismo, compenetración, empoderamiento, desarrollo docente.

Abstract: The meeting between teacher and student has the potential to include connections at many different levels: intellectual, pedagogical, social, emotional, and spiritual. The teacher being fully present in the language class is a prerequisite to triggering these connections. Attention is also necessary to notice what is happening to our students and how to best respond to them. Achieving this without burnout requires an awareness of oneself and one's mental, physical and emotional state at any given moment and knowledge of how to manage these states, to find one's center, and to also feel protected. Teachings from other disciplines are gradually being adopted in the English Language classroom to facilitate better learning. Mindfulness and Non-Violent Communication are two techniques that are proving very useful and add to previous knowledge about language acquisition provided by Neuro-Linguistic Programming. How can we integrate all this to create the best conditions for learning?

Keywords: Humanism, rapport, empowerment, teacher development.

1 Introduction

In this new millennium, the challenges for teachers have changed. No longer are we purveyors of information, dispensers of material, and taskmasters serving out repetitive exercises.

Social interaction is different, technology has infiltrated every aspect of life, and the old teaching recipes no longer seem so successful. The recognition that each learner is an individual with diverse preferences for learning is becoming more widely accepted. Therefore, our role as teachers is changing, whatever level we teach at and new elements are required.

Education is looking at other disciplines to help update practice in the classroom and give teachers means of better facilitating learning. Such disciplines include psychology, behavioral science, neurosciences, sociology, and anthropology. While teachers cannot be expected to be experts in all these fields, the inclusion of key elements from them in teacher education can only benefit the profession. The study of human behavior has a vast body of research and investigation behind it now, and teacher training itself is starting to accept a more holistic or eclectic approach rather than focusing on the success rate of competing and sometimes limited methodologies. It is posited that our understanding from research[1] that each individual is unique, a concept that many traditional cultures have long understood, has important ramifications for education in the future.

The English language classroom is witnessing the incorporation of new approaches for different reasons. Firstly, the English language is the most widely spread and used language in the world today, and much research is either published in this language or translated into it. As an international lingua franca, the connections between English speakers, English teachers, the volume of sales of educational texts in English, and the flexibility of the English classroom has allowed for the introduction of new topics, materials, and practices with relative frequency and ease. Secondly, an English class is often more than just an English class, whether it is an ESP class, English for Business or Literature, and Culture in English. Often, topics discussed in class may cover issues relating to the environment, society, and personal development. Consequently, teachers have many more options to choose from when planning and delivering the lesson, whether it be in methodology or content.

The following are some of the questions that this session plans to discuss. The depth of the discussion depends on each group and what they wish to focus on.

How can teachers be more attentive to students in the class?

How can we practice the principle that each learner is unique without exhausting ourselves in the process?

What is our role as a model? How can we live up to this?

What is our metaphor for teaching and the classroom, and how is this useful for us? Can we change it?

How can we create better conditions for learning? What presuppositions can help us reach the students?

How can we notice and make the most of special moments for learning?

What are we missing in our work that could be of use?

---

[1] Seyed Abolfazl Valizadeh, Franziskus Liem, Susan Mérillat, Jürgen Hänggi, Lutz Jäncke. Identification of individual subjects on the basis of their brain anatomical features. *Scientific Reports*, 2018; 8 (1) DOI: 10.1038/s41598-018-23696-6

The objectives of this engaging in this discussion include:

- The teacher becomes more fully aware of her soft skills in delivering classes and facilitating learning.
- The importance of developing his or herself professionally and personally is key to being a healthy and well-rounded teacher.
- A teacher's influence inside the classroom is immense and continues far outside it.
- Understanding different connections teachers have with students (emotional, social, and spiritual) can promote and fix effective learning alongside more traditional academic and pedagogical approaches.
- Lesson planning should be accompanied by appropriate changes in the delivery of such plans and based on principled observation and include even moments of intuition.
- Identifying and taking advantage of key learning moments is an important skill for teachers to develop.
- By honing their skills at rapport and empathy, teachers can better handle the varied and often unpredictable situations that arise in class and better avoid teacher burnout.
- That the teachers leave the session feeling empowered and eager to experiment with new ideas for the classroom and their professional development.

2   Literature review

These were set out in a pyramid-like form reminiscent of Abraham Maslow's hierarchy of needs. Robert Dilts, one of the foremost writers and developers in NLP, used Bateson's model to develop the logical levels of change. A theory that explains behavior and communication and gives ways of making effective and lasting change. Dilts echoed Einstein and other thinkers who realized that solving a problem could seldom be achieved on the same level on which it had been created.

Therefore, if I have difficulties with the classroom I work in (environment level), I am unlikely to be able to solve these if I do not change the way I use the space (behavior level) or the way I think about the space (ability or belief levels). These techniques have been adopted in the private entrepreneurial sector and counseling and therapy, but have major implications for teaching and learning as well, even if their adoption has been slower than in other fields.

A more accessible tool given that it relates directly to verbal language is that of Marshall Rosenberg's Nonviolent Communication. He published his book Nonviolent Communication: a language of life in 2003, and his technique is now taught internationally. While it is specifically related to conflict resolution, his focus on feelings and our being specific about how we express them is an excellent communicative tool. It provides us with an incentive to acquire the vocabulary to describe often quite precise internal states.

Attention to teachers and their welfare has come even more recently.

An important figure in US education is Parker J. Palmer, whose A Courage to Teach (1997) acknowledges the fact that good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. Palmer intended to help teachers reconnect with their vocation. Other tenets of his work include the integration of head and heart, of facts with feelings, of theory with practice, and teaching and learning.

There has been some attempt by ELT practitioners to explore the areas mentioned above, much of it spearheaded by Pilgrims Teacher Training Centre in Canterbury, UK. Through writers like Mario Rinvolucri, Bonnie Tsai, Alan Maley, and others, they have found ways of providing practical lesson ideas to teachers that can be used in any classroom. They have a website and blog called Humanizing Language Teaching[2] with contributions from all over the world. Jane Arnold edited a work called Affect in Language Learning (1999), which also covers these topics, and Marion Williams has sought to bridge the gap between psychology, in publications such as Exploring Psychology in Language Learning and Teaching (2016). Many other authors have also searched for ways to bring humanism into the ELT classroom but as this area is neither covered consistently in teacher training courses or postgraduate teacher education, their readership has been more limited.

One of the latest topics to grow in self-help and therapy is that of mindfulness, based on Zen Buddhist practices. There are many online resources and courses to help teachers apply these tools to the classroom and the renowned Buddhist priest Thich Nhat Hanh, together with Katherine Weare, published Happy Teachers Change The World: A Guide For Integrating Mindfulness In Education in 2017.

As humans seek different resources to help make sense of their life on Earth and provide means to help their growth and self-improvement, we can find both contemporary materials and those related to more traditional and indigenous teachings being published in different forms and finding their way to the ELT classroom. One example is the Toltec wisdom of Don Miguel Ruiz, with his book and card set The Four Agreements (2009).

Our syllabi are slowly changing to allow space for more locally sourced content and subjects beyond the safe everyday topics of the last few decades. More focus on authentic material is bringing us TED talks adapted for teaching, NatGeo documentaries, and all sorts of other podcasts, films, and media from the internet. This is leading to classes in which students are far more prepared to talk about their lives and their contexts rather than study fictional characters invented to give coursebooks a storyline, as was the case a few decades back.

In this way, our lessons are becoming more learner-centered, more personalized, and more relevant to our students' worlds. As teachers, we are part of this process and would do well to acknowledge our role in it.

3   Context

The concepts being discussed in this paper apply to all classrooms and all teachers. When considering rapport, this is often best achieved non-verbally, though it can also function effectively on a verbal level. Many of the tools mentioned here are intended to be used by the teacher in her daily work and involve observation, noticing, simple questions, and instructions.

---

[2] https://www.hltmag.co.uk

If we choose to do an activity involving the students and their feelings, each teacher can grade it appropriately to the level of the students. Even low-level students will be inspired to respond and improve their language as they are talking about themselves.

4 Activities' methodology

A humanistic approach in the classroom transcends methodologies. The teacher's primary concern is to establish communication and a state of rapport with the students to gauge the mood of the class and to be able to start to lead the group towards the activities planned for the lesson.

Typically, there will be some welcome and acknowledgment at the beginning of the class, a chance to interact and discuss what has happened since the previous lesson and what is at the forefront of the students' minds. In the ELT classroom, this can be an opportunity for authentic communication in the target language.

It is also useful to establish objectives for the lesson with the students at the beginning of the class. In this way, although the teacher may choose to deviate from the steps of the lesson plan, she can still keep in mind the lesson objectives and reach them via a different route or choose to modify the objectives based on the students' immediate needs.

In the session itself, we will see these points illustrated at the beginning. There will be a general contextualization for the whole group, including interaction with the audience.

The principal aim of the session is to help teachers reflect on themselves as teachers and their role in the classroom and how this connects with the students as legitimate others. Using Gregory Bateson's categories of learning and communication as a basis, especially in the format that Robert Dilts developed in the Logical Levels of Change (2014), we will explore the teacher's work from different angles and give particular emphasis to humanistic tools which enhance communication and connection in class.

Some moments of the session will involve group or pair discussion, and other parts will embrace the whole group. Topics will be introduced via a PowerPoint presentation, which consists mainly of images and brief statements. Cards, visual aids, and mini questionnaires will be employed to give a variety of focus and provide a stimulus for discussion.

The conclusion of the session will emphasize the fact that each learner is unique and invite each participant to draw personal conclusions from the input and reflection, in particular requesting them to choose at least one aspect to start working on with one group of students they have.

5 Materials

The materials depend completely on the lesson being given. However, in creating conditions for learning, it can be useful to have such things as posters with the names of different emotions on the wall, affirmations or empowering statements, student work, as this in itself is a motivator, and maybe dice or rotating wheels which can be used like a game to change the order of participation of groups or students in a given activity.

If teachers have access to the internet, then sometimes the mood will lead us to seek out a song that is relevant to the lesson or a short Youtube scene. These can be planned for ahead of time but are often even more successful when they emerge spontaneously from class discussion.

The teacher will have to make on-the-spot decisions as to whether it is feasible to use this material in the time you can allow for it, etc. Teachers can also have their own special bag of tricks for those days that require them, e.g., a book of well-loved short stories, flashcards of humorous memes, a set of inspirational cards. As mentioned above, this particular session will include the use of cards, visual aids, and mini questionnaires.

6   Conclusions

The session by itself has the objective of opening the schemata of the participants to include the aspects covered in the content. How the audience responds to this will depend on each individual and cannot be predicted here. The aim is, however, that each person takes several precise points of learning from the session and has some concrete ideas to start exploring and using in their daily work in class.

7   References

Arnold, J. (Ed.). *Affect in Language Learnin.* Cambridge, England: Cambridge University Press.

Bateson, G. (1972). *Steps to an Ecology of Mind*, Chicago, IL: University of Chicago Press.

Dilts, R. B. (2014). A Brief History of Logical Levels. Retrieved from http://www.nlpu.com/Articles/LevelsSummary.htm

Dilts, R. B. (1990). *Changing belief systems with NLP.* Capitola, CA: Meta Publications.

Grinder, M. (1991). *Righting the educational conveyor belt.* Portland, OR: Metamorphous Press.

Moskowitz, G. (1978). *Caring and sharing in the foreign language class.* Rowley, Mass: Newbury House Publishers.

Palmer, P. (1997). *The courage to teach*, New York, NY: Jossey-Bass.

Rosenberg, M.B. (2003). *Non-Violent Communication: A Language of Life* Encinitas, CA: Puddledancer Press.

Ruiz, Don M. & Mills, J. (1997). *The four agreements: a practical guide to personal freedom.* San Rafael, CA: Amber-Allen Publishing.

Thich Nhat Hahn. & Weare, K. (2017). *Happy teachers change the world: a guide for integrating mindfulness in education.* Berkeley, CA: Parallax Press

Williams, M. (2016). *Exploring psychology in language learning and teaching.*Oxford, England: Oxford University Press.

8   Biography

Jamie Duncan is an English teacher and teacher trainer from New Zealand. He has worked worldwide but been based for the last twenty years in Argentina. He has experience in most areas of ELT, from primary to university level and companies. For many years he has trained teachers in Neuro-Linguistic Programming. He is a firm believer that each student is unique and that learning and teaching is individual and is enhanced by practice and creativity. He also strongly believes in teacher care. Among his current activities are examiner training, consultancy for schools, teaching English culture and literature, and writing.

The SAMR Model to Using Technology Innovatively in the EFL Classroom

Jonathan Elizondo Mejías
Universidad Estatal a Distancia, Costa Rica
Ministerio de Educación Pública, Costa Rica
jelizondom@uned.ac.cr

Resumen: La tecnología es un elemento natural en los estudiantes nativos digitales debido a la influencia que esta ejerce sobre el mundo actual; sin embargo, muchos docentes se sienten temerosos de incorporar las TIC en sus clases por múltiples razones entre las que podemos mencionar falta de conocimiento, inexistencia de ella en centros de estudio o dudas sobre su efectividad. Al respecto, el Dr. Puentedura provee el modelo SAMR para la implementación de la tecnología en el aula como una forma de empoderamiento y preparación para un desenvolvimiento exitoso en el siglo XXI. Este taller interactivo explora el modelo, su aplicación con herramientas TIC de uso cotidiano tales como presentaciones de diapositivas, herramientas de Google y WhatsApp y analiza los beneficios que la tecnología ofrece para potenciar el proceso de aprendizaje en nuestros estudiantes.

Palabras clave: Modelo SAMR, TICs, empoderamiento, inglés como lengua extranjera, innovación.

Abstract: Technology is second nature to our digital native students; however, many teachers are afraid of incorporating ICTs due to multiple reasons such as lack of training and the inexistence of these technologies at schools. Dr. Puentedura proposes the SAMR model to implementing technology in the classroom for student empowerment to successfully navigate in the 21st Century. This interactive workshop explores the model, its application on everyday ICTs such as slide presentations, Google tools, and WhatsApp, and it analyzes the benefits that technology brings to enhance our students' learning process.

Keywords: SAMR Model, ICTs, empowerment, EFL learning, innovation.

1 Introduction

Using technology in the classroom is not the panacea for all the needs teachers have. However, Cruz (2014) and Charpentier (2013) are emphatic when they point out that technology is not a novelty but part of people's daily life and, as such, it must be included in education.

In Costa Ria, since 1994, English as a Foreign Language (EFL) was introduced to public education, and ever since, the Costa Rican Government has made multiple efforts to improve the study programs resulting in the new curriculum implemented in 2017. This syllabus indicates the importance of using Information and Communication Technologies (ICTs) to promote student independence and enhance their linguistic abilities (MEP, 2016).

When using technology in the classroom, it is key to bear in mind the objectives of the class and the purpose of using such a tool. Even though many teachers want to use ICTs in their classes, choosing the tools and designing tasks represent a major challenge mostly because educators might wonder whether the technology they chose is suitable for the task and, at the same time, represents innovation. Thus, the SAMR Model is key when choosing the tools to use in the classroom.

SAMR is a model created by Ruben Puentedura, and it is divided into two major teaching areas: enhancement and transformation (Gorman, n.d.). What these areas represent are the achievements tasks intend to reach since any task can either enhance learning or transform the classroom so that the students construct learning. In the model, each letter represents a function that technology can serve when being used in class, so the same tool can be used with a different task so that different goals are accomplished. The four SAMR steps are Substitution, Augmentation, Modification, Redefinition. Therefore, this workshop aims at exploring the SAMR model and its application on everyday ICTs such as slide presentations, Google tools, and WhatsApp, as well as analyzing the benefits that technology brings to enhance EFL students' learning process.

2 Context

When it comes to using technology in the classroom, any teacher would benefit from the SAMR model regardless of the subject he or she teaches. The activities in this interactive workshop are addressed to either teachers or student-teachers who want to use technology in their classes as a way of innovating and enhancing their students' language learning.

The SAMR model can be implemented at primary, high-school, or college levels. Once there is an understanding of the model, it can be used regardless of the subject being studied; therefore, SAMR can be applied in general or academic English classes as well as any other courses. The proficiency level required from participants to the workshop ranges from high-intermediate to advanced, and they are expected to have a teaching background for a better understanding of the topics. Furthermore, this workshop focuses on providing teachers with a general understanding of the model and how tasks can be modified to suit either the enhancement or transformation levels in the model; nevertheless, the tasks and ideas provided by the facilitator, focus on both productive skills of the language (speaking and writing).

3   Workshop objectives

This workshop aims to achieve the following specific objectives:
1.   Analyze the SAMR model as a tool for maximizing ICTs usage in the EFL classroom.
2.   Identify suitable ICTs to promote student independence when learning English as a Foreign Language.
3.   Apply the stages in the SAMR model to different ICTs as a way of innovating in the EFL classroom.

4   Activities and time

This interactive workshop is designed to be facilitated in a two-hour time frame following five steps as detailed below:

Step 1: Lecture about the SAMR model, its steps, and the implications it has in the classroom. (30 minutes)

As a first step, it is key for participants to understand the theory behind the model. In this section, the facilitator explains the concepts of enhancement and transformation, as conceived by Dr. Puentedura, as well as an elaboration on the elements represented by each letter of the acronym:

- Substitution (technologies that substitute the traditional teaching methodologies with no functional change),
- Augmentation (technology acting as a substitute with some functional change),
- Modification (technologies allowing for significant task redesign),
- Redefinition (technology being used to the creation of new tasks that were previously inconceivable).

Furthermore, accompanying each of the steps, there will be an analysis of how speaking and writing tasks can be modified using ICTs such as Google Tools, WhatsApp, VoiceThread, or Tricider to meet the requirements for real transformation in the classroom.

Step 2: Interactive lecture on ICTs that are suitable for the development of the four-macro skill in the English Language. (20 minutes)

This second part of the lecture is held in a more interactive way using the Mentimeter online platform. The purpose is to show participants the different ICT tools they have at hand to enhance their language skills. In this step, there will be an exploration of the tools MoocNote, WhatsApp, Tricider, Youglish, Lingro, and Screencast-O-Matic.

Step 3: Group work on Applying the SAMR model. (30 minutes)

After the lecturing sections, the facilitator distributes different colored popsicle sticks among participants. They get divided into four different groups using the color of their stick. Each group is assigned one of the letters for the SAMR model. The same classroom task is assigned to the groups: students' oral presentation and teacher feedback. The group decides on the tools they would use and the modifications that the task requires to respond to Substitution, Augmentation, Modification, or Redefinition. The facilitator provides a QRCode with a link or a Tiny URL for the teams to access a Google Slides document from their mobile devices, where they include their ideas to be presented later.

Step 4: Participants present their work. (20 minutes)
At this step, teams are asked to present their ideas on the way the task was modified, and the ICTs used to represent each of the different letters in the acronym. While participants present, the facilitator takes notes to either provide feedback or expand on important ideas or details for better comprehension from the rest of the audience.

Step 5: Guided debrief by the presenter and wrap-up of the session. (10 minutes)
This section of the workshop will be used by the facilitator to close the session with some tips to be considered when using ICTs in the classroom. Chapelle and Kessler (2017) point out that it is always important to consider using technologies teachers are familiar with. With so that possible problems can be foreseen and avoided; besides, collaboration among colleagues promotes the more efficient and effective use of ICTs in the EFL classroom since peers can play the role of the students, provide feedback, and offer extra ideas.
Furthermore, teachers must recognize the challenges they might face while trying to implement technology use in their classes. Some of these possible problems include lack of devices, inefficient internet connectivity, and required previous training for students to be able to use the tools. Finally, it is key that teachers develop their own technology skills; in the XXI Century, it is not an excuse for an educator to say he does not use technology because of lack of training. This can be done by accessing MOOC courses or finding specific tutorials online.

Step 6: Q&A (10 minutes)
This last section aims to keep the conversation going by providing the participants with a space in which they can ask questions they might have at the end of the session.
Possible Variations
If the internet connection is not available or participants do not have electronic devices at hand, the presentation can be created using an offline slide presentation software such as PowerPoint. Furthermore, step 3 can be facilitated by using newsprint paper and markers instead of the online presentation so that teams can create posters with their ideas. Finally, the facilitator can project screenshots of the proposed websites to exemplify their use if the site where this workshop is held lacks Internet connection.

5   Materials
The following table shows a list of the webpages that will be used throughout the workshop together with a brief explanation of its use and the URL to access each site.

Table 1. Online resources and Webpages.

Website	Description	URL
Mentimeter	Online tool used for interactive presentations. Participants are able to see the slides in their mobile devices and answer questions which answers are projected in real time.	www.mentimeter.com Interactive Presentations: https://tinyurl.com/IIIETC
Google Docs	Google online text processor. It allows many people to create, edit, and comment text documents from their mobile devices at the different times and places.	https://docs.google.com
VoiceThread	This website allows users to create or import slide presentations and add both written and voice comments. Different users can comment on the same presentation to keep the conversation going.	https://voicethread.com
Google Slides	It is a slide presentation tool created by Google where users can edit PowerPoint presentations online. Given the access, different people can edit the same document.	https://slides.google.com
MoocNote	By using this website, teachers and students will be able to write notes at specific moments in YouTube videos.	https://moocnote.com
Youglish	This tool is part of the tools offered by YouTube. Here users can type any word or phrase and the web will find videos where such expression is pronounced. It offers different accent options.	https://youglish.com
Tricider	This website offers the possibility to create short surveys where people can type their answers and reply to other participants.	www.tricider.com
Lingro	By copying and pasting a website's URL, users can transform any website into a dictionary.	www.lingro.com

Table 1 shows the online resources and webpages to be used and analyzed throughout the workshop.
Source: Facilitator own design

6   Educational implications

Considering the expertise millennials have in the use of technology, it is the teachers' responsibility to offer innovative activities that use ICTs in the classroom. As pointed out by Chapelle and Kessler (2017), teachers need to begin by using technologies they are familiar with, cultivate collaborations with other teachers, make wise decisions as of when technology is integrated into learning, recognize the challenge, and develop their own technology skills.

The SAMR Model provides a clear, efficient way to introduce ICTs in the classroom by changing those tasks that might be considered "traditional" into more appealing activities that, by employing technology, can be considered innovative while enhancing the students' language skills. Since this model can be applied in any other subject of study, one of the contributions of this workshop to the educational field relates to the possibility of teachers replicating what they learn to other educators so that more students can benefit from it.

Other implications this workshop has in education do not only have to do with teachers becoming successful in integrating ICTs effectively in class. This workshop was also designed to benefit students who will be exposed to tasks that are developed through the use of technology and that transform the EFL class into one that boosts their learning to the maximum while taking considering their inborn technological skills, making classes fun and motivating.

Finally, it is important to bear in mind that technology in the XXI century is constantly changing, and the tools that are now at hand in education might become obsolete shortly. Therefore, teachers need to be trained not on specific ICTs, but in ways they can apply any technology in their classes. Since this is a model that does not focus on one specific technological tool, the main implication this workshop has in education is that the SAMR Model adapts to the constantly changing technological world, which makes it last and adapt in time.

7   References

Charpentier, W. (2013). Costa Rican Teachers' Use of ICTs in the English Language
        Class.Revista de Lenguas Modernas, 2013 (19), 449-467.

Chapelle, C. & Kessler, G. (2017). Using Technology in the Classroom. Retrieved from
        https://www.youtube.com/channel/UCfMS3quYs9hKgnhk1b40EDQ/videos

Cruz, M. (2014). Veinte años de tecnologías y ELE. Reflexiones en torno a la Enseñanza
        del español como lengua extranjera en la era del Internet. Revista de Didáctica,
        2014 (19)

Gorman, M. (n.d.). The SAMR Model of Technology Integration Article. Retrieved from
        https://sacsteacher.weebly.com/uploads/3/1/9/1/31918433/the_samr_model_of_tec
        hnology_integ ation_article.pdf.

Ministerio de Educación Pública (2016). Programas de estudio de inglés: primer ciclo. San
        José: Gobierno de la República.

8 Biography

Jonathan Elizondo holds an M.A in Teaching English as a Foreign Language and a B.A in Primary Education with an emphasis in English teaching from the University of Costa Rica. Professor Elizondo is a current candidate to obtain a Ph.D. in Education from Universidad Internacional Iberoamericana in Mexico. At present, he works the Ministry of Public Education at UNED in the English Teaching major, at CEDES Don Bosco Language Academy, and as an international examiner for Cambridge Assessment English. He devotes his time and energy, seeking ways to enhance his students' learning processes and is especially interested in exploring the use of ICTs to improve students' language skills. A thought he strongly identifies with is Albert Einstein's "I never teach my pupils. I only provide the conditions in which they can learn."

The Use of Reader's Theater Technique to Foster English Linguistic Skills

Jonnathan Salas Alvarado
Universidad de Costa Rica, Costa Rica
Josa325@hotmail.com

Resumen: El uso de la lectura teatral no es nada nuevo dentro de las clases de idiomas. Particularmente es algo que se ha utilizado en varias ocasiones, pero en las clases de literatura que los estudiantes toman en su lengua materna. La idea de este taller es presentar una técnica que ha demostrado ser útil en las clases de literatura, pero adaptada a un contexto de lengua extrajera y así presentar las ventajas que esta ofrece no solo a nivel lingüístico, sino que también en otros aspectos relacionados al lenguaje corporal y a la confianza en el momento de hablar en público.

Palabras clave: Lectura teatral, enseñanza, aprendizaje, inglés, teatro.

Abstract: The use of the reader's theater is nothing new in language classes. Particularly it is something that has been used several times but in the literature classes that students take in their native language. The objective of this workshop is to present a technique that has proven to be useful in literature classes but adapted to a foreign language context, and thus, to present the advantages that it offers not only at the linguistic level but also in other aspects related to body language and confidence when speaking in public.

Keywords: Reader's theater, teaching, learning, English, theater.

1   Introduction

Language teaching is an ongoing process that is never fully completed or finished; teachers are constantly looking for new ideas and techniques to put into practice in their lessons. One of those techniques might be the reader's theater. According to Rasinski and Young (2009), this is a "performance of a written script that demands repeated and assisted reading that is focused on delivering meaning to an audience" (p.5). The authors point out that is very important to know that for the implementation of this technique it is not necessary to act, to have costumes on or to have a scenario, all that we need is to have a group of readers (at least 2), a text and an audience. The idea is that the participants take a text, usually a play, and read it out loud. In this reading process, it is necessary to change some vocal aspects such as intonation, volume, and tone. This technique has several benefits in the language learning process. It helps students to develop their linguistic and social skills. It also promotes cooperative learning, meaningful linguistic situations, among others. So, it would be interesting that as teachers we can give it a try and discover by ourselves if it can be useful or not for our students and their learning process. This workshop provides language instructors of any level or context the opportunity to play with and experience a technique that is not too popular in Costa Rica's English classrooms, but that is used in Spanish classes in different parts of the country.

2   Context

Hsu (2011) considers that this technique is useful for both second and foreign language learners. It is especially effective at lower levels. This concept, based on Hsu (2011), is composed of two basic elements: readers and theater. The term readers refers to the students who participate in the reading process. In contrast, the term theater is related to the readers when performing in front of an audience to entertain them.

Readers Theater, based on the website EcuRed, contributes to the readers' integral education. It allows them to familiarize themselves with a new lexicon, phrases, among others, so that they can put them into practice when necessary.

At this point, it is necessary to say that the main purpose of this workshop is to implement the strategy mentioned above. Regarding the linguistic level of the participants, as it has been mentioned: the reader's theater might be especially useful at more basic levels since it only requires participants to read a text out loud. Thus, what participants need to be able to establish a connection between the written forms and their phonological correspondent aspects. However, since the technique also provides students with the possibility to improve nonverbal aspects such as body language, gestures, confidence, among others, it also can help students who have a higher linguistic level. The technique can be used in many different contexts, at various levels and any course.

Regarding aspects such as age and linguistic abilities, the most essential requisite and what might be said is pretty much the only one is that anyone who wishes to take part in the reader's theater must know how to read a text.

3   Workshop objectives

1. To provide language instructors the opportunity to practice an innovative teaching technique using effective exposure to it.
2. To analyze the positive and negative aspects that the reader's theater might have in our classes through experimentation and discussion.

4 Activities and time

Time: 120 minutes
Materials: Theater scrips
Grouping: groups of 5 or 6 people

Activities to develop (procedures):

3. Oral presentation of the topic utilizing technological devices (overhead projector).
4. Explanation of the technique: the presenter will provide the audience with a detailed presentation that contains all the steps to be followed to implement the technique effectively**.**
5. The audience will be divided into different subgroups. Each group will be given a text that they have to analyze before the implementation of the activity.
6. The groups will take 10 minutes to rehearse the text they have to present.
7. Each group presents its text by using the reader's theater technique.
8. The instructor gives each group feedback after their presentation.
9. The participants provide opinions and comments after their presentation, trying to expose their ideas regarding the teaching potential that the technique has and the way they might implement it in their lessons.

The document must include a clear description of the activities. Include time, material, grouping, and any other piece of information that guides teachers who would like to implement the activities. You may want to include possible adaptations.

5 Materials

The materials to be used are five different short stories that are already adapted to be used in this technique. The reading will be provided to all of the participants of the activity.

6 Educational implications

This technique has several educational advantages for language learners. They can be divided into linguistic and psychosocial ones.
Linguistic benefits: Students can develop their fluency; they can improve their vocabulary, their grammar knowledge, their pronunciation, and articulation.

Psychosocial benefits: Students have to work in groups to develop this activity, then, teamwork is encouraged. Also, since this is an oral expression activity, and it must be performed in front of an audience, participants will be able to improve their level of confidence and self-esteem.

7   References

Ecured. (n.d.) (Lectura dramatizada). Retrieved from
    https://www.ecured.cu/Lectura_dramatizada

Hsu, Mei. (2011). Readers theater in ELT classrooms: How it can be used in Taiwan elementary school. *Chia-nan annual bulletin*. Vol.37. pp.456-470. Retrieved from http://ir.cnu.edu.tw/retrieve/45335/37_456_470.pdf

Rasinski, Timothy & Young, Chase. (2009). Implementing Readers Theatre as an Approach to Classroom Fluency Instruction. The Reading Teacher, 63(1), pp. 4–13. DOI:10.1598/RT.63.1.1

8   Biography

Jonnathan Salas Alvarado has a Master in Educational Sciences with an emphasis on English Teaching. He is a professor and researcher at the Pacific Campus of the Universidad de Costa Rica. He has participated as a speaker at national and international congresses. He has published several articles regarding education, language teaching, applied linguistics, didactic techniques, among others. He has 12 years of experience working at the Universidad de Costa Rica, and he is also currently teaching at the Puntarenas Campus of the Scientific High School of Costa Rica.

Applying Video Games as a Meaningful Teaching Method: Attitude and Engagement on Students of EFL

Jorge Andrés Chavarría Piñeiro
Universidad de Costa Rica, Costa Rica
jorgeand_4@hotmail.com

Resumen: Este taller promueve el desarrollo de la actitud y compromiso del estudiante durante las lecciones de inglés utilizando video juegos como herramientas educativas. Al adaptar video juegos disponibles comercialmente a un contexto educativo guiado hacia un método alternativo para lograr un objetivo dentro de programas de estudio de inglés, los docentes incorporan materiales relevantes y significativos al proceso de aprendizaje del inglés. Si profesores diversifican sus lecciones mediante video juegos como manera legítima de aprendizaje, la percepción del proceso de enseñanza por parte de los estudiantes cambia y el deseo de participar y aprender incrementa; incluso si su familiaridad con los video juegos es casi nula. Los objetivos principales del taller son proporcionar información y experiencias reales que justifiquen el uso de video juegos en la educación y ofrecer recomendaciones de como evaluar el proceso de aprendizaje.

Palabras clave: Actitud, compromiso, EFL, video juegos, educación.

Abstract: This workshop promotes enhancing student's attention and engagement during English lessons by using video games as educational tools. By adapting commercially available video games to an educational context aimed as an alternative method of accomplishing an objective of an English program, teachers incorporate relevant and meaningful materials into the English learning process. If teachers diversify their lessons by implementing video games as a legitimate way of learning, students' perception of the learning process shifts, and the desire to participate and learn increases, even if their familiarity with video games is almost none. Its main goals are to provide teachers with data and real-life examples that justify the use of video games in education and to offer recommendations on how to evaluate the learning process.

Keywords: Attitude, engagement, EFL, video games, education.

1   Introduction

In this modern era, when technology and information are vital in the educational process, teachers have to use new tools to engage the student's attention. The Costa Rican educational system promotes interactivity among students and centers the focus of learning not on the content but the students. During my years in high school, it was common for English teachers to use movies and presentations to immerse us in learning; however, only once a video game was used to help us pronounced better.

Since the video game industry is such a juggernaut compared to others in the entertainment business sectors and considering the number of new video games released every year, two questions come to mind: with the correct learning approach and analysis, can students learn from unconventional materials? Can video games be used to enhance language skills in EFL students?

Although technology has become an essential part of our culture, the study of its effects on an educational environment has been scarce in specific areas. A handful of authors have researched the use and effects of video games on EFL scenarios; however, their focus has been primarily from a theoretical perspective. Studies about the use of video games to enhance grammar and vocabulary predominate the databases on this topic. The application of these tools to promote reading, storytelling, semantics, history, problem-solving, cooperation, among other academic and social aspects of educational institutions are insufficient to establish patterns that can be replicated. Nevertheless, studies around gamification and the diversification of teaching materials confirm an increase in students' attention, engagement, and participation through a more meaningful and compelling learning process. This workshop aspired to encourage teachers-researchers to implement these materials and methods to create a more interactive environment to teach language-related content and to evaluate students' responses in the presence of these new learning materials.

2   Context

The study and application of video games in educational environments focus on analyzing the ways these tools and methods affect the student's learning process. As the nature of video games allows for a variety of content, themes, and experiences, so does the application of these video games in education presents a variety of scenarios, contexts, and effects. This workshop presented examples of diverse types of video games as materials to teach the English language in a variety of fields. Moreover, it focused on providing teachers with the means to select and apply video games in their lessons regardless of their context. With that said, the context of this environment changes depending on specific cases. If the teacher-researcher aims to study the effects of story-driven video games as literature material, the best possible scenario might be a high-level literature class, where students have previously analyzed long and complex literary works. Applying the same method and material on a low-level English class where learners lack the skills necessary to read complex narratives may generate negative results. However, the same low-level class may develop more meaningful knowledge if the video game and method used aims to teach basic grammar and vocabulary.

With the previous example, it is clear that the use of video games as educational tools is not established as a one-to-one process, where a video game and method is linked to a specific context. The teacher's planning and vision and the student's interests, skills, and needs dictate which and with what purpose a video game becomes a teaching material.

3   Workshop objectives

The following bullet points detail the objectives in which the workshop was based on. The main purpose of each activity was to provide insight into the world of video games, how students learn from video games independently and as a material in an English lesson, and how teachers can take advantage of this material to diversify their lessons.

General objective
1) To boost students' interest in learning English and foster autonomy by repurposing video games as a language learning tool.

Specific objectives
1) To diagnose students' interests, abilities, learning needs, and goals to develop a plan for using video games.
2) To apply video games as a learning tool based on the outcomes from the diagnostic examination.
3) To analyze students' levels of engagement and accomplishment of goals while learning from video games inside and outside the classroom environment.
4) To reflect on the importance of diversifying materials to enhance attitude and engagement during English lessons.

4   Activities and time

The following chart details each of the workshop's sub-sections with their respective activities. The workshop was divided into three major sections: 1) Introduction: Participants experienced playing and learning from a video game as an example of applying this teaching tool. 2) Presentation: The presenter provided data and information about the use of video games in education. Moreover, an emphasis was given to justify the use of video games in EFL lessons based on personal experiences and recommendations through the use of concrete examples. 3) Workshop: Participants applied the information presented and planned a 40-80-minute English lesson based on the content of their choosing and the context of their class using a video game as material. The session ended with a discussion of their experience and thoughts about the process.

Activity	Required time
Introduction/Warm up Activity: Participants played "Drawful 2", a video game where a word is presented on each player's mobile device and they create a drawing for the other contestants to guess. Four volunteers were requested among the audience and they became the "Active Players" in charge of drawing and answering the prompts. The rest of the attendees participated as "The Audience", a collective player in charge of voting for their favorite drawings and answers. The objective of this activity was to provide an example of a video game used as an interactive learning experience.	15mins
Presentation: The presenter developed the topic using a Power Point presentation. A substantial part of the academic background, recorded experiences, and data was based on his research project "Applying Point-and-Click Visual Novel Video Games as a Method of Storytelling for Students of English as a Foreign Language". The presenter covered basic concepts about video games, mechanics and elements that enhance the player's attention and learning, academic articles detailing the effects of video games as an educational tool, knowledge that justifies the use of video games in education, and recommendations while planning English lessons.	20mins
Examples: The presenter provided two concrete examples of the use of video games as an educational tool in English lessons. The first example, "To the Moon", depicted the use of a video game as a literary piece to enhance reading and literary analysis aimed for high school students. The second example, "Assassin's Creed Discovery Tour", was presented as an alternative way to learn about Ancient Egyptian and Greek lifestyles through active exploration and character dialogue. At the end of the presentation, the presenter encouraged the audience to ask questions about the topic.	15mins
Workshop: In groups of three, teachers developed a planning document based on the use a video game as a tool to complete a desired assessment, objective, and/or expected outcome. It was recommended that participants create groups based on their same teaching level (Elementary, High School, College, University, and others). Groups chose a video game based on personal experiences or from a list of video games and general educational themes shared by the presenter (https://videogamesandteaching.wordpress.com/). The website included information about possible video games, recommendations when using them, teachable content linked to the game, videos, among other content.	50mins
Conclusion: One group per general teaching level (Elementary, High School, College, University, and others) shared their main ideas about the lesson the have just planned. It was encouraged that the participants mention how they felt about the planning process, advantages and difficulties of applying this method, and general opinions about the workshop. The presenter closed the session with a final reflection and answered a final set of questions if necessary.	20mins
	Total: 120mins

5 Materials

The workshop's main activity revolved around creating a planning document for a 40-80-minute English lesson using a video game as the means to accomplish the desired objective. A website was created to facilitate information about possible video games suitable for English teaching. During the planning process, participants could access this website through a link (https://videogamesandteaching.wordpress.com/), a shorter version of the link (https://bit.ly/2m0EkZT), or a QR Code. The website was divided into two sections: Video Games and Documents. The "Video Games" section displayed a list of video games with possible teachable content. Once a video game had been selected, the user accessed a dedicated page for that game where general information, available platforms, descriptions, teaching recommendations, and videos were presented. This information aimed to guide and ease the process of selecting a video game according to the teachers' and students' needs, interests, and goals. The "Documents" section stored important documents needed to complete the workshop, such as MEP English Programs for each teaching level and planning templates.

6 Educational implications

The core source of information for this workshop was based on a research project focused on the use of point-and-click visual novel video games as a storytelling method to enhance students' attention and engagement, conducted at the Palmares Bilingual High School. The compiled data analyzed from this project showed that students' interest in learning through video games is higher compared to other kinds of media like books or movies. Moreover, results expressed a generally positive response in terms of attitude and engagement while learning through a video game; even students who never played video games expressed enjoyment and interest using the method. When asked about promoting the use of video games to their current English professors, the participants unanimously suggested that more professors should implement this technique in their lessons. The current educational English programs state that teachers must unify content with everyday experiences. Video games allow students to apply their knowledge in an interactive manner and through every day means of entertainment. Several limitations should be considered when applying video games in an English class. Communication with students is key when selecting materials and applying new methods. Students' preferences, skills, and needs to ensure participation during the lessons.

Moreover, having a clear objective and expected outcome when integrating new materials guides the learning process and guarantees a link between the video game and the language content. The technology available by the educational institution and the teacher-researcher limits the setting of video games inside the classroom. Nonetheless, experimentation and analysis of state-of-the-art teaching methods allow for improvement and proliferation. The more this new method is applied in a real academic context, the knowledge of its effects increases.

7   References

Cruz, J. Q. (2007). Video Games and the ESL Classroom. *The Internet TESL Journal.*

Eskelinen, S. (2012, June 8). Applying Video Games in Language Learning and Teaching. Jyväskylä, Finland.

Gee, J. P. (2005). Learning by Design: good video games as learning machines. *E-Learning, 5-16.*

Sayer, P., & Ban, R. (2014). Young EFL Students' Engagements with English outside the Classroom. *ELT Journal*, 321-329.

Whittaker, S. (2013). Educational Use of Video Games in the ESL Classroom. *UAE Journal of Educational Technology and eLearning, 6-15.*

8   Biography

Jorge Chavarría Piñeiro is currently enrolled as a 4th-year student on the English Teaching Bachelor's Degree Program of the Universidad de Costa Rica, Sede de Occidente. He has been fascinated by new and endless ways to teach English. Integrating literature, music, arts, current trends, and technology into his teaching experiences is his main priority, alongside promoting critical thinking on his students about their surroundings and everyday lives. He is open-minded, persistent, and creative.

Non-creative Environment: The Land of Limitations

Juan Carlos Solano Navarro
Ministerio de Educación Pública, Costa Rica
juan.solano.navarro@mep.go.cr

Resumen: La creatividad tiene el poder de abrir todas las puertas, incluso las que pudimos haber considerado selladas. Los docentes de Inglés algunas veces describen acciones relacionadas con los retos de educación especial como imposibles, inalcanzables, inmanejables e irreales, teniendo esa gran cantidad de estudiantes y un montón de papeleo por hacer. Lo imposible es un cerrojo que podría ser abierto con la llave de la creatividad. Hay una necesidad de que los docentes visualicen la aplicación del Diseño Universal olvidando el paradigma usual que sugiere tener una actividad o material diferente para estudiantes con adecuaciones curriculares, actividad que normalmente esta desligada del resto del grupo. Este taller presenta una oportunidad para revisar nuestras prácticas didácticas en esta área y rehacer algunos planes de lección diseñados para lecciones regulares incluyendo el nuevo diseño que implica inclusión y participación de todos los estudiantes en la clase, hasta los que posean limitaciones cognitivas o físicas. Algunas recomendaciones en este campo están comúnmente disponibles en español, y esto nos lleva al objetivo de este taller: tener como resultado una herramienta en inglés para apoyar a los docentes cuando trabajen con estudiantes que representan un reto, siendo parte de un grupo considerado regular.

Palabras clave: Reto, creatividad, inclusión, diseño, limitaciones.

Abstract: Creativity has the power to open all doors, even the ones we would have considered sealed. English teachers sometimes describe actions related to special education challenges as impossible, unreachable, unmanageable, and unreal, having those many students and lots of paperwork to do. Impossible is a lock that could be opened by the key of creativity. There is a need for teachers to visualize the application of the Universal Design forgetting about the usual paradigm that suggests having a different activity or material for the students with curricular modifications. This activity is often apart from the rest of the group. This workshop presents an opportunity to revise our teaching practices in this area and remake some didactic plans thought for regular lessons, including the new design that implies inclusion and participation of all students in the class, even the ones with cognitive or physical limitations. Some recommendations on this field are commonly available in Spanish, and that leads to the objective of the workshop: to have a tool created in English to support the educators when working with challenged students, being part of a regular group.

Keywords: Challenge, creativity, inclusion, design, limitations.

1 Introduction

Curricular modifications, as they were called in the past, represent the early application of the Law 7600 in the country since 1998. On the way to reach successful management of the policy, teachers have found that some situations seemed uphill, difficult, challenging, and even not helpful at all. However, this happened without the appropriate training or teachers, many students have found their way in the educational Costa Rican system thanks to vocation and compromise. Some of our experiences teaching populations with challenged students have not been the best, for example, children or teenagers who needed curricular supports or students with physical limitations. Teachers are always looking for solutions on this topic. If one asks a teacher for some topic in which he or she would like to be trained on, the teacher still claims for the topic of curricular modifications. Moreover, the fact immediately linked to this request is that all the information about it is always in Spanish, and it is never related to English teaching situations.

Due to this fact, the workshop activities work from real context experiences, cases, and characteristics of the students to restructure the didactic acts and resources, considering that now, English teachers have to work with students included in the regular classrooms. These kids need special support and a particular lesson design. Another goal of the activities selected and prepared is to adapt the regular actions and strategies to the level of the students, mostly when they have been categorized as with limitations, to let them participate with the rest of the group during the educational processes. In other words, the lesson plan remake helps the teachers to design the didactic planning according to the students' needs, including them in the process without the assignment of different materials or separating the student from the general class.

The workshop offers information related to visual and hearing impairment, cognitive and psychomotor limitations found in the educational contexts, and some suggestions to be included in the regular lesson plan, all these with the approach of the Universal Design, the new trend in special education. All the information is presented in English for the teachers, who are the ones in charge of developing the subject of foreign language around the regions under the Ministry of Education management.

2 Context

Sometimes, reflecting on our practices represents a great opportunity to recognize facts to be improved. The positive feedback related to the plans teachers often creates guides the facilitators to increase the level of achievement of the students. Creativity and Universal Design can be applied at all levels and grades in the public or private institutions. Hopefully, this event and presentation grant a new perspective for the participants, covered this important intrapersonal outcome for the attendees to the workshop.

The teachers participating in this workshop can be from elementary or secondary levels. Both programs start from the CEFRL A1 level. The main expectation is to motivate changes that are represented in the life and school process of any student with cognitive or physical limitations. The teachers reached during the presentation will internalize that the limitation is often in the mind itself, which neglects to service a changing society.

Constant updates and real happenings in the teaching and learning field highlight the valuable information recalled during this workshop. Challenged students urge the creativeness of their English lessons and the curricular offer, adjusted to their ages and school programs. Linguistic improvement will automatically be obtained after promoting more appropriate learning environments.

3   Workshop objectives

1. Describe the main cognitive and physical limitations found at educational institutions.
2. Identify the Universal Design Approach and its main characteristics in educational environments.
3. Mention some strategies and activities adapted for special education students in a common educational environment.
4. Compare regular classroom environments to modified special education classroom with the inclusive characteristics.
5. Recommend adjustments for the regular lessons that favor the attention of students with some limitations.

4   Activities and time

Reflective group activity (Icebreaking and warm-up) 10 min

Topic presentation and didactic recommendations with examples, use the Prezi presentation, and the pop-up envelopes (hidden around the class containing ideas for a creative class). 30 min

Instructions and lesson remake assignment in four stations or groups, make sure that all teachers in the group belong to the same teaching level (elementary or secondary). Provide them with the lesson plans to be remodeled according to their specialty. The instruction is to adjust the identified activities in the didactic plan to challenged students. 30 min

Presentation of projects 40 min (10 minutes each group)

General conclusions 10 min

5   Materials

Link: A Google Drive share link will be provided on the date with the materials. There will be no printed material.

6   Educational implications

Some of the benefits related to this workshop and the participation of the activities proposed are the following:

New ideas and didactic suggestions for teachers of English about cognitive or physically challenged students.

Inclusive activities during the regular lesson in different teaching and learning environments will be promoted.

The knowledge and participation of teachers of English as a foreign language about the Universal Design application in the classroom will be improved.

Tips for creating resources in English that help teachers and students when dealing with special education facts, issues, and inclusion.

One limitation related to this workshop is the lack of specific actions to be applied to the students. This, because all students are different, and the use of a recipe is never effective. Also, the number of students in a group and schedule organization may vary from one educational context to the other.

7   References

Asamblea Legislativa de Costa Rica. (1996). *Ley 7600. Igualdad de oportunidades para las personas con discapacidad y su Reglamento*. San José, Costa Rica.

Departamento de Educación Especial (2012). *Informe Final. Estudio: Modelo de Trabajo de la o el docente de apoyo en I y II Ciclo para la atención de la diversidad.* San José, Costa Rica.

Jensen, Eric. (2000). Different brains, different learners. How to reach the hard to reach. The Brain Store, San Diego, CA, USA. 5

Ministerio de Educación Pública, Viceministerio Académico. Dirección de Desarrollo Curricular (2018). *Cuaderno Complementario N° 1. Preguntas y Respuestas. Líneas de acción para los servicios de apoyo educativo que se brindan desde la Educación Especial en Educación*

Preescolar y Primero y Segundo Ciclos de la Educación General Básica. Departamento de Apoyos Educativos para el Estudiantado con Discapacidad. (DAEED). San José, Costa Rica.

Vázquez, Ana. (2018) Centro Nacional de Recursos para la Educación Inclusiva. CENAREC. *Diseño Universal para el Aprendizaje (DUA) Una oportunidad de aprendizaje para todos*. San José, Costa Rica.

8   Biography

Juan Carlos Solano Navarro has a Master's Degree in the Field of Educational Management and Sciences of Bilingual Education, also collaborated as the Director for Teaching Practicums and Final Graduation Projects at Universidad Americana. English Teacher with more than twenty years of experience in Public and Private Institutions, currently employed as the Ministry of Education Regional English Advisor, Sarapiquí Site, and student of a major in Teaching Didactics.

Universal Practices upon Diversity Conceptions: Reflection for Teachers

Juan Carlos Solano Navarro
Ministerio de Educación Pública, Costa Rica
juan.solano.navarro@mep.go.cr

Resumen: Comúnmente, los docentes se preguntan sobre la idea de cómo enseñar a estudiantes de poblaciones diversas, pero más allá de eso, es el concepto al respecto el cual debe ser interiorizado desde la perspectiva del facilitador. El alcance de estos nuevos ambientes inclusivos converge en escenarios como salones libres de discriminación, escuelas que son protectoras de la integridad humana, y de sociedades más tolerantes. Esta saludable tendencia promueve el respeto por los derechos humanos y el desarrollo social en todas las instituciones educativas. Es necesario un corazón y mente abiertas hacia las nuevas características de la sociedad para poder visualizar un enfoque diverso para la enseñanza. La asignatura no importara, siempre que incluya a los sentimientos y una adecuada introspección sobre el efecto positivo de hacer el contexto educativo más adaptable para toda la gente. En este sentido, la presentación apunta a guiar a los docentes a través de una sesión de reflexión e influenciar sus creencias sobre el tema, así como crear cambios en sus prácticas de enseñanza. Más que proveer estrategias, esta presentación considera la aseveración de un trato universal para todos los estudiantes, en todos los niveles, y el blanco u objetivo es el enfoque que los docentes damos a las acciones comunes. La reflexión debe comenzar desde el punto de vista de los educadores, luego, podríamos pensar en las prácticas inclusivas. Todos los seres humanos somos diversos en algún punto. Todos somos diversos y nuestros derechos deberían ser universales.

Palabras clave: Derechos, humanos, sentimientos, sociedad, diferencias.

Abstract: Teachers often feel questioned about the idea of teaching diverse student populations, but more than that, the concept about it needs to be internalized from the facilitator's perspective. The reach out of these new inclusive environments conveys scenarios like discrimination-free classrooms, a school that is protective of human integrity, and more tolerant societies. This healthy trend promotes respect for human rights and social development at all educational institutions. Open minds and hearts towards the new characteristics of society are necessary for picturing a diverse approach to teaching. The subject will not matter, as long as it includes the feelings and an accurate introspection about the positive effects of making the teaching contexts more adaptable for all people. In this sense, the presentation aims to guide the teachers through a reflection session and influence the educators' beliefs about the topic and create changes in their teaching practices. More than providing strategies, this presentation considers the statement of universal treatment for all students, at all levels, and the target is the focus teachers give to common actions. The reflection has to start from the teacher's point of view; then, we can think of inclusive teaching practices. All humans are diverse at some point. We are all diverse, and our rights should be universal.

Keywords: Rights, humans, feelings, society, differences.

1   Introduction

New times represent many challenges for English teachers; one of those is to teach the individuals how to adapt to society in the most appropriate way. These implied skills are part of a very polemic and discussion point ideology called Diversity. The definition of diversity is the starting base for this presentation, some of the participants in the educational processes need to reflect on the idea about what diversity is for the new social groups and the population in general.

After reflecting on what this scary word is, one can feel more comfortable selecting and designing activities to make them part of the English class. The English teacher could adapt the topic of diversity from a particular point of view related to inclusion and human rights by using references to national events, real newspaper happenings, and social network connections. The presentation works on the teacher's perspective more than suggesting teaching practices. This practice-oriented session unlocks some limitations teachers experience for designing activities and activates new ideas for their teaching practices to be improved.

Another aspect that becomes highly important during this presentation is the prejudice, that when managed incorrectly, could cause serious damage to the person's feelings. Prejudice breaks people, and broken students do not learn. Feelings during pre-puberty and teen ages are set as the pillars for learning during this period of development for humans who are just in the labor of building a personality for the rest of their lives. The purpose of the exposure to the present activity is to start with a progressive change in the teachers. They are capable of defining personal relationships in an educational environment, describing a clear concept about diversity, and suggesting every day like situations to apply the ideology without fear and covered by modern teaching strategies.

The expected result and product after attending to this practice-oriented presentation is a renewed criterion about the concept of diversity, a checklist to evaluate our teaching practices concerning the topic, and a list of recommendations before selecting activities that promote human rights and gender ideology during the English class. In sum, a practice-oriented reflection for teachers more than sample strategies.

2   Literature review

The first step for constructing the presentation basis is the overview of concepts from different sources and famous dictionaries. Comparing the definitions and finding similarities and differences was the main point at first. The next step was devoted to the abstraction of the meanings and the comparison of the reality versus the application of the concept in the Costa Rican society.

Mayor actions are taken when analyzing the references with the concepts included in the National Educational Policy and the recent and controversial programs for Affectivity and Sexuality, issued by the Ministry of Education in the former years. That event generated many social and communal conflicts, even the closure if some educational institutions.

The reading exercise guides the presentation through the most important aspects of the exposition and the statements related to the concept of diversity. Besides, as mentioned by the authors of the Affectivity Programs (2017), it becomes highly important to acknowledge that it is not a legitimate opinion having only some people enjoying their rights. It is not a legitimate opinion that some people are considered as different from the majority either, and even worse, that they could be excluded and discriminated by their condition. These new educational programs expect that society finally learns to deal with people from an integral point of view. Accepting that there are minorities in the social group is still discriminating and not inclusive at all.

3   Context

This presentation was designed to reach teachers of all levels and stages of the educational structure. All of us, preschool, elementary, high school, and university teachers, are exposed and compromised with this social adaptation related to diverse population groups. Another important aspect of the age and linguistic level of the students is that the English teacher should promote human rights and respect since the early stages of learning.

The Educational Policies and the Affectivity Guides and programs are already part of the educational context and the teacher's reality. The Curriculum transformations and the government strategies also enforce the teaching and learning environments for considering diversity aspects linked to the social movements. Besides, the new society and its characteristics request that people are ready to adapt under the winds of change related to differences and bullying prevention. Those obstacles are often responsible for students dropping out of school or conflicts inside the institutions. These reasons make the topic more attractive and necessary for teachers and workers of education.

4   Activities' methodology

The presentation promotes a familiar environment using introspection from the participants, self-questioning, and visual representations that suggest the idea of diversity with a very common and flexible approach to visualize the trend as regular as any other aspect related to education. The process to access the attention of the teachers is to reflect on the concept/definition, the presentation of examples and classroom situations that could be faced, the suggestion of easy to find resources for illustrating the topic, describing the possible damage caused to a person through discrimination and the role of feelings during the stage of life and school years, and presenting a set of tips for creating inclusive environments during the English class. Under these considerations, the methodology used will contain interactive talks, case descriptions, image evaluation, and other expository activities, that help to lead the subjects to general conclusions. In the end, the presenter shares an observation checklist for teachers to evaluate their classroom environment in terms of diversity opportunities. Moreover, the closing activity would be the section for Q&A for fifteen minutes.

5   Materials
Link: A Google Drive share link will be provided on the date with the materials. There will be no printed material.

6   Conclusions
- Teachers would reflect about the context of the students, the role of the facilitator educating future citizens, and people coexisting in the same society. More criteria to select activities related to diversity and populations
- Identification of situations that support or damage the environments where population claims cero discrimination. (Checklist)
- Teachers will have a more inclusive position about diverse students and populations.
- Listeners will improve their ability to talk about diversity without fear and learn more about the promotion of human rights and healthy environments for teaching.

7   References

American Heritage. (2016). *Dictionary of the English Language*. Houghton Mifflin Hardcourt Publishing. Fifth Edition

Cambridge University Press. (2013). *Cambridge Advanced Learner's Dictionary & Thesaurus*. Fourth Edition. England. U.K.

Consejo Superior de Educación. (1994). *Política Educativa hacia el Siglo XXI*. San José, Costa Rica.

G&C Merriam Co. (2003). *Merriam Webster Dictionary*. Eleventh Edition. Springfield, Massachusetts. USA.

Harper Collins Publishers. (2014). *Collins English Dictionary*. Glasgow Editorial. Twelfth Edition. Australia.

Ministerio de Educación Pública. (2017). *Programa de Estudio de Afectividad y Sexualidad Integral Educación Diversificada"*. San José, Costa Rica.

Oxford University Press. (2010). *Oxford Advanced Learner's Dictionary*. Eighth Edition. England.

Webster, Noah. (2016). *American Dictionary of the English Language*. Revised Edition. Foundation of American Christian School. Anoka Minnesota. USA.

8   Biography
Juan Carlos Solano Navarro has a Master's Degree in the Field of Educational Management and Sciences of Bilingual Education, also collaborated as the Director for Teaching Practicums and Final Graduation Projects at Universidad Americana. English Teacher with more than twenty years of experience in Public and Private Institutions, currently employed as the Ministry of Education Regional English Advisor, Sarapiquí Site, and student of a major in Teaching Didactics.

Empowering Students with Disabilities (and All Students) with Universal Design

Kathleen Reynolds
Harper College, United States
kreynold@harpercollege.edu

Resumen: Este artículo enfoque en estrategias para que los maestros de inglés empoderen a todos los estudiantes, incluidos aquellos con discapacidades cognitivas, físicas o de otro tipo, para alcanzar su aprendizaje de idiomas y otros objetivos. Universal Design for Learning (UDL) proporciona un marco pedagógico poderoso que apoya a estudiantes diversos al hacer que los entornos de aprendizaje sean más accesibles. El artículo destacará estrategias específicas para trabajar con estudiantes con discapacidades, que también pueden beneficiar y empoderar a todos los alumnos. Las actividades de establecimiento de objetivos y materiales accesibles se encuentran entre las estrategias específicas mencionadas.

Palabras clave: Discapacidad, accesibilidad, diseño universal para el aprendizaje, inglés como lengua extranjera.

Abstract: This paper explores strategies for English teachers to empower all students, including those with cognitive, physical, or other disabilities, to reach their language learning and other goals. Universal Design for Learning provides a powerful pedagogical framework that supports diverse students by making learning environments more accessible. The paper will highlight specific strategies for working with students who have disabilities, which can also benefit and empower all learners. Goal-setting activities and accessible materials are among the specific strategies discussed.

Keywords: Disability, accessibility, Universal Design for Learning, English as a Foreign Language.

1 Introduction

Students in an English language classroom bring a diverse range of characteristics to the learning process, including differences in age, motivation, ethnic/cultural background, first language, and more. Some students are also impacted by physical, cognitive, learning, or other disabilities. Historically, disabilities were understood using a medical model, in which individuals with disabilities were viewed as problems (Gabel & Danforth, 2008). In other words, the impairments of people with disabilities were seen as barriers, which could sometimes be solved, alleviated, or cured. In an educational setting, for example, a student who is hard of hearing would be expected to read lips as the method of understanding his/her instructor.

In contrast, the social model of disability views social barriers (rather than individual disabilities) as the problem in educational and other social settings. In other words, buildings, classrooms, services, documents, and communication can, by design, either be inaccessible or accessible to people with disabilities (Gabel & Danforth, 2008). An example of an accessible learning environment for a hard of hearing student, for instance, might include microphone technology used by an instructor, captioned videos and/or access to print versions of spoken material.

The challenge of making learning accessible to all English language learners, including those with disabilities or intersectional factors, requires a global approach. Universal Design for Learning (UDL) is a framework that empowers diverse students to reach their full learning potential by diminishing barriers in the learning environment (CAST, 2018). The concept behind Universal Design is that accessible environments benefit more people beyond a specific target audience. For example, accessible sidewalks for crossing the street without a step down might be designed to benefit wheelchair users, but also help elderly people, parents with strollers, bicyclists, people using shopping carts, and other groups. In the educational setting, this means that all students benefit when learning environments are more accessible. This paper will explore the major concepts in UDL, and for each area, English-language-specific activities and examples will be given for a variety of teaching contexts.

2 Literature review

Research on English language learner students who have disabilities is limited, though the growing area. In the United States primary and secondary public-school context, Liu et al. (2013) discuss the demographics of this population, public policy, and school-level policy for meeting their needs. For instance, targeted communication with parents and families of students who have disabilities is identified as a fruitful practice. Kangas (2014), exploring a similar context, highlighted the need for additional teacher education on pedagogical practice in working with students with disabilities; neither article explored specific teaching practices or strategies. Davis and O'Neill (2004), on the other hand, examine a very specific instructional strategy, response cards, and find that learning gains with this strategy were not significant for English language learner students who have learning disabilities.

In higher education contexts, there is significantly less research on how disabilities affect students who are learning English. Regarding disabilities in higher education in general, the website

"Creating Accessible Learning Environments," by my colleague at Harper College Pascuala Hererra (2019), provides a clear overview of a variety of disabilities as well as teaching strategies. However, the context is not specific to language learning.

Another website, http://www.cast.org, provides an excellent overview and clearinghouse on Universal Design for Learning, including tip sheets for teachers, academic research, and technological tools for creating accessible materials (CAST, 2018). There is also a growing body of research on the applications of UDL in the language classroom. Novak's (2018) article in Language Magazine and Murphy (2017) in EdTech both highlight applications for language teaching in each aspect of UDL. Dickinson (2018) explores the specific applications in the EFL writing classroom of using UDL techniques. Finally, Rice Doran (2015) discusses the applications of UDL for students who are learning English in classrooms where English is the dominant language; this article is notable for linking specific pedagogical practices in language learning to the UDL framework.

As awareness of disability issues continues to grow internationally, it is anticipated that more research will be carried out on productive and beneficial strategies to empower English language learner students with disabilities to meet their goals. Certainly, this research will contribute significantly to social justice and learner empowerment in language education.

3   Context

UDL is, by definition, universal, so its strategies may apply to primary, secondary, and tertiary education as well as to language classes addressing any skills. However, this does not mean that teaching and learning context are irrelevant to a discussion of activities that fall under the framework. In particular, it's necessary to consider specific disabilities that students may have to understand how to create accessible learning environments best. Of course, this discussion is necessarily limited since the scope of disabilities and accommodations for them is huge; Herrera's (2019) website provides more details for those interested.

In general, disabilities can be categorized as either visible or invisible. Visible disabilities include:

- Physical disabilities: students with these orthopedic issues or problems with their limbs may use a wheelchair or other device. Creating a physically accessible learning environment is key here. Considerations may include limited mobility friendly doors or entrances to classrooms, a physical space for study (such as a table instead of a desk), and careful design of activities involving movement. For instance, if a class activity involves writing on a blackboard, is the board at an accessible-height? An accommodation might include individual whiteboards for students instead of using the classroom board.

- Visual disabilities/blind: technology can play an important role in serving students who have low vision or are blind. For instance, there are a variety of free screen readers that enable students to hear the text in audio format. It's important to design documents that can be read by screen readers; for example, when graphs or visuals are used, it's necessary to write a description of them to make them accessible.

- Deaf/hard of hearing: while generally classified as a disability, many people who are deaf view their condition as a cultural difference. Assistive technology and sign language interpreters are part of accommodations for deaf students. For students who are hard of hearing, preferential seating in the classroom is also important.
  Providing multiple means of representation, a UDL concept, would include visual representations of important information. Ensuring that videos used for learning purposes are captioned is also important.

Attention Deficit Disorder, Anxiety Disorder, Depression, and Autism Spectrum Disorder are examples of some invisible disabilities. Other invisible disabilities include:

- Learning disabilities: these are the most common disabilities and affect writing, reading, spelling, reasoning, memory, and organizing information. A variety of tests are available to assess students for learning disabilities, which may include dyslexia, dysgraphia, and processing disorders. However, in some cases, such as with adult students, it can be difficult to diagnose learning disabilities; often, the cost of assessment outweighs the potential benefits of diagnosis. This is especially true in language learning contexts. Case and Taylor (2010, p. 127) note specific challenges in identifying learning disabilities for language learner students, since "the stages ESL students pass through in the course of their natural development in their second language skills may resemble the signs of a learning disability." Fortunately, many UDL strategies are helpful to students with learning disabilities.
- Intellectual disabilities: in contrast to students with learning disabilities (who have average to above-average levels of intelligence), students with intellectual disabilities have significant limitations both in terms of intellectual ability and life behaviors. An IQ test may assess intellectual disabilities. It's important to understand the distinction between intellectual disabilities and learning disabilities to plan for instruction. In the case of intellectual disabilities, modeling inclusion is beneficial for the classroom environment.

4 Activities' methodology

While some specific accommodations are recommended for specific disabilities, the universal strategies suggested under Universal Design for Learning make the learning environment more accessible for all learners, including those with disabilities and others. UDL suggests three main areas under which the strategies fall, with specific checkpoints for the use of the strategies also given (CAST, 2018).

First, multiple means of representation refer to the way that information is presented to learners. As mentioned in the preceding section, ensuring that information and instructions are both written/visual (to support learners who are deaf/hard of hearing) and spoken/oral (to support learners who have visual impairments) is key. This may involve the use of presentation or classroom management technology or simply speaking and writing on the board. This strategy is consistent with UDL Checkpoints 1.2 "Offer alternatives for auditory information" and 1.3 "Offer alternatives for visual information" (CAST, 2018).

Graphic organizers provide another important realm for supporting multiple means of representation (though, of course, they may be less useful for students with visual impairments). For instance, a thought web can be a useful tool for organizing vocabulary (Handout 1). Students put the main concept studied in the center, then linked topics in the connected bubbles. A cycle diagram can be used to understand a cause/effect chain of events, with the connections indicated by arrows (Handout 2). Even complex concepts like counterargument can be made clearer through the use of graphic organizers (Handout 3).

All of these graphic organizers can be used either as part of understanding an instructor's presentation of new material (instructor speaks, students take notes on the organizer), when reading a text, or as a review activity. The website www.graphicorganizer.net provides useful free tools for creating simple graphic organizers. UDL Checkpoint 3.3 "Guide information processing and visualization" is relevant here (CAST, 2018).

The work of Dr. Kate Kinsella from San Francisco State University illustrates two additional productive strategies that support UDL Checkpoints 2.2 "Clarify syntax and structure" and 2.5 "Illustrate through multiple media" (CAST, 2018 and Kinsella). In addition to supporting the acquisition of concepts through visual support, oral language can also be used as a way to represent content through multiple means. Dr. Kinsella recommends a structured method of teaching academic vocabulary in which students first use the word verbally in a conversation with a partner, before moving to write it in a sentence (Handout 4). In both oral and written practice, students are provided with a sentence stem that supports them to use the word in a grammatically-correct way. Since students do not have to use cognitive resources to focus on the grammar of their spoken or written discourse, they can focus their attention on using the vocabulary correctly. Depending on students' needs, sentence stems could be given on a variety of levels to allow for further accessibility of the material.

Multiple means of engagement is another key guideline for UDL, related to sparking and sustaining student motivation and interest in a topic. Classroom community building is a foundational aspect of engagement related to UDL Checkpoint 8.3 "Foster collaboration and community" (CAST, 2018). Beginning a course with getting-to-know your activities, including writing projects, art projects, pair interviews, or online postings, can build a community from the outset. Varying pairs/groups of students is another powerful way to build community, especially in classes where students have different learning needs. For example, in some instances, the instructor can pair students with different abilities to ensure goals are met. In other instances, pairs could be done by student choice, such as with "Clock Buddies," where each student has a partner for each hour of the day and when the teacher calls out that hour, the student works with the partner listed for that time (Handout 5). Finally, building students' knowledge about and acceptance of disabilities is an important component of community building at many levels. Children's books (Handout 6) and young adult books (Handout 7) may be useful to share in the classroom; instructor modeling of acceptance is also vital in this situation.

Multiple means of engagement can also be achieved by tasks that allow instructors to vary the demands for different students. A prime example would be the one-question survey, in which each student is assigned a different question about a topic to ask his/her classmates. Yes/no questions could be given to students who struggle with speaking or hearing, while open-ended questions or questions with more options could be given to others. All students can then report the results of their survey, perhaps using a simple graph as a visual

representation instead of a spoken or written text (Handout 8). Other examples of tasks involving multiple means of engagement would involve students in ranking or sorting, for instance, vocabulary words by difficulty or parts of speech. This empowers students to use critical thinking even if their language production is more limited.

Finally, assessment options, especially projects, which allow students to choose topics and forms of presentation, are another way to foster engagement (Handout 9). The example project assignment offers a choice of topic as well as three different ways to present (poster, presentation, or essay). Such tasks and assessment engage UDL Checkpoints 7.1 "Optimize individual choice and autonomy" and 8.2 "Vary demands and resources to optimize challenge" (CAST, 2018).

Finally, multiple means of action and expression help students make and meet learning goals while interacting in an accessible environment. When setting goals with students (and, where appropriate, their parents), it is critical to start from a strengths-based perspective. In the language classroom, a goal-setting activity could ask students to look at the skill areas (reading, writing, listening, speaking) and identify both their strengths and areas in which they want to improve (Handout 10). Depending on the circumstances, additional categories could include study skills, classroom behavior, participation, and others. Harper College's intake form for students with disabilities provides an example of a tool used in higher education contexts to identify how students' disabilities may be affecting their learning; this tool would be the first step and followed by collaboratively setting goals for areas to improve (Harper College Access and Disability Application). (Harper College Access and Disability Application). UDL Checkpoint 6.1 "Guide appropriate goal-setting" is relevant here (CAST, 2018). These activities using graphic organizers support universal design for learning, specifically UDL Checkpoint 3.3 "Guide information processing and visualization" (CAST, 2018).

To meet UDL Checkpoint 6.2, "Support planning and strategy development," the words of Maya Angelou are relevant: "If you know better, you do better." Students need direct instruction and support to enhance and apply their skills to improve their learning. A key example, which directly relates to invisible disabilities, involves strategies for classroom behavior. For some students who have autism or ADD, they may speak too much in class or dominate classroom discussions, at times with comments that are not relevant. It's necessary to develop and instruct students in a specific strategy, such as the use of three colored cards for class participation. Each time the student speaks, he/she must turn in a card.

This visual, clear strategy helps students focus on their participation. Another example could be the use of physical movement to maintain focus. For example, students may need to learn and employ the strategy of quietly moving to stand in the back of the classroom when they are getting restless, rather than disrupting class.

Physical objects, such as putty, fidget spinners, or similar, may also help students as a strategy for keeping focused and can be made at low cost (Handout 11). In any case, it is key for teachers to develop strategies collaboratively with students, wherever possible, and to state the steps involved in using a strategy explicitly. If students do not know how to employ a strategy, they cannot be expected to "do better."

5   Materials

Handout 1 – Thought Web (Graphic Organizer Maker)

Thought Web
Name: _____

Write the main idea in the center bubble. Brainstorm related ideas in the connecting bubbles. Add details to the bubble connected to each idea. If you need more space, draw your own bubbles and connections.
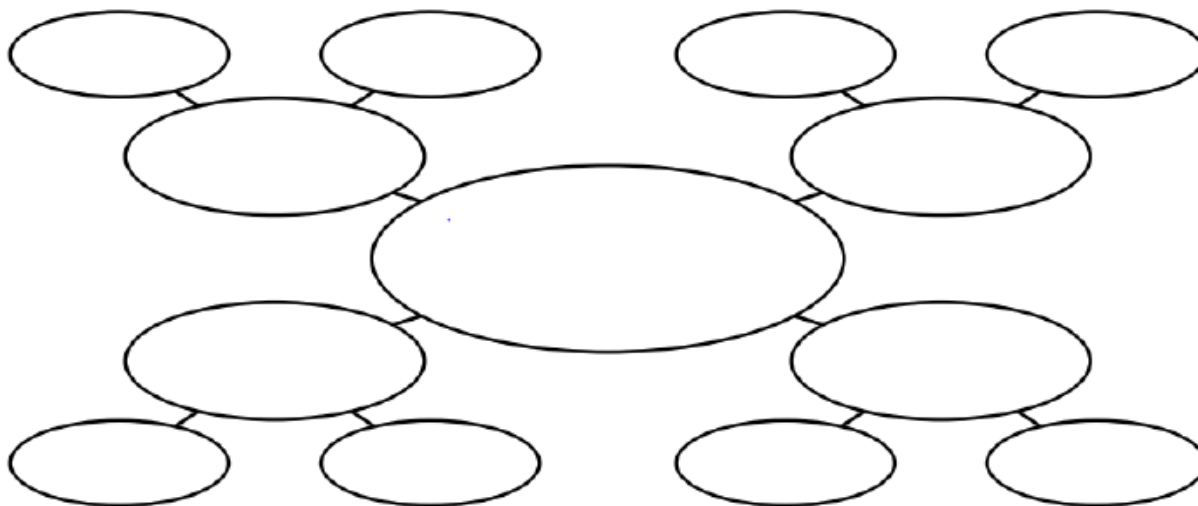
Handout 2 – Cause/Effect Graphic Organizer created by the author

Cause and Effects
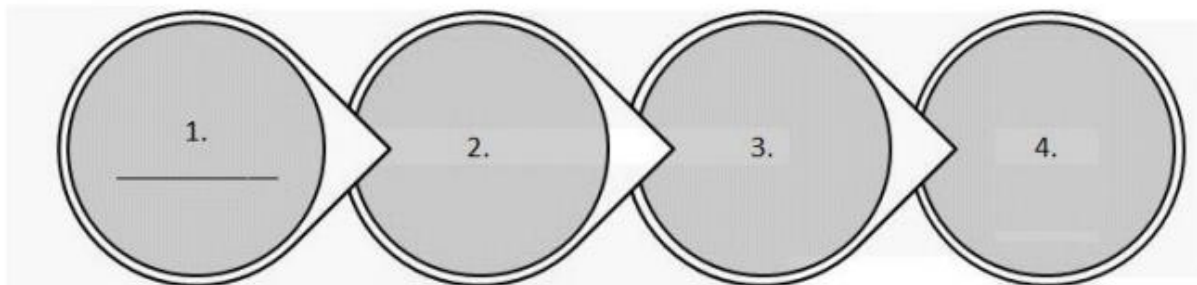
Handout 3 – Counterargument Graphic Organizers created by the author
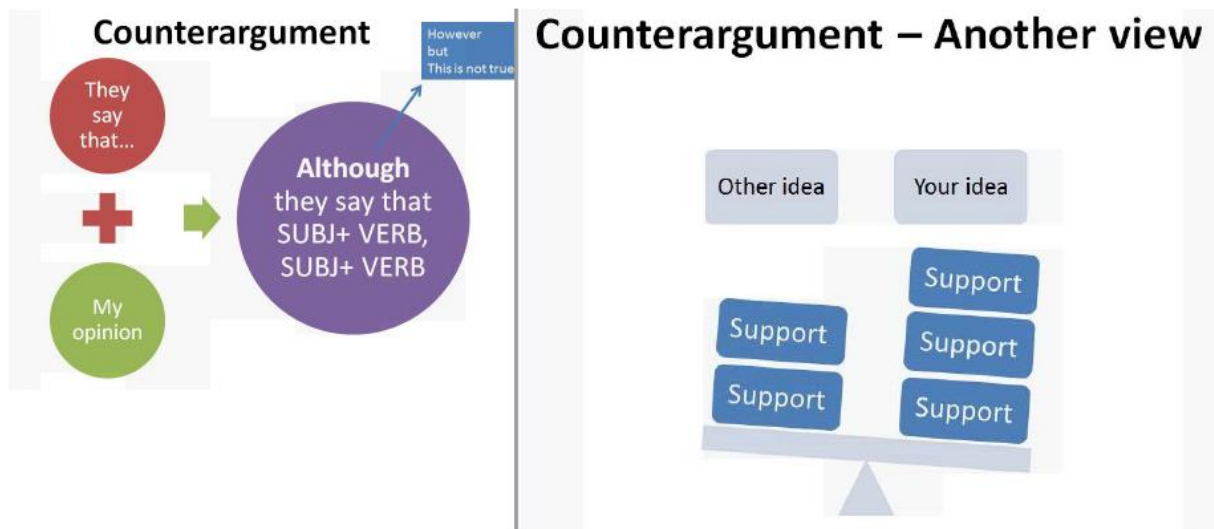
Handout 4 – Excerpt from Kate Kinsella vocabulary materials (Kinsella)

2	Word	Meaning	Examples	Images
	factor fac•tor *noun* ✏️ _____ 🌐 _____	one of many things that _____ or affect a situation	Not wearing a helmet is often a **factor** in bicycle _____ _____ A good night's sleep and a nutritious breakfast are **factors** in a student's performance on _____ .	

💬 **Verbal Practice (Think-Pair-Share-Write):**

One of the most important **factors** when I purchase a gift for a friend is _____

_____

✏️ **Writing Practice (Think-Write-Pair-Share):**

Several _____ influence my interest in a book, especially

_____ and _____

18

Handout 5 – Clock Buddies (Reading Quest Strategies: A to Z List of Strategies)
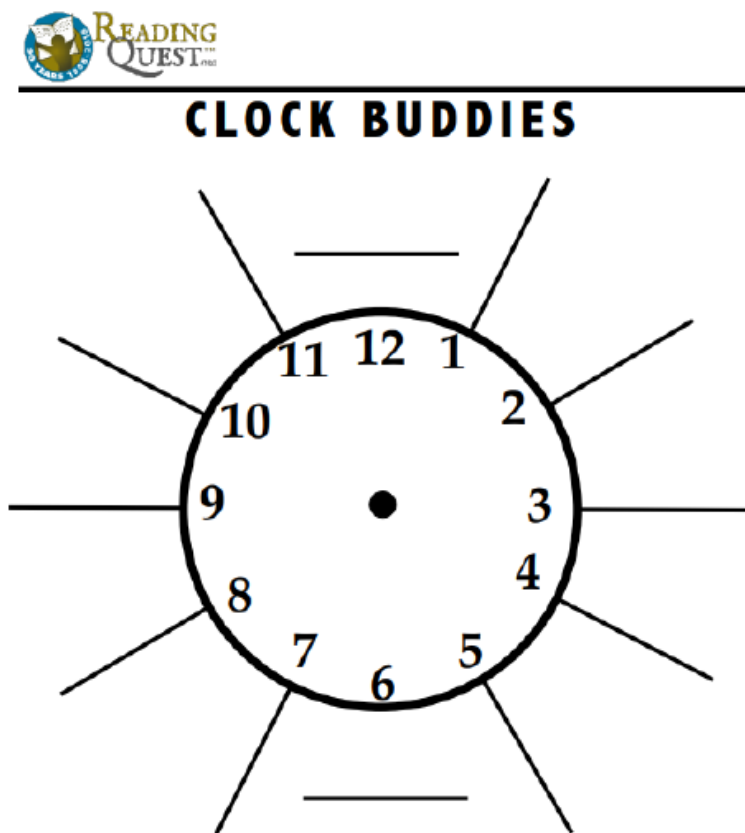
Handout 6 – Children's Books about Disabilities (Stahlman & Lawrence, 2019)

Uniquely Wired: A Story About Autism and Its Gifts tells us about Zak, a boy with autism. As Zak describes his point of view, young readers gain a better understanding of his behaviors and learn valuable lessons about patience, tolerance and understanding.
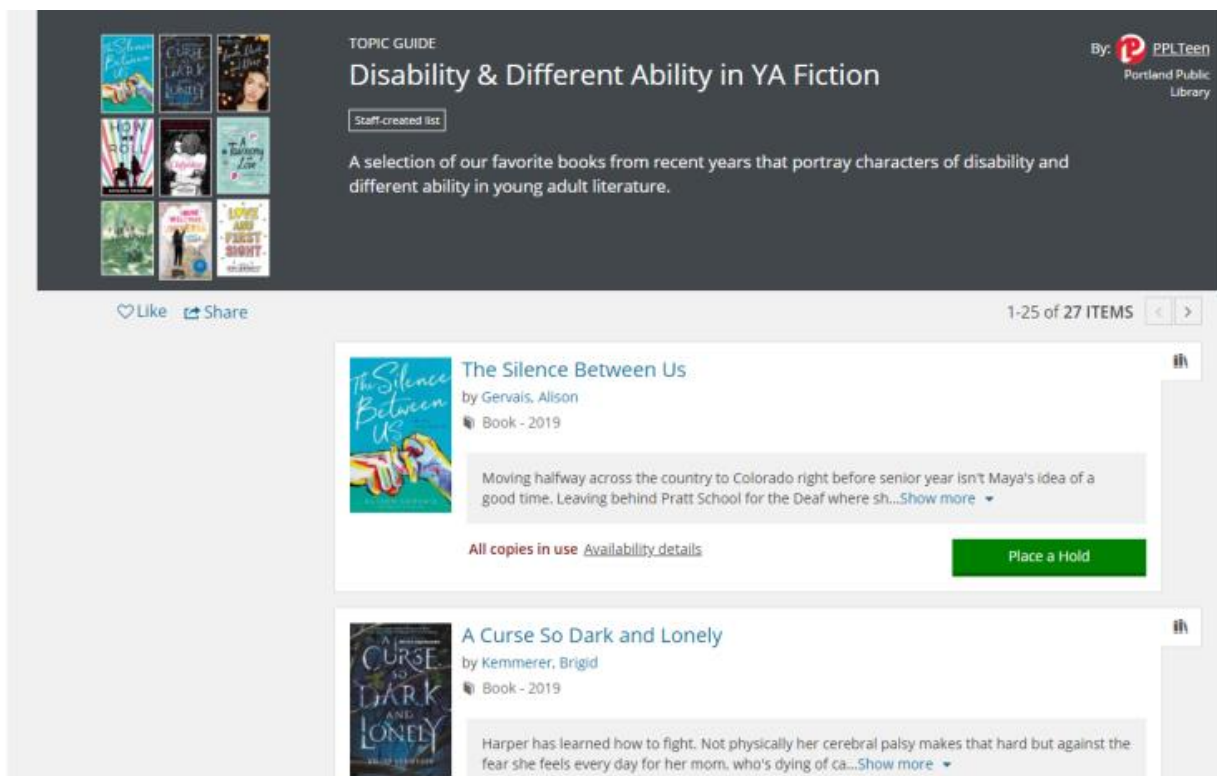
Who Are You?: Ella The Enchanted Princess is a story about a young princess named Ella who was different from other princesses, she has no hair. Join along this sweet story about this adorable princess!

The Invisible Boy is a gentle story that shows how small acts of kindness can help children feel included and allow them to flourish. Any parent, teacher, or counselor looking for material that sensitively addresses the needs of quieter children will find this book a valuable and important resource.

Why Am I Me? is a lovely book celebrating humanity and diversity, inviting readers of all ages to imagine a world where there no you or me, only we.

A Friend Like Simon is a special educational book to help introduce children to autism.

Handout 7 – Disability and Different Ability in YA Fiction (Portland Public Library)

Handout 8 – One Question Survey created by the author

Each student gets one question. Ask at least ten classmates the question. Keep track of the answers.

- Money makes people happy. Do you agree or disagree?

- Older people are happier than younger people. Do you agree or disagree?

- Women are happier than men. Do you agree or disagree?

- Is it more important to be healthy or happy?

 - What are the three most important factors in happiness?

Answer Grid (for yes/no questions):

YES	NO

Present your results to the class. You can use this chart (for yes/no questions) or design your own visual representation of the answers.

	AGREE	DISAGREE
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

Handout 9 – Project Assignment created by the author

Wonder
Final Project Information

For your final project, you can choose the method and the topic.

A. Writing

Write a paragraph using good grammar and vocabulary about one of these topics. Your final project must be type written and submitted electronically and on paper.

B. Presentation

Speak for 3-5 minutes about one of these topics. Use good grammar and vocabulary in your presentation. Use a visual aid such as a video or a PowerPoint presentation and turn this in.

C. Poster

Prepare a poster with visuals and text about one of these topics. Explain your poster and the ideas in a small group of students.

TOPICS:

1. Discuss facial differences such as Treacher Collins syndrome.

2. Discuss bullying as a problem.

3. Explain one or more of Mr. Browne's precepts.

4. Kindness is a major theme in the book. Explain some examples of kindness or lack of kindness.

5. Describe one character in the book OR compare/contrast two characters.

Do you have a different project idea? Please talk to Kathleen about it as soon as possible to get approval.

Handout 10 – Goal Setting created by the author

	What are your strengths?	**What would you like to improve?**
Reading		
Writing		
Speaking		
Listening		

Handout 11 – Make your own fidget tools (Tornio, 2019)

10. Squeeze out some stress.

Here's another WeAreTeachers project that we made last year. It's a good one for fidgeting, and it's inexpensive to make.

6   Conclusions

Shifting from a medical model of disability, in which people with disabilities are the problem and must change, to the social model of disability, in which the environment must change to become more accessible, goes hand in hand with an orientation to UDL. Rather than prescriptive activity types designed to fix a problem, UDL illustrates ways to make all types of learning and the learning environment accessible. This orientation empowers learners, both those with disabilities and all learners, to reach their goals in language learning. Future research to expand knowledge about English language students with disabilities, and to enhance UDL-informed English language teaching, will continue to add to this discussion.

7   References

Case, R. E., & Taylor, S. S. (2005). Language Difference or Learning Disability? Answers from a Linguistic Perspective. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas,* 78(3), 127–131.

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

Davis, L. L., & Oneill, R. E. (2004). Use of response cards with a group of students with learning disabilities including those for whom English is a second language. *Journal of Applied Behavior Analysis*, 37(2), 219–222.

Dickinson, P. (2018). Addressing current and future challenges in EAL writing with Universal Design for Learning. In P. Taalas, J. Jalkanen, L. Bradley & S. Thouësny (Eds), *Future-proof CALL: language learning as exploration and encounters – short papers from EUROCALL 2018* (pp. 41-46).

Gabel, S. L., & Danforth, S. (2008). *Disability & the politics of education: an international reader.* New York: Peter Lang.

Graphic Organizer Maker. (n.d.). Retrieved from https://graphicorganizer.net/.

Harper College Access and Disability Application. (n.d.). Retrieved from https://hood.accessiblelearning.com/s-Harper/ApplicationStudent.aspx.

Herrera, P. (2019, July). Creating Accessible Learning Environments. Retrieved from https://sites.google.com/view/creating-accessible-learning-e/home?authuser=0.

Kangas, S. E. N. (2014). When Special Education Trumps ESL: An Investigation of Service Delivery for ELLs with Disabilities. *Critical Inquiry in Language Studies*, 11(4), 273–306.

Kinsella, K. (n.d.). Vocabulary Handouts and Slides. Retrieved from http://teacher.scholastic.com/products/commoncore/california/pdf/Vocabulary_Handouts_and_PPT_Slides.pdf.

Liu, K., Watkins, E., Pompa, D., McLeod, P., Elliott, J. & Gaylord, V. (Eds). (Winter/Spring 2013). *Impact: Feature Issue on Educating K-12 English Language Learners with Disabilities*, 26(1).

Murphy, A., & Efl. (2019, June 5). Embracing the UDL Classroom: 4 Steps to A More Flexible Education. Retrieved from https://edtechmagazine.com/k12/article/2017/10/4-steps-implement-universaldesign-learning-classroom.

Novak, K. (2018, March 16). Why UDL Matters for English Language Learners. Retrieved from https://www.languagemagazine.com/2018/03/09/why-udl-matters-for-englishlanguage-learners/.

Portland Public Library. (n.d.). Disability & Different Ability in YA Fiction - Portland Public Library. Retrieved from https://portlandlibrary.bibliocommons.com/list/share/1058529507/1119586197

Reading Quest Strategies: A to Z List of Strategies. (n.d.). Retrieved from http://readingquest.org/a-z-strategies.html.

Rice Doran, P. (2015) Language Accessibility in the Classroom: How UDL Can Promote Success for Linguistically Diverse Learners. *Exceptionality Education International*, 25, 1-12. Retrieved from https://ir.lib.uwo.ca/eei/vol25/iss3/1

Stahlman, L., Kristen, Anna, & Lawrence, E. (2019, April 2). 60 Books about Disabilities and Differences for Kids. Retrieved from https://www.mrsdscorner.com/60disabilitybooksforkids/

Tornio, S. (2019, January 23). DIY Fidgets You Can Make on a Budget for Your Classroom. Retrieved from https://www.weareteachers.com/diy-fidgets/

8   Biography

Kathleen Reynolds holds an MA in TESOL from the University of Illinois at Chicago and a BA in Spanish and Political Science from the College of Wooster. She has been a full-time faculty member at Harper College in Palatine, Illinois, since 2011, where she teaches academic courses in Reading, Writing, Academic Communication Skills, and Grammar. Her interests include academic writing and vocabulary and making language education accessible to all learners.

Using Hands-On Activities to Enhance Pronunciation

Keylor Sánchez Sandí
Universidad Técnica Nacional, Costa Rica
ksanchezs@utn.ac.cr

Resumen: Esta presentación tiene la intención de proporcionar a los docentes algunas actividades útiles en el aula para ayudar a que los estudiantes desarrollen confianza en su pronunciación. La atención se centra en las características segmentarias y suprasegmentales del lenguaje. Los docentes recibirán una serie de actividades para que implementen en el taller, las cuales se puedan adaptar para su uso en sus clases dependiendo de los sonidos que quieran enfocar. También se les darán estrategias para enseñar el acento y la entonación, así como compartir sus experiencias en caso de que hayan tenido.

Palabras clave: Pronunciación, segmentos, suprasegmentos, actividades.

Abstract: This presentation intends to provide teachers with some useful classroom activities to help students build confidence in their pronunciation. The focus is on both segmental and suprasegmental features of the language. Teachers will be given a set of activities for them to implement in the workshop to adapt for use in their classes, depending on the sounds being taught. They will also be given strategies to teach stress and intonation and a sharing of their experiences in case they have had any.

Keywords: Pronunciation, segmentals, suprasegmentals, activities.

1   Introduction

Pronunciation is considered "an integral part of verbal communication" since good pronunciation facilitates communication and enhances intelligibility (Varasarin, 2007). Therefore, learning to identify and produce the phonological differences in segmentals (features concerning individual sounds or phonemes such as vowels and consonants), as well as applying suprasegmentals features properly, (functions that are "over" vowels and consonants, often regarded as the "musical" aspects of speech such as word and sentence stress, and intonation) is vital for attaining that communication and intelligibility.

First, the idea of this workshop is to make teachers aware of the importance of teaching pronunciation consciously since it has always been overlooked in classrooms. Teachers are going to implement different activities and strategies to practice those difficult sounds that are usually mispronounced and lead to miscommunication. Besides, teachers will have their own space and time to come up with new similar activities but adapted to varied sound(s).

On the other hand, to achieve a successful speaking competence, it's needed to go beyond segmentals and have a significant domain on suprasegmentals as well. Prosodic elements are often forgotten when teaching a language. Accordingly, giving students the appropriate input to know when and how to stress a word in specific contexts or to know the intonation of questions and sentences is equally important.

It's pertinent to let the teachers know about the significance of pronunciation instruction and to provide students with enough practice on phonetics and phonology, as well as suprasegmentals and voice-quality features that are needed for intelligible communication. Having such phonological knowledge allows teachers to design classes that truly meet students' needs.

2   Context

Dominating such an extensive and significant feature of English like pronunciation is a challenging task we all English teachers have. As it is well known, the Ministry of Education recently modified the English programs and syllabi, and among those many changes, we can find the explicit inclusion of phonemic awareness. For us as teachers, it is imperative to be aware of those important variations; therefore, keeping updating and refreshing our knowledge on this field is a must-do.

On the other hand, teaching pronunciation is sometimes complex if we do not have the right tools to approach to it. The activities described in this paper are addressed to both second-cycle elementary kids and high school students. One of the aims is to have our students practice consciously the sounds we need them to internalize while having fun. The idea is to adapt and adjust those activities to students' needs regarding the class objectives. Professors can modify them depending on the level, age, and sound they want to focus on.

3   Workshop objectives
General objective
1. To provide teachers with useful classroom activities and strategies to improve pronunciation challenges and shortcomings regarding segmentals and suprasegmentals.

Specific objectives
1. To give teachers a set of adaptable activities to practice the pronunciation of the most troubling vowel and consonant sounds (minimal pairs).
2. To give teachers meaningful strategies to improve prosodic features of the English language such as word and sentence stress and intonation.

4   Activities and time

Activity one: Pronunciation journey
Approximate time: 15 minutes
The activity aims to practice minimal pairs. Give each student a copy of the map. Then choose some pairs from your class. The word pairs should differ only in one sound. Write them in two vertical columns on the board. Label the list left and right. Assign one phoneme to each column. Example

Left /i/	**right /I/**
Sheep	ship
Eat	it
Seat	sit
Bean	been

Later read out loud the words in random order and ask students to say which list they are from. Once they got the point explain that you will read four words, one word for each junction. For each word, students must turn left or right according to the phoneme used by the professor, if the word was pronounced with /I/, students move to the right, or to the left if it was /i/. When you finish the four words, students should then arrive to one of the destinations on top of the map. Go over the route together to check the correct path. Repeat the activity several times using the same sounds or other minimal pairs. Students can play the game in pairs or small groups. They take turns to read out loud words and trace the route on the map.

Variations
You can practice not only vowel sounds but also consonants. Use the ones you need to practice from your class. Examples /ʧ/ vs /ʃ/ - /f/ vs /v/ - /ð/ vs /Ө/
Also, you could practice several sounds at the same time. You need you to write the word pairs in columns on the board without assigning any specific sound to them. Example:

Left	**right**
Sheep	ship
watch	wash
hat	hot
bus	boss

Then ask students to move either left or right, depending on the words pronounced. Students can also be the ones calling the words for the rest of the class to play. It can even be played in pairs or groups of 3.

Activity two: Bingo!
Approximate time: 20 minutes
This activity aims to discriminate sounds. Give out the prepare cards. Read out each of the words from one of the cards in random order. Tick off the words as you read them to avoid reading them twice. Ask students to cross out the words on their cards as they hear them. When a player completes a horizontal or vertical line on the card, he or she should shout *Bingo!* Ask this player to read back the words to check them, if it's ok. This player is the winner. When one player has won, continue the game to allow other players to reach second and third positions.

Variations
You can make a list of either 16 or 25 words from your class. Make sure you include plenty of minimal pairs. Ask students to draw a grid of squares, either 4x4 or 5x5. Students write the words in the grid in random order. Play the game as above.

Activity tree. Hidden names
Approximate time: 20 minutes
The objective of this game is to identify the common sound in a group of words. Write the following words in a vertical column on the board and ask the class to identify what sound they have in common: *eight, rain, face, plate*
Elicit that the sound in common is /eI/
Give each student a puzzle (the game could also be played in pairs.) Explain that the names of the four members of the family in the pictures are hidden in the columns of words beside them. In order to find the names, it is necessary to find the common sound that all the words in each column contain, then put these sounds together to make the make. If students are familiar with the phonetic script, it will be useful to note down the common sound below each column. Otherwise, they can note it by underlining it in the words. If necessary, work through the first name together as a class. The game could be made easier by providing a "menu" of possible names for the characters such as Susan, Michel, Jenny, Sarah, Martin, Tony, Charles, Mark, etc.

Variations
You can make other versions of this puzzle using other names like your own students' or any words. Choose the name or word and note the sounds it contains. Find a group of four words that contain each sound (and no others) in common. Students in small groups could also make their own versions of the puzzle for their classmates to solve.

Activity four: Stress maze
Approximate time: 15 minutes
This activity aims to practice word stress patterns. Write the following words on the board:
Germany, grandmother, restaurant
Eleven, policeman, September

Elicit that all the words have three syllables. Then elicit that the words in the first group have the stress on the first syllable, and the ones in the group have it on the second syllable.
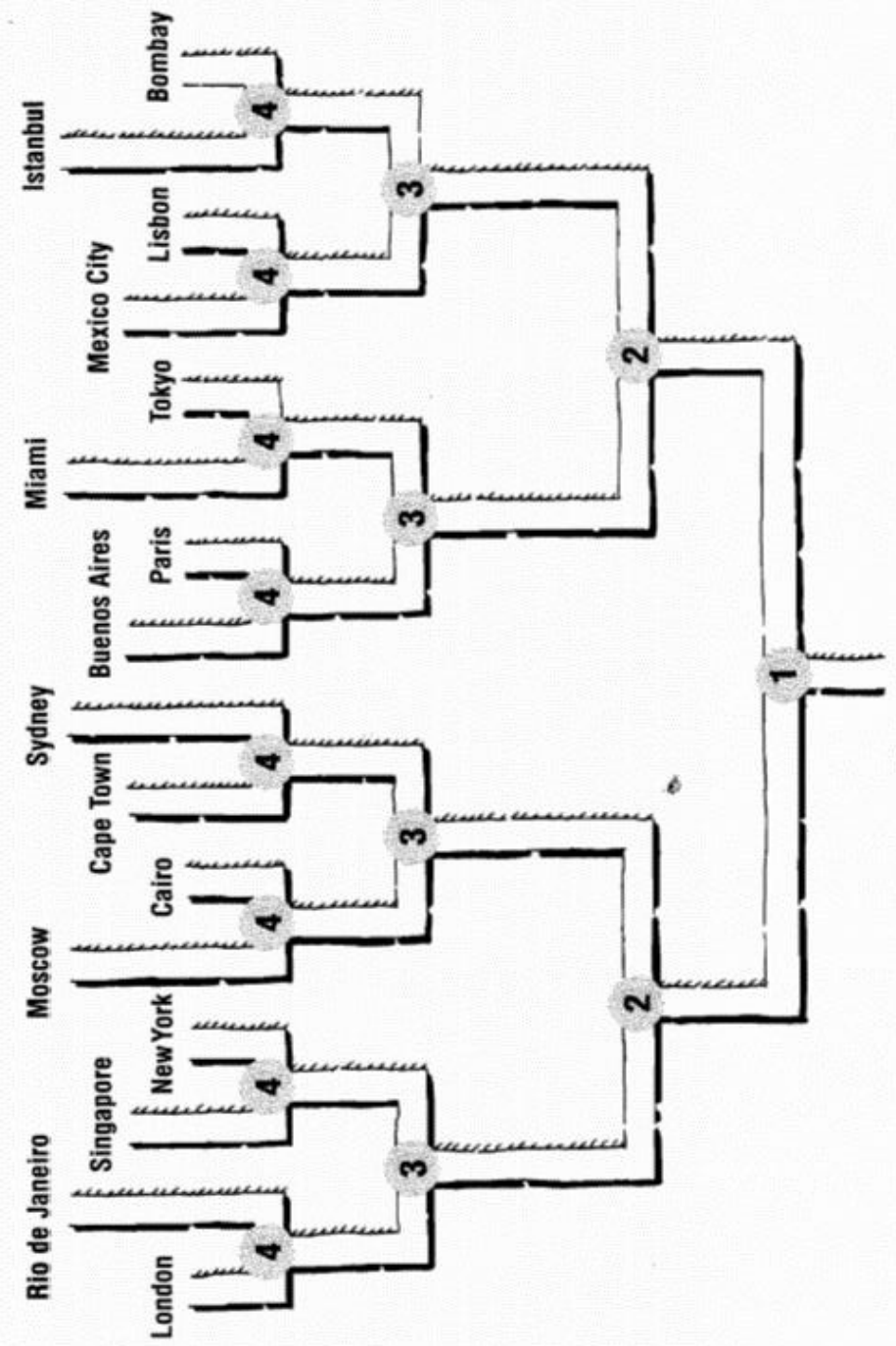
Give each student a maze (it could also be played in pairs). Explain that the object of the game is to find a path from the entrance in the top left side of the maze to the exit in the bottom right. Draw attention to the stress pattern Ooo below the maze and explain that you can only move across a square if it contains a word with this stress pattern. You can move from one square to the next horizontally or vertically but not diagonally. When students have finished, check the route together.

Variations

You can pick any other particular stress pattern you want or need to review from your class. Choose about 20 words and write them on the grid to form a continuous path from start to exit. Then fill the remaining squares with words with different stress patterns document must include a clear description of activities. Include time, material, grouping, and any other piece of information that guides teachers who would like to implement the activities. You may want to include possible adaptations.

5 Materials

Pronunciation journey **B2**

Istanbul
Bombay
Mexico City
Lisbon
Miami
Tokyo
Buenos Aires
Paris
Sydney
Cape Town
Moscow
Cairo
Singapore
New York
Rio de Janeiro
London

Start of journey

From **Pronunciation Games** by Mark Hancock © Cambridge University Press 1995   **PHOTOCOPIABLE**   37

Game 1 Sheet 1 Bingo **B15**

BINGO 1

bad	boot	pet	beat
part	bed	fat	paid
food	feet	boat	bird
bit	but	fit	put

BINGO 4

pet	beat	boot	part
paid	boat	fat	bad
put	bed	feet	bit
bird	but	fit	food

BINGO 2

bit	food	part	bad
but	feet	bed	boot
bird	boat	fat	pet
fit	paid	put	beat

BINGO 5

part	bad	bit	food
pet	fat	but	feet
boot	boat	bed	bird
beat	paid	put	fit

BINGO 3

beat	paid	pet	boot
bed	put	part	feet
boat	bird	bad	fat
bit	fit	food	but

BINGO 6

fat	paid	beat	pet
boot	put	bad	bed
food	bird	part	fit
feet	but	bit	boat

Hidden names **B1**

The names of the four people in this family are hidden in the words next to the pictures. Find the common sound in each list of words. Then join these sounds together to find the name.

mother

1	2	3
suggest	although	strangers
soldier	saxophone	dangers
jacket	postman	enters
fridge	follow	revenge

son

1	2	3	4
nature	heart	elephant	gives
fetch	tomato	eleven	zero
question	calmer	golf	apples
children	marching	hopeful	those

daughter

1	2	3	4
ocean	reading	castle	America
shop	complete	battle	psychology
sugar	seventeen	arrival	water
fishing	pieces	pills	kitchen

father

1	2	3	4	5
autumn	apples	eighth	university	teaspoon
combing	parrot	thought	future	juicy
comfortable	expand	through	yellow	movement
handsome	backache	tooth	newspaper	twenty-two

35

Stress maze A10

weather	shopping	unhappy	river	practice	teachers	hospital
apple	television	material	kilometre	computer	football	opposite
answer	traveller	telephone	recognise	officer	homework	aeroplane
students	holiday	together	language	cinema	government	photograph
banana	passenger	yesterday	sometimes	painful	another	repeat
police	tomorrow	possible	potato	tonight	promise	already
hamburger	Saturday	regular	results	pronounce	started	remember

6   Educational implications

1. The insufficient focus on pronunciation can negatively affect students' overall speaking skills; therefore, building confidence in students' pronunciation skills would improve the speaking competence greatly.
2. Students need to be provided with detailed knowledge of phonetics and phonology, as well as suprasegmentals and voice-quality features that, in the end, are needed for intelligible communication.

7   Biography

Keylor Sánchez Sandí works as an English teacher at Universidad Técnica Nacional. He teaches mainly pronunciation and conversational courses in both English as a Foreign Language and Administrative Assistant majors. He is also the substitute director of the major English as a Foreign Language. He has an MSc. in teaching English as a Second Language from Universidad Latina.

The Spectrum of Inclusivity: A Workshop on Creating Safer Spaces and Engaging in Inclusivity

Lisa Delao
Fulbright Scholarship, United States
lisadelao23@gmail.com

Resumen: Este taller se enfoca en la variedad de maneras que docentes pueden promover un espacio más seguro para sus estudiantes, incluyendo estudiantes que se identifican como lesbiana, gay, bisexual, transgénero, intersex, o queer (LGBTIQ). La ignorancia es una herramienta que perpetúa la intolerancia contra gente que se identifica como LGBTIQ. La manera en que docentes tratan sus estudiantes, igual como la población escolar en general, puede servir para sensibilizarlos de estas ignorancias, y fomentar un espacio y educación basado en equidad que valora identidades diversas. Sin embargo, docentes tienen que confrontar crítica que está contra de una implementación de prácticas inclusivas y este taller se propone a explorar métodos de prácticas inclusivas que toman en cuenta el ambiente en que se encuentra el docente, incluyendo ambientes resistentes y ambientes más abiertos a la integración de temas LGBTIQ. Las actividades de este taller se enfocan en temas LGBTIQ en maneras que integran objetivos lingüísticos y evaluaciones formativos que docentes de inglés pueden adaptar e involucrar en sus clases.

Palabras clave: Identidades, inclusión, espacios más seguros, evaluaciones formativas, aceptación.

Abstract: This workshop focuses on the variety of methods that educators can help foster a safer space for their students, including students that identify as lesbian, gay, bisexual, transgender, intersex, or queer (LGBTIQ). Ignorance is a tool that perpetuates intolerance against people who identify as LGBTIQ. How educators engage their students, as well as the general school population, can serve to raise students' awareness of these kinds of ignorance, and to promote space and education based on equality that values diverse identities. However, educators must confront criticism that is against the implementation of inclusive practices, and this workshop aims to explore methods of inclusive practices that take into consideration the environment that an educator encounters, including resistant environments and settings that welcome the integration of LGBTIQ topics. The activities of this workshop focus on LGBTIQ themes in manners that integrate language objectives and formative assessments that English teachers can adapt and utilize in their classes.

Keywords: Identities, inclusivity, safer spaces, formative assessments, acceptance.

1   Introduction

There continues to be a lack of understanding that surrounds and oppresses LGBTIQ populations. Consequently, this ignorance upholds intolerant behaviors towards this community. Thus, there have been transformative efforts to implement policies within educational systems that promote inclusive practices related to LGBTIQ populations, but these efforts have faced international scrutiny (Rodrigues, 2017). Educators must face a variety of challenges based on the state of their educational climate, which may range from least accepting, moderately accepting, to highly accepting (Kuvalanka, Katherine & Goldberg, Abbie & Oswald, Ramona, 2013). The climate of the school and the surrounding community should be taken into consideration for teachers to effectively integrate inclusive practices in a manner that does not compromise safety and stability for staff and students. Educators can gradually incorporate a spectrum of methods varying from subtle yet crucial teachable moments through consistently addressing bullying, establishing an anti-homophobic and anti-transphobic space in their classrooms, to finally including lessons that recognize and teach LGBTIQ topics. Schools aim to create safe spaces where students can feel respected and able to explore their individual identities through educational empowerment and socialization. Thus, it is critical to integrate positive discussions and academic content that gives visibility to all identities, including LGBTIQ (Rodrigues, 2017). The importance of LGBTIQ visibility is not solely beneficial in affirming students who identify as LGBTIQ, "but is an important factor for developing empathy and understanding in cross-cultural interactions" (Rodrigues, 2017, p. 18). Inclusive practices are commonly misinterpreted as attempts to shift the identities of those who are not LGBTIQ. Rather, these approaches serve to sensibilize all staff and students in building mutual understanding of diversity that promotes affirming all identities.

Moreover, while there is a valuable aspect of LGBTIQ visibility affirming these identities, inclusive practices should not place students and/or staff in unwanted spotlights due to their sexual orientation and gender identity. This workshop aims to address barriers that educators may have regarding language and terminology of LGBTIQ topics as a lack of knowledge may also impede teachers from addressing ignorance as well as actively including LGBTIQ themes in the classroom (Rodrigues, 2017). This workshop also seeks to provide a space for educators to share and collaborate on strategies that they can utilize to create safer spaces for LGBTIQ students and staff while regarding the climate of acceptance present in their educational settings. Finally, the workshop will provide resources and suggestions on actively engaging in the inclusivity of LGBTIQ topics in the curriculum while simultaneously accomplishing English language objectives.

2   Context

Within the subject of context, I must address my personal background. I am a visiting teaching assistant from the United States; thus, it is likely that I have been afforded more tolerant opportunities in the name of cultural exchange. I recognize the privilege that my status has granted me to address socially controversial topics. While I do identify as transgender and I have worked for LGBTIQ advocacy initiatives, I believe that inclusive practices should not be the sole responsibility of LGBTIQ educators and that these topics pertain to all people regardless of personal identities.

Through my time in Costa Rica, I have been learning about the complex challenges that educators must navigate to develop their own understanding of this marginalized group, create a safer space for students, and engage in inclusive practices. I have a strong interest in developing opportunities for educators to share experiences on addressing inclusivity and mobilize fellow teachers to integrate inclusive practices in any possible way.

The following activities have been used with two distinct student populations, including groups from Instituto Nacional de Aprendizaje, where the classes are composed of various ages and a Saturday program for high school students. This program includes students who are between 14 and 16 years old. Their linguistic levels vary as well. The activities will include adaptations to consider depending on the linguistic level, age group of class, linguistic objectives, and educational climate regarding directly integrating LGBTIQ topics.

3 Activities and time

Activity name: Sticky Note Thoughts
Objectives: Warm-up / build background
Time: 8-10 minutes
Materials: Large sheet of paper, sticky notes, pencils

The introduction of this workshop will include an activity that will build background for participants on the topic of inclusive practices for LGBTIQ populations. This activity will model the importance of building background as described in the SIOP (Sheltered Instruction Observation Protocol) Model (Echevarria, Vogt, & Short, 2013) through introducing new content by engaging prior knowledge to identify what students may already know about the topic and also explore the aspects that need to be addressed. For the warm-up activity, participants will write sentences that pertain to the topic on sticky notes, and they will place these sticky notes, anonymously, on a large sheet of paper located at the front of the room that says the topic: Inclusive practices relating to LGBTIQ. This warm-up activity can be done individually, but it can be adapted to be completed in pairs depending on the level of support that students need. Participants will complete one to three different sentence starters related to the topic:

A scenario/situation relating to _____ is:
A question relating to _____ is:
A concern relating to _____ is:

These sentence starters can help students engage with the topic in a flexible manner that welcomes connections to their own lives as well as share questions and doubts. Once all the participants have placed their sticky notes on the sheet, then the whole group will come together to listen to what participants wrote. In this way, each participant will notice comments that are similar or different from their own. I will acknowledge that this will only be a brief overview and that these sticky notes will be addressed again during the discussion section toward the end of the workshop.

Activity name: Vocabulary Match
Objectives: Learning new vocabulary or reviewing vocabulary / creating groups
Time: 5 minutes
Materials: Slips of paper
Participants will receive one slip of paper each that will contain either a vocabulary word or the definition of a word relating to LGBTIQ topics (see Appendix A). Participants will match the correct vocabulary word with the definition. Participants will remain with their pair to review the vocabulary as a whole group. Teachers can adapt this activity through the content of the vocabulary, and it may serve to introduce new topics and review vocabulary. Teachers may also add example sentences for the vocabulary to provide more scaffolding and create larger groups if needed.

Activity name: Jigsaw
Objectives: Reading techniques / cooperative learning
Time: varies
Materials: Copies of readings (see Appendix B)
The pair groups from the previous activity will combine into groups of four to complete a jigsaw reading activity. The reading reflects upon LGBTIQ students' rights at school. The group that participants begin in will be referred to as the homegroup, and each person from this homegroup will receive a different section of the reading. The task will be to collaborate with the participants from other groups that have the same section to become experts on the topic by summarizing the main idea and if any suggestions are given. Expert groups will work together to read the passage and complete the task, then return to their home groups to share the different pieces of information and analyze which suggestions may or may not work for their classroom settings and educational climate. The jigsaw activity can be adapted in a variety of ways depending on the reading passages the teacher chooses. If needed, teachers can provide additional scaffolding for students to assist them in completing the task, such as looking at specific grammar structures. For example, if the task is to locate suggestions and obligations, then the teacher can direct the students to look for how modal auxiliaries are used.

Activity name: Mingle, Mingle
Objectives: Speaking / sharing strategies / energizer
Time: 5-8 minutes
Materials: Speakers, music, space for movement
Participants will move around the room until the music stops playing. Once the music stops playing, they will share with one person closest to them the educational climate present in their school, ranging from least accepting, moderately accepting, and highly accepting, and then exchange advice that is appropriate for the level of acceptance.

Teachers can adapt to this speaking activity depending on the level of support their classes need. For example, students can practice specific grammatical structures through repeating a dialogue multiple times in different pairs. (Credit: Brian Paz)

Activity name: 'Zine' Workshop
Objectives: Formative assessment / writing skills / practicing grammatical structures / incorporating creativity
Time: varies
Materials: Paper (colorful paper is acceptable), scissors, markers and/or colored pencils
The final activity before the group discussion will be a workshop on using zines. The word 'zine' comes from 'magazine,' it is a book that is made by hand. Participants will learn how to make a zine from a single sheet of paper. Zines are a dynamic formative assessment that can be used to review vocabulary, practice grammatical structures, and develop writing skills. For example, students can write a recipe book to practice giving instructions and apply vocabulary. For this workshop, participants will use their zines to reflect on the initial activity regarding situations, questions, and concerns relating to LGBTIQ inclusive practices. Participants will be able to write any information that has been clarified relating to LGBTIQ topics and inclusive practices as well as any strategies that they would like to integrate into their spaces.

4   Educational implications
Due to educational climates and the level of acceptance toward LGBTIQ identities, inclusive practices may not look the same from one school to the next. For many, inclusive practices may appear as the crucial work behind creating a safer space for students who face discrimination based on their gender and/or sexual identity. Teachers who actively maintain safer spaces consistently address harassment and bullying, which is significant for the safety and academic success of LGBTIQ students (Snapp, Burdge, Licona, Moody, & Russell, 2015). Inclusive practices may appear as directly stating that discrimination based on gender and sexuality will not be tolerated within the classroom. Inclusive practices may be able to reach the ability to integrate LGBTIQ issues within the curriculum if the level of acceptance permits. Through this engagement in LGBTIQ issues, students may be able to learn more about the contributions of LGBTIQ people in history and culture. Also, harassment may lower (Snapp et al., 2015) as non-LGBTIQ students can address typically avoided topics, which can create opportunities to expand understanding and acceptance.
Aspects of this workshop have limitations. The selected reading refers to the rights of

LGBTIQ students within a United States context, therefore it poses cultural limitations. Teachers should reflect upon the level of acceptance within their schools to implement inclusive practices that would be appropriate for the gradual transformation of the school environment. LGBTIQ people are found everywhere and have contributed immensely to society, yet their stories are continually neglected from classrooms. LGBTIQ students are being discriminated against within schools, and do not have opportunities to see their identities reflected in the curriculum. Educators can act in solidarity to address these inequities found in schools, and gradually introduce inclusive practices that make visible and empower all identities.

5   References

Echevarria, J., Vogt, M. E. & Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP® Model, Fourth Edition. Boston: Allyn & Bacon.

Kuvalanka, Katherine & Goldberg, Abbie & Oswald, Ramona. (2013). Incorporating LGBTQ Issues into Family Courses: Instructor Challenges and Strategies Relative to Perceived Teaching Climate. Family Relations.

Rodrigues, N. (2017). LGBTQ-Inclusive Classrooms: The Benefits and Challenges to a Sample of Elementary School Teachers. University of Toronto.

The Proud Trust. (n.d.). Retrieved from https://www.theproudtrust.org/.

6   Biography

Lisa Delao holds a Bachelor's Degree in English with a minor in Creative Writing and a Bachelor's Degree in Spanish. He is currently working as an English Teaching Assistant through the Fulbright Scholarship. His interests in education include student empowerment, service learning, and social justice pedagogy in education.

Student Empowerment Through Community Service Learning: Writing Reflections to Improve English Writing Skills

Lisa Delao
Virginia Commonwealth University, United States
lisadelao23@gmail.com

Resumen: El propósito de esta investigación es para explorar el método de aprendizaje por medio de servicio comunitario y sus beneficios en promover empoderamiento en estudiantes de inglés como idioma extranjero y mejorar sus habilidades en escritura. La investigación quiere analizar las conexiones entre escribiendo reflexiones sobre proyectos comunitarios y la manera que aprendizaje por medio de servicio comunitario mejora habilidades de escritura, y si estudiantes pueden crear conexiones complejas entre sus proyectos y el impacto que pueden tener en sus comunidades y el mundo. Este estudio utiliza métodos mixtos, una investigación cualitativa que analiza escrituras de reflexiones de ocho jóvenes estudiando inglés como idioma extranjero en un programa de inglés que se realiza los sábados por dos años, y analiza el modo que reflexionan sobre sus experiencias de aprendizaje por medio de servicio comunitario. Este estudio también utiliza una investigación cuantitativa usando una encuesta llenada por estudiantes inscrito en el programa de inglés que explora los sentimientos de los estudiantes sobre sus avances en escritura por medio de escribiendo sobre sus proyectos comunitarios. El análisis de estos métodos muestra ejemplos de estudiantes sintiéndose empoderados por sus proyectos comunitarios para afectar sus comunidades de maneras positivas y transformativas. Es más, muestra que existe la habilidad de integrar el método de aprendizaje en servicio comunitario para mejorar habilidades en escritura de inglés como idioma extranjero por el uso de reflexiones escritas.

Palabras clave: Aprendizaje en servicio comunitario, empoderamiento estudiantil, habilidades de escritura, reflexión.

Abstract: The purpose of this investigation is to explore the method of service-learning and its benefits in promoting student empowerment in English Language Learning (ELL) students and improve their writing skills. The investigation seeks to analyze the connections between writing reflections about service-learning projects and how service-learning improves writing skills, as well as if students can create complex connections between their projects and the impact they can have in their communities and the world. This study utilizes a mixed-methods approach, a qualitative investigation that analyzes reflection writing from eight students studying English as a foreign language (EFL) who are enrolled in an English program that meets on Saturdays for two years. It analyzes how students reflect on their service-learning experiences. This study also uses a quantitative investigation by using a survey filled out by students regarding their improvements in writing through writing about their service-learning projects. The analysis of these methods demonstrates examples of students feeling empowered by their service-learning projects to affect their communities in a positive and transformative manner. Furthermore, it demonstrates that an opportunity exists to integrate the method of service-learning to improve writing skills in EFL through the use of reflective writing.

Keywords: Service-learning, student empowerment, writing skills, reflection.

1   Introduction

This research aims to develop the integration of Community Service Learning (CSL) in English Language Learning (ELL) classrooms. Often, community service scenarios are used to teach a certain grammatical structure or to provide students with an interesting topic that stimulates reflection upon problems in the world, but rarely does it go beyond a single assessment for language production. Service-learning may be defined as a research-based teaching method were guided, or classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge (Kaye, 2010, p. 9).

The intention behind this research is to investigate the benefits that CSL can have on English writing skills through reflection. CSL projects provide opportunities for students to reflect upon their learning, service actions, and transformative impacts students can have on their communities. Through learning a language, students can re-learn ways to express themselves and their relationship to the world. Service-learning puts into action acquired language skills through meaningful work that help develop those relationships with themselves as well as local and global communities (Kaye, 2010). CSL encourages students to dream about creating positive impacts, to look deeper at the world, and reflect upon their self-growth and peer collaboration by using their skills to address social needs.

2   Literature review

Several studies and CSL projects have been carried out. CSL resources from the United States were primarily used for this study; however, there was a lack of research on the integration of CSL in ELL classrooms, moreover ELL classrooms in Costa Rica. While CSL is making progress in being included within the curriculum of schools where English is the dominant language, there is room to see this method of learning utilized in an ELL context.

Frequently, teachers use social issues for discussion prompts or for students to practice specific grammar structures. This type of inclusion can be used to introduce students to reflect on human issues locally and globally. In a study conducted at the university level in a classroom composed of native English speakers and English language learners, Crossman and Kite (2007) analyzed student reflections regarding CSL projects relating to the business course. The findings of the reflections showed that:

By reflecting about their service, whether native speakers of English or ESL [English as a Second Language] learners, students have the opportunity to think about and articulate its impact on them and the community and to make connections between experiential learning and coursework (Crossman & Kite, 2007, p. 161).

Through CSL, students can feel empowered to use their learning to interact with their communities in meaningful ways. In a study conducted at a Libyan university with English as a Foreign Language (EFL) students, Suwaed (2018) investigated if service-learning could be used as a method to improve English language learning. The results showed that students believe that service-learning helped them improve their sense of confidence personally and with using the English language (Suwaed, 2018).

3   Context of classrooms

The findings for this research come from 45 students enrolled in a two-year Saturday program where students from different public high schools in the region meet only on Saturdays for four hours to learn English. Students are divided into three classes: class A can be classified as basic; class B has a range between basic and high basic, and class C students demonstrate mostly Elementary English abilities. Three teachers rotate classes every bimester so all students can receive instruction from all the teachers. Students can move between classes depending on if a different pace would be better suited for their language level. For example, students from Class A could move to Class B, students from Class C could move to Class B, and this depends on the learning environment that would be best suited for the level of challenge that students can handle. As a result, the number of students in each class as it varies from bimester to bimester will be specified. My role in the program is to serve as an English teaching assistant as part of a scholarship program, and one of my responsibilities is to facilitate activities that develop language skills and cultural exchange between my Salvadoran-American experience and the experiences of the students. Additionally, I oversee the progress of the students' Community Engagement Project (CEP) as it is a requirement of the program for the students to complete community service each month for 20% of their total grade.

Due to the structure of the program, implementation of the CEP must be flexible to accommodate the variety of situations and locations of the students as they may live in areas with more community resources, rural areas, or areas that do not offer many opportunities for community service. To be clear, these students are completing assignments (online tasks, oral presentations, and tests) and their CEP assignments (a written proposal, monthly hour logs, monthly journal entries, investigations, and a final presentation) in addition to their school courses.

To further accommodate students, the monthly reflection entries are usually completed one Saturday a month during the hour of instruction that I am allotted for each class. Occasionally, students have to complete the reflections individually due to absences or insufficient class time to finish.

Process of service-learning

The integration of unfamiliar teaching methods into the classroom may seem daunting and full of questions. While CSL models have not been fully integrated into all education systems, they have developed over the years. They have gained much recognition in U.S. higher education institutions where courses include a service-learning component (Suwaed, 2018The National Youth Leadership Council (NYLC) promotes service-learning within primary and secondary schools. This organization is led by the vision that "All young people become civically informed and engaged global citizens by participating in service-learning during their formative years" (2019, Who We Are section, para. 1). NYLC also has a mission that seeks "To create a more just, sustainable, and peaceful world with young people, their schools, and their communities through service-learning" (2019, Who We Are section, para. 2). CSL begins with recognizing the desire for students to feel empowered by their learning, and that students can use their learning to create positive impacts on people and the world around them. Paulo Freire wrote that "People are fulfilled only to the extent that they create their world (which is a human world), and create it with their transforming labor" (1970, p. 145).

CSL must be a student-centered framework where student voices are valued in the creation of their learning as students and teachers work together to make decisions on how CSL projects will develop, ensuring that students feel a sense of ownership and responsibility for their education because it is connected to a larger, more fulfilling purpose.

A prominent framework for CSL is known as the IPARD (Investigation Planning & Preparation Action Reflection Demonstration) Framework (NYLC, n.d.), which is derived from David Kolb's model of experiential learning (Kolb, 1984). The IPARD Framework has five separate, interdependent stages (Kaye, 2010). These five stages have the flexibility to integrate the learning standards set forth by educational institutions, and they can guide a variety of CSL projects. (See Appendix A)

- Investigation: "1) investigation of the resources within the student population, called a "Personal Inventory," and 2) investigation of the community need" (Kaye, 2010, p. 16).

- Planning & Preparation: "Having recognized their interests, skills, and talents, and identified the need to be addressed, students now learn more about the topic… Students may also find and establish partnerships with other teachers and classrooms, local agencies, colleges or universities, or national groups that offer resources" (Kaye, 2010, p. 16).

- Action: "Solid preparation enables students to confidently carry out their plan of action, applying what they have learned to benefit the community" (Kaye, 2010, p. 16)

- Reflection: "Reflection infuses all parts of the process rather than being a stage that follows experience" (Toole & Toole, 1995, p. 104). "Final reflections may include ways to gauge results in further understanding and synthesis. Community partners and others involved in this reciprocal exchange may also share their reflections" (Kaye, 1995, p. 17).

- Demonstration: "Presenting what they have learned allows students to teach others while also identifying and acknowledging to themselves what they have learned and how they learned it" (Kaye, 2010, p. 18).

3.1 Reflection in Service Learning and its Connection to Developing Writing Skills

Reflection is a crucial component of CSL, and it is utilized in each stage of the IPARD Framework. Toole and Toole (1995) build upon Kolb's model of experiential learning to highlight that reflection permeates "all parts of the process rather than being a stage that follows experience" through their guiding questions: "What? So what? Now what?" (p. 104). In pre-service reflection, students will respond to "What?" through their investigations, planning, and preparation. Additionally, they will reflect on "What?" during their service as they report about their experiences completing their CSL action (Toole & Toole, 1995), then analyze those experiences through "So what?" which uses critical thinking skills for reflection. Finally, at the post-service or demonstration stage, students will reflect on "Now what?" to draw their conclusions for the project and any possible next steps. Throughout the process, students are reflecting on goals and objectives formulated in the planning and preparation stage, evaluating any adjustments that need to be made, and whether those goals and objectives are being accomplished.

Writing skills can be developed through various forms of reflection at each stage in the IPARD Framework. Cole and Feng (2015) analyzed that writing is the last skill to develop when learning another language fully. Due to a combination of many micro-skills such as spelling, vocabulary, and grammar, writing increases anxiety, which can harm a student's self-confidence and production. Structured reflection through CSL seeks to decrease student anxiety by providing many opportunities to empower students in using their experiences as essential to their learning. Thus, a primary focus is placed on self-expression. According to Mary Beaven (as cited in Cole & Feng, 2015), the type of feedback provided to students can affect their writing production, "teachers who used shared experiences discussed students' thoughts, and requested additional information as feedback were most successful in decreasing students' frustration thus making them feel more confident" (p. 7). This method of feedback pairs well with stimulating further reflection in CSL as it asks the students to focus and build upon their experiences and personal perspectives.

3.1.1 The role of multiple forms of literacy and the Inquiry, Modeling, Shared, Collaborative, Independent (IMSCI) Model

CSL seeks to promote the use of a variety of skills and interests that students have in completing their CSL projects. To achieve this, the concept of writing should be expanded beyond any single form of the written word. Multiple forms of literacy are defined as a way of conveying meaning through and recovering meaning from the form of representation in which it appears because each form of literacy has the capacity to provide unique forms of meaning, and it is in the pursuit of meaning that much of the good life is lived (Eisner, 1997, p. 8).

Through the use of multiple forms of literacy, students have a variety of opportunities to express themselves through forms that highlight their skills or allow them to explore community needs, CSL projects, and themselves in deeper ways. Multiple forms of literacy, according to Toole and Toole (1995), "has major implications for *how* students reflect in service-learning practicums" (p. 107). Literacy can mean roleplays about a community need, drawings based on a student-chosen theme, posters relating acquired information, reflection journals, and many other forms that students can use to learn and convey meaning.

The teaching of writing skills to ELL students also places importance on utilizing many forms of writing, just as CSL integrates multiple forms of literacy to represent reflection. Cole and Feng (2015) noted that exposure to various forms of genres and writing strategies could significantly impact students' ability to write in English. However, the IPARD Framework and "What? So what? Now, what?" has its limitations in providing sufficient scaffolding for students, especially ELL students, to complete reflections or any other writing assignments. Scaffolding instruction provides enough support for students to gradually master skills or tasks before moving on to independent work or more challenging tasks (Kavera & Echevarria, 2013). Thus, the integration of a more thorough scaffold to use within the IPARD stages will be vital to ensure that students are supported throughout the process.

The Inquiry, Modeling, Shared, Collaborative, Independent (IMSCI) model is used for scaffolding writing instruction where inquiry facilitates building background on a writing form. Modeling provides examples of the specific form that students will create. Shared writing engages students in the writing process with the teacher. Collaborative writing releases students to work with other students, and finally, as a result of previous scaffolding, students are ready to produce independent writing (Read, 2010).

Much of the IMSCI Model mirrors and complements the stages of service-learning. For example, the investigation stage in IPARD asks students to use their prior knowledge. Then, after a community need or theme has been identified, in the planning and preparation stage, the teacher can model using vocabulary that centers around the student-identified theme and share how to use this vocabulary in combination with a grammar structure that may need to be reviewed simultaneously. Students may collaborate on role plays that depict the community need or collaborate on posters to promote the activities that students will facilitate in the next stage. At the reflection and demonstration stages, students can do both collaborative and independent reflections to address reflective prompts with community members, group members from the project, and individually. The teacher's ability to scaffold instruction is critical to CSL, or else will result in an uncommunicative class. In facilitating CSL projects, teachers and students are "co-investigators" in these reflection and action processes (Freire, 1970, p. 81).

1.1 Research method

This research seeks to analyze ELL students' reflections on their service-learning experiences. Research questions include:

- Do service-learning projects promote student empowerment by reinforcing their service actions with learning and reflection?
- Are students able to move beyond the initial "what" stage in reflection by integrating critical thinking skills and connections regarding their role in addressing community needs to transform their world?
- Does reflection within CSL have a beneficial impact on writing skills for ELL students?

The methodological approach to this research will be a sequential exploratory design. In this mixed-methods design, the qualitative data collection includes a primary analysis of monthly reflection journals and a secondary analysis of CEP proposals and investigative writing assignments. The class levels of the students are known and will be specified as A, B, or C. Student names will be replaced by codes to protect their identities. The content of the reflections will be analyzed to explore if students can express their ideas and reflect through the process of "What? So what? Now what?" It is important to know the language level of the students to maintain a reference point regarding trends in writing.

The quantitative data collection includes an anonymous survey (Appendix B) completed by students to analyze self-reflections of their writing skills and if they notice any correlation to improved writing skills with their CEP, as well as general improvements in their writing. The survey intake was conducted anonymously to see general trends of the students' reflections about their writing without tying those reflections to their language levels. The students completed the surveys during class.

The sample size of the surveys includes all students who were present on a test day. The sample size of the qualitative data includes reflection journals from all classes: three journals from class A, three journals from class B, and two journals from class C. These journals demonstrate "What? So what? Now, what?" stages of reflection (Toole & Toole, 1995, p. 104) in distinct ways. An analysis of the variety of reflection is necessary to explore where CEP projects and reflection writing skills need to be developed.

1.2   Qualitative data

The qualitative research will be presented through an analysis of one students' writing at a time. The code for each student will begin with the class the student is in, followed by S for Student and a sequential number. For example, the first student from class A will be coded as AS1, and the first student from class B will be coded as BS4.

1.2.1   AS1

For the investigation stage of IPARD (NYLC, n.d.), AS1 had to reflect on her skills and interests, and if there was a community partner that she could collaborate with. Students completed the initial planning & preparation stage (NYLC, n.d.) through their CEP proposal (Appendix C). Based on her proposal, AS1 completed many actions that she set out to accomplish, including teaching young children about the environment and planting trees.

AS1 organized her journal in a manner that was not replicated by other students. Her journal resembles a teacher's lesson plan, which is fitting as her CEP is to assist with classes at a Centro Infantil. In the first entry of her journal, her descriptions were more focused on "What?" (Toole & Toole, 1995). She wrote about the specific activity that she led with the children. In the following months, AS1 described the reactions from the children:

● "With a song, we made mimics to learn how some animals are. While we sang and danced, we laughed a lot. Be amazed at how quickly children learn!" In this journal entry, it can be inferred from her vocabulary, detail, and punctuation that this class was enjoyable for her and the students. Also, AS1 felt a sense of satisfaction from seeing that her action (NYLC, n.d.), leading an educational activity, yielded a positive impact, students learning. This would be an example of a "So what?" reflection (Toole & Toole, 1995).

A writing prompt asked her to reflect on her whole CEP experience so far:

● "I learned how to plant trees."

● "I like to teach about the environment. In the future, I will plant more trees and teach about the environment to children."

Kaye states that "Reflection may occur before, during, and after implementation through the use of different approaches and strategies" (2010, p. 17). AS1's journal entries show reflection on her service actions throughout the months, but through guided questions, she was able to reflect on her CEP experience as a whole so far, reaching a "Now what?" (Toole & Toole, 1995) level of reflection. Exposure to these actions stimulated an interest in continuing to do this work beyond her CEP, which is a sign that AS1 felt personal ownership and fulfillment in her work.

1.2.2 AS2

AS2 had a CEP proposal (Appendix C) to start an environment club with his partner, a student from Class B who attends the same high school. He had a thorough proposal to organize the club into committees devoted to specific tasks, such as fundraising and promotion. He created a logo to promote the club. In his first journal entry, he wrote about the steps he and his partner took to promote the club:

- "The first week we tried to make announcements for want to add a club, in the end, we went to what they gave us permission, but the director told us that it was bad for several reasons and we ran out of time since the school bus was going at 4:10 pm."

His journal entries include narration of the steps he and his partner took to advance their ideas; this is an example of "What?" (Toole & Toole, 1995) level of reflection. For a pre-writing assignment, students made mind maps to organize their ideas for their investigative writing assignment (Appendix D). AS2 needed assistance coming up with an idea on how to investigate more information about his CEP, they were given the idea to survey how students from their school feel about environmental issues. Although the survey was done in Spanish (Appendix E), the level of observations on their local community was profound. The pair came up with complex, open-ended questions regarding pineapple farms and mining sites, which stimulated reflection that asked students to look at complicated social issues in their community. A missing component of this method of investigation reflects the results of the surveys by AS2 (Kaye, 2010).

- When AS2 reflected upon how he can use what he learned, he wrote,
- "In the future, I will create inventions for [sic] protect the planet with the tecnology[sic]." His use of the future tense is powerful as it affirms that AS2 will accomplish this goal. Kaye (2010) states that developing initiative in students is a significant skill in service-learning. AS2's formation of his CEP and reflections demonstrate a deeper understanding of himself and his abilities, as well as a deeper understanding of connecting his CEP to larger contexts. These aspects are crucial to effective "So what?" and "Now what?" reflections (Toole & Toole, 1995).

3.5.3 AS3

AS3 submitted a proposal to collaborate with the Plan Nacional of her school. She has been assisting the special education teacher with her classes and tutoring those students individually. AS3 shared goals that connected community service actions and learning to create positive impacts. Her goals were:

● "To commit myself to the responsibilities of teaching and learning of the students of the national plan to help them learn and teach them to lose the fear of expressing oneself and being able to understand everything in this life can be achieved with a lot of effort."

Her goals demonstrate a complex understanding of working with this group of students. Her goals reflect an attribute that Toole and Toole (1995) observed in CSL, "there is some significant level of student responsibility, ownership, or choice - the outcomes are important to and in the hands of youth" (p. 105). In this case, AS3 is not simply concerned with the actions that her hands will accomplish; she seeks to empower the students she will be working with.

Her reflection entries in her journal frequently move between "What?" and "So what?" (Toole & Toole, 1995) in a manner that resembles how a teacher observes their students.

- "She is in the eighth year and it costs her the recognition of objects we work with activities."
- "... these young people are very intelligent."
- She has been able to observe the needs and skills of these students to understand how to support them. Furthermore, she has been able to notice and praise the abilities of these students.
  In her last journal entry, she shared significant reflections regarding her whole CEP experience.
- "I am felt good because I love work with, they."
- "The experience was learn have patient. In the future, I will use the experience CEP for be the teacher."

Here, she shared her new goal to become a teacher, a profound demonstration of "Now what?" reflection (Toole & Toole, 1995). While not all "Now what?" reflections have to end in correlating CSL projects to career choices, CSL opportunities can provide students with powerful experiences that can shape their futures in many ways, including deciding career goals.

3.5.4 BS4

The CEP that BS4 is completing is an environment club, which includes facilitating workshops on helping the environment at a primary school in her community, picking up garbage, and separating recycling. She is completing her project with her sister as her partner, who is also enrolled in the English program, and they receive much support from their family.

"We had an amazing time with our family. We think that maybe we can buy some trees and plant them every time we can go collect trash."

While BS4 established macro goals, such as collecting recycling and garbage, she also has identified additional micro-goals for this project in the form of smaller projects that help in accomplishing the CEP. This would be ideal since students have to complete CEP hours every month while they are enrolled in the English program. This manner of setting goals also demonstrates steps in a process to accomplish larger tasks.

BS4 also exhibited an understanding of the importance of involving primary school students in the decision-making process.

- "... also, we talked about which other things they want to do with us."

This was a crucial moment in BS4's leadership development as she actively sought to build "a relation of mutual understanding and trust" (Freire, 1970, p. 110) to accomplish these goals in a truly collective manner.

When asked to reflect on how she feels about her CEP, BS4 wrote,

- "I feel proud because we help the planet, and I love to spend time with kids."

BS4 consistently observed the positive impact her CEP is having on the planet and the kids she is working with at the moment. BS4 was able to move beyond the "What?" (Toole & Toole, 1995) stage to not only describe her experiences but also place those experiences in a larger context where she saw her actions as having a positive impact on others and the world.

3.5.5 BS5

BS5 began her CEP with two other students, who also attend the same school as her. The group proposed to provide English tutoring to 7th-grade students.

- "I am going to talk about my experience of my CEP project; I really like it because I'm learning more than I thought. I am getting my goals of my CEP, be less shy, can talk in front of many people, and I trying to be better every day."

By the second journal entry, BS5 was able to show a "So what?" (Toole & Toole, 1995) level of reflection by indicating progress she noticed on goals she set for herself in her proposal. The CEP proposal asks students to set at least one personal goal and one goal for the project (Appendix C). Goals can help ground students to evaluate progress in their actions and guide them in their reflections, first in observing progress, and second in relating these goals and the project to a larger purpose.

Due to uncontrollable conflicts with class schedules and school strikes, the tutoring sessions had to be reduced as many students stopped arriving at the sessions. Before BS5 changed her CEP, she reflected on the progress of the students and working as a team.

- "I like the teamwork, my students are very intelligent, and they learn fast, I'm proud!

Teamwork is a valuable skill that students learn through service learning, and BS5 benefitted from a team dynamic. Also, it is crucial that students feel a sense of responsibility in CSL (Toole & Toole, 1995). BS5's sense of pride indicates the personal responsibility and positive impact she feels toward her original CEP.

Despite changing her CEP, her reflections continued to reflect at a "So what?" (Toole & Toole, 1995) level,

- "I feel very good when I collected every little garbage because though it is a little thing, that thing helps the planet."

BS5 changed her project to picking up garbage in her community. Through reflection writing, BS5 has been able to make connections from her actions, no matter how small, to a larger purpose. BS5 included the word "little," which carries significant weight in informing that actions do not have to be lofty to be significant and empowering for students.

3.5.6 BS6

BS6 is the partner of a student from class A, AS2. Together, they have been building up an environment club in their high school for their CEP. BS6 searched for a teacher to receive support from within the school, and she received approval from the director of the school. For her planning & preparation stage (NYLC, n.d.), she shared ideas of the types of actions she would like to do:

- "With this project, we would make known the importance of the environment to the student community, that these are informed with fun actions, such as planting trees, picking up trash and making signs with motivational phrases towards nature, we would also be helping the community of _____ see interest in maintaining as many clean areas. To help with the expenses, we would ask for donations or make raffles to achieve it."

Students had the opportunity to write their CEP proposals in groups if they would be completing their CEP in pairs or groups, yet BS6 and AS2 still wrote proposals with different ways to convey similar actions and goals. BS6 wrote a general action that she would like to lead, such as fundraising, and AS2 wrote the same action in a way that emphasized distributing that responsibility to a committee that would be developed within the environment club. In her last reflection, BS6 spoke with me about the challenges related to her CEP before writing her reflection. Often, students may need to talk through their ideas before they begin writing. BS6 answered questions asking her to reflect on the last month, and she answered:

- "I try to talk with the principal, but it was very difficult."
- "I observe the guys the first grade very excited with the mini-test, and I observe my teacher very concerned for _____ [partner's name omitted] and me."
- "I felt very stressful. I had a very big problems with the principal."
- "Yes, I had [problems]. My principal was very difficult to understand, and we have problems with the trees, but my teacher fixes them."

Her reflection is clear in demonstrating that she encountered difficulties while trying to complete the goal of planting trees. Problem-solving is a valuable skill acquired through CSL (Kaye, 2010). BS6 was able to communicate with her teacher for support and persevere with her goals despite the challenges that arose.

BS6 collaborated with her partner to create a survey for students in her high school (Appendix E). In comparison to her partner, BS6 was able to reflect in a "So what?" (Toole & Toole, 1995) manner about the reason behind the survey they created,

- "This week's we make questions for students; maybe they have a little inspiration for participated in our club."

The purpose of the surveys was to motivate student participation in the club's actions, which can be reflected in the order of the questions as it began by asking students about their opinions on environmental issues in the community and the country and ended with two questions grounded in actions that could be taken collectively. The last question was particularly impactful in asking students if they would want to take part or volunteer in the project of protecting the environment. BS6's reflections show that she has been improving many skills, including a deeper understanding of issues in her community and the world, working as a team with various partners such as AS2, club members, and her teacher.

3.5.7 CS7

CS7 submitted a CEP proposal to volunteer at his church with various production actions, including: "assistance of the music group, PC and lights Operator, Graphic Designer, Photographer, and Audiovisual Producer" (see Appendix F). CS7 reflected upon his interests and skills (Kaye, 2010)
which include graphic design, photography, and production to develop a way in which he could help his community by using his skills. In his proposal, he shared his goals:

- "Create a production team… improve the communication of the church."

CS7 frequently returned to his first goal to address progress he was making on the goal, which is an effective form of "What?" and "So what?" reflection (Toole & Toole, 1995) as he reported details, such as the number of people who joined the team, the times that they would meet, and different projects that he had been working on.

With such abundant detail, he frequently reflected on the benefits of the actions he was committed to follow. Additionally, after achieving goals, CS7 felt compelled to create new, more ambitious goals, such as creating a center zone for production, helping other churches with production through social media, and facilitating workshops with experienced professionals.

When CS7 reflected on his whole CEP experience, he wrote about areas where he could improve:

- "I need to do a better work, organized more, and continue!"

CS7's reflections offered more complex introspection as he did not merely reflect on strengths or the best aspects of his CEP; he was also able to recognize how to improve promoting a deep sense of ownership and a sense of personal fulfillment through his work.

3.5.8 CS8

CS8 submitted a CEP proposal to assist a local elementary school with their garden. He began the project with a partner, but due to scheduling conflicts, they have not been able to work together. In the first month, CS8's reflection was mainly a report of the actions he did for his CEP, a "What?" (Toole & Toole, 1995) level of reflection. By the second month, CS8 deepened his reflection to "So what?" by connecting his work to a larger context:

- "I like my CEP because when I am doing it, I feel relaxed, because I really like the nature and work with plants, and also I feel happy because I'm helping the environment and the school so at the same time my community."
- This reflection demonstrates that the quality and personal importance of the CSL project being done will impact a student's reaction and reflection of that project (Toole & Toole, 1995). CS8's reflections show a progressive increase in the vocabulary around his project, and through an investigation assignment, he was able to expand his knowledge on the subject:
- "I learned how to put in the ground, in which are the crops, a organic fertilizer, teacher
- "Marta showed me how to do it. It was a new knowledge for me, and also with my investigation, I found out a lot about the health benefits that these products have."
- Additionally, CS8 was able to move deeper into his reflections through guided questions that helped him write about how he could use what he has learned in the future.
- "And also, I can tell my friends, family, or other persons about the health benefits of these products and invite them to consume them more frequently."
- "Maybe I would like to learn more about how to plant in a correct way, depending on the crop or plant, for example: if such a crop needs more water or more sun, or what land is ideal for sowing?"

Through details, CS8 expanded on his "Now what?" reflection by connecting his learning experiences to a larger context as he would like to share what he has learned with other people.

Quantitative data

The quantitative data collected was a close-ended survey (Appendix B), where students had to reflect on statements and circle the response. They felt reflected in their opinions about improvement in their writing skills and their relation to their CEP. The responses for the first three questions were: a lot, a little bit, not at all.

3.6.1 Chart of responses to the first three questions in the survey

Questions About Writing and Your CEP
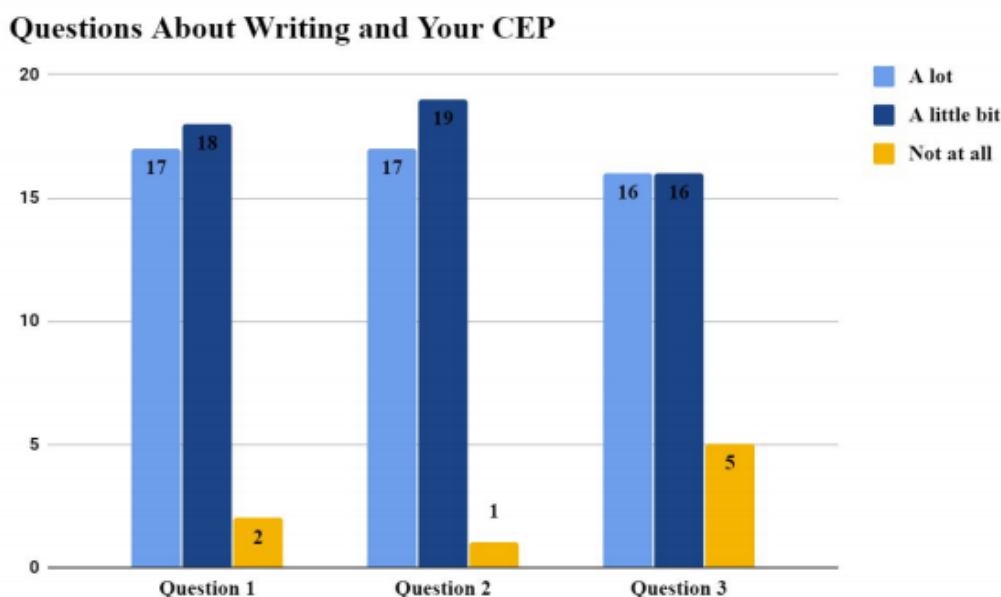
3.6.2 Question One: Writing has helped me think about my CEP.

17 students felt writing has helped them think about their CEP a lot, while 18 students felt that writing has helped them think about their CEP a little bit. 2 students felt that writing has not helped them think about their CEP at all. Based on these findings, since there was a higher number of students that responded "a little bit" and "not at all" collectively, students should have been provided more instruction through the IPARD Framework (NYLC, n.d.) to develop more thorough actions for their CEP. More thorough preparation and planning, followed by specific, meaningful actions could lead to critical thinking in their reflection writing, and ultimately recognize deeper connections from their projects to larger contexts. Though there is a significant number that felt that writing has been helpful for the process of their CEP, it is important to take away that more scaffolding before the reflection stage should be done to prepare students for writing opportunities sufficiently. This number also shows that there should be a stronger correlation to reflection and improvement in writing skills.

3.6.3 Question Two: I see progress in my writing because I am writing about my CEP.

17 students have seen a lot of progress in their writing because they have been writing about their CEP, while 19 students remarked that they had seen a little bit. Additionally, one student replied that they had not noticed any progress at all in their writing. This demonstrates that students should have been provided more instruction utilizing the IMSCI Model (Read, 2010) to scaffold writing assignments in a way that gradually allows the student to produce their own writing. Perhaps, engaging in more forms of literacy (Eisner, 1997) rather than predominantly individual journal entries could have significantly impacted students' writing skills by exposing them to various writing strategies, genres, and methods to express themselves.

Nonetheless, 17 students reported positive impacts on their writing by a lot due to writing about their CEP, despite typically only having one assignment a month requiring them to write about their CEP.

3.6.4 Question three: I can express my ideas about community service through writing better than through speaking.

16 students reported that they could express their ideas about community service through writing better than speaking, and 16 students reported this impact to be a little bit. 5 students reported that this statement was not true for them at all. This question was meant to analyze whether a significant number of students would strongly disagree with this statement, as writing is the last skill to be developed, and typically speaking skills are focused on more in the classroom. However, students mostly agreed with the statement either a little bit or a lot. This may be attributed to limited opportunities to orally produce any ideas related to their projects, while students have been provided with structured writing opportunities each month of the process.

3.6.4 Chart of Last Two Responses in Survey
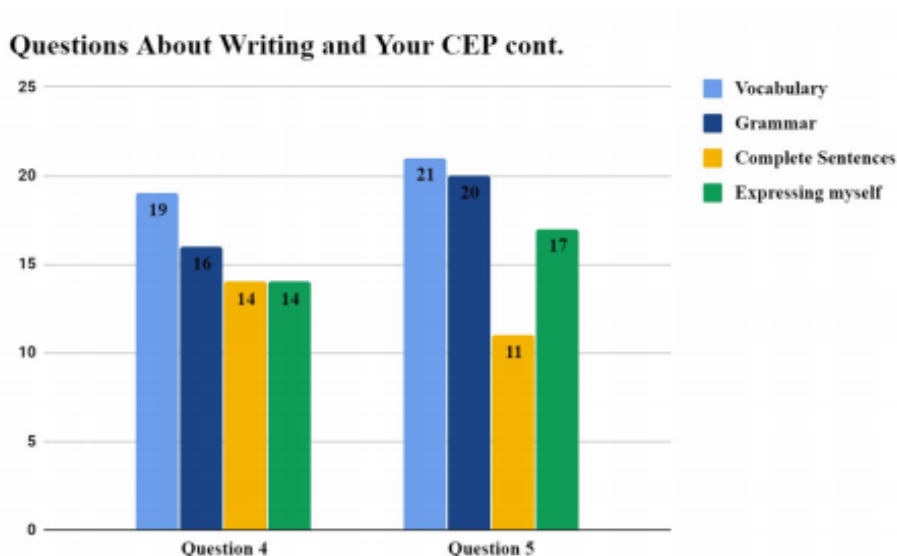
3.6.5 Question 4: I have improved my writing

I have improved my writing Students were able to choose as many of the available choices that they believe they have improved on over time. Many students chose two or more answers, while a few students picked a single choice. The highest response was vocabulary, which was surprising since instruction that utilized vocabulary about all the CEP ideas was minimal. The choices less picked were "complete sentences" and "expressing myself" which could mean two contrasting results: either many students feel they had already mastered the ability to write complete sentences and that they had already been able to express themselves well enough or that the CEP did not noticeably affect these areas. The second-largest selection made was grammar, which would be understandable as students spend most of the English program learning and reviewing grammar structures through speaking, listening, writing, and reading practices.

3.6.6 Question 5: I would like to improve

Students were able to choose all the options they felt were true regarding areas they would like to improve in their writing. 21 students chose "vocabulary," and 20 students chose "grammar." These results would be reasonable for general writing as a strong understanding of grammar and an extensive vocabulary can significantly impact a student's writing skills. This understanding would also be the case when reflecting on how the improvement of grammar skills and vocabulary would impact reflection writing on CSL projects as vocabulary corresponds with aspects of learning specific information relating to a community issue. 17 students chose "expressing myself," while 11 students chose "complete sentences." Perhaps, students have a more developed understanding of how to express their ideas and how to write these ideas in complete sentences, but many would still like to develop these areas.

4   Conclusions

The current state of the world has compelled many young people to raise their voices to demand immediate and drastic political changes to effectively address the negative impact humans are having on the planet. The issue of climate change is a primary issue cited by many students from this study who are completing their CEP. These students are using community service opportunities to create a positive impact on the world, and these impacts can be more thoroughly developed by implementing CSL in classrooms. Paulo Freire (1970) stated that "Dialogue cannot exist; however, in the absence of a profound love for the world and the people. The naming of the world, which is an act of creation and re-creation, is not possible if it is not infused with love" (p. 89). The integration of CSL into the ELL classroom is a transformative opportunity for students to practice their language skills in meaningful ways that involve naming the world they know and how they want to re-create it through acts of love and learning.

This study analyzed the impact that reflection writing about CSL projects could have on ELL writing skills. Limitations of this study include time as students enrolled in this English program meet on Saturdays for four hours, and only receive instruction and time for reflection writing on their CEP for one to two hours a month. Additionally, due to the vast differences in project ideas and project sites, it was difficult to thoroughly move through the IPARD Framework (NYLC, n.d.) to guide students in organizing their learning, community actions, and reflections. Another challenge that occurred was several instances where students had to change their CEP mainly due to scheduling conflicts and issues at the institutions where students were completing their projects. A limitation of available community resources and partnerships should be considered, as this can impact how to proceed with CSL. Additionally, this study does not include the demonstration stage to IPARD (NYLC, n.d.) as students have not completed their final presentations yet.

There is still more research and classroom practice to be done on the inclusion of CSL as a purposeful, project-based method of learning English. The demonstration of a variety of CSL projects through this sample size of student reflections aims to encourage educators that their implementation of a CSL project can take many different forms, which should ultimately depend on the voices and choices of the students.

Based on the findings of this study, the following recommendations can be made:

- This study could serve as an example of how to combine the stages of CSL and writing skills in English classrooms. Beyond this specific language skill, CSL can be used in all language skills, including speaking, listening, and reading. Furthermore, classrooms from different subjects can also implement CSL in a manner that addresses learning objectives, and classrooms from their respective subjects could combine efforts to complete larger project goals.

- Many students in this program have had to change their CEP sites, and students are required to complete monthly hours for a CEP. Thus, there should be alternative plans in place for students to be exposed to authentic service-learning experiences. Perhaps, whole group projects could be completed periodically.

- As Suwaed (2018) suggests, "To employ service-learning successfully, English language teachers need to have a good understanding of its underpinning philosophy. Thus, in-service training courses should be provided" (p. 37).

- Service-learning should be implemented in a manner that empowers students through the creation of their service actions, reflections, and demonstrations (NYLC, n.d.) as well as through the development of their language proficiency.

"Education as the practice of freedom—as opposed to education as the practice of domination— denies that man is abstract, isolated, independent, and unattached to the world" (Freire, 1970, p. 81). Thus, education should boldly seek out methods that center the belief that students can use their education to impact the world. Through critical reflection on the effect that students can have when they utilize their skills and learning to serve their communities, students will feel a greater sense of personal fulfillment from their education as they also develop their language abilities.

Acknowledgments

5 References

Cole, J., & Feng, J. (2015). Effective Strategies for Improving Writing Skills of Elementary English Language Learners, presented at Chinese American Educational Research and Development Association Annual Conference, Chicago, Illinois, 2015.

Crossman, J. M., & Kite, S. L. (2007). Their Perspectives: ESL Students Reflections On Collaborative Community Service Learning. Business Communication Quarterly, 70(2), 147–165. DOI: 10.1177/1080569907301776

Eisner, E. (1997). Cognition and Representation. Phi Delta Kappan, 78(5), 1-9.

Freire, P. (1970). Pedagogy of the Oppressed. New York, NY: Continuum.

Kareva, V., & Echevarria, J. (2013). Using the SIOP Model for Effective Content Teaching with Second, and Foreign Language Learners. Journal of Education and Training Studies, 1(2), 239–248. DOI: 10.11114/jets.v1i2.173

Kaye, C.B. (2010). The Complete Guide to Service Learning: Proven Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action. Golden Valley, MN: Free Spirit Publishing.

Kolb, D. A. (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall Inc.

Read, S. (2010). A Model for Scaffolding Writing Instruction: IMSCI. The Reading Teacher, 64(1), 47–52. DOI: 10.1598/rt.64.1.5

Suwaed, H. (2019). The Path Less Taken: Incorporating Service-learning in the English Language Curricula. IAFOR Journal of Language Learning. 4. 10.22492/ijll.4.1.02.

Toole, James, & Toole, Pamela, "Reflection as a Tool for Turning Service Experiences into Learning Experiences" (1995). Evaluation/ Reflection. 99-114. Service Learning and Community Engagement (SLCE).

6 Biography

Lisa Delao holds a Bachelor's Degree in English with a minor in Creative Writing and a Bachelor's Degree in Spanish. He is currently working as an English Teaching Assistant through the Fulbright Scholarship. His interests in education include student empowerment, service learning, and social justice pedagogy in education.

7   Appendices

Appendix A

The IPARD Framework   nylc
                                           national youth leadership council

The IPARD Framework represents the student-centered inquiry model in a service-learning project. Prior to the activities in this framework, educators and project organizers have identified student goals and objectives aligned with assessments.

D
Demonstration

I
Investigation

Post-service   Pre-service

R
Reflection

Service

P
Planning &
Preparation

Action
A

Appendix B

Questions About Writing and Your CEP

Please do not write your name.

Instructions: Circle one answer.

1. Writing has helped me think about my CEP.

A lot   A little bit   Not at all

2. I see progress in my writing because I am writing about my CEP.

A lot   A little bit   Not at all

3. I can express my ideas about community service through writing better than through speaking.

A lot   A little bit   Not at all

Instructions: Circle the answers that you believe are true for you.

4. I have improved my writing: Vocabulary   Grammar

Making complete sentences   Expressing myself

5. I would like to improve: Vocabulary   Grammar

Making complete sentences   Expressing myself

Appendix C

**Community Engagement Project Brainstorm
Sheet 2019**
Write at least 5 sentences about (**1**) your CEP location (What do they do? Whom do they serve? Why did you choose this organization?), (**2**) ideas for your role at this location, (**3**) ideas for your future project, and (**4**) at least two goals for yourself throughout the CEP.

Appendix D

Appendix E

Liceo   **C.E. P**
Nombre: _____**Edad:**
Sección: _____

1. ¿Apoya el proyecto de protección ambiental?

2. ¿Apoya la práctica de las piñeras, que contaminan el subsuelo, sabiendo que de este trabajo se alimentan muchas familias?

3. ¿Apoya la deforestación de árboles, para la reconstrucción de carreteras que cortan e l tiempo de llegada?

4. ¿Apoya la destrucción de vida silvestre, parques, zonas de descanso para construcción de grandes edificios?

5. ¿De qué manera se puede disminuir el calentamiento global?

6. ¿Qué piensa de la explotación minera en Crucitas sabiendo que genera contaminación en el ambiente pero que es un medio de ingresos para familias de poco recurso?

7. ¿Qué idea o sugerencia tendría como recomendación para apoyar un proyecto de protección ambiental?

8. ¿Qué opina sobre el proyecto de protección ambiental?

9. ¿Qué actividades le gustaría realizar con este proyecto?

10. ¿Le gustaría ser parte o voluntario de este proyecto?

Appendix F

I will do my CEP Plan in the ▓▓▓▓▓▓▓ Church, in the community of ▓▓▓▓▓▓▓ where my contact in this Church is the Pastor ▓▓▓▓ ▓▓▓. I will be a Production Assistance or this is my general role, I don't have a~~n~~other [*another*] person that help me in this area, because ~~t only I am~~ [*it is only me.*]. I have 4 labors of this area:

1) **Assistance of the Music Group:** I will help the people of the Music Group of the church with the cables, clean and organize ~~the~~ things.

2) **PC and lights Operator:** In the services of the Saturday, Sunday, Wednesday and special events I will help ~~proyecting~~ [*project*] the lyrics of the songs and controlling the lights.

3) **Graphic Designer:** I will do some ~~desings~~ [*designs*] that the church need[s], such as: Credentials, Flyers, (Tarjets), Brochures, logos, and others.

4) **Photographer And Audivisual Producer:** I will take the photos in some services, special events, people of the church and I will make videos such as promotional videos, informational videos, and special videos.

I have a principal goal of ~~the~~ [*creating*] ~~create~~ a production team ~~for better~~ [*to improve*] this area. How? I will communicate ~~the~~ this to my church, and will do a ~~meening~~ [*meeting*] ~~for~~ [*to*] talk with the people that want to be a production assistance of the church, later I will ~~meening~~ [*meet*] four times a week or [*people*] twice a week for preparing ~~their~~ [*them*]; I think that[*'s*] [*it*] could be of 2 or 3 persons. Also I have 1 more goal, it is **improve the communication of the church** to the community with my future team, using the social networks principally.

Amazing wo...
...real

Strategies to Promote Communicative Competency in the English Program for Female Entrepreneurs

María del Rocío Ling Nieto
Universidad Técnica Nacional, Costa Rica
rocioling@gmail.com

Resumen: El objetivo de la presente investigación ha sido determinar la efectividad de estrategias con el fin de desarrollar la competencia oral basado en una metodología comunicativa (CLT) dirigido a una población de veinte cinco mujeres cuya escolaridad es básica o nula. Se utilizó una investigación acción cualitativa que combina el uso de cuestionarios, entrevistas, pruebas por demostración de resultados (no cuantitativa), entrevistas y listas de cotejo. El programa se imparte en una modalidad anual que consiste en tres períodos, cada uno consta de tres horas presenciales durante un período de 10 semanas. La presente investigación incluye los resultados de los dos primeros módulos y el inicio del tercero (70 horas de instrucción). La población fue seleccionada por el Instituto de la Mujer (INAMU). Uno de los requisitos solicitados para registrarse en el curso de inglés fue la aprobación de la capacitación sobre empoderamiento brindada por esa institución. Las participantes son amas de casa o trabajadoras temporales en estado de vulnerabilidad socioeconómica cuyo objetivo es iniciar un negocio propio. El ingreso al curso no estableció ningún tipo de restricción con respecto a edad, nacionalidad y/o condición de escolaridad en inglés o español. Por parte de la Universidad Técnica Nacional se facilitó el espacio físico. La profesora investigadora ha sido responsable de la investigación, del diseño del curso y de impartir las clases. Los resultados de la investigación, aún en proceso, revelan resultados con respecto a las estrategias más efectivas para lograr el objetivo planteado. Asimismo, se describen algunos factores clave que se deben tomar en cuenta para diseñar un curso dirigido a esta población.

Palabras claves: Competencia oral, metodología por tareas, vulnerabilidad socio-económica.

Abstract The research study aimed to determine the effectiveness of strategies to develop oral competency in a Communicative Language Teaching course of twenty-five women. INAMU provided this population. The participants were housewives in a vulnerable socioeconomic condition willing to start their own business; the Program selection made no restriction in terms of age, nationality, and/or literacy in Spanish nor English. The research-instructor proposed, designed, and implemented the Program as part of her professional profile at UTN. The Universidad Técnica Nacional (UTN) provided research and institutional support, the facilities, and the instructor`s time. The research reveals the most effective strategies to achieve the goal and aspects that prove fundamental to design a course for this population.

Keywords: Oral competency, Communicative Language Teaching, vulnerable socioeconomic condition.

1 Introduction

Estado de la Nación (2017) states that entrepreneurs in Costa Rica generate 20% of employment opportunities; 70% out of this percentage corresponds to informal employment. *El Informe del Estado de la Nación* (2016) also explains that the average wage of Costa Rican women is 84,6% less than that by men, especially in areas such as commerce and manufacturing. Salazar (2017) explains that women assume only a third of management positions. The same author also refers to the situation of female entrepreneurs who experience significant barriers to obtain credits or resources. This unfortunate reality confronts public education to assume responsibility to provide women with the necessary tools to compete in such a challenging market.

The Program English for Entrepreneur Women has been implemented at National Technical University (UTN). The holistic vision and mission of UTN establishes a profound commitment to provide opportunities and equality to all social groups. The English Program was designed and taught by the researcher-teacher. The main objective was to develop a program that promotes opportunities for the target population to learn conversational English to improve their possibilities to become entrepreneurs. The proposal aimed to determine the most effective strategies and conditions to obtain the main objective: a group of women with English oral proficiency level to work. Since no restrictions were established in terms of age, literacy, nationality and social status, some of the challenges of the current study were to identify the most effective strategies not only to instruct on oral skills but also to ensure attendance and favorable class scenarios for the permanence of the students in the class.

2 Literature review

Key points for successful teaching

Four domains for successful teaching are recommended, which are suggested in *The Framework for Good Teaching in Chile* (Treviño y Villalobos, 2016). Careful planning, selection, the use of adequate strategies, and organization of content adapted to the necessities of the group are the key points of effective instruction. The same authors also highlight the relevance of fostering a respectful, friendly educational background that allows students to participate and get involved in the class activities' decision-making process. The authors state that the instructor must set clear objectives, communicative strategies, and monitoring follow-up by continuously implementing adequate guidance. The authors also emphasize that "the four domains seem to be relevant to tackle any population; however, they may be particularly relevant when dealing with women in vulnerable socioeconomic conditions and low levels of literacy [and] These participants expressed their willingness to improve their living conditions, but emphatically expressed their fear to fail any academic experience" (p. 182). The findings pointed out by the authors proved relevant for the group of participants interviewed for the Program English for Entrepreneur Women at the Universidad Técnica Nacional, PIT. All of them expressed their fear of starting a second language learning process, for most of them had just finished Elementary School and had never been part of a similar program. The interviews and questionnaire answers revealed that the potential trainees' fear not to be able to cope with the expectations of the program, for their level of literacy in their native language was basic.

The results of the interviews and a questionnaire applied to the participants and stakeholders from INAMU, before the course, also determined fundamental variables that influenced the decision-making process of the instructor-researcher for the course design. The most fundamental criteria shed light on the relevance of material that could be easily accessible due to the literacy condition of the participants; the participants do not use the computer, and eighty percent do not write nor read fluently in their native language. The results of the questionnaire and interviews also revealed their lack of confidence in learning a new language. It also determined that the most critical skill to be learned or used in their jobs was spoken English.

As a result of the Needs` Analyses, the instructor-researcher selected the Communicative Language Teaching (CLT) to develop oral skills. On this first stage, selecting a textbook or using copies seemed to be difficult due to the lack of budget and the socio-economic level of the participants. The UTN nor INAMU could afford material supplies. Most students answered they had no computers, and their literacy level in their native language was basic, which could make it hard for them to write extended lists of vocabulary or dialogues. Hence, the cell-phone seemed to be the most accessible resource to share and develop material. One hundred percent of the participants used the mobile; the participants were familiar with WhatsApp and video downloading and recording.

Communicative Language Teaching

As stated in the introduction (INAMU, 2015), most job opportunities in Costa Rica for entrepreneurs require mastering English. The selection of the methodology applied was strongly supported by the necessity to instruct on conversational English. Communicative Language Learning (CLT) developed out of numerous changes in language teaching and learning "characterized by a relatively unified, comprehensive approach rather than by competing, restricted methods" (Brown, 2007, p. 38). This same author points out that CLT involves looking at the whole person`s cultural and educational background. This means that now more than ever, learners` needs should be the basis for teachers to customize the language syllabus. These principles are fundamental due to the characteristics of the target population. Being socio-economic vulnerable, the participants required a flexible and friendly class atmosphere that could eventually reduce the levels of anxiety, allowing them to learn at different pacing.

Brown (2007) also emphasizes the relevance of emotional filters and the selection of the correct approach when teaching oral skills to adults. The author states that communicative tasks must be contextualized into real-world contexts, which should be carefully designed and selected to be relevant and meaningful to the speakers` further needs at workplaces. CLT allows instructors to design flexible classroom environments. Some key points are that relevant material can be selected, adapted, and/or designed according to the needs of the speakers.

Authors like Augusto-Navarro, E.H.; de Oliveira, L.; Abreu-e-Lima, D. M. (2014) and Garton, S.; Graves, K. (2014) emphasize creativity as a key to designing and selecting materials or activities adapted to the learners' specific needs and implementing different resources that may prove friendly to the student. Instructors have to be capable of selecting, adapting, and modifying contents, class strategies, and assessment alternatives to make them more easily accepted and appropriate to their learners to fulfill the class objectives and reduce anxiety.

The use of mobiles as a tool to instruct spoken English
The results of the interviews and the questionnaire completed by the participants during the Needs` Analyses determined that none of them used a computer. Another important finding was that most of them had only completed Elementary Education, which implied that their level of literacy in their native language was basic. The participants filled a questionnaire out in Spanish, which revealed they had difficulty in writing in their native language; in five cases, the instructor-researcher had to complete the information for them. One of the most important findings was that one hundred percent of the participants had a cellphone. During the interview, it was determined that they used WhatsApp regularly, and they were familiar with video and material download. Two crucial aspects were also taken into consideration for selecting the phone as the main resource to present material. First of all, the lack of budget because the program was no sponsored in any possible way. The participants had to pay basic expenses such as transportation and food, which made it difficult for them to afford textbooks or printed material. Secondly, the phone could be used to tackle the four macro-skills in creative and dynamic ways.

Sung, Y.-T., Chang, K.-E., & Liu, T.-C. (2016) highlights the use of mobile phones as a resource to teach English. This author concludes that "for vocabulary-learning, bite-size materials and short-term durations may be appropriate for learners, but for more complex skills or methods such as inquiry or cooperative learning, longer interventions may be needed to warrant the effect of mobile programs" (The Effects of Integrating Mobile Devices, 2015). The same author suggests using mobile resources with certain pedagogies such as self-directed learning, inquiry learning, or formative assessment emphasizing the relevance of instructional strategies. Videos, songs, games, sites that present educational material, tutorials, and focused-content lectures are some alternatives. The same author explains that any activity must be guided and monitored continuously by the instructor.

3   Methodology

This research study used a qualitative approach to action research. In the current study, the subjects were twenty-five women; all of them were housewives in a vulnerable socioeconomic condition willing to start a business, most of them to work at home. INAMU provided a group of participants who had successfully obtained a certificate about personal empowerment and proved able to afford their own expenses to travel to the UTN campus. The English Program for Entrepreneur Women was divided into three four-monthly periods; each period corresponds to 30 hours of in-class instruction (a year). After each period was completed, a certificate was granted.

The selection of the participants made no restriction in terms of age, nationality, and/or literacy in Spanish nor English. The first stage required the application of a Diagnostic and How-Much-I-Know-English Test to determine the participants' background and their experience in learning English. The instrument determined that the participants were true beginners. It also revealed their opinion about group work and the level of anxiety generated by learning a second language. Questionnaires, field notes, video recording of role-plays, and checklists were used in each class. No outsider observers participated, but the Program was monitored continuously by *El Programa de Inglés para el Trabajo, UTN (PIT)*. The teacher- instructor, is currently working at PIT

The decision-making process for designing material and instruction and ongoing assessment were the result of in-class observations and the feedback provided continuously by the participants. Quantitative evaluations nor assessments were implemented. Authors such as Brown (2007) and Treviño, E., Villalobos. G. & Baeza, A. (2016) highlight the importance of qualitative assessment as a strategy to reduce anxiety and allow participants in heterogeneous groups to learn at their own pace. The instructor-researcher assessed students based on their capability to reach specific communicative tasks during the course. A do's and don'ts qualitative-criteria checklist was completed by each participant and the instructor every two weeks. The results of the checklists shed light on the achievement of competencies.

3.1 Instruments

A.   Need's Analyses and How-Much-English-I-Know Questionnaire (Appendix A): This questionnaire was completed individually. Five trainees required the instructor's guidance to fill it out. The questionnaire was divided into two sections:
     I.   General background of the participants (gender, age, personal and academic background, self-perception about learning in general and learning English as a second language, learning styles and preferences) and
     II.   How-Much-I-Know English: this section included colors, routines, and personal information.

B.   Do's and Don'ts Checklist (Appendix B): It was completed by the participants and the instructor-researcher every two weeks to assess if the participants achieved the expected competency levels. The checklist results raised awareness of individual weaknesses and strengths.

C.   Video recording: Role-plays and interviews were recorded four times during the seventy-hour instruction weeks. The videos promoted self-reflection and were evidence of individual fulfillment of the expected goals. They were shared and analyzed with the participants. Some of them preferred individual feedback, and some others showed the video for group feedback.

D.   WhatsApp audios: The participants were requested to create audios and shared them in the WhatsApp group. By using that strategy, they could reinforce the weekly target contents. The teacher-researcher promoted oral interaction by having the trainees ask and answer questions among them and with the instructor.

3.2 Results and analysis

The information obtained from the instruments applied to 25 participants had to be reduced to 15 from 2018 to January 2019 because 10 participants could not even start the Program due to socio-economic conditions. Some of them had to be responsible for sick relatives; others had to change their jobs to locations far away from the university facilities. One of them had to go back to her country, Nicaragua, due to immigration status issues. Also, one of them got divorced. As a result of those scenarios, the instruments had to be applied again to a reduced number of 15 participants. Their age ranged from 25 to 51 years old. One of them was an immigrant from Nicaragua, the rest of them were Costa Rican from different provinces, but all of them had currently settled down in Alajuela. One participant was married, and one had lived for more than five years with her partner; the rest were single, divorced, or separated; all of them have more than two children. The results determined that none of them had complemented High School, 60% completed Elementary School, and 26,7% did not finish it. Two participants had received technical training in a bakery at the *Instituto Nacional de Aprendizaje (INA).* About their proficiency level in English, 86,7% of the participants stated they had previous instruction, one of them selected "what she learned in Elementary" and one "what she learned in High School (meaning INA which a technical institute)." The answers provided by the participants were supported by the results of the "How-Much-English-I-Know Test" applied to each participant individually by the instructor. The results of the test clearly stated that one hundred percent of the participants were true beginners. The test was divided into three sections: colors, personal information, and daily routines. Only one participant could answer two colors, and one of them said "play" and "My name is …"

Source: UTN, PIT. Questionnaire, February 7th, 2019
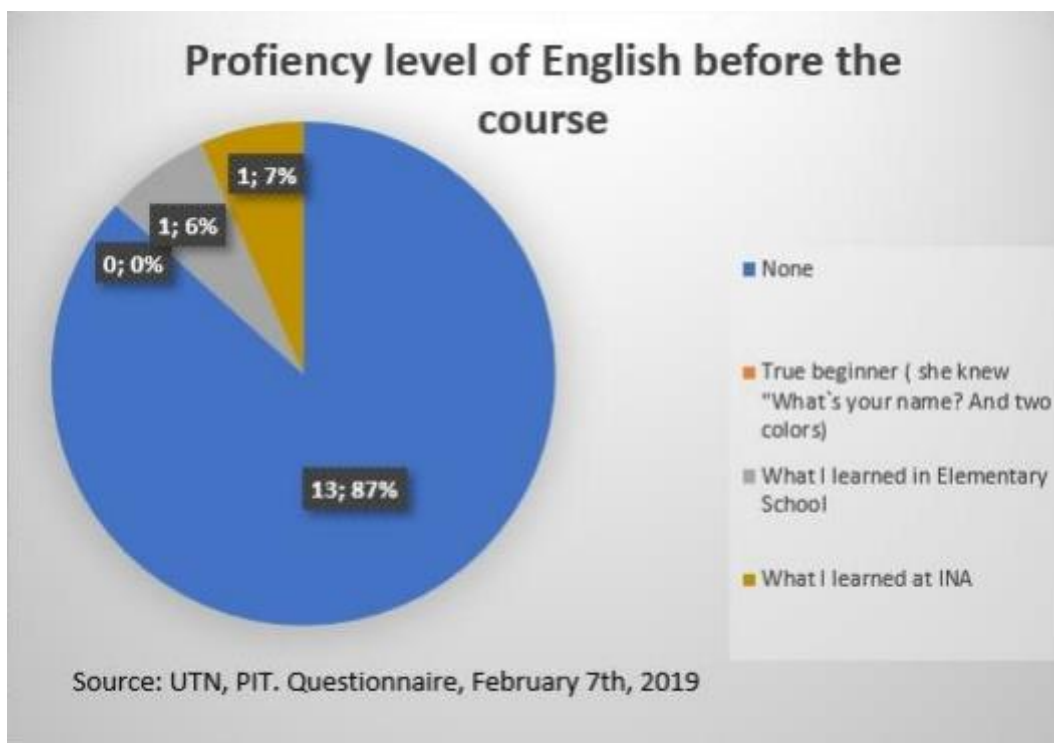
Since there are two months left to conclude the Program, the chart on "The Proficiency Level of the Participants after the Course" is not included in this paper. However, the participants have already learned and used the contents of the *How-Much-English-I-Know* Test in different scenarios effectively.

The following charts show the participants' perception of English before and after they started the English Program. The second questionnaire was applied after 70 hours of formal academic instruction. As it was stated before, there are 20 remaining hours of instruction to conclude the first stage of the Program.

Source: UTN, PIT. Questionnaire, February 7th, 2019

Source: UTN, PIT. Questionnaire, August 29th, 2019
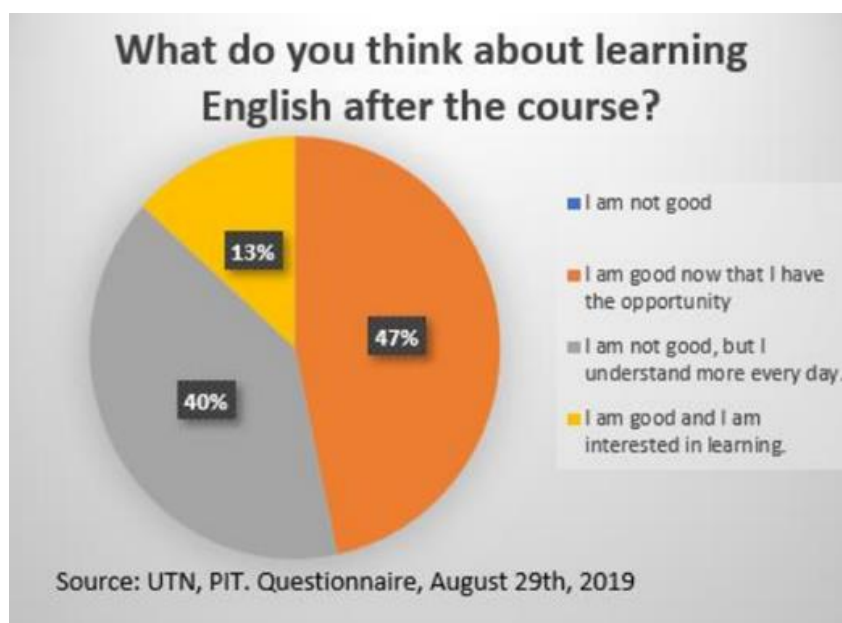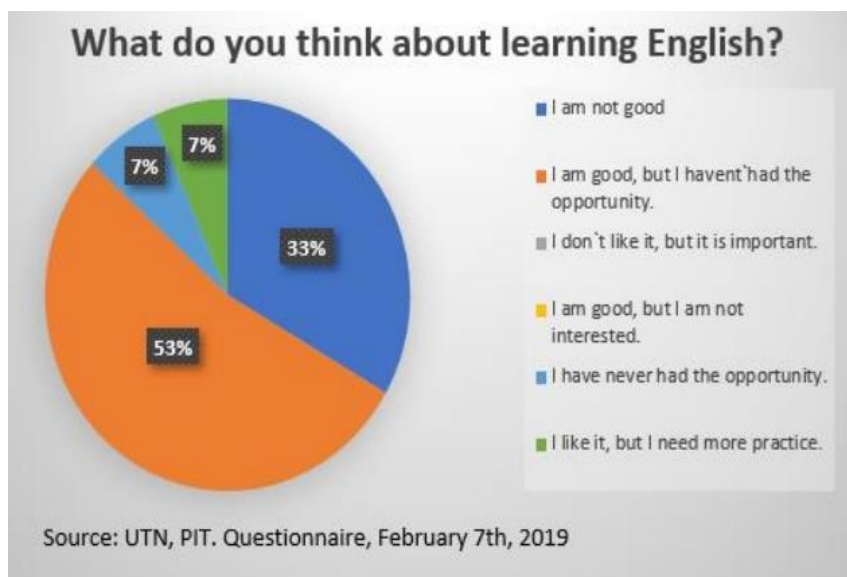
The results in those two charts reveal a significant change in the participants' opinions before and after the course experience. As it can be observed on the previous chart, 53% percent answered they were good at learning English. Still, they had never had the opportunity to do it, 33 % selected "I am not good," one participant considered she had never had the opportunity, and one said she liked it, but she needed more practice. After 70 hours of instruction, the participants varied their perceptions considerably: none of them selected "I am not good at learning English,"13% modified their previous answers to "I am good, and I am interested in learning," while 47% said "I am good now that I have the opportunity," 40% selected "I am not good, but I learn more as time passes by," which could be the most positive and significant results of the study so far. The results of those two graphs are reinforced by some answers provided in the interviews. Some of the most relevant answers explain how the group's perceptions have varied after some weeks of instruction:
Student A (prior instruction):

> "I have never been good at learning anything, but now that I have children. I feel the necessity to learn to help them. I want them to educate themselves. I was surprised when they told me that course accepted women in their 40's… It is almost impossible for us to learn something now" (Interview, on February 14, 2019).

Student A (after four months of instruction – 30 hours): "I am surprised I am not that bad … now I understand when you say some phrases in English. What makes me really happy is that I can explain English to my daughter. She obtained 95 in the last test, and she said that it was because of my explanation" (Interview, on May 9th, 2019)
Student A (after eight months of instruction- 60 hours): "It is a shame I didn't learn English before. It is not difficult. Actually, I understand somethings they say in the videos… maybe I could have been an English teacher if I had started earlier" (Interview, on August 29th, 2019).
The following graph, "How do I learn better," reveals information on the trainees' preferences about how to learn English in the course experience. The teacher-researcher designed activities that mostly required working in pairs, role-plays, and individual work at home.

How do I learn better?

40% Alone
47% In pairs
13% Role-plays

Source: UTN, PIT. Questionnaire, August 29th, 2019
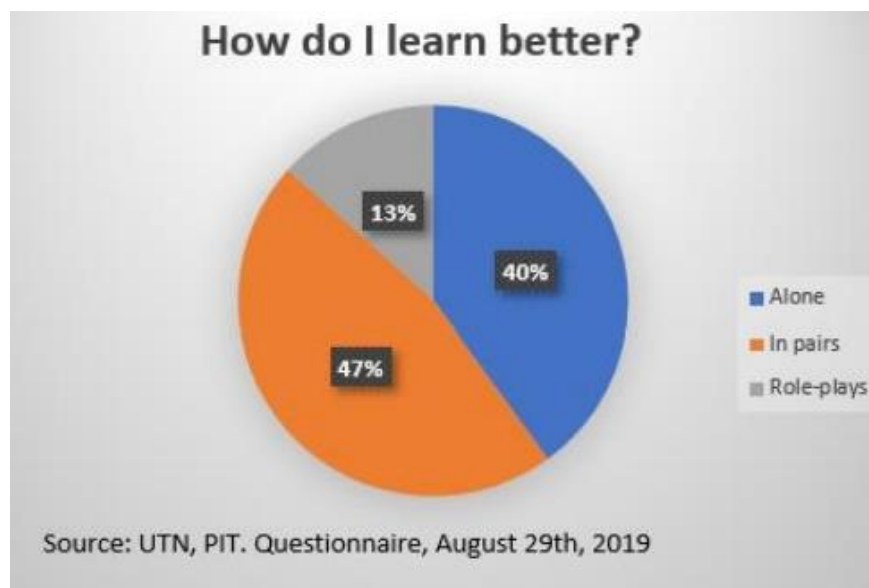
About learning strategies, 47% answered that working in pairs is the most effective one; 40% preferred working alone at home, and only 13,3% selected role-plays. The interviews backed the results up, but some additional findings complemented the information. Three participants said it was challenging to work in class when they had their children with them, especially during breastfeeding. Four students considered role-plays "nerve-racking … especially if the instructor is recording" (Interview, August 29th, 2019). Despite these observations, all of them agreed on the relevance of role-plays to improve oral competency. The decision-making process about how to present material was focused on the use of the mobile phone. The instructor selected the use of a WhatsApp group, which was mostly used to share material, audios, videos, and record the trainees. During the first four-monthly period, the phone was the main resource.

Later on, as suggested by the participants, explanations on the board and more explicit grammar facilitated the process. In the last two months, photocopied material was used as well despite the budget constraints of the group. The following chart shows the preferences of the participants.

Select the presentation of material that works better for you
Source: UTN, PIT, Aug. 29, 2019
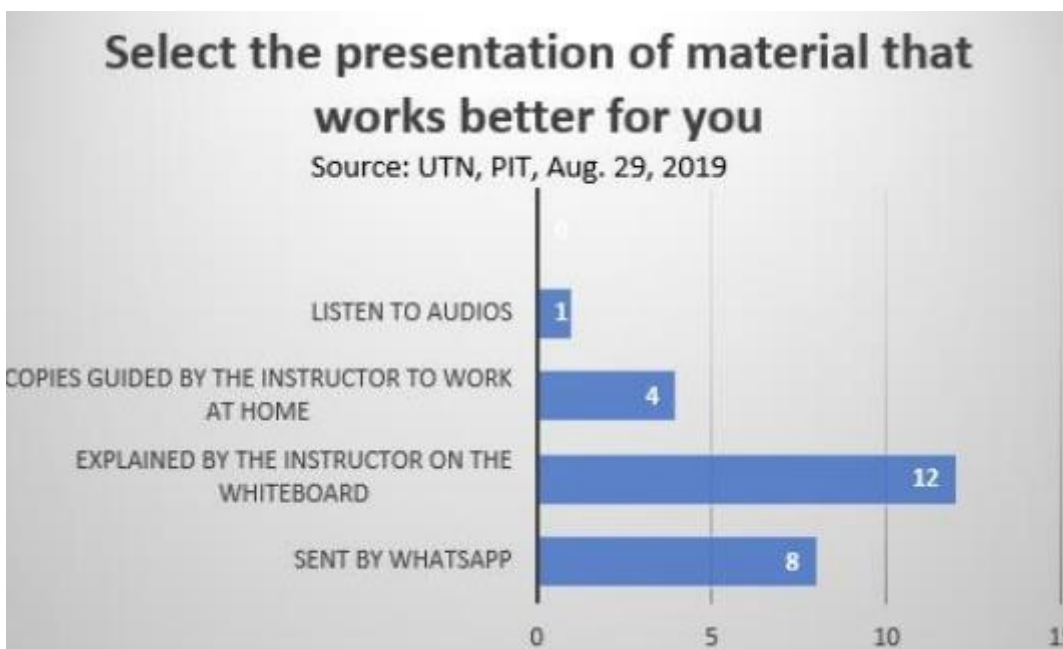
Regarding the use of material, students did not experience any difficulty in working with the material sent by WhatsApp. Still, the interviews revealed that some modifications had to be done, especially when the material was recorded and created by the instructor, for example, the first lists of vocabulary with a brief explanation, both in English, and some of them with images. The students expressed it was too difficult for them to follow up on those audios. After trying different alternatives, the best option was to record each word three times, to provide the meaning in Spanish, and not to contextualize the word. Some basic principles of CLT are to reduce the use of the native language as much as possible and to avoid instructing vocabulary in isolation (Brown, 20079, but that seemed to be the best modification for them to learn faster and more effectively. On the other hand, CLT also highlights the relevance to foster a friendly atmosphere and to empower students to get involved in the learning-teaching process. The decision-making process to select the best strategy for the material presentation was the result of considering the students' points of view and their valuable feedback after each class session.

The highest percentage of students said teacher-oriented instruction and explicit grammar explanations were more effective and clearer. The teacher-researcher decided to combine CLT with the Audiolingual method that utilizes drills, explicit grammar, and guided teacher-oriented classes. The combination of both seemed to be ideal for reducing anxiety and for fostering friendly, active participation in the class.

About the trainees' learning preferences, the class observations and interviews revealed that watching videos, pictures, or any other type of visual materials facilitated the assimilation of key vocabulary. The participants strongly supported the use of songs. They were highly motivated to learn songs by heart and requested working with their favorite songs. An interesting and touching finding was that the participants' children, who usually had to be

with them in the class, also learned the songs and interpreted them out loud. The teacher-researcher took advantage of that situation to work vocabulary in context. The participants were encouraged to use the vocabulary of songs to create sentences connected to real-life contexts. That activity proved extremely effective, and it was the starting point to create short dialogues. Some students shared their solo interpretations by WhatsApp, which motivated the timid students to try the experience as well.

Another important finding during the class experience was the relevance of tackling culture-related topics and contextualization. The socio-cultural environment of the participants requires detailed and careful planning about the possible implications of new topics that may be out of the trainees' domain. One example of that scenario was the presentation of fruit and vegetables. At one point during the review of new vocabulary, some participants started whispering and asking questions to each other. When the teacher-researcher asked them about it, they explained to the instructor that they were familiar with only ten out of thirty-one fruits and eleven out of thirty-six vegetables on the list. They had never heard, seen, or tasted fruit like kiwi, cherries, nectarines, blueberries, or dates or vegetables such as eggplant, asparagus, brussels sprout, or artichoke. The implication of introducing the trainees to new backgrounds implied that the facilitator had to consider and anticipate those possible gaps in the content; one possibility could be to hand new fruit samples in for them to taste or to illustrate with videos and recipes. Even though this vocabulary is not part of the participants' background, it is fundamental to teach it, for some of them will eventually work with tourists around the world and/or in hotels or professional backgrounds.

Finally, the following charts illustrate how the participants drastically changed their opinion about learning English after the course

My opinion about learning English after 70 hours of instruction

Source: UTN, PIT. Questionnaire, August 29th, 2019
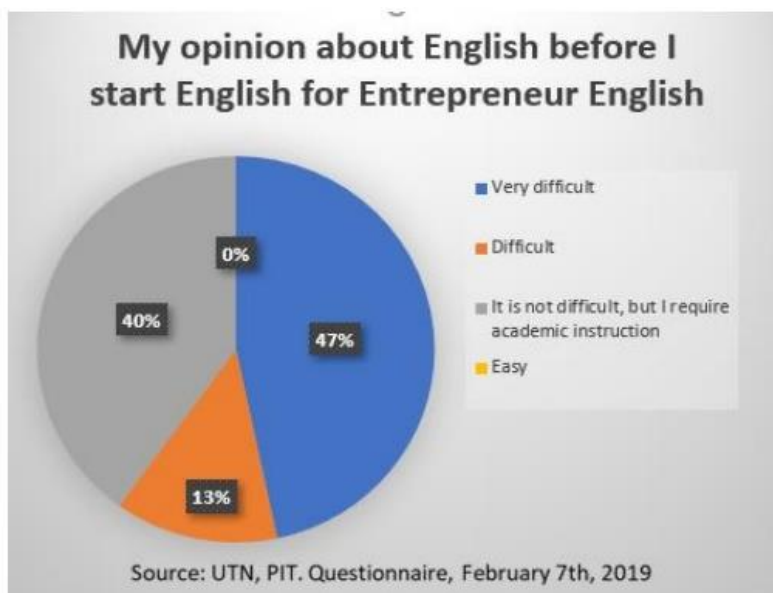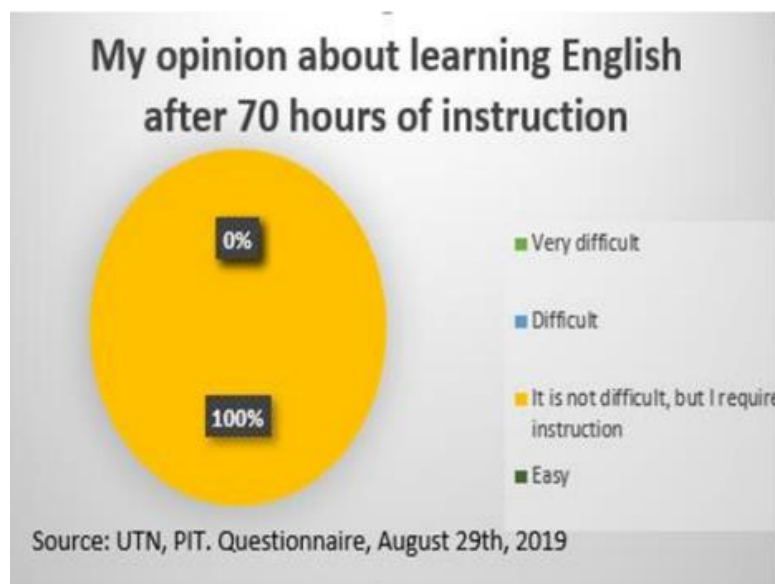
Before the Program, the opinions varied; 47% considered English very difficult, 13% answered "difficult," and 40% said it was not difficult, but it required academic instruction. After 70 hours of instruction, 100% of the trainees selected the option, "It is not difficult, but I require instruction." The interviews reinforced that most of the participants experienced a significant change in their perception of learning English. They felt more confident and positive about facing a second stage to move towards higher levels of proficiency. They also expressed their willingness to learn other skills, for example, how to use a computer or other technological tools.

4   Conclusions

Some of the most relevant conclusions were:
- CLT principles imply to lessen the use of the students' native language, to contextualize vocabulary, implicit grammar instruction, and to maximize the role of the participant during the class activities. However, the first step of the current research sheds light on the necessity of implementing strategies such as drills, guided modeling of isolated vocabulary on the whiteboard, the constant use of Spanish to reduce anxiety, and explicit grammar-translation.
- Pair work, role-plays, and the use of songs were the most effective resources to promote oral participation.
- Ice-breakers and pair work significantly reduced stress and anxiety.
- The participants considered drills and pronunciation modeling the most effective strategies to guide their oral production learning process.
- The material has to be designed to maximize the listening and visual skills and should integrate brief cultural capsules to guide the trainees' content general understanding.

- Scaffolding and anticipation of content were fundamental to promote active participation. The material was sent one week in advance. Students could review content and listen to the pronunciation of keywords.
- The use of songs to tackle grammar was significantly effective. The participants were highly motivated to learn songs. It was meaningful for them to get involved in the selection of songs.
- The basic literacy level of the participants in their native language required significant modifications to the standard curriculum. The goals stated at the beginning of the Program had to be restated.
- No written or oral tests were implemented. The assessment process was qualitative. Role-plays were recorded to assess the students` oral competency progress.
- This population is very sensitive to error correction. Providing general feedback at the end was more effective than instant error correction strategies. Constant remarks about mistakes as wonderful opportunities to learn helped reduce anxiety and stress.
- Absences were only justified due to sick leaves, health-related problems, which included the participants` children or family members. When the rain season started, absences significantly increased because many of the participants` houses were flooded. Extra-material and activities were assigned to compensate for the missing classes.
- It is fundamental to establish a clear set of rules about the Program before it starts, for example, using the campus for selling is not allowed; the use of the WhatsApp group has to be exclusively for pedagogical purposes.
- The Program required to consider the acceptance of children in the classroom because most of them had no one to look after them. The Program should search for options to help mothers to look after their children.

5   References

Andujar, A. (2016). *Benefits of mobile instant messaging to develop ESL writing*. System, 62, 63– 76.

Augusto-Navarro, E.H.; de Oliveira, L.; Abreu-e-Lima, D. M. (2014). *Teaching Preservice ELT Teachers to Analyze and Adapt Published Materials: An Experience from Brazil*. In Sue

Garton and K. Graves (eds). International Perspective on Materials. Palgrave Macmillan: 237-252. [Links]

Brown, D. (2007). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. San Francisco State University. Pearson, Longman.

Código de Deberes Éticos y Profesionales de los funcionarios de la Universidad Técnica Nacional (Aprobado por el Consejo Universitario según acuerdo No. 07-17-2015, Acta No.17- 2015, de la Sesión Ordinaria No. 17-2015, celebrada el 13 de agosto de 2015).

Garton, S.; Graves, K. (2014). *Materials in ELT: Current Issues*. In International Perspectives on

Materials in ELT. S. Garton and K. Graves editors. Palgrave Macmillan: 1-15. [Links]

Hernández, R., Fernández, C., y Baptista, P. (2010). Metodología de la Investigación. (5ta ed.). México, D. F. Editorial McGraw-Hill.

INAMU. Pobreza en Costa Rica, La situación de las Mujeres. 2015

Informe de Estado de la Nación 2017, (2017). Tomado de https://estadonacion.or.cr/2017/assets/en-23-cap-22.pdf

Ministerio de Educación Pública. La Evaluación de los Aprendizajes. http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.a s px?param1=NRTC&nValor1=1&nValor2=65804&nValor3=96343&strTipM (10 de julio del 2016)

Salazar, D. (2017). El Financiero (8 de marzo, sección Economía y Política)

Sung, Y.-T., Chang, K.-E., & Liu, T.-C. (2016). The effects of integrating mobile devices with teaching and learning and students' learning performance: a meta-analysis and research synthesis. Computers & Education, 94, 252– 275.

Treviño, E., Villalobos. G. & Baeza, A. (2016) Education Policies Recommendations in Latin America. United Nations Organisation for Education, Science and Culture, Paris, France and the Regional Educational Office for Latin America and the Caribbean (OREALC / UNESCO Santiago).

Universidad Técnica Nacional Vicerrectoría de Docencia Programa Institucional de Formación Holística Área de Formación Humanística MARCO CONCEPTUAL 2014. Universidad Técnica Nacional, 2016. Modelo Educativo de la Universidad Técnica Nacional. Consejo Universitario.

Universidad Técnica Nacional, REGLAMENTO DE EVALUACIÓN DEL PROCESO DE APRENDIZAJE (Aprobado por el Consejo Universitario el día 02 de octubre de 2014, según Acuerdo N° 138, Acta N° 20-14 de la Sesión Ordinaria N°14).

6 Biography

María del Rocío Ling Nieto holds a Master's in TESOL (ESP) from the University of Costa Rica, a Specialization in Entornos Virtuales de Aprendizaje, VirtualEduca (Argentina); Licentiate in TESOL. She has worked as a Professor at the University of Costa Rica (San Pedro and Pacific Campus), National Technical University (UTN), National University (UNA). She has worked as an independent consultant and instructor in the private sector for fifteen years.

7 Appendices

Appendix 1

Universidad Técnica Nacional

Programa Institucional de Idiomas para el Trabajo

PROYECTO INGLÉS PARA MUJERES EMPRENDEDORAS
PERFIL DE LA PARTICIPANTE: _____
ENTREVISTADA POR: ROCIO LING
FECHA DE LA ENTREVISTA: 21 de febrero, 2019

La información que usted suministra a continuación se utilizará para el diseño del curso *Inglés para Mujeres Emprendedoras* con el propósito que responda efectivamente a las necesidades de la población meta. Los insumos de la entrevista se utilizarán con fines académicos y de investigación.

Acepto que la entrevista y la prueba de conocimiento sea grabada: SI   NO

Firma conforme de la entrevistada: _____

La persona entrevistada lee los siguientes enunciados y completa y/o marca la respuesta según corresponda.

Las escalas numéricas serán mostradas cada vez que se lea el enunciado.

I-Información General

1- ¿Qué número representa cuánto sabe usted de inglés en las siguientes áreas?

1= insuficiente   **2**= bueno   **3**= muy bueno   **4**= excelente

lectura_____   escucha_____   expresión oral_____   expresión escrita_____

2. Escoja el número que indica la frecuencia con la que realiza las siguientes actividades en las cuales usted utiliza o se expone al idioma **inglés**.

1 casi nunca   **2** a veces   **3** a menudo   **4** muy a menudo

a. Escucho música. _____

b. Veo películas o programas de televisión. _____

c. Mantengo conversaciones en persona con visitantes, vecinos o residentes. _____

g. Mantengo conversaciones telefónicas con personas que hablan inglés. _____

Universidad Técnica Nacional

Programa Institucional de Idiomas para el Trabajo

d. Utilizo o he utilizado internet como medio de comunicación con propósitos personales o de trabajo. _____

e. Otras: _____

II-Razones por las que quiere aprender a hablar en inglés (necesidades lingüísticas)

1- ¿Por qué razón desea tomar el curso de inglés? (Explique brevemente)

_____
_____
_____
_____
_____

2- ¿Ha tenido alguna experiencia de aprendizaje del idioma inglés? Si su respuesta es afirmativa, explique en qué consistió.

_____
_____
_____

3- Complete la siguiente oración:

Para mí aprender inglés es:

_____

Universidad Técnica Nacional

Programa Institucional de Idiomas para el Trabajo

UNIVERSIDAD TÉCNICA NACIONAL
PROGRAMA DE INGLÉS PARA EL TRABAJO (PIT)
PROYECTO INGLÉS PARA MUJERES EMPRESARIAS
ENTREVISTADA POR: ROCÍO LING
FECHA DE LA ENTREVISTA: 21 DE FEBRERO DEL 2019

PRUEBA DE CONOCIMIENTO

Estimada participante, ésta es una prueba de conocimiento. Cuando usted no sepa cómo decir la palabra en inglés, puede utilizar el español.

PARTE 1: La docente muestra las siguientes imágenes y solicita que la persona le indique cómo se dice en inglés.

Universidad Técnica Nacional

Programa Institucional de Idiomas para el Trabajo

PARTE II: Esta sección se realiza según el desempeño de la persona entrevistada en la primera parte.

1. What is your name?_____

2. Where do you live?   _____

3. How old are you?   _____

4. What is your daily routine?_____

5. When is your birthday?   _____

6. Describe your family.   _____

Appendix 2

UNIVERSIDAD TÉCNICA NACIONAL/PIT/ ENGLISH FOR FEMALE ENTREPRENEURS PROGRAM/2019

Competency achievement Checklist for the instructor

Name of the participant: _____

5 - fully achieved
4 – shows competency to achieve the goal – mistakes in pronunciation, grammar or vocabulary use do not affect general understanding
3- competent but difficulty to tackle the expected outcome
2- needs improvement to achieve the expected outcome

The student is competent to	
a.	
b.	
c.	
d.	
General comments:	

The student is competent to	
a.	
b.	
c.	
d.	
General comments:	

The student is competent to	
a.	
b.	
c.	
d.	
General comments:	

UNIVERSIDAD TÉCNICA NACIONAL/PIT/ ENGLISH FOR FEMALE ENTREPRENEURS PROGRAM/2019

Competency achievement Checklist for the instructor

Name of the participant: _____

5 - fully achieved
4 – shows competency to achieve the goal – mistakes in pronunciation, grammar or vocabulary use do not affect general understanding
3- competent but difficulty to tackle the expected outcome
2- needs improvement to achieve the expected outcome

The student is competent to	
a.	
b.	
c.	
d.	
General comments:	

The student is competent to	
a.	
b.	
c.	
d.	
General comments:	

The student is competent to	
a.	
b.	
c.	
d.	
General comments:	

The Design of Material Based on Cooperative Learning Principles to Instruct a Heterogeneous Population in an ESP Language Learning Course

María del Rocío Ling Nieto
Universidad de Costa Rica, Costa Rica
rocioling@gmail.com

Marta Matamoros Blanco
Universidad de Costa Rica, Costa Rica
marta.matamoros.blanco@una.cr

Resumen El estudio que se desarrolla a continuación describe el proceso llevado a cabo en el diseño de material adaptado a las necesidades particulares de un curso de ESP (inglés con fines específicos). La metodología utilizada fue de aprendizaje cooperativo, con el fin de desarrollar competencias lingüísticas orales y escritas, con un enfoque dirigido a una población heterogénea, tanto por sus campos laborales como por sus diversos niveles en el manejo del inglés y su motivación para aprender un segundo idioma. La investigación, realizada en el marco de una práctica profesional de un Programa de Maestría de la Universidad de Costa Rica, se enmarca en un carácter de investigación-acción cualitativa. El grupo participante estuvo conformado por 27 personas que laboraban para un instituto de investigación. El material fue diseñado a partir de la observación en clase, el monitoreo constante de los estudiantes –incluidos los comentarios y sugerencias del grupo - e incorporando los criterios de observadores externos y de las instructoras. Tomlinson (2011) señala que los materiales deben diseñarse con base a las necesidades de los participantes; el material auténtico es clave para este fin. Como paso inicial, se llevó a cabo un Análisis de Necesidades y una observación rigurosa de las labores que desempeñaban las y los participantes en sus áreas de trabajo. El proceso de investigación enfrentó retos significativos, como lo fue el tomar en cuenta los diversos estilos de aprendizaje del grupo y determinar los aspectos de contenido que compartían las diferentes áreas profesionales de los participantes.

Palabras clave: Inglés con Fines Específicos, metodología coperativa, diseño de materiales.

Abstract The following study aimed to describe how to design material based on Cooperative Learning to teach writing and oral skills to a heterogeneous population with different proficiency levels, language needs, work fields, and interests in an ESP course. The class experience was focused on a group of 27 participants in five interdisciplinary fields of expertise. The current research sheds light on the effectiveness of selecting, adapting, and creating materials based on the students` necessities.

Keywords: ESP, Cooperative Learning, material design.

1   Introduction

The challenge to instruct populations in different job fields and diverse levels of proficiency in the target language seems to justify the time invested in designing a course according to the necessities of each group. Dudley-Evans (1997) explains that ESP is meant to fulfill the needs of the target population and provide the necessary tools to confront the different tasks at work effectively (p. 19). Tomlinson (2011) states that materials should be designed according to the learners` necessities and task-related fields and the use of realia and/or material adapted or created by the instructor (p. 3). In the current study, the student-teachers were actively involved in observing the different job-related fields of the participants for which the main objective was to create material according to the needs of all the participants. The class experience generated the type of materials required by continually observing and checking students' performance, comments, and suggestions in the classroom.

2   Literature review

The literature on ESP shows similar opinions about the role of the instructor in materials designing. Dudley-Evans (2001) and Hutchinson and Waters (1994) state that the ESP instructor becomes a materials provider and designer. To design the course materials, the instructor, who is not necessarily a specialist in the field, needs to have some awareness of the content of the course. As a provider of adequate materials, authors such as Hutchinson and Waters (1994), Dudley –Evans (2001), and Tomlinson (2011) share the opinion that ESP trainers have to be prepared to design their own materials due to the lack of adequate textbooks in the market for ESP instruction. Likewise, Qomar and Hani state that materials are the central aspect of teaching and learning, and since instructors find it difficult to select textbooks that fit their courses, they need to create effective materials to facilitate the students' learning process. (Qomar & Hani, 2017).

For this reason, one of the key points may be to select adequate materials that could serve as an effective vehicle to address relevant content areas. Once this is done, the instructor will be responsible for providing a variety of activities and strategies to foster students' participation and interest. The students, who are the experts and specialists in the field, play a fundamental role in supporting the material selection process. The instructor, who is the specialist in teaching, is responsible for facilitating instruments that may prove helpful for the students' learning experience.

What and how to design materials

Authors such as Brown (2001), Nunan (1988) and Tomlinson (2011) have stressed the need to promote learners' independence and autonomy. A learner-centered material selection can be fostered by getting learners to adapt, to collaborate, and to participate in providing meaningful resources that they use in their work activities. As experts in the fields, they may be able to identify the tasks and contents that prove more relevant for their own learning process. The teacher's role could eventually be to interpret and use the input provided by the students to come up with creative and interesting activities that promote their active involvement in the generation of opportunities to empower their own learning process.

Hardwood (2010) and Tomlinson (2011) explain the relevance of creating supplementary materials to promote students' autonomy. Supplementary materials are defined by Tomlinson, such as "designed to be used in addition to the core materials of a course… usually related to the development of skills of reading, writing, listening, or speaking rather than to the learning of language learning" (section xiii). The same authors point out that the students could feel more comfortable with materials that may be adapted to their individual needs. In other words, the student may play an active role in deciding how to use the materials to make the most of them. Another researcher explains that ESP involves a specific kind of language, teaching material, or methodology and adds that students connect the academic subject with their daily lives, work, and cultural circumstances (Rosa, 2018). Thus, to design and adapt materials to the learner's level and needs is especially useful in ESP.

Some highlights on materials designing for EPS courses addressed by Hardwood (2010) are that learners have to be constantly "exposed to a rich, meaningful, and comprehensible input of language in use." This implies that learners need to practice vocabulary related to the work field in a variety of purposes and contextualized situations. Besides, it is important to guarantee the students' exposure to authentic material and vocabulary. To ensure the relevance of vocabulary, the teacher may take advantage of texts and materials provided by the same students' work contexts. The learners may be encouraged to use the same vocabulary integrated into different pedagogically-oriented activities and materials that may serve to help students to use it in more controlled frames.

Hutchinson and Waters (1994) state that materials provide "models of correct and appropriate language use." These authors also highlight that this should not be taken as the only purpose. Materials, on the other hand, should be a "vehicle for language learning." For this reason, the same authors suggest designing materials that may be eventually used as a reference during the students' work activities. To reach this goal, materials have to be designed in such a way that they activate the learner's mental processes by fostering their interest and curiosity about the topic. Also, new vocabulary should be ideally taught and learned in meaningful work-related contexts to guarantee its relevance to the learner.

3 Methodology

This research study used a qualitative approach to action research. In the current study, the subjects were 27 people working for a scientific research institute (10 males and 17 females) from different areas of expertise such as biology, computer technology, and administrative personnel. In addition, the participants had different language proficiency levels. The group was actively involved in the generation of ideas and feedback to select and/or design the material used in each class. Some instruments used were a Needs Analysis, which was key for the decision-making process of the course, questionnaires, field notes, and checklists. The class experience generated the type of materials required by constantly observing and checking students' performance, comments, and suggestions in the classroom. The study was a requirement for the practicum of the Master's Program at the University of Costa Rica.

3.2 Needs analysis

The first step of the research process was to conduct a needs analysis at the Instituto Nacional para la Biodiversidad (INBio), and its main goal was to collect data about the employees' English language needs at work. The second step after that was to set up an appointment with Ms. Murillo at INBio. The interview aimed at gathering information about the students' background in English, their previous learning experiences, available reference materials, and finally, anything, in general, that could help the practicum teachers identify the necessities of the group more accurately. Furthermore, a meeting to apply the language tests and distribute the needs analysis

The face-to-face encounter with the students brought up relevant information about the use of English in their work field, previous English learning experiences, and the general perception of the group as to what an English course should be like. Moreover, interesting questions and issues were discussed; for instance, the main concern of the group was about the heterogeneous nature of the group. Some students explicitly asked how the practicum teachers could address the issue of having students with different levels of English whose work fields and interests were also significantly distinct. Those questions were valuable to discuss the principles of ESP instruction and the challenge of dealing with different interests and conditions within the same group

The most important conclusions reached after the Needs' Analyses regarding the target population were the following:

a) The target population was heterogeneous in different areas: level of English, previous English learning experiences, work fields (from administrative to research areas), attitudes (some students are extremely confident about their performance while a few others are reluctant to use English).

b) The participants agreed on the relevance of English in any work-related field. The population was highly motivated, and they expressed their willingness to participate in any course or training program to improve their language skills.

c) The group expressed an overall concern about the practicum teachers' strategies to tackle the diverse levels of English and interests in the group. The students clearly stated that previously taught English courses were not effective even though the groups were smaller and taught at INBio.

d) Most students expressed the need to use English in informal situations; for example, some advanced students in reading/writing and listening admitted being unable to carry on a dinner conversation using either colloquial expressions or appropriate English. The potential students pointed out the relevance of conversational strategies to face formal/informal work and/or daily situations.

e) The interviews (oral test) revealed that most of the students had orally interacted with speakers of English in and out of the country. Some of them had lived for short periods of time in English- speaking countries. Working at INBio requires constant traveling and contact with native speakers of English.

f) The materials provided by the target population were mainly related to scientific fields and cooperation. Then, the practicum teachers insisted on the relevance of having access to more e-mail samples and any other kind of written materials such as fliers, and/or manuals. After the meeting, some students made additional information available to the practicum teachers. Most of the materials sent were related to scientific and research fields.

g)   After analyzing the target population work fields, the INBio contact person and the practicum students selected four stakeholders that could provide further valuable information related to the students' areas of expertise and the English use frequency required at work.

3.3 Instruments
The following instruments were used to gather background information about the students from INBio who could enroll in the ESP course: interviews, questionnaires, checklists, assessment instruments, and language tests.

3.4 Results and analysis
Questionnaires showed that the most frequent work-related activities in which English was required were oral production activities, for example, phone contacts, conference calls, face-to-face conversations, and hosting visitors. The total number of potential students (fourteen) considered oral communication to be extremely important for their work activities. Some of them explained that formal and informal conversation skills were frequently required since they had to deal with visitors from all over the world daily. According to the questionnaire answers, the second most frequent activity in English at INBio was reading. Among others, the students mentioned the need to read general or specific field-related information, e-mails and letters, and official documents. Figure 1 results state that eight out of fourteen students had to read in English frequently. Finally, four students, out of fourteen, mentioned writing as a frequent activity at work. Later on, in the needs` analysis process, the oral test revealed that writing in English was mostly required when answering e-mails. The questionnaire results also provided valuable information about trainees' learning preferences. That aspect proved relevant because one of the most salient characteristics of the target population at INBio was the heterogeneous nature of the students' work fields and their proficiency levels in English. Therefore, providing a great variety of activities according to the learning styles of the group will be useful to compensate for the students' differences.

3.5 Material samples
The material designed for tackling the necessities expressed by the students weekly was focused on promoting group interaction, self-monitoring, and scaffolding. First of all, a vocabulary log was integrated to the learning-teaching process every week. The instructors designed a vocabulary log template. Students had to add a list of ten new words every week according to their own level and linguistic needs, which implied that all students ended up with different lists. The students had to write a sentence to use the word in context. The vocabulary was used in class for different oral activities. Guided handouts were also used for role-plays and simulations. The instructors used pictures and key phrases to guide the activities. Handouts contained "useful language," target vocabulary, and key expressions and idioms. All the activities integrated the four macro-skills. Due to the heterogeneous nature of the course, some material required different levels of difficulty. For example, reading about one specific topic could have three different levels of difficulty, specially selected for beginners or advanced.

The instructors also used color codes to assign tasks depending on the participant`s proficiency level; for instance, a role-play could integrate three different roles, one specially designed for beginners and one for proficient participants. Creating personalized videos (using tools such as video maker) highly contributed to motivating the group.

It also contributed to facilitating the use of relevant material specially adapted to the target population. The creation of videos and audiovisual material was relevant in specific professional/scientific fields in which it is particularly difficult to find field-related material. The use of ludic strategies proved extremely useful. Boardgames and cards were used as ice breakers and warm-ups. The group considered those games relaxing and engaging after a long workday. Capsules were also used to guide students. Those capsules included key expressions mostly connected to linguistic functions in almost any field, for example, different types of greeting and their level of formality, fillers, small talk, daily expressions to show agreement and disagreement, etc.

4   Conclusions

The ESP course experience shed light on the following aspects:
- The Needs Analysis is key to guarantee an effective decision-making process in an ESP course.
- The relevance to involve stakeholders, participants, and managers contribute to design a course that may fulfill the expectations of the institution.
- The material selection, design, and/or adaptation of material should ideally combine technological applications and resources according to the learners` background.
- The material has to be designed to maximize the instructors` time constraints and should be reusable in different class scenarios. In addition, the teaching strategies and instructional materials have to be designed taking into account multiple learning styles (grouping techniques, collaborative work in groups containing students with different language skills, peer teaching, one-on-one instruction to prevent low achievers from becoming frustrated when facing tasks that are difficult for them to handle
- The material integrating the four macro-skills proves effective in the different class experiences.
- Scaffolding is fundamental to promote active participation. • The design of material adapted to different proficiency levels for the same class objective is highly recommended to encourage equal participation and a sense of success at the end of each class.
- The main source of input in an ESP course is the learner. Using realia and material provided by the learners is essential.
- The material must be tested before any class. Error-free activities are fundamental to encourage reliability in the instructors` work.
- The material must ideally be authentically related to the students' areas of expertise to make instruction more relevant
- Feedback should always be provided at the end of each class. This feedback is a valuable input to create or select new material.

5 References

Amstrom, K. (2011). Step one in the CALLA Model: Preparing for learning strategies instruction. Retrieved from
http://www.nclrc.org/about_teaching/topics/lang_learn_strat.html

Beck, I. and McKeown, M. (2002). Bringing words to life: Robust vocabularyinstruction. Retrieved from
http://books.google.com/books/about/Bringing_words_to_life.html?id=i945_YRld Q MC

Bell, J., & Gower, R. (1998). *Writing course materials for the world. A great compromise.* Cambridge: Cambridge University Press.

Brown. H. D. (2001). Principles of language learning and teaching. San Francisco State University: Longman.

Brown, J.D. (1996). Language program evaluation: a synthesis of existing possibilities. In Johnson, R.K. (Ed.). The Second Language Curriculum (222-241). Cambridge Cambridge University Press.

Canning-Wilson, C. (2000). Practical Aspects of Using Video in the Foreign Language Classroom. The Internet TESL Journal, Vol VI, No 11, November 2000. Retrieved fromhttp://iteslj.org/Articles/Canning-Video.html

DelliCarpini, M. (2006). Enhancing Cooperative Learning in TSOL Teacher Education. ELT Journal 57(3) 301-315.

Dudley-Evans. T. (2001). *English for Specific Purposes.* Cambridge: Cambridge University Press, Harding.

Fitzpatrick, Sanders, & Worthen (2004). Program Evaluation: Alternative approaches and practical guidelines. New York: Pearson Education Inc.

Gareis, E. (1997). Movies in the language classroom: Dealing with problematic Content. *TESOL Journal, 6* (4), 20-23.

Hardwood, N. (2010). Issues in materials development and design. New York: Cambridge University Press.

Hernández, A. (2003). Cooperative Learning Then and Now. Repertorio Americano, Nueva Epoca. 15 (1), 299-315.

Herron, C., Hanley, J., and S. Cole. (1995). A comparison study of two advance organizers for introducing beginning foreign language students to video. Modern Language Journal, 79:3, 387-394. Retrieved, from http://iteslj.org/Articles/CanningVideo.html

Hutchinson, T., and Waters, A. (1994). *Designing a model of business English materials.* Cambridge: Cambridge University Press.

Katchen, J. (2002). Video in ELT-Theoretical and Pedagogical Foundations. Proceedings of the 2002 KATE International Conference. Retrieved from http://mx.nthu.edu.tw/~katchen/professional/KATE%20paper.htm

Kiely and Rea-Dickins (2005). Program evaluation in language education. New York: Palgrave MacMillan.

Marshall, K. y Gretchen. B. (1995). *Designing Qualitative Research*. London: Pearson Education Inc.

Moras, S. (2001). Teaching vocabulary to advanced students: a lexical approach. Retrieved from hht://iteslj.org/Vocabulary.htm/

Naughton, M. (2006) Cooperative Strategy Training and Oral Interaction: Enhancing Small Group Communication in the Language Classroom. The Modern Language Journal 90 (1) 169-18.

Nunan, D. (1988). *The Learner-Center Curriculum*. Cambridge: Cambridge University Press.

Oxford, R. (1990). *Language Learning Strategies*. Heinle & Heinle Publishers. Boston: Massachusetts.

Qui-Gui- Su. (2011). Learning new Mandarin vocabulary. Retrieved from http://mandarin.about.com/od/gettingstarted/a/learning_new_Mandarin_vocabulary.htm

Qomar, A., & Hani, I. (2017). Developing material for communicative language teaching (clt) to teach English for economics students. Premise Journal, Vol.6(2), pp.12-19.

Rosa, C. (2018). Developing English reading material for nursing students. Journal Bahasa Lingua Scientia, Vol.10(2), pp.231-246.

Richards, J. & Rodgers, T. (2001) *Approaches and methods in Language Teaching*. Second Edition. NY, USA: Cambridge University Press.

Saville- Troike, M. (2006). *Introducing Second Language Acquisition*. New York: Cambridge University Press.

Stempleski, S. and Tomalin, B. (1990) Video in Action: Classroom Techniques and Resources. New York: Prentice-Hall.

Tomlinson, B. (2011). *Materials development in language teaching*. New York: Cambridge University Press.

Van den Branden, K. (2006) *Task-Based Language Education: From theory to practice*. New York: Cambridge University Press.

Wallace, M. J. (1998). *Action Research for Language Teachers.* (5th Ed.). New York: Cambridge Teacher Training and Development.

6   Biography

1st Author's biography

María del Rocío Ling Nieto holds a Master's in TESOL (ESP) from the University of Costa Rica, a Specialization in Entornos Virtuales de Aprendizaje, VirtualEduca (Argentina); Licentiate in TESOL. She has worked as a Professor at the University of Costa Rica (San Pedro and Pacific Campus), National Technical University (UTN), National University (UNA). She has worked as an independent consultant and instructor in the private sector for fifteen years.

2nd Author's biography

Marta Matamoros Blanco holds a Bachelor's Degree in English from UCR. She has Licentiate in English Translation at UNA and a Master's degree in Teaching English as a Second Language at UCR; She is a Professor of English at Centro Cultural Costarricense Norteamericano and Professor of Composition at UCR. She is a Translator at the International Affairs Commission of Asamblea Legislativa. She is a Professor of English for Specific Purposes at UNIBE and Universidad Nacional and a Professor of English in bimodal and with technological support courses at UNA. She believes in responsibility, respect, and commitment to the work, and students must be key in this work as teachers. Currently, she is a full-time professor of English for Specific Purposes at Universidad Nacional.

Pixton, Popplet, Piktochart: Making Writing more Enjoyable for Students

María Gabriela Castillo Hernández
Universidad Técnica Nacional, Costa Rica
gcastilloh@utn.ac.cr

Natalia María González Kopper
Universidad Técnica Nacional, Costa Rica
ngonzalez@utn.ac.cr

Resumen: La escritura es un componente esencial del lenguaje y juega un papel realmente importante en la vida cotidiana, ya que a través de él las personas pueden expresar sus ideas y pensamientos para el logro de diferentes propósitos. Aunque la importancia de las habilidades de escritura es incuestionable, la realidad muestra que el alumno que aprende un idioma extranjero generalmente presenta dificultades de escritura y falta de motivación durante las clases, lo que impacta negativamente en sus producciones escritas. Por lo tanto, es fundamental para los profesores hacer un cambio en la forma en que se practica la escritura en el aula y alentar a los estudiantes a disfrutarla y utilizarla en tareas que promuevan un aprendizaje significativo. Como respuesta a eso, este taller está diseñado para compartir con los participantes las posibilidades de Pixton, Popplet y Piktochart como herramientas tecnológicas para hacer que la escritura sea más agradable para los alumnos durante el proceso de enseñanza-aprendizaje. Los participantes explorarán las implicaciones educativas del uso de estas herramientas y su valor para promover la motivación, la creatividad y el pensamiento crítico. Además, los participantes tendrán una demostración de proyectos que los facilitadores han realizado con sus estudiantes y luego se les brindará una oportunidad práctica para trabajar con las herramientas y crear sus propios productos en la web.

Palabras clave: Enseñanza-aprendizaje, Tecnologías de la información y la comunicación (TICs), Piktochart, Pixton, Popplet, Web 2.0.

Abstract: Writing is an essential language component which plays a really important role in everyday life since, through it, people can express their idea and thoughts to achieve different purposes. Although the importance of writing skills is unquestionable, reality shows that learners learning a foreign language usually exhibit writing difficulties and lack of motivation during writing classes, which impacts negatively on their written performances. Therefore, it is fundamental for professors to make a change in the way writing is practiced in the classroom and encourage students to enjoy and use it in tasks that promote meaningful learning. As a response to that, this workshop is designed to share with the participants the possibilities of Pixton, Popplet, and Piktochart as technological tools to make writing more enjoyable for the learners during the teaching-learning process. Participants will explore the educational implications of using these tools and their value on promoting motivation, creativity, and critical thinking. Also, participants will be given a practical demonstration of each tool and then provided with a hands-on opportunity to work with two of them and create their own products on the web.

Keywords: Teaching-learning, Information, and Communication Technologies (ICTs), Piktochart, Pixton, Popplet, Web 2.0.

1 Introduction

Nowadays, the world in which we live cannot be conceived without communication media, smartphones, applications, and information technologies. Unquestionably, ICT tools and devices have become one of the bases of our society and part of our everyday lives. Therefore, and considering the evolution of all these tools, the field of education has also been shaped and transformed, and educators have been obligated to rethink the methods used in the classroom and find ways to engage learners and remodel their way of approaching their learning process. Indeed, since ICT devices were introduced in the educational field, how students learn, and educators teach, was predestined to change inevitably.

Free web 2.0 tools offer a broad range of possibilities regarding not only activities and tasks, but also ways in which lessons are taught as well. Specifically, regarding the development of writing skills in the target language, those tools not only encourage and enable teachers and learners to share ideas and collaborate in innovative ways, but also they facilitate communication, provide extra time to elaborate on the lessons online and, at the same time, offer an audience from the real world for students' writing, making the writing process more enjoyable and meaningful for students.

One of those useful Web 2.0 tools to promote writing is Pixton. This easy-to-use and intuitive resource lets learners showcase their previous knowledge while acquiring a new one as they create their own comic and interact with other students. Pixton is an excellent option to practice writing in the EFL class since it allows the monitoring of learners' comprehension of grammar and vocabulary in the target language. Moreover, according to Cabrera et al. (2018), Pixton promotes collaborative work, creativity, and critical thinking. These characteristics help students develop their imagination, interaction, and entertainment. In addition, it is an excellent option to monitor students' comprehension of grammar and vocabulary, which makes it a great tool for language teaching (p.56).

Another valuable tool to foster the development of writing skills is Popplet, which is a web 2.0, bulletin board-like platform where digital content is placed. It allows the creative and interactive development of mental maps in a simple, intuitive, and continuously modifiable way. In addition, it facilitates the learning of class themes, thanks to the use of images, videos, hyperlinks, and keywords. The application of this tool allows students to assimilate facts, thoughts, and images of specific class topics by generating relationships between them. It also fosters a fun educational environment through thought and visual learning.

Besides Pixton and Popplet as tools to promote writing skills, Piktochart is another one, which is a cloud-based application that allows users to design and create infographics and use them in projects or presentations. Gretter (2015) explains that tools like Piktochart can encourage students to summarize the information they've learned; in addition, infographics are engaging, creative, and are easily shareable. Online Tools for Teaching and Learning (2019) clarifies that Piktochart allows multiple representations of information and real-world data, and it gives students an alternative way to demonstrate their knowledge, while also showcasing their design and writing skills. Teachers can also use Piktochart to create infographics to provide an alternative way for students to access content knowledge.

Undoubtedly, the incorporation of digital tools to support English writing instruction must become a growing area of interest for educators at all levels as technology advances, and students become more immersed in it. Indeed, any step taken towards the implementation of those tools is worth the time, especially if the aim is promoting enjoyment for writing.

2 Context

Popplet, Pixton, and Piktochart are suitable for learners' use from an early age. Since the tools are highly intuitive and with a simple interface, thoughts and ideas can be easily transferred and visualized using colors, texts, images, and drawings. Also, the creation of comics in Pixton, mental maps in Popplet, and infographics in Piktochart can be applicable in all subjects of the curriculum.

3 Workshop objectives

General objective

Explore how to incorporate Web 2.0 tools: Pixton, Popplet, and Piktochart to foster learner's development of writing skills.
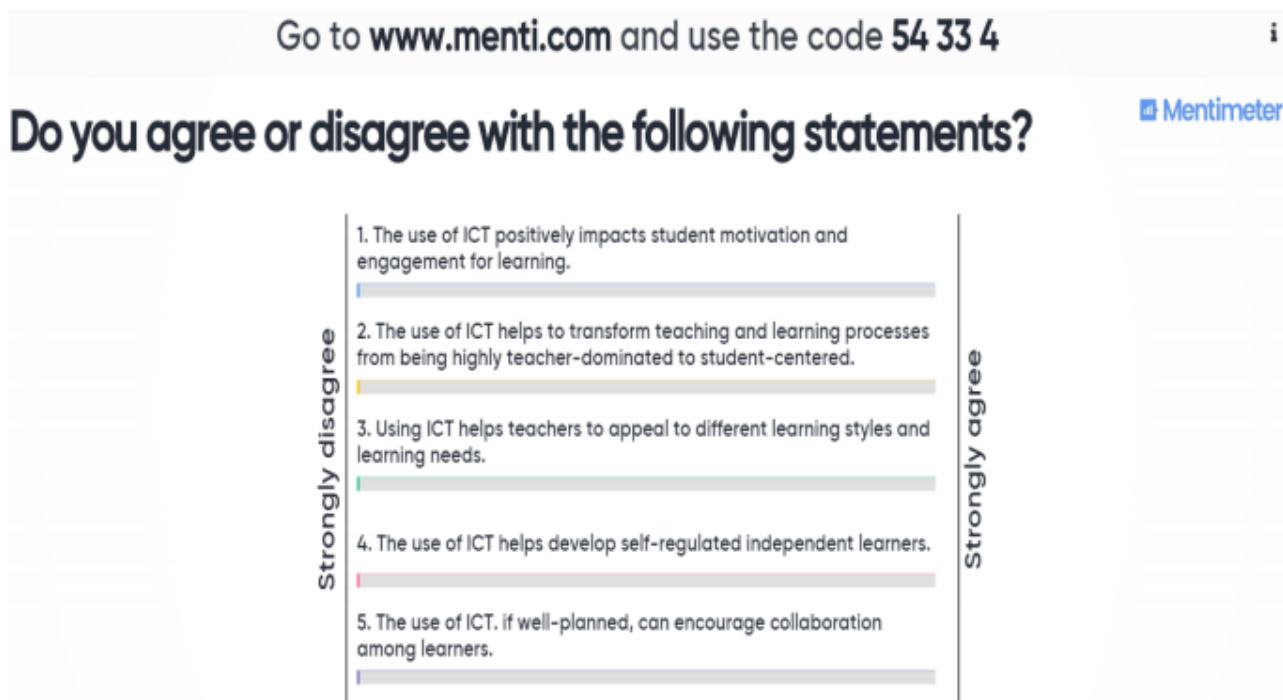
Specific objectives

• Describe how Pixton, Popplet t, and Piktochart can be applied in the classroom to foster the development of writing skills.
• Summarize a scene, book, or character by constructing a comic strip in Pixton.
• Create an online post-it board using Popplet.
• Plan a specific writing lesson plan or unit of work incorporating one or more of the Web 2.0 tools explored during the workshop.

4 Activities and time

Activity #1 Activation of Prior Knowledge (10 minutes)

The first part of the workshop will allow for discussion as a way to activate participant's prior knowledge by providing them with the opportunity to orally share ideas and discuss opinions about their perceptions on technology-based teaching and learning.

That will be done through the use of an online Likert scale created in Mentimeter.com, which seeks to measure the attitudes and opinions regarding the use of online tools in the classroom to foster cooperation and motivation. The technique Think-Pair-Share will be used to discuss the results of the survey.

Go to www.menti.com and use the code 54 33 4

Do you agree or disagree with the following statements?

Strongly disagree

1. The use of ICT positively impacts student motivation and engagement for learning.

2. The use of ICT helps to transform teaching and learning processes from being highly teacher-dominated to student-centered.

3. Using ICT helps teachers to appeal to different learning styles and learning needs.

4. The use of ICT helps develop self-regulated independent learners.

5. The use of ICT. if well-planned, can encourage collaboration among learners.

Strongly agree

Figure 1. Survey created with Mentimeter Source:
https://www.mentimeter.com/s/881f576bceda73a373e42fd1614cbb2b/d3dd9f2bb%20f55/edit

Activity #2: Sharing experiences on the use of the Pixton, Popplet, and Piktochart (15minutes)

The presenter will briefly describe her experience using the target tools in the courses at the EFL program at Universidad Técnica Nacional. Samples of learners' projects will be displayed, as well as examples of other multiple possibilities for using the tools in the classroom. Moreover, the presenter will explore the educational benefits and challenges they have encountered using each tool.
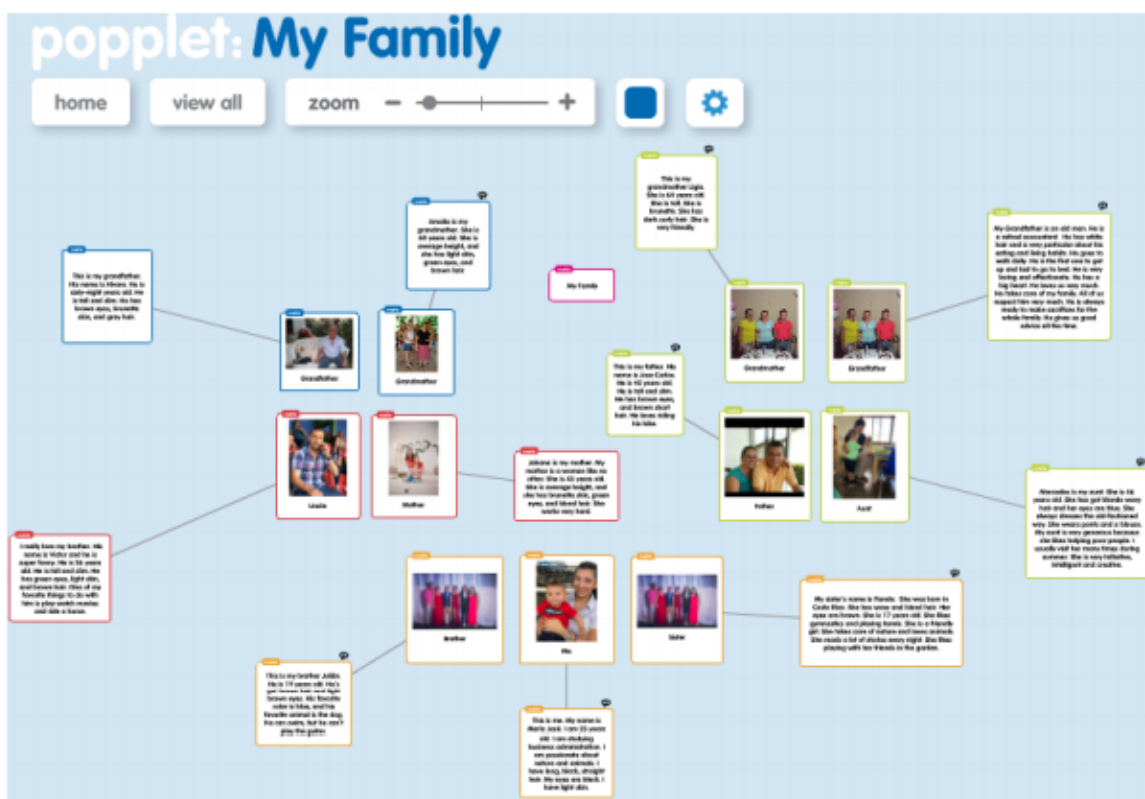
Figure 2. A sample mental map created with Popplet
Source: http://popplet.com/app/#/5541148

Course
Grammar II

Code: ILE_313
Topic: Past Modal Verbs   **Tool:** Pixton

Figure 3. A sample comic strip created with Pixton
Source: https://share.pixton.com/p7wafgb

Course
Business English I

Code: ILE_515
Unit I: Business Language: The 4P's of Marketing
Tool: Piktochart

Figure 4. A sample infographic created with Piktochart.
Source: https://create.piktochart.com/output/41029379-starbucks-infographic

Activity #3: Creating a comic strip using Pixton (40 minutes)
Participants will explore the Pixton tool. They will summarize a scene, book, or character by constructing a comic strip in Pixton. To do so, participants will:

1. Register their account on Pixton.
2. Create a new comic.
3. Choose a background they like from the ones available for free.
4. Select the number of characters they want in their comic (1-3).
5. Choose and edit a character: flipping a mirror image of the person, editing their skin tone, changing their position, and facial expression.
6. Type into the speech bubbles.
7. Create new panels.
8. Publish their comic strips.

Activity #4: Creating a mental map using Popplet (40 minutes)
Participants will explore the Popplet tool. They will create a mental map of the main attractions found in San Carlos, Costa Rica. To save time, before the workshop, facilitators will save a file with pictures and videos on the computer's desktop to be used by participants to create their mental map.
The group is going to be divided into pairs. Each pair chooses a leader, who is the one who will invite their partner to collaborate in the creation of a Popplet.
To do so, each participant will:

1. Register their account in Popplet (www.popplet.com).
2. Access the desktop through "Login."
3. Open Popplet and double-click "Make New Popplet."
4. Name their Popplet (e.g., What to see in San Carlos).
5. Participants (the leader will invite a collaborator, by clicking on the "SHARE" icon in the upper right of the screen, in the "Add collaborator" space.
6. In pairs, and working collaboratively, participants will double click/tap anywhere on the Popplet board to create a Popplet.
7. Participants explore the activity bar to change the color and include text, drawing images, and videos.
8. To allow other people to see the virtual scheme, participants click "Make Popplet Public."
9. Finally, once the mental map is finished, it can be embedded in a webspace, shared on a social network, or exported as an image or pdf depending on our objective. This last option is found on the desktop itself in the symbol of tools that when unfolding, it offers us to print it or export it in this type of pdf or jpeg files.

Activity #5: How to use the tools in my classroom: Practical Ideas (15 minutes)
To wrap up the session, participants will work in small groups, brainstorm ideas on how to integrate teaching strategies and Web 2.0 technologies effectively into a curriculum, and share their ideas with the whole group. Ideas shared by each group will be collected and sent via email to each participant for further use.
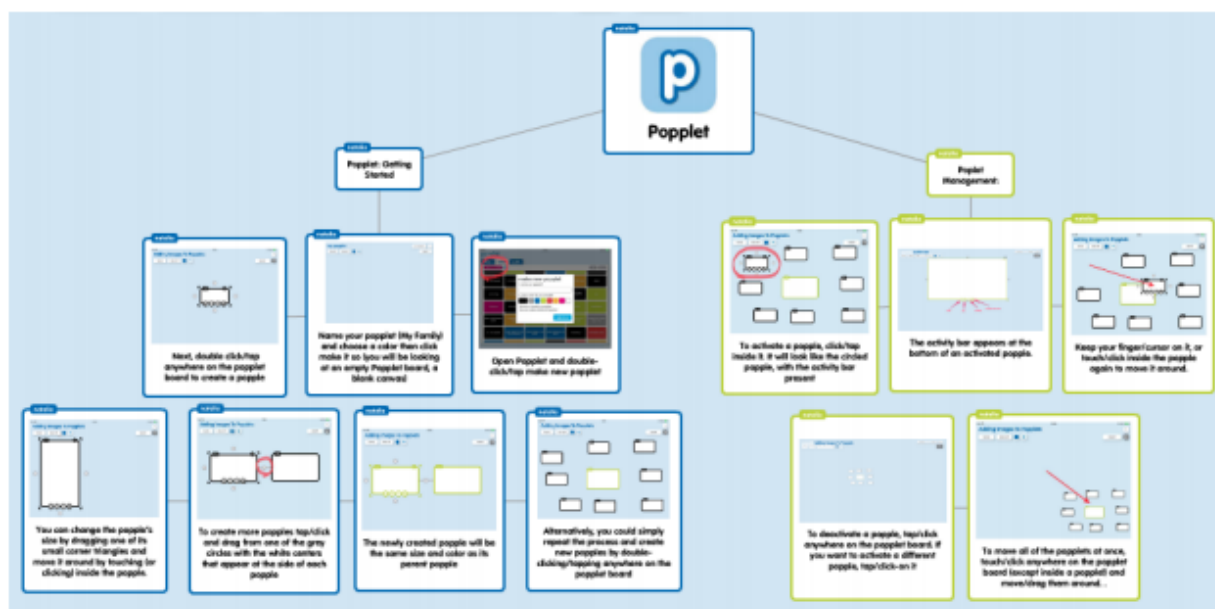
5 Materials

Pixton

Useful   https://www.pixton.com/es/
Webpages

Videos Tutorial   https://www.youtube.com/watch?v=PAX9ILv_vIM&t=31s

Popplet   *Worksheet*

All about Popplet

Useful   https://popplet.com
Webpages   http://blog.popplet.com/tutorial-getting-started-all-about-popples/
Video Tutorial   https://www.youtube.com/watch?v=HdGbELqaIYk&t=1s

Piktochart

Useful   https://piktochart.com
Webpages   https://piktochart.com/blog/student-guide-getting-started-piktochart/
Video Tutorial https://www.youtube.com/watch?v=Eq-85gzw3GI&t=88s

6 Educational implications

1. **Feedback:** Giving effective feedback is one of the best ways to improve student learning. Popplet, Pixton, and Piktochart offer different benefits when giving feedback; for example, the teacher can give feedback where the student does not feel intimidated and encourages self-evaluation and co-evaluation. Additionally, students can read and digest comments at a time of their choosing, in the absence of their peers.

2. **New Vocabulary:** In terms of vocabulary learning, Web 2.0 tools are considered a good way to use vocabulary in context. The vocabulary presented on each online tool will help participants to remember simple but important words easily. Learning English generally means memorizing new words, and these activities make it easier to learn them. Undoubtedly, both the student and the teacher will put into practice a more technical and varied vocabulary.

3. **Provide a real audience for writing:** Having an authentic audience viewing and interacting with the projects students create helps learners see the purpose of their work. The target tools offer the option of publishing the projects, which allows connecting the work of students in the classroom to the real world.

4. **Interaction without geographical barriers:** As Web 2.0 tools allow users to create and share information and media on a global scale, students are no longer passive recipients of knowledge. Rather, they are active participants that create content by remixing original materials. Since access to web technology has no physical and geographical limits, they could be effectively used in and outside the classroom.

5. **Self-paced learning:** ICT will provide an opportunity for the individual for self-paced learning, which caters to learner's abilities and aptitude. Each user can study or perform the assignments that the teacher requests at their own pace, and with the support not only from the teacher but from their classmates as well as them work cooperatively.

6. **Feasibility:** Many ICT tools are suitable for people of young ages. Schools must empower the youth with the latest technology to tap the latest skills and hidden potential of this population.

7. **Curriculum:** Teachers must consider that the way people are learning is different in today's century, so they must accommodate technology to their teaching practices. Competencies are combinations of knowledge, skills, and attitudes that students develop and apply for successful learning, living, and working. They emphasize aspects of learning that apply within and across all subject areas. Students use and develop competencies when they encounter unfamiliar or challenging situations. These tools are perfectly suited to the new curricular proposal promoted by the Ministry of Public Education in Costa Rica, which aims to develop competences and help students draw and build upon what they know, how they think, and what they can do.

8. **Budget:** Hundreds of digital education tools have been created to give autonomy to the student, improve the administration of academic processes, to encourage collaboration, and to facilitate communication between teachers and learners. Pixton, Popplet, Piktochart offer free online features that can be used by students and professors to make the learning-teaching process more enjoyable (only an intelligent device is needed).

7 References

Cabrera, P., Castillo, L., González, P., Quiñónez, A., & Ochoa, C. (2018). The impact of using Pixton for teaching grammar and vocabulary in the EFL Ecuadorian context. Teaching English with Technology. 18(1), 53-76. Retrieved from http://cejsh.icm.edu.pl/cejsh/%20element/bwmeta1.element.desklight-65acf8b1-db70-4a7a-9a8c-88afc73583a3

Gretter, S. (2015, November 10). Using Infographics for Teaching and Learning [Blog post]. Retrieved from http://insideteaching.grad.msu.edu/using-infographics-forteaching-and-learning/

Online Tools for Teaching and Learning (2019) Piktochart [Blog post]. Retrieved from https://blogs.umass.edu/onlinetools/learner-centered-tools/piktochart/

7 Biography

1ˢᵗ Author's biography

María Gabriela Castillo Hernández has over 20 years of experience as an EFL teacher and as a teacher trainer. She holds a Master's degree in English Language Teaching from Universidad Latina de Costa Rica and the SIT TESOL Certificate from the World Learning SIT Graduate Institute offered through Centro Espiral Maná in Costa Rica. She strongly believes learning and teaching must actively engage the learner in authentic and connected to life tasks beyond the classroom, promoting opportunities that allow meaningful and lifelong learning experiences. She currently works as an English Language Advisor for the Ministry of Public Education at the Northern Regional Office in Costa Rica, and as an EFL professor at Universidad Técnica Nacional, San Carlos Campus.

2ⁿᵈ Author's biography

Natalia María González Kopper is a Costa Rican EFL professor with 12 years' experience, including teaching primary, secondary, and university preparation. She has a master's in English Language Teaching from the Universidad Latina de Costa Rica and a master's in Technical Education from the Instituto Tecnológico de Costa Rica. Additionally, she obtained an SIT TESOL Certificate from the World Learning SIT Graduate Institute from Centro Espiral Maná, located in Costa Rica. She emphasizes the students' perspective regarding the learning and teaching process, as well as the development of significant real-life experiences to enhance their passion for learning. She is currently working as an academic professor at the Universidad Técnica Nacional, San Carlos Campus.

Curiosity Driven Language Learning: Charting a Course

Mark Foster Cormier
Centro Cultural Costarricense Norteamericano, Costa Rica
mcormier@centrocultural.cr

Resumen: Experiencia y reflexión son centrales en el proceso de aprendizaje y una de las responsabilidades fundamentales del docente es ser diseñador de experiencias enriquecedoras para los estudiantes que permiten la construcción de nuevos conocimientos. Participantes en este taller explorarán CHART, un modelo de diseño instruccional para planear experiencias vivenciales dentro del salón de clase que promueven el uso auténtico del idioma y estimulan el pensamiento crítico. A través de actividades prácticas y tareas de reflexión basadas en la teoría de aprendizaje experiencial, participantes descubrirán estrategias para cultivar la curiosidad innata de sus estudiantes y potenciarla para impulsar un proceso de aprendizaje significativo en el aula.

Palabras clave: Pensamiento crítico, aprendizaje experiencial, curiosidad, indagación, planeamiento didáctico.

Abstract: Experience and reflection are at the heart of the learning process, and one of a teacher's primary responsibilities is to be a designer and curator of classroom experiences for students, which allows for the active construction of new knowledge. Participants in this workshop will explore CHART, an instructional design model for planning engaging classroom experiences that promote authentic language use and stimulate critical thinking. Through hands-on activities and reflection tasks based on experiential learning theory, participants will discover simple but powerful strategies to cultivate a sense of curiosity in their students and harness it to drive the process of meaningful learning in the classroom.

Keywords: Critical thinking, Experiential Learning, curiosity, inquiry, lesson planning.

1 Introduction

This paper and accompanying workshop aim to raise awareness about the importance of critical thinking, reflection, and active experimentation as essential tools for success in the modern world and the role that teachers play in helping students develop these skills. The following research questions guided this work:

- How can teachers of English as a foreign language incorporate a focus on reflection and critical thinking within the context of communicative language teaching?
- What pedagogical mediation strategies lead to enduring understanding and application of learning beyond the classroom context?
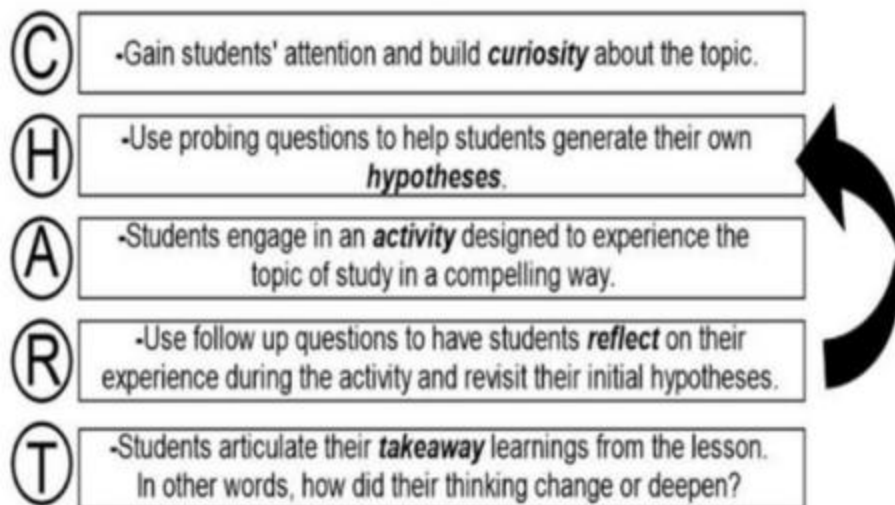
Hypothesis: By using a framework for lesson design that includes a specific focus on direct experience and reflection, teachers can help train students to leverage curiosity, inquiry, and reflection to guide their thinking, decision-making, and learning which in turn will result in deeper engagement with course content and more enduring understandings.

Experiential Learning: The lesson planning framework proposed in this workshop is CHART, an instructional design model I created based on Kolb's (1984) theory of Experiential Learning. In opposition to a traditional view of education, which frames the teaching-learning process as the transmission and accumulation of fixed elements of thought, Kolb defines learning as "the process whereby knowledge is created through the transformation of experience (p. 41)." Kolb claims that the psychological underpinnings of learning involve a four-stage cycle consisting of different modes of grasping and transforming knowledge: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. The core idea of his Experiential Learning Cycle is that "learning, and therefore knowing, requires both a grasp or figurative representation of experience and some transformation of that representation" (p. 42). In his model, knowledge can be grasped by the individual in two ways; through apprehension of "tangible, felt qualities of immediate experience" and thorough comprehension of "conceptual interpretation[s] and symbolic representation[s]." In turn, these figurative representations of experience can be transformed through the process of internal contemplation and reflection and by experimentation through "manipulation of the external world" (p. 41). Kolb's theories mark a break from traditional views of education based on behaviorist pedagogical models. They, therefore, generate a significant need for new forms of instructional design to support active learning processes based on direct experience and reflection.

CHART: The CHART instructional design framework proposes a way of operationalizing the Experiential Learning Cycle into a three-stage sequence of inquiry, experience, and reflection for the organization of a lesson or unit of instruction. CHART is an acronym that stands for Curiosity, Hypothesis, Active Engagement, Reflection, and Takeaways. These elements are distributed across three phases: lesson opener (CH), main tasks (A), and lesson wrap up (RT). The graphic below provides a brief overview of the sequence. The stages are described in further detail in the section that follows.

CHART Instructional Design Model

Mark Cormier 2019

C - Gain students' attention and build *curiosity* about the topic.

H - Use probing questions to help students generate their own *hypotheses*.

A - Students engage in an *activity* designed to experience the topic of study in a compelling way.

R - Use follow up questions to have students *reflect* on their experience during the activity and revisit their initial hypotheses.

T - Students articulate their *takeaway* learnings from the lesson. In other words, how did their thinking change or deepen?

Curiosity and hypothesis: During the lesson or unit opener, the teacher establishes the initial context and theme, and students participate in activities designed to gain their attention and generate curiosity for the topic of the upcoming learning sequence. Through probing questions, students are stimulated to articulate their hypotheses about the subject. This includes their questions, doubts, and assumptions; in other words, their current level of understanding and awareness regarding the content to be studied. By activating their relevant cognitive schemata, students are primed to use that knowledge as a resource for the upcoming tasks. At the same time, the articulation of their starting point understanding of the topic allows them to notice potential gaps in their knowledge, which can be explored and revisited in later parts of the lesson. This encounter with the unknown creates cognitive conflict, which, if experienced in a safe and supportive classroom environment, results in curiosity. It is important at this stage for the teacher to accept student contributions without judgment and to celebrate any discovered knowledge gaps, assuring students that at this point in the lesson, they need not worry about providing "correct" answers. This open and supportive attitude encourages honest student appraisal of their own knowledge. It avoids making the classroom a high pressure, judgment laden environment where encounters with the unknown can lead to frustration, rejection, and disengagement with the lesson.

Active Engagement: In the main portion of the lesson, students participate in a sequence of scaffolded activities that culminate in a peak experience where they struggle to solve a problem, reach a group decision, or accomplish some other challenging task and they are given agency to make decisions about how to go about it. More cognitive conflict occurs if students realize that their initial hypotheses or current knowledge structures are insufficient to solve the task, and they are forced to experiment with alternative strategies. Open-ended and problem-solving tasks are particularly suited for this stage in the lesson as they provide students with a concrete experience in which they can test their hypotheses.

This may result in the strengthening and confirmation of their beliefs or the restructuring of current knowledge and accommodation of additional schemata if new evidence challenges their assumptions.

Tasks in this stage encourage students to think about the lesson content in new, meaningful, and challenging ways. These experiences will serve as a point of reflection in the final stage.

Reflection and takeaways: In the ending stage of the lesson, students analyze and reflect upon their experiences during the previous phase by answering a series of probing questions posed by the teacher and by explicitly revisiting their original hypotheses, doubts, or questions from the beginning of the lesson sequence. By doing this, students can articulate their takeaway learnings from experience; in other words, how their knowledge, skills, and awareness have been challenged, strengthened, or transformed (or not) as a result. CHART frames learning as an ongoing process, so the end of one lesson sequence represents the starting point for future cycles. For that reason, students are also encouraged to discuss new questions that have arisen and fresh points of curiosity that have emerged that represent future areas of inquiry and exploration.

Reconciling Experiential Learning Cycle and CHART:
The CHART instructional design framework presents a model for designing lesson sequences that follow Kolb's (1984) Experiential Learning Cycle. The four stages of Kolb's model are Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation, which each have parallels in the proposed planning sequence. The Curiosity and Hypothesis stages at the beginning of CHART activate students' background knowledge and beliefs formed in previous learning experiences.

The Active Engagement stage at the center of CHART represents a fresh Concrete Experience in which sense is made through the interplay between the new stimuli present in the activity with previously constructed knowledge acquired through experience and reflection. Students are engaged in Active Experimentation through the process of hypothesis testing as they observe to what degree their previous beliefs hold up in light of current experience. The Reflection and Takeaways phases in the final stage of CHART involve Reflective Observation and Abstract Conceptualization, respectively. Students transform their lived experience through a process of reflection, and they articulate their takeaway learnings by explicitly analyzing the transformation of their previously held beliefs and generate new generalizations about the world. Since CHART respects the ongoing nature of the learning process, the newly constructed knowledge and hypotheses now serve as the starting point for future learning. By encouraging students to identify new questions they have as a result of participating in the learning sequence, teachers support the creation of a mindset of curiosity and future Active Experimentation. Points 3 and 4 in the graphic below illustrate how new conceptualizations formed through reflection upon experience serve as starting point knowledge for future learning experiences.
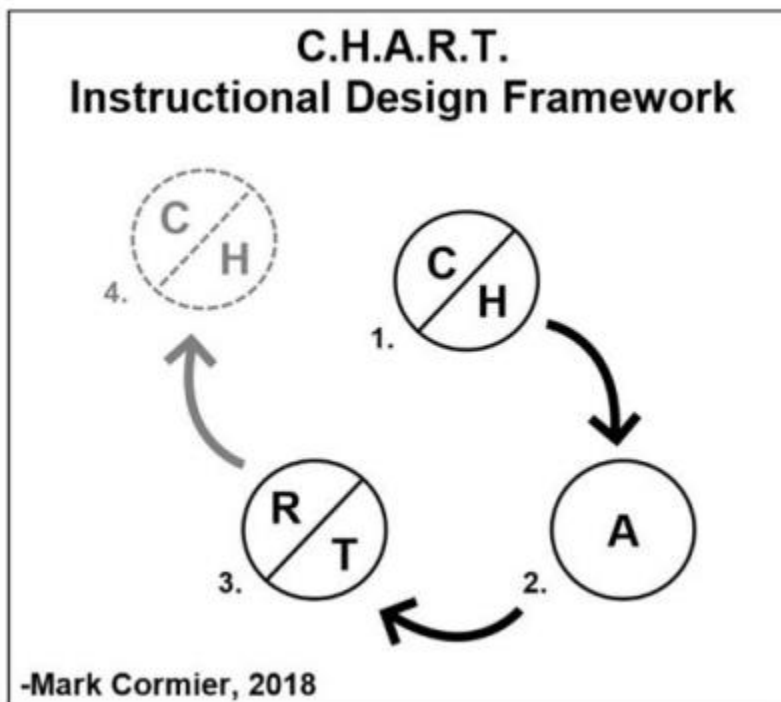
2 Context

CHART was envisioned for use with older children, adolescents, and adult learners since an explicit analysis of beliefs and articulation of abstract generalizations based on experience are processes that require higher orders of thinking. Young learners are not developmentally ready to engage in this level of abstract processing. Although compatible with teaching in any content area, this workshop proposes CHART as a lesson planning framework for communicative language teaching in high schools, universities, and adult language institutes.

3 Workshop objectives

Participants in this workshop will:

- Consider the importance of critical thinking and reflective practice as vital life skills that transcend content areas and educational contexts.
- Demonstrate an understanding of the stages and rationale of the CHART instructional design framework by analyzing and describing a sample lesson.
- Collaborate with peers to create their own lesson sequence in alignment with the framework.
- Discuss how CHART can be utilized as a model for teacher development and reflective practice.

4 Activities and time

The workshop includes a balance of theory input and modeling by the presenter with hands-on participation of the attendees. The session is organized in a manner that follows the stages of the CHART framework, to facilitate the acquisition of the key concepts of the training.

Curiosity and hypothesis: The session begins with a brief introduction by the presenter and the sharing of the goals and the agenda for the workshop (5 minutes). Following this, participants create small groups to discuss questions regarding critical thinking, its definition, and its role in the learning process and the participants' planning. This will generate participants' initial beliefs to be revisited at the end of the workshop (10 minutes).
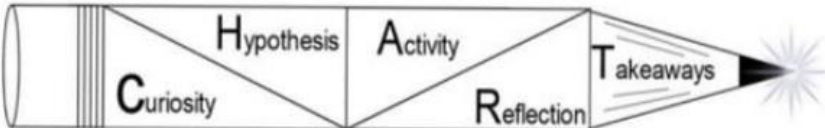
Active Engagement: The presenter tells attendees that they will participate as students in a sample lesson experience. The lesson cycle presents an English lesson with a focus on speaking, which is organized according to the CHART framework (20 minutes). After the sequence, the presenter introduces the CHART framework and its underlying theory (10 minutes). Participants are then asked to analyze the previous sample lesson and identify the stages of the CHART framework present in it (15 minutes). Participants are divided into four groups, and each group is provided with a packet of materials. The materials include instructions for a communicative problem-solving task. Participants collaborate to design a full CHART sequence with the problem-solving task as the central Active Engagement stage (30 minutes). Groups share their finished plans and comment on the experience (10 minutes).

Reflection and takeaways: The facilitator summarizes the information covered in the session and provides a space for participants to share their questions and thoughts about the topic. Participants revisit the initial discussion questions from the beginning of the workshop and discuss how their thoughts have been reinforced or challenged as a result of the session (10 minutes). The workshop finishes with a small group discussion about the potential of the framework to serve as a model for action research, teacher development, and reflective practice (10 minutes).

5 Materials

The double-sided handout below summarizes the importance of developing critical thinking skills in students and outlines the stages of the CHART instructional design framework. The back page provides a space for participants to articulate their takeaway learnings from the session.

6 Educational implications

Critical thinking is a topic that receives a great deal of attention in educational circles. Most teachers agree on its importance, but few understand what it truly means and how to help students develop this much-needed skill. CHART provides a model for integrating inquiry and critical reflection into language classes to promote the simultaneous development of language proficiency and critical thinking skills. This has the potential to contribute to the formation of the "new citizenry" envisioned by the new English curriculum from the Ministerio de Educación Pública (MEP, 2016); individuals who are capable of acting rationally, questioning their underlying assumptions and beliefs to consider alternate views, and acting responsibly. CHART is compatible with the Action-Oriented Approach promoted in the new programs since the "essential question" present at the beginning of each unit can be used to generate students' starting point assumptions and hypotheses at the start of the learning sequence to be revisited at the end of the unit. CHART's focus on individual student experience highlights the importance of action and reflection in the formation of belief. This creates the kind of active learning that fosters quality student engagement, generates enduring understandings, and gives meaning to the learning experience beyond the classroom.

7   References

Kolb, D. (1984). *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall Inc.

MEP (2016). Educar para una Nueva Ciudadanía: Programa de Estudio de Inglés Segundo Ciclo de la Educación General Básica. San José, Costa Rica: Imprenta Nacional.

8   Biography

Mark Foster Cormier holds a master's degree in Teaching English to Speakers of Other Languages (MATESOL) from Marlboro College Graduate and Professional Studies and a bachelor of arts in Latin American Studies from Appalachian State University. He has been involved in English teaching and teacher training in Costa Rica for over 10 years, and his main interests in the field are task-based language teaching, materials design, and teacher development.

Teaching Practices, Strategies, and Tools to Assess for Learning

Marlon Pérez Pérez
Instituto Tecnológico de Costa Rica, Costa Rica
maperez@itcr.ac.cr

Resumen: La evaluación para el aprendizaje incorpora prácticas y estrategias de enseñanza y aprendizaje que pueden mejorar significativamente la adquisición de nuevo conocimiento. Este taller explora algunas de esas prácticas y estrategias que han sido particularmente efectivas en facilitar el aprendizaje. Primero, los participantes revisan la conceptualización de la evaluación para el aprendizaje y así luego, trabajan con algunas de estas prácticas y estrategias que pueden usar en sus propias clases de idiomas.

Palabras clave: Evaluación para el aprendizaje, evaluación formativa, evaluación alternativa, realimentación, evaluación del lenguaje.

Abstract: Assessment of learning incorporates teaching and learning practices, which can significantly improve learning. This workshop explores some of those practices and strategies that have been particularly effective in achieving this. First, participants review what assessment for learning entails to work later, reviewing some of the teaching practices and strategies that they can use in their own language classes.

Keywords: Assessment for learning, formative assessment, feedback, alternative assessment, language assessment.

1 Introduction

Assessment is generally viewed as a systematic process teacher carry out to find out what a student has learned and can do. It is usually associated with tests and grades. Assessment is much more than measuring and evaluating, or as Boyd, Green, Hopfenbeck, and Stobart (2018) put it, "assessment [is] gathering information in order to make judgments which provide the basis for action" (p. 6). Bennet (2011) furthers this definition "as a thoughtful integration of process and purposefully designed methodology or instrumentation" (p. 7). Heick (2018) states that assessment "…provides data to revise planned instruction." In other words, assessment is at the core of instruction and learning. It is intertwined in the teaching and learning process. As Gibbs (2006) explains, "assessment frames learning, creates learning activity, and orients all aspects of learning behavior" (p. 23). Here then it is necessary to briefly review assessment as a whole and the different forms and purposes it can take. Sadeghi and Rahmati (2017) summarize how assessment has been viewed over the years. They explain that the first paradigm commonly referred to as traditional assessment, summative assessment, or assessment of learning emphasized measuring language proficiency using standardized tests. The second shift brought what has been known as an alternative assessment, formative assessment, or assessment for learning, which in essence is a pendulum swing from measuring learning to identifying strengths and weaknesses and providing feedback to achieve goals and learning objectives. These authors also mention that after assessment for learning, two more, yet vague concepts, according to Bennet (2011, p. 23), dynamic assessment and the latest assessment as learning, have been discussed.

Bennet (2011) also argues that these last two terms also fit under the larger umbrella of formative assessment. Considering these distinctions, it is imperative to reiterate that both summative and formative assessments play an essential role in the learning process, and it is the teacher's job to use the information gathered from all the different forms of assessment to make judgments about his or her teaching practices and the students' learning. With this in mind, it is important to consider the meaning and characteristics of assessment for learning. Black and Jones (2006) highlight the meaning as, "…any assessment for which the priority in its design and practice is to serve the purpose of promoting pupils' learning" (p. 4). Kippers, Wolterinck, Schildkamp, Poortman, and Visscher (2018) define it as a concept that covers various approaches for using assessment to support student learning. Swaffield (2011) states that it focuses on how information gathered is used to inform learning and teaching. She furthers this claiming that it seeks to engage more autonomous students actively. Scarino & Liddicoat (2009) suggests that it "… involves coming to understand students' performance and learning over time, in the context of their developmental trajectories" (p. 77). They also claim that teachers need to reflect upon the information gathered from students' responses to determine what to do to improve students' understanding and learning. Thus, assessment for learning is to be understood as any assessment activity that forms or shapes learning. It is characterized by a continuous reflection on the teaching and learning process, so it is ongoing and dynamic. It involves both teachers and students to actively engage in this process, where the ultimate goal is learning. Therefore, every language instructor must apply a valuable set of teaching practices, strategies, and tools to assess for learning.

In this workshop, participants will briefly review what assessment for learning is, the benefits and challenges associated with it, and the classroom practices involved in implementing it. Later, participants will design and refined their own set of assessment for learning tools which they can incorporate in their teaching practices.

2   Context

Assessment for learning is suitable for any classroom level since its main objective is to facilitate learning through a series of teaching practices, strategies, and tools that should be, and commonly are, present in the everyday language classes. The workshop aims at reviewing different teaching practices, strategies, and tools that most teachers use and have been proven to aid students' learning process. These practices can be adapted to any classroom and are suggested to be used with any student group and for any linguistic ability. Thus, participants working in any public or private school, language institute, or college can benefit from this workshop.

3 Workshop objectives

The main objective of the workshop is to encourage participants to use assessment for learning in their language classes. The following specific objectives are proposed to achieve this:
- To raise awareness of the importance of incorporating assessment for learning in the teaching and learning process.
- To fully understand what assessment for learning is and its characteristics.
- To review the different teaching practices linked to assessment for learning and how to incorporate them.
- To design a set of tools aiming at assessing for learning.

4 Activities and time

Description of the activity	Time	Grouping	Material
1. Participants will take a diagnostic quiz about language assessment. Then they will discuss and compare their answers. Finally, the answers will be checked and explained by the presenter.	15 min.	Pairs	Diagnostic Quiz on assessing for language and presentation.
2. The presenter will paste different teaching practices with a brief description on the walls for participants to walk around the classroom. They will read and choose the one they think is the most effective to assess for learning. Then, with a show of hands, participants will be grouped according to their selection of the teaching practice and will discuss why they think that teaching practice facilitates learning. Finally, the presenter will review the benefits associated to these practices according to scholars.	15 min.	Groups of 3.	Teaching practices on individual pieces of papers to be pasted on the classroom walls and presentation slides summarizing the benefits of using those teaching practices.
3. Participants will be asked to answer three questions about language feedback: 1. What is it? 2. Is there a difference between a mistake and an error? If there is, which is it? 3. What do you think a teacher needs to consider when giving feedback? Then the presenter will elicit some participants' answers. Finally, the presenter will show and explain what research says.	15 min.	Pairs	Questions in a presentation slide and some slides with the answers according to research.
4. The definitions and examples of the different language feedback strategies or techniques will be pasted on a wall.	15 min.	Pairs	Papers with the definitions and examples of the

Participants will be given one language feedback strategy or technique to match with the definitions and examples. They will be asked to give their reasoning for their answers. Finally, the presenter will show the list of strategies or techniques with their definitions for participants to check their answers.			different language feedback techniques and another set of papers with the name of the techniques. A document listing the techniques with their definitions and examples.
5. The presenter will go over the different key elements to consider when giving feedback (clarity and specificity, time, proficiency of the learner and type of task, linked to the lesson's objective and success criteria, focus on the task or the performance and not on the learner, appropriate for the stage the learner has reached, lead to learner's autonomy)	15 min.	All the participants	Slides in a presentation
6. Participants will be given some sample errors from learners' writing to analyze, and considering the key elements previously presented and choosing one of the techniques, students will write feedback on a newsprint to share.	15 min.	In groups of 3	Samples of students' writing, newsprints, and markers.
7. Participants will watch a couple of videos of two students' oral production to write feedback using the technique assigned and considering the elements previously presented. Then they will share their feedback with the rest of the participants.	15 min.	In groups of 3	Students' oral production videos.

5 Educational implications

Assessment for learning refers to a series of teaching practices, strategies, and tools language teachers use in their everyday classes to inform their teaching and their students' learning process. According to some scholars (Boyd et al.,2018; Leong, Ismail, Costa, & Tan, 2018; Marshal, 2006; Scarino & Liddicoat, 2009; Torrance, 2007), the following teaching practices are conducive to learning: eliciting prior knowledge, ongoing interactive questioning and discussion, challenging and encouraging tasks, scaffolding, giving effective feedback, and encouraging self and peer assessment. Scarino & Liddicoat (2009) encourage educators to incorporate them into their every lesson systematically. Boyd et al. (2018) also highlight these characteristics of assessment for learning concluding that when classroom practices such as finding out what students know, providing clear instructions and criteria of what is to be expected, and giving effective feedback are embedded in the everyday lessons, they lead to more interactive classes, more engaged students, and positive, ongoing attitudes to learning. Peer-assessment and self-assessment have also been found to impact learning when properly implemented positively (Könings, Zundert, & Merriënboer, 2019; Meusen-Beekman, Joosten-ten Brinke, & Boshuizen, 2016). Xiao and Yang (2019) also suggest that teaching practices linked to formative assessment such as setting learning goals, providing examples, adopting activities that elicit evidence of learning, dialogical interaction, peer review, and feedback on the current understanding and task-related processes promote learning. To sum up, educators should consider including all, if not most of, these teaching practices in their teaching repertoire as they provide valuable information to inform their teaching and their students' learning.

One of the most discussed classroom practices that has been associated with assessment for learning is feedback (Boyd et al.,2018; Ferreira, Moore, & Melish, 2007); Kim & Kim, 2017; Mashrah, 2017; Xiao & Yang, 2019). Thus, it is necessary to review it more in-depth. First, it is mandatory to define what is to be understood as language feedback in this paper. Xiao and Yang (2019) define it as information on how successfully something has been done and what can be done to improve it. Larsen-Freeman (2003) refers to it as any evaluative information given to learners, either positive or negative, explicit or implicit, and generated by others or by oneself. She also claims that "…when done judiciously, using appropriate techniques, appropriately focused, in an affectively supportive, [and] in a nonjudgmental manner" (p. 130), language feedback is very valuable to the teaching and learning process. Therefore, language feedback is to be understood as information provided to a student by an instructor, by another student, or by oneself that helps that student and others in the classroom understand how well they are using the target language. It can be used to give a general indication of proficiency in any particular skill (speaking, writing, listening, or reading) or it can be used to hone in on specific topics (grammar, vocabulary, etc.) that are new or require review. Thus, everything that happens in a language classroom, from spoken to nonspoken acts, can be used and understood as language feedback. Non-verbal acts could include gestures, body language, facial expressions (smiles or frowns, for example) or the use of red pens while grading, and verbal acts could be emphasis or intonation when speaking, positive/negative reinforcement, or explicit correction.

Now the question is how to put it in practice so that this language feedback is effective. Xiao and Yang, 2019 and Boyd et al., 2018 suggest paying attention to the purpose of that feed because they have identified different levels of feedback, which will also determine the type of feedback and the strategy to be used when giving that feedback.

They explain that the first level is on correction or on the task, which aims at clarifying what a student is attempting to learn by providing concrete examples. A second one is feedback at the process level, which focuses on developing students' strategies for tackling tasks. Here teachers should scaffold the task by breaking the task into smaller steps and guiding students with questions.

Finally, feedback about self-regulation aims at developing students' capacity to generate and use internal feedback to self-assess and monitor their learning process. This is important to keep in mind so that the feedback given positively impacts the teaching and learning process. Besides paying attention to the level of feedback, it is necessary to discern between an error and a mistake so that the feedback given successfully informs students' learning and instructors' teaching. So, what is an error? And what is a mistake? Mistakes are performance errors, where the learner knows the correct rule, word, ending, etc., but in this instance has performed incorrectly. Errors, on the other hand, occur in the learner's interlanguage because a learner does not yet know the correct rule, word, ending, etc., and they are making a guess, often based in combination with their native language and their current knowledge of the target language. The knowledge to perform correctly has not yet been imparted to the learner in this instance (Boyd et al., 2018; Larsen-Freeman, 2003). Instructors then should direct their language feedback toward correcting mistakes because this is what students should be able to do in the target language. On the other hand, unless what a learner is saying or writing is incomprehensible, especially at the beginning level, errors do not need immediate attention. With more advanced students, it depends on the error and what is to be accomplished in that particular class or lesson.

The common goal of any feedback should always be to help students be accurate in their active use of the language by giving them information as to what is correct (positive feedback) and what is not correct (negative feedback) in the target language. There are six generally agreed upon techniques or strategies of corrective language feedback: clarification, elicitation, explicit, metalinguistic, recasting, and repetition (Larsen-Freeman, 2003; Xiao & Yang, 2019; & Boyd et al., 2018).

Clarification requests are where the educator indicates to the learner that there is a problem with the language output: The answer was not understood at all. There was either a mistake in the answer that could lead to different understandings (and therefore, clarification is needed), or there is a grammatical or usage mistake that should be corrected for accuracy.

Elicitation is where after hearing the learner's output, the instructor repeats the sentence, pausing at the place where a mistake was made, thus allowing the learner to correct his or her own mistake by concentrating only on that word, phrase or grammatical construction.

Explicit correction is where the teacher provides the correct answer. This should generally be reserved until after several failed attempts by the learner to provide the correct output and when no other students can help. The teacher should accompany it with an explanation of how to form the correct response, whether this is a review or new information. Metalinguistic feedback involves explicitly stating that there is a mistake in the output and asking the student who made it or a classmate to find and correct the mistake.

Recasting is where the instructor repeats and reforms the learner's output, correcting the mistake along the way. Ideally, the student or all the students will repeat the recast at that time to reinforce the correct language form.

Repetition is where the teacher repeats what the learner has uttered, somehow emphasizing the mistake that the learner has made. This will indicate where the mistake is located, giving the learner a chance to focus on that particular part of the utterance and fix it.

In addition to instructor-led corrective feedback, peer-led corrective feedback is also possible. This is where students, working in pairs or groups, help each other to learn by giving appropriate prompts, asking appropriate questions, or providing appropriate explanations when necessary.

Besides the corrective or negative language feedback explained above, there are four generally agreed-upon types of positive language feedback. These are acceptance, acknowledgment, rephrasing, and repetition. Here, the goal is to encourage the student to continue speaking, writing, or otherwise using the target language or to indicate that the student's utterance is correct or being understood (Larsen-Freeman, 2003; Xiao & Yang, 2019; & Boyd et al., 2018).

Acceptance demonstrates to the learner that the teacher has heard, seen, or read the reply, utterance, or other forms of language output and that it was appropriate to answer the question, prompt or assignment given. Acceptance is indicated by using words such as "yes," "good," "okay," or similarly appropriate, encouraging words or phrases in the target language.

Acknowledgment is any non-verbal communication, such as nodding or shaking of the head, making certain positive facial expressions such as smiling, giving a similar cultural-specific gesture or using verbal communication to indicate that the teacher is listening and comprehending the language output. Examples of verbal communication could be "uh-huh," "mmm," or any similarly appropriate word or phrase in the target language.

Rephrasing is when the instructor responds to learner output by restructuring the utterance to make it sound more natural. This is done to introduce a new grammatical structure, to provide new lexical items, or to add additional information that the learner either did not know or failed to provide. It is considered positive feedback because the original answer is still accepted as essentially correct.

Repetition is when the instructor repeats the learner's correct language output so that everyone can hear the correct answer a second time, thus providing additional input for the language learner. Students may be asked to repeat the output themselves at this point for additional reinforcement.

These feedback giving strategies described above are essential to every language instructor's teaching toolset. However, it is also necessary that every instructor learns to properly and effectively use them. Boyd et al. (2018) suggest these seven key elements to keep in mind when giving feedback so that this becomes effective. The first element they mention is that language feedback has to be specific and clear. This feedback should address one element or change that will result in the improvement of the learner's performance. The second element is that language feedback should be well-timed. They explain that when giving feedback depends on the proficiency of the learner, the type of task, and the type of feedback.

A third suggested element when giving feedback is that it should always be linked to the lesson's objective and success criteria so that students can turn that feedback into meaningful learning. The next element to be considered when giving feedback is that it should focus on the task or the performance and not on the learner. Praising the learner's intelligence is not as effective as highlighting the areas, strategies, and criteria that the learners should continue reinforcing. A fifth element is that feedback should be given at the most appropriate level for the stage the learner has reached.

In other words, is this feedback aiming at correcting the responses in a task, or at the process to complete the task, or at the capacity of the learner to monitor his or her language learning process. The next element is that it should lead to learner's autonomy. It is more suitable for more advanced learners since it aims at giving the learner strategies for self-improvement rather than solutions. Finally, the last element is that language feedback should be achievable, challenging, and requiring action. It should not only point at the mistake but challenge the learner to identify it and correct it on their own. Putting into practice all this requires teachers and learners to use these strategies constantly. That is why they must be embedded in every lesson so that with time, they become an integral part of the class.

Up until this moment, this paper has addressed the great benefits of assessment for learning, but it also has some limitations. Bennet (2011) concludes that assessment for learning still lacks more empirical research to support its claim on the great benefit of learning. He furthers this claim that many of the conclusions drawn from studies are suspect since many of them derive from untraceable, flawed, dated, or unpublished sources. Torrance (2007) also argues that assessment procedures and practices have come to dominate the learning experience and that the 'criteria compliance' embedded in assessment processes has replaced the ultimate goal of learning. Boyd et al. (2018) also argue that on many occasions, there is a lack of clarity in what assessment for learning involves and the rationale behind it. Besides that, these authors claim that there may be some reluctance from teachers and students to put into practice some of the teaching and learning strategies and tools.

Moreover, several authors have emphasized that there seems to be a focus on testing and scores due to pressures on schools, national policies, and the international community because of a heavy reliance on written tests and examinations as major methods of assessment (Boyd et al., 2018; Leong, Ismail, Costa, & Tan, 2018; Swaffield, 2011). Finally, Leong et. Al. (2018) argue that culture can be a real challenge to successfully implement assessment for learning since some of the practices, strategies, and tools greatly differ from what is culturally acceptable in some Asian countries.

To conclude, assessment for learning is known to improve learning and to teach effectively. Having a good set of teaching practices and tools can help students become more aware of their learning and empower them to take control of their learning process. In the same way, when teachers reflect upon their practices focusing on students' learning, their teaching is greatly improved. Assessing for learning should be embedded in everyday classroom practice so that classes can be more interactive, and students can be more engaged.

6 References

Bennet, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy, & Practice*, 18(1), 5-25.

Black, P., & Jones, J. (2006). Formative assessment and the learning and teaching of MFL: Sharing the language learning road map with the learners. *Language Learning Journal*, 34(1), 4-9.

Boyd, E., Green, A., Hopfenbeck, T., & & Stobart, G. (2018). Effective feedback: The key to successful assessment for learning. Retrieved July 21, 2019, from Oxford 9 University Press:https://elt.oup.com/feature/global/expert/assessment-thankyou?cc=gt&selLanguage=en

Heick, T. (2019). *The difference between assessment of learning and assessment for learning.* Retrieved from Teachthought: https://www.teachthought.com/pedagogy/the-difference-between-assessment-oflearning-and-assessment-for-learning/

Kippers, V., Wolterinck, C., Schildkamp, K., Poortman, C., & Visscher, A. (2018). Teachers' views on the use of assessment for learning and data-based. *Teaching & Teacher Education* (75), 199-213.

Könings, K., Zundert, M., & Merriënboer, J. (2019). Scaffolding peer-assessment skills: Risk of interference with learning domain-specific skills? *Learning & Instruction* (60), 85-94.

Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Boston, MA: Heinle Cengage Learning.

Leong, W. S., Ismail, H., Costa, J.S., & Tan, H.B. (2018). Assessment for learning research in East Asian countries. *Studies in Educational Evaluation* (59), 270-277.

Meusen-Beekman, K., Joosten-ten Brinke, D., & Boshuizen, H. (2016). Effects of formative assessments to develop self-regulation among sixth grade students: Results from a randomized controlled intervention. *Studies in Educational Evaluation* (51), 126-136.

Sadeghi, K., & Rahmati, T. (2017). Integrating assessment as, for, and of learning in largescale exam preparation course. *Assessing Writing* (34), 50-61.

Scarino, A., & Liddicoat, A. (2009). *Teaching and Learning Languages: A guide.* Victoria: Curriculum Corporation.

Swaffield, S. (2011). Getting to the heart of authentic assessment for learning. *Assessment in Education: Principles, Policy, & Practice*, 18(4), 433-449.

Xiao, Y. & Yang, M. (2019). Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language learning. *System* (81), 39-49.

Torrance, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria, and feedback in post-secondary education and training can come to dominate learning. *Assessment in Education: Principles, Policy & Practice*, 14(3), 281-294.

7 Biography

Marlon Pérez Pérez is a seasoned professional with over 20 years of teaching experience. He obtained a Master's Degree in TESOL from the University of Northern Iowa, where he also worked as a teacher for six years. He has worked in private language institutes, a private high school, private and public universities, and training in-service MEP English teachers. His passion for the teaching and learning process has allowed him to be a presenter at a couple of national and international conferences. Since 2010, he has been teaching at TEC, enjoying the challenges of incorporating new technologies in the language classroom.

Teaching Young Learners Phonics with Fun (From Phonics through Reading: A Real Experience /ESI Schools)

Paola Artavia Moya
Ministerio de Educación Pública, Costa Rica
paola.artavia.moya@mep.go.cr

Resumen: La propuesta ESI (Escuelas con Énfasis en Segundo Idioma) es un plan piloto que integra teoría reciente sobre el aprendizaje de segundos idiomas y se nutre de experiencias exitosas a nivel mundial y local. Consta de dos etapas: inmersión y progreso del aprendizaje del idioma inglés. El cambio más significativo fue la inclusión de "Phonics", para familiarizar a los estudiantes con las letras y fonemas. Aprender a leer es esencialmente aprender un código. Este documento se basa en las experiencias de un estudio longitudinal de 6 años aplicado en 5 escuelas en una región educativa en Costa Rica llamado escuelas ESI (Escuelas Énfasis en segundo idioma). En general, uno de los objetivos de esta propuesta es generar insumos pedagógicos a través de la práctica e implementación del estudio de fonemas (Phonics), para que el Ministerio de Educación Pública los utilice en el enriquecimiento de sus nuevos programas.

Palabras clave: EFL, aprendizaje de segundos idiomas, fónica, conciencia fónica.

Abstract: ESI project (Schools with Emphasis in Second Language) is a pilot project that integrates recent theory on second language learning and draws on successful experiences worldwide and locally. It consists of two stages: English language learning immersion and progress. The most significant change was the inclusion of the "Phonics" that familiarizes students with letters and phonemes. This paper is based on the teaching process through phonics to reading with young learners. It is derived from a longitudinal study of 6 years applied in 5 schools in an educational region in Costa Rica, and the project is called ESI schools (schools with an emphasis on second languages). In general, one of the objectives of this proposal is to generate pedagogical elements through practice and implementation of the phoneme study (Phonics and phonemic awareness) so that the Ministry of Public Education could use them to enrich its new programs.

Keywords: EFL, second language learning, phonics, phonemic awareness.

1   Introduction

This pilot plan proposed by the Ministry of Education, in the Occident Region was born upon the reflection of diverse teaching practices that had been effective in different contexts of this region. This challenging experience called Escuelas ESI implements some innovative techniques and systematize some good practices in the classrooms of five different schools inserted in different districts of the area. This Project has a theoretical foundation based on the CLIL Approach, XXI century skills, critical thinking, learning techniques, and phonics as well as successful experiences proposed by the ministry of education as well as the different actors involved in the Project.

In Costa Rica, most of the students in elementary schools have at least 5 forty-minute lessons each week for 10 months per six years, a proper amount of time to reach a basic linguistic level. One of the recent studies in the National Forum Estado de la Educación (2019) revealed that one of the main weaknesses within the public system in terms of education and language learning and language acquisition was the lack of reading in the schools (especially in I cycle. The question is, why do the kids in most of the elementary schools in Costa Rica do not reach even the minimum level to develop listening and reading after all these years? Could kids improve these areas by developing some active methodologies?   A pilot plan developed in 5 different elementary schools used a linguistic approach based on phonics. It goes through the different stages of second language acquisition, giving special emphasis on listening and reading skills in the early learning stages. Successful experiences observed in the longitudinal study of the pilot program were considering to suggest interesting ideas for teachers who work in public schools and sometimes struggle with phonics teaching.

2   Context

This interactive workshop is addressed to elementary school teachers that look for new ideas to implement phonics within the new programs of the Ministry of Education in Costa Rica.

General objective

To understand the sequence from phonics through reading processes through the application of different approaches implemented successfully in some Costa Rican public elementary schools of the Occident branch, MEP-Costa Rica.

Specific objectives

To share how phonics and phonemic awareness were successfully taught at ESI Schools (meaningful learning).
- To teach the basics of phonics and some useful terms.
- To explain different approaches to teach phonics.
- To develop teachers' confidence in helping their child with phonics and reading through a series of activities.

3   Background and proposal

In the Public System, most of the children receive around 6 years of English classes twice a week, and at the end of the process, they hardly understand elementary questions or try at least to answer them. The Ministry of Education in Costa Rica has implemented an ambitious proposal introducing a series of new programs (syllabus) from preschool to high school since 2017, introducing each one of the school levels year after year. Using the Common European Framework as a referent for the new programs, the implementation of phonemic awareness was obligatory. Old programs did not incorporate phonics, so that was a challenge for the chosen schools of the pilot program work with this element. Systematization, coherence, and experiences of several teachers who work for the MEP for more than a decade were the key elements to promote a feasible change.
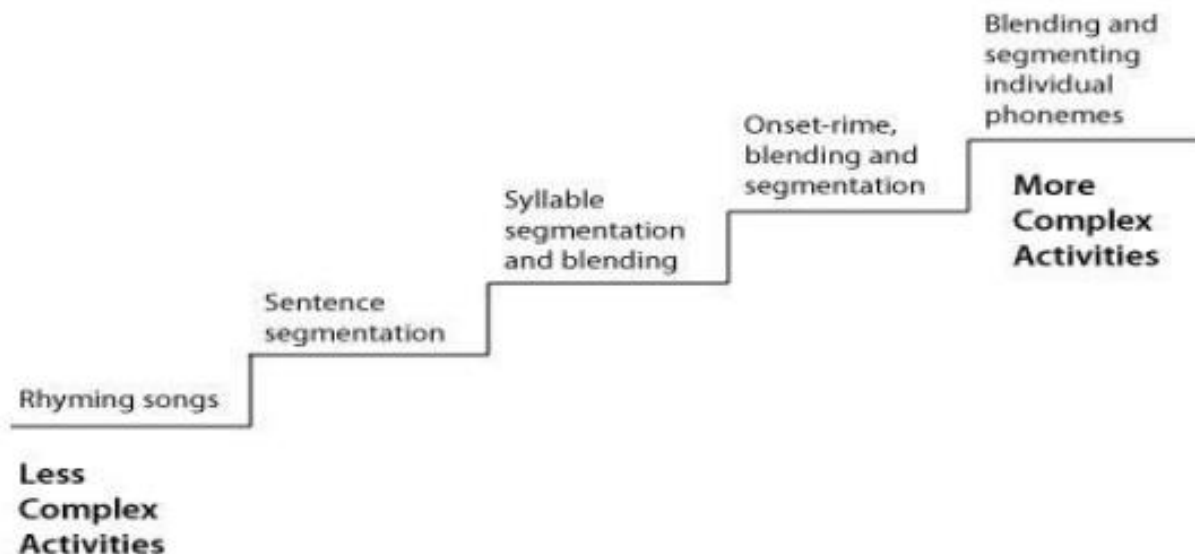
The educational inputs and results from experiences in the five schools during all these 6 years (2013 to 2018), could be used by the Ministry of Education to enrich the methodologies currently used within the new programs

4   Literature review

Costa Rica's Ministry of Public Education teachers work with each one of their groups during a period of 5 lessons a (per) week, distributed in periods of 80 or 40 minutes depending on the institution's Schedule. In less fortunate schools, kids receive just 3 lessons or less per week (Lora, 2011). Based on the successful experiences observed during 6 years of implementation of a longitudinal study in 5 different elementary schools, some enthusiastic teachers incorporate phonics as a novel and interesting element within their lessons.

It was a challenge for teachers as well as students; however, the most remarkable results were obtained in the phonics classes. Phonics involves the relationship between sounds and written symbols, whereas phonemic awareness deals with sounds in spoken words. Phonics instruction focuses on teaching sound-spelling relationships commonly associated with printed letters, and most phonemic awareness tasks are oral.

Phonics and phonemic awareness are not the same. Phonological awareness involves the auditory and oral manipulation of sounds, and phonics is the association of letters and sounds to sound out written symbols (Snider, 1995). Before students decode written words, they must understand that words in a spoken or written way are made up of sounds. Phonemic awareness makes the students understand that a word is made up of a series of sounds. Without this insight, phonics instruction will not make sense to students (Blevins, 2001). Decoding is a crucial element in reading success. According to some authors, when phonics is taught procedurally or synthetically – from the easiest sounds and to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 6 to 9 in EFL contexts like Costa Rica.

Blending and
segmenting
individual
phonemes

Onset-rime,
blending and
segmentation

**More
Complex
Activities**

Syllable
segmentation
and blending

Sentence
segmentation

Rhyming songs

**Less
Complex
Activities**

Phonological awareness is beneficial for beginning readers and can be developed before reading; it facilitates the subsequent acquisition of reading skills. Some recommended activities involve rhyming activities at the beginning and advancing to blending, segmenting, and deleting phonemes. This pattern of instruction follows the continuum of complexity illustrated in Figure 1.

For the Ministry of education, there is a pattern for each level as follows:

First grade ---------------- hearing noticing and producing sounds
Second grade------------- Making the relationship between letters and sounds. Printing and reading words
Third grade --------------- Consonant clusters and word families, reading words, and short sentences. Printing words and sentences.

Good teaching of phonics will assure the students to learn the skills they need to understand new words and reading any text fluently and confidently start reading for pleasure in an advanced stage (Anderson *et al.*, 1985). When children are taught with phonics, they also tend to read more accurately than those taught using other methods.

If children understand that words can be divided into individual phonemes and that phonemes can be blended into words, they can use letter-sound knowledge to read and build words. As a consequence of this relationship, phonological awareness in kindergarten is a strong predictor of later reading success (Denberg, 1987).

Many children with learning disabilities demonstrate difficulties with phonological awareness skills (Shaywitz, 1996). However, they can be identified, and many of them improve their phonemic awareness with instruction.

During these years, teachers noticed that success in early reading depends on achieving a certain level of phonological awareness. Moreover, instruction in phonological awareness is beneficial for most children, but the degree of explicitness and the systematic nature of instruction may need to vary according to the learner's skills.

In other words, to become good listeners and fluent readers, children need to have a wide range of strategies to work with using knowledge of sound-spelling relationships studied. Studies have shown that skilled readers attend to most of the words in a sentence and process the letters that compose each of these words. Then, the study of phonics plays a vital role in helping students understand text, word recognition (that increases reading fluency and improves reading comprehension), and makes the students concentrate on making meaning from a text (Byrne, 1989).

Phonics instruction

Phonics instruction should be explicit rather than implicit, so readers infer clues about sound-spelling relationships; explicit instruction in the synthetic method is the most effective type of phonics instruction, beginning with an explicit explanation of the sound-spelling. These exercises should be followed by guided practice words with the new sound and then an independent exercise. When the students already know the sounds and words, it is advisable to introduce any grammatical structure to review the words and sounds, so the learners will focus their attention on other elements making the rest of the studied tasks mechanic and easier to remember.

This instruction should focus on applying learned sound-spelling that will lead students to read. There are many approaches to teach phonics; these are some of the most known:

Synthetic: phonemes (sounds) are associated with particular graphemes (letters) and pronounced in isolation and blended together (synthesized). Cat /k, æ, t/, and blend the phonemes to form a word.

Analytical: phonemes are associated with particular graphemes that are not pronounced in isolation. Children identify (analyze) the common phoneme in a set of words related to the phoneme under study: pat, park, push, and pen.

Analogy: phonic elements are analyzed according to the phonograms in the word (rime), such as –ake in the word cake. Phonograms are used to learn about "word families" (cake, make, bake, fake).

Embedded: phonics forms one part of a whole language program. Instruction is always in the context of literature rather than in separate lessons, and the skills to be taught are identified opportunistically rather than systematically.

Eclectic: It relates and uses different strategies and techniques of the other approaches.

The teachers of the pilot program use most of them; however, synthetic and eclectic were the ones that seem to be more effective when teaching phonics.

It is estimated that there are at least half a million words in the English language. So, teachers have a choice when it comes to teaching reading: emphasize memorization or teach phonics. Phonics seems to be a great option because they give us the tools children need to learn thousands of words without depending upon memorization (Small, 2012). Besides, it gives students the confidence to speak and write in later stages of learning (Artavia, 2014).

Principles when teaching phonics

The curriculum for reading has some key components:

1. Developing children's oral language: especially listening, vocabulary, rhythm, and intonation and
2. Establishing their phonic knowledge and skills to support them to apply these to reading and spelling.

Daily phonics and using a range of strategies ensure that all the children participate actively and that learning will be enjoyable as well as productive. Phonics should be taught on purpose on a regularly scheduled basis, one of 40 min or 20 minutes 2 or 3 days a week, at least.

Besides time there are some suggested steps when teaching phonics as follows:

Letters	**to**	**sounds**
Sounds	**to**	**words**
Words	**to**	**sentences**

Phonics steps in sequence (brief outline)

Introduce vowels in their short sounds.
Introduce consonants and their sounds.
Begin blending short vowels with consonants.
Begin blending and reading one vowel words and short sentences.
Introduce long vowel sounds.
Practice blending long vowels with consonants.
Introduce phonic charts with special sounds.
Read sentences, paragraphs, ad short stories.
Trying to introduce a myriad of grammatical structures when reinforcing words within a sentence is a plus for the teachers through their teaching development as well as students in their learning process.

Assessment

Regular assessment of children as they learn sounds is very important. The systematic and synthetic teaching of phonics and the regular teaching of it offer many opportunities for both formative assessments. It is recommendable to teach at least one lesson per week.

Activities

The activities in the workshop given by the author include a theoretical foundation. The most significant results obtained by the teachers, as well as students in the ESI project, will be presented interactively, and some of the techniques are going to be given as a sample. The presentation begins with a short video about what is ESI schools. Then the presenter talks about the methodology and the implementation of ESI schools in the Occident Region.

Each one of the stages of phonemic awareness and phonics acquisition will be exemplified with an activity or sample for the audience to understand the process. The presenter brings their material for all these activities. The presenter shows some of the most significant results, limitations, and conclusions. There is a period of questions.
Some copies with suggestions are given to the audience.

5   Materials
All the required materials for each of the activities will be given to each one of the participants in the workshop. A special digital material will be shared with the audience.

6   Conclusions
Some of the findings along the six years of implementation are presented in brief as follows:
1.   In the first year (2013), there was an increase in listening; the second year (2014) remains the same; however, the third year (2015) students started to replicate patterns and generalize phonological rules on their own. They started to produce short sentences, as well.
2.   Motivation, more exposure to sounds (phonological awareness and phonics), and kinetics activation activities seems to be essential in the early stages. This silent period can be extended to II Cycle in some cases. Speaking must be given; however, it is not a key fact to be reached in the first two years of second language exposure.
3.   Children need certain tools they need to decode words. If they decode words, they can understand what they are reading without problems: anxiety diminishes, and confidence, spelling, grades, and comprehension improves.
4.   Pronunciation in the experimental groups is 65% better concerning the control groups.
5.   The use of software related to their studying material has been a key element for the students 'motivation.
6.   The patterns that are not already taught are somehow acquired when literature is included in the lesson (not isolated words but in a context and with structures).
7.   Chunks of learning are better understood and memorized than isolated words.
8.   Students in the Costa Rican context seem to acquire a second language more confidently when the linguistic order of the macro skills is altered: listening, reading, speaking, and writing.

7   Limitations
The daily systematic phonic work is challenging to implement since there is a considerable amount of extracurricular activities (Festivals, exams, scholar trips, holidays, strikes, going to the cafeteria, etc.).

There is no time to plan with the other teachers. Teachers have not received enough training in phonic implementation within their classes. Universities have not incorporated phonemic awareness as a subject matter or even as an objective within their curriculums.

8 References

Anderson, R., Hiebert, E., Scott, J., Wilkinson, I. (1985). Becoming a nation of readers: The report of the commission on reading. Washington DC: National Institute of Education.

Adams, M. (1988). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.

Bellanca, (Apr 22, 2010) 21st Century Skills: Rethinking How Students Lear (Leading Edge). Solution Tree Press, P. 375

Biederman, J. (2003). Pharmacotherapy for attention-deficit/hyperactivity disorder (ADHD) decreases the risk for substance abuse: findings from a longitudinal follow-up of youths with and without ADHD. J. Clin. Psychiatry, 64 Suppl. 11, 3–8.

Blevins Wiley (2001) Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook Scholastic Teaching Strategies.

Bond, G., & Dykstra, R. (1967). The Cooperative Research Program in First-Grade Reading Instruction. Reading Research Quarterly, 2(4), 5-142.

Buenas prácticas en la enseñanza de Competencias del Siglo XXI (ATC21s), ejecutado por el Ministerio de Educación Pública de Costa Rica (10 de octubre, 2014), http://www.atc21s.cr/sobre-nosotros/competencias-del-siglo-xxi

Byrne, B., & Fielding-Barnsley, R. (1990). Acquiring the alphabetic principle: A case for teaching recognition of phoneme identity. Journal of Educational Psychology, 82(4), 805–812.

Conklin, Wendy (2010) Higher-order Thinking Skills to Develop 21st Century Learners. Pearson Publishing house, P.388

Coyle, Do; Philip Hood and David Marsh (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press. P. 173.

Cunningham, A. E. (1990). Explicit versus implicit instruction in phonemic awareness. Journal of Experimental Child Psychology, 50(3), 429–444.

Chall, J. S. (1983). Literacy: Trends and Explanations. Educational Researcher, 12(9), 3–8.

Denburg, S. (1976). The Interaction of Picture and Print in Reading Instruction (Abstracted Report). Reading Research Quarterly, 12(2), 176-189.

Educorock (September, 2015) Common European framework and equivalences Retrieved from:http://www.educorock.com/files/Guide_to_Ont_Curr_CEFR_AOR_and_DJ_DEL F_KIT.pdf

Government of UK Department of Education. (October, 2013) Learning to read through phonics. Retrieved from http://www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics

Government of UK Department of Education. (May 13rd, 2013) Phonics self-assessment form: Phonics Bug www.ofsted.gov.uk/publications

Goodman, K. (1965). A Linguistic Study of Cues and Miscues in Reading. Elementary English, 42(6), 639-643. Retrieved May 23, 2020, from www.jstor.org/stable/41387554

Grandinetti, Antonella. Razones y beneficios de aprender un idioma: ¿Por qué y para qué estudiar idiomas? Suite101.net. Web. 11 de Feb. 2011.

Independent review of the teaching of early reading (2006.) England, Department for Education and Skills

Krashen, S.D. Second Language Acquisition and Second Language Learning. Oxford: Pergamon:1981

Krashen, Stephen (2003) The Comprehension Hypothesis Extended Young Learners.

Lora, Rafael A. Aprender un segundo idioma estimula el desarrollo cerebral. elMasacre.com. 16 de feb. 2011.

Marsh, David. (1994). Bilingual Education & Content and Language Integrated Learning. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua) University of Sorbonne. Paris.

Marsh, D. (2000). Using languages to learn and learning to use languages. Eds. D. Marsh - G. Langé. Finland: University of Jyväskylä.

Ministerio de Educación Pública de Costa Rica, Documentos referentes a las Escuelas Públicas bilingües y Liceos Experimentales Bilingües. 201

Ministerio de Educación de Singapur, Currículo de Inglés, 2010.

Montúfar, Julia. La importancia de hablar otra lengua. En Plural. Web. 16 de feb. 2011.

Navés, T & Muñoz, C. (2000) Usar las lenguas para aprender y aprender a usar las lenguas extranjeras. Una introducción a AICLE para madres, padres y jóvenes in Marsh, D., & Langé, G. (Eds.).

Ribes- Honesta, E. (2004). Técnicas de modificación de de conducta. México: Decimonovena reimpresión, Alfaomega

Saskatchewan (2012) Early years learning. Retrieved from http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal

Samuels, S. J. (1970). Effects of Pictures on Learning to Read, Comprehension and Attitudes. Review of Educational Research, 40(3), 397–407.

Scholastic. Wiley Blevins (2017) Understanding Phonics. Retrieved from: http://www.scholastic.com/teachers/article/understand-phonics

Scholten Editoral. Input Matters in SLA. Bristol: Multilingual Matters. pp.81-94. *Learning to read through phonics* United Kingdom, Department of Education. 2012

UK National Literacy Strategy (2006). Letters and Sounds. Retrieved from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

UNESCO. Accessed 151015: http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/resources/statistics

VII Informe del Estado de la Educción. CONARE, 2019

Wagner, R. K., & Torgesen, J. K. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. Psychological Bulletin, 101(2), 192–212.

Wendy Arnold and Malcolm, Fiona (2018) Reading and Young learners Retrieved from www.britishcouncil.org

Williams, P., Camine, D. (1978). "Introducing words in lists and in isolation", unpublished manuscript, Project Follow Through, University of Oregon.

XIII Encuentro Internacional Virtual Educa Panamá, Virtual Educa (18 al 22 de junio, 2012)

Iniciativas multilaterales y gubernamentales para la innov@ción en educación. http://virtualeduca.org/encuentros/panama/programa.php

9 Biography

Paola Artavia Moya has a Bachelor's in TESOL and Licentiate in Linguistics as well as another in TESOL with honors. She obtained her Master's in Second Languages and Cultures and Linguistics ad recently in NLP and Neuroeducation. She has 23 years of experience, 15 of those teaching, and 8 as an advisor. She values continuous learning and wants to ensure that her studies can contribute to improving other people's lives. She believes in respecting and not imposing your own ideas are the keys to success when working with teachers and students in general. She is currently a pedagogical advisor for MEP in Costa Rica. She advises, assists, and looks for training and resources for teachers. She is interested in educational research, second language acquisition, critical thinking processes, creativity, and innovation and technology.

10 Appendices

Criteria for teaching phonics

Phonics is designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences (see suggested progress chart).
It uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinesthetic activities which are designed to secure essential phonic knowledge and skills
It is formative and does not tent to teach graphemes.
It demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words.
Ensures that, as pupils move through the early stages of acquiring phonics, they are invited to practice by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.
Grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence.
Texts must be appropriated level for children to apply and practice the phonic knowledge and skills that they have learnt. Children should not be expected to use strategies such as whole-word recognition and/or cues from context, grammar, or pictures.
A systematic and synthetic program will increment progression in phonic knowledge and skills enabling teachers to check students `progress and assess to identify difficulties.

Adapted from Adams, M. (1988).

Expected phonic tasks competencies to developed

Task competency (Indicator) At the end of the lesson the student will be able to …	Activity samples	Resources attached to activities
Recognize letters by name.	Child can point to an "A" and call it an "A."	Alphabet Tree from *Overhead Teaching Kit: Easy Phonics Lessons for the Overhead*
Recognize a few letters by sound.	Child can point to a "B" and say that it makes the sound /b/.	Which Letter? from *201 Thematic Riddle Poems to Build Literacy*
Recognize rhyming sounds and alliterations in simple words.	Adult asks child to name a word that sounds like "cat." Child says, "hat."	Picture Dominoes*Fun With Phonics: Beginning & Ending Consonants*
Identify when the first letter sound of a word is different from the first letter sound of another word.	Adult shows a picture of a sock, a sun, and a boat and asks which picture name begins with a different sound. Child says, "boat"	Oral Segmentation Interactive Phonics System
blend simple word parts together to form a word (lower-case letter from an upper-case letter).	Adult says /k/ /at/ and asks the child what word has been spelled. Child says, "cat."	Blending, Oral Blending, Dictation/Spelling Interactive Phonics System
blend and segment, or separate, a word sound by sound.	Adult asks the child what word is made when these sounds are put together —/k/ /a/ /t/. Child responds, "cat."	Blending Interactive Phonics System Worksheet from Teaching with Phonics Tiles
understands how changing letters in a word changes the sounds and the meaning.	Child spells "'cat" and when asked is able to change the "c" to another letter to make a new word such as "bat."	Worksheet from Teaching with Phonics Tiles
sound out one-syllable words with short and long vowel spellings.	Child can sound out the words map, rain, and bean.	Syllabication Activities from *Teaching Phonics and Word Study in the Intermediate Grades*
sound out multisyllabic words.	Child can read the words sometimes, everything, customer, pilot, and remember.	Syllable Spelling Patterns *Teaching Phonics and Word Study in the Intermediate Grades*
read simple texts and understand most of it.	Child can read simple short texts or isolated sentences and understand most of them.	*Teaching Phonics and Word Study in the Intermediate Grades*

Learning Implications Based on Teaching Experience: Empowering Students to Become Protagonists of their Own Learning

Patricia López Estrada
Instituto Tecnológico de Costa Rica, Costa Rica
plopez@itcr.ac.cr

Resumen: La enseñanza tradicional, en la forma de educación bancaria (Freire, 1970), ha sido la norma pedagógica en las últimas décadas, incluyendo la enseñanza del inglés. La pedagogía crítica, como pedagogía del empoderamiento y la feminista, busca emancipar a los estudiantes de un sistema opresivo a través de la validación de sus voces, la celebración de las habilidades cognitivas, académicas y lingüísticas y, sobre todo, busca promover un sentido de pertenencia y protagonismo de los propios procesos de aprendizaje de los estudiantes.

Palabras clave: Pedagogía crítica, pedagogía de empoderamiento, pedagogía feminista, enseñanza, aprendizaje.

Abstract: Traditional teaching, in the sense of banking education (Freire, 1970), has been the norm in pedagogy for the last decades. Language teaching has not been an exception. Critical pedagogy, as empowerment and feminist pedagogy, seeks to emancipate students from an oppressive system by validating their voices, celebrating their unique cognitive, academic, and linguistic abilities, and above all, promoting a sense of ownership and protagonism of their own learning process.

Keywords: Critical pedagogy, empowerment pedagogy, feminist pedagogy, teaching, learning.

1   Introduction

This paper aims at providing educators with useful critical pedagogy insights gathered over time in a public university. The paper summarizes the learning implications of the putting into practice of two empowerment and feminist pedagogical practices, and how these work as a mechanism to emancipate students and let them be owners of their language learning processes. The two practices were first created as innovative and differentiating practices in the higher education context.

2   Literature review

Traditional teaching, in the sense of banking education, has been the norm in pedagogy for the last decades. In the case of language teaching, "teaching by the book," and "teaching to the test" remain rooted instructive practices. In higher education, the curriculum is still based on textbooks, and most learning is heavily evaluated, where memorization and mechanical, formulaic discourse as rote learning play main roles. Higher education students are submissive objects of a system that imposes structure, knowledge, and education.

Higher education in the 21st century demands to be critical about traditional paradigms such as the mere transfer of knowledge and banking education. Critical pedagogy is a philosophy of education and social movement that combines education with critical theory. Students are encouraged to question and challenge "domination" and to undermine the beliefs and dominating practices. This philosophy of education is considered as an on-going process of constant learning and reflecting on a "traditional schooling" system that focuses on memory, testing, and knowledge transfer.

Empowerment pedagogy focuses on aspects such as critical thinking, student commitment to his or her Learning process, sense of belonging and identity, and the construction of knowledge through dialogue and autonomy (Freire, 1970). This pedagogy aims at giving voice, giving them the possibility to choose and decide, and encouraging in them a sense of agency so that students transform from passive recipients to active, engaging participants in the decision-making process. Educators must embrace transformation as well. They are called upon accepting, implementing, and celebrating change.

Unlike traditional teaching, critical pedagogy claims for critical thinking and creativity skills, as well as student-centered instruction that enhance learning autonomy. It also promotes spaces in which reflective processes take place, and learning is meaningful and contextualized. Critical pedagogy, as empowerment pedagogy and feminist pedagogy, seeks to emancipate students from an oppressive system by letting them know they are active protagonists in their learning process; thus, they have a voice that must be accounted for and validated in their teaching context.

3   Context

The pedagogical practices have been used in the context of a public higher educational context. Most specifically, in the majors of Computing Engineering and Business Administration majors at Instituto Tecnológico de Costa Rica (TEC), San Carlos Campus. Engineering majors at TEC are male-dominated while Administration is mostly female-dominated. They have been implemented in advanced English classes, where students' linguistic level ranges from low to high intermediate. Students' average age is 20 years old.

4 Activities' methodology

Teaching experience gathered from advanced English courses focuses on critical pedagogical practices that promote critical thinking, problem-solving, negotiation, and creativity skills for the students to learn and use language meaningfully.

The five main objectives for the use of critical pedagogy are
a.   to empower students to become protagonists by assuming greater control over setting their learning goals through dialogic practices,
b.   to provide students with contextualized, individualized meaning to their learning process,
c.   to celebrate students' unique cognitive, academic, and linguistic abilities,
d.   to ignite a sense of ownership of their own learning process, and
e.   to provide space for reflective processes that lead to the questioning and construction of knowledge and meaning-making.

The first teaching practice is called Personal Improvement Goal (PIG). This innovative practice was conceived after systematic reflection sessions whose main objective was to validate the students' voices in terms of their insights about what needed more attention in their learning of the language. The proposal was presented to the students, and they were encouraged to reflect upon their individual linguistic needs. After the needs were identified, the students conducted reflection sessions with the professor to best tailor the needs. Then, students had to put together a "game plan," that is, a planned and detailed strategy of how to tackle their needs during the semester.

The empowerment pedagogy activity encouraged students to reflect on what they want to improve (topic), how they want to improve it (action plan) and why they want to improve it (objectives). The game plan outline was divided into 16 weeks (a university semester), and it was kept in Google docs that were weekly monitored by the professor. Grading was conducted through a co-constructed rubric proposed by the students and adapted by the professor. The PIG was teacher-assessed, and student assessed to promote the students' sense of accountability. The focus of the co-construction of the rubric was to provide students with a space for open dialogue, in which they could negotiate meaning, reflect, offer their opinions, and propose criteria for their assessment. At the end of the 16 weeks, the students had to reflect on the empowerment process of the PIG. The focus of this practice was for students to reflect on their learning process, be active participants, create, and propose instead expecting to be told what to do and what to improve on. It also urges students to embrace a sense of accountability.

The second practice is called "Disrupting Students with Rebel Girls." This feminist pedagogical practice consists of inclusive readings for critical questioning stemming from the reflective analysis of Good Night Stories for Rebel Girls Volume 1. The book tells one-page real stories of 100 women with exceptional achievements regardless of their detrimental socio-economic and geo-political circumstances; above all, the book highlights the achievements regardless of their vulnerable condition as women.

The stories include rebel girls from all over the world and coming from different social aspects such as sports, culture, science and technology, and economy, among others. Some examples include Amelia Earhart, Frida Kahlo, Isabel Allende, Mala Yousafzai, Margaret Thatcher, Maria Montessori, Maya Angelou, Michelle Obama, and Simon Biles, among others. The objective of the book was the representation of role models for girls in the World, as a mechanism to counteract the overgeneralization of women stereotypes.

It also aimed at presenting stories where women are portrayed as real heroes. The authors of the book are Elena Favilli and Francesca Cavallo. Sixty women did the illustrations of the book. The book was crowdfunded and published in 2016.

The proposal for reading the stories took place during the first weeks of the semester. For the first 5 weeks, two stories per class were read aloud. Then, they increased to three stories per class, for a total of 40 stories through a period of 16 weeks. After the readings were conducted, students were given some time to reflect on the story and write in a stream of consciousness what they thought of the readings. All insights were kept on a weekly *Google docs* journal. At the end of the 16 weeks, the students had to reflect on the feminist pedagogical practice.

The intention of putting this into practice is to offer a significant learning experience with the critical internalization of processes of inequality in a classroom regarding masculinized majors in the university and provide a reflective space to sensitize students in male-dominated majors. The readings were part of a process to raise awareness of the gender and power struggles society currently faces and to genuinely expose students to real stories to ignite their curiosity and make them conscious of gender equity.

5 Conclusions

Implementing a PIG as an empowerment methodology was innovative. Students feel that being considered was distinctive and refreshing. They also concluded that it added genuine meaning to their language learning process. Since all linguistic suggestions came from them, their sense of accountability increased.

Reading the stories during the semester, fostered in the students a sense of co-construction of knowledge. Most of the stories and the content was unknown to the students. They felt identified with the messages and were critical about their perspectives and learning autonomy in regards to feminism.

Empowerment and feminist pedagogy seek to contextualize, tailor, and provide significance to education. The students deserve to be given control over their own individual learning processes. To empower students promotes autonomy, confidence, and self-reliance. Empowered students translate into them understanding and accepting that they must make their own decisions, justify, and be consistent and systematic with those decisions.

Both the PIG and the reading of the stories continue to be a work in progress that is continuously tried out and modified depending on the students' needs, their background knowledge, and their cognitive and emotional processes. These practices are not a one-size-fits-all pedagogical strategy. The essence of critical pedagogy is context-bound, and it should not work a "magic recipe" for all students or all courses.

Though it is pivotal to apprehend that those pedagogical practices should be part of the teaching-learning dynamics since as education progresses, it is mandatory to let the students be the center of learning in a more globalized world.

In addition, these critical pedagogy practices should not be intended only for higher educational contexts where science and technology are emphasized or for male-dominated scenarios.

Criticality must be internalized, and there must be a ubiquitous practice is all educational settings: kindergarten, primary, technical, secondary education where male and female co-construct knowledge, socially reflect, and collectively learn from one another.

In current traditional educational settings, teachers must validate students' voices as the ones that can enhance the teaching-learning process. When students reflect on their learning process, it adds meaning to their learning.

Thus, it empowered students to take the initiative, solve problems, formulate ideas, question knowledge, express opinions, and negotiate solutions, which leads to ownership and protagonism. Empowering promotes students' growth, autonomy, and critical thinking skills.

The role played by the educators, in terms of empowerment pedagogy, must be that of a flexible, enthusiastic educator. They also must be accepting of changes and different perceptions since every single student has individual skills that make them unique in any educational context.

Teachers must support critical and reflective pedagogies as transformative agents in a world that demands reflective practices and social justice. Teachers must produce life-long learners with real-world skills through enhanced empowerment, motivation, and self-confidence.

6 References

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.

Favilli, E., & Cavallo, F. (2016). *Good night stories for rebel girls: 100 tales of extraordinary women.*

7 Biography

Patricia López Estrada holds an Education Doctorate from the University of Florida, a Masters in Second Languages and Cultures in English as a Foreign Language and a Licentiate in Applied Linguistics to Second Language Teaching from Universidad Nacional de Costa Rica, a Bachelor's in English Teaching and English Translation from Universidad Latinoamericana de Ciencias y Tecnología. Her most recent publications, national and international conference presentations focus on effective pedagogical practices in bilingual education, the use of technologies to promote second language learning, and empowerment and feminist pedagogical practices in higher education. She is an Associate English Professor in the School of Languages and Social Sciences at Instituto Tecnológico de Costa Rica, San Carlos Campus.

Inclusive Practices in Higher Education: Making Students Feel Welcomed, Valued, and Respected

Patricia López Estrada
Instituto Tecnológico de Costa Rica, Costa Rica
plopez@itcr.ac.cr

Resumen: Las aulas son espacios diversos con gran diversidad de estudiantes. Los estudiantes tienen necesidades personales y académicas que deben ser solventadas a través del diálogo, la práctica reflexiva, la empatía y la concientización. Los espacios donde se generen estas prácticas deben ser seguros para que los estudiantes se relacionen entre sí y para que el aprendizaje sea significativo (Lawrie et al., 2017). Los docentes son responsables de crear estos espacios seguros, donde el proceso de aprendizaje sea relevante y todos los estudiantes sean partícipes y estén motivados. Las aulas inclusivas deben promover la interacción saludable entre el estudiante y el docente, así como la equidad, la inclusión y el respeto mutuo.

Palabras clave: Pedagogía inclusive, educación inclusiva, enseñanza y aprendizaje inclusivo.

Abstract: Classrooms are diverse spaces with diverse students. Providing for the students' personal and academic needs requires dialogue, reflection, empathy, and awareness. The spaces must be safe for students to relate to others and for learning to be meaningful (Lawrie et al., 2017). Teachers must be accountable for providing such spaces and making the learning process relevant and engaging to all students. Inclusive classrooms must ensure teacher and student interaction while actively promoting equity, inclusion, and mutual respect.

Keywords: Inclusive pedagogy, inclusive education, inclusive teaching, and learning.

1   Introduction

This paper aims at providing educators with useful inclusive pedagogy insights gathered over time in a public university. The paper summarizes the learning implications of the putting into practice of six inclusive pedagogical practices, and how these work as mechanisms to let the students embrace diversity while ensuring the class is safe and content meaningful. Some of the practices were first created as innovative and differentiating practices in the higher education context; others have been adopted and modified to better meet the personal, academic, and professional needs of the students.

2   Literature review

Traditional, mainstream teaching suggests that all students are treated equally. Treating every single learner the same way can lead to discriminatory problems and learning drawbacks. Inclusive pedagogy is a teaching approach that celebrates diversity by fostering interaction and reflection, and whose main principle highlights the potential that every student has to learn.

It considers students' backgrounds to more effectively meet their cognitive, emotional, and academic needs to create a supportive and safe classroom community in which every learner feels valued, included, and welcomed.

Some principles of inclusive pedagogy include

   a. All students must be treated equitably.
   b. All students have full access to learning, and the tools they need, to successfully and meaningfully learn (Gannnon, 2018).
   c. All students must feel welcomed, supported, and valued as they learn.
   d. Differences must be accounted for as an essential aspect of human development in any conceptualization of learning.
   e. Teachers must believe that they are capable of teaching all students (Spratt & Florian, 2013). f. Pedagogies should meet the diversity of learners' needs and should not create barriers for particular students or student groups (Lawrie et al., 2017).

Inclusive pedagogy has various dimensions that include curriculum, classroom delivery, assessment, and institutional implementation. All of them are of importance and carry educational implications for the good of the learning-teaching process. This paper will focus only on the classroom level practice and from a more accessible, pragmatic view of the immediate positive impact on the students.

3   Context

The pedagogical practices have been used in the context of a public higher educational context, mostly in all majors of Computing Engineering, Agronomy, Tourism, Industrial Production, Electronic Engineering, and Business Administration at Instituto Tecnológico de Costa Rica (TEC), San Carlos Campus. Though Business Administration and Tourism tend to be more female-dominated, the rest of the major are male-dominated. They have been implemented in all ESP (English for Specific Purposes) classes, where students'

linguistic level ranges from low beginner to high intermediate. Students' average age is 20 years old.

4   Activities' methodology

Teaching experience gathered in classes with different majors at Instituto Tecnológico de Costa Rica, San Carlos Campus, with diverse student groups with vast and varied characteristics such as ethnicity, socio-economic, cultural, and linguistic status, religious beliefs, sexual orientations, and all sorts of other "complex, dynamic and intersecting identities" (Lawrie et al., 2017, p. 2) has led to a reflection on pedagogy and the implementation of inclusive pedagogical practices to enhance learning opportunities for all students in the classroom.

The six inclusive practices used are:

a. Establishing a safe classroom
b. Creating non-discriminatory spaces
c. Avoiding discriminatory language
d. Using the Just Different (JD) strategy
e. Promoting collaborative work
f. Using varied learning strategies

Teachers must make it clear for students that the classroom is a bias-free, open environment that not only welcomes but also celebrates diversity in all its forms. Classes must always remain sites in which diversity is accepted, and a safe environment is provided for the students. It is essential to build a sense of community where kindness and respect become the modus operandi of the classroom. An environment that is not safe is not conducive to meaningful learning, and the teaching might seem fake and discriminatory. Encouraging and acknowledging how safe a class is must be mandatory for all educational contexts. Sometimes, it seems it is implicit, or educators assume the students understand it. Though that is not enough, assuming and speculating are not objective. Clear stating of a class being safe is needed, monitoring of students' interactions when working alone or together, and promoting a culture of inclusion, and a tone of respect is required so that students feel at ease and willing to share and co-construct knowledge and for genuine learning to take place.

In addition to this, all kinds of discriminatory language must be forbidden in the classroom. Any language that is intended to offend or denigrate others in the classroom based on ethnicity, sexual orientation, disability, age, nationality, religion, or any other must be eradicated. Respectful and professional language must always be modeled by the teachers and encourage the students. Language, verbally and non-verbally, has monumental implications in others, particularly in an educational setting, where students are constructing their identities, and they might undertake episodes of vulnerability not only because of personal, but also linguistic shortcomings. Words in instructions and explaining of content and language might be derogatory and demeaning. They must be carefully selected so that language is neutral and inclusive, even inviting for students to participate and engage more freely in the classroom.

Another inclusive practice is the "Just Different (JD) strategy." This strategy is used as an acronym for the students to apprehend that diversity is part of humanity. It is also used to eradicate pejorative language and connotation. Students are encouraged to accept, without any discriminatory nuance that things are not weird, awkward, nasty, or cruel; they are Just

Different. Classroom activities must be inclusive in the sense that students must work with all types of classmates with acceptance and tolerance at the center of the activities. The JD strategy is promoted to be used at all times: when in class, in groups, inside or outside the classroom, in informal meetings, and the like.

Teachers must also immerse students into classroom routines that incorporate inclusive pedagogy when conducting collaborative work. Students must be taught about tolerance, patience, valid argumentation, and respectful negotiation. When pairing or grouping students, this practice comes in handy since students can create lines to be divided into subgroups based on non-discriminatory criteria. When grouping students, selecting criteria can never be based on age, height, date of birth, location, weight, nationality, or any other biased and discriminatory aspect. Students will also put into practice creative and critical thinking skills to make the groups while incorporating inclusivity in the classroom.

Teachers are also accountable for using a variety of learning strategies to accommodate all students and their unique linguistic, cognitive, academic, and emotional differences. This is, perhaps, one of the most effective ways to make students feel welcomed, valued, and respected. Considering the students' needs validates the teacher's commitment to meeting and building upon what students require to meaningful learn and engage in the classroom.

Teachers must immerse students into classroom routines that incorporate inclusive pedagogy organically. The teachers must first consciously internalize all these inclusive practices for them to be legitimate practices. Only in that sense, they will be genuinely adopted by the students. Not only adopt it but also emulate in other contexts where the students relate and interact. These practices must be constantly encouraged, and a positive attitude towards them must always prevail.

5 Conclusions

In current traditional educational settings, teachers must validate inclusive pedagogical practices to enhance the teaching-learning process. There is a ubiquitous need to make students a part of their own education. Students must always feel welcomed in the classroom at all times; a sense of belonging must be promoted. Students learn better and feel more engaged when they feel socially and emotionally connected to their peers and the class.

Inclusive pedagogy opens opportunities to learn by reducing the marginalization that occurs when some students are treated differently from others. Inclusive pedagogy is a commitment. It means advocating for inclusion with the ultimate goal is that all students are celebrated as valuable pieces in the classroom. Meaningful learning can only take place when students feel validated, and their needs are considered, accepted, and met.

Teachers must be responsive to individual students' differences and to the implementation of strategic pedagogical choices that include all students, regardless of their diverse backgrounds.

6 References

Gannnon, K. (2018). The Case of Inclusive Pedagogy.
https:www.chronicle.com/article/TheCase-for-Inlcusive/242636

Spratt, J. & Florian, L. (2013). Applying the principles of inclusive pedagogy in initial teacher education: from university-based course to classroom action. Revista de Investigación en Educación, 11 (3), 2013, pp. 133-140.

Lawrie, G., Marquis, E., Fuller, E., Newman, T., Qui, M., Nomikoudis, M., Roelofs, F., & van Dam, L. (2017). Moving towards inclusive learning and teaching: A synthesis of recent literature. Teaching & Learning Inquiry, 5(1). http://dx.doi.org/10.20343/teachlearninqu.5.1.3

7 Biography

Patricia López Estrada holds an Education Doctorate from the University of Florida, a Masters in Second Languages and Cultures in English as a Foreign Language and a Licentiate in Applied Linguistics to Second Language Teaching from Universidad Nacional de Costa Rica, a Bachelor's in English Teaching and English Translation from Universidad Latinoamericana de Ciencias y Tecnología. Her most recent publications, national and international conference presentations focus on effective pedagogical practices in bilingual education, the use of technologies to promote second language learning, and empowerment and feminist pedagogical practices in higher education. She is an Associate English Professor in the School of Languages and Social Sciences at Instituto Tecnológico de Costa Rica, San Carlos Campus.

Are Your Tasks Action-Oriented?

Randall Centeno Hernández
Ministerio de Educación Pública, Costa Rica
randall.centeno.hernandez@mep.go.cr

Resumen: El Ministerio de Educación Pública de Costa Rica, ha venido implementando un nuevo programa de estudios de inglés para primaria y secundaria desde 2017. Este nuevo programa adapta los descriptores de banda del MCER (Marco Común Europeo de Referencia) al contexto costarricense. Aquí, las tareas juegan un papel muy importante, y es por eso que el plan de estudios adopta el Enfoque Accional como uno de sus principales fundamentos pedagógicos. Este enfoque es nuevo para la mayoría de los docentes en el sistema público de nuestro país, y la implementación de sus principios en las tareas ha sido un desafío para la mayoría de ellos. ¿Cómo pueden los maestros planificar tareas comunicativas que incorporen los principios de A? O.A? Esta presentación repasa los principios del Enfoque Accional, y ofrece una serie de ejemplos de tareas que los incorporan.

Palabras clave: Enfoque accional, tarea, programa, principios, comunicativo.

Abstract: Ministry of Public Education of Costa Rica has been implementing a new English curriculum for primary and secondary since 2017. This new curriculum adapts the band descriptors of the CEFR (Common European Framework of Reference) to the Costa Rican context. Here, tasks play a significant role, indeed, and this is why the curriculum adopts the Action-Oriented Approach (A.O.A.) as one of its main pedagogical foundations. This approach is new for most teachers in the public system of our country, and the implementation of its principles in tasks has been challenging for most of them. How can teachers plan communicative tasks that incorporate the A.O.A principles? This presentation goes over the main principles of the AOA approach and offers a series of examples of tasks that incorporate them.

Keywords: Action-Oriented Approach, task, curriculum, principles, communicative.

1 Introduction

As a Regional English advisor, in these last three years working with teachers, it has been noted how they have had a hard time incorporating the principles of the Action-Oriented Approach in their lesson plans. Those principles are included in the theoretical framework of the new syllabus, which means that they are accessible for everybody to read; however, there is a vast difference between reading about those principles and implementing them. Even when examining the Teacher's Guides, it is possible to see how many of the proposed tasks do not include the principles of the Action-Oriented Approach. Therefore, those tasks may not be considered communicative. This presentation will review those principles, and it will present different types of tasks that incorporate them. This presentation will also examine the benefits that these principles have on the students' learning.

Objectives of the presentation

By the end of the presentation, the participants will be able to:

- State some of the main principles of the Action-Oriented Approach include in the new English curriculum.
- Identify the Action-Oriented Approach principles in given tasks.
- Identify Action-Oriented tasks
- Explain the benefits that using Action-Oriented tasks can have for their students' learning.

2 Literature review

The Action-Oriented Approach in MEP's Curriculum According to the MEP (2016), the Action-Oriented Approach "sees students as active agents responsible for their progress in learning and sees communication as a social activity designed to accomplish specific tasks" (p. 25). The Action-Oriented Approach makes learners responsible for their learning process, which means that they have to be actively engaged in their learning. Another important consideration is that tasks become key elements in the new English curriculum elaborated by MEP. In a way, tasks become an essential way to evaluate the capacity of the learners to perform in certain scenarios and according to specific goals.

How does MEP define a task? MEP (2016) defines a task as "any purposeful action considered by an individual as necessary to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved" (p. 26). Tasks are, therefore, directly related to the goals of the curriculum and their mediation strategies. According to MEP (2016), tasks should have clear goals and outcomes, and accomplishing a task involves a series of competencies and specific knowledge to be used to be successful. That will include grammar, vocabulary, pronunciation, and functions of the language as well as psycho-social and socio-cultural aspects of communication. With the use of tasks, all those elements or aspects come together for the sake of communication.

The new English curriculum in Costa Rica includes another important concept that is closely related to the Action-Oriented Approach and the tasks, and it is the "scenario." According to MEP (2016), a scenario is a real-life situation that provides the authenticity of situations, tasks, activities, and texts.

Authenticity in all of those aspects is essential to help learners be prepared when facing a similar situation in real life. Hattie (2012) states that relevant practice activities help learners improve their performance. Activities are most meaningful when they resemble real-life situations, and that is why authenticity in tasks becomes a relevant characteristic. Stoll (2008) thinks that "embedding learning in a meaningful context is associated with better learning, more interest, and greater embracing of challenges" (p. 230). She describes an experience in which very young learners were able to memorize more vocabulary when they were given a specific task in which those words had to be used. That task resembled a real-life situation for them (Stoll, 2008). The scenario is crucial because it provides learners with the possibility of experiencing language in tasks that resemble real-life situations.

Main principles of the Action-Oriented Approach
According to MEP (2016), there are a series of principles that teachers should follow to put the Action-Oriented Approach effectively into practice. The most important for this presentation included in the new curriculum are:
- Using language functions and specific scenarios for language performances.
- Planning task-based and real-life communicative activities.
- Providing meaningful learning experiences by using ICT in the classroom.
- Giving learners autonomy during the learning process.
- Teaching vocabulary, syntax, cohesive forms, and phonology to facilitate communication.

Consequently, when a teacher is planning the lessons, he/she should keep those principles in mind to include them when elaborating on the communicative tasks. In other words, an Action-Oriented task should include most of those principles in it. These principles become the criteria to evaluate the tasks. As it has been mentioned before, the inclusion of specific scenarios, real-life tasks, meaningful experiences, autonomy and language features that facilitate communication make a difference in the type of learning experience that learners will have in the classroom. Furthermore, they will also make a difference for the learners when they have to perform in real life.

What makes a Task Action-Oriented?
According to the Ontario Ministry of Education (2012), there are a series of characteristics that Action-Oriented tasks should have:
- They should be open-ended and have a degree of complexity.
- There should be different ways of reaching the goal.
- They should have a specific purpose.
- They should include meaningful communication that includes real-life interactions.
- They should be active learning processes.
- They should have real and practical outcomes.

When elaborating tasks for their lessons, teachers should take into consideration the characteristics just mentioned. These characteristics make the difference between a regular task and an A.O. task.

Teachers can use different types of tasks in the classroom; however, it is advisable to use an A.O. task as a way to evaluate the final accomplishment of a goal or goals.

Importance of the Action-Oriented Tasks
As it was mentioned before, tasks play a key role in the A.O.A., and A.O. tasks are even more relevant for the connection that they help learners create between the classroom and reality. This is probably the characteristic that makes them so meaningful, and the one that sets them apart from other types of tasks.

"Education facilitates transfer… having children cross from school to real-world contexts" (Stoll, 2008, p. 243). A.O. tasks offer learners this possibility of transferring learning to real-world contexts since those tasks resemble those situations in real life; therefore, a transfer is facilitated by those tasks. Stoll (2008) thinks that transfer is expected to happen when situations in the classroom, and real-life have a great degree of similarity (p. 244). If teachers use A.O. tasks, the chances are that their learners will be able to transfer knowledge successfully into real life.

3 Context
The activities that will be presented are addressed to English learners of I Cycle (first, second and third grade) and III Cycle (seventh, eighth, and ninth grade) of the Ministry of Public Education. In the case of I Cycle, the activities are meant to be used with A1 learners with ages that go from seven to nine years old. The activities for III Cycle are meant to be used with A1.1 and A2 learners with ages that go from thirteen to fifteen years old. All of them are activities for basic users of English.

All of the tasks are based on the MEP's goals proposed on the new curriculum. They are mostly focused on Spoken Production, and they incorporate different principles of the Action-Oriented Approach. The tasks are meant to provide teachers with examples of how the AOA principles can be incorporated into the planning of tasks in the classroom so that they can elaborate on their tasks according to their contexts and learners.

4 Activities' methodology
The presenter starts the session by asking teachers about what they know about the Action-Oriented Approach and its principles. He asks them to think about it individually and then share it with a colleague. (3 minutes)

The presenter shows teachers a PowerPoint Presentation with a definition of the AOA and the main principles of the approach. The presenter explains that they will do a series of tasks, and at the end of each task, they will share which principles of the approach are present in it. The presenter shares a link to the PowerPoint Presentation for the teachers to access from their cell phones to review the principles later on. (5 minutes)

The presenter will clarify during the presentation that before learners get involved in any task completion, there should be an appropriate scaffolding process that will help learners be ready to perform according to expectations. The presenter will share a series of tasks with the teachers, and they will play different roles during the tasks (teacher or learner). Tasks, sentence frames, goals, and task descriptions will be projected for the participants as instructions are given to them.

At the end of every task, the presenter will ask some of the participants to mention what principles of the A.O.A were included in the task, and if the task complies with the characteristics that A.O. tasks should have.

Task #1
Name: At a Party
Level: First Grade
Materials: party hats, some balloons
Band: A1
Possible sentence frames: Hi! Hello! How are you/you doing? Good, and you? Good. Excuse me. See you later. See you. Bye-bye.
Goal: SI.2. Use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, good-bye, please, you are welcome, and thank you).
Description: Give every student a party hat to put on and place some balloons around the room. Tell your learners that they are all invited to a party. Everybody at the party is their friend. They have to stand up and greet as many people as possible, so they also have to use a polite expression and say goodbye as they mingle at the party.
Time: 10 minutes

The presenter asks teachers to say some principles of the AOA that were present in the task out loud.

Task #2
Name: I'm a You Tuber
Level: Seventh Grade
Materials: Clothing and props such as a cap, glasses, t-shirt, etc. (cell phone if available)
Band: A1.1
Possible sentence frames: My name is... I'm from… I'm (a) … I live in… My phone number is… I live with… I like…
Goal: SP.1**.** Introduce him/herself, for example, say his/her name, where s/he comes from, and what s/he does (address, telephone, number, nationality, age, family, and hobbies).
Description: Tell your learners that they have their own YouTube channel. They have to prepare a short, catchy video to be uploaded to YouTube, introducing themselves to all viewers. If they have a cell phone, they can use it to record themselves.
Time: 10 minutes

Task #3
Name: Arriving at the Airport
Level: First Grade
Materials: Hat or coat to look like an airport officer. Small pieces of white paper (10x6cm). Pencil.
Band: A1
Possible sentence frames: What's your name? Where are you from?
Goal: L.3. Understand simple questions, which directly concern them, such as their name and where they are from.

Description: Give learners a small piece of paper and ask to fold it like a book. On the front page, ask them to write the name of the country and on the first page their name. Tell them that it is their passport, and they are about to take a flight. Tell your learners that they are arriving at an international airport. The customs officer will ask them a couple of questions (name and country). Learners can act out carrying a bag or suitcase. You can do this in groups switching roles, or you can choose small groups, and you become the officer.
Time: 10 minutes

Task #4
Name: Welcome to Our Hotel
Level: Ninth Grade
Materials: A piece of paper with a simple table with a series of activities that the hotel offers (elaborated by each student. Every student can make up a name for the hotel that they work at)
Band: A2
Possible sentence frames: Have you ever tried…? No. I've never tried it, but it sounds fun. I'm not interested. Yes. I usually …. (adverbs of frequency) Sign me up.
Goal: SI.1. Discuss different things to do for fun.
Description: Tell your learners that they are on vacation at a hotel. The hotel has an entertainment program with a series of great activities. A hotel animator is asking them questions to find out what activities they can be part of at the hotel. They have to pick at least three activities for the day. Learners can do this activity in small groups switching roles.
Time: 20 minutes

Task #5.1
Name: I'm Looking for My Pet
Level: Second Grade
Materials: Series of colored pictures of different pets (the learners can elaborate on them)
Band: A1
Possible sentence frames: Please, tell me about your pet. My favorite pet is a … Its name is… It's….
Goal: SP.1. Name some common words or objects in familiar environments.
Description: Pairwork. Learners distribute a series of pictures of pets on the desk. One of them is a child looking for his/her pet at an animal shelter. The other learner is an animal shelter worker. The child has to give a simple description of his/her pet for the worker to give the right pet back.
Time: 10 minutes

Task #6
Name: Is That Your Family?
Level: Seventh Grade
Materials: Medium size picture of family members (can be elaborated by the learners or a picture of their real family). People can be doing different activities.
Band: A1.1
Possible sentence frames: That/This is my…His/Her name is… He/She is.. He/She lives in…

Goal: SP.2. Describe his/her family, for example, who the members are, how old they are, where s/he lives.

Description: Pairwork. Tell your learners that they are on a trip with their families. They make a new friend, and they ask each other about their families. They point at the family members in the pictures to describe their family.

Time: 10 minutes

Task #7

Name: Fantastic Objects and Where to Find Them

Level: First Grade

Materials: Small pictures of classroom objects elaborated by the learners.

Band: A1.

Possible sentence frames: Look. I have a new pencil case. What's this? It is a… It is (color or size). Nice! Cool!

Goal: S.P.1. name some common objects in familiar environments, for example (e.g., It is a ruler. It is a book.)

Description: Pairwork. One of the learners has a new pencil case. He takes out all of the school objects and puts them on the table. His/Her classmate takes an object at a time and asks his/her classmate about what each object is.

Time: 10 minutes

5   Materials

Task #4

Hotel _____			
Activities	**Time**	**Guest's Name**	
Pilates			
Yoga			
Spinning			
Climbing			
Camping			
Skating			
Hiking			
Fishing			
Swimming			
Horseback riding			
Cycling			

Task #5.1

Task #5.2

Task #6

Task #7

6 Conclusions

The use of Action-Oriented tasks in the English classroom provides several benefits for learners. It impacts learning at different levels, such as personal, sociocultural, pragmatic, and others. These tasks help learners develop autonomy and motivation for language learning. Also, A.O. tasks are coherent with the Action-Oriented Approach adopted by MEP in its English curriculum. These tasks go beyond the simple knowledge of grammar and vocabulary to move into meaningful communication. A.O tasks show learners that they have an array of language tools that they can use when they need to communicate in given scenarios.

Using A.O.O and A.O tasks in the classroom may be challenging in terms of time and materials, but it is worth trying due to the benefits that these tasks have for learners. A common limitation that teachers may encounter when trying these tasks is that they do not have the materials or resources to recreate the scenarios in which communication should take place. It will become a task in itself for teachers to find ways to generate the necessary resources to create A.O. tasks. Some teachers may also think of time as a limitation, mostly in the case of those teachers who have only three lessons per week. These types of tasks take more time for teachers to plan and for learners to achieve than most non-communicative tasks that some teachers use; however, the impact of A.O. tasks on learning is bigger and long-lasting.

A.O. tasks offer teachers and learners the opportunity to create a connection between what is learned in the classroom and real life. Thus, the relevance of the authenticity of tasks prepared by teachers. A.O. tasks allow learners to transfer learning from the classroom into real life in a more meaningful way.

One of the goals of this presentation is to give teachers information for them to be able to identify and elaborate A.O. tasks for their English classes and, at the same time, to show them the benefits that these types of tasks have for their learners.

7   References

Hattie, John. (2012). Visible Learning. Abingdon, Oxon: Routledge.

Lillard, A. S. (2008). Montessori: *The science behind the genius*. New York: Oxford University Press.

MEP. (2016). Programas de estudio de inglés. Primer Ciclo. San José, Costa Rica: Ministerio de Educación Pública.

Ontario Ministry of Education. (2012*). A Guide to Reflective Practice for Core French Teachers*. Retrieved from http://www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module3 ActionOrientedApproach_English.pdf

8   Biography

Randall Centeno Hernández has University degrees in English Teaching from Universidad de Costa Rica and Universidad Internacional San Isidro Labrador. He has worked as an English teacher in private and public institutions for more than fifteen years. He believes that motivating and engaging learners in their learning process is relevant. Teaching and learning are human processes. He is currently working as a Regional English Advisor at the Dirección Regional de Educación, San José Norte, for the Ministry of Public Education. He provides pedagogical and curricular advice to all English teachers of the public system in his region.

Mobile Applications and Peer Work with Age-Diverse Groups: Challenge Accepted!

Rosberly López Montero
Universidad de Costa Rica, Costa Rica
rosberly.lopezmontero@ucr.ac.cr

María Daniela Bonilla Chalupa
Universidad de Costa Rica, Costa Rica
maridanielch@gmail.com

Resumen: Por medio de este taller se comparten una serie de actividades didácticas con el uso de aplicaciones móviles, para enseñar la lengua inglesa a grupos de edades diversas mediante el trabajo colaborativo. Dichas actividades han sido recopiladas con base en la experiencia del proyecto ED-2884 de la Sede del Pacífico de la Universidad de Costa Rica, el cual recibe estudiantes desde los 14 hasta los 60 años o más. También, pretende motivar a la audiencia a modificar las actividades presentadas usando una de las aplicaciones del taller para que las adapten a su propia clase.

Palabras clave: Tecnología, comunicación, trabajo colaborativo, educación para adultos, educación abierta.

Abstract: This workshop aims at sharing didactic activities with the use of mobile applications to teach English to age-diverse groups through peer work. These activities have been compiled based on the experience from the project ED-2884 from UCR, Puntarenas, which receives students from 14 to over 60 years old. It also intends to encourage the audience to modify the activities presented using one of the applications from the workshop so they can adapt it to their own class.

Keywords: Technology, Communication, peer work, adult education, open education.

1   Introduction

Teaching English to age-diverse groups is already a challenging task when using traditional activities. If we add technology to the equation, it is an even more challenging task; however, empowered teachers are willing to take this challenge, but many times do not know how to do so.

Indeed, technology moves at a tremendous speed, and what is modern today might be obsolete tomorrow. This rapid change may not go well with all teachers, but mainly with students who grew up in a time where technology did not play such a relevant role as today. There are other students who, on the contrary, are technology natives; hence, they move pretty well in the technology department. Conversational courses offered to the general community often receive students from both groups: young and mature; some may be skeptical of their use in the classroom while others are all for it. Teachers are aware of this. However, they must be alert on how to include technology in a way everyone feels included and communication takes place, which might be quite a challenge, because it many times involves losing the fear of technology ourselves.

This workshop intends to share some activities that can be developed with this kind of diverse population, using objects everyone has in common: a cellphone, a tablet or a laptop, and the multiple applications available today, with a teaching purpose. Examples of these applications may include (but not necessarily, since technology moves rapidly): Speech notes, YouTube, WhatsApp, Lyricstraining, Kahoot, Zoom, Padlet, QR Codes, Plickers, Meme generator, and others.

2   Context

All the activities are group-oriented; this is, they are to be developed with a partner or two to foster cooperative work and enhance communication with students of different ages in an open education program. The activities have been put together based on the experience in the Language project ED-2884 from the Universidad de Costa Rica, Sede del Pacífico, which welcomes students not only from different ages but with a different linguistic background.

Many instructors use group work to enhance their students' learning. Whether the goal is to increase student understanding of content, to build particular transferable skills, or some combination of the two, instructors often turn to small group work to capitalize on the benefits of peer-to-peer instruction. This type of group work is formally termed cooperative learning, and it is defined as the instructional use of small groups to promote students working together to maximize their own and each other's learning (Johnson et al., 2008).

Cooperative learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group (Johnson et al., 2014). Cooperative learning often involves specific instructor intervention to maximize student interaction and learning. It is infinitely adaptable as it works in small and large classes and across disciplines, and can be one of the most effective teaching approaches available for teachers to work with diverse age groups.

Assigning group roles can be a beneficial strategy for successful group work design for several reasons:

✓ Group roles offer an opportunity for high quality, focused interactions between group participants. Participants are more likely to stay on task and pay closer attention to the task at hand when their roles in the collaboration are clear and distinct. In diverse age groups, students with technological skills can help others and facilitate the teacher's work,

✓ Group roles provide all students with a clear avenue for participation. Students are less likely to feel left out or unengaged when they have a particular duty that they are responsible for completing. Along the same lines, assigning group roles reduces the likelihood of one individual completing the task for the whole group, or "taking over," to the detriment of others' learning.

✓ Group roles encourage individual accountability. Group members are more likely to hold each other accountable for not completing work if a particular task is assigned to them.

✓ Group roles allow students to strengthen their communicative skills, especially in areas that they are less confident when volunteering; for example, mobile apps.

✓ Group roles can help disrupt stereotypical and gendered role assignments, which can be common in group learning. For example, Hirshfield and Chachra (2015) found that in first-year engineering courses, female students tended to undertake less technical roles and more communicative roles than their male colleagues. By assigning roles during group work, and by asking students to alternate these roles at different points in the semester, students can work past gendered assumptions about themselves and their groupmates.

Student teams often function most effectively when members have designated roles.

These can be instructor-determined or established by the groups themselves.

The roles you –or your students– assign will depend on the goals of the assignment, the size of the team, etc. They can be fixed or rotating. Here are some possible group roles, but the list is not exhaustive. Think creatively and come up with your own!

Coordinator: The coordinator **knows** the task to be performed, coordinates, and **indicates** the tasks that each one must perform, **verifies** that everyone fulfills their task, **encourages** the group to move forward, and directs the group evaluation.

Assistant: The assistant **supervises** and **replaces** the coordinator, **ensures** that the work is delivered within the established deadline, and **recalls** the functions of each team member.

Secretary: The secretary **remembers** the pending tasks and the individual commitments, and **verifies** that everyone writes down the task and the work is done.

Environment: The environment **monitors** the noise level, controls the time, **safeguards** the materials, and **makes sure** that everything is clean and picked up.

Speaker: The speaker **presents** the tasks performed to the rest of the classmates, **asks** the teacher the group's doubts, and **answers** the teacher's questions.

3 Workshop objectives

To use mobile applications to develop different activities for teaching English to diverse age groups. To share different ways in which those applications can be applied in the classroom according to everyone's reality.

4 Activities and time

Besides the introduction and evaluation, the workshop will be divided into the following main activities:

Activity #1: Let's Kahoot it!
Time: 20 minutes.
Materials: Smartphone with internet access, QR Code with the information and instructions, and QR code scan.
Groups: Teams of 4 to 5. (Cooperative learning roles)

Instructions:
Presenters will divide participants into teams of four to five; each team will receive a QR code with the information, instructions, and a "How to use guide." Every team has to work in a Kahoot game with the topic "Past Simple." When the task is completed, each group will present their games to the rest of the participants.

Activity #2: See you on Padlet!
Time: 40 minutes.
Materials: Smartphone with internet access, *ifunface* app.
Groups: Teams of 4 to 5. (Cooperative learning roles)

Instructions:
Participants will download the app ifunface; they will select an image and create a video story using past tenses. After that, they have to post the video on Padlet. The presenter will display the videos at the end of the activity.

5 Materials

You can include sample photocopiable worksheets, webpages, and any other type of material you can share.

QR code for Activity #1

6 Educational implications

To gain new ideas on how to use applications when teaching English to mixed groups. To vary how teachers use already known applications. The workshop intends to provide ideas to be included in the classroom with resources that are at our reach but many times avoid using because we ignore, they exist, what they offer, or how to use them. Also, to show that mature students can perfectly be included in the use of these resources along with younger students, which enriches the learning process in this type of program.

A limitation is that technology moves incredibly fast; therefore, the activities and applications found on this paper might change by the time of the congress; but you can always adapt them and change them for the newest version, or for a similar resource.

7 References

Hirshfield, L., & Chachra, D. (2015). Task choice, group dynamics, and learning goals: Understanding student activities in teams. *2015 IEEE Frontiers in Education Conference: Launching a New Vision in Engineering Education Proceedings*, FIE 2015, 1-5.

Johnson, D., Johnson, R., & Holubec, E. (2008). *Cooperation in the classroom* (8th edition). Edina, MN: Interaction.

Johnson, D., Johnson, R., & Smith, K. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching* 25, 85-118.

8 Biography

1st Author's biography

Rosberly López Montero has a Masters in Linguistics, Licentiate Degree in English Teaching. She has 12 years of teaching experience in higher education. Her main research interests focus on language acquisition and language teaching. She strongly believes that learning other languages is a powerful tool to change the world since it contributes to the development of tolerance and solidarity among people. She is the General Coordinator of the outreach project ED-2884 "Idiomas para la Comunicación Internacional," UCR Puntarenas. She is an English instructor in the Majors of English Teaching and Computer Science.

2nd Author's biography

Maria Daniela Bonilla Chalupa has a Licentiate degree in English Language Teaching. She has been working with age-diverse groups for about 12 years. She likes implementing innovative techniques where her students enjoy classes while learning a second language. She is passionate about educational inclusion and cooperative teaching, where students are accepted as whole individuals capable of achieving wonderful things through the motivation, dedication, and support of their teachers and peers. She currently works in a private institution and a language project at the Universidad de Costa Rica.

The Effect of Intensive, Competency-Based TESOL Certificate Training on Dominican In-Service Teachers

Sean Conley
Institute for Collaborative Learning, United States
sean@i4cl.org

Suzan Kobashigawa
Northwest University, United States
skobash@gmail.com

Mary Scholl
Institute for Collaborative Learning, Costa Rica
mary.scholl@i4cl.org

Resumen: Este estudio fue diseñado para comprender el impacto de un curso de TESOL de 180 horas en la práctica docente, el compromiso profesional y las habilidades del idioma inglés de los profesores de inglés dominicano. Se envió una encuesta a 220 docentes. 75 respondieron. Luego, los investigadores entrevistaron a diez participantes seleccionados al azar. Los resultados mostraron que casi todos los participantes describieron una mejora en la práctica docente, con el 95% describiendo un cambio, el 73,2% de los cuales cita un cambio significativo en la práctica como resultado de la capacitación TESOL. Aunque no está diseñado como un curso de inglés, el hecho de que el curso se haya realizado en inglés también condujo a una mejora significativa en las habilidades de inglés, con más del 70% informó una mejora del idioma inglés, de los cuales el 58.7% informó una mejora significativa. En este documento, los investigadores comparten y exploran hallazgos iniciales, implicaciones y sugerencias para futuras investigaciones.

Palabras clave: Desarrollo profesional de docentes, evaluación de programas, formación de cursos de TESOL, desarrollo profesional de docentes y profesores, formación continua de profesores de inglés.

Abstract: This study was designed to understand the impact of a 180-hour TESOL certificate on Dominican English teachers' teaching practice, professional engagement, and English language skills. A survey was sent to 220 teachers. 75 responded. Researchers then interviewed ten randomly selected participants. Results showed that nearly all participants described improvement in teaching practice with 95% describing a change, 73.2% of whom cite a significant change in practice as a result of the TESOL training. Though not designed as an English course, the fact that the course was conducted in English also led to significant improvement in English skills, with more than 70% reported English language improvement, of which 58.7% reported significant improvement. In this paper, researchers share and explore initial findings, implications, and suggestions for future research.

Keywords: Teacher professional development, program evaluation, TESOL Certificate training, in-service training, English teacher training.

1 Introduction

Training and training effectiveness is a serious concern for organizations from the corporate world to government and education. While schools seek to hire well-trained teachers, they know that training is a continuing need, and they rely on in-service training to support teachers' on-going growth as well as to prepare and support them in response to changes in curriculum, materials, and policies.

Teaching is complex, relying on content knowledge – knowing what it is you teach, methodological skills – knowing how to teach, and on interpersonal awareness – understanding who one is and whom you teach. As a result, in-service teacher training provides a way to respond to that complexity by supporting teachers in developing one or more of these areas of their work.

The purpose of this study was to develop an understanding of the impact of an intensive, 180-hour, competency-based TESOL Certificate training that was provided to 220 teachers of English in the Dominican Republic between 2009 and 2018. The research questions that guided this study were: (1.) How do graduates describe the impact on their English language proficiency as a result of immersion in a 180-hour English language medium professional development course? (2.) How do graduates describe the impact of taking the TESOL Certificate course on their English language teaching practice? (3.) How do graduates describe the impact of taking the TESOL Certificate on their professional development and career path?

2 Literature review

Two areas of the literature are especially relevant to this study: the literature on professional development training effectiveness, and the literature on professional development program assessment.

Professional development effectiveness

While there is a great deal of work on program effectiveness, two studies, in particular, informed this study. These two studies focus on two critical areas: how much time is needed for training to show impact and how that time is used.

The first, reported by the National Staff Development Council in Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009) indicates that intensive (averaging 49 hours) professional development offerings for teachers had the result of boosting student achievement by roughly 21 percentile points. In contrast, more limited (5 to 14 hours) professional development offerings for teachers showed no statistically significant effect on student learning.

The second study regarding effectiveness focuses on how that time is used. For professional development to be effective, Guskey & Yoon (2009) identify several criteria. In addition to a significant amount of time, that time must be:
- Well organized
- Carefully structured
- Purposefully directed, and
- Focused on content or pedagogy or both

These factors were applied to an assessment of the content and delivery of the program under evaluation. The program was primarily provided through the SIT Graduate Institute, which is accredited by NEASC, which accredits all institutions of higher education in the New England region of the U.S. The course can be taken for academic credit in the U.S. and is regularly offered around the world.

Also, it is accepted at Level 5 of the European Qualifications Framework. The course curriculum is carefully designed and consists of a minimum of 180 hours of instruction, which include evaluated practice teaching sessions, academic readings, and reflective writing. Besides, trainers licensed to provide this program are required to complete a rigorous 600-hour training experience that includes apprenticeship and supervised practice. Based on these factors, the researchers concluded that the course being examined met the criteria outlined in the research for effective professional development by being of sufficient length, focused on both content and pedagogy, and purposefully directed by carefully prepared trainers.

Professional development program assessment

The literature on the evaluation of training programs includes several frameworks or models that can be used to develop a program evaluation. Three of these frameworks provided the basis for the design of the current study. The Kirkpatrick framework (1979), which is a standard framework for training program evaluation. Guskey's (2000, 2002) framework, built on the Kirkpatrick framework, adapting it to the evaluation of teacher education programs by adding an emphasis on institutional support for the change the training is meant to support. Desimone's (2009) conceptual framework, which also builds on Kirkpatrick, focuses even more narrowly on in-service program evaluation. In her work, Desimone highlights the importance of the quality of the training as perceived by the participants, and offers a conceptual framework for understanding and evaluating teachers' professional development. These three related approaches served as the foundation for this study's approach to evaluation, and they are more fully explained below.

Initially developed in the 1950s, the Kirkpatrick Framework has become a standard measure, particularly for developing evaluations of programs offered by human resources departments in business and industry. The Kirkpatrick framework describes four levels of evaluating, with two levels designed to measure participant satisfaction and learning outcomes, and two levels to measure changes in participant behavior and the results of those changes:

Level 1: Participant satisfaction. Level 1 focuses on participant reaction to and satisfaction regarding a training program. This level of evaluation is often accomplished with a survey asking participants about whether their expectations were met and to what degree they were satisfied with the training experience.

Level 2: Learning outcomes. Level 2 in the framework focuses on participant learning outcomes. This level looks for changes in the participant's knowledge, attitudes, skills, or awareness as a result of the training experience. This level of assessment is important as feedback to leaders or funders responsible for providing the training. This level of evaluation is often accomplished through surveys, pre and post-testing, and interviews.

Level 3: Changes in behavior. Level 3 focuses on the transfer of knowledge and skills as a result of the training. Transfer of learning is an indicator of the effectiveness of the training program (Baldwin & Ford, 1988; Kirkpatrick & Kirkpatrick, 2006). This level seeks evidence that participants are implementing what was learned in the training program. Direct observations, surveys, and interviews and are all ways of assessing level 3.

Level 4: Results. Level four focuses on evidence of long-term results or changes in participant behavior, and impact on others such as colleagues as a result of the training. Evidence of the level of change can be accomplished through the use of a long-term impact survey of participants and or their supervisors.

Guskey's work builds on Kirkpatrick's framework, but with a specific focus on the evaluation of teacher training programs (Guskey, 2000; 2002). The primary difference is that Guskey adds a focus on whether there is organizational support in the school for implementing the changes recommended in training. Guskey points out that while teachers may enjoy and learn from a training experience (levels 1 & 2) if what is learned is not in alignment with the requirements of the school and the curriculum, or if there is no institutional support for making the changes the training introduced, then the teachers are less likely to be able to make use of what was learned in the training (level 3). From the point of view of evaluating teacher training efforts, this is important because training can be effective in terms of levels 1 and 2 but fail to bring the broader change expected due to a lack of institutional support, something outside the bounds of the training is evaluated.

Desimone (2009) also builds on the Kirkpatrick framework and adapts it specifically to studying in-service teacher professional development. This framework highlights the importance of the quality of the training as experienced by the teacher (level 1) as essential for increased teacher knowledge, skills, attitudes, and beliefs (level 2). This increase in teachers' knowledge and skills and the resulting changes in attitudes and beliefs then lead to changes in the way teachers instruct in the classroom (level 3), which ideally results in improved student learning (level 4). Desimone (2009) argues that using a core conceptual framework that measures outcomes at all of these levels can improve the quality of impact studies. She proposes the following steps as a core theory of action for professional development:

1. Teachers experience effective professional development.
2. Professional development increases teachers' knowledge and skills and/or changes their attitudes and beliefs.
3. Teachers use their new knowledge and skills, attitudes, and beliefs to improve the content of their instruction or their approach to pedagogy, or both. 4. The instructional changes foster increased student learning.

These three approaches are similar and represent three levels of refinement in terms of an evaluation approach. Kirkpatrick lays the groundwork for general evaluation, Guskey refines this for teacher education programs, and Desimone further refines to evaluate in-service teacher training programs. The approaches are compared in the table below.

Table1: Evaluation Frameworks

Comparison of Evaluation Frameworks			
	Kirkpatrick	**Guskey**	**Desimone**
Focus	*General Training*	*Teacher Education*	*In-service*
Level 1	Reaction to training	Reaction to training	Quality of training content
Level 2	Learning outcomes	Learning outcomes	Growth in teacher's knowledge and skills as well as shifts in attitudes and beliefs
Level 3	Changes in behavior	Organizational support for change	Changes in teacher's classroom instruction
Level 4	Results of the changes in behavior	Application of newly learned knowledge and skills	Student learning gains

The approach in this study to designing the TESOL Certificate evaluation has been informed by the three approaches above: At level 1, participants general satisfaction with their experience in the program is assessed, but also their perspective on the quality of the training (content, active learning, coherence, duration, collective participation). At level 2, teachers' learning outcomes in terms of changes in knowledge, skills, attitudes, and beliefs as a result of the training are assessed. At level 3, assessment is focused on how these changes have shown up in the participants' teaching practice (preparation for teaching, classroom teaching practices, and post-teaching reflection) and to what degree they observe changes in student attention, engagement, and learning as a result. Also, to what degree are these changes supported by their teaching context. At level 4 the assessment seeks to understand in what ways teachers perceive changes in student learning, as well as any ways in which the training led teachers to share their learning with other teachers, offered workshops or presentations in their schools or at conferences, or ways in which their training experience resulted in increased responsibilities or other professional development engagement.

3   Research design

This study used a mixed-methods design, an approach that combines both quantitative and qualitative research methods. In this study, a survey was developed with questions that aimed to draw data relevant to each of the levels of evaluation discussed in the previous section. The survey was sent to the 220 alumni of the TESOL Certificate program who completed the program between 2009 and 2018. Responses to the survey were received from 75 alumni. Quantitative data was analyzed and is reviewed in the findings section. Qualitative data were coded to identify themes expressed in the responses of alumni. The themes that emerged are discussed in the findings section.

In addition, ten of the teachers surveyed were randomly selected and interviewed to further explore their lived experience in the course and the impact that it had on their teaching and their perception of their students' learning.

Demographics

Seventy-four respondents provided feedback about their teaching background, previous training, current experiences, and relevant learning. Forty-two (56%) of those respondents were male; thirty-one (41%), female. One and a half percent marked "Other/Prefer not to Say." Respondents ranged in age from 24 years to 59 years, with an average age of 37.58 years (See Table 2 for further detail). When asked about educational background, 14.7% reported having completed Secondary School, 52% reported completing University, and 30.7% reported completing MA-level degrees. By and large, the respondents were experienced English teachers, with between 2 and 35-years of experience teaching (average, 11.81 years). Just over 80% of the respondents had teacher training experience, ranging between 1 and 20 years' experience (average 4.85 years).

 Teacher-respondents reported an average class size of 28.55 students, and an average of 6.86 groups of students per week (see Table 2 for further detail). Participants came from 16 of the 31 Dominican provinces, representing both rural and urban areas, though the largest segment of participants (22%) came from the capital Santo Domingo.

Key findings

Findings one through three relate to research question 1: How do graduates describe the impact on their English language proficiency as a result of immersion in a 180-hour English language medium professional development course?

Finding one: Most participants describe noticeable growth in their general English language skills.

In a composite score of all the questions regarding English language improvement, 58.7% of respondents reported significant improvement, 28.5% reported some improvement, and 12.8% reported no change in their English language skills.

While the purpose of the TESOL certificate program is not to improve English language skills, the process of participating in 180 hours of English-medium training with associated academic readings and development of an English language portfolio that illustrates their learning was expected to influence the English language skills of the participants. In the composite of all responses across the ten questions that explored change in English language skills (Figure 2), more than 70% reported English language improvement. This finding was captured well in the following comment:

"My writing style improved because I had to be writing reports every day. My reading skills improved too. We must read a lot to have meaningful discussions and learn the principles for teaching different skills. My speaking improved, of course, and my shyness disappeared due to the constant speaking discussions in the different sessions. Through all the reading, my vocabulary and grammar improved a lot."

In contrast, as one might expect, some participants brought highly developed English skills and they are unlikely to experience gains in language improvement, as captured in this quote, "I was already at C1 on the Cambridge Scale before going, I studied in a British Curriculum school and had SAT score of over 1500."

While the impact of the TESOL Certificate on general English skills is substantial finding on its own, two elements of this finding were significant in their own right and are described below as separate findings. (Details regarding English language improvement are available in appendix A) Finding Two: A significant majority of participants describe improved confidence in their ability to communicate effectively in English. This finding captures a shift in participants' experience of themselves as users of English. Two survey questions explicitly focused on communicating effectively in English, both of which received mostly "significant improvement" with "some improvement" second. One asked the participant to rate improvement in their vocabulary

Finding two: A significant majority of participants describe improved confidence in their ability to communicate effectively in English.

This finding captures a shift in participants' experience of themselves as users of English. Two survey questions explicitly focused on communicating effectively in English, both of which received mostly "significant improvement" with "some improvement" second. One asked participants to rate improvement in their vocabulary range and the other about improvement in their confidence in using English. One participant captured both points in this observation, "I feel a lot more confident in using my English to talk about education in general, I have more vocabulary to use, and I feel more curious about continuous learning." Specific to vocabulary improvement, 92% of participants rated their English vocabulary as improved, with 58% experiencing significant improvement, 34% experiencing some improvement, and 8% experiencing no improvement. One participant described their experience, "Since the course was in English, we had better fluency and communication, my vocabulary grew. It's great."

In terms of their confidence in communicating in English, 84% of participants described an improvement in confidence, with 61% reporting a significant improvement, 23% some improvement, and 16% no improvement. One participant illustrated this confidence well, "Now I can communicate fluently and without worries to make mistakes."

Finding three: A significant majority of participants describe a notable improvement in their ability to use English professionally.

This finding illustrates a shift in participants' ability to engage professionally with other English language professionals and to engage their students through the use of English in the classroom. Two questions elicited responses that support this finding. One focused on the ability to use English in their teaching of English, and the other focused on the ability to use English to talk about teaching. Both questions indicated that the majority of participants experienced significant change, while the second most common response described change. Regarding using English to teach English, 70% experienced significant improvement, 18% experienced some improvement, and 12% experienced no improvement. One participant said, "I could listen to the teachers and learned new words, phrases, and vocabulary from them. Now I can apply those words, phrases, and vocabulary in my classroom."

For improving their ability to use English to talk about teaching, 67% experienced significant improvement, 21% experienced some improvement, and 12% experienced no improvement. The comment describes this finding, "I got familiar with a wider variety of teaching-related terms, and that has helped me express my ideas about teaching."

Findings four through seven relate to research question 2: *How do graduates describe the impact of taking the TESOL Certificate course on their English teaching practice?* Finding Four: Nearly all participants described improvement in teaching practice

Finding four: Nearly all participants described improvement in teaching practice
Participants described significant improvement in their teaching practice, with 98% describing a change, 79% of whom cite a significant change in practice as a result of the TESOL training.

In the survey, change in teaching practice was addressed through a total of 25 specific questions broken into three general categories. Teaching practice, for this study, is understood to be: the ability to plan a classroom experience (Lesson Planning), the ability to deliver that experience (Teaching), and the ability to make sense of and learn from having taught (Reflection).

To better understand what these changes meant, from the point of view of the participants, ten participants were interviewed individually. The interviews were designed as an open-ended inquiry into how participants felt changed in their teaching practice based on these three elements. These interviews were then coded, and the themes that emerged provide insight into how participants described and understood the change in their practice. The three primary themes that arose from the interview data make up the substance of the following three findings regarding a change in teaching practice. The three primary kinds of change that emerged in the interviews were: a change in focus, a change in action, and a change in belief.

Finding five: All participants experienced a shift from teacher focus to student learning focus.
100% of interviewees described a shift from a teacher focus on student learning focus. This means that previous to the TESOL Certificate experience. These teachers tended to focus on other elements of teaching. Teachers can focus on many things as a part of their teaching; some may be content-focused, (getting through the material, or chapters in a textbook), others may focus on lesson activities (what students will do and when) or on teacher actions (what the teacher will do and when). A shift to a student learning focus, in contrast, reflects a focus on whether students have learned and what needs to be done or changed or repeated to accomplish this. This kind of change is illustrated with the following interview quote, "So I can tell you that I changed totally because I know what I'm doing now. I'm really focused on all the process. I need to check if they are learning if I have to repeat the lesson again, so I have a control that these wasn't working. I have to repeat in other way."

Finding six: All participants described a change in action in planning, teaching or reflection 100% of interviewees described a concrete change in the actions they take regarding planning, teaching or reflection

One interviewee describes the changes that took place in her planning and teaching as a change towards student experience and developing personal connection with students:

"I changed by connecting with students and have them participate in their own lives; I try as much as I can to make a connection with my students. And it's a different story when you make a connection with them. They are happy. They need to enjoy my class. They never want my class to end now. They are always trying to get close to me, and I try as much as I can to have them participate with their own lives their own things in my class."

Another says,
"I didn't have a lot of instruction on a lesson planning. I didn't have an idea of continuity and flow of the of the class, and also, I didn't have like a clear understanding of the purpose of the activities. So I would just use the book besides beside my computer when I was planning, and it will be just do activity number one check with the students do activity number two check with the students from time to time adding a couple more extra worksheets or extra activities, but it wasn't something purpose... purposeful for me."

Finding seven: Most participants experienced a change in identity and beliefs
80% of interviewees described stories of a change in their identity or beliefs as a teacher. These kinds of changes described deep shifts in how the teacher saw themselves or their role as an outcome of learning in the TESOL certificate course.
One interviewee describes this, starting from how her students saw her differently after the TESOL course:
"I didn't have a lot of instruction on a lesson planning. I didn't have an idea of continuity and flow of the of the class, and also, I didn't have like a clear understanding of the purpose of the activities. So I would just use the book besides beside my computer when I was planning, and it will be just do activity number one check with the students do activity number two check with the students from time to time adding a couple more extra worksheets or extra activities, but it wasn't something purpose... purposeful for me."

Finding eight: Most participants describe increased professional engagement.
Strong professional engagement was reported by a majority, with many reporting multiple forms of new engagement. 86% of participants reported participating in professional conversations with colleagues related to their learning from the TESOL program. 64% shared what they had learned with colleagues for whom they were in positions of leadership. 58% provided informal mentoring for colleagues. 52% provided formal workshops for other teachers, 49% provided formal mentoring and 20% presented at a conference.

Finding nine: A significant minority, 30% of participants, experienced career growth.
29.7% of participants reported that, as a result of changes following their TESOL Certificate experience, they had received a new job, a promotion, or added responsibilities.
The quotes below offer examples of the kinds of changes participants reported:
"After the TESOL, I have been promoted to the position of pedagogical coordinator in this position; we are in charge of supervising the pedagogical actions of 11 teachers from different areas, including languages."
"I was given a (new) teacher position just for the fact that I had been in the course."

"Added responsibility: direct a team to create lesson plans and organize in-house training about student-centered class and framework."

4   Conclusions

It is clear from the findings that the TESOL Certificate Course has had a significant professional impact on the 220 Dominican teachers of English who participated in the 180-hour program between 2009 and 2018. Clear outcomes in response to professional development training are not always present or positive; however, in this case, they are both. When considered in light of the evaluation rubric, developed by synthesizing three leading training evaluation frameworks, the findings show clearly that the training was perceived to be of value and relevant by the participants (level one). The training resulted in learning that was transferable to classroom practice and was implemented by the participants (level two). In response to the training experience, participants shifted beliefs and identity and became more professionally engaged (level 3). Finally, there are indicators that the participants experienced support for the changes resulting from their training in the form of career development, and that the English language improvement participants describe can be correlated with student learning outcomes, indicating that the participants' students are likely to have learned more as a result of their teachers' having participated (level 4).

The purpose of this study was to understand the impact of the TESOL Certificate on Dominican participants, and the study has found that, even for teachers who participated nine years earlier, the impact of the course was significant for them in terms of their classroom practice, their professional engagement, and their English language skills. It is unusual for a training experience to be described as "life-changing," but that was not an uncommon description of the experience. This indicates that the combination of the content of the TESOL Certificate program, the amount of time required in engaging with the program, and the quality of the trainers resulted in a training experience that was appropriate to and valuable for the Dominican participants.

Research is needed to understand more directly the impact on student learning that training like this may have. Baseline studies of both teachers' English language levels before and after participation as well as baseline studies of students' English levels before and following participation by a teacher would provide important insight on the value of the training and the potential for this as an educational intervention to be applied more widely in the Dominican context.

Acknowledgments

5   References

Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. Personnel Psychology, 41, 63–105.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession. Washington, DC: National Staff Development Council, 12.

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. Educational Researcher, 38(3), 181-199. DOI:10.3102/0013189X08331140

Guskey, T. R., & Yoon, K. S. (2009). What Works in Professional Development? Phi Delta Kappan, 90(7), 495–500. https://doi.org/10.1177/003172170909000709 12

Guskey, T. R. (2000). Evaluating professional development. Thousand Oaks, CA: Corwin Press.

Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. Educational Leadership, 59(6), 45-51.

Kirkpatrick, D. L. (1979). Techniques for evaluating training programs. Training and Development Journal, 6, 78-92.

6   Biography

1st Author's biography

Sean Conley has worked in the fields of education, teacher learning and professional development, and organizational learning for thirty years. His work focuses on the collaborative or interpersonal elements of learning and organizational change as an outcome of collaborative learning. He has served on the faculties of The Marlboro College Graduate School, The New School University, The S.I.T. Graduate Institute, and Tokyo Jogakkan College.

2nd Author's biography

Suzan Kobashigawa is a professor in the College of Education at Northwest University, Kirkland, Washington. She completed her MAT degree in TESOL through the School for International Training, Brattleboro, Vermont, and completed her Ph.D. in Composition and TESOL at Indiana University of Pennsylvania. Currently, Dr. Kobashigawa's research interests are focused on teacher reflection and feedback, language and culture, and literacy.

3rd Author's biography

Mary Scholl has worked in the fields of language education and teacher learning for thirty years. She completed her MAT degree in TESOL through the School for International Training and coursework in the Ed.D. in Adult Learning and Leadership at Teachers College in New York. Her work focuses on teacher learning and social-emotional skills. She has served on the faculties of The Marlboro College Graduate School, Osaka University, and Kansai Gaidai University.

Mobile Learning, Anything, Anytime, and Anywhere

Marco Araya Vega
Universidad Técnica Nacional, Costa Rica
marayay@utn.ac.cr

Yorleni Romero Chaves Universidad Técnica Nacional, Costa Rica
yromero@utn.ac.cr

Resumen: Cuando se utiliza el aprendizaje electrónico móvil, los estudiantes pueden accesar a la información en cualquier lugar y en cualquier tiempo. Un proceso innovador de aprendizaje demanda una propuesta dinámica que incorpore las herramientas tecnológicas pertinentes de manera que los estudiantes puedan interactuar con sus pares, revisar contenidos, proponer y crear material alrededor de una competencia. La exposición al idioma inglés debe estar a mano en cualquier momento. Es momento de usar los teléfonos y las tablets móviles dentro y fuera de la clase como herramientas pertinentes en el aprendizaje de un segundo idioma. Las clases modernas en los más prestigiosos centros educativos del mundo los incorporan en vez de prohibirlos. La búsqueda de información, el proponer actividades, el acceso a herramientas digitales, y su fácil acceso son algunos de los beneficios que resultan de integrar el aprendizaje móvil en los procesos educativos. Además, su uso reduce el desperdicio de papel promoviendo la sostenibilidad y los ambientes saludables. Es momento de hacer un cambio y dignificar el concepto de aprendizaje activo, como una experiencia en la cual todos se involucran y comprometen.

Palabras claves: Aprendizaje electrónico móvil, aprendizaje por acciones, herramientas digitales, interacción, competencia.

Abstract: When using mobile-learning, students can access information anywhere, anytime. An innovative learning process demands a dynamic approach incorporating pertinent technological tools so that students can peer interact, review content, propose and create material around a competence. The exposure to the English language should be at hand all the time. It is time to start using mobiles and tablets in and out of the classrooms as proper tools to learn this second language. Modern classes in the most prestigious educational centers incorporate cellular or tablets instead of banning them. Searching for information, proposing activities, TIC availability, and fast accessibility are some of the benefits of integrating mobiles into the learning process. Furthermore, it reduces the waste of paper greatly, thus, promoting sustainability and a healthy environment. It is time to make a change and dignify the concept of active learning as an experience in which all are involved and compromised.

Keywords: Mobile-learning, action-oriented approach, digital tools, interaction, competence.

1   Introduction

Extraordinary changes are taken place in the digital-conceptual era. Education is not aside from such changes, and for the first time in history, it has to face modernization at a faster pace. Professors have the responsibility to update and incorporate technology into any learning process to respond to social, economic, and educational needs. Inductive methodologies challenge the traditional approaches to eradicate professor centered classes, one-way transmission of information, and student passivity. This induction is highly engaged and facilitated by technology; yet, educators must not lose perspective to understand that a clear concept of a real and effective learning process in the classroom is above all tools that technology offers. TIC are instruments to facilitate such a process, but these are not protagonists. This role only has a figure: the student. Different approaches and diverse spots come along with this time of induction and conceptualization, where a few believe that the classroom is the only place for learning. A few, still believe, that technology should not interfere with education and gadgets as intelligent mobiles are useless and should be banned from class (Santiago, Camijo, Trabaldo, and Fernández, 2015).

Questions such as:

- What reality are our students facing?
- Where is most information today?
- What abilities are these new generations developing?
- What sort of participation are students looking for in the learning process?
- What necessities are they facing to find a place in globalization as a citizen of the world? What tools do they find more accessible, fast, convenient?

Move education into a dynamic and constructive reality where knowledge flows from hand to hand, and interaction with tools and peers is mandatory. Assuming this challenge, Programa Institucional de Idiomas para el Trabajo (PIT), from Universidad Técnica Nacional (UTN), dive into technological possibilities to make the learning process even a more innovative, accessible, interactive and dynamic experience. To accomplish the demands of this conceptual era, students need to access to information in a practical and fast way. Instruments such as mobiles and tablets fulfill such requirements. Then, it was time to develop strategies to get the best of them and let students participate actively. Correct methodological use of intelligent mobiles personalizes education to learn anything, anytime, anywhere. For incorporating them into the classroom, professors must be creative, ethical, respectful, disciplined, and synthetic minded, just as Howard Garner proposed in his theory about the multiple intelligences published in 2008 in his book The Five Minds of the Future (Garner, 2008). To make mobile-learning an effective classroom experience, the professor must incorporate proper methodologies, approaches, and teaching techniques. The purpose of this interactive workshop is to guide participants to discover ways to maximize the use of mobile learning in the classroom through social constructivism, action-oriented approach, and task-based learning.

2   Context

This workshop is addressed to professors who teach English as Second Language fundamentally in a university and high school level. The use of general English is essential to open possibilities in the productive sector. Companies demand employees who manage English as a second language. Therefore, students need to be in contact with the language

most of the time. Mobiles allow the storage of classes, videos, and audios so they can be accessed anytime and anywhere.

The best approaches to incorporate mobile learning are those who develop a sense of self-learning, discipline, and self-management. Students can interact with their peers to share knowledge. They can get information on the web and, also, produce input and offer feedback to others.

3 Workshop objectives

As a general objective, participants will be able to incorporate the use of mobile learning into their teaching time using different strategies to make ESL a dynamic experience. For this, participants will learn how to:

1. Create WhatsApp groups through different possibilities, adding notes, images, and content.
2. Generate audios for students to use with different strategies, from listening comprehension to sample production.
3. Set up a class plan with materials, instructions, and active guidance.
4. Produce videos to develop topics for peer assessment, class feedback, and listening comprehension.
5. Search for online activities that support content dynamically and enjoyably.
6. Use apps to create comics, to guess meanings, to compete among peers, to follow clues, and others
7. Interact with the use of maps, pictures, and drawings.
8. Use the QR codes to carry on investigations, setting instructions in order, follow cues, and others.

4 Activities and time

The first part (30 minutes): presentation of theory to back up the decision of implementing mobile learning in an English class and an explanation of the pilot program carried out at UTN in 2017, including objectives, methodology, results, and limitations. The second part (60 minutes): participants will carry out some of the tasks using cellphones. A WhatsApp group will be created (stared as soon as participants arrive. Some of the tasks are a trivia game, a picture contest, guess who? (the game), writing a story collaboratively, templates for conversations, and others. Last part (30 minutes): reflection and conclusion. Participants will share the experience of doing the activities. Suggestions will be given as a group. Some limitations or challenges teachers may encounter when using cell phones in class will also be addressed. For example, lack of connectivity, students without smartphones, lack of technological skills, distraction by using cell phones and parents, and/or school authorities' opposition. Possible solutions will be discussed in small groups and then socialized.

5 Materials

The following material is required for participating in this workshop:

1. Full connectivity to internet and wi-fi
2. Mobile phone or tablet fully charged
3. QR code reader in each mobile
4. Any app for voice-recording with cell
5. Video generator app in the cell
6. Classroom projector

6   Educational implications

At the end of the workshop, participants will come out with three things. First, they will have a wider knowledge of the reasons why mobile devices are excellent tools to learn a language. Second, they will understand the advantages those tools bring to the classes. Third, participants will know how the tools can be used to carry out different tasks in class to make the learning experience more technological, innovative, accessible and fun. They will be able to plan different tasks to carry out with their students, using cell phones in different ways. By using mobile learning, limitations depend on connectivity and owning a personal mobile, other than that. It represents an excellent tool to learn anything, anytime, anywhere.

Moving away from traditional methodologies to innovative ones is a challenge educators have nowadays. Making classes interactive and empowering students to be self-learners are just two of the results of implementing mobile learning in the English classes. Sharing with colleagues and knowing about what others have done, its results, outcomes, challenges, and limitations will give participants motivation to take the risk, try new strategies, and to feel empowered to think out of the box.

7   References

Gardner, H. (2008). Las cinco mentes del futuro (Edición ampliada y revisada). Barcelona: Paidós Ibérica.

Fenández, Kamijo and Trabaldo (2015). Mobile learning: nuevas realidades en el aula. Editorial Oceano S.L.U.

8   Biography

1st Author's biography

Marco Araya Vega holds a Master's degree in Curriculum and University Education from ULACIT and a Bachelor's degree in English from the University of Costa Rica. He also has a minor in stage directing, video production, and acting. He has been working in the area of university education for 20 years. Currently, he takes courses in virtualization design, accessibility, and implementation. He works as an academic at Universidad Técnica Nacional (UTN) in the program Languages for work, in the English area.

2nd Author's biography

Yorleni Romero Chaves holds a Master's in Second Languages and Cultures from Universidad Nacional de Costa Rica and has been working in the educational field for 29 years. Currently, she takes courses related to online teaching and virtual course design. She works as an academic at Universidad Técnica Nacional in Costa Rica, for the program Languages for Work, in the English area.

The Interactive Class Based on TBL

Marco Araya Vega
Universidad Técnica Nacional, Costa Rica
marayay@utn.ac.cr

Yorleni Romero Chaves
Universidad Técnica Nacional, Costa Rica
yromero@utn.ac.cr

Resumen: Una clase dinámica requiere interacción, motivación y competencias claras por lograr. Un proceso orientado a la acción permite transformar las clases en experiencias creativas donde los estudiantes sean el centro del proceso de aprendizaje. A ellos se les solicita llevar a cabo tareas que sean significativas, interactuando con sus compañeros en un ambiente similar a uno auténtico. El Aprendizaje Basado en Tareas propone un método para construir el aprendizaje de tal forma que los estudiantes se involucren en tareas bien diseñadas para lograr las habilidades comunicativas. Este taller proveerá información y ejemplos para desarrollar en los participantes las habilidades necesarias para que puedan diseñar clases dinámicas y efectivas, utilizando el aprendizaje por tareas. Compartiendo con los colegas, explorando opciones y contextualizando las experiencias de aprendizaje, los participantes serán capaces de poner en práctica lo aprendido.

Palabras clave: Aprendizaje por tareas, interacción, monitoreo, competencias, realimentación.

Abstract: A dynamic class requires interaction, motivation, and clear competences to be achieved. An action-oriented process permits to transform classes into creative experiences where students become the center of the learning process. They are required to carry out meaningful tasks interacting with their classmates in an authentic-like environment. The TBL proposes a method of building up knowledge so that students are involved in well-designed tasks to achieve communicative skills. This workshop will provide information and examples to develop the necessary skills in participants to design dynamic and effective classes, using Task-Based Learning. By sharing with colleagues, exploring options, and contextualizing learning experiences, educators will be able to put into practice what they have learned.

Keywords: Task-Based Learning, interaction, monitoring, competences, feedback.

1 Introduction

Learning through TBL (Task-Based Learning) implies the learners to use the language to carry out meaningful and relevant tasks. This approach fosters authentic communication, and the student is the center of the learning process. The educator becomes a facilitator, designer, and mediator of the learning experiences that will help the students acquire the expected competences. The Institutional Program of Languages for Work (PIT –for its initials in Spanish) at UTN (National Technical University) in Costa Rica promotes Task-Based Learning, which is founded on the acquisition of competences. These are grounded on the four pillars of education: knowing to know, to do, to live, and knowing to be. The implementation of TBL has some implications, for example, in the class dynamics, the educators and learners' roles, as well as materials and evaluation. In this workshop, we will share our experience at the UTN, implementing the TBL approach in our English classes. It includes how the cycle is developed in a class, how it is planned, and materials that can be used. Taking into consideration that PIT courses go from A1 to A2, according to the Common European Framework of Reference, the activities that will be shared can be used in classes for varied language levels, and they can also be adapted for higher or lower levels depending on what is needed.

2 Context

Considering that Task-Based Learning allows users to design classes for any level, this workshop will provide a variety of examples that can be adapted for any linguistic level, from basic to advanced and for different ages, as well. The ideal context would be that in which the teacher can design his/her classes based on given competences; however, if the courses use a textbook or any other given materials, the design can be done adapting those to carry out the TBL cycle. The flexibility allowed by TBL design opens many possibilities to adjust and create tasks out of existing materials and/or comply with linguistic requirements courses may have.

3 Workshop objectives

Participants will be able to:
a. Identify the parts of the TBL cycle by recognizing the characteristics of each part to be able to organize tasks in the appropriate order.
b. Design a creative class using the TBL cycle, putting into practice what has been learned in the workshop to apply in his/her planning
c. Make proposals on how the TBL can be used in his/her environment by analyzing possible adjustments that can be done to plan a creative and interactive class.

4 Activities and time

Schema activation activity: it will take approximately 10 minutes. Participants will be asked to go online and follow a link to participate in a poll using their cell phones. The objective is to diagnose previous knowledge on TBL and generate some initial questions to brainstorm about the topic of the workshop. Previous knowledge to understand TBL: this activity will take about 15 minutes. Participants will work in pairs discussing some given questions. Then, answers will be discussed as a group.

Structure of TBL: in this part, some theories will be presented. It will take around 15 minutes. The different parts of the TBL cycle will be explained deeply, and differences will be made with other similar activities to avoid confusion when designing a class. Building up to the main task: this is the next activity, and it is planned to last about 10 minutes. Here the main aspects of the TBL will be reviewed, and doubts will be clarified to prepare participants to work on their own. Designing a TBL plan based on a competence: this part will take 40 minutes. Participants will be grouped according to the level they teach, if possible, making groups of 4 or 5 people each. They have to design a class, using the TBL, according to the given competence and the level they teach. Sharing plans: for this part, the time is about 20 minutes. Now, the group gets together again, and participants present their proposals for creative classes using TBL. Final comments and conclusions: for about 10 minutes, instructors and participants will give feedback to the proposals presented, and conclusions will be drawn as a closure of the workshop.

5 Materials

A computer and a video beam will be used to project a PowerPoint presentation, which will be used as a guide for the workshop, including some theory, examples and links. It can be shared with participants. Cellphones will be used for the audience to participate in a poll online, so an internet connection is required.

6 Educational implications

When it comes to learning another language, besides the mother tongue, there are many variables involved, which affect the results obtained. The methodology used in class is one of those variables. Traditional classes in which students learn about the language in expository classes full of theory and information about that language have not been successful in terms of developing students' ability to communicate and be motivated to continue their learning process of a foreign language. This is why making changes in methodology is imperative. Knowing about the foreign language does not allow learners to use the language to communicate, which is the ultimate aim of learning a language. This causes frustration and provokes authorities to doubt and question investments made in education to promote English learning in the country. Action-oriented approaches have presented an innovative way to deal with learning a foreign language more efficiently. Being able to use the language for real communication since the very early stages of the learning process is motivating for students and educators as well. Task-Based Learning approach has been used in the English courses taught at the PIT program at the UTN, and it has proved to be very effective in terms of how much students can produce and communicate in English. Constant interaction among learners and with the instructors is part of every class. Learning by doing is what takes place, making students protagonists of their own learning, taking responsibility for their process, taking risks, making decisions, and developing strategies to keep on learning. These are some of the results seen in class. However, using TBL also presents some limitations. These are some of them. Teacher training is fundamental to make TBL a successful practice.

Teachers and students' roles are a paradigm that needs to be changed, allowing learners to be the protagonist of their learning process and the center of the class. Evaluation and assessment are aspects that need to be addressed, too. How to assess a process, rubrics construction, and self and co-evaluation procedures need to be revised by educators using action-oriented approaches.

Moving away from traditional evaluation practices is not simple. Giving feedback is another aspect to be considered in teacher training. When to give feedback, how is it done, what information is given, etc.

Finally, how to approach the teaching of grammar and pronunciation has to be revised, too. Considering that production is the main goal of TBL, the development of competences had to be woven carefully for learners to improve their linguistic abilities as they advance in the production of language to achieve communication. Production, not perfection, is desired. However, an appropriate level of language is aimed. Thus, a balance between production and language accuracy is sought. Experience using TBL for English classes at the PIT Program at the UTN has taught many lessons that are valuable and worth to be shared with colleagues. This is the main objective of this workshop.

7   Biography

1st Author's biography

Yorleni Romero Chaves holds a Master's degree in Second Languages and Cultures from Universidad Nacional de Costa Rica and has been working in the educational field for 29 years. Currently, she takes courses related to online teaching and virtual course design. She works as an academic at Universidad Técnica Nacional in Costa Rica, for the program Languages for Work, in the English area.

2nd Author's biography

Marco Araya Vega holds a Master's degree in Curriculum and University Education from ULACIT and a Bachelor's degree in English from the University of Costa Rica. He also has a minor in stage directing, video production, and acting. He has been working in the area of university education for 20 years. Currently, he takes courses in virtualization design, accessibility, and implementation. He works as an academic at Universidad Técnica Nacional (UTN) in the program Languages for work, in the English area.