

UNIVERSIDAD DE COSTA RICA  
SISTEMA DE ESTUDIOS DE POSGRADO

TEACHING ESP TO BEGINNER STUDENTS:  
AN ANALYSIS OF TEACHING PRACTICES SUGGESTED IN THE LITERATURE AND  
THEIR PERCEIVED EFFECT ON LEARNING

Trabajo final de investigación aplicada sometido a la consideración de la Comisión del Programa de Estudios de Posgrado en Enseñanza del Inglés como Lengua Extranjera para optar al grado y título de Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera

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Ciudad Universitaria Rodrigo Facio, Costa Rica

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## **Dedicatoria**

I dedicate this project to my mother who has given me everything in life, including life itself, and to my uncle who paved our way to academic success by sacrificing his. I love you both deeply.

*Dennis*

I would like to dedicate this project to God, who gave me health and the strength to keep going so that I could conclude this long process, and to my family who supported and motivated me not to give up.

*María Fernanda*

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*Dennis*

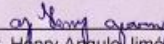
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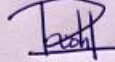
Thanks, Dennis, for being a great classmate. You were the best partner I could have had. Thanks for being kind, patient, and extremely responsible.

*María Fernanda*

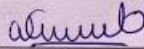
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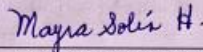
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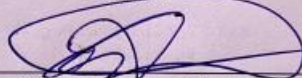
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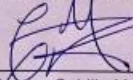


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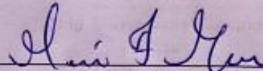


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## Resumen

La globalización ha vuelto los mercados laborales extremadamente competitivos y la revolución en las tecnologías de la información ha hecho que la comunicación en tiempo real entre personas en diferentes partes del mundo sea fácil y accesible. En este contexto, el inglés se ha posicionado como una *lingua franca* y la demanda de cursos especializados para enseñar al personal cómo llevar a cabo tareas laborales específicas en inglés, Inglés con Fines Específicos (IFE), ha incrementado. Un punto importante para tomar en cuenta es el hecho de que algún número de importantes colaboradores podría tener un nivel de inglés bajo y encontrar dificultades para beneficiarse de un curso de IFE, que suele ser demandante. Este estudio tiene por objetivo analizar el efecto percibido de utilizar una serie de prácticas “EDUCATIVAS” encontradas en la literatura en un grupo de principiantes para ayudarles a aprovechar un curso de IFE diseñado para trabajadores municipales en Costa Rica. Este reporte incluye el análisis de necesidades llevado a cabo para ubicar las necesidades, preferencias y carencias de la población, el currículo diseñado para el curso, la revisión de la literatura consultada para dicho diseño, la justificación de la inclusión de algunas de esas prácticas en el diseño del curso y una reflexión acerca de los efectos que estas prácticas tuvieron en la población.

*Palabras clave:* IFE, TBLT, principiantes, prácticas, análisis de necesidades

## **Abstract**

Globalization has made job markets extremely competitive, and the revolution in information technology has made real-time communication between people in different parts of the world easy and accessible. In this context, English has reached the position of a *lingua franca*, and demand for specialized courses to train employees to carry out specific, job-related tasks in English, English for Specific Purposes (ESP), has increased. One important issue to consider is the fact that many workers who may be very valuable for their companies could be low-proficient in English and may struggle to reap the benefits of a demanding ESP course. The present study bears the objective of analyzing the perceived effects of teaching practices found in the literature on a group of beginner students to help them take advantage of an ESP course designed for Costa Rican municipal workers. This report includes the needs analysis carried out to pinpoint the needs, wants, and lacks of the population, the syllabus designed for the ESP course, the review of the literature consulted for the design of the course, the rationale behind the inclusion of some of those practices in said design, and a reflection about their effects on the beginner students.

*Keywords:* ESP, TBLT, beginners, teaching practices, needs analysis



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## **Lista de Abreviaturas**

**IFE:** Inglés con Fines Específicos

**ESP:** English for Specific Purposes

**CEFR:** Common European Framework Reference

**TBLT:** Task-Based Language Teaching

**SLA:** Second Language Acquisition

**EGP:** English for General Purposes

**EFL:** English as a First Language

**LOTS:** Low Order Skills

**HOTS:** High Order Skills

**WMTTAC:** William and Mary Training and Technical Assistant Center

**PW:** Pair work

**GW:** Group work



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## **Teaching ESP to Beginner Students: An Analysis of Teaching Practices Suggested in the Literature and Their Perceived Effect on Learning**

The present study is a requisite to opt for the Master's degree in English Teaching as a Foreign Language at the University of Costa Rica. It consisted of the design and teaching of an online English course abiding by the Task Based Language Teaching (TBLT) method and the English for Specific Purposes (ESP) approach aimed at employees of a Costa Rican municipal government with low language proficiency. The course was offered via Zoom and had to train students in using strategies and the language necessary to carry out some of their real-life tasks in English, for example, interacting via email and providing constituents with information about municipal processes and their requirements.

The first chapter of this report presents the needs analysis that served as the basis for the design of the ESP course, in which the needs, lacks, and wants of the population were ascertained. The second chapter presents the course design proposal, including the syllabus with the course goals and objectives and the corresponding assessment instruments.

The last three chapters of the report attempt to answer the following question and sub-questions:

- How effective are teaching practices proposed in the literature for teaching ESP to beginners in an online course for municipal employees?
  - What teaching practices identified in the literature can help beginning students benefit from an online ESP course?
  - What was the reasoning behind the selection of each of the teaching practices used in the online ESP course at a beginner level?
  - What is the perceived impact of the teaching practices used in the course on the students' ability to perform real-world tasks at a beginner level?

Thus, these last chapters have a tripartite purpose. Firstly, they review the ESP and English as a Foreign Language (EFL) literature to gather suggested practices to teach reading, writing, and

speaking skills to beginner students in an ESP context. Secondly, they expound on the reasons why certain suggested practices were selected to be part of the course aimed at municipal employees. Finally, the study presents a reflection about the perceived impact of using the literature-proposed practices on each of the macro skills emphasized in the course.

### **Chapter I: Needs Analysis**

The present needs analysis was carried out to gather relevant information from nineteen public workers at a Costa Rican Municipality about their English language abilities, needs, lacks, and wants regarding their present and future professional activities. This process was an essential step in order to design a 100% virtual English course tailored to meet the necessities of this population to perform their everyday work tasks in English when necessary. This process will also allow the student teachers to elaborate a syllabus comprising activities that the target population will find meaningful, enjoyable, and achievable to maintain motivation and commitment.

#### **Population's General Background**

The Municipality manages canton resources, interests, and municipal services to promote the general welfare and quality of life of 142,774 people who live under its jurisdiction. It also promotes the integral development of companies, institutions, and organizations with environmental sustainability. The field of work of the target population revolves around public service in general terms. Even though most of the participants hold different positions at the Municipality, all of them are required to communicate with citizens in both formal and informal contexts as part of their jobs. For example, they have to communicate with residents who visit the city hall to request information about municipal services, ask for help or guidance to fulfill municipal procedures, request permits for patents, apply for services, pay for taxes or fines, inquire about their municipal payments, and file complaints. They can also carry out those tasks via email or over the telephone. Additionally, those who work outside the city hall have to perform the same tasks but in more informal contexts. For instance, constituents sometimes

approach them while they are intervening on a road or attending to municipal property or infrastructure. However, the number of times they are required to perform said tasks in English is very reduced according to municipal representatives. Hence, the main objective of the Municipality with this course is to have a body of employees who are able to guide and orientate English-speaking residents when they approach the local government for any reasons and by any means (face-to-face formal and informal interactions, phone calls, emails, among others).

The benefit of developing English language skills among this population is the improvement that it could represent for the communication of the local government with some of its constituents and its response capacity. Also, it may increase the customer service quality of the Municipality, which will be able to take better care of English-speaking residents. Furthermore, it could facilitate negotiation processes with international entities which may want to cooperate with the local government of the canton.

## **Methodology**

### ***Research Approach***

This research project relies mostly on quantitative data, and it also includes a qualitative data section. Both qualitative and quantitative approaches were used to collect information that supported the purpose of the needs analysis; therefore, this research can be defined as mixed methods. Creswell (2003) defines the mixed method as one in which "the collection of information involves the collection of both numerical and textual information so that the final database represents both qualitative and quantitative information" (p.18).

This project consisted of two main stages. First, the researchers analyzed the answers provided in an interview where the stakeholders explained generalities and details about the population. The second stage had to do with a questionnaire gathering data about the participants' needs, wants, and lacks. To obtain the necessary information, the researchers applied a variety of techniques to guarantee multiple perspectives on each matter: researchers'



own notes, surveys addressed to stakeholders, as well as a questionnaire addressed to students. The data collected with the questionnaire was triangulated with the one collected with the interview.

The data collection of this needs analysis was based on an 18-question online questionnaire designed to gather general and specific information about the participants.

Additionally, a nine-question online semi-structured interview was carried out in order to triangulate the findings and ensure the validity of the data gathered with the questionnaire.

Based on the importance and order of the data collection, this study is classified as a QUAN-qual type of research, in a concurrent parallel design, following the guidelines and recommendations proposed by Creswell (2003). According to the author, a concurrent design should be used when researchers seek to obtain different types of data in order to strengthen the triangulation of the information and achieve a sense of corroboration of the information obtained in both methods. This needs analysis allowed the team to collect data, draw conclusions, make interpretations, and build an initial understanding of the population in a clear manner to apply it to the needs, lacks, and scenarios they would need to be exposed to in an ESP course in order to meet their work- and field-related needs.

### ***Context***

A group of three student teachers carried out a study with municipal workers. The course for the population will be designed taking into consideration all the information collected from the Needs Analysis and the Diagnostic Test. The information was collected using an interview, a questionnaire, and a diagnostic test with the aid of technological tools such as Zoom and Google Forms. Data for this research was collected from students who are employees at a Costa Rican Municipality. Communication with the population took place remotely via digital means due to the geographical separation between the team of student teachers and the population.

### ***Participants***

The population consists of 19 professionals who are working at a Costa Rican Municipality. Their ages range from 20 to 60 years old. All participants are Spanish speakers who come from different socio-cultural, regional, and educational backgrounds.

### ***Instruments***

Two instruments were administered to gather the data from the stakeholders and the participants.

**Semi-structured Interview with Stakeholders.** The first instrument used was a semi-structured interview and consisted of 9 questions; it was carried out online using the online meeting platform Zoom. The aim of the interview was to gather background information related to the population and generalities about their tasks and positions at the municipality. (see Appendix A).

**Online Questionnaire.** The second instrument was an online questionnaire completed by the participants (see Appendix B) created on Google Forms, an online tool that allows for information collection through a personalized set of questions. The questionnaire consisted of three questions to elicit personal information; one checklist about access to technological tools; two checklists about previous experience with the language; three checklists about their English needs, interactions, and topics; four checklists, a ranking scale, and a Likert scale to elicit information about their English skills; and three checklists about their learning preferences in terms of activities, learning materials, and assessment techniques. Each participant had to read and select the most suitable answer to each question. Some of the items included in the questionnaire were fill in the blanks, multiple-choice questions, and Likert scales. Participants were asked to complete these items sincerely to better understand the overall situation. These items were created to collect relevant information regarding the participants' personal information, their access to technology, their English background experience, their English skills and needs, the importance of job-related tasks, and their preferences regarding skills, tasks,

and class activities. When respondents answered the questions, the results were automatically saved for researchers to analyze.

### ***Procedures***

**Interview Procedures.** The semi-structured interview was held by two of the researchers with the Municipality Human Resources Director and the Labor Market Intermediation Coordinator, who were the two main stakeholders. A Zoom-meeting link was sent to the participants, and the researchers asked them the previously defined questions as well as follow-up questions when the need arose. The researchers also requested real English documents that are common in the Municipality's everyday activities.

**Questionnaire Procedures.** A link to the questionnaire was sent via Google Forms. The participants used their technological devices to answer the form. It took them approximately 15 minutes to complete the entire questionnaire.

### **Results and Discussion**

#### ***Interests of Primary Stakeholders***

According to the answers to the semi-structured interview obtained during the meeting held with the Municipality Human Resources Director and the Labor Market Intermediation Coordinator, the population's main interest is to be able to handle written and oral communication in English with the main objective of interacting with users of municipal services. They need to assist constituents with municipal transactions, convey information to external users, and negotiate with the municipality's providers (K. Arias-Hidalgo & J. Hernández-Carvajal, personal communication, April 22, 2021).

The population will also require English to send and read emails, to guide users through municipal transactions, to coordinate labor market movements, to interact with providers, to answer users' questions or requests, to attend to users' complaints, to arrange international projects, to process forms, and to notify English-speaking property owners of various legal issues. Additionally, the stakeholders reported that the tasks of municipal employees require

spontaneous interactions in person, via e-mail, phone, and virtual meetings with the public, staff from other institutions, and personnel from non-governmental organizations and other government organizations (K. Arias-Hidalgo & J. Hernández-Carvajal, personal communication, April 22, 2021).

As can be seen, the work-related English needs of municipal employees comprise a very diverse set of language functions. A considerable number of the tasks reported by the stakeholders lend themselves to ESP purposes. Nonetheless, many of them may demand more than the population can achieve in terms of proficiency. Therefore, student teachers need to design tasks (in the course) that prepare students to complete target tasks (in the real world) to the best of their abilities.

### **Group Profile**

The target population comprises 20 learners who are working for the Municipality. This population is very heterogeneous and consists of employees from different departments as shown in Table 1.

#### **Table 1**

##### *Positions at Work*

---

*Technical Assistants*

*Agenda Coordinators (Labor Market Intermediation, Municipal Treasury, Legal Advice, and Municipal Services)*

*Collection Worker*

*Municipal Council Secretary*

*Tourist Office Manager*

*Charge Inspector*

Surveyor

System Analyst

Road Management Operative

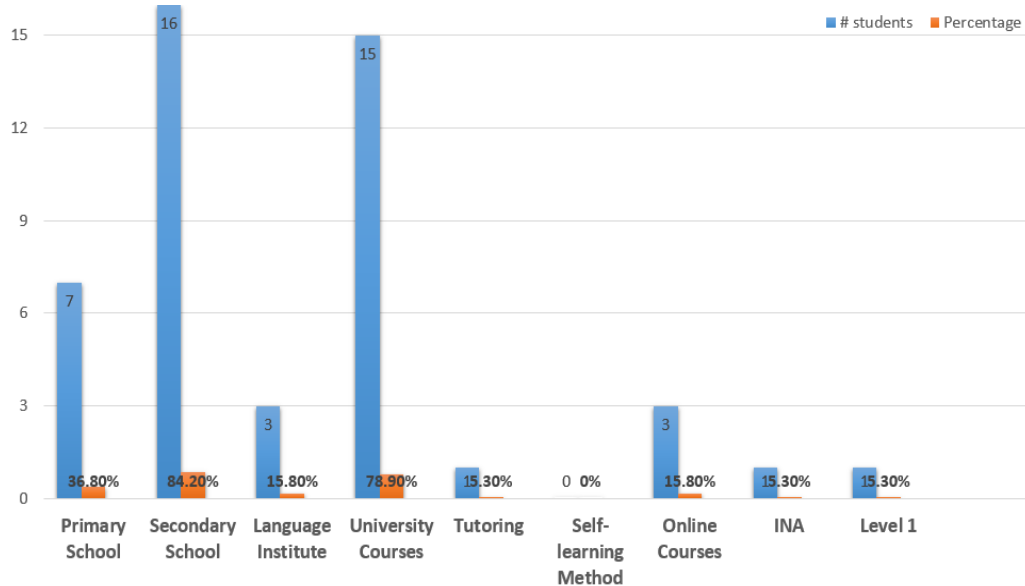
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### **Students' Educational Background**

The participants' previous exposure to English was limited to high school (84.2 %) and university courses (78.9 %) as reported in the questionnaire. All the answers provided by the participants can be seen in Figure 1.

**Figure 1**

*Previous Experience with the English Language*



This population was selected based on their willingness to be part of an English for Specific Purposes course. Therefore, this course works with an opportunity sample consisting of “members of a target population [who] are selected for the purpose of the study if they meet certain practical criteria, such as (...) the willingness to volunteer” (Dörnyei, 2011, p. 98-99). The group was assigned to the student teachers by the coordinators of the Master’s program who

previously contacted the population. The sample was established upon a cooperation agreement with the public institution interested in training their workers in order to improve their English proficiency levels. The group consists of municipal workers who willingly accepted to participate in the English course created by the Master's program at the University of Costa Rica.

### ***Descriptions of Students' Needs***

Table 2 shows the job-related tasks in which students need or may need to use English.

**Table 2**

*Professional or Job-related Activities that Involve or May Involve the Use of English*

Job-related Activities	# of students	Percentage
Face-to-face conversations	18	94.70%
Telephone conversations	16	84.20%
Writing emails	16	84.20%
Reading emails	16	84.20%
Creating publicity (physical format)	2	10.50%

Creating publicity (digital format)	3	16%
Participating in trainings	11	57.90%
Attending conferences	10	52.60%
Giving information to foreign constituents	16	84.20%
Guiding Constituents	14	73.70%
Organizing meetings (online and/or Face-to-face)	8	42.10%
Participating in meetings (online and/or Face-to-face)	10	52.60%
Reading documents (manuals)	15	78.90%
Writing documents (manuals)	12	63.20%
Managing projects	6	31.60%
Organizing conferences	1	5.30%
Being prepared for job tasks in English if necessary (SIC)	1	5.30%

---

As seen in Table 2, when asked about job-related activities in which they need or may need to use English, in terms of speaking communicative needs, a vast majority of participants indicated that face-to-face (94%) and telephone conversations (82%) are important tasks in which they may need to use English.

Additionally, in terms of relevant documents, 82.4% indicated reading and writing emails as important job activities. A lower percentage (78.9%) suggested that reading manuals, articles, forms, or bills is a common task that involves or may involve the use of English in their

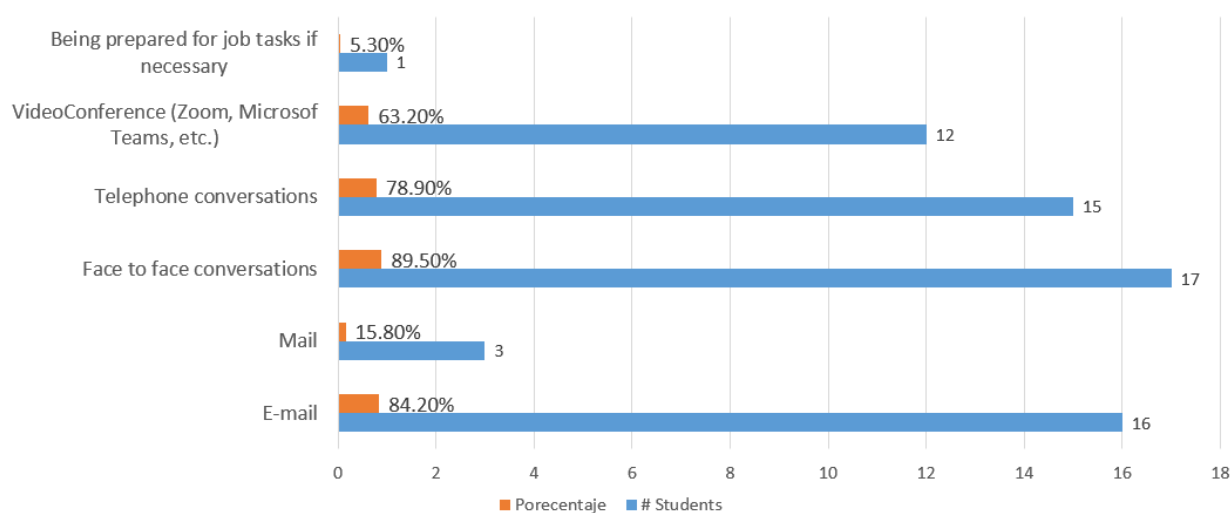
jobs. Finally, reading and writing documents is a key job-related task to be considered for course design from the perspective of both course participants and stakeholders.

As mentioned before, the Municipality employees expressed the need to interact in customer-service-related English. As Figure 2 shows, giving information to constituents and advising them represent important activities for more than 70% of the participants.

Participants were also asked about the specific job interactions that require or will require English to be performed. The results are shown in Figure 2.

## Figure 2

### *Job Interactions that Require or Will Require the Use of English*



As shown in Figure 2, face-to-face conversations seem to be one of the participants' main commonalities. It represents the main interaction in English for 89.5% of the population. In addition, 84.2% asserted that communication via email also requires the use of English. Finally, telephone conversations were rated as common interactions by 78.9% of the participants.

Students reported having speaking communicative needs such as face-to-face conversations and telephone conversations as a priority for the completion of their work-related



tasks. Also, written communication such as writing and reading emails represents a significant need that will be taken into account for course design.

### ***Descriptions of Students' Wants***

Future students were asked to indicate their priorities regarding skills that they would like to improve in English. As Table 3 shows, there is an evident priority concerning oral and speaking skills, which 84% rated as their first priority.

**Table 3**

*Order of Priority Reported for the Four Macro-skills by the Participants*

1	2	3	4
Speaking	Writing	Listening	Reading
84%	36%	52%	52%

Moreover, writing and listening seem to be the other two important priorities for students. These results will be fundamental for the design of the ESP course.

Thinking of the importance of students' teaching and learning preferences when designing a course, participants were asked three specific questions regarding enjoyable activities in English classes, activities they would like to perform in classes, and finally, the kind of feedback they would like to receive.

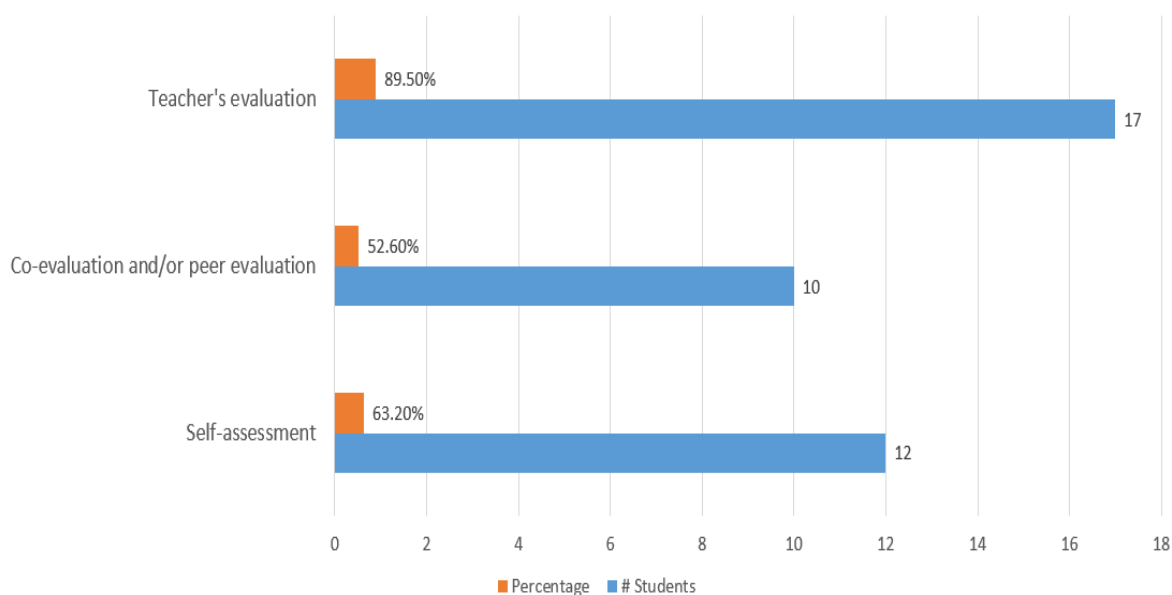
The results about activities that the students consider enjoyable in classes show that 89.5% of the survey respondents asserted that pronunciation exercises are the most enjoyable activity. Next in order of importance, group discussions and pair work were chosen by 68.4% of the participants. Oral presentations represented only 63.2% of the population's interest, followed by songs with 63.2%.

When the students were asked about preferences for materials, three materials were chosen as the most frequent that the students would like to use in class: pictures, videos, and technological tools to give oral presentations.

A common preference for visual materials could be defined since 94.7% of the population stated that they would like to use photographs or pictures as class materials. As instructors, it would be relevant to think of effective learning and teaching techniques to incorporate these visuals into oral production activities in order to also address their high interest in improving their oral production skills. Oral production skills and the use of visual materials seem to be two strong commonalities for this population. Videos represent the interest of 89.5% of the students, showing that using these materials would be a compelling means to cater to their listening needs. Finally, the use of technology as a tool to give oral presentations is the third material with the highest percentage, reflecting the preference of 73.7% of the students.

### Figure 3

#### *Feedback and Assessment Preferences*



Feedback provided by the teacher is one of the main interests of the respondents. As shown in Figure 3, 89.5% of the students would like teacher feedback to be included in the course. Secondly, self-assessment and peer feedback represent the interest of more than 50%

of the students. These numbers reveal that even when feedback from the teacher is their main priority, a combination of assessment methods could be included in the course to address all students' needs and wants.

As seen in the previous results, the main students' priority in terms of macro skills is speaking. Additionally, there is a strong students' preference for pronunciation exercises, group and individual work, and oral presentations. Finally, pictures and songs are two of the most enjoyable activities for the students.

### ***Descriptions of Students' Lacks***

The questionnaire also included questions regarding students' lacks. For example, some students reported having difficulties when asked to complete writing tasks in English.

The main difficulty expressed by the participants is related to their writing skills. A high percentage (52.6%) considers writing in English to be their most deficient skill. This result strongly supports the results for the previous classification of priorities in which students selected improving writing skills as one of their needs and their second priority after oral skills.

In terms of oral skills, a significant percentage of participants (47.5%) perceived their ability to speak as "deficient". At the same time, 31.6% reported that they have a fair ability to produce orally. Only one student considered his oral ability as "very good".

Regarding listening skills, almost half of the participants perceived their listening ability as deficient, a number equal to those who rated their speaking ability in the same way. However, the interest in improving the skill was not the same as for speaking given that listening skills were ranked in third place as a priority while speaking was ranked first.

Reading was previously ranked as the last priority for skills to be improved. At the same time, the ability to read was classified as "good" by nearly four out of ten participants, obtaining the highest rating of any skill for perceived current ability. If combined with another third who rated their reading ability as fair, the overall result was the most positive out of all the skills. This


is consistent with the skill being ranked last as a priority for improvement, a result that will be considered to make decisions for course design.

## Students' Individual Profiles

# MPZ001

TECHNICAL ASSISTANT

### GENERAL INFORMATION

 6052-2821

 allanmpz46@gmail.com

### EXPERIENCE WITH LANGUAGE

- Elementary
- High School
- University courses
  - Less than a year

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = fair
- Reading = fair
- Writing = bad

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Give information to constituents
- Read documents
- Solve conflicts
- Attend to inquiries
- Explain municipal processes
- Offer and ask for cooperation

### WANTS

- 1. Oral - 2. Listening - 3. Writing - 4. Reading
- Oral presentations, debates, discussions, PW, GW, pronunciation drills, songs
- Pictures, videos, slideshows, conferences
- Self-assessment, teacher-assessment

### LACKS

- Oral presentation skills
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Giving instructions and suggestions
- Attending to users

# MPZ002

## MUNICIPAL TREASURY COORDINATOR

### GENERAL INFORMATION

 8867-5004

 alcidesariasz@gmail.com

### EXPERIENCE WITH LANGUAGE

- High School
- University courses
  - less than a year

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = bad
- Reading = fair
- Writing = bad

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend training sessions or conferences
- Advise constituents about municipal processes
- Give information to constituents
- Schedule and participate in meetings
- Read and write documents
- Manage projects
- Solve conflicts
- Attend to inquiries
- Explain municipal processes
- Offer cooperation

### WANTS

- 1. Writing - 2. Oral - 3. Listening - 4. Writing
- Oral presentations, debates, discussions, IW, pronunciation drills, graphic organizers, songs
- Pictures, audios, videos, slideshows, magazines, newspapers, websites
- Peer-assessment, teacher-assessment

### LACKS

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Reading skills (emails)
- Pronunciation
- Giving instructions and suggestions
- Attending to users

# MPZ003

## TECHNICAL ASSISTANT

### GENERAL INFORMATION

 8308-0780

 jariasmoja@gmail.com

### EXPERIENCE WITH LANGUAGE

- High School
- University courses
- INA
  - Less than a year

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = bad
- Reading = fair
- Writing = bad

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend training sessions or conferences
- Schedule and participate in meetings
- Advise constituents about municipal processes
- Give information to constituents
- Read and write documents
- Manage projects
- Solve conflicts
- Attend to inquiries
- Explain municipal processes
- Offer and ask for cooperation

### WANTS

- 1. Listening - 2. Oral - 3. Writing - 4. Reading
- Oral presentations, board games, discussions, IW, PW, GW, pronunciation drills, songs
- Pictures, audios, videos, slideshows, learning apps
- Peer-assessment, teacher-assessment

### LACKS

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Pronunciation
- Giving instructions and suggestions
- Attending to users

# MPZ004

LEGAL ADVICE  
COORDINATOR

## GENERAL INFORMATION

📞 8825-0512

✉️ jimyaras@abogados.or.cr

## EXPERIENCE WITH LANGUAGE

- Elementary
- High School
- Language institute
- Online course
  - 1-2 years

## PERCEIVED PROFICIENCY

- Oral = good
- Aural = good
- Reading = good
- Writing = good

## NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend conferences
- Advise constituents about municipal processes
- Give information to constituents
- Read/write documents
- Solve conflicts
- Attend to inquiries
- Explain municipal processes
- Offer cooperation
- Manage projects

## WANTS

- 1. Oral - 2. Writing - 3. Listening - 4. Reading
- Oral presentations, board games, discussions, IW, PW, GW. note taking, competition, pronunciation drills, graphic organizers, songs
- Pictures, videos, songs, slideshows, magazines, newspapers, documents, websites
- Self-assessment, teacher-assessment

## LACKS


- Listening skills (audio recordings, conferences)
- Speaking skills (face-to-face and telephone conversation)
- Giving instructions
- Attention to users



# MPZ005

## LABOR MARKET INTERMEDIATION COORDINATOR

### GENERAL INFORMATION

 6996-4437

 kariashidalgo@gmail.com

### EXPERIENCE WITH LANGUAGE

- None

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = bad
- Reading = fair
- Writing = bad

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Create digital ads
- Participate in meetings
- Advise constituents about municipal processes
- Give information to constituents
- Read documents
- Attend to inquiries
- Explain municipal processes
- Offer cooperation

### WANTS

- 1. Oral - 2. Listening - 3. Reading - 4. Writing
- Board games, discussions, songs, pronunciation drills, graphic organizers
- Pictures, audios, videos, phone calls
- Teacher-assessment

### LACKS

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Reading skills (emails)
- Pronunciation
- Giving instructions and suggestions
- Attending to users

# MPZ006

## COLLECTION WORKER

### GENERAL INFORMATION

7142-0754

ronaldbv290@gmail.com

### EXPERIENCE WITH LANGUAGE

- Elementary
- High School
- Private tutoring
  - 1-2 years

### PERCEIVED PROFICIENCY

- Oral = very good
- Aural = very good
- Reading = good
- Writing = good

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Create digital and physical ads
- Attend training sessions or conferences
- Advise constituents about municipal processes
- Give information to constituents
- Schedule and participate in meetings
- Read and write documents
- Manage projects
- Do job reports
- Solve conflicts
- Attend to inquiries
- Explain municipal processes
- Offer and ask for cooperation
- Delegate tasks

### WANTS

- 1. Oral - 2. Listening - 3. Reading - 4. Writing
- Oral presentations, debates, board games, discussions, IW, PW, GW, note taking, competition games, graphic organizers, pronunciation drills, songs
- Pictures, audios, videos, slideshows, newspapers, documents, websites, learning apps, conferences, phone calls
- Self-assessment, peer-assessment, teacher-assessment

### LACKS

- Writing skills (emails)
- Reading skills (emails)
- Giving instructions and suggestions
- Attending to users

# MPZ007

## TECHNICAL ASSISTANT

### GENERAL INFORMATION

---

 8792-8420

 kendry\_07@hotmail.com

### EXPERIENCE WITH LANGUAGE

- High School

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = bad
- Reading = bad
- Writing = bad

### NEEDS

---

- Hold face-to-face and telephone conversations
- Read and write emails
- Participate in training sessions
- Exchange information
- Advise constituents about municipal processes
- Read documents
- Schedule meetings
- Attend to inquiries
- Explain municipal processes

### WANTS

---

- 1. Oral - 2. Listening - 3. Reading - 4. Writing
- Board games, Group discussions, PW, Competition, Pronunciation drills
- Pictures, audios, videos, songs, slideshows, learning apps, conferences, Phone calls
- Teacher-assessment

### LACKS

---

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Reading skills (emails)
- Pronunciation
- Giving instructions and suggestions
- Attention to users

# MPZ008

## TECHNICAL ASSISTANT

### GENERAL INFORMATION

 8800-6341

 agranados10@gmail.com

### EXPERIENCE WITH LANGUAGE

- Elementary
- High School
- University courses
  - 3-4 years

### PERCEIVED PROFICIENCY

- Oral = fair
- Aural = fair
- Reading = good
- Writing = good

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend training sessions or conferences
- Advise constituents about municipal processes
- Give information to constituents
- Schedule and participate in meetings
- Read and write documents
- Solve conflicts
- Attend to inquiries
- Explain municipal processes
- Offer and ask for cooperation

### WANTS

- 1. Oral - 2. Writing - 3. Listening - 4. Reading
- Oral presentations, debates, discussions, IW, PW, GW, competition games, pronunciation drills, songs
- Pictures, audios, videos, slideshows, magazines, newspapers, documents, websites, learning apps, conferences, phone calls
- Self-assessment, peer-assessment, teacher-assessment


### LACKS


- Listening skills (audio recordings)

# MPZ009

MUNICIPAL COUNCIL  
SECRETARY

## GENERAL INFORMATION

 8602-4151

 adriherreraq@gmail.com

## EXPERIENCE WITH LANGUAGE

- Elementary
- High School
- University courses
  - 1-2 years

## PERCEIVED PROFICIENCY

- Oral = fair
- Aural = fair
- Reading = good
- Writing = fair

## NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend training sessions or conferences
- Give information to constituents
- Read and write documents
- Solve conflicts
- Attend to inquiries

## WANTS

- 1. Oral - 2. Writing - 3. Listening - 4. Reading
- Oral presentations, PW, pronunciation drills, songs
- Pictures, audios, videos, slideshows, documents
- Self-assessment, peer-assessment, teacher-assessment

## LACKS

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Giving instructions and suggestions
- Attending to users

# MPZ010

## TOURIST OFFICE MANAGER

### GENERAL INFORMATION

---

 8985-8627

 oleivaalpizaregmail.com

### EXPERIENCE WITH LANGUAGE

- University courses
  - 3-4 years

### PERCEIVED PROFICIENCY

- Oral = good
- Aural = good
- Reading = good
- Writing = fair

### NEEDS

---

- Hold face-to-face conversations
- Participate in meeting
- Read documents
- Attend to inquiries
- Offer cooperation

### WANTS

---

- 1. Oral - 2. Reading - 3. Listening - 4. Writing
- Discussions, pronunciation drills
- Pictures, videos, conferences
- Teacher-assessment

### LACKS

---

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Giving instructions and suggestions
- Attention to users

# MPZ011

## COLLECTIONS INSPECTOR

### GENERAL INFORMATION

 8822-4298

 nleon@mpz.go.cr

### EXPERIENCE WITH LANGUAGE

- High School
- University course
  - Less than a year

### PERCEIVED PROFICIENCY

- Oral = fair
- Aural = bad
- Reading = bad
- Writing = bad

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend training sessions or conferences
- Advise constituents about municipal processes
- Participate in meetings
- Write documents
- Do job reports
- Solve conflicts
- Attend to inquiries
- Explain municipal processes
- Offer and ask for cooperation
- Delegate tasks

### WANTS

- 1. Oral - 2. Writing - 3. Listening - 4. Reading
- Oral presentations, debates, discussions, IW, PW, GW, note taking, graphic organizers, pronunciation drills, songs
- Pictures, audios, videos, slideshows, documents, learning apps, phone calls
- Self-assessment, peer-assessment, teacher-assessment

### LACKS

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Reading skills (emails)
- Pronunciation
- Giving instructions and suggestions
- Attending to users

# MPZ012

## SURVEYOR

### GENERAL INFORMATION

📞 8816-3202

✉️ walomata@gmail.com

### EXPERIENCE WITH LANGUAGE

- High School
- University courses
  - Time: 5+ years

### PERCEIVED PROFICIENCY

- Oral = fair
- Aural = good
- Reading = good
- Writing = fair

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Advise constituents about municipal processes
- Give information to constituents
- Solve conflicts
- Offer cooperation
- Do job reports
- Exchange information

### WANTS

- 1. Oral - 2. Reading - 3. Listening - 4. Writing
- Oral presentations, discussions, IW, PW, GW, pronunciation drills, graphic organizers
- Pictures, audios, videos, slideshows, magazines, newspapers, documents, websites, learning apps, conferences
- Self-assessment, peer-assessment, teacher-assessment

### LACKS

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephonic conversations)
- Writing skills (emails)
- Giving instructions and suggestions




# MPZ013

## TECHNICAL ASSISTANT

### GENERAL INFORMATION

---

 8704-1380

 andresmongecalvo@hotmail.com

### EXPERIENCE WITH LANGUAGE

- High School

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = bad
- Reading = bad
- Writing = bad

### NEEDS

---

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend training sessions
- Advise constituents about municipal processes
- Give information to constituents
- Read and write documents
- Solve conflicts
- Attend to inquiries
- Explain municipal processes

### WANTS

---

- 1. Oral - 2. Writing - 3. Reading - 4. Listening
- Oral presentations, debates, board games, IW, PW, GW, pronunciation drills
- Pictures, audios, videos, slideshows
- Self-assessment, peer-assessment, teacher-assessment

### LACKS

---

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Reading skills (emails)
- Pronunciation
- Giving instructions and suggestions
- Attending to users

# MPZ014

## SYSTEM ANALYST

### GENERAL INFORMATION

 8990-8995

 rubenmoravargas@hotmail.com

### EXPERIENCE WITH LANGUAGE

- Elementary
- High School
- University courses
- Online course
  - Less than a year

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = bad
- Reading = fair
- Writing = bad

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Create digital and physical ads
- Attend training sessions or conferences
- Advise constituents about municipal processes
- Give information to constituents
- Schedule and participate in meetings
- Read and write documents
- Manage projects
- Do job reports
- Solve conflicts
- Attend to inquiries
- Explain municipal processes
- Offer and ask for cooperation
- Delegate tasks
  - Generate conferences (Others)

### WANTS

- 1. Writing - 2. Reading - 3. Listening - 4. Oral
- Oral presentations, debates, board games, discussions, GW, competition games, pronunciation drills, graphic organizers
- Pictures, videos, slideshows, magazines, newspapers, documents, websites, learning apps, conferences, phone calls
- Teacher-assessment

### LACKS


- Oral presentation skills
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Giving instructions and suggestions
- Attending to users


# MPZ015

## TECHNICAL ASSISTANT

### GENERAL INFORMATION

---

 8707-6171

 damouma26@hotmail.com

### EXPERIENCE WITH LANGUAGE

- High School
- University courses
- Language institute
  - 1-2 years

### PERCEIVED PROFICIENCY

- Oral = fair
- Aural = fair
- Reading = fair
- Writing = fair

### NEEDS

---

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend training sessions or conferences
- Give information to constituents
- Schedule and participate in meetings
- Read and write documents
- Manage projects
- Attend to inquiries
- Offer and ask for cooperation

### WANTS

---

- 1. Oral - 2. Listening - 3. Reading - 4. Writing
- Board games, IW, PW, GW, note taking, pronunciation drills, graphic organizers, songs
- Pictures, audios, videos, slideshows, magazines, newspapers, conferences
- Self-assessment

### LACKS

---

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Reading skills (emails)
- Giving instructions and suggestions
- Attending to users

# MPZ016

## MUNICIPAL SERVICES COORDINATOR

### GENERAL INFORMATION

📞 8825-9361

✉ Lorenunezb@hotmail.com

### EXPERIENCE WITH LANGUAGE

- University courses

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = bad
- Reading = bad
- Writing = bad

### NEEDS

- Hold face-to-face and telephone conversations
- Read and write emails
- Advise constituents about municipal processes
- Give information to constituents
- Read and write documents
- Manage projects
- Do job reports
- Solve conflicts
- Attend to inquiries
- Offer cooperation
- Delegate tasks

### WANTS

- 1. Oral - 2. Listening - 3. Writing - 4. Reading
- Board games, PW, note taking, songs
- Pictures, magazines, newspapers
- Teacher-assessment

### LACKS

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Reading skills (emails)
- Pronunciation
- Giving instructions and suggestions
- Attending to users

# MPZ017

## ROAD MANAGEMENT OPERATIVE

### GENERAL INFORMATION

📞 6004-6908

✉️ dquesada317@gmail.com

\*Doesn't have a computer\*

### EXPERIENCE WITH LANGUAGE

- High School
- Language institute
  - Less than a year

### PERCEIVED PROFICIENCY

- Oral = fair
- Aural = fair
- Reading = good
- Writing = fair

### NEEDS

- Be ready in case their job needs them

### WANTS

- 1. Oral - 2. Writing - 3. Listening - 4. Reading
- PW
- Videos
- Self-assessment, peer-assessment, teacher-assessment

### LACKS

- Oral presentation skills
- Listening skills (conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Giving instructions and suggestions
- Attending to users

# MPZ018

## TECHNICAL ASSISTANT

### GENERAL INFORMATION

---

 8394-1502

 ctenorio@mpz.go.cr

### EXPERIENCE WITH LANGUAGE

- High School

### PERCEIVED PROFICIENCY

- Oral = bad
- Aural = bad
- Reading = bad
- Writing = bad

### NEEDS

---

- Hold face-to-face conversations
- Give information to constituents
- Advise constituents about municipal processes
- Attend to inquiries
- Explain municipal processes
- Offer cooperation
- Do job reports

### WANTS

---

- 1. Oral - 2. Listening - 3. Reading - 4. Writing
- Board games, IW, pronunciation drills, songs
- Pictures.
- Self-assessment

### LACKS

---

- Oral presentation skills
- Listening skills (audio recordings, conferences)
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Writing skills (emails)
- Reading skills (emails)
- Pronunciation
- Giving instructions and suggestions
- Attending to users

# MPZ019

## TECHNICAL ASSISTANT

### GENERAL INFORMATION

---

 8337-7479

 evarela@mpz.go.cr

### EXPERIENCE WITH LANGUAGE

- Elementary
- High School
- University courses
- Online course
  - 1-2 years

### PERCEIVED PROFICIENCY

- Oral = very good
- Aural = very good
- Reading = very good
- Writing = very good

### NEEDS

---

- Hold face-to-face and telephone conversations
- Read and write emails
- Attend training sessions or conferences
- Advise constituents about municipal processes
- Give information to constituents
- Schedule and participate in meetings
- Read and write documents
- Attend to inquiries
- Explain municipal processes
- Offer cooperation

### WANTS

---

- 1. Oral - 2. Writing - 3. Listening - 4. Reading
- Oral presentations, debates, board games, discussions, IW, PW, GW, note taking, competition games, graphic organizers, pronunciation drills, songs
- Pictures, audios, videos, slideshows, magazines, newspapers, documents, websites, learning apps, conferences, phone calls
- Self-assessment, peer-assessment, teacher-assessment

### LACKS

---

- Oral presentation skills
- Speaking skills (informal/formal face-to-face and telephone conversations)
- Giving instructions and suggestions
- Attending to users

## **Diagnostic Test**

### ***Test Administration Issues***

This test was designed using FlipGrid and GoogleForms, two online apps in which students could read the tasks, access support material (when necessary), record a video with their performance, listen to audios to register their answers to short questions, and read emails to complete written tasks. In addition, the participants were included in a WhatsApp group, and they received the links to the different sections of the test by this means with a reminder to approach it most honestly based on their capacities. The participants were given two days to complete the two sections, which consisted of listening tasks, a writing task, and speaking tasks. Then, a second reminder was sent via WhatsApp to the remaining participants to complete the task. This design responds to the key characteristics of the population and the context of the study. They are municipal workers in a region which is four hours away from San José. They have work responsibilities and fixed schedules that they have to abide by. Additionally, this project was carried out during the COVID-19 pandemic and its lockdown regulations. Therefore, having students take the diagnostic test in person was not possible. Similarly, having them join online meetings to take the tasks online proved extremely difficult and time-consuming. For instance, this population struggled to find time to complete the Needs Analysis questionnaire.

The listening section consisted of 3 different tasks (1 audio for each task). The first task was a multiple-choice exercise. The second task asked participants to complete a fill-in-the-blanks activity. Finally, the last task contained two open-ended questions to be answered. The students listened to each audio 3 times. The three tasks took approximately 15 minutes.

The writing section consisted of one productive response item: writing an email. The constructs taken into consideration were task completion, content, and structures. This part was designed to be completed in approximately 15 minutes. First, the participants had to read the instructions, the parts of the email to be included, and the situation. Then, they were asked to



write an email reply to the constituent's concerns (10 lines minimum and 15 lines maximum).

The participants needed approximately 5 minutes to read the email and 10 minutes to write the email response. Three different situations were designed for this part, but the researchers chose and adapted this to be a one-task section due to the participants' skills and time constraints.

The speaking section comprised two speaking tasks. Each of the tasks had to last a maximum of 60 seconds. Completing both (reading the task, reading the supporting material, and recording the answer in each case) took approximately 5 to 10 minutes.

### ***Diagnostic Test Design***

The full diagnostic test can be found in Appendix C.

**Skills Selected.** In the results of the Needs Analysis questionnaire, listening was placed as the students' third priority by 52% of the participants. Moreover, 47.4% of the students evaluated their listening skills as deficient, and 26.3% considered their ability as somewhat limited. In other words, more than 50% of the population reported that they need to improve their listening skills. Also, face-to-face interactions or telephone conversations were the two main activities chosen by participants as one of their fundamental needs, and listening and understanding play an important role in conversations. Thus, this skill was selected for assessment.

Based on the questionnaire results, 36% of the participants placed writing as the second priority. Moreover, 52.6% of the participants evaluated their writing skills as deficient. At the same time, email correspondence in English was ranked by students as one of the most important work-related activities: 84.2% of the population stated that writing emails is one of the top work-related activities where English could be required to interact with Municipal constituents. For this reason, the researchers created a written task to evaluate the participants' writing performance. After analyzing the answers from the participants and stakeholders, the researchers included a section for email writing that was considered a necessary skill for this course and therefore selected for this diagnostic test.

The reading skill was not directly tested in a separate section because stakeholders and participants did not consider it as a priority in the Needs Analysis questionnaire. Also, more than 50% of the participants reported perceiving their reading skills as fair (31.6%) and good (36.8%). Nonetheless, the student teachers decided to test the reading skill integrated into the writing and speaking sections because 84.2% of the sample stated that reading emails was a necessary task. In the speaking section, the students had to complete two different tasks. They had to read two prompts and comprehend all the information in order to develop answers that could be considered relevant to the tasks. When the students failed to understand what they read, their output made it evident. Moreover, in the writing section, participants were required to read the email situation. They needed to fully grasp the purpose of the email in order to appropriately reply to it.

Speaking was selected for assessment because 84.2% of the population ranked it as their first priority for the course. Additionally, in the interview, stakeholders stated that having employees that can engage in spoken interactions in English was one of their aims with this course. Therefore, it was necessary to have an overview of the general proficiency of the population in this skill.

**Constructs Behind the Test.** The listening items were created taking into account specific constructs from the Common European Framework of Reference (CEFR). Moreover, all audios used for this task were designed to resemble real and work-related tasks that participants have to deal with in their everyday job interactions. Three main constructs were adapted to create the listening tasks presented in our diagnostic test:

1. Listening for basic words and simple expressions
2. Listening for main points and factual information
3. Listening for extended speech and discussions

The writing section also took into account constructs from the Common European Framework of Reference (CEFR). The situation created for this task was designed to resemble

real work-related tasks that participants were required to deal with in their everyday job interactions. The research team created three main constructs to assess the writing section task:

1. Task Completion
2. Content
3. Structure

The speaking section assessed the following three constructs with specific aspects using authentic speaking tasks:

1. Task completion
  - a. Relevance of response to the task
  - b. Quantity of language produced
  - c. Ability to provide supporting detail
2. Language resources
  - a. Range of appropriate vocabulary
  - b. Grammatical accuracy
  - c. Grammatical complexity
  - d. Sentence connectors
3. Delivery
  - a. Fluency
  - b. Hesitation
  - c. Pronunciation
  - d. Rhythm

These constructs were taken from Michigan Language Assessment [MLA] (n.d.) and slightly adapted to include connector complexity.

**Types of Items Used to Assess Each Skill.** The test was divided into two sections. Section one covered listening and writing activities. Section two covered the speaking part. The types of items used are described below.

***Receptive Response Items.*** The first listening items consisted of multiple-choice exercises. Students were expected to choose a response rather than produce one. For this stage of the diagnostic, the main objective was to evaluate participants' ability to recognize basic words and simple expressions or phrases. The questions and answers designed for these items followed the principle of basic and simple. In addition, the audios recorded for listening exercises were requests or complaints made by native speakers who were given the specific context and information required to create a text that would be relevant and meaningful for the population.

***Productive Response Items.*** A fill-in-the-blanks activity was created as the second listening task in order to assess the skills of listening for main points and factual information. Participants had to complete the items with specific information from the text. The words or phrases were completely contextualized. A response item was important at this level to evaluate students' independent proficiency skills. They were expected to produce specific output from the input heard. For the third listening task, a short-response item was presented. Students were asked to listen to a text and answer open-ended questions. Even when the text was designed to be clear and natural, the questions intended to obtain a complete answer from the students.

The writing section consisted of one productive response item: writing an email. Students were asked to read a situation and based on it, write an email reply following the structure of the email sample provided by answering specific details. This productive section required students to write an email answering specific questions related to weekly schedules, their roles at the Municipality, and availability. An email sample was provided to serve as a model for the reply's format and structure.

Concerning the speaking skill, two speaking tasks were designed to resemble real-world municipal interactions with the intention of engaging students by having them perform a task visibly relevant for their job. The tasks required students to come up with appropriate answers (outcomes with a focus on meaning), which were evaluated to assess their proficiency. Task completion was one of the criteria included in the rubric for this section of the test. According to Willis and Willis (2007), a task-like activity has to engage the learners' interest, have a primary focus on meaning, have an outcome, judge success in terms of the outcome, place a priority on completion, and relate to real world activities.

**Skills Addressed in Each Section.** The listening section addressed the listening skills based on specific descriptors that also helped the researchers make reasonable inferences about the participants' proficiency level.

1. Listening for basic words and simple expressions
2. Listening for main points and factual information
3. Listening for extended speech and discussions

The writing section assessed the writing skills based on the descriptors that also contributed to the researchers making reasonable inferences about the participants' proficiency level. This section addressed both the writing and the reading skills integrated as part of the writing task where students were required to read the email sample to provide an appropriate response. The integration of the reading skill in the writing section was a requirement for students to provide an appropriate response.

Reading:

1. Reading for global comprehension (students read the information and instructions from the prompt to be able to write the reply)
2. Reading for the main idea (students need to read the email provided and locate the main idea -what is being requested- to address it appropriately in the reply)

3. Reading for specific details to extract information (students need to read the email to locate specific information relevant to the email task)

Writing:

1. Writing complete and accurate answers
2. Grammatical accuracy
3. Grammatical complexity
4. Coherence
5. Cohesion
6. Vocabulary

The speaking section assessed both speaking and reading skills.

Reading:

1. Reading comprehension (students read a prompt containing information about an imaginary situation that they need to understand fully in order to be able to develop a relevant answer)
2. Reading for the main idea (students need to read the prompt and locate the main ideas - what is being required from them- to address them directly in the answer)
3. Reading for specific details (students need to read complementary material to locate speaking information that is relevant to the task)

Speaking:

1. Fluency
2. Pronunciation
3. Grammatical accuracy
4. Grammatical complexity
5. Coherence
6. Cohesion
7. Vocabulary

**Number of Items Used for Reliability.** The diagnostic test for this course considered the principle of reliability by providing the students with 51 questions equal to 51 points. As Livingston (2018) states, “a longer test is a more reliable test” (p.24). A longer test represents a better opportunity for the teacher to have a closer look to the test taker’s responses. Additionally, considering the importance of the consistency of the results, the teacher students designed a rubric in the case of reading and writing, and specific parameters for the listening section based on the Common European Framework of Reference.

**Task Design.** The listening tasks were designed taking into account cognitive load principles described by Mendelson and Rubin (1995): “It is easier to understand texts where the order of telling matches the order of events” (p. 65). For this reason, all listening items followed a sequential order to ease the test taking process for the students to give them the most appropriate conditions to take the test. Firstly, the three texts used had an appropriate number of referents. All audios were recorded by one person at a time. In addition, the three audios had different voices and tones to avoid monotony. Furthermore, the three different items respected temporal relations. Regarding proficiency levels, all listening tasks were designed based on the needs expressed by participants. More than 60% of the students considered their ability to understand spoken language as deficient. Also, 94% of students stated their need for being able to participate in active conversations. Information requests and complaints were some of the most common interactions for Municipality employees. For all listening tasks, the level of difficulty was based on the Common European Framework of Reference for basic, independent, and proficient users. The diagnostic listening section consisted of the following tasks:

**Task 1.** A multiple-choice exercise in which students should listen for basic words, simple expressions, and phrases. All questions and answers for these items followed the level of difficulty required for a basic level of proficiency.

**Task 2.** A fill-in-the-gap exercise in which students were expected to listen for main points and factual information. In this section, participants had to listen to the speaker and identify words that were essential to understand the main points of the conversation.

**Task 3.** A short answer exercise in which participants were expected to listen to the whole conversation and answer questions with specific details. This description corresponded to an advanced level of proficiency.

A complete chart with parameters and descriptors used in this section can be found in Appendix D.

The writing section in this test consisted of one productive response item. For this part, the researchers decided to administer a single and longer task instead of a series of shorter writing tasks. The decision was made after analyzing the sections and the number of items to include and the time participants required to complete the entire diagnostic test. This task was selected to gather information related to the participants' level of proficiency in writing. The task type and the situation were based on needs stated by the students and the stakeholders in the needs analysis. 84.2% of the participants stated that writing emails was one of the main work-related tasks that they needed to perform at work. Students selected reading emails as equally important as writing emails. Therefore, a task using information related to a constituent's inquiry via email was designed to assess the learners' performance.

**Task 1.** Writing an email reply. An email replying task related to schedule availability and protocols for scheduling a personal meeting of the municipal worker was devised in the writing section. Participants had to read the instructions and the elements of the email from the sample provided in the text. The descriptors for the tasks were intended to assess the three English levels: beginner, intermediate, and advanced.

The task response could include answers ranging from very rudimentary, like words, fragments, and choppy sentences, to proper email replies with good structure answering the information completely. This allowed for a variety of different answers giving the researchers a



broader view of the students' productive skills. A complete chart with parameters and descriptors can be found in Appendix D.

The speaking section in this test comprised two speaking tasks based on real-life municipal interactions. The kinds of interactions were selected after analyzing what students and stakeholders had mentioned to be important needs in the needs analysis questionnaire. 84.2% of the participants stated that one important activity for them was to exchange information with constituents. Also, 94.7% marked resolving constituents' inquiries as a common topic for their interactions.

**Task 1.** Students had to read and comprehend a prompt in order to give an answer that was directly relevant to the task.

**Task 2.** Students had to read and comprehend a prompt, look for specific information in additional materials (two in Spanish extracted from the Municipality's website, and one in English), and develop a relevant answer for the task that included specific details from the additional materials.

The tasks were expected to allow students to produce a variety of answers ranging from absolute silence to choppy utterances, disconnected discourse, and fluent language, thus giving the research team a better overview of the students' capacities. The answers were assessed with a rubric based on the CEFR guidelines (see Appendix E) taken from MLA (n.d.).

**Types of Rubrics for Speaking and Writing.** The speaking section was assessed using an analytic scale. This scale considered three constructs: task completion, language resources, and delivery. The first construct assessed the ability of the test taker to provide an answer that was directly relevant to the task with an appropriate amount of language and supporting detail. The second one evaluated the complexity and accuracy of their grammatical constructions and the range of vocabulary appropriate to the task that was used. The last construct considered the fluency of their speech, the amount of hesitation, their pronunciation, and their speech rhythm. The rubric used was taken and slightly adapted from the speaking

rating scale in MLA (n.d.), which is based on CEFR parameters to classify students in the bands ranging from A1 (below A2) to C1. Willis and Willis (2007) note that CEFR is commonly used as a basis for syllabus design because, even though it has some drawbacks, it is a useful tool for syllabus specification.

To assess the speaking section, the researcher team used the CEFR parameters in MLA (n.d.) to classify students according to their proficiency level as A1, A2, B1, B2, or C1. The description of the parameters can be seen in Figure 4.

#### Figure 4

##### *CEFR Speaking Parameters and Descriptors*

MET Speaking Scores that correspond to CEFR Levels C1, B2, B1, and A2		
Scaled Score	CEFR Level	Description
64 and above	C1	Can express him/herself fluently and spontaneously, almost effortlessly. (Council of Europe, 2001: 74)
53-63	B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (Council of Europe, 2001: 74)
40-52	B1	Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field. (Council of Europe, 2001: 74)
27-39	A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (Council of Europe, 2001: 74)
26 and below	Below A2	

In the writing section, the research team chose to use an analytic scale. Perkins (1983) explains that an “analytical scoring scheme involves the separation of the various features of a composition into components for scoring purposes” (p. 655). This specific rubric was chosen based on its advantages when grading writing tasks. The rubric was designed by the researchers and was aimed at assessing three main components: task, content, and structure.

To assess the writing section, the researchers used one writing task taking into consideration the three main components: the task, the content, and the structure. For the first descriptor, the aim was to assess the number of questions answered by the student based on the situation provided. This task was addressed to reflect the basic language proficiency indicator: state the best time for a personal meeting in written form. Secondly, it was also meant to reflect the independent language proficiency indicator: write formal correspondence sharing

details about schedule availability. Finally, the task was designed to assess the proficient level: discuss formally the reason for the delays, the schedule availability, and protocols to meet personally. As these language descriptors represent different language proficiency levels, the idea was to assess how many of these were developed in each student's response. The objective for the second descriptor was to assess students' understanding of the prompt and how they completed their answers. Finally, the third descriptor was included to assess language production elements, such as the correct use of nouns, pronouns, verb tenses, and subject-verb agreement.

As these features were elements that the researchers needed to assess to have a better understanding of the students' current proficiency levels, the analytic scoring rubric presented them with specific information about each student's strong and weak areas when writing. To assess the writing section, the research team used the CEFR parameters in MLA (n.d.) to classify students according to their writing proficiency levels as A1, A2, B1, B2, or C1. The description of the parameters can be found in Figure 5.

### Figure 5

#### *CEFR Writing Parameters and Descriptors*

MET Writing Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64 and above	C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. (Council of Europe, 2001: 61)
53-63	B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Council of Europe, 2001: 62)
40-52	B1	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (Council of Europe, 2001: 61)
27-39	A2	Can write a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because." (Council of Europe, 2001: 61)
26 and below	Below A2	

**Types of Parameters Used for Assessing Listening.** The parameters used for assessing listening were directly adapted from the CEFR Manual (2019). All parameters were designed to meet students' needs that were encountered in the Needs Analysis phase. As Willis

and Willis (2007) stated, "...we need to list what it is that learners want to do with their English, the situations in which they will want to operate, and the topics they will want to cover" (p. 181). The identification of needs, wants, and usefulness of the language for learners gave the research team the context in which tasks needed to be planned and designed. The description of the parameters is shown in Figure 6.

**Figure 6**

*Listening Language Proficiency Levels*

A1-A2 Basic User		B1-B2 Independent User	C1-C2 Proficient User
MET Listening Scores that correspond to CEFR Levels C1, B2, B1, and A2			
Scaled Score	CEFR Level	Description	
64 and above	C1	Can follow most lectures, discussions, and debates with relative ease. (Council of Europe, 2001: 67)	
53-63	B2	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content. (Council of Europe, 2001: 68)	
40-52	B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. (Council of Europe, 2001: 66)	
27-39	A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (Council of Europe, 2001: 68)	
26 and below	Below A2		

**Diagnostic Test Results**

**Listening.** Table 4 shows the students' inferred proficiency level based on their performance in the listening tasks and the strengths observed through the results.

**Table 4**

*The Students' Inferred Proficiency Levels and Strengths Observed*

Proficiency Level	Number of Students	Successful at
<b>A1</b>	8	-
<b>A2</b>	1	Understanding and extracting basic information from short recorded passages dealing with predictable matters.

<b>B1</b>	3	Understanding the main information of clear standard speech on familiar matters encountered in work.
<b>B2</b>	3	Understanding recordings and identifying speaker viewpoints.
<b>C1</b>	3	Following most speech and discussions with relative ease.

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As part of the analysis, Table 5 shows the students' weaknesses as listeners based on their scores, established descriptors, and the diagnostic test results.

**Table 5**

*The Students' Weaknesses as Listeners*

Proficiency Level	Number of Students	Weaknesses as listeners
<b>A1</b>	8	Difficulty to understand very basic information or isolated words. On some occasions, students were not able to answer any question.
<b>A2</b>	1	Difficulty to understand main ideas or provide simple, but specific details.
<b>B1</b>	3	Some difficulty to understand speakers' opinions or content information in some cases.
<b>B2</b>	3	Difficulty to follow extended speech at a higher level.
<b>C1</b>	3	Relative understanding of some aspects regarding extended speech, but with a minimum impact on the test.

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**Writing.** Table 6 shows the students' inferred proficiency level based on their performance in the writing tasks and their strengths according to the CEFR descriptors.

**Table 6***The Students' Inferred Writing Proficiency Levels and Strengths Observed*

Proficiency Level	Number of Students	Successful at
<b>A1</b>	11	-
<b>A2</b>	-	Writing a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because."
<b>B1</b>	1	Writing straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
<b>B2</b>	4	Writing an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
<b>C1</b>	2	Writing clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

As part of the analysis, Table 7 shows the students' weaknesses as writers based on their scores, established descriptors and the diagnostic test results.

**Table 7***The Students' Weaknesses as writers*

Proficiency Level	Number of Students	Weaknesses as writers
<b>A1</b>	11	Difficulty to express their ideas in written form when answering questions. Not being able to express their ideas on some occasions.
<b>A2</b>	-	Difficulty providing simple answers using simple connectors like “and,” “but,” and “because.” when connecting phrases and sentences in written form.
<b>B1</b>	1	Difficulty to provide a clear flow of ideas when asked to express them in a series of short discrete items into a linear sequence.
<b>B2</b>	4	Difficulty developing arguments, giving reasons in support of or against a particular point of view and explaining ideas thoroughly.
<b>C1</b>	2	Some difficulty when asked to use complex grammatical structures such as verb tenses in written form about unfamiliar topics. Most of the text can be understood with some minor mistakes.

**Speaking.** Table 8 shows the students’ inferred proficiency level based on their performance in the speaking tasks and their strengths according to the CEFR descriptors.

**Table 8**

*The Students’ Inferred Speaking Proficiency Levels and Strengths Observed*

Proficiency Level	Number of Students	Successful at
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<b>A1</b>	10	-
<b>A2</b>	3	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
<b>B1</b>	3	Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field.
<b>B2</b>	2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.
<b>C1</b>	0	Can express him/herself fluently and spontaneously, almost effortlessly.

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Additionally, Table 9 shows the students' weaknesses as listeners based on their scores, established descriptors and the diagnostic test results.

**Table 9**

*The Students' Speaking Weaknesses as Speakers*

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Proficiency Level	Number of Students	Weaknesses shown in Diagnostic Test
<b>A1</b>	10	Difficulty expounding on their ideas or achieving any production at all. Their production (if any) is choppy, very hesitant and requires great amounts of listener effort.
<b>A2</b>	3	Difficulty conveying their ideas by means of complex language structures. Their production is generally simple and disconnected, hesitant, and requires listener effort.
<b>B1</b>	3	Difficulty developing cohesive production with complex sentence connectors. Their production is sometimes hesitant and requires little listener effort.



<b>B2</b>	2	Difficulty to add and expound on supporting detail.
<b>C1</b>	0	-

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## Discussion of Results

**Listening.** The needs analysis questionnaire and the diagnostic test gave the student teachers a clear look of what students need and what they really lack in terms of language. When asked about their perception regarding their listening skills, more than half of the students indicated that they considered their ability to understand spoken English as bad (47.7%) or fair (26.3%). Based on the results of the diagnostic test, exactly 50% of the students were placed at a basic level (A1-A2). The percentages from the needs analysis results and the diagnostic test are quite similar and do not show a significant discrepancy between the students' perception and their real proficiency level.

Listening seems to be an important macro skill to be addressed since a vast majority of the students expressed that face-to-face conversations (94.7%) and telephone conversations (84.2%) are important job-related activities that involve or may involve the use of English. Given that to be involved in successful conversations, the students will need to develop listening skills to be able to understand spoken language successfully, the student teachers considered it useful to incorporate listening mainly within the speaking section of the course in order to address both macro skills that the students require or may require in their job activities.

**Writing.** The needs analysis questionnaire and the diagnostic test provided the student teachers an overview of students' needs and lacks in terms of language. When asked about their perception regarding their writing skills, more than half of the students indicated that they considered their ability to write in English as basic (52.6% as bad, 26.3% as fair). Based on the results of the diagnostic test, 61% of the students were placed at a basic level (A1-A2). When

comparing the percentages from the needs analysis results and the diagnostic test, both seem to be very similar and do not show a significant difference between the students' perception and the students' real proficiency level.

Writing seems to be an important macro skill to be addressed since a vast majority of the students stated that writing emails (84.2%) and writing documents (63.2%) were two important job-related activities which could require the use of English.

The students need to develop their writing skills to be able to complete writing tasks and texts successfully. Therefore, the student teachers concluded that it was necessary to include writing as a section of the course to address both macro skills (reading and writing) as students may be required to complete writing activities or interact with constituents in written form.

**Speaking.** In the needs analysis questionnaire, 84% of participants selected speaking as their first priority, probably because it represented their most prominent lack. 79% of the sample perceived their level as basic (47.4% as bad and 31.6% as fair). This was in tune with the results obtained by means of the diagnostic test designed by the student teachers since 72.2% of the test-takers were assigned to the basic levels of the CEFR scale (55.5% as A1 and 16.6% as A2).

However, speaking is not only their biggest lack but also their most significant need. 94.7% of them stated that face-to-face spoken interactions were necessary in their jobs, and 84.2% also selected telephone conversations and giving information to constituents as necessary activities. Said differently, three of the most frequently selected job-related activities to perform in English require or may require (in the case of giving information) speaking skills, rendering this macro skill the most important for this population.

## Chapter II: Syllabus Design

### Course Logo



As municipal workers, this population's job revolves around serving the people of the canton. The front desk in the logo represents the service that the Municipality provides to its citizens. The two people in light blue represent both the municipal worker and the constituents while the dialog bubble in white, red, and blue represents the communication that takes place in English.

### Course Description

This course will be facilitated by three student teachers of the Master's Program in English Teaching as a Foreign Language for 19 public servers from a Municipality in Costa Rica. The name of the course, "Here to Help English: An Online Course for Municipal Servers" intends to offer the students the sense of learning English as a way to assist and guide constituents effectively. The course will be taught once a week on Tuesday from 5:00 p.m. to 7:00 p.m. using a blended modality with synchronous and asynchronous parts in each lesson.

This course was designed taking into account the macro skills needed to meet the students' immediate and future needs as identified through the needs analysis. The sessions of the course will be developed using online platforms and technological tools such as Zoom, Whatsapp, Liveworksheets, Power Point, Google Docs, Kahoot, and so forth.

## **Statement of Goals and Objectives**

### ***Unit 1: Reading to Succeed***

**Goal.** By the end of the unit, municipal employees will be able to effectively retrieve important information from a written text about municipality-related topics using reading strategies such as predicting, skimming, and scanning.

**General Objectives.** By the end of the lesson municipal employees will be able to:

1. Successfully predict the content of a written text about municipality-related topics by looking over the headings and illustrations.
2. Accurately locate specific information in a written text about municipality-related topics by scanning it for keywords.
3. Effectively discriminate relevant from irrelevant paragraphs to look for specific information in a text about a municipality-related topic by skimming them.

### ***Unit 2: Writing and Answering Emails***

**Goal.** By the end of the unit, municipal employees will be able to appropriately interact via email with complainants by addressing their situation, using an appropriate structure, and including relevant content.

**General Objectives.** By the end of the lesson municipal employees will be able to:

1. demonstrate comprehension of the structure of complaint emails by re-organizing a complaint email from a constituent about stray dog populations with 100% accuracy;
2. answer a complaint email from a constituent about the recycling service mistakenly sent to their email address using a formal register;

3. formally answer an email from a constituent requesting information about municipal services by including relevant information;

### ***Unit 3: Communicating with Constituents***

**Goal.** By the end of the unit, municipal employees will be able to politely interact face to face and over the phone with constituents by answering their inquiries and explaining necessary procedures.

**General Objectives.** By the end of the lesson municipal employees will be able to:

1. Correctly retrieve constituents' names and email addresses by asking them to spell the information over the telephone.
2. Politely greet, offer help, and tell a constituent where to go based on the municipal documentation they have by using appropriate expressions in spoken form.
3. Explain a municipal procedure to a constituent by accurately describing the steps in the process.

A complete version of the students' syllabus can be found in Appendix F.

### **Methodology**

#### ***Approach***

The syllabus presented in this document outlines an English for Specific Purposes (ESP) course. It outlines an English for Occupational Purposes (EOP) course. It abides by Strevens' (1988, as cited in Dudley-Evans & St John, 1998) absolute characteristics of ESP because it was designed to meet the learners' specific needs, its content relates to activities that are particular for municipal servers, and there is a focus on the language that is appropriate to carry out those municipal activities. Additionally, this course is supported by a functional theory of language. Thus, it focuses on a variety of language functions that are meaningful to the target population (e.g., greeting, answering, explaining) to help them develop reading, writing, listening, and speaking skills to improve their communication with English-speaking constituents at the Municipality. According to Richards and Rodgers (1982), the functional theoretical view of

language deems meaning more important than grammar, which leads to content selection in terms of language functions instead of language structures. Therefore, the three units were developed to address needs (and their language functions) that are significant for the majority of the population, based on the information gathered in the needs analysis. The course attempts to give the students tools to convey meaning and achieve customer service communication in a proper way. To do so, it was designed following a Task-Based Language Teaching (henceforth TBLT) educational framework.

To have a better understanding of this approach to language teaching, Rezaei (2011) explains that the characteristics of TBLT have their foundations on a series of Second Language Acquisition (SLA) theories: Krashen's Monitor Model (to justify emphasis on meaning-focused activities), Swain's Output Hypothesis (to justify the need for learners to produce output), Long's Interaction Hypothesis (to justify having students negotiate meaning with the input provided), Vygotskian Sociocultural Theory (to justify the prominence of scaffolding and the focus on *how* the tasks are achieved), Skehan's Cognitive Approach to TBLT (to justify the provision for opportunities to engage in different types of production), and Experiential Learning (to justify a "learning by doing" philosophy). These characteristics make TBLT a useful approach for this course because (1) content selection is based on the population's linguistic needs, (2) the tasks selected place importance on student interaction and production, (3) the program focuses on meaning in different types of interaction, (4) it also contemplates scaffolding, and (5) it attempts to have the students learn skills by practicing them (doing).

Since TBLT uses tasks as the core element for planning and teaching, it is crucial to define the concept of the task. Nunan (2004) explains that real-world or target tasks are those that represent everyday activities carried out by people around the world such as painting a wall or ordering a meal. ESP courses tend to focus on target tasks; however, Nunan (2004) highlights the fact that many target tasks are non-linguistic and/or have non-linguistic outcomes

(e.g. a painted wall, a meal). Therefore, the author states that when those tasks come into the classroom, they become pedagogical in nature, and he offers the following definition:

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

In addition, Willis and Willis (2007) state that a task-like activity has to engage the learner's interest, have a primary focus on meaning, have an outcome, judge success in terms of the outcome, place a priority on completion, and relate to real-world activities. For this study, the latter definition will be adopted. However, it is important to retrieve from Nunan's (2004) definition the notion that tasks have a beginning (pre-task), a middle (task), and an end (post-task).

### ***Classroom Dynamics***

This course will be co-taught by a group of three student teachers. Murphy et al. (2010) state that co-teaching takes place when a number of instructors take responsibility for all the aspects of an instructional course (planning, teaching, assessing, and evaluation). This modality offers student teachers chances to reflect on the details of putting theory into practice by having them be both "players" and "observers" in the teaching "game". Nonetheless, the practice is not without problems. Murphy et al. (2010) also point out that some concerns have arisen: (1) the problems that student teachers may face when having to teach on their own, (2) the negative impact that may derive from having the students work with colleagues who are less effective student teachers, and (3) the negative effects that can arise (in practice) if the members of the group do not get along well. The former should not be a problem, for all student teachers have experience teaching on their own. Regarding the second downside, a practicum director

assesses the researchers' work to improve their product and make them more effective; also, feedback sessions will be held at the end of every class in the course to provide student teachers with feedback on their performance. About the latter downside, as mentioned by Murphy et al. (2010), there is little to be done to overcome this problem.

Throughout this course, one of the team members will be in charge of teaching the class while the other two will serve as assistants. They will share material, monitor the students, organize the material for the activities in the sequence, help the lead teacher to exemplify interactions, and look for words or their correct pronunciation in case it is necessary during the lesson.

### ***Tasks, Techniques, and Their Rationale***

TBLT makes use of a great variety of activities. For instance, Nunan (2004) mentions different typologies based on communicative use of language comprising activities useful for the needs of our target population. Activities like information-gap activities (resembling a situation in which the municipal server has information that the constituent does not have or the other way around), questions and answers, role plays, dialogues, discussions, jigsaw tasks (resembling a situation in which people from different departments need to cooperate), and problem-solving tasks will offer the students opportunities to produce output, receive input, interact, and negotiate meaning with a specific purpose in mind.

Nunan's (2004) typology classifies different types of strategies as cognitive, interpersonal, linguistic, affective, or creative. This syllabus considers a number of those strategies as well: cognitive (classifying, predicting, taking notes, discriminating), interpersonal (cooperating and role-playing), linguistic (conversational patterns, practicing, summarizing, skimming), and creative (brainstorming). This course includes strategy training. The course design team is convinced that teaching strategies to the students promotes learner independence.

### ***Role of the Learner***



In a TBLT based course, the learner needs to play a variety of important roles. Richards and Rodgers (2001) highlight that the students need to take the role of a group participant because a considerable number of tasks contemplate both pair work and group work. They also need to act as monitors of the language used to achieve the tasks. Moreover, the tasks will bring the students into the role of risk-takers and innovators since input will challenge their knowledge and linguistic resources; thus, they will need to try out ways of retrieving information from the input and producing the necessary outcomes despite their shortcomings.

### ***Role of the Teacher***

The roles of the teacher in the TBLT classroom are different from the traditional role of the teacher, and the teacher is not expected to work as a transmitter of knowledge. Richards and Rodgers (2001) mention several roles that teachers are expected to take. They have to serve as (1) task selectors and sequencers, which means choosing (selecting, adapting, or creating) task sequences that are appropriate for the students' level of proficiency, needs, and wants. They should also work as (2) task coaches because they have to provide the students with scaffolding for the task by creating previous (pre-task) activities that prepare them to succeed in the main task. Additionally, teachers must assume the position of (3) language consciousness-raisers by drawing the students' attention to the forms of language that are relevant to the different tasks. They can do this by including form-focused activities inside the task cycles (pre-task or post-task section) as scaffolding devices to help the students notice crucial elements of language without shifting the focus of the lesson to grammatical forms.

### **Assessment**

The following section highlights the evaluative decisions made for the design of this ESP course and the corresponding rationale.

#### ***Formal and Informal Assessment***

For the design of this course, the instructors decided to implement forms of formal and informal assessment. According to Wright (n.d), "informal assessment is performance-driven

rather than data-driven” (p.1). In other words, this kind of assessment can be integrated with many other class activities in which instructors ask the learner to perform. Moreover, the same author suggests that “informal assessment is most often used to provide formative feedback” (p.1). In terms of the course, an informal assessment will be applied in a variety of forms depending on the class situation and dynamics, for example, immediate feedback during class interactions and when required delayed feedback after specific tasks and assignments to guide and help the students improve specific language forms.

Also, formal assessment will be part of the course. Wright (n.d), defines formal assessment as “data-driven” (p.2). Additionally, the author states that “most formal assessment is summative in nature” (p.2). Thus, for the course, a formal assessment will come in the form of summative activities that the students should carry out to obtain a grade in the course.

### ***Formative and Summative Assessment***

The course will also have formative and summative evaluations. Graves (2000) describes formative assessment as that which “takes place as the course is in progress and provides information about how well the students are doing--what they have achieved, what they need to work on, and how well the course is meeting their needs” (p.208). In other words, instructors need to take advantage of class activities to help them improve and to make further decisions regarding the course. As mentioned before, immediate and delayed feedback will play an important role.

Summative assessment will also be included. Graves (2000) defines it as that which is “done at the end of the course and provides information about the students’ overall achievement as well as the overall effectiveness of the course” (p.208). For this ESP course, a midterm test, a final test, and other assignments will be part of this type of assessment and will be the means for the students to obtain their final course grades.

### ***Assessment Tasks***

Table 10 includes the specific distribution of the evaluation for this ESP course.

**Table 10***Evaluation of the Course*

<b>Contents</b>	<b>Percentage</b>
<i>Unit 1: Reading Test (midterm)</i>	<i>25%</i>
<i>Unit 2: Writing assignment- Replying to emails effectively</i>	<i>10%</i>
<i>Unit 3: Oral Test (final)</i>	<i>25%</i>
<i>Course Portfolio</i>	<i>10%</i>
<i>Oral Project: Interactions with constituents</i>	<i>15%</i>
<i>Vocabulary Log</i>	<i>5%</i>
<i>Participation</i>	<i>10%</i>
<b>Total</b>	<b>100%</b>

***Unit 1: Partial Evaluation: Reading Test (Midterm)***

The reading test will be the midterm summative evaluation of the course. This reading comprehension test aims to evaluate the students' ability to retrieve important information from a written text. This test will also measure the students' ability to apply the strategies mentioned effectively. Additionally, the test will evaluate vocabulary and grammatical structures covered in Unit 1. Eskey (as cited in Anderson, 2000) argued that "the first concern of any reading teacher is to find, or create a body of material that his particular students might find interesting to read, and then to do everything in his power to make it as comprehensible to them as he can" (p.115). Therefore, the student teachers must have clearly mapped the students' interests to help them become effective readers by selecting the most suitable texts according to the population.

***Unit 2: Writing Assignment-Replying to Emails Effectively***

For this summative writing assignment, the students will be given some samples of emails from constituents who request information, complain about services, or simply ask for help. Then, the students should write an appropriate reply to the email. Aspects such as purpose, structure, and content will be included in the corresponding assessment rubric. As Harmer (2004) states, “The choice of topics and tasks for such students should not only develop their general language competence but also be relevant to their reason for study” (p.39). In this sense, the tasks assigned to the students are closely related to real cases that they face or will face in their job activities, and that is why these tasks are part/were chosen to be part of an ESP course.

***Unit 3: Oral Test (Final)***

The students will have a summative speaking test to evaluate polite face-to-face interaction with constituents by answering their inquiries and describing the next step in a procedure (if required). For this test, the students must use vocabulary, grammar structures, and appropriate expressions to politely greet constituents, offer help, answer constituents’ inquiries, and finally explain municipal procedures. This test will consist of role plays in which the students will perform in pairs. Student A will take the constituent’s role and Student B will take the employee’s role. As Bailey (2005) suggests, “It is important that you, as a teacher, set up the role-plays that are realistic, plausible, and related to the students’ needs” (p.52). In this sense, role plays will resemble real interactions in which the students are involved in their jobs. Moreover, this test will be designed under the evaluative principles pointed out by Bailey which are “validity”, “reliability”, “practicality” and “washback” (p.22). Thus, it is the instructors’ role to ensure that this speaking test will be valid, reliable, and practical.

***Course Portfolio***

A portfolio will also be included as part of the evaluation of the course. This assessment tool was chosen because it is an effective way to document the students’ progress. As O’Malley

and Pierce (1996, as cited in Mokhtaria, 2015) state, “portfolios provide an opportunity for (EFL/ESL) learners to monitor their writing progress and take responsibility for meeting the goals”. Also, Mokhtaria (2015) refers to portfolios as a tool that “enables learners to see possibilities for reflection, redirection, and confirmation” (p.170). Thus, instructors’ intention with the design of a portfolio is to promote learners’ reflection on their own learning experience by collecting significant samples of activities, assignments, projects, feedback forms, and worksheets, among others.

### ***Oral Project: Interactions with Constituents***

For this summative oral project, the students will create a complete scenario in which they will generate an original role play with a situation that they have faced or might face in their jobs. The project will be carried out in pairs and presented to the whole class. The assessment rubric will consider aspects such as content, vocabulary, grammar, fluency, and pronunciation. The selection was based on the consideration that role plays can be very positive activities for the students. For example, Bailey (2005) states that “role-plays can be excellent procedures for helping students learn and practice important speech acts, vocabulary, and grammatical structures” (p.52). For this project, the students must use vocabulary, grammar and appropriate expressions and tone previously learned in class.

### ***Vocabulary Log***

A vocabulary log was included because of the students’ need to communicate effectively. This vocabulary log will help the students create their own list of words and sentences that may be helpful in their job-related activities. As Lessard-Clouston (2013) indicates, “vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas” (p.2). The student teachers are aware of the importance of vocabulary for the students and the benefit that this log will bring to them. In addition, it is expected that this will help them to become more efficient when interacting.

### **Participation**

Participation was chosen as a component of the evaluation since learning requires commitment, collaboration, and active interactions in class. Also, participation requires the student teachers' commitment to make the class a comfortable and safe environment in which learners feel free to interact. As Cowden (2011) states, "learning is a social activity: where learning is intimately associated with connections with other human beings" (p.2). Thus, considering the online facilitation of the course due to the global pandemic (COVID-19), the student teachers considered it important to include participation as a summative activity to make sure that the students establish a connection through class dynamics and activities in order to have an effective exposure to language and learning process. The same author expresses that "students in online learning communities need to be active, creative, and engaged in the learning process, but we cannot assume that learners will engage with each other in the learning process" (p.3). Therefore, the student teachers have the responsibility to bear in mind that as facilitators they should guide the students and the class becomes a satisfying experience. For all the previous reasons, participation was given a percentage in the course evaluation as a summative assessment.

## **Chapter III: Course Reflection**

### **Literature Review**

Designing and teaching an ESP course to low-proficiency learners is a challenging endeavor because specific job-related or academic tasks usually involve high linguistic requirements to be carried out successfully. Indeed, Dudley-Evans and St. John (1998) claim that ESP courses tend to be designed for learners who already have a basic knowledge of the language. They argue that ESP courses are generally aimed at intermediate or advanced students, and Davies (2008) argues that this is because designers assume that a base of English for General Purposes (EGP) is necessary to engage in ESP. On the other hand, Dudley-Evans and St. John (1998) state that beginner students can take part in ESP in spite of

this not being the best-case scenario. Davies (2008) goes further and asserts that most courses offered to Mexican students in higher education institutions, who enroll in these institutions with mostly a beginner English level, should be ESP instead of EGP to take advantage of their grouping by areas of interest. These authors are stepping aside from the notion that ESP requires students to have a certain level of language skills and proposing that learners can (or should) take ESP courses regardless of their language proficiency level. Given this situation, there should be recommendations on how to tackle these courses in the literature, and these notions could prove to be extremely valuable in light of the ESP course that was designed by this research group for the employees at the municipality of Pérez Zeledón, who, as mentioned before, were mostly true beginners. Thus, the purpose of this review is to pinpoint teaching practices that can help beginners participate and benefit from an online ESP course in accordance with the results obtained from the needs analysis. Chen et al. (2011) argue that teaching practices “embody what content is to be taught, how the content is to be presented, how the students and teaching materials are to be organized, and how students’ on-going learning is to be responded across subject areas” (p. 26). Although this definition refers to the essential dimensions of the concept, it is rather broad. Thus, for the purposes of this study, the word (teaching) practices will be operationalized as activities, materials, strategies, procedures, and roles that could be part of the design and teaching of a course in order to scaffold the learning of the target language. The following chapter presents an analysis of relevant literature related to teaching English as a Foreign Language (EFL) to beginner students according to its relation to the three macro skills that were targeted in the ESP course designed for the Municipality of Pérez Zeledón: reading, writing, and speaking.

### ***Practices that Help Beginner Students Improve their Reading Skills***

Reading is a dynamic and multifaceted process that encompasses comprehending written text, building and interpreting meaning, and using meaning according to the text, the purpose for reading, and the scenario where reading takes place. On this idea, Nunan (2003)

notes that “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension” (p.68). It follows that the relationship between the text and the learners’ possible background knowledge is a key component of the process of comprehending. Taking into consideration Nunan’s view, teachers have the role of helping students interact with the text by relating their prior knowledge to it. Due to its learning potential, reading is and has been widely considered as an essential skill for L2 learners. By strengthening their reading skills, they are able to make greater progress and succeed in all other areas of learning. Consequently, it is demanded that teachers be prepared on how to design and/or select the right practices to teach it, incorporating expert knowledge in the effort to aid comprehension. By doing so, teachers and students are equipped to understand the underlying cause of the problems that arise during the reading process and make effective decisions to solve them. Put differently, learners’ autonomy is enhanced, which leads them to think critically and set their own goals for learning.

As mentioned by Nunan (2003), reading is a complex and demanding process which calls for the implementation of suitable practices. In the light of this certainty, teachers have the key role of equipping students with the tools they need to interact with a myriad of texts and choosing proper reading tactics depending on the text type and purpose. Under the parameters of ESP, the goal of reading is described as an effective process to obtain information that students need for specific or personal purposes. Authors such as Anthony (1997) state that “The major quantity of information that a person receives is through reading, which is useful to improve vocabulary and the rhetoric forms used in people’s profession” (p.5). Therefore, strategies and practices under ESP should be planned according to the specific objective, the purpose of the task, and the field.

In a further contribution, Masuhara (2011, as cited in Tomlinson, 2014) claims that “skills/strategies training seems to be based on the assumption that conscious, explicit and direct teaching of strategies will eventually nurture automatic execution of reading strategies” (p.



375). Consequently, through strategies students can become more empowered readers who can carry out a wide variety of reading tasks and make decisions on how to attain their goal of building and interpreting meaning, which in the end enhances their learning. This implies a strong link between reading comprehension and the success of learners, not only in language learning, but in all other fields where they need the language.

In addition to empowering students for overall success, reading comprehension skills are directly related to the empowerment of students to become successful learners. Additionally, an improvement in reading comprehension skills can also be related to an increase in challenging cognitive processes in learners. Based on Robinson's (2001) claims regarding the Task-based approach, in which cognition seems to play an important role depending on task complexity, reading practices have an important impact on allowing students to perform real-life tasks in class while learning a foreign language.

Addressing the fact that designing tasks with adequate outcomes for the learners' purpose and level is a challenge for teachers, authors such as Nelson (2011) suggest the use of Bloom's Taxonomy of Educational Objectives to create their learning objectives when planning reading comprehension activities. Bloom's Taxonomy consists of a classification that distinguishes the different levels of human cognition: remembering, understanding, applying, analyzing, evaluating and creating. The taxonomy provides teachers with a proposed hierarchy of levels of learning in increasing order of complexity. Nelson (2011) emphasizes the significance of Bloom's taxonomy to define the desired level for the outcome of a reading comprehension task. In cases like the ESP course in this study, exposing students to the correct level of learning is crucial when it comes to teaching beginners. In the case of reading, comprehension is the second classification level of Bloom's Taxonomy, which assesses true reading comprehension skills. Activities at this level can be related to classifying, locating, predicting, summarizing, reporting, and citing information, among others.

Regarding levels of learning in reading comprehension, Romero (2017) suggests that

teachers can implement Low Order Skills (LOTS) and High Order Skills (HOTS). The author states that these levels of learning define the process that a student should go through in order to achieve a specific outcome. In the case of reading comprehension, Romero (2017) recommends “to think about how we can teach some of these areas of content through hands-on activities that activate LOTS (remembering and understanding through receiving audio and visual input and mostly passive) and HOTS (critical and creative thinking skills, actively participating through analyzing, evaluating, applying and creating)” (p.8). The author remarks on the importance of a series of learning strategies to reach higher levels of reading. Making predictions to give students the opportunity to interact with the text and help learners develop reading comprehension skills, completing graphic organizers to promote students’ creativity, using mind maps, brainstorming, and sequencing charts, among others, help learners to formulate their own ideas about a text.

In the same vein of helping students achieve specific outcomes, Celce-Murcia (2007) highlights formulaic competence as an inevitable aspect to support students in the development of their communicative competence. The author emphasizes that fluent speakers will use formulaic expressions very often. As a consequence, introducing formulaic expressions to learners is mostly obligatory. The same author explains that there is a strong connection between formulaic language used and fluency. Formulaic expressions must be applied explicitly and implicitly. Likewise, Wood (2010) states that there is a connection between formulaic sequences and fluency, which is recognized as a needed competence for successful reading comprehension. In other words, formulaic language has a vital role in shaping learners’ fluency. In this sense, Gilakjari and Sabouri (2016) express that reading and listening can be used to increase learners’ acquisition of formulaic expressions. Additionally, the authors give an emphasis to the crucial role that reading has in the learning of English and defend the idea that dealing with reading comprehension requires other competences such as lexical knowledge, fluency, word recognition, and background knowledge. Fluency as a competence seems to

have an important part in the process of comprehension. Moreover, Sirkel (2017) claims that formulaic language use can contribute to the learners' competence by increasing their motivation and their ability to use basic forms of language.

In the same line of practices to help students become successful readers, Masuhara (2011, as cited in Tomlinson, 2014) categorizes activating previous knowledge as an important learning strategy. The author states that students' prior knowledge of the world around them and their personal experiences are a driving force that influences their comprehension and mental manipulation of contexts and information. Similarly, Masuhara (2011, as cited in Tomlinson, 2014) provides a thorough explanation of how background knowledge can influence the comprehension process of reading materials. He backs up this view by noting that "Comprehension [...] happens when a new experience (be it sensory or linguistic) is understood in comparison with a stereotypical version of a similar experience held in memory" (p. 376). Thus, it can be inferred that by activating background knowledge, teachers provide learners with the opportunity to become efficient readers who can engage with the text and improve their ability to make meaning from it.

Despite the relevance of reading for students' success, there still seem to be some unanswered questions about the efficacy of different types of materials and practices to help students become successful and fluent readers. To address this, Masuhara (2011, as cited in Tomlinson, 2014) proposes an alternative approach to teaching reading which is based on four main principles: the importance of engaging affect in reading materials design, the usefulness of listening to a text before reading it in order to decrease linguistic demand, the process of multidimensional mental representation of meaning, and the design of materials that help learners experience the text before they draw attention to its language. These four principles are key when designing reading materials for beginners because these practices aim to help and encourage students to read and interact with texts more efficiently, facilitating what learners need to carry out the tasks.

In his first principle, Masuhara (2011, as cited in Tomlinson, 2014) states that the engagement of affect should be given prime importance in reading materials production. Thus, texts should be relevant and interesting for students. The author also mentions that the emotional state of the learner towards the text can have an influence on cognition and learning. Consequently, texts should trigger students' attention by being significant and useful to their field or interests.

In regard to the second principle, Masuhara suggests that students should listen to the text before reading it in order to decrease linguistic demands, encouraging learners to focus on meaning. The author recommends three main practices for this purpose. The first practice suggests that teachers should reduce the cognitive load and avoid students processing scripts and sounds at the same time. The second practice recommends dividing the text into chunks of manageable lengths to help learners process the information gradually. The third practice endorses the fact that positive impact on reading can be achieved by exposing students to a text with suitable affect, which relates to the emotions that the text can transmit to the reader. In other words, teachers should pay attention to the emotional effect that texts can produce and the ways that texts can have a negative or positive impact on students' learning process.

The third principle supports the process of the creation of a multidimensional mental representation in the mind of the reader who is tasked with reading comprehension. For this, the learner's sensory, motor, cognitive, and emotional systems must be activated in order to construct meaning when engaging in reading tasks. Additionally, the construction of meaning in each reader's mind is an individual process that can be promoted by mental representation activities before reading any text.

Finally, Masuhara's (2011, as cited in Tomlinson, 2014) fourth principle asks teachers to design reading materials that help learners experience content first before drawing students' attention to language. Hence, L2 readers must be exposed to a gradual process in which their background knowledge fuses with the text to negotiate and create meaning. This also implies

that certain elements, for example, known or new vocabulary must be scaffolded appropriately to nurture reading ability and fluency. To fulfill principles for fostering reading skills, Masuhara (2011, as cited in Tomlinson, 2014) also refers to two steps to help learners achieve a successful personal experience with the text.

This first step requires teachers to activate sensory, motor, emotional, and cognitive areas of the brain. As mentioned before, students need to have space to create their mental representation through activities that focus on content. The second step involves helping students to connect verbal codes with non-verbal mental representations by giving them time to make errors and adjustments. In this case, students need to have the opportunity to make connections and relate their mental creation and knowledge to the real content of the text.

As can be seen, most literature suggests a variety of practices for reading. The practices found in this section reflect the usefulness of the interaction with the text using background knowledge, the relevance of the adequate design of tasks, the selection of appropriate texts depending on students' level and purpose, the importance of the application of the different levels indicated by Bloom's Taxonomy, and the significance of using Low-Order Skills and High-Order Skills and the incorporation of formulaic language. Finally, Masuhara's alternative approach highlights the efficacy of different types of materials and practices to help students become successful and fluent readers.

### ***Practices that Help Beginner Students Improve their Writing Skills***

To the extent of the researchers' knowledge, literature specialized in English for Specific Purposes (ESP) does not tend to focus on practices to help beginner learners to succeed in learning writing skills specifically. However, some authors do expound on teaching practices that may help beginners in non-ESP contexts achieve their writing goals (Selvaraj & Aziz, 2019; Al-Jarrah et al., 2019). Others analyze practices that may help writing students (not precisely beginners) in non-ESP contexts (William and Mary Training and Technical Assistance Center [WMTTAC], 2015; Cole & Feng, 2015), and Harmer (2004) analyzes practices to help ESP

students but not precisely beginners. In this section, the ideas proposed by these authors will be analyzed in the context of ESP to decide on a number of practices that may increase students' chances of improving their writing skills.

Concerning useful practices to teach beginners in non-ESP contexts, Al-Jarrah et al. (2019) advocate teaching metacognitive strategies (planning, monitoring, and evaluation specifically) to beginner EFL students by means of an algorithm that they call TAMER-AIEN writing module. This algorithm guides students step by step to write a composition with a title, an introduction, a body, and a conclusion. The authors argue that metacognitive strategies allow students to take control of their learning process and reduce the notion that failing grades respond to lack of ability. However, the proposed algorithm helps students with the three metacognitive strategies only if they are writing essays. Nevertheless, whether a supporting tool is available or not, explicitly teaching students to plan, monitor, and evaluate their writing in general (not only text types with a title, introduction, body, and conclusion) seems a worthwhile effort. For an ESP population, the authors' idea may be adapted to help students apply metacognitive strategies to the writing genres they will need to produce in the real world. In addition, if properly learned, these strategies could be extrapolated to other forms of text or even other forms of production.

In addition, Selvaraj and Aziz (2019) highlight the importance of teaching writing under cover of a well-defined writing approach in order to achieve the lesson objectives. They claim that the product-based approach is the most suitable for beginner audiences, for teachers can show students models of the expected outcomes before they engage in written production: "Product based approach denotes a writing process which aims to see the end product. Regularly, students imitate a model text to produce one. In other words, students mimic a model composition provided by the teachers" (Selvaraj & Aziz, 2019). This idea is in tune with the TBLT approach since, according to Nunan (2004), some tasks have an activation rationale instead of a rehearsal rationale. This means that the task aims at activating language skills

instead of rehearsing something that students will need to do in the real world. Nunan (2004) also asserts that tasks with an activation rationale have “learners begin to move from reproductive language use – in which they are reproducing and manipulating language models provided by the teacher, the textbook or the tape – to creative language use in which they are recombining familiar words, structures and expressions in novel ways” (p. 20). This relies on the concept of genre analysis, defined by Dudley-Evans and St John’s (1998) as a process which focuses on finding the regularities in the structure of a type of text that make it distinguishable from other types of text. Thus, in the case of a beginner ESP population, genre analysis will guide the choice of models (types of text) and the expected structures of the outcomes necessary to favor a product-based approach to writing.

Concerning useful practices to teach any students in non-ESP contexts, WMTTAC (2015) agrees with Selvaraj and Aziz (2019) about the importance of defining a writing approach: “it is important to stress consistency in the writing process. Establishing a structured approach that is used for every assigned paper is one way to create independent writers and ensure generalization of writing skills” (p. 2). The idea of consolidating writing skills and eliciting students’ independence by means of consistent scaffolding seems rather appropriate for the population of this study, for they may benefit from the constant repetition involved in the process of following steps. Also, municipal procedures tend to be structured in steps, too. Different from the product approach, WMTTAC (2015) favors a scaffolding one that provides support to students by breaking the task down into manageable steps and having them practice said steps in every assignment while gradually decreasing the amount of support to build student independence. As can be seen, both approaches (product-based and scaffolding) can be merged to help beginner students reach their writing goals in an ESP course. Genre analysis would help determine the common steps (structure regularities) used in the written works they will need to produce out of the classroom. Meanwhile, in the classroom, teachers can provide them with models and highlight the different steps before asking them to produce their own.

Cole and Feng (2015) also propose a number of strategies that may improve students' written production. They do not suggest this for beginner students but for elementary English learners. The authors carried out a research project with two groups enrolled in a writer's workshop. The experimental group was exposed to the regular curriculum and to a set of techniques as part of the research intervention while the control group was only exposed to the regular curriculum. The authors argue that preparing students to write by activating schemata and previewing vocabulary, scaffolding writing instruction, incorporating technological tools, and including journal writing benefited the experimental group in their research project. Activating schemata and previewing vocabulary are reflected in Nunan's (2004) claim about Task-based Language Instruction that "the pre-task phase fulfills a similar function as schema-building tasks in larger instruction sequences. It orients the learners to the task, generates interest, and rehearses essential language that will be required to complete the task" (p. 128). As can be seen, most of the strategies suggested by Cole and Feng (2015) are already considered in the TBLT method, which focuses on a task (written or not) and prepares the students for success by activating schemata and scaffolding the process by means of the pre-task phase.

Thus, the use of technology and journal writing are the strategies proposed by Cole and Feng (2015) left for further consideration. In the context of an online course, the use of technology is a given since at least part of the communication takes place in an already technological environment, but the authors suggest using e-journals and discussion boards to give students opportunities to have written interaction and give feedback to each other. Even though they do not seem to have any reservations for the inclusion of technology, the researchers of the present study believe that in a context in which both teachers and learners have access to equipment and connections that are appropriate, the use of technology is likely to have a positive impact on the learning process. However, if those conditions are not met, using technology could raise more problems than solutions. For example, if students are connecting to synchronous sessions with a cellphone, using a second tool could cause the



device to malfunction, which in turn, can frustrate them and interfere with the development of the class. Additionally, it is important to consider that every technological tool used in the classroom implies additional efforts to teach students how to use it. In regard to the last strategy, the journal writing suggested by Cole and Feng (2015) generates a written (less intimidating) dialogue between the students and the teachers to promote a reading-to-write process focused on content and allow students to share the ideas they cannot share in class. In the context of this research, this strategy might not be the best for the population of municipal workers for two reasons. First, said population needs to focus on more than content in their writing productions, for they represent a governmental institution and should not only transmit information but also communicate it in a professional fashion. Second, they are workers whose time is limited, and journal writing could be time-consuming, as Harmer (2004) states: “A confidential channel of communication between teacher and student can cause problems both of time pressure and of the erosion of ‘distance’ between them” (p.127). Nonetheless, the idea of structuring writing activities to resemble written exchanges between municipal workers and real-life interlocutors may be very appropriate to tackle their specific language needs, including providing constituents with information about municipal procedures or addressing complaints.

In addition to having a defined writing approach, Harmer (2004) suggests it is important that all writing activities have a clear purpose. He states that people usually bear a purpose in mind when they write effectively and that different purposes result in different types of writing. Therefore, the author argues that ESP teachers should use materials and tasks that resemble what students would need to do in their out-of-class life to give these activities face-validity and make their value evident to students by clearly showing the writing purpose behind the task. Harmer’s idea applies to all ESP audiences, not only beginners. Nonetheless, beginner students could obtain the most benefit from tackling tasks that they already know how to do in their first language since this may reduce the cognitive load generated by the task.

In spite of the lack of information specifically focused on teaching beginner students in

the ESP context, it is possible to find useful notions in the literature. As previously discussed, teaching students metacognitive strategies (planning, monitoring, and evaluating) while resorting to a scaffolding approach to writing that guides students step by step in the construction of the final product may improve their ability to create well-thought out and comprehensible written pieces. In addition, incorporating models that the students can follow and use to contrast their own production would strengthen their possibilities of improving their writing skills. These practices can also provide students with useful job aids that they can rely on in their daily life. Additionally, designing activities that depict authentic language and bear a clear purpose increases these activities' face validity and improves students' chances to recognize their importance and value, which may lead to increased motivation and engagement.

### ***Practices that Help Beginner Students Improve their Speaking Skills***

Similar to the literature about writing skills, literature specialized in English for Specific Purposes (ESP) does not tend to focus on practices to help beginners succeed at improving their speaking skills to the extent of the researchers' knowledge. Fortunately, some authors dedicate efforts to discuss teaching practices that may help beginners in EGP contexts improve their speaking abilities (Bailey, 2005; Nunan, 2013), and Harmer (2015) writes about teaching speaking in general. In this section, the researchers analyze the teaching practices proposed by these authors in the context of the ESP course designed for municipal employees.

Even though Bailey (2005) does not focus on ESP, she does discuss how to teach speaking to beginners. The author presents three principles for teaching speaking to beginners, highlights the importance of teaching pronunciation, and suggests a number of tasks and materials suitable for teaching speaking to low proficiency learners.

The first of Bailey's principles is providing students with something to talk about. She argues that substitution drills are boring, unreal, and fail to provide students with a communicative need, equivalent to Harmer's (2004) concept of purpose for writing, and suggests that teachers have to choose interesting topics carefully to stimulate natural

conversation and discussion inside the classroom. The second principle is using pair work (PW) and group work (GW) to create interaction opportunities. The author emphasizes that PW and GW allow students to practice different speech acts such as greeting or offering an apology, provide them with more speaking practice time, and expose them to feedback from sources different from their teachers. The third principle is arranging the class in a way that promotes interaction. In the context of an online course, this principle does not have any impact, for there is no physical place to be arranged. Nonetheless, the first two principles are worth considering in any EFL context whether physical or online, and thus, are relevant for ESP courses at any level. As suggested by Bailey (2005), ESP practitioners should also look for relevant topics to give students something to talk about. The relevance of such topics derives from their origin in the real needs of the population, guaranteeing that they will mirror speech acts commonly required in the students' field. Similarly, in the context of a TBLT course, having students perform tasks in PW or GW can elicit negotiation of meaning, meaningful interaction, and collaboration skills.

In addition to the three principles for teaching speaking to beginners, Bayley (2005) also highlights the importance of teaching pronunciation since students need to pronounce the language well enough to be understood by their interlocutors. In order to achieve this goal, the author suggests that learners need to understand key phonetics concepts such as place and manner of articulation. Teaching these topics explicitly would probably fall outside the scope of real needs of most populations, thus making it seem inappropriate for ESP. Nevertheless, the TBLT approach does allot a section of time to draw students' attention to salient language aspects that are important for the task: the language focus. Willis (1996, as cited in Richards and Rogers, 2001) argues that in this phase, teachers should set language-focused tasks to analyze and practice the language students were exposed to in previous sections of the class. Additionally, Long (1998) states that

Focus on form refers to how attentional resources are allocated, and involves briefly

drawing students' attention to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, and so on), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication. (p. 40)

Hence, if ESP teachers working with a TBLT focus deem that correct pronunciation of key target lexical items is necessary, they can include pre-task activities to familiarize students with the correct pronunciation and fine-tune them to pursue the ESP purpose of the lesson.

Harmer (2015) also discusses and exemplifies the teaching of speaking; nonetheless, he does not focus on ESP or on beginner level students. The author emphasizes the importance of (learners) understanding the functioning of the spoken language, offers suggestions for getting students (even the reluctant ones) to speak in class, highlights the importance of repetition in learning speaking skills, and suggests a series of activities to use during speaking classes. About helping students understand how spoken English works, Harmer (2015) asserts that teachers must draw students' attention to the fact that written grammar and spoken grammar can be very different, teach lexical phrases and adjacency pairs, teach conversational strategies, and develop students' listening skills, which the author calls "listenership". First, the author states that students have to be aware that speakers can (and will) say things that they would not write, focusing on a variety of spoken and written forms in different contexts as necessary. Second, the author furthers the idea of having students learn lexical phrases, defined as sequences of words that occur frequently in language (e.g., "How may I help you?"), and adjacency pairs, that is two-part exchanges in which the second part depends on the first one and each part is spoken by a different interlocutor (e.g., "How are you?<-->Fine and you?"). This idea is in tune with Bailey's (2005), who promotes teaching formulaic expressions, also called unanalyzed chunks, in order to help sustain interaction and give students the chance to later analyze the chunks for improved language acquisition. Third, Harmer (2015) states that students should be given opportunities to acquire conversational and repair strategies like circumlocution, phrases for asking a person to rephrase, and discourse markers to enable them

to carry on conversations in situations like not knowing a word, not understanding an utterance, or needing to organize their ideas in a logical sequence respectively. Fourth, the author talks about the importance of developing “listenership” in order to successfully engage in and sustain conversation. All the features of spoken language mentioned by Harmer are worthy of attention inside the ESP classroom. Students need to be aware of the differences in the language used when writing an email and the language used when making small conversation with a potential client, for example. Formulaic expressions, lexical phrases, adjacency pairs, conversational strategies, and listening skills are tools for ESP learners to repair and maintain communication, convey their message, and achieve some level of fluency. Of course, the choice of tools that teachers offer their students should be in tune with their proficiency level.

Concerning practices to motivate students to speak, Harmer (2015) points out that learners (some more than others) may oscillate between their desire to speak in class and their fear to sound bad or make mistakes. This could be related to Krashen’s Affective Filter Hypothesis. In this respect, Stevick (1976, as cited in Krashen, 1982) explains that:

The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike ‘deeper’. (p.31)

This creates a need for teachers to use strategies to reduce the impact of the Affective Filter, and Harmer (2015) gives a number of suggestions to help reduce it in speaking classes and elicit students’ participation. Harmer emphasizes the importance of creating a relaxing

atmosphere in the class, matching tasks to the students' proficiency level, using PW and GW, allowing preparation time for students, including fluency activities, adopting appropriate teacher roles, and favoring mandatory participation.

The first two suggestions are key when considering an ESP course for beginners because a relaxing atmosphere may help to reduce nervousness and anxiety and promote participation. Moreover, these students need to be able to carry out real-world tasks based on their specific needs, but real tasks tend to be rather complex for them. Therefore, they should be adapted to match the level of the students, with the risk that this may end up reducing the "real-world" characteristics of the task.

The next two suggestions deal with PW and GW and preparation time. First, Harmer deems PW and GW as less intimidating speaking-practice spaces which provide every student with chances to speak. This is in tune with Bailey (2005), who asserts that they increase students' speaking-practice time. Second, Harmer also states that learners take advantage of preparation time to rehearse what they are going to say. This preparation time is similar to the time invested to warm-up before performing a physical activity. Practicing with their inner voice might reduce students' anxiety to speak and increase their confidence, thus creating a need for teachers to allot time for preparation.

Harmer (2015) suggests three further practices to get students to speak. One consists of including fluency activities without preparation to train students to speak in situations in which they cannot rehearse their words in advance. For the researchers of the present study, speaking tasks, both with or without preparation time, have the potential to serve the ESP purposes of many populations who sometimes have time to rehearse their speech (e.g., meeting report) and sometimes do not (e.g., receiving a client without previous notice). The second practice suggested by Harmer is adopting teacher roles to prompt students to convey their ideas, participating in the conversation with the students, and giving them a carefully considered amount of feedback, not too much, not too little. Harmer's last suggested practice is

designing tasks that make it mandatory for all students to participate (e.g., jigsaw activities, fluency circles). While this last practice may push students to speak, it could also increase the affective filter and push them away from the desire to speak and closer to the fear of speaking. However, together with the idea of allotting preparation time, it may push the students to speak without increasing the affective filter.

In addition to familiarizing students with the characteristics of spoken language and getting students to speak, one interesting practice suggested by Harmer (2015) is including activities that promote repetition of language and give students chances to try and retry the same or similar language. Such activities could help consolidate correct pronunciation of target lexical items, internalize key grammatical structures, and memorize necessary formulaic expressions. Nonetheless, if they are too repetitive, they may be boring and unnatural, the same as Bailey's (2005) concept of substitution drills.

A summary of the speaking activities suggested by Bailey (2005) and Harmer (2015) is shown in Table 11.

**Table 11**

*Speaking Activities (Suggested by Bailey (2005) and Harmer (2015))*

Activity	Bayley (2005)	Harmer (2015)
1. Conversations	✓	
2. Controlled conversations	✓	
3. Interviews	✓	
4. Information gap	✓	✓
5. Jigsaw activities	✓	

6. Scripted dialogues	✓	✓
7. Drama	✓	✓
8. Role playing	✓	✓
9. Logic puzzles	✓	
10. Picture-based activities	✓	
11. Physical actions in speaking lessons	✓	
12. TV and Radio games		✓
13. Brainstorming		✓
14. Formal debates		✓
15. Unplanned discussions		✓
16. Reaching a consensus		✓
17. Prepared talks/presentations		✓
18. Questionnaires		✓
19. Storytelling		✓

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Nunan (2003) also advocates the use of simulations, for they provide more realistic contexts for the practice of the language (p.57). These are strategies that help learners interact with each other and can be implemented not only with very basic learners in simple tasks like introducing oneself to a foreigner, but also with advanced ones in tasks where they have to simulate a more complex interaction like a trial in a courthouse. In a simulation, students are



assigned a specific role in the target scenario, and based on the assignment, they need to add more information in order to play the role they are meant to accomplish. Simulations may seem to be basic and simple tasks; however, they need to be properly planned by the teacher, and they need to be preceded by a series of scaffolding steps to equip learners with the necessary tools (grammatical competence, discourse competence, sociolinguistic competence, and strategic competence) to comply with the goal of the class and to maximize their talk time. Additionally, simulations promote a variety of real scenarios that meet students' needs, interests, and motivations.

As mentioned before, the teaching of speaking has evolved in ways that have implications for the selection of strategies and the design of materials. It has moved from the repetitions and drills of prescribed conversations and scenarios to more metacognitive activities in which learners take a more active participation and reflect and interact in settings based on their own thoughts and experiences (Tomlinson, 2014). Along the same line, speaking is no longer seen as a systematic set of phrases to be learned in a context. Speaking also involves spontaneous interactions in which a set of strategies, together with students' interests, needs, and motivations, enables speakers to succeed in particular settings (Celce-Murcia, 2001, p.104). Based on these concepts, it is essential to draw close attention to the way speaking materials and strategies are designed, especially since there are still authors who, in their attempt to prepare suitable communicative tasks, fail to acknowledge central elements for the teaching of speaking such as authenticity and reliability. In fact, as suggested by Celce-Murcia (2001), teachers need to become critical materials consumers by questioning the appropriateness of the books, the type of contents and topics, and authenticity in terms of communication (p. 105).

In addition to the previous considerations, English teachers should be aware of five different principles for teaching speaking when choosing and designing speaking tasks (Nunan, 2003). The first principle states that teachers need to be aware of the difference between

second language and foreign language learning contexts. As the second principle, the author highlights the importance of giving students practice on both fluency and accuracy. Third, Nunan suggests providing students with opportunities to talk by using group work or pair work and limiting the teacher's amount of talk time. The fourth principle he proposes entails planning tasks that involve negotiation of meaning, which can be ultimately complemented with the fifth principle, involving the design of activities that include guidance and practice in both transactional and interactional speaking (p.54-56). These considerations seem to match consistently other authors' remarks such as Bailey's (2005) and Harmer's (2015), giving teachers solid bases to incorporate them in their lessons as useful practices to teach speaking. Teaching speaking is not an easy puzzle to solve. It involves many elements that are essential for high quality instruction, and thus, for effective learning to be likelier to occur. As stated before, teaching speaking in current times requires learners to be more spontaneous and strategically competent rather than simply being competent grammar users. For this reason, it is crucial for teachers to include appropriate teaching practices in their course design to get students to speak and have strategies to engage in conversation. They should also be critical when planning and selecting speaking activities in order to ensure that their choices trace a coherent scaffolding pattern in which both guided and unguided tasks embrace all or at least some of the principles and dimensions previously discussed.

### **Rationale Behind Course Design**

#### ***Reading***

The reading unit consisted of four lessons. Three of the lessons (See appendices A, B, C, D, E, F and G) had a formative purpose and the last lesson (See appendices H and I) was devoted to assessment of the unit. The unit goal was to get municipal employees to effectively retrieve important information from a written text about municipality-related topics by using reading strategies such as predicting, skimming, and scanning. In order to achieve this main goal, the following four general lesson objectives were included:

- General objective lesson 1: At the end of the lesson, students will be able to predict the content of a written text (requests or complaints) addressed to the three main Municipal Departments by looking over titles, headings or subheadings in order to address the constituent to the correct department with 75% of accuracy.
- General objective lesson 2: At the end of the lesson, students will be able to accurately locate specific information in a written text about the Municipality service of solid waste collection in order to provide constituents with specific information about the service by scanning for keywords with 75% of accuracy.
- General objective 3: At the end of the lesson, students will be able to accurately discriminate relevant from irrelevant paragraphs in a text about the Municipality service of the Municipal Archive in order to provide constituents with relevant information about the service by skimming the text with 75% of accuracy.
- General objective 4: At the end of the lesson, students will be able to accurately show comprehension of a text about the municipal service of the Municipal Library in order to provide constituents with relevant information about the service by answering questions about the text with 75% of accuracy.

Following Nunan's (2003) remarks about reading as a demanding process that requires the implementation of suitable practices and strategies, these goals aimed to provide the students with strategies to retrieve specific and general information from real-life resources that they have to deal with in their jobs. Additionally, based on Masuhara's (2011, as cited in Tomlinson, 2014) claims about explicit instruction of strategies as useful tools to empower readers, the student teachers decided to teach predicting, scanning, and skimming explicitly. Throughout the 4 units, the student teachers provided the students with direct explanations about the reading strategy to be used in each class. In the first class (see Appendix G), the students were taught how to predict meaning based on headings, subheadings, and key words. In order to make the task more job-related, the student teachers asked the students to predict to

what department the letter or email should be addressed by looking at key parts of the text. The second class (see Appendices H and I), the students were asked to scan a text about the municipal service of waste collection. The students had to answer specific information questions by scanning the text. In the third class (see Appendices D and E), they were provided with a text about the Municipal Archive service and were asked to locate general information in the paragraphs by skimming the text.

Before the students started attending classes, a diagnostic test was administered to them to support the student teachers in identifying and estimating the students' proficiency in terms of reading comprehension (see link in Appendix G). The results showed that the students had difficulty discriminating between general information, specific information, and the identification of keywords. Most took more time than allotted for the diagnostic tasks, showing that they needed training on strategies to be able to extract information more easily even if they were not able to understand all the words in the text. As mentioned by Robinson (2001), in the case of the Task-based approach, cognition has an important role since cognitive demand is determined by task complexity. Thinking of the proficiency level of the students and the cognitive load that the process of reading comprehension represents for beginners, the student teachers decided to base their planning mainly on comprehension, the second classification level of Bloom's taxonomy. Many of the activities asked students to classify information. At this level, the student teachers provided the students with statements to classify instead of asking them to write them by themselves. In the first two classes (see Appendices G, H, and I), the student teachers noticed that since the proficiency level was very basic, giving students a prompt asking them to write increased the level of difficulty for them. In order to decrease the cognitive load, the student teachers also incorporated activities such as locating general information in paragraphs or reporting specific information by underlining the parts of the text. Additionally, following Celce-Murcia's (2007) recommendation about the use of formulaic expressions, the student teachers started including more precise and useful expressions to help

the students interact more autonomously during the reading tasks. The students were given expressions such as “I think that”, “Do you think \_\_\_\_\_ is in the text?”, “It is related to \_\_\_\_\_”, “Can you look for the word?”, “What is the meaning of \_\_\_\_\_?”, “I think that \_\_\_\_\_ is in the text”, and “The synonym of \_\_\_\_\_ is”. The observers suggested giving students only 2 or 3 expressions to prevent students from getting confused with too many expressions at the same time. The student teachers followed the recommendation. In the same line of reading comprehension and following Romero’s (2017) suggestions regarding the implementation of low-order skills through hands-on activities, the student teachers designed pre-tasks that involved visual input for students as a way to introduce them to the main content of the text in a manner that they could remember the information and understand it without having to perform complex tasks or receive abstract explanations of the content (see Appendices H, J, F, and N). Also, in the light of Romero’s (2017) recommendations about the importance of making predictions and planning activities to help learners formulate their own ideas about a text, the student teachers firstly incorporated the use of predictions for schema activation activities and for some pre-tasks (see appendices H, J, L, and N). Some of the schema activation activities included a list of possible text vocabulary that the students had to read to predict what words would be part of the text. Moreover, the students were given pictures representing the topic of the text to predict what was happening; however, this pre-task was observed to be difficult for the students even when they had useful language to produce complete sentences. As a consequence, the student teachers made the decision of providing the students with statements or information for them to read and predict without asking them to produce by themselves. Regarding the second strategy suggested by the author about helping students formulate their own ideas on the text, the student teachers took into account the use of brainstorming at a basic level in which the students were presented with a picture related to the text and asked to identify its elements. The students were expected to say single words of elements in the picture that they were able to recognize. In case that the students were not able to identify anything in the

picture, the student teachers supported the students by writing the words and helping them to pronounce the words. After the simplification of the brainstorming activities, the students were able to use words and produce simple sentences by incorporating the vocabulary to the useful language.

In an attempt to help the students, the student teachers aimed to be very careful when designing activities to activate students' prior knowledge. As Masuhara (2011, as cited in Tomlinson, 2014) explains that background knowledge can influence students' comprehension and mental interpretation of texts, the student teachers made the decision of incorporating motivating and fun activities at the beginning of task cycles for the students to create their mental picture of the text to be used later in the task. In all schema activation activities, the students had the space to look at visual stimuli (a picture, a question, a heading, or a word) and say a word they related to what they saw (see appendices H, J, L, and N). Due to their level of proficiency, the students were not able to formulate complete utterances autonomously; however, they were able to use the useful language and produce simple words, thus assuring a degree of individual participation and cognitive engagement with the creation of the mental picture required to understand the text at a later stage.

Regarding the importance of materials highlighted by Masuhara in his first principle, the student teachers looked for texts that were directly related to municipal services that the students knew about and were part of the job-related information that they had to manipulate. The texts were relevant and contained useful vocabulary for services such as the Municipal Archive service, the three main Municipal Departments and their functions (the Women's Office, the Environmental Promotion Office, and the Archive Office), the Municipal Library service, and the Municipal service of waste collection. Through the lessons, the students also had the opportunity to come into contact with information regarding the functions of the departments and distribution of the various districts of Pérez Zeledón.

In a further effort to follow Masuhara's (2011, as cited in Tomlinson, 2014) proposed practices to reduce linguistic demands and help learners to focus on meaning, the student teachers firstly included vocabulary activities in which the students were presented with content words from the texts, but also practiced the pronunciation of those words before interacting directly with the text. For each text, the student teachers planned pronunciation activities as pre-tasks in order to expose the students to sounds before reading the text. In other words, processing text information and sounds were taught separately with the intention to reduce the cognitive load by preventing the students from carrying out both tasks at the same time. The author's second proposed practice suggests chunking the texts into manageable lengths to help students process the information gradually. For the ESP purpose of the course, the student teachers chunked the texts into parts of realistic length that were similar to the information that the students had to manipulate in their jobs. For pre-tasks, the student teachers aimed for the students to have activities with portions of the information that they would find in the text for the main task. The students had activities such as matchings with fragments of the text in which they were expected to identify vocabulary and specific information to prepare them for interaction with the whole text during the task.

Finally, regarding the design of reading materials, under Masuhara's suggestion of creating materials that give learners the possibility to experience content first before dealing with language, the student teachers concentrated on the recommendation of helping the students connect verbal codes with non-verbal mental representations. In other words, for each class, the students had some time to create their mental representations, and they were also given the time to make errors and correct those errors. The student teachers had an important role in this process since the students had their support during the phase of correcting mistakes in the process of trying to put into words the images that they had mentally created.

### ***Writing***

The writing unit comprised four lessons, three formative lessons (see Appendices P, Q, R, S, T, U, and V for lesson plans and materials) and one for the evaluation of the unit (see Appendices W and X). The unit goal was to get the municipal employees to be able to appropriately interact via email with complaining constituents by addressing their complaint, using an appropriate structure, and including relevant content. To pursue this goal, the unit design included the following general objectives:

- General objective lesson 1: At the end of the lesson, municipal employees will be able to demonstrate comprehension of the structure of complaint emails by re-organizing a complaint email from a constituent about stray dog populations with 100% accuracy.
- General objective lesson 2: At the end of the lesson, municipal employees will be able to answer a complaint email from a constituent about the recycling service mistakenly sent to their email address using a formal register.
- General objective lesson 3: At the end of the lesson, municipal employees will be able to formally answer an email from a constituent requesting information about municipal services by including relevant information.
- General objective lesson 4: At the end of the lesson, municipal employees will be able to read and formally answer an email from a constituent requesting information about tax payment options.

These goals aimed at providing students with real-life tasks with clear purposes, as suggested by Harmer (2004), like answering a complaint, instructing a constituent to write to the correct person, and providing constituents with the information they had previously requested.

At the end of the first unit, the students took a diagnostic task to help the research group estimate their abilities to write in English (see Appendix P). The results showed that the students were not very proficient and could not be expected to produce large chunks of coherent language without a considerable number of distracting grammatical and lexical mistakes (because their vocabulary was very limited too). As a result, the Practicum team



decided to lower the difficulty level of the tasks planned for the unit. To continue abiding by Harmer's (2004) idea that the content of the course needs to bear face validity, the activities designed had students carry out the sort of tasks that they may perform at the municipality (real-life tasks), using the real-life language that commonly appears in those kinds of interactions, but in a way in which they could still succeed and present a task product depicting correct grammar and vocabulary that could serve them as job aids after the course. Said differently, the students could not be asked to write an entire email answer, but they could be asked to rearrange a disorganized email according to a given structure (see Appendix Q) or color code its different parts (see Appendix R). They could also unravel a formal email out of a word maze (see Appendix S), read two options and choose the most suitable answer to a received email (see Appendix U), or fill in the blanks to complete an email that is appropriate for a municipal worker (see Appendix W).

The writing unit focused on writing and, unavoidably, reading emails, for the needs analysis showed that this was a highly salient concern for both students and stakeholders. Additionally, the researchers considered that the usual length of emails made these texts appropriate for the participants' proficiency level. During the needs analysis stage, no documents were provided by the municipality as examples of common texts in their daily job for genre analysis. Thus, to define the content of the emails, both participants and stakeholders were informally inquired about the most common purposes of the emails they receive. As a matter of fact, class activities were employed to collect that information (see specific objective 2 in Appendix Q). The student teachers noticed that complaints and information requests are common for the population and looked for examples of emails written in English (or letters that could be adapted as emails) written for said purposes in order to conduct the analysis. Those sources were cited in the materials (see Appendices R, T, U, and X). Building on the notion of the scaffolding approach to writing proposed by WMTTAC (2015), the email (or letter) examples were analyzed to identify the sections in their structure. Sections that are always part of emails

(e.g., sender, subject, signature) were taught as “parts” while sections that might appear or not depending on the writer’s intention or mood were introduced as “moves” (e.g., call to action, evidence of the problem). The classes designed had students practice their abilities to read and answer emails by recognizing the different sections and focusing on one at a time to raise awareness about the structural nature of emails and the strategic use of moves. An example can be seen in the specific objective 6 for the first lesson (see Appendix Q) and its handout (see Handout #3 in Appendix R).

In addition to this, the students received models of the expected outcomes prior to engaging in the main tasks where they had to “produce” their own emails (e.g., see the link under Materials for the third objective in Appendix Q, or the link under Materials for the second objective in Appendix S), which is in tune with Selvaraj and Aziz’s (2019) suggestion of sticking to a product-based approach when teaching beginners. The lessons were designed to offer students at least one model of the emails that were chosen for instruction (complaints and information requests) and at least one model of the answers that they are expected to produce. The student teachers drew the students’ attention to and highlighted (or had students highlight) the sections in the received emails and the answers. These models would also serve as job aids that the students could use in the future to write their own answers to emails from real constituents, which would help them transition from reproductive language use to creative language use, as encouraged by Nunan (2004).

In addition to the use of models and a product-based approach, the course design included the use of metacognitive strategies to help students think about how they plan, monitor, and evaluate their written production following the suggestion found in Al-Jarrah et al. (2019). For instance, the student teachers relied on summoning the students’ prior knowledge in every class (see Appendices Q, S, U, and W). This activation aimed at scaffolding their planning of the tasks. Additionally, the student teachers provided them with outlines of the email structures (parts and moves) used in the pre-task stages and sometimes in the task cycle.

These structures, together with the models, helped the students monitor their production and make sure that they were including all that was needed in a suitable order while thinking about how they wrote or how they were supposed to write. In a less explicit fashion, the students were taught to question their production to monitor its appropriateness. Questions like “What does the person want?”, “Why is the person complaining?”, “Is this the information they asked for?”, or “How do you say that in Spanish?” also aided their writing process and made them think about how they were writing. In addition to scaffolding their monitoring, models and structures were meant to help students evaluate their final products by means of comparison and contrast depending on when the students decided to check the models and structures (while or after doing the tasks). This comparison and contrast aimed at helping the students notice the gaps between their product and the models.

Finally, the suggestions found in Cole and Feng (2015), the use of technology and journal writing, were not included in the design of the writing unit for two important reasons. Firstly, the population had serious limitations in terms of connectivity due to their geographical position (outside the Great Metropolitan Area). This complicated the use of resources that demand certain specifications to function properly. Moreover, a considerable number of students were not tech-savvy. Secondly, the research group considered that the activities proposed by the authors (e-journals) were too demanding for the population’s proficiency level. Nonetheless, their notion that the writing material used in the lessons should resemble real-life writing exchanges was taken into account when designing said materials (see Appendices L, N, P, and R). The group gathered real information from the municipality’s website about the topics included, used the real names of the employees involved in the targeted areas, and referred to the names of real locations inside the municipality’s territory (e.g., districts, landmarks) to make the material content as meaningful as possible.

### ***Speaking***

The speaking unit covered 4 lessons. The first three classes had a formative purpose

(see Appendices Z, AA, BB, CC, DD and EE), and the fourth class was devoted to assessing students (see Appendix FF). The unit goal was to get municipal employees to politely interact face to face with constituents by addressing their inquiries related to municipal services.

Following Bailey's (2005) first principle, which is giving students something to talk about, the student teachers designed four general lesson objectives to provide the students with tasks that reflected real-life situations that they may have to deal with in their jobs. The idea was to give students something to talk about that was visibly meaningful for them while trying to reach the main goal of the unit at the same time.

- General objective lesson 1: At the end of the lesson, municipal employees will be able to politely greet and offer help to a constituent with an inquiry about a municipal service by using appropriate expressions in spoken form.
- General objective lesson 2: At the end of the lesson, municipal employees will be able to politely provide information to a constituent about the municipal recycling program by using appropriate expressions in spoken form.
- General objective lesson 3: At the end of the lesson, municipal employees will be able to successfully role play a face-to-face conversation or a telephone conversation to provide information to a constituent about a business patent by producing chunks of language in spoken form at different lengths, fluent speech with some pauses and repetition, correct grammatical structures, appropriate pronunciation, and an adequate repertoire of vocabulary.
- General objective lesson 4: At the end of the lesson, municipal employees will be able to successfully role-play a face-to-face conversation or over the phone at the municipality that requires municipal employees to provide information related to services such as cemetery rights, garbage collection, and commercial business patents by producing chunks of language and short sentences.

Following Bailey's (2005) second principle (using PW and GW) and Harmer's (2015)

considerations about PW and GW, most activities included in the unit were designed to be performed by two or three students in order to promote interaction during the class. Additionally, the student teachers based many of the dialogues and tasks on the resources found on the Municipality's official web page to give students class activities that may be interesting and useful in an attempt to explore Bailey's (2005) first principle and take advantage of the needs analysis input. The student teachers carefully selected topics which were interesting, meaningful, and relevant to the students' job. The topics chosen for this unit were about municipal services, municipal departments, constituents' common inquiries, municipal programs, and important polite customer service interactions. The students were asked to talk about municipal services such as garbage collection, business patents, and cemetery rights. Regarding customer service interactions, the students were given the opportunity to practice polite expressions to greet and offer help to constituents in a natural manner. All these topics were also chosen following Harmer's (2004) suggestion of selecting interesting topics to stimulate natural conversations and interactions in the class.

For this unit, the students also took a diagnostic test before the first class (see Appendix Y). The main purpose of this test was to identify the students' ability to perform different speech acts such as greeting, answering a question, and explaining a procedure. Since the results showed that the students only had a basic command of the spoken language, the student teachers decided to simplify and adapt the speaking tasks to a beginner level to abide by Harmer's (2015) notion that tasks should match the students' proficiency level.

The first decision was to reinforce the use of formulaic or fixed expressions such as "How do you spell \_\_\_?", "How do you say \_\_\_?", "Can you repeat?", and "I don't understand", among others. This decision was made following Bailey's (2005) suggestion, and it is also in tune with Harmer's (2015) proposal to teach lexical phrases and adjacency pairs and conversational and repair strategies. The formulaic expressions given to the students were expected to be useful and simple expressions (sometimes exchanges) that gave them the

opportunity to express themselves and ask for clarifications without a high level of difficulty. These expressions were given in the form of useful language to help learners communicate more easily and to avoid overwhelming them with the pressure of putting long and difficult sentences together.

Since the student teachers decided to resort to useful language for classroom activities, another essential process in the four speaking classes was modeling the sentences that students were expected to use. The student teachers played the role of models to teach the students the right pronunciation of the necessary words and expressions. Guided by Bailey's (2005) highlights regarding the importance of teaching pronunciation, the student teachers devoted time to teaching students how to pronounce expressions and vocabulary required to perform the tasks successfully. However, the students did not receive explicit instruction about phonetics. Instead, the student teachers favored a modeling approach, and a few phonetics notions (IPA symbols, places and manners of articulation) were mentioned in passing to draw the students' attention to these aspects without diverting the lesson focus away from its ESP goal. Additionally, based on the needs analysis phase, pronunciation activities were expected to be interesting for the students. Following the TBLT approach in terms of language focus preparation, and assuming that the students had a beginning speaking level, the student teachers decided to include explicit pronunciation activities to give students the tools they needed to carry out the tasks.

Bearing in mind Harmer's (2015) claims regarding speaking hesitancy and the fact that tasks should match the students' proficiency level, the student teachers made the following adjustments:

Schema activation activities were planned as guided identification and matching activities to guide students smoothly to the topic without a high level of difficulty. Identification activities involved mainly eye-catching pictures and single words to identify vocabulary. In the case of matchings, these mainly involved words and their corresponding synonyms. Synonyms

were included in order to avoid giving the students long definitions that may be confusing or difficult to comprehend and relate to the meaning.

Pre-tasks were designed to give students all the necessary input to perform the tasks. Instead of asking the students to brainstorm or give complex definitions by themselves, the student teachers decided to provide students with the information for the students to read and classify. For instance, for pre-tasks, the students were asked to classify useful expressions that they would need later in the task. Also, for the customer service interaction unit, the students had pre-tasks in which they had to identify and classify fixed expressions such as greetings, offers to help, self-introductions, and time gaining expressions. Additionally, polite expressions were taught in contrast to show students the difference between formal and informal register. Since the tasks resembled possible real-life job duties, and keeping in mind the ESP focus, this last aspect was previously planned with the purpose of drawing the students' attention to the importance of formality when approaching constituents.

As also promoted by Harmer (2015), giving students the possibility to retry the same or similar language can be a helpful practice to consolidate correct internalization of the language. In this sense, the student teachers tried to give students the opportunity to reinforce the possibility of acquiring new words by incorporating them again in later tasks and promoting the correct pronunciation and spelling of each word. For each of the speaking classes, some key vocabulary, common expressions, and useful language were intentionally recycled. Thus, the students had the opportunity to review and practice enough times until they felt confident enough to use the new concepts autonomously.

Concerning the learners' confidence in speaking in class, Harmer (2015) also points out the significance of a positive atmosphere in the classroom to promote a calm and non-threatening environment for students. From this perspective, the student teachers made sure to treat the students in a cordial and respectful manner. Moreover, the student teachers provided plenty of opportunities for the students to participate voluntarily without exposing them to

stressful situations. All activities had a useful language section that aimed to give the students support and help them not to feel under pressure while producing orally. Oral production feedback was always presented with a positive attitude with the intention of preventing the students from feeling afraid of making mistakes.

As a fourth point of discussion which was also suggested by Harmer (2015), the student teachers included two teaching practices in their lesson plans to help the students to understand spoken English. Firstly, to make students aware of the differences between written grammar and spoken grammar, the student teachers incorporated written texts to model written grammar in an implicit approach. The students were guided by the student teachers through the formal characteristics of grammar by examining formal written texts and dialogues. On some occasions, the students were asked to analyze and classify formal written expressions from informal expressions that were not appropriate to their professional context. Secondly, in an attempt to teach the students conversational and repair strategies, the student teachers designed speaking activities in which students used spelling to confirm information and simulate a possible situation with a constituent in which the information may not be clear. Moreover, the student teachers provided the students with functional confirmation questions to interact during the class, and also with confirmation questions in the useful language used for the tasks that the students had to perform.

Finally, from Harmer's (2015) view regarding the benefits of including fluency activities with or without preparation, the student teachers mainly designed activities in which the students had enough preparation to be able to produce. This decision obeyed the fact that the population had limited abilities to produce without previous rehearsal. In the case of main tasks, they consisted of role plays of conversations that the students had to create based on a prior example. As a way to help and motivate the students to speak, the student teachers designed pre-tasks that gave the students conversation models for them to read and arrange. Later in the task, the students were asked to use the same model and personalize it by substituting



information. Even though the activities had some rehearsal, the student teachers tried to make sure not to adapt them to the point of affecting the ESP focus by making them unreal or inappropriate for the context. Due to the lack of real materials provided by the Municipality, the student teachers decided to create all conversations and dialogues based on real municipal information and the information about common procedures obtained in the needs analysis.

### **Reflection About the Course Results**

In this section, the researchers reflect on the perceived effects of applying the teaching practices suggested in the literature to the ESP course designed for workers at a Costa Rican Municipality in the three selected macro skills: reading, writing, and speaking. The researchers' perceptions derive from the comparison between the students' results in the diagnostic tests (see Appendices G, P, and Y), the analysis of students' answers to a course-evaluation questionnaire (see Appendices FF and GG), and the researchers' notes from unstructured observations carried out during the lessons (see Appendix HH) describing the students' performance in the tasks. The researchers compared the students' final products in the diagnostic tests to those in the main tasks of the formative and evaluative lessons by checking if students were able to achieve tasks (or task parts) that they were not able to achieve in the diagnostic test. For instance, the researchers checked whether students were able to retrieve information from a text within a constrained time frame in the case of skimming or scanning tasks or whether students were able to recognize examples of formal and informal register in sample emails. In addition, the researchers obtained information about the students' perception of the course from the course-evaluation questionnaire that they answered after finishing all lessons. Their answers were quantified to compare their perception to that of the researchers. Lastly, the researchers collected perceptive information in their notes from the unstructured observations of the lessons, including the feedback sessions held with observers and supervisors. These notes were taken by each researcher during the lessons and enriched by observing the class recordings; nonetheless, these recordings only showed the segments of the

lesson that happened outside Zoom's breakout rooms.

### ***Reading***

In this section, the researchers reflect on the perceived results of applying the reading-related teaching practices found in the literature to the ESP course designed for workers at a Municipality in Costa Rica.

The first practice that seemed to have an immediate effect on the students' performance in a positive aspect was to reduce the cognitive load of tasks by substituting activities that involved writing answers. Instead of asking the students to write, the student teachers started to facilitate the information. The tasks were adapted from spontaneous production to drag and drop classification activities. By simplifying the process of the task, the students had more time to read, process the information, and negotiate with their classmates by using the useful language provided. The student teachers could observe a noticeable change in the level of the students' participation and the use of useful language in the activities. The students were able to use phrases and questions such as "how do you say \_\_\_\_\_?", "what is the meaning of \_\_\_\_\_?", and "what do you think of \_\_\_\_\_?" to initiate interactions with both the researchers and other students. Additionally, in the course- evaluation questionnaire (See Appendix GG), all four remaining participants agreed that the course allowed them to use vocabulary related to their job. A similar effect was observed with the adaptation of vocabulary activities. For the first class, the student teachers implemented a matching with definitions; however, the complexity of long definitions did not help the process of comprehension since the students spent more time trying to define the words one by one rather than actually looking for the general meaning. In this case, some matchings were included for future classes, but they only included synonyms to help decrease the complexity of the tasks. Based on collected evidence from the unstructured observations (See Appendix HH), the students seemed more relaxed since it was easier for them to concentrate on one word at a time.

The second practice that appeared to be successful in the process of teaching reading

comprehension was to present predicting, scanning, and skimming explicitly. For the assessment lesson, the effectiveness of teaching the students how to extract keywords, general information, and specific information was evidenced. Compared to the results obtained from the diagnostic test in which a low percentage of the students were able to complete the reading tasks, the final test of this unit suggested that all students were able to apply the three strategies successfully. For the final test, the activities were timed and their administration was as controlled as possible by sharing the screen for all students to look at the same text for the same amount of time to create the conditions for the application of the reading strategies taught in the unit. During the formative lessons, the students started to show understanding of the concept of key words and used the term “strategy” openly in class. During the assessment lessons, the outcomes were checked to reinforce the correct application of strategies. Regarding this aspect and reflecting on the observed, for the researchers, making the students aware of the strategies taught had an effect of empowerment and confidence during class and for the assessment.

Activating previous knowledge appears to have helped the students interact with the texts more successfully. Based on unstructured observations by the student teachers, the students actively engaged in activities in which they had to think of what they knew about a department or service, for example, in Lesson 2, Unit 1 (see Appendix H). In that lesson, they mentioned the names of several colleagues who worked for those departments. In fact, most of their mental representations had to do with people who worked with them. To help them connect their mental construction and their verbal production, the student teachers gave the students useful language in the form of frames, which were basically incomplete ideas or sentences that the students could complete by adding the task vocabulary. For example, in Lesson 2, Unit 1, the students had to use some of the following incomplete ideas: “I like to practice \_\_\_\_\_”, “In my free time, I \_\_\_\_\_”, and “I like reading because \_\_\_\_\_”. By using frames, the students were able to express their ideas at a basic level more easily. The students expressed a

similar perception since in the course-evaluation (see Appendix GG), two agreed and two strongly agreed that the tasks represented an appropriate level of challenge for their needs, suggesting that the input was indeed manageable, which was the objective of the activation of mental representations.

Part of the students' engagement in class was observed when they had to perform tasks that they felt were meaningful and useful for their future job tasks, for example, predicting where to address an email by looking at key information in the text pointing to specific municipal departments. The practice of selecting interesting and useful texts for the students was positive and the emotion of the students was perceived. Every text was selected with the intention to give the students relevant information extracted directly from the Municipality 's web page. Also, based on the practice of exposing students to the text taking into account the engaging affect, all texts were presented in a positive environment. The student teachers sought to make the students feel comfortable by presenting the reading tasks in a calm and friendly manner in order to promote a positive atmosphere through the activities, avoiding putting the students under pressure. Also, this perception matched the answers given by the students in the course-evaluation, in which all four strongly agreed that the class was a safe environment. In conclusion, the students seemed to be positively empowered to participate in the tasks through the adaptation and implementation of pre-tasks that gave them a clear connection to the text and the tools to understand the context.

In addition to the adaptation of materials and the selection of texts, the use of formulaic expressions also seemed to be a positive practice. These expressions were given to the students to help them carry out the tasks and interact in an easier way during the process. Based on unstructured observations for Lessons 2 and 3 in Unit 1 after supervisors had recommended providing fewer and simpler formulaic expressions, the students seemed to be more autonomous while interacting and had more confidence to answer and participate when checking the task with the student teachers. For example, once the students were acquainted

with expressions to ask clarification questions, they began to do so, using questions such as “What do you think of the word \_\_\_\_?”, and “What is the keyword in question \_\_\_\_\_?”.

Finally, separating the pronunciation section from the stage of understanding meaning and context seems to have helped the students to concentrate on one task at a time. The pronunciation activities took place mainly in the pre-tasks with direct modeling from the student teachers. The main purpose was to give the students time to process vocabulary and the correct pronunciation of words before exposing them to the whole text. Even though the students were in a process of learning how to pronounce new words, based on the results of the pronunciation tasks and class observations, this decision appeared to have a significant impact since they were able to carry out the tasks without serious problems regarding new words and their meaning. Also, they did not seem to struggle considerably with pronouncing some words while reading the text, showing that a reduction of the cognitive load of the task was achieved.

As can be observed, most of the recommendations taken into account by the researchers point to the usefulness of the practices incorporated. This incorporation seems to have reduced the cognitive load of tasks, made the students aware of the correct use of strategies, helped students interact with the text and activate prior knowledge successfully, given the students the opportunity to interact with meaningful texts, and allowed the students to learn new vocabulary and pronounce it correctly.

### ***Writing***

In this section, the researchers reflect on the perceived effects of applying the writing-related teaching practices suggested in the literature to the ESP course designed for workers at a Costa Rican Municipality. The writing-related teaching practices will be discussed according to their perceived benefit.

The diagnostic test for this unit consisted of reading a complaint email and writing an answer telling the sender to direct the complaint to the correct person. Only one student handed in an answer. The other three explained that they could not write an answer, that the email was

difficult to understand, and that they did not have time to do it. From these responses, the researchers deduced that those students lacked the skills to fully grasp the idea behind an email depicting authentic language and to compose a grammatically correct email to instruct a person to write to a different email address. In addition, the submitted answer contained grammar mistakes and fragments and looked somewhat informal, for it included words like “thanks”. In addition, the lack of required moves such as acknowledgement of receipt or an apology statement negatively affected its customer-service purpose. Thus, the researchers believe that, prior to instruction, the students did not show command of the formal register in English, formal written grammar, or municipality-related vocabulary.

The use of technology in writing lessons suggested by Cole and Feng (2015) proved to be the least beneficial practice for the population of municipal employees. Every time that an activity included the use of a highly demanding technological application (e.g., FlipGrid, Kahoot, discussion boards on Mentimeter), the students found it difficult to carry out the task. For example, in Lesson 2, Unit 2 (see Appendix S), some reported not being able to access the tools, experiencing slow functioning of the apps, or being unable to operate the application, and others reported connectivity issues that prevented them from using the tools properly. In fact, during a feedback session, one of the evaluators asked about a problem that had arisen while using Kahoot! (see Appendix S, Pre-task 1) to discriminate between formal and informal register examples, and explicitly suggested reconsidering the use of these tools with this population based on the connectivity issues experienced by the students during the lesson and their limitations to access technological devices. What was expected to be a relatively simple task took a considerable amount of time, and one student could not do it because she needed her cell phone to choose her answers to the questions, but she was using it to join the meeting. Thus, the researchers perceived that using highly demanding technological tools apart from those extremely necessary (Zoom) implied a waste of time for both the designers prior to the classes and the students during the meetings. Simpler editable text documents with instructions

and exercises proved themselves as better vehicles for class activities to have students practice their writing skills than fancy technological tools. It is important to highlight that this perception is mostly owed to the reality of this population. Living in this canton implies limited access to a high-speed Internet connection. The stakeholders mentioned that fact to the researchers on more than four different occasions. Thus, the use of technology in the writing classroom might be perceived very differently in the context of a population that is tech-savvy and has access to high-speed connectivity; however, for this population, it proved to be inefficient and time-consuming.

Al-Jarrah et al. (2019) suggest drawing students' attention to metacognitive strategies to plan, monitor, and evaluate their writing production. The researchers believe that this practice was effective. The schema activation was perceived as useful for this population. The students were very knowledgeable about municipal procedures and information. Thus, activating prior knowledge seemed to help them anticipate the tasks they had to undertake and plan how to tackle them. For instance, when asked about common complaints received at the municipality in Pre-task 1 for Lesson 1, the students wrote words such as "garbage", "noise", "crime", and "dirty", which related to some of the topics chosen for the lessons in this unit (e.g., sanitation, recycling, security). Additionally, the students were observed to rely on the outlines provided to structure their final products and make sure they were including all the necessary elements (e.g., acknowledgement of receipt and salutation) in Lessons 3 and 4 in Unit 2 (see Appendices U and W). During pair work, the student sharing the screen was commonly asked by the other student in the group to move back to the outline to monitor their progress. In addition, the metacognitive questions asked by student teachers while students were working on the writing tasks (e.g., Does it sound formal?, Was that the information the constituent requested?, Are we including the "x section"?, What was the person complaining about?) seem to have helped them develop skills to question the appropriateness of their production (evaluate it) because in the main task of Lesson 3 (see Appendix U) and in pre-task 2 of Lesson 4 (see Appendix W) of the

writing unit, some were spotted asking this kind of question themselves.

Another practice that appears to have helped students benefit from the ESP course's writing unit was that of defining a clear writing approach. The researchers opted for merging a product-based approach and a scaffolding approach following the suggestions found in Selvaraj and Aziz (2019) and WMTTAC (2015) respectively. This meant providing models for the expected outcomes (product-based) and providing the students with outlines of the sections necessary to structure their own products. According to the researchers' notes gathered from the unstructured observations of the lessons (see Appendices Q, S, U, and W), both practices appear to have been very useful for this population. Prior to the beginning of the unit, the students were tested to determine their writing proficiency. In this test, they had no models or outlines, and their performance, if any, was poor when compared to native standards because it contained grammar mistakes which made it difficult to read. Later in the unit, not only were they seen using the models to monitor their production in main tasks (as mentioned above), but they were also spotted using the names of the previously taught sections (moves and parts) and their characteristics to identify them in the emails provided and complete the tasks. Having defined a clear approach seems to have given the activities a sense of structure, which may have helped students pinpoint the different parts of a text and develop novel texts step by step based on models.

The remaining two practices, establishing a clear writing purpose and designing the written exchanges (emails) to resemble real-life interactions, were perceived as the most beneficial by the research group in the observations. Both practices gave the tasks a realistic appearance, and that seems to have reduced the difficulty level of the tasks and to have engaged the population. First, establishing a clear purpose for the tasks likely gave the students an important advantage because they were familiar with those tasks in their native language. Said differently, they knew how to achieve those purposes in Spanish. The research group believes that clear purposes allowed the municipal employees to understand what they had to



do in the tasks more easily because of the aforementioned familiarity. In turn, this may have freed cognitive capacity to focus on how to address the task in the target language. In the end, the students were able to achieve all the tasks in the unit with at least an acceptable final product. Sometimes they even impressed the researchers and visitors with their performance. For example, in Lesson 2, Unit 2, the students needed to extract an email answer out of a word maze (see the main task in Appendix S). The task was designed to be challenging, but both the researchers and the professor assigned to supervise that lesson expressed their satisfaction with how fast and accurately the students completed the task. Second, the students appeared very engaged with the tasks that resembled their work the most. They would make references to the real names used in the material, for those were the names of people they knew and saw every day (or with a certain frequency). For instance, when dealing with the topic of cemetery rights, the students started discussing who the responsible person was in “real life” to answer the email being studied. The realistic appearance provided by a clear purpose related to the students’ needs and life-like exchanges appears to have impacted their engagement and motivation in a positive manner and elicited good quality products.

The students seem to have a similar perception since, in the course-evaluation questionnaire, one agreed and three strongly agreed that the course was an opportunity to improve their language skills. Additionally, three agreed and one strongly agreed that the tasks provided them with knowledge that will help them in their professional life, while two agreed and two strongly agreed that activities in the course were meaningful to their field or professional life.

The practices for writing lessons found in the literature appear to have had a positive effect on the course designed for the Municipality except for the use of technology, specifically, highly-demanding technological apps. The population did not enjoy suitable conditions to take advantage of technological tools that required high-speed connection or a high-processing power. Under such circumstances, technological tools are not very attractive or engaging; on the contrary, their inclusion in the design meant a waste of time and represented a source of

difficulties. On the other hand, the research group perceived that the inclusion of metacognitive strategies, clear purposes, authentic language and information, and the establishment of a writing approach based on scaffolding and models had a positive effect on the students' motivation and performance, which may have allowed them to take advantage of the instruction received.

### ***Speaking***

In this section, the researchers reflect on the perceived effects of applying the teaching practices related to speaking suggested in the literature by Bailey (2005) and Harmer (2015), in that order.

The course design included four of Bailey's (2005) suggestions: (1) giving students something meaningful to talk about, (2) using PW and GW to promote student spoken interaction, (3) teaching pronunciation, and (4) teaching formulaic expressions.

First, the results of applying the first suggestion were partially positive. On the one hand, choosing relevant topics and tasks to give students something to talk about proved to be an effective way to engage and motivate them to participate. In the course-evaluation questionnaire, all four students strongly agreed that they felt motivated to learn English in the course and that they had fun while learning. Additionally, during the feedback sessions, both researchers and evaluators agreed that using authentic information from the municipality's website for the speaking tasks had positive impacts on students and appeared to be motivating. For instance, in Lesson 5, Unit 1 (see Appendix N), the researchers labeled the breakout rooms with the names of some of the municipality's districts. One student commented that she lived and was born in the district used in the breakout room, suggesting that she had felt motivated by its inclusion in the task, and the supervisor praised the researchers for using district names. This points to the positive influence of using material that was meaningful to the students. On the other hand, as a result of their desire to participate, they had to face the reality of their proficiency level and their limitations. This is not something negative in essence, but students

react differently to their perceived shortcomings. Some were observed noticing them and making attempts to improve while others appeared overwhelmed and frustrated because they could not convey their message. For instance, one of the students struggled throughout the first two units (reading and writing) due to her very low proficiency level but still managed to complete the assigned tasks and demonstrated knowledge of the topics. However, she dropped out after two lessons in the speaking unit. The researchers feel that she may have felt frustrated and made such a decision after noticing her difficulty to express herself. Hence, even though the effect of the suggestion was generally good, the researchers feel that it may have impacted some students' motivation negatively.

A different result was perceived from implementing Bailey's (2005) second suggestion. The use of PW and GW elicited great amounts of interaction among students for most activities in the unit. Most of the time, the activities were carried out in pairs, yet sometimes there were three students working together either in the main room or in a breakout room. Since during this unit the group comprised only five or four students, they always had one of the student teachers in their breakout room monitoring the practice, helping them, and promoting interaction. This may have covertly implied a certain pressure to interact in the target language, but the pressure did not seem to deter the students as PW activities led them to perform both conversation roles, speaker and listener, for a considerable amount of time while under supervision. Thus, the researchers can conclude that the suggestion indeed offers opportunities for students to practice their speaking skills, and it does deliver positive results in terms of promoting extended interaction.

Both Bailey's (2005) third and fourth suggestions, teaching pronunciation and teaching formulaic expressions, also appeared to be really helpful for the population of this study. Firstly, all of the students still active in the course during the speaking unit were interested in improving their pronunciation skills and had requested pronunciation drills in the needs analysis survey. Thus, the student teachers took advantage of these conditions and emphasized pronunciation

whenever possible in all of the units, not only in the speaking one. These activities tended to be very well appreciated by the participants who managed to become familiar with the basics about important sounds (e.g., /ə/, /æ/, /tʃ/, /f/) and were seen self-monitoring their production of these sounds during practice and report sections. One example was observed when the student teachers introduced the /tʃ/ as “the chancho sound” in Lesson 3, Unit 1 (see appendix J), named like that because it is one of the two consonant sounds in that Spanish word. Both student teachers and evaluators observed the students using this moniker several times to refer to the sound when self-correcting or helping a classmate in the lesson where it was introduced and in subsequent lessons. Another example was that the students continued using the online dictionary suggested by the student teachers to find phonetic information in their own time. For instance, in Lesson 3, Unit 3, a student asked the student teacher how to pronounce “situation” while working in pairs. She explained that she had looked up the word in the dictionary and wanted to confirm. In sum, teaching pronunciation seems to have developed the students’ interest in the class, improved their pronunciation and self-monitoring skills, and fostered their independence.

Secondly, the student teachers perceived the teaching of formulaic expressions as very impactful for the students, too. They often resorted to the useful language provided for the activities while practicing, and a number of them continued using some of the lexical expressions learned in following classes. In fact, many of them fine-tuned their pronunciation of the phrases visibly after continued repetition. The expressions that caught their attention were usually those that could be described as formulaic expressions (e.g., “How may I help you today?”, “Can you repeat that?”). Devoting time and energy to practicing formulaic expressions seems to have allowed students to consolidate a number of useful expressions that can improve their communication abilities and fluency. It also seems to have helped to improve their pronunciation accuracy. One example of this is the final skit that they prepared for the graduation meeting. Two of the students performed it in front of the audience showing accurate

pronunciation of words belonging to the formulaic expressions that they were observed mispronouncing during the course such as “thank”, “bother”, “should”, “congratulations”, and “month”.

Regarding Harmer’s (2015) contributions to the literature, the student teachers included teaching practices for speaking activities in the three areas he suggested: (1) practices to help students understand the way spoken English works (raising students’ awareness of the differences between written grammar and spoken grammar, teaching lexical phrases and adjacency pairs, teaching conversational and repair strategies), (2) practices to get students to speak (creating a relaxing class atmosphere, matching tasks to proficiency level, using PW and GW, allotting preparation time, including fluency activities, adopting teacher roles to promote participation, and including tasks which make it mandatory for all students to participate), and (3) speaking repetition (activities that provide students with opportunities to continue repeating utterances or structures previously studied).

Concerning the practices suggested to raise students’ awareness of the way spoken English works, the perceived results of teaching lexical phrases and adjacency pairs were already discussed above in the section about Bailey’s (2005) idea of teaching formulaic expressions; hence, in this section, the researchers reflect upon the perceived impact of the other three practices proposed. First, the research group perceived that improving students’ listenership was a difficult endeavor because part of having good listening skills deals with body language and facial gestures to reassure the interlocutor that their message is being understood or to convey that it is not, a skill set that is difficult to teach and assess in a virtual environment. Nonetheless, the student teachers did see value in teaching lexical expressions to serve the same purpose, such as “really?” or “I understand”. The students were observed making use of these strategies during practice to show that they were paying attention to the speaker. Second, a similar result was perceived from making the examples of spoken conversations as realistic as possible without losing sight of the required formal register. This seems to have helped students

notice a few differences between written and spoken grammar. For example, one student mentioned she noticed that contractions were not used in the written models. Additionally, the student teachers modeled and asked students to repeat the sentences paying careful attention to intonation and connected language (e.g., s-consonant clusters in initial position). Thus, the researchers feel that this strategy may have helped students to improve their accents a little, too. Nonetheless, they do believe that more explicit teaching of these differences could have had a greater impact on the population, for some of them may not have been able to spot the differences with the positive evidence only. Third, even though not many conversational and repair strategies made it into the course design, the students seem to have taken advantage of and appreciated the use of phrases to ask people to repeat and rephrase. Also, the spelling technique taught to confirm key information like last names was perceived as useful by the population, particularly after the student teachers explained how important it is in American culture to get a person's name right. This technique was even included in the final skit they performed in their graduation. The researchers feel that the idea of getting students to understand the functioning of spoken English is key for beginner students. It gives them tools to become independent learners who can spot the characteristics of the language and attempt to replicate them to soften their foreign accent if that is their goal. It could also prevent students from developing a fake expectation of spoken English and feel less intimidated when listening to a person speaking "normally" and not like a grammar book.

About getting students to speak, the perceived benefits of using PW and GW were discussed in a previous section; thus, this section will analyze the perceived impact of the rest of the suggestions. First, four of the suggestions combined to generate what was perceived as a very positive impact by the researchers. Having main tasks appropriate to the population's low proficiency level, making participation mandatory by planning the tasks as pair work, allotting time for preparation, and having students adopt teacher roles on occasions seem to have allowed students to succeed in completing the activities proposed by the researchers. Most

students seemed to improve their speaking task performance class after class, which was noticed and commented on by both student teachers and their supervising instructors during the feedback sessions. For instance, every supervisor mentioned in the feedback sessions of the third unit that they had perceived improvement in the students' pronunciation and general language skills from previous supervised sessions. Student teachers and supervisors agreed that students, in general, "looked better" after repeated practice for several weeks in the course. Based on the unstructured observations of the three speaking lessons, the students were able to provide a constituent with previously requested information, answer constituents' questions, and obtain and confirm personal information from them. Thus, the researchers believe that using the four suggestions helped them to prepare the students to succeed at these tasks. Second, overtly embracing mistakes as opportunities to improve, celebrating when students were able to repair, and down-toning the cases in which they were not helped create an atmosphere in which many students seem to have felt relaxed to participate and, possibly, streamline their speaking skills. In fact, in the course-evaluation questionnaire, all four students strongly agreed that they felt in a safe environment in the course. They were also observed laughing after making mistakes and smiling after correcting them, and, by smiling, they seem to have enjoyed the student teachers' thumbs-ups, compliments, and arms raised in a V to rejoice at their success.

Regarding the previously explained importance of opportunities for repetition in speaking tasks, the researchers think that recycling language throughout the unit may have helped to consolidate important concepts in the students' schemata. As mentioned before, in each lesson the students used some of the language studied in previous lessons, and they usually remembered the meaning of important words or phrases. For instance, they showed special interest in the word "affidavit" because they acknowledged that they had been using a false cognate, "declaration", prior to the course. Since the word was repeated in a number of activities, every time they encountered it or had a chance to use it, they made an effort to

remember it and pronounce it correctly. Something similar happened with the concept of “acknowledgement of receipt” which was introduced in and repeated orally throughout the writing unit. Some students regarded it as important and made an effort to pronounce it correctly when they saw it in the material of a unit that was not even focused on speaking. Thus, this repetition of language seems to have impacted their vocabulary banks since at the end of the course they were using language that they did not know before.

As can be seen, most of the suggestions taken into account by the researchers proved to be valuable. Their inclusion seems to have (1) improved the students’ speaking skills and pronunciation; (2) created opportunities for them to speak in a relaxing atmosphere; (3) allowed them to discover differences in the written and spoken language standards to better produce and understand in conversation exchanges; (4) familiarize them with formulaic expressions, adjacency pairs, and repair and conversational strategies to improve their fluency and communication skills; and (5) succeed in completing the proposed tasks.

### **Conclusions**

To answer the research questions posed for this study, related literature was consulted with the intention of pinpointing teaching practices to help beginner students thrive in an ESP course, putting into practice a number of those suggested teaching practices during the ESP course, and reflecting on their perceived impact on the students’ progress. After concluding the process, the research group has reached the following conclusions.

First, even though authors like Davies (2008) and Dudley-Evans and St. John (1998) are embracing the idea of having beginner students enrolled in ESP courses, to the best of the researchers’ knowledge, there is little research specialized in aiding teachers to tackle this enterprise. In light of this lack, the selection of the teaching practices used in the online ESP course was supported by ideas and recommendations from EGP literature or ESP literature not focused on beginners in order to gather ideas to help low-proficiency students take advantage of an ESP course. Many of the practices found in the literature to address beginner students in



EGP contexts can fortunately be adapted to fit an ESP environment. Similarly, suggested teaching practices for ESP in general can be used to teach beginners as long as the task difficulty level is controlled so that it continues to match the students' proficiency level. Nonetheless, having more literature focused on allowing low proficiency learners to participate and reap the benefits of an ESP course is necessary to further the idea that ESP courses are an option for such populations.

Second, certain suggestions are beneficial to help low-proficiency students improve all their macro skills. In this sense, the research group identified a series of teaching practices for beginners in general that students in ESP courses can benefit from as well. For instance, designing tasks that are realistic, portray authentic language, are meaningful to the population's needs, give students a clear purpose, and allow preparation time before the presentation of the final product is expected to lead students to succeed in reading, writing, or speaking tasks.

Regarding the practices suggested to teach reading to beginners, the literature suggests explicit instruction of strategies to empower students to interact with texts in and out of the classroom. Explicit instruction of reading strategies provides the students with tools to become independent readers who are able to make decisions on how to achieve their goals and build meaning by themselves. Additionally, the literature recommends as a prime principle the selection of useful and significant reading materials that motivate students in a positive way. This principle matches the ESP purpose since field-related topics are commonly relevant and engaging for students. Also, considering suggestions about the effect of the students' attitude towards the text on the success of reading comprehension, teachers have the challenge to present the text in a way that students do not feel afraid of the new information to be encountered in the materials.

To prepare students for tasks, schema activation activities can give students the opportunity to interact with texts and prepare them to deal with the content. According to experts' suggestions, teachers can help students by incorporating strategies such as prediction,

which is recognized as one of the most significant strategies to help learners develop reading comprehension skills. Moreover, teachers can promote the use of practices to encourage the students' formulation of their own ideas by using mind maps, brainstorming activities, and graphic organizers. Each of the activities planned should be designed to meet students' needs. The main recommendations are related to the importance of teachers being aware of how to reduce the cognitive load of the tasks. For this purpose, when planning the lessons, the use of the correct levels of learning suggested by Bloom's Taxonomy plays an important role in exposing students to the right activities and task complexity.

Additionally, the literature offers some very helpful ideas to enable students to develop their writing skills. The perceived results of the practices included in the design of this course are discussed above, yet it is important to note that some suggestions assume either a physical setting for the writing classes or a virtual environment in which connectivity is not a problem and students are tech-savvy. This supposes a limitation to teachers around the world who teach online classes and have to deal with many different setbacks and hardship in terms of connectivity and students' technological proficiency. These teachers would not be able to use such suggestions or may experience a considerable amount of trouble while trying to use them. Authors could warn readers about the limitations of the practices they suggest to allow them to make better-informed decisions while designing their courses.

Moreover, the literature offers a great amount of information on how to teach speaking to beginner students, even if it is not in an ESP context, which makes it easier for teachers to find relevant recommendations to structure their speaking-focused lessons. There is common agreement among authors on some practices. For example, all the authors consulted for this study favored a form of simulation in class. They also furthered the idea of teaching formulaic expressions or lexical phrases to consolidate a bank of language chunks that students can use to engage in and maintain a conversation. This common ground suggests that different authors

have perceived positive results from applying the same techniques, and this provides teachers with a good starting point to design their courses.

Finally, the researchers conclude that, even though the suggested practices facilitate teaching beginners in an ESP course, this continues to be a difficult goal to reach. To allow students to succeed, the tasks need to be heavily adapted, and they end up losing many of their authentic traits. Also, students end up being able to perform tasks in the course that resemble the real ones but are still different. For example, the students in this course were able to build a grammatically correct email answer depicting a formal register from given components, but they could not read an email and write a grammatically correct answer for it autonomously. In their jobs they need to be able to do the latter, not the former. Thus, the task of ESP practitioners is finding ways to build confidence so that, even if tasks are heavily adapted, they can help students to perform acceptably in real-life situations.

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## Appendix A: Interview

### Análisis de Necesidades de Lenguaje para la Municipalidad de Pérez Zeledón 2021.

- A. Objetivos y expectativas de la Municipalidad acerca del curso.
1. ¿Cuál es el objetivo de la Municipalidad al llevar a cabo este curso?
  2. ¿Qué resultados espera la Municipalidad al finalizar el curso?
  3. ¿Qué funciones lleva a cabo una asistente técnica (coordinadora, inspectora de cobro, topógrafa, secretaria del Concejo Municipal, peón de recolección, ingeniera asistente, encargada de la Oficina Turística, analista de sistemas, coordinadora de servicios municipales, operativo de gestión vial, encargada de bodega)?
  4. ¿Cuáles de esas actividades suelen o pueden llegar a darse en inglés?
  5. ¿Qué poblaciones requieren de atención en inglés por parte de la Municipalidad más comúnmente? (inversionistas, dueñas de negocios, etc.)
  6. ¿Qué tipo de documentos en inglés son comunes en la Municipalidad?
  7. ¿Qué tipo de documentos en inglés produce la municipalidad?
  8. ¿Qué tipo de contenidos produce la Municipalidad en inglés? (audiovisuales, virtuales)  
Percepción del nivel de inglés de la muestra.
  9. ¿Cómo definiría el nivel de inglés de la mayoría de las candidatas al curso? ¿Bajo, intermedio o avanzado.



## Appendix B: Questionnaire

### **Análisis de Necesidades de Lenguaje para la Municipalidad de Pérez Zeledón 2021.**

Este cuestionario ha sido diseñado para reunir información para un curso de Inglés para Fines Específicos dirigido a servidores públicos de la Municipalidad de Pérez Zeledón. Este proyecto es parte del programa de Maestría en la Enseñanza del Inglés como Lengua Extranjera. La información que se brinde en este formulario se manejará de forma absolutamente confidencial y será utilizada únicamente para propósitos relacionados al curso.

#### Sección I. Información Personal

1. Nombre:

---

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2. Correo electrónico:

---

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3. Teléfono:

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4. ¿A cuáles de los siguientes dispositivos tiene usted acceso? Marque tantas opciones como sean necesarias.

Computadora de escritorio

Computadora personal

Tableta (tipo iPad)

Celular Inteligente

Otro. Especifique \_\_\_\_\_

#### Sección II. Experiencia Previa en inglés

Esta sección pretende obtener información acerca de su experiencia con el uso del idioma inglés.

5. ¿Dónde ha estudiado inglés? Marque tantas categorías como necesite.

Si marca "otros" por favor especifique en el espacio asignado.

- |  |  |
|--|--|
| <input type="checkbox"/> Primaria              | <input type="checkbox"/> Método autodidacta      |
| <input type="checkbox"/> Secundaria            | <input type="checkbox"/> Capacitación            |
| <input type="checkbox"/> Instituto de idiomas  | <input type="checkbox"/> Curso en línea          |
| <input type="checkbox"/> Cursos universitarios | <input type="checkbox"/> Otro. Especifique:_____ |

6. Si ha estudiado inglés, aparte de primaria y/o secundaria, indique por cuánto tiempo. Si no ha estudiado inglés aparte de primaria y/o secundaria marque "No aplica".

- Menos de un año
- De 1 a 2 años
- De 3 a 4 años
- 5 años o más
- No aplica

## Sección II. Necesidades Relacionadas con el Inglés.

Esta sección pretende obtener información de su percepción sobre las necesidades específicas relacionadas con el idioma inglés.

7. Seleccione todas las actividades en las que necesitará usar **Inglés** en su futuro profesional. Si marca "otros", por favor especifique en el espacio asignado.

- |  |   |
|--|---|
| <input type="checkbox"/> Participar en conversaciones en persona.  | <input type="checkbox"/> Brindar información a administradas(os) extranjeras(os).           |
| <input type="checkbox"/> Participar en conversaciones telefónicas. | <input type="checkbox"/> Asesorar administrados en trámites municipales.                    |
| <input type="checkbox"/> Escribir correos electrónicos             | <input type="checkbox"/> Organizar reuniones (en línea y/o presenciales).                   |
| <input type="checkbox"/> Leer correos electrónicos                 | <input type="checkbox"/> Participar en reuniones (en línea y/o presenciales).               |
| <input type="checkbox"/> Crear propaganda en medios físicos.       | <input type="checkbox"/> Leer documentos (manuales, formularios, artículos, facturas, etc). |

- ( ) Crear propaganda en medios digitales.      ( ) Escribir documentos (manuales, formularios, artículos, facturas).
- ( ) Participar en capacitaciones.              ( ) Gestionar proyectos.
- ( ) Asistir a conferencias.                      ( ) Otro(s): \_\_\_\_\_

8. ¿Qué tipo de interacciones en inglés podría requerir durante su jornada laboral? Marque tantas opciones como sea necesario. Si marca "otro(s)", por favor especifique en el espacio asignado.

Correo electrónico.

Correo Físico.

Conversaciones en persona.

Conversaciones telefónicas.

Videoconferencias (Zoom, Microsoft Teams, WhatsApp, etc.).

Otro. Especifique:

---

9. ¿Qué temas podrían tratarse en las interacciones mencionadas anteriormente? Marque tantas opciones como sea necesario. Si marca "otro(s)", por favor especifique en el espacio asignado.

Agendar reuniones

Brindar informes de labores

Resolver conflictos

Atender consultas

Explicar trámites comerciales (cobros, pagos, etc.)

Ofrecer colaboración

Solicitar colaboración

Gestionar proyectos

Delegar tareas

Otro. Especifique:

---

### Sección III. Habilidades del idioma inglés

Esta sección pretende obtener información sobre su percepción acerca de sus habilidades lingüísticas.

10. ¿Cómo considera su habilidad para escribir en inglés?

Mala

Regular

Buena

Muy buena

11. ¿Cómo considera su habilidad para leer en inglés?

Mala

Regular

Buena

Muy buena

12. ¿Cómo considera su habilidad para hablar en inglés?

Mala

Regular

Buena

Muy buena

13. ¿Cómo considera su habilidad para comprender inglés hablado?

Mala

Regular

Buena

Muy buena

14. Ordene las habilidades según su prioridad por mejorarlas (1= la que más me interesa mejorar, 4= la que menos me interesa mejorar)

1

2.

3.

4

Orales				
Escritura				

De escucha				
De lectura				

15. Seleccione la respuesta que mejor complete las siguientes frases.

"Pienso que..."

	Muy Fácil	Fácil	Difícil	Muy difícil
1. Entender grabaciones de audio en inglés es ...	( )	( )	( )	( )
2. Entender conferencias en inglés acerca de temas relacionados a mi trabajo es ...	( )	( )	( )	( )
3. Hacer presentaciones orales en inglés es ...	( )	( )	( )	( )
4. Participar en conversaciones informales es ...	( )	( )	( )	( )
5. Pronunciar palabras en inglés es ...	( )	( )	( )	( )
6. Leer correos electrónicos en inglés es ...	( )	( )	( )	( )
7. Escribir correos electrónicos en inglés es ...	( )	( )	( )	( )
8. Mantener conversaciones en inglés en persona es...	( )	( )	( )	( )
9. Mantener conversaciones en inglés por teléfono es...	( )	( )	( )	( )
10. Dar sugerencias a usuarias es...	( )	( )	( )	( )
11. Dar instrucciones en inglés es...	( )	( )	( )	( )
12. Atender usuarias(os) en inglés es...	( )	( )	( )	( )

#### Sección IV. Preferencias de Aprendizaje

Esta sección pretende obtener información sobre sus preferencias de aprendizaje.

16. Marque todas las actividades que considere "disfrutables" en una clase de inglés. Si marca "otro", por favor especifique en el espacio asignado.

Presentaciones orales

Debates

Juegos de mesa

Discusiones grupales

Trabajos individuales

Trabajos en pareja

Trabajos en grupo

Toma de notas

Juegos de competición

Mapas conceptuales (para completar)

Ejercicios de pronunciación

Canciones

Otro. Especifique:

---

17. Marque los materiales que le gustaría utilizar en una clase de inglés. Si marca "otros/other", por favor especifique en el espacio asignado.

Imágenes/fotografías

Grabaciones de audios

Videos

Canciones

Presentaciones orales usando medios digitales (Power Point, Prezi, etc)

Revistas/periódicos

Documentos (manuales, protocolos, reglamentos, etc.)

Sitios web

Aplicaciones digitales (Flipgrid, Jamboard, Kahoot, etc.)

Conferencias

Llamadas telefónicas

Otro. Especifique: \_\_\_\_\_

18. ¿Qué tipos de evaluación le gustaría que se incluyera en el curso? Marque tantas opciones como sea necesario. Si marca "otros/ other", por favor especifique en el espacio asignado.

Autoevaluación

Coevaluación (ser evaluado/a y evaluar a un(a) compañero(a))

Evaluación por parte del docente

Otro.

*Muchas gracias por su participación en este proyecto.*

Nota: En el siguiente enlace puede encontrar la versión original del cuestionario administrado.

<https://forms.gle/JQJQhWp8s9qXUMAb8>

**Appendix C: Diagnostic Test**

University of Costa Rica

Master's Program in TEFL

PF-0309 Course Design

**English for Municipality Servers****Proficiency Test**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Results:

Skill	Result	Comments
Listening		
Writing		
Speaking		
Reading		



## General Instructions

The following test intends to gather information about your approximate level of English Proficiency. You will have 37 minutes to answer the required items presented in the following way:

Listening: 15 minutes

Writing: 15 minutes

Speaking: 7 minutes

Please, carefully read the instructions for each section.

### I Part. Listening: Listen to a constituent's phone calls.

A. Choose the best option that answers the questions about the audio's information. You will listen to the audio 3 times. (3 points)

1. What is Mark's main complaint?

- a) He complains about his neighbors
- b) The road's condition
- c) His neighborhood is dangerous
- d) His car is damaged

2. How do neighbors feel about the main issue?

- a) They are very disappointed
- b) They are sad
- c) They are angry
- d) They are thrilled

3. What is one of the secondary problems mentioned by Mark?

- a) Traffic jams at noon.
- b) People fell down from their bicycles
- c) The trash is not collected
- d) Cars speed up on the road

B. Complete the following notes about audio 2. You will listen to the audio 3 times. (5 points)

1. This is a message for a representative of the \_\_\_\_\_ Office.
2. Ellen needs information about the \_\_\_\_\_ for a business \_\_\_\_\_.
3. Would the patent requirements be the same if I wanted to open a \_\_\_\_\_ business....?
4. For the pharmacy, would I need a special \_\_\_\_\_ from the Ministry of \_\_\_\_\_?
5. Would I need to pay a one-time registration \_\_\_\_\_?... or Would it be an ongoing \_\_\_\_\_?

C. Answer the questions with information from the following audio (audio 3). You will listen to the audio three times.

1. What does Sheila want to know about?

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---



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2. What information is Sheila requesting about organic trash?

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---

## II Part. Writing: Writing an email reply to a constituent.

- A. **Written Task 1:** Read the following situation about a constituent who is requesting a personal meeting at the Municipality and write an email reply. (15 minutes)

Write a 10-sentence paragraph. (minimum and maximum)

You have a client with whom you often exchange emails.

Sally has been a citizen of Perez Zeledón for almost ten years.

She along with other community leaders are in charge of a couple projects for the improvement of the city. Sally said some neighbors are concerned about the delays of the construction of the

new bridge over Rio Grande. The road needs to be reopened. Some foreign citizens have businesses and others need to constantly travel to Pérez Zeledón.

Sally needs to arrange a personal meeting with you. She says she tried to come to the office one day, but the security guard told her she needed proof of a meeting arrangement.

Share your schedule for public visits during the week and offer a time for Sally to come to your office.

Write an email to Sally telling what (day, time), where and how to find you in the Municipality.

Share the new protocols for visits based on the regulations by the Ministry of Health.

Write in clear and short sentences.

Make sure to include a greeting in the introduction.

Write a farewell greeting as a closing for the email.

Include your name as a signature.

### **III Part.Speaking: Answering constituents' inquiries.**

**A. Speaking task 1.** Read the situation below and record a one-minute video with your answer (60 seconds).

Situation: You and a group of municipal workers are carrying out road repairs near Pedregoso School. An English-speaking person approaches to complain about the noise and explains that she has to teach online classes. She says the noise is affecting her job. Explain the importance of the repairs you are carrying out and mention how long you will be working in the area.

**B. Speaking task 2.** Read the situation below. Then, read the information in the additional documents (Sectores de Reciclaje, Horario de Atención, Horario de Recolección) and record a one-minute video with your answer. (60 seconds)

Situation: Janeth Jenkins is calling the municipality to ask what day she needs to take out the recycling material for collection and which materials the municipality is collecting. She says that she lives in Palmares. She also wants to know the attention schedule at the municipality. Using the information below, answer Mrs. Jenkins questions.

Sectores de Reciclaje:

**Referencia de los diferentes Sectores:****Sector #1**

Calle Licho, Vuelta los Negros, Las Brisas, La Aurora, Río Seco, Santa Fe, Loma Verde, La Margarita, La Luz del Mundo, Dorotea, Residencial El Sol, Sinal hasta los Arcos y hasta el puente llmite con San Andrés, Alto de Alonso, Calle el Semáforo, María Auxiliadora, Sagrada Familia, Brasilia, Cristo Rey, Barrio Nuevo, Pavones, Juan Pablo II y Cocorí.

**Sector #2**

San Andrés desde Barsa hasta Ciudadela el Río, Calle El Avión, Las Palmeras, Quebradas, Quinta Salpic hacia Quebradas y Morazán hasta Liceo UNESCO, Barrio el Prado, Ciudadela Blanco, Calle Cooperativa, La Pradera, Las Américas, La Recta hacia el Hoyón hasta Plaza de Deportes, Barrio Beneficio Coopeagri, 8 de Diciembre y Calle El Río, Calle Barrantes, Calle Manolos.

**Sector #3**

Los Pinos, Laboratorio, Villa Ligia, Aguas del Reposo, El Valle, Colegio Técnico, Halder, Rosa Iris, Barrio Los Ángeles, La California, Las Palmeras, Baldambú, Calle Emanuel, La Reforma, Calle Piscalino, Colegio Fernando Vollo, Calle Ema, Palma Coco, Palmares, La Fuente, Barrio Daniel Flores, Calle La Trocha hasta vuelta Villalta, entrada El Camarón, Los Lagos, Calle Los Conejos, Lourdes, Los Chiles, Vuelta Villalta, El Clavel, Las Rosas, Corazón de Jesús hasta Coopemadereros.

**Sector #4**

Recta del Cruce Hoyón hasta Boston, Cable Tica, Calle El Almendro, Boston hasta el Yucatán, San Vicente y Barrio Valverde, Avenida González, Calle las Latas y La Unión, Tierra Prometida, Fábrica de Hielo, Gasotica hasta artesanías Lupe, Barrio San Luis, Duran Picado, Barrio Santa Cecilia y (Pacuar cada 15 días solo con residuos no aprovechables).

**Horario de Atención:****Information about Recyclables:**

\* Remember to rinse and separate the materials in the following way:

- Paper and cardboard
- Plastics
- Glass
- Aluminum

**Municipality attention schedule:**

Monday - Thursday from 7:00am. to 4:00pm.

Friday from 7:00am to 3:00pm.

**Horario de recolección:**

SECTORES	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
Sector #1	ORGÁNICO	RESIDUOS NO APROVECHABLES	RECICLAJE 1er Y 3er MIERCOLES de cada Mes	ORGÁNICO	-	-
Sector #2	-	ORGÁNICO	RESIDUOS NO APROVECHABLES	RECICLAJE 2do y 4to JUEVES de cada Mes	ORGÁNICO	-
Sector #3	ORGÁNICO	-	-	RESIDUOS NO APROVECHABLES	ORGÁNICO, RECICLAJE 1er y 3er VIERNES de cada Mes	-
Sector #4	RESIDUOS NO APROVECHABLES	ORGÁNICO	RECICLAJE 2do y 4to MIERCOLES de cada Mes	-	ORGÁNICO	-

**Appendix D: Scoring Table**

## The Common European Framework



The main purpose of the Common European Framework of Reference (CEFR) is to provide a common basis for the elaboration of language syllabi, examinations, and textbooks. The CEFR describes language proficiency at six main levels:

A1-A2 Basic User	B1-B2 Independent User	C1-C2 Proficient User
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MET Listening Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
<b>64 and above</b>	<b>C1</b>	Can follow most lectures, discussions, and debates with relative ease. (Council of Europe, 2001: 67)
<b>53-63</b>	<b>B2</b>	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content. (Council of Europe, 2001: 68)
<b>40-52</b>	<b>B1</b>	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. (Council of Europe, 2001: 66)
<b>27-39</b>	<b>A2</b>	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (Council of Europe, 2001: 68)
<b>26 and below</b>	<b>Below A2</b>	

MET Reading Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
<b>64 and above</b>	<b>C1</b>	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. (Council of Europe, 2001: 70)
<b>53-63</b>	<b>B2</b>	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (Council of Europe, 2001: 69)
<b>40-52</b>	<b>B1</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (Council of Europe, 2001: 69)
<b>27-39</b>	<b>A2</b>	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (Council of Europe, 2001: 69)
<b>26 and below</b>	<b>Below A2</b>	

## MET Speaking Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64 and above	C1	Can express him/herself fluently and spontaneously, almost effortlessly. (Council of Europe, 2001: 74)
53-63	B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (Council of Europe, 2001: 74)
40-52	B1	Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field. (Council of Europe, 2001: 74)
27-39	A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (Council of Europe, 2001: 74)
26 and below	Below A2	

## MET Writing Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64 and above	C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. (Council of Europe, 2001: 61)
53-63	B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Council of Europe, 2001: 62)
40-52	B1	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (Council of Europe, 2001: 61)
27-39	A2	Can write a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because." (Council of Europe, 2001: 61)
26 and below	Below A2	

For more information about MET scores, including verification of scores, visit [MichiganAssessment.org](http://MichiganAssessment.org).

### Appendix E: Speaking Rubric

Step 1. Grade the task with the following scale

	<b>Task completion</b>	<b>Language resources</b>	<b>Delivery</b>
	<ul style="list-style-type: none"> <li>* Relevance of response to the task</li> <li>* Quantity of language produced</li> <li>* Ability to provide supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>* Range of appropriate vocabulary.</li> <li>* Grammatical accuracy</li> <li>* Grammatical complexity</li> <li>* Sentence connectors</li> </ul>	<ul style="list-style-type: none"> <li>* Fluency</li> <li>* Hesitation</li> <li>* Pronunciation</li> <li>* Rhythm</li> </ul>
4	Student's response is directly relevant to the task. It completes the task and provides extensive supporting detail.	Speaker uses complex sentences and this language is usually controlled. Errors are infrequent and not distracting. Response contains a broad range of vocabulary appropriate to the task. Response contains a broad range of sentence connectors.	Delivery is smooth with little hesitation. Speech is clear and easy to understand.
3	Student's response is directly relevant to the task. It completes the task and provides general details but not original nor extensive supporting detail.	Can produce some complex structures but not with consistent control. Response does not contain mistakes that cause misunderstanding. Vocabulary used is appropriate to the task. Response includes both simple and complex connectors.	Some hesitation in speech but no long pauses. Speech is generally clear and understandable with only a few individual words being unclear.
2	Student's response is generally relevant and some detail is provided. May have some difficulty completing the task.	Simple sentence patterns are generally controlled. Speech may contain noticeable errors but the mistakes tend not to interfere with intended meaning. Uses some relevant vocabulary to respond to the task. Response contains simple connectors mainly.	Response is sometimes hesitant and there are pauses or reformulations as the speaker searches for words or ideas. Speech is generally clear and understandable but listener effort may be required in some stretches.
1	Student's response is somewhat relevant to the task but often very short and simple. Has difficulty completing the task.	Communicates in simple or short sentences. Makes basic grammar and word choice errors. Vocabulary range is very limited. Response is mostly unconnected.	Pauses, false starts, and reformulations are frequent. Response contains many hesitations. Speech requires listener effort.
0	Little to no response is produced or the response is not at all relevant to the task.	Insufficient language resources to produce any meaningful response.	Response is not comprehensible even to a sympathetic listener.

Step 2. Define Student's score.

Student's total \* 6,6 = Student's score.

Step 3. Determine student's CEFR level according to the table below.

MET Speaking Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64 and above	C1	Can express him/herself fluently and spontaneously, almost effortlessly. (Council of Europe, 2001: 74)
53-63	B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (Council of Europe, 2001: 74)
40-52	B1	Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field. (Council of Europe, 2001: 74)
27-39	A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (Council of Europe, 2001: 74)
26 and below	Below A2	

Scales taken from <https://michiganassessment.org/michigan-tests/met/met-details/#Scoring>



## **Appendix F: Students' Syllabus**

**University of Costa Rica**

**Master's program in Teaching English as a Foreign Language**

**Instructors:** Dennis Cubillo, Fernanda Mora, and Wilbert Fernandez

**Here to Help English: An Online Course for Municipal Servers**

Tuesdays from 5:00 p.m. to 7:00 p.m.

### **I. Course Description**

This ESP online course was designed by three practicum student teachers of the Master's Program in Teaching English as a Foreign Language for municipal employees from the Municipality of Pérez Zeledón. "Here to Help English" is designed taking into account the macro skills needed to meet the students' immediate and future needs. The course is an online course where different interactive tools will be used, led by an online meeting platform to carry out the class sessions in a synchronous way. The course will be taught once a week on Tuesday from 5:00 p.m. to 7:00 p.m.

Each of the macro skills reading, speaking, and writing is integrated in the three units to have the students develop professional and real-life tasks related to municipal services. Classes will be focused on communication and customer service, allowing the students to understand and provide solutions to inquiries and problems, communicating with the classmates and instructors, learning the pronunciation of words, and applying technical vocabulary in various contexts, comprehending texts, writing emails, and learning service expressions to communicate with co-workers and politely interact with constituents.

### **II. Statement of Goal and Objectives**

***Unit 1: Reading to Succeed***

**Goal.** By the end of the unit, municipal employees will be able to effectively retrieve important information from a written text about municipality-related topics using reading strategies such as predicting, skimming, and scanning.

**General Objectives.** By the end of the lesson municipal employees will be able to:

1. Successfully predict the content of a written text about municipality-related topics by looking over the headings and illustrations.
2. Accurately locate specific information in a written text about municipality-related topics by scanning it for keywords.
3. Effectively discriminate relevant from irrelevant paragraphs to look for specific information in a text about a municipality-related topic by skimming them.

### ***Unit 2: Writing and Answering Emails***

**Goal.** By the end of the unit, municipal employees will be able to appropriately interact via email with complainants by addressing their situation, using an appropriate structure, and including relevant content.

**General Objectives.** By the end of the lesson municipal employees will be able to:

1. Demonstrate comprehension of the structure of an email by accurately reorganizing a broken-up email.
2. Identify email writers' purposes by carefully reading email bodies and underlining the parts of the text that states its purpose with 80% accuracy.
3. Formally answer an email from a constituent with a complaint about a municipal service at a beginner level.

### ***Unit 3: Communicating with Constituents***

**General Objectives.** By the end of the lesson municipal employees will be able to:

1. Correctly retrieve constituents' names and email addresses by asking them to spell the information over the telephone.

2. Politely greet, offer help, and tell a constituent where to go based on the municipal documentation they have by using appropriate expressions in spoken form.
3. Explain a municipal procedure to a constituent by accurately describing the steps in the process.

### III. Methodology

The course is divided into three units. The students will carry out tasks in class related to their reality as municipal employees. These tasks will incorporate reading, speaking, and writing activities in order to accomplish the course goals and objectives. The grouping for the tasks will include individual, pair and group work. The tasks will include reading and listening comprehension activities like extracting information, speaking activities like role-plays, and writing activities like email writing, among others. The reading activities will allow the students to retrieve important information from work-related texts. The writing activities will encourage the students to interact actively via email. The speaking activities will inspire the students to communicate and interact with constituents and co-workers. Due to the global sanitary situation the course will be taught by means of online platforms and technological tools where the students will participate, cooperate, and interact actively in the synchronous sessions.

### IV. Assessment

Evaluation of the course

Contents	Value
<i>Unit 1: Reading Test (midterm)</i>	25%
<i>Unit 2: Writing assignment- Replying to emails effectively</i>	10%

<i>Unit 3: Oral Test (final)</i>	25%
<i>Course Portfolio</i>	10%
<i>Oral Project: Interactions with constituents</i>	15%
<i>Vocabulary Log</i>	5%
<i>Participation</i>	10%
<b>Total</b>	<b>100%</b>

## V. Contents

**Unit 1:** Reading to Succeed

**Unit 2:** Writing and Answering Emails

**Unit 3:** Communicating with Constituents

## Appendix G: Unit 1 Lesson 1 Plan



University of Costa Rica  
Master's Program in TEFL  
Cubillo, Mora & Fernández

### Unit 1: Reading to Succeed

Lead teacher: Dennis Cubillo

Lesson Plan #1

Assistant teacher: Fernanda Mora, Wilbert Fernández

Date: August 17th.

**Unit goal:** By the end of the unit, municipal employees will be able to effectively retrieve important information from a written text about municipality-related topics using reading strategies such as predicting, skimming, and scanning.

**General objective:** At the end of the lesson, students will be able to predict the content of a written text (requests or complaints) addressed to the three main Municipal Departments by looking over titles, headings or subheadings in order to address the constituent to the correct department with 100% of accuracy.

**Specific objectives:** Students will be able to:

1. Successfully activate prior knowledge by brainstorming about reading.
2. Effectively predict situations by looking at pictures.
3. Effectively activate previous knowledge about Municipal Departments by reading two short texts.
4. Appropriately demonstrate comprehension of key vocabulary by working on the vocabulary log.

Obj j	Procedures	Language	Strategies	Macro skills	Time
	<p><b>Activity 1: Administrative information</b>            First, Teacher shows the classroom rules.            Then, Teacher goes over the syllabus and all the parts. Teacher shows students the tentative timetable and the syllabus.            Finally, the teacher shows how to access and open an account in each of the following classroom platforms:</p> <ul style="list-style-type: none"> <li>● Zoom</li> <li>● Edmodo</li> <li>● Padlet</li> </ul> <p>Teacher walks students step by step on the use of each of the platforms to be used for the class.            Teacher double checks all students have access to edmodo which is the main platform for sharing materials and information.  <b>Materials:</b> Students' syllabus, classroom rules, timetable.            Slides 2,3,4 and 5.            Platform explanations (6,7, 8,9, 10, 11, 12, 13, 14, 15, 16)</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● This is... (the schedule, methodology, timetable, etc...)</li> <li>● The goal objective for unit X is...</li> </ul> <p><b>Real task language</b></p> <p>I have a question.            Can I ask you a question?            I do not understand this X            I understand.</p>	<p>Understanding the course</p> <p>Arranging a study space and schedule</p>		50 min

	<p><b><u>Warm-up: cards/ interview each other</u></b></p> <p>Teacher shows students a set of information questions and models the activity. Teacher sends students to BOR's in pairs. One of the students projects the questions. Students interview each other. Then, Teacher calls students to the main room and each student talks about their classmate's information.</p> <p><b>Materials:</b> Slide 18.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● My name is_____.</li> <li>● I live in_____.</li> <li>● I like_____.</li> <li>● I like it because_____.</li> <li>● I love_____.</li> <li>● I hate_____.</li> <li>● I eat_____.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Personal information.</li> </ul>	<p>Eliciting information</p> <p>Getting to know each other</p>	<p>L-S-R</p>	<p>15 min</p>
	<p><b><u>Activity 2: Word Cloud</u></b></p> <p>Teacher asks students to work in groups of three (BOR's) and brainstorm on the word English and what it means to them. Then, in the main room, each group shares and as a whole class share ideas.</p> <p><b>Materials:</b> Word cloud link.  <a href="http://www.menti.com">www.menti.com</a>  Code: 21601299</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think...</li> <li>● English is...</li> <li>● I like it because...</li> <li>● I consider English...</li> </ul> <p><b>Real task language</b>  Personal opinion information related</p>	<p>- Brainstorming</p>	<p>S-L-W</p>	<p>10 min</p>

	Slide 19.				
1	<p><b><u>Pre-task 1: Questions about reading</u></b></p> <p>T introduces the topic of reading by showing students some pictures with examples of reading: Books, magazines, letters, e-mails, etc. Then, the T asks students to go to BOR's and complete the table on slide by brainstorming about what reading is, what they like reading and what strategies they know about. After Ss complete the table, the teacher calls them to the main session and each group explains what they discussed.</p> <p><b>Materials:</b> Slides 20 and 21.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● Reading is</li> <li>● I like reading because...</li> <li>● I don't like reading because...</li> <li>● I read...</li> <li>● Some strategies are....</li> </ul> <p><b>Real task language</b></p> <p>Personal knowledge information and opinions regarding reading</p>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Eliciting information</li> </ul>	S-L-R-W	10 min
2	<p><b><u>Pre-Task 2: Predicting</u></b></p> <p>Referring to table on slide 10, T refers to strategies and introduces the topic of predicting and shows a picture. T asks students about what a prediction in general is. T calls some volunteers to give their opinions. Then, T shows students three pictures. In groups, Ss have to look at each picture and think of what's happening. Ss are encouraged to use sequencers</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think that</li> <li>● It is</li> <li>● I believe that</li> <li>● A prediction is</li> <li>● I remember</li> </ul> <p><b>Real task language</b></p> <p>Language related to predictions and personal opinions.</p>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Eliciting information</li> <li>- Guessing</li> </ul>	S-L-R-W	15 min



	<p>such as first, second, then. Students can take notes on their ppts. Then, as a class, T calls some volunteers to share.</p> <p><b>Materials:</b> Slides 22, 23, 24 and 25.</p>				
3	<p><b><u>Post task 1: Readings</u></b></p> <p>T assigns Ss 2 short readings about The Municipal Women's Office and the Municipal Archive. This activity should be carried out asynchronously.</p> <p><b>Materials:</b>  <a href="https://forms.gle/LWo2NVztDissAMt87">https://forms.gle/LWo2NVztDissAMt87</a>  Slide 27.</p>	<p><b>Real task language</b></p> <p>Municipal related vocabulary</p>	<ul style="list-style-type: none"> <li>- Extracting information</li> </ul>	R-W	15 min
4	<p><b><u>Post task 2:</u></b></p> <p>Ss are asked to extract 10 words that are new for them and include them in the vocabulary log. They can use the words studied in class and the readings.</p> <p><b>Materials:</b> Vocabulary Log document.  <a href="https://docs.google.com/document/d/1nM3gQamic2e8U5cQQLF61rejNuVGIZhV/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1nM3gQamic2e8U5cQQLF61rejNuVGIZhV/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true</a>  Side 27.  Handout 1.</p>	<p><b>Real task language</b></p> <p>Municipal related vocabulary</p>	<ul style="list-style-type: none"> <li>- Writing Sentences</li> <li>- Clarifying meaning</li> </ul>	45 min	R-W

T: Teacher

Ss: Students

S: Speaking

L: Listening

R: Reading

W: Writing

BOR: Breakout rooms

## Appendix H: Unit 1 Lesson 2 Plan



University of Costa Rica  
Master's Program in TEFL  
Cubillo, Mora & Fernández

### Unit 1: Reading to Succeed

Lead teacher: Wilbert Fernández

Lesson Plan #2

Assistant teachers: Fernanda Mora, Dennis Cubillo

Date: August 24th.

**Unit goal:** By the end of the unit, municipal employees will be able to effectively retrieve important information from a written text about municipality-related topics using reading strategies such as predicting, skimming, and scanning.

**General objective:** At the end of the lesson, students will be able to predict the content of a written text (requests or complaints) addressed to the three main Municipal Departments by looking at titles, headings, or subheadings in order to address the letter to the correct department with 75% of accuracy.

**Specific objectives:** Students will be able to:

1. Effectively mention activities that they like to do in their free time by using useful language.
2. Successfully activate prior knowledge about reading by discussing their likes and dislikes concerning reading and types of documents and texts.
3. Effectively predict situations involving constituents and municipal employees in different departments by looking at pictures.
4. Effectively describe the Municipal Departments: Women's Office, Environmental Promotion Office and Archive Office by brainstorming about each department's functions.

5. Appropriately identify key textual elements in a written request in order to be able to predict the department to which the letter must be addressed by looking at titles, subtitles and main ideas.
6. Effectively address written inquiries to the corresponding department by identifying titles, subtitles and main ideas.
7. Appropriately complete sentences by choosing the correct sequencer.
8. Appropriately complete sentences by choosing the correct subordinator.
9. Successfully incorporate sequencers and subordinators by writing predictions.

Obj	Procedures	Language	Strategies	Macro skills	Time
	<p>T greets and calls the role.</p> <p><b>Warm-up:</b> T makes pairs (BOR's) and asks students to orally answer the question: What do you like to do in your free time. In the main room, Ss report their classmates' answers and share.</p> <p>Then, T introduces reading as a possible free time activity and asks students about reading as an activity in their free time. T listens to 2 or 3 volunteers.</p> <p>T gives immediate feedback if necessary.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I like to _____</li> <li>● I love to _____</li> <li>● I like to practice _____</li> <li>● In my free time, I _____</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Personal information about free time activities.</li> </ul>	<p>- Eliciting</p>	<p>R-S-L</p>	<p>5 min 10 min</p>

	<p><b>Materials:</b> Slides 3 and 4.</p>				
1	<p><b><u>Pre-task 1: Questions about reading</u></b></p> <p>T asks students to go to BOR's and complete the table on slide 7 by brainstorming about what reading is, what they like about reading and what strategies they know about. After Ss complete the table, the teacher calls them to the main session and each group explains what they mentioned. T gives immediate feedback if necessary.</p> <p><b>Materials:</b> Slides 5, 6 and 7.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● Reading is</li> <li>● I like reading because...</li> <li>● I don't like reading because...</li> <li>● I read...</li> <li>● Some strategies are....</li> </ul> <p><b>Real task language</b></p> <p>Personal knowledge and opinions regarding reading</p>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Eliciting information</li> </ul>	S-L-R-W	15 min
2	<p><b><u>Pre-Task 2: Predicting</u></b></p> <p>Referring to table on slide 8, T</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think that</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming</li> </ul>	S-L-R-W	20 min

	<p>refers Ss to strategies and introduces the topic of predicting and shows a picture. T asks students about what a prediction in general is. T calls some volunteers to give their opinions. Then, T shows students three pictures. In groups(BOR's), Ss have to look at one of the pictures and think of what's happening. T assigns each group one of the pictures. Ss are encouraged to use sequencers such as first, second, then. Students can take notes on their ppts. Then, as a class, T calls some volunteers to share. T gives immediate feedback if necessary.</p> <p><b>Materials:</b> Slides 8,9,10,11 and 12.</p>	<ul style="list-style-type: none"> <li>● It is</li> <li>● I believe that</li> <li>● A prediction is</li> <li>● I remember</li> </ul> <p><b>Real task language</b></p> <p>Language related to predictions and personal opinions.</p> <p>Terms related to customer service.</p>	<ul style="list-style-type: none"> <li>- Eliciting information</li> <li>- Guessing</li> <li>- Cooperating</li> </ul>		
<p>3</p>	<p><b><u>Pre-Task 3: Brainstorm about Departments</u></b></p> <p>T shows Ss slide 13. T asks students to get in groups of 3 and mention what they know about the following departments: Women's Office, Environmental Promotion Office and The Archive Office. Ss have to mention ideas or words and complete the charts on slide 14. After Ss finish, T calls them to the main room and checks</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● This Department is in charge of</li> <li>● It is</li> <li>● I think that</li> <li>● This office helps</li> <li>● I remember</li> <li>● This Department</li> </ul> <p><b>Real task language</b></p> <p>Municipality- related language</p>	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>-Discussing</li> <li>- Cooperating</li> </ul>	<p>S-LR-W</p>	<p>15 min</p>

	<p>answers with them. T gives immediate feedback if necessary.</p> <p><b>Materials:</b> Slides 13, 14 and 15.</p>				
4	<p><b><u>Pre-Task 4: tips for predicting</u></b></p> <p>T asks students about what they think the important parts to pay attention to in a doc are when it comes to predicting. T ask: how do we avoid reading the whole letter? T elicits ideas from students.</p> <p>T shows students the parts of the written text they should pay attention to in order to successfully predict without reading the whole text. T gives immediate feedback if necessary.</p> <p><b>Materials:</b> Slide16.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● This Department is in charge of</li> <li>● It is</li> <li>● I think that</li> <li>● This office helps</li> <li>● I remember</li> <li>● This Department</li> </ul> <p><b>Real task language</b></p> <p>Municipality- related language</p>	<ul style="list-style-type: none"> <li>- Eliciting</li> <li>- Guessing</li> <li>- Discussing</li> </ul>	R-S-L	10 min
5	<p><b><u>Task: Predicting</u></b></p> <p>T makes groups of three (BOR's). T gives each group an individual link to a Google form with 4 written texts (complaints and requests). Ss have to predict to what department the letter or email</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think that</li> <li>● This part is</li> <li>● I believe</li> <li>● I don't know</li> <li>● I don't find</li> <li>● Can you read it again?</li> </ul>	<ul style="list-style-type: none"> <li>● Discussing</li> <li>● Cooperating</li> <li>● Guessing</li> <li>● Predicting</li> </ul>	R-S-L-W	25 min

	<p>should be addressed to by looking at key parts of the text. Then, Ss make new groups (BOR's) and check with their classmates their answers. Finally, T calls Ss to the main room and checks as a whole class. T gives immediate feedback if necessary.</p> <p>T gives feedback on today's class areas for improvement.</p> <p><b>Materials:</b>  <a href="https://docs.google.com/document/d/1eeoTTkTwZ8FQL0wnUQRx-RZ8VyiFZf8Jmhc4PROWPM/edit?usp=sharing">https://docs.google.com/document/d/1eeoTTkTwZ8FQL0wnUQRx-RZ8VyiFZf8Jmhc4PROWPM/edit?usp=sharing</a></p>	<ul style="list-style-type: none"> <li>● This letter is for</li> <li>● This is a complaint</li> <li>● This is a request</li> </ul> <p><b>Real task language</b></p> <p>Municipality- related language</p>			
6	<p><b><u>Post task 1: Fill in the blanks (sequencers)</u></b></p> <p>T gives Ss the link to a live worksheet. Ss work on the fill in the blanks exercise in which they have to complete the spaces by using the correct sequencer. Ss can check their answers on the website.</p> <p><b>Materials:</b>  <a href="https://www.liveworksheets.com/uh1018642xp">https://www.liveworksheets.com/uh1018642xp</a>          Slide: 19</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● First</li> <li>● After</li> <li>● then</li> <li>● finally</li> </ul> <p><b>Real task language</b></p> <p>Vocabulary related to sequencers and routines.</p>	<p>- Linguistic elaboration</p>	R-W	20 min



<p>7</p>	<p><b><u>Post task 2: Fill in the blanks (Subordinators)</u></b></p> <p>T gives Ss the link to a live worksheet. Ss work on the fill in the blanks exercise in which they have to complete the spaces by using the correct subordinator. Ss can check their answers on the website.</p> <p><b>Materials:</b>  <a href="https://www.liveworksheets.com/oz1402225bo">https://www.liveworksheets.com/oz1402225bo</a>                  Slide: 19</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● Although</li> <li>● But</li> <li>● So</li> <li>● Because</li> <li>● However</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Language related to subordinators.</li> </ul>	<p>- Linguistic elaboration.</p>	<p>R-W</p>	<p>20 min</p>
<p>8</p>	<p><b><u>Post- Task 3:</u></b></p> <p>T gives Ss a link to a padlet in which they have to look at some pictures and write some predictions. Ss are asked to include at least one sequencer and one subordinator.</p> <p><b>Material:</b>  <a href="https://padlet.com/maferetana1089/xmdkmzen9fh99pnx">https://padlet.com/maferetana1089/xmdkmzen9fh99pnx</a>                  Slide: 20</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● Although</li> <li>● But</li> <li>● So</li> <li>● Because</li> <li>● However</li> <li>● First</li> <li>● After</li> <li>● then</li> <li>● finally</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Municipality-related vocabulary.</li> </ul>	<p>- Linguistic elaboration.                  - Eliciting                  - Guessing                  - Predicting</p>	<p>R-W</p>	<p>20 min</p>

T: Teacher      Ss: Students      S: Speaking      L: Listening      R: Reading      W: Writing      BOR: Breakout rooms

## Appendix I: Unit 1 Lesson 2 Materials

### Unit 1 Lesson 2 Handout 1



University of Costa Rica  
Master's Program in TEFL  
Cubillo, Mora & Fernández

#### TEXT 1

100 meters before Super Cocori

Cocori, Cartago

August 23, 2021

Complaint about Solid Waste Classification.

Request of Green Projects information.

Dear Cocori Municipality Public Works Officials:

I have enjoyed living in the Cocori neighborhood for two years now. I especially love the dedicated green spaces and parks in the area. Clearly, the municipality places a priority on environmental sustainability.

For that reason, I am surprised that the solid waste collection system is so lacking. There does not appear to be sorting of recycled materials and that concerns me. I do not want to see recyclables end up in a landfill. Why isn't recycling happening in our area?

In addition, I have not seen information about what kind of green projects the municipality is spearheading. I do not just want to complain; I would like to help contribute in whatever way I can to support local environmentally friendly projects. Could you please inform me of the municipality's related activities and how I can get involved?

I can be reached at (506) 8583 2897.

Thank you. I look forward to speaking with you.

Sincerely,

Leila Brown

**What department do you have to address this letter to?**

**Your answer:**

**We have to address this letter to\_\_\_\_\_**

## TEXT 2

<b>From:</b> Martin Cooper, <mcooper76@greenforce.org>
<b>Date:</b> May 24, 2021, 8:23 AM
<b>Subject:</b> Request for Information about Nature Conservation Area
<p>To whom it may concern,</p> <p>My name is Martin Cooper. I am an assistant researcher at Green Force Conservancy, a private non-profit organization focused on the promotion of environmentally friendly policies and nature conservation. Although we are based in the US state of Oregon, we work closely to support the efforts of local governments across North America, Central America, and the Caribbean on these issues.</p> <p>We are currently carrying out a study on the creation and maintenance of environmental protection areas in tropical biomes that will be published as an article in our quarterly electronic newsletter <i>Green Spaces</i> in October of this year. On your website, the Municipality of Perez Zeledon mentions a nature conservation and recreation area. Unfortunately, there is not much information about the administration and management of the land. I was wondering if you would be able to provide me with the following information about the property.</p> <ul style="list-style-type: none"> <li>• In what year was the protected area established?</li> <li>• What are the municipality's mission and objectives with regard to this project?</li> <li>• What portion of the municipal budget is dedicated to maintenance and administration of this property?</li> <li>• What impact on the environment has this project had?</li> </ul> <p>I would be grateful if you could help me with this information as it will be a great benefit to my research.</p> <p>Sincerely,</p> <p>Martin Cooper</p>

<b>What department do you have to address this letter to?</b>	<b>Your answer:</b>
	We have to address this letter to _____

**TEXT 3**

300 meters north and 50 meters west of Otto's Bar, House # 8

La Guacima Arriba, Alajuela

August 23, 2021

Information request about special programs for Women.

To Whom It May Concern:

I am grateful for the wonderful support I have received from your office in the past. That is why I am writing to request assistance for a business project I am undertaking within the next month. Several investors have already been secured, but I am also in need of additional ongoing in-kind support.

Furthermore, although I have lived in Costa Rica for twenty years, I am a Canadian native woman and would appreciate information about pertinent special programs for women. I need to consider the start-up and operations of this business initiative.

Could we please schedule an appointment to discuss this matter within the next week or so? I can be reached at (506) 8583 2897 or deforestsheila@yahoo.com.

Thanks in advance for your time and consideration.

Sincerely,

Sheila De Forest

<p><b>What department do you have to address this letter to?</b></p>	<p><b>Your answer:</b></p> <p><b>We have to address this letter to _____</b></p>
--	--

**TEXT 4**

**From:** Jean Courrau, <jcad5906@livespace.com>

**Date:** October 11, 2021, 11:48 AM

**Subject:** Access to Municipal Archives and Historical Documents

Dear Mrs. Piedra,

I found your email listed on the Municipality of Pérez Zeledón website but I am not sure if my request should be handled by you or through another department. I am a long time resident of San Isidro and for several years I have volunteered my free time with the *Centro Isidreño para la Cultura* (CIC) to curate different artistic and historical exhibitions in their gallery space.

As you know, this year will mark the 90th anniversary of the founding of Pérez Zeledón and we are planning to create a special exhibition of historical documents and photographs from the municipality over the decades. I am writing to ask for your help to carry out this project. Have any portions of the municipal archives been digitized and made available online? If so, how can I access this content? Also, can I make an appointment to visit the physical archives? I have a portable document scanner that I would like to use in order to print high resolution copies of original documents and photographs to be included in the exhibit. Do I need to request permission from someone in the municipality in order to make these copies? I would really appreciate any information you could provide me.

Kind regards,

Jean Courrau

**What department do you have to address this letter to?**

**Your answer:**

**We have to address this letter to** \_\_\_\_\_

## Appendix J: Unit 1 Lesson 3 Plan



University of Costa Rica  
 Master's Program in TEFL  
 Cubillo, Fernández, & Mora

### Unit 1: Reading to succeed

Lead teacher: Dennis Cubillo

Lesson Plan #3

Assistant teachers: Fernanda Mora, Wilbert Fernández

Date: August 31st.

**Unit goal:** By the end of the unit, municipal employees will be able to effectively retrieve important information from a written text about municipality related topics by means of predicting, skimming, and scanning.

**General objective:** Accurately locate specific information in a written text about the Municipality service of solid waste collection in order to provide constituents with specific information about the service by scanning for keywords with 75% of accuracy.

**Specific objectives:** Students will be able to:

1. Effectively activate prior knowledge by identifying municipal services from a list of services.
2. Successfully relate vocabulary about the service of solid waste collection by selecting words from a word bank.
3. Accurately demonstrate comprehension of key vocabulary related to the service of solid waste collection by matching concepts to their definitions.
4. Appropriately identify keywords by underlining them on the specific questions from the text.
5. Successfully demonstrate understanding of a text by scanning it for keywords and answering related questions based on the keywords.

6. Appropriately produce -es or -s final sounds by repeating plural words from waste collection service related vocabulary included in a pronunciation drill.
7. Effectively demonstrate comprehension of new waste collection service related vocabulary by including three new words on the vocabulary log.
8. Appropriately identify the correct use of simple present by choosing the correct conjugation for waste collection service related sentences.

Objective	Procedures	Language	Strategies	Macro skills	Time
1	<p>Teacher greets students. Teacher gives general class instructions.</p> <p><b>Warm-up:</b> T shows Ss a picture related to Municipal Services and introduces the topic of municipal services.</p> <p>Teacher shows Ss a list of services. In groups of 3(BOR's) students have to identify the services that the Municipality provides by underlining them.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I know about</li> <li>● I remember</li> <li>● I think</li> <li>● I believe that</li> <li>● A service we provide is</li> <li>● I mean</li> <li>● _____ is not a municipality service.</li> <li>● What do you think of_____.</li> <li>● Is this a municipality</li> </ul>	<p>Identifying Cooperation Guessing</p>	<p>R-L- S</p>	<p>10 min  15 min</p>



	<p><b>Materials:</b> Slides 3,4,5.</p>	<p>service?</p> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>Services related language(licenses, patents, solid waste collection, road cleaning, etc)</li> </ul>			
2	<p><b><u>Pre-Task 1: Cultivating vocabulary</u></b></p> <p>T shows Ss a picture related to the solid waste collection system. T asks the question:</p> <ul style="list-style-type: none"> <li>What is this service?</li> </ul> <p>T shows Ss the title and a picture related to the text to introduce the reading.</p> <p>T gives students a word bank.Ss have to select the possible vocabulary they will find in the text. In a box, Ss include the words. T checks as a whole class.</p> <p><b>Materials:</b> Slide 6. Handout 1. <a href="https://docs.google.com/document/d/1gMibfWpC9TOgOgrj8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit?usp=sharing">https://docs.google.com/document/d/1gMibfWpC9TOgOgrj8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit?usp=sharing</a></p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>I think that</li> <li>I believe</li> <li>What do you think of_____?</li> <li>Do you think _____is in the text?</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>Services related language.</li> </ul>	<p>Identifying Selecting Guessing</p>	R-S-L	15min

3	<p><b><u>Pre-Task 2: Matching Vocabulary</u></b> T gives students a matching activity. In pairs, they have to read the definitions and match the word. Words are part of key vocabulary from the text.</p> <p><b>Materials:</b> Handout 2. Google document link: <a href="https://docs.google.com/document/d/1gMibfWpC9TOgOgrj8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit">https://docs.google.com/document/d/1gMibfWpC9TOgOgrj8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit</a></p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>• I don't know</li> <li>• I think this word is...</li> <li>• This definition is..</li> <li>• It is related to..</li> <li>• Are you sure?</li> <li>• Can you look for the word_____?</li> <li>• What is the meaning of_____?</li> <li>• What letter is_____?</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Services related language.</li> </ul>	<p>Matching Discussion Collaboration</p>	<p>R-S- L</p>	<p>20 min</p>
4	<p><b><u>Pre-Task 4: Looking for keywords</u></b> T explains the concept of scanning and keywords. Ss get in groups of three and identify keywords from a list of questions. Ss underline the words they think are keywords that can help them scan the text.</p> <p><b>Materials:</b> Slides 9,10. Handout 3. Google document link: <a href="https://docs.google.com/document/d/1gMibfWpC9TOgOgrj8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit">https://docs.google.com/document/d/1gMibfWpC9TOgOgrj8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit</a></p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>• What do you think?</li> <li>• I think that</li> <li>• The word_____ is a keyword</li> <li>• I believe that this word is_____.</li> <li>• I think this part is_____.</li> <li>• What do you think of the word_____?</li> <li>• What is the keyword in question_____?</li> <li>•</li> </ul>	<p>Locating keywords Discussing</p>	<p>W-R- L-S</p>	<p>15 min</p>

	<a href="#">_c1jY/edit</a>	<b>Real task language</b> <ul style="list-style-type: none"> <li>Services related language.</li> </ul>			
5	<p><b><u>Task: Scanning to answer questions</u></b></p> <p>T gives Ss a text and 8 questions. In groups of 3, Ss have to answer each question by using the keywords marked in the previous activity to scan the text.</p> <p>After the groups are done. Ss are asked to make new groups and compare answers.</p> <p><b>Materials:</b> Text (handout 4) and handout 3. Google document link: <a href="https://docs.google.com/document/d/1gMibfWpC9TOgOgrj8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit">https://docs.google.com/document/d/1gMibfWpC9TOgOgrj8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit</a></p>	<b>Procedural Language</b> <ul style="list-style-type: none"> <li>I found this</li> <li>I lost the paragraph</li> <li>It is in paragraph #</li> <li>I did not find the information</li> <li>I got it</li> </ul> <b>Real task language</b> <ul style="list-style-type: none"> <li>Services related language.</li> </ul>	Answering questions Locating keywords Collaborating Competing	W-R-L-S	25 min
6	<p><b><u>Post task 1: Pronunciation Drill</u></b></p> <p>T gives students a pronunciation drill for students to practice -es, -s endings in the vocabulary previously studied. Students are asked to work in pairs.</p> <p><b>Materials:</b> Handout 4. Google document link:</p>	<b>Procedural Language</b> <ul style="list-style-type: none"> <li>This sound is</li> <li>I pronounce this</li> <li>How do you pronounce it?</li> <li>I think that</li> </ul> <b>Real task language</b> <ul style="list-style-type: none"> <li>Services related</li> </ul>	Repeating	R-L-S	15 min

<p>7</p>	<p><a href="https://docs.google.com/document/d/1gMibfWpC9TOgOgri8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit">https://docs.google.com/document/d/1gMibfWpC9TOgOgri8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit</a></p> <p><b>Post task 2: Vocabulary Log</b></p> <p>Individually, Ss are asked to extract 3 words that are new for them and include them in the vocabulary log.</p> <p><b>Materials:</b> Vocabulary Log document.</p> <p><a href="https://docs.google.com/document/d/1nM3gQamic2e8U5cgQLF61rejNuVGIZhV/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1nM3gQamic2e8U5cgQLF61rejNuVGIZhV/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtpof=true&amp;sd=true</a></p>	<p>language.</p>	<p>Writing sentences Spelling</p>	<p>R-W</p>	<p>20 min</p>
<p>8</p>	<p><b>Post task 3: Simple present exercises</b></p> <p>Individually, Ss are given a handout with simple present exercises. Ss have to choose the best option for each sentence. Ss check the answer key.</p> <p><b>Materials: Handout 6.</b></p> <p><a href="https://docs.google.com/document/d/1gMibfWpC9TOgOgri8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit?usp=sharing">https://docs.google.com/document/d/1gMibfWpC9TOgOgri8rd6_LCfvBbVBySQ8Du3y3_c1jY/edit?usp=sharing</a></p>		<p>Linguistic elaboration</p>	<p>R-W</p>	<p>15 min</p>

T: Teacher      Ss: Students      S: Speaking      L: Listening      R: Reading      W: Writing      BOR: Breakout rooms

## Appendix K: Unit 1 Lesson 3 Materials

### Unit 1 Lesson 3 Handout 1



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### Vocabulary

#### Instructions:

Read the following title.

#### Title: Solid Waste Collection

**Instruction:** Highlight the words that you think will be in the text. Write the words in the box below.

Sector	Waste	Party	Service
Highway	Treatment	Categories	Population
Tax	Routes	Patents	Archive

#### Useful Vocabulary:

I think that \_\_\_\_\_

I believe that \_\_\_\_\_

What do you think of \_\_\_\_\_?

Do you think \_\_\_\_\_ is in the text?



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### Vocabulary

**Instructions:** Read the definitions and type the corresponding letter next to the word. **Include the word in Spanish if needed.**

Word	Letter	Definition
Service		A. Governmental division of territory, as of a country, state, or county, marked off for administrative, electoral, or other purposes.
Taxpayer		B. the stock of fixed capital equipment in a country, including factories, roads, schools, etc, considered as a determinant of economic growth
Quarter		C. a customary line of travel, often with stops regularly made, by a train, bus, etc., or by a person in doing a job:
Commercial		D. the supplying or supplier of utilities or goods for a public need, such as water, electricity, etc.:
District		E. a timetable
Infrastructure		F. restricted to homes
Sector		G. a sum of money paid to a government for its support, based on income, etc.:
Routes		H. a person who pays a tax or is subject to taxation
Schedule		I. of, relating to, or characteristic of commerce
Residential		J. a section or zone, as of a city.
Tax		K. one fourth of a calendar or of a year in business

## Useful vocabulary

- I don't know
- I think this word is...
- This definition is..
- It is related to..
- Are you sure?
- Can you look for the word\_\_\_\_\_?
- What is the meaning of\_\_\_\_\_?
- What letter is\_\_\_\_\_?

### Unit 1 Lesson 3 Handout 3



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### Scanning

**Instruction 1:** Read the following questions and underline the keywords.

**Instruction 2:** Scan the whole text and answer the following questions by writing the most appropriate word or phrase from the text.

Question	Answer
1. What part of the Third District is provided with the service of waste collection?	
2. Why is the taxpayer always charged?	
3. Who is in charge of the tax management sub- process?	



4. What happened before the second quarter of 2015?	
5. How many categories are there to define commercial activities?	
6. What type of waste is collected on Tuesday in sector 4? (Waste Collection Schedule)	
7. What type of waste is collected on Thursday in sector 3? (Waste Collection Schedule)	
8. What type of waste is collected on Monday in sector 5?	

### **Useful Vocabulary**

- What do you think?
- I think that
- The word\_\_\_\_\_ is a keyword
- I believe that this word is\_\_\_\_\_.
- I think this part is\_\_\_\_\_.

- What do you think of the word \_\_\_\_\_?
- What is the keyword in question \_\_\_\_\_?

## Unit 1 Lesson 3 Handout 4



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### **SOLID WASTE COLLECTION**

#### **I. Description**

It is a service that is provided in a specific area of the canton that mainly includes the center of the city of San Isidro and surrounding neighborhoods, as well as a part of the third district that would be the strip included on both sides of the Inter-American Highway that connects San Isidro with Palmares, including this last village.

The purpose of this service is to contribute to public health through the collection of residential and commercial solid waste for its subsequent treatment and deposit in the Sanitary Landfill.

This served area is divided into a commercial area and a residential area. The commercial area requires a differentiated treatment in terms of the frequency of the service, which is daily in the commercial area and at least twice a week in the other neighborhoods.

By legal provision, this service must be charged regardless of whether the taxpayer decides to use it or not.

#### **II. Manager**

In the Municipal Palace, the Tax Management Sub-process is in charge of the respective allocation of rates, as well as the management regarding the adjustments that may be necessary to make on these. For administrative purposes of the service on the routes, the officials of the Environmental Management Department work together with the coordination of Lic. Jane Mora.

#### **III. Rates per linear meter Rate for Garbage Collection**

The amount to be paid per quarter varies in all cases, because before the 2nd quarter of 2015 a rate model was used based on meters in front of the property, after that quarter the model used leaves aside the meters in front and uses as a

parameter the type of infrastructure, understanding this as a residential or commercial unit.

In the case of infrastructures dedicated to commercial activities, there are 7 categories. These categories represent different rates to define a trade in one or another category, the type of commercial activity is verified, from which the criterion is derived for the category assigned to it.

Below is the map of garbage collection in Pérez Zeledón. The marked areas only reflect an approximate area where the service is provided. In addition, the population is urged to separate their solid waste so a table is provided with information on the days of the week where waste is collected by type and route.

#### IV. Waste Collection Schedule

SECTORS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<a href="#"><u>Sector # 1</u></a>	ORGANIC	UNUSABLE WASTE	RECYCLING 1st AND 3rd WEDNESDAY of each Month	ORGANIC	-	-	-
<a href="#"><u>Sector # 2</u></a>	-	ORGANIC	UNUSABLE WASTE	RECYCLING 2nd and 4th THURSDAY of each Month	ORGANIC	-	-
<a href="#"><u>Sector # 3</u></a>	ORGANIC	-	-	UNUSABLE WASTE	ORGANIC, <u>RECYCLING 1st and 3rd FRIDAY of each Month</u>	-	-
<a href="#"><u>Sector # 4</u></a>	UNUSABLE WASTE	ORGANIC	RECYCLING 2nd and 4th WEDNESDAY	-	ORGANIC	-	-



**Notes:**

- In the Commercial Sector and Inter-American Straight:
  - Contaminated trash service will be provided based on the day listed and at night.
  - Recycling and organic collection will be noted every day during the daytime.
  - On Sundays the collection service will not be provided. Save the waste for Monday.

**V. Reference of the Different Sectors:****Sector # 1**

Calle Licho, Vuelta los Negros, Las Brisas, La Aurora, Río Seco, Santa Fe, Loma Verde, La Margarita, La Luz del Mundo, Dorotea, Residencial El Sol, Sinaí to Los Arcos and to the border bridge with San Andrés, Alto de Alonso, Calle el Semáforo, María Auxiliadora, Sagrada Familia, Brasilia, Cristo Rey, Barrio Nuevo, Pavones, Juan Pablo II and Cocorí.

**Sector # 2**

San Andrés from Barsa to Ciudadela el Río, Calle El Avión, Las Palmeras, Quebradas, Quinta Salpic towards Quebradas and Morazán to Liceo UNESCO, Barrio el Prado, Ciudadela Blanco, Calle Cooperativa, La Pradera, Las Américas, La Recta towards Hoyón until Sports Square, Coopeagri Benefit Neighborhood, December 8 and El Río Street, Barrantes Street, Manolos Street.

**Sector # 3**

Los Pinos, Laboratory, Villa Ligia, Aguas del Reposo, El Valle, Technical College, Halder, Rosa Iris, Los Angeles Neighborhood, La California, Las Palmeras, Baidambú, Emanuel Street, La Reforma, Piscalino Street, Fernando Volio School, Ema Street, Palma Coco, Palmares, La Fuente, Daniel Flores neighborhood, La Trocha street until Villalta turn, El Camarón entrance, Los Lagos, Los Conejos street, Lourdes, Los Chiles, Vuelta Villalta, El Clavel, Las Rosas, Corazón de Jesús to Coopemadereros .

**Sector # 4**

Straight from the Hoyón Crossing to Boston, Cable Tica, Calle El Almendro, Boston to the Yucatán, San Vicente and Barrio Valverde, Avenida González, Calle las Latas and La Unión. Promised Land, Ice Factory, Gasotica to Lupe handicrafts, Barrio San Luis, Duran Picado, Barrio Santa Cecilia and (Pacuar every 15 days only with non-usable waste).

Taken and adapted from: <https://www.perezzeledon.go>



## Unit 1 Lesson 3 Handout 5



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### Pronunciation

**Instruction:** Read the words and repeat them. Pay attention to the correct pronunciation of the final /-s/ or /-z/ sound. Take turns pronouncing.

Word	Sound
TAXES	/-z/
SERVICES	/-IZ/
TAXPAYERS	/-z/
ROUTES	/-s/
SCHEDULES	/-z/
DISTRICTS	/-s/
RATES	/-s/
SECTORS	/-z/

## Unit 1 Lesson 3 Handout 6



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Read the examples:

<b>SIMPLE PRESENT</b>		
<b>In general, in the third person we add 'S' in the third person.</b>		
<b>Subject</b>	<b>Verb</b>	<b>The Rest of the sentence</b>
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home
<p>1. For verbs that end in <b>-O, -CH, -SH, -SS, -X, or -Z</b> we add <b>-ES</b> in the third person.</p> <ul style="list-style-type: none"> <li>• go – goes</li> <li>• catch – catches</li> </ul>		
<p>2. For verbs that end in a <b>consonant + Y</b>, we remove the <b>Y</b> and add <b>-IES</b>.</p> <ul style="list-style-type: none"> <li>• marry – marries</li> <li>• study – studies</li> </ul>		
I separate my solid waste		
You separate your solid waste		
He separates his solid waste		
She separates her solid waste		
We separate our solid waste		
They separate their solid waste		

**Instruction:** Read the sentence and choose the best option that completes the sentence with the correct simple present tense.

1. Solid waste collection\_\_\_\_\_ a service that is provided in a specific area of the canton.  
A. are  
B. is
2. There\_\_\_\_\_ 7 categories that represent commercial activities.  
A. is  
B. are
3. The population\_\_\_\_\_ to separate their solid waste.  
A. has  
B. have
4. The purpose of this service\_\_\_\_\_ to contribute to public health.  
A. is  
B. are
5. The solid waste collection calendar\_\_\_\_\_ when the service is provided to each sector.  
A. indicate  
B. indicates
6. The commercial area\_\_\_\_\_ a differentiated frequency of the service.  
A. require  
B. requires
7. The Inter-American Highway\_\_\_\_\_ San Isidro with Palmares.  
A. connect  
B. connects
8. The service is charged even if the taxpayer \_\_\_\_\_ not to use it.  
A. decide  
B. decide

## Appendix L: Unit 1 Lesson 4 Plan



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### Unit 1: Reading to succeed

Lead teacher: Dennis Cubillo

Lesson Plan #4

Assistant teachers: Fernanda Mora, Wilbert Fernández

Date: September 7th.

**Unit goal:** By the end of the unit, municipal employees will be able to effectively retrieve important information from a written text about municipality related topics by means of predicting, skimming, and scanning.

**General objective:** Accurately discriminate relevant from irrelevant paragraphs in a text about the Municipality service of the Municipal Archive in order to provide constituents with relevant information about the service by skimming the text with 75% of accuracy.

**Specific objectives:** Students will be able to:

1. Effectively activate prior knowledge of vocabulary about the Municipal Archive by relating and selecting words from a word bank.
2. Successfully demonstrate understanding of responsibilities of the Municipal Archive by selecting responsibilities from a list.
3. Accurately demonstrate comprehension of key vocabulary related to the topic of the Municipal Archive by matching synonyms in a memory game.

4. Appropriately identify key elements to skim a text by underlining them-
5. Successfully demonstrate understanding of a text by skimming it for general ideas and indicating the location of the information in the text.
6. Correctly produce -es or -s final sounds by repeating vocabulary words in plural forms included in a pronunciation drill.
7. Appropriately identify the correct use of simple present by choosing the correct conjugation of verbs in present for each of the Municipal Archive related sentences.
8. Appropriately demonstrate comprehension of Municipal Archive related vocabulary by writing 3 sentences using simple present.

Objective	Procedures	Language	Strategies	Macro skills	Time
1	<p>Teacher greets students. Teacher gives general class instructions.</p> <p><b><u>Warm-up: Schema activation</u></b></p> <p>T shows students a picture and introduces the topic of the Municipal Archive. T asks: Do you know the Municipal Archive? Do you know about the services of the Municipal Archive?</p> <p>T shows students a list of words</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● Do you think _____ is in the text?</li> <li>● I think that _____ is in the text.</li> <li>● I think that _____ is not in the text.</li> </ul>	<p>Guessing Predicting Collaborating</p>	<p>R-L-S</p>	<p>10 min  20 min</p>

	<p>related to the Municipal Archive and asks Ss to repeat and pronounce the words. Then, the teacher asks Ss to work in pairs(BOR's). Ss have to select the words they think will be in the text that they will read later in the class. Ss have to highlight the words and write the words in Spanish if needed.</p> <p><b>Materials:</b> Handout 1. Slides 4, 5.</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>The Municipal Archive related vocabulary (policies, integrity, information)</li> </ul>			
2	<p><b><u>Pre-Task 1: Identifying vocabulary</u></b></p> <p>T shows students a list of verbs (from the text) and helps Ss to practice the words by pronouncing them with the group. Then, T asks Ss to work in pairs (BOR's) and play a memory game. Ss have to match the verbs with their synonyms. Once Ss finish, T checks the pairs of words with Ss.</p> <p><b>Materials:</b> Slides 6,7. Link: <a href="https://puzzel.org/es/memory/play?p=-MioFtEfrRSKWZSVLBhr">https://puzzel.org/es/memory/play?p=-MioFtEfrRSKWZSVLBhr</a></p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>The synonym of _____ is _____</li> <li>It 's your turn</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>Municipal Archive related language</li> </ul>	<p>Matching Collaborating Relating</p>	R-L-S	20min
3	<p><b><u>Pre-Task 2: Identifying the Municipal Archive responsibilities.</u></b></p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>A responsibility of the Municipal</li> </ul>	<p>Identifying Guessing Collaborating</p>	R-L-S	15 min

	<p>T shows Ss a list of municipal responsibilities. T reads and pronounces the sentences. In pairs (BOR's), Ss have to highlight the responsibilities they think are part of the Municipal Archive functions. T checks answers with the class.</p> <p><b>Materials:</b> Slides 8,9.</p>	<p>Archive is to_____</p> <p>–</p> <ul style="list-style-type: none"> <li>To_____ is not a responsibility of the Municipal Archive</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>Municipal Archive related language</li> </ul>			
4	<p><b><u>Pre-Task 3: Tips for skimming</u></b></p> <p>T introduces the topic of skimming and explains the difference between scanning and skimming. Then, T explains the key elements to skim a text.</p> <p>Then, T asks Ss to work in pairs (BOR's) and highlight the key elements of a text based on the tips given previously.</p> <p><b>Materials:</b> Handout 1. Slides 10,11.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>I think that we have to highlight_____</li> <li>This part is important because_____</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>Municipal Archive related language</li> </ul>	Collaborating Identifying Guessing	R-L- S	15 min
5	<p><b><u>Task: Skimming</u></b></p> <p>T asks Ss to work in pairs. T gives Ss questions about general aspects</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>The answer is in paragraph number_____</li> </ul>	Collaborating Skimming	R-W- L-S	20 min

	<p>of a text. Ss have to locate the paragraphs where the general information is by skimming the text and following the tips given previously.</p> <p><b>Materials:</b> Handout 2 and 3.</p>	<ul style="list-style-type: none"> <li>• What is the answer for question number ____?</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Municipal Archive related language</li> </ul>			
6	<p><b><u>Post- task 1:</u></b></p> <p>T gives Ss a pronunciation exercise for students to practice -es, -s endings in the vocabulary previously studied. Students are asked to work in pairs.</p> <p><b><u>Materials:</u></b> Handout 4. Slide 12.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>• This sound is</li> <li>• I pronounce this</li> <li>• How do you pronounce it?</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Services related language</li> </ul>	Repeating	R-L-S	15 min
7	<p><b><u>Post-task 2: Simple present exercises</u></b></p> <p>Individually, Ss are given a handout with simple present exercises. Ss have to choose the best option for each sentence. Ss check the answer key.</p> <p><b><u>Materials:</u></b> Handout 5. Slide 12.</p>		Linguistic elaboration	R-W	15min



8	<p><b><u>Post-task 3: Writing simple present tenses</u></b></p> <p>Individually, Ss are given a handout with nouns and verbs. Ss have to write 3 sentences in simple present tense using some of the words provided.</p> <p><b><u>Materials:</u></b> Handout 6. Slide 12</p>		Linguistic elaboration	R-W	20 min
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T: Teacher

Ss: Students

S: Speaking

L: Listening

R: Reading

W: Writing

BOR: Breakout rooms

## Appendix M: Unit 1 Lesson 4 Materials



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### Vocabulary

#### Instructions:

Read the following title.

#### Title: The Municipal Archive

**Instruction:** Highlight the words that you think will be in the text. Write the words in Spanish if needed.

Policies	Rates	Antecedents	Service
Integrity	Information	Recommendations	Authenticity
Reproduction	Routes	Department	Responsibilities

#### Useful Vocabulary:

Do you think \_\_\_\_\_ is in the text?

I think that it is in the text

I think that it is not in the text.



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#### Lesson 4: Handout 2

##### Useful Language

- I think that the subtitle goes in this part.

#### Identify Important Elements to Skim

**Instruction:** Read the highlighted information and choose the best subtitle for each paragraph. Write the correct subtitle next to each number.

- What is the Municipal Archive?
- Antecedents
- Where we are located
- Services

## The Municipal Archive

1. \_\_\_\_\_

The Municipal Archive is the body responsible for gathering, conserving, and managing the documentary collection of the Municipality of Pérez Zeledón, in accordance with Law No. 7202, Law of the National Archives System, of October 24, 1990, the Executive Decree 40554-C that regulates it, the Internal Regulations for the Operation and Organization of the Municipal Archive, as well as the regulations and Technical Standards issued by the National Archive of Costa Rica. At the same time, it is the responsibility of the Municipal Archive to establish and coordinate the implementation of institutional policies for document management, understood as: "All the functions, activities and processes that are applied in the organization to documents throughout their life to guarantee its production, its authenticity, its integrity, its conservation, its reliability and its availability for its greater use and service ", thus guaranteeing compliance with principles such as transparency and access to information.

2. \_\_\_\_\_

In 1991, the Municipal Council agreed to create the Municipal Archive, as well as a plaza for this instance, reporting directly to the Municipal Executive (currently called the Municipal Mayor). At that time, following a recommendation made by the General Comptroller of the Republic, some officials were interested in the project and promoted the creation of the Municipal Archive, they were: Mrs. Giselle Corrales, Secretary of the Municipal Council, Mrs. Damaris Espinoza , Internal Auditor and Mr. Juan Céspedes Méndez (qddg) Municipal Executive. When the Archive began its work, it had only four wooden shelves and a modest desk. Today it has adequate office furniture, modern technological equipment, a designated place suitable for users to consult documents and qualified personnel.

3. \_\_\_\_\_

We are located on the second floor of the Municipal Palace, in the city of San Isidro, diagonal to the city park, San José (Costa Rica). The site where the Archive is located, obeys the recommendations of the Department of External Services of the National Archive, who carried out a study and formulated the recommendation to locate it where it is currently.

#### 4. \_\_\_\_\_

##### **External services**

- Consultation of documents in traditional or electronic support.
- Advise users, students, researchers or users in general about the information kept in the Municipal Archive.
- Proof of documents.
- Reproduction of documents.
- Attention to inter-institutional consultations.
- Talks to students (school, college and university).
- Talks on document management as inter-institutional collaboration.
- Inter-institutional internships.

##### **Internal Services**

- Coordination and advice on specific issues of "Document Management".
- Training activities for municipal staff.
- Proof of documents in traditional or electronic support.
- Consultation of documents.
- Internal loan of documents.
- Propose projects that favor improvement in document management.

**Officials of the Municipal Archive**

*Jenny Beatriz Marín Valverde*

*Giovanna Obregón Murillo*



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### Lesson 4: Handout 3.

#### Useful Vocabulary

The answer is in paragraph number\_\_\_\_\_.

What is the answer for question number\_\_\_\_?

### Skimming

**Instruction 2:** Skim the text and answer the following questions by writing the most appropriate answer.

Question	Answer
1. In what paragraph can you find information about the location of the Municipal Archive?	
2. In what paragraph can you find information about services to internal users?	

3. In what paragraph can you find a definition of the Municipal Archive?	
4. In what paragraph can you find information about the functions of the Municipal Archive?	
5. In what paragraph can you find information about the history of the Municipal Archive?	
6. In what paragraph can you find information about services to external users.	





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## Lesson 4: Handout 4.

### Pronunciation

## Pronunciation of S

### AT THE END OF WORDS

**/ɪz/**  
SIBILANT

C races  
S buses  
X boxes  
Z prizes  
SS kisses  
CH watches  
SH dishes  
GE changes

*/ɪz/ Sometimes written as /əz/*

**/s/**  
VOICELESS

P sleeps  
K books  
T hats  
F cliffs  
GH laughs  
PH graphs

**/z/**  
VOICED

B crabs  
D words  
G bags  
L falls  
M dreams  
N fans  
NG sings  
R wears  
V gloves

There are 3 ways of pronouncing S at the end of a word in English. The pronunciation of words ending in S depends on the final consonant sound.

Words that end in a vowel sound use the /z/ pronunciation for S.  
e.g. -- plays -- sees -- tries -- follows -- continues

[www.grammar.cl](http://www.grammar.cl)

[www.woodwardenglish.com](http://www.woodwardenglish.com)

[www.vocabulary.cl](http://www.vocabulary.cl)

**- Sibilant Sound -**  
= a hissing or buzzing sound.

**- Voiceless Sound -**  
= the vocal cords do not vibrate.

**- Voiced Sound -**  
= uses the vocal cords and they produce a vibration or humming sound in the throat.

© Woodward English

**Instruction:** Read the words and repeat them. Pay attention to the correct pronunciation of the final /-s/ or /-z/ sound. Take turns pronouncing.

Word	Sound
GATHER <b>S</b>	/-z/
CONSERVES <b>S</b>	/-z/
MANAGES <b>S</b>	/-z/
ESTABLISH <b>ES</b>	/-ɪz/
OBEY <b>S</b>	/-s/

AGREES	/-s/
GUARANTEES	/-s/
ADVISES	/-lɪz/



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#### Lesson 4: Handout 5.

<b>SIMPLE PRESENT</b>		
<b>In general, in the third person we add 'S' in the third person.</b>		
<b>Subject</b>	<b>Verb</b>	<b>The Rest of the sentence</b>
<b>I / you / we / they</b>	<b>speak / learn</b>	<b>English at home</b>
<b>he / she / it</b>	<b>speaks / learns</b>	<b>English at home</b>
I separate my solid waste		
You separate your solid waste		
He separates his solid waste		
She separates her solid waste		
We separate our solid waste		
They separate their solid waste		

**Instruction:** Read the sentence and choose the best option that completes the sentence with the correct simple present tense.

1. The National Archive\_\_\_\_\_ the regulations for the Municipal Archive.  
A. establish  
B. establishes
  
2. The Municipal Archive\_\_\_\_\_ the implementation of institutional policies.  
A. coordinates  
B. coordinate
  
3. The Municipal Archive\_\_\_\_\_ the documentary collection of the Municipality of Pérez Zeledón.  
A. manage  
B. manages
  
4. People\_\_\_\_\_ access to information through the Municipal Archive.  
A. has  
B. have
  
5. The Municipal Archive\_\_\_\_\_the conservation of documents.  
A. guarantees  
B. guarantee



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#### Lesson 4. Handout 6.

### Simple Present Sentences

**Instruction:** Using the words in the box, write 3 sentences in **simple present tense**.

Nouns	Verbs
<ul style="list-style-type: none"> <li>● Service</li> <li>● Department</li> <li>● Recommendations</li> <li>● Policies</li> <li>● Information</li> <li>● Municipal Archive</li> <li>● Responsibilities</li> <li>● Conservation</li> </ul>	<ul style="list-style-type: none"> <li>● Obey</li> <li>● Establish</li> <li>● Guarantee</li> <li>● Consult</li> <li>● Gather</li> <li>● Manage</li> </ul>

Example: The Municipal Archive manages information.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Appendix N: Unit 1 Lesson 5 Plan 5



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### Unit 1: Reading to succeed

Lead Teacher: Fernanda Mora  
 Lesson Plan #5

Assistant teachers: Dennis Cubillo, Wilbert Fernández  
 Date: September 14th.

**Unit goal:** By the end of the unit, municipal employees will be able to effectively retrieve important information from a written text about municipality related topics by means of predicting, skimming, and scanning.

**General objective:** By the end of the lesson, municipal employees will be able to accurately show comprehension of a text about the service of the Municipal Library by answering questions about the text with 75% of accuracy to provide constituents with relevant information about the service.

**Specific objectives:** Students will be able to:

1. Effectively activate prior knowledge of vocabulary about the Municipal Library by selecting words from a word bank and relating them to the title of the text.
2. Accurately demonstrate comprehension of key vocabulary related to the Municipal Library by matching synonyms.
3. Successfully demonstrate understanding of the Municipal Library services by selecting them from a list of various municipal services.
4. Appropriately select text elements that can help them answer comprehension questions by identifying keywords in the questions according to the tips in previous classes.
5. Accurately demonstrate comprehension of a text by answering general and specific comprehension questions.
6. Appropriately provide an answer to a constituent's complaint by replying to an email sent to the wrong department.

Objective	Procedures	Language	Strategies	Macro skills	Time
1	<p>Teacher greets students. Teacher gives general class instructions.</p> <p><b><u>Warm-up: Schema activation</u></b></p> <p>T shows students a picture and introduces the topic of the Municipal Library and basic words related to a library in general.</p> <p>T shows students a list of words related to the Municipal Library and asks Ss to repeat and pronounce the words. Then, the teacher asks Ss to work in pairs(BOR's). Ss have to select the words they think will be in the text that they will read later in the class. Ss have to type the words in the box given. Ss write the words in Spanish if needed.</p> <p><b>Materials:</b> Handout 1. Slides 2, 3, 4, 5,6.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● Do you think _____ is in the text?</li> <li>● Yes.</li> <li>● No.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Library related vocabulary</li> </ul>	<p>Guessing Predicting Collaborating</p>	<p>R-L- S</p>	<p>10 min</p> <p>20 min</p>

2	<p><b><u>Pre-Task 1: Identifying vocabulary</u></b></p> <p>T shows students a list of words (from the text) and helps Ss to practice the words by pronouncing them with the group. Then, T asks Ss to work in pairs(BOR's) and do a matching activity. Ss have to match the words with their synonyms. Once Ss finish, T checks the pairs of words with Ss.</p> <p><b>Materials:</b> Handout 2. Slide 7.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>• The synonym of _____ is_____.</li> <li>• What is the meaning of____?</li> <li>• What is the letter for_____?</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Municipal Library related language. (loan, renewal, culture, scholarship, personnel, bibliography, resources, citizen, manager).</li> </ul>	<p>Matching Collaborating Relating</p>	<p>R-L- S</p>	<p>20mi n</p>
3	<p><b><u>Pre-Task 2: Identifying Municipal Library services</u></b></p> <p>T shows Ss a list of municipal services. T reads and pronounces the phrases In pairs (BOR's), Ss have to highlight the services they think are part of the Municipal Library out of a list including other municipal services. T checks answers with the class.</p> <p><b>Materials:</b> Slides 8,9.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>• Do you think_____ is a Library service?</li> <li>• Yes.</li> <li>• No.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Municipal Library related language.</li> </ul>	<p>Identifying Guessing Collaborating</p>	<p>R-L- S</p>	<p>15 min</p>
4	<p><b><u>Pre-Task 3: reviewing tips</u></b></p>	<p><b>Procedural Language</b></p>	<p>Collaborating</p>	<p>R-L-</p>	<p>10</p>



	<p>T reminds students about the tips studied in the previous classes. T explains again some of the key elements to understand a text without reading it completely. T provides examples from previous classes.</p> <p>In the main room, T asks Ss to read 2 questions (from the text) and identify the key elements in each question and then decide what to pay attention to in the text based on the previously learned tips to find the answer.</p> <p><b>Materials:</b> Slides 10,11,12.</p>	<ul style="list-style-type: none"> <li>• _____are important.</li> <li>• We have to check_____.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Municipal Library related language.</li> </ul>	Identifying Guessing	S	min
5	<p><b><u>Task: Reading comprehension</u></b></p> <p>T asks Ss to work individually. Each student is assigned to a breakout room. T gives Ss questions about general and specific aspects of a text. Ss have to locate the paragraphs where the information is by applying and following the tips reviewed previously.</p> <p><b>Materials:</b> Handout 3,4,5.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>• The answer is in paragraph number_____.</li> <li>• What is the answer for question number_____?</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Municipal Library related language.</li> </ul>	Skimming Scanning Predicting Relating	R-W	25 min
6	<p><b><u>Post- task 1: Replying to an email</u></b></p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>• Dear constituent.</li> </ul>	Linguistic elaboration	R-W	50 min

	<p>Ss are given an email. Ss have to read the email and reply to it. This post task is preparation for the next class on replying to emails.</p> <p><b><u>Materials:</u></b> Diagnostic test.</p>	<ul style="list-style-type: none"><li>• Thanks for contacting us.</li></ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"><li>• Sanitation Department language related.</li></ul>			
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## Appendix O: Unit 1 Lesson 5 Materials



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### Lesson 5: Handout 1

#### Vocabulary

**Instructions:** Read the following title.

#### Title: The Municipal Public Library

**Instruction:** Type the words that you think will be in the text. Write the words in Spanish if needed.

#### Useful Vocabulary:

Do you think \_\_\_\_\_ is in the text?

Yes.

No.

YES	NO	WORDS
		policies information integrity vision organization rates community department user members books mission



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## Lesson 5: Handout 2

### Useful Language

A synonym of \_\_\_\_\_ is \_\_\_\_\_

What is the meaning of \_\_\_\_\_?

What is the letter for \_\_\_\_\_?

**Instruction:** Look for the synonyms and match the words. Write the number in the second column. Click on the  in case you need to listen to the word or look for synonyms.

<b>Loan</b> <input type="checkbox"/>	<b>D</b>	A. Continuation
<b>Scholarship</b> <input type="checkbox"/>	<b>K</b>	B. Employees
<b>Culture</b> <input type="checkbox"/>	<b>L</b>	C. Administrator
<b>Background</b> <input type="checkbox"/>	<b>G</b>	D. Lend
<b>Personnel</b> <input type="checkbox"/>	<b>B</b>	E. Available means
<b>Bibliography</b> <input type="checkbox"/>	<b>J</b>	F. Member of the community
<b>User</b> <input type="checkbox"/>	<b>H</b>	G. History
<b>Resources</b> <input type="checkbox"/>	<b>E</b>	H. Reader
<b>Citizen</b> <input type="checkbox"/>	<b>F</b>	I. Previous
<b>Manager</b> <input type="checkbox"/>	<b>C</b>	J. List of books
<b>Renewal</b> <input type="checkbox"/>	<b>A</b>	K. Subsidy for studies
<b>Antecedent</b> <input type="checkbox"/>	<b>I</b>	L. Traditions, arts, etc.



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### Lesson 5: Handout 3.

#### Reading comprehension

**Instruction 1:** Answer the questions based on the information in the text. Remember to apply the reading tips studied in class. 2pts each.

Question	Answer
1. What is the Municipal Library's mission?	
2. What is a public library?	
3. What happened in the 1940's?	
4. What is the library's schedule?	
5. What are 3 library services?	
6. What personnel help the librarian occasionally?	



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### Lesson 5: Handout 4.

#### Reading comprehension

**Instruction 2:** Answer the questions based on the information in the text. Remember to apply the reading tips studied in class. 2 pts each.

Question	Answer
1. In what paragraph can you find information about the history of the library?	
2. In what paragraph can you find information about library contacts?	
3. In what paragraph can you find information about services?	
4. In what paragraph can you find information about users?	
5. In what paragraph can we find information about the description of the library?	
6. In what paragraph can we find information about the library's vision?	

**Please remember to upload this document to the folder.**

**Lesson 5: Handout 5.**

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**Text****The Humberto Gamboa Alvarado Municipal Public Library**

1. **Type of library:** Municipal Public Library.

A Public Library is:

An organization established, supported and financed by the community, either through a local, regional or national authority or body, or through any other form of collective organization. It provides access to knowledge, information and works of the imagination thanks to a whole series of resources and services and is available to all members of the community equally, regardless of their race, nationality, age, sex, religion, language, disability, economic and employment status and level of education (IFLA, 2001, p.8).

For the National System of Public Libraries of the country, it corresponds to *Semi-official*, as it is administered by a Municipal entity and not only by the Ministry of Culture and Youth.

2. **Types of users:**

- Citizens of all ages (children, youth, adults and seniors).
- Those who are students and university students.
- People whose information needs come from their profession.
- The citizen, whose information needs are linked to social life.
- Municipal members, as officials of the governing body of the parent organization

### **3. Mission:**

The Humberto Gamboa Alvarado Municipal Public Library seeks to promote the literary, social and cultural development of the population of the canton of Pérez Zeledón through the provision of services, spaces, resources that generate opportunities for knowledge, research, education, culture, technology, and recreation.

### **4. Vision:**

Being a library that works to offer quality in the provision of services and information resources; promoting knowledge, research, reading, cultural extension and the dissemination of local, and national memory.

### **5. Objectives**

#### **General objective:**

Promote a culture towards reading and research in the population of Pérez Zeledón through the establishment of policies, programs, projects and actions aimed at strengthening digital literacy, research, recreation, and cantonal culture for the efficient provision of services.



Specific objectives:

- Provide services in all available areas of knowledge according to real possibilities.
- Create spaces and activities for cultural extension and reading promotion.
- Promote digital literacy from user training to the provision of technological services.
- Propose provisions on the use of network infrastructure, technology, and information.

**6. Personnel:** The Municipal Library is staffed by a librarian. From time to time he receives support from university students who frequently do scholarship hours, professional practice, or TFG (Trabajo Final de Graduación).

**7. Services offered:**

- Loan of books and documentation at home.
- Book loan renewal service at home, by phone or by email (before the time limit expires).
- Loan of public domain books in digital format.
- Provision of books and other materials for use in the library.
- Children's room service (books, magazines and educational games).
- Information services with printed and electronic media.
- Advisory services to readers, including the possibility of reserving works.
- Information services to the community in physical newsletter or social networks.

- Consultation service via email.
- Programs and performance of cultural events.

WIFI navigation service, internet connection with the *Zii* program for *everyone*.

- Audiovisual room service and sound library.
- Documentary information service of authors of the canton.
- Collection review service in online catalog, on the SINABI website [http://catalogo.sinabi.go.cr/janium-bin/busqueda\\_rapida.pl?Id=20210830155639](http://catalogo.sinabi.go.cr/janium-bin/busqueda_rapida.pl?Id=20210830155639)
- Digital library on the SINABI website <http://sinabi.go.cr/biblioteca%20digital/index.aspx>
- Dissemination and communication of information on Facebook Humberto Gamboa Alvarado Public Library.

**8. Important additional information:** At the moment, the Library is open Monday through Thursday from 7 am to 4 pm, and Friday from 7 am to 3 pm. It invites you to make use of the information services, as well as the space for holding recreational workshops of cultural interest for all ages. In addition, the Library promises the service of telephone consultation and consultation by e-mail, which is available during office hours.

Phone: 2220 6751

Email: [Biblioteca@mpz.go.cr](mailto:Biblioteca@mpz.go.cr) / [bpperezeledon@sinabi.go.cr](mailto:bpperezeledon@sinabi.go.cr)

## **9. Background**

The historical antecedent of what is today the Public Library of the Canton of Pérez Zeledón dates back to the 1940s, when there was interest in forming a Cantonal *Library* in the Municipal Hall, according to specific compilations made by the manager of the Municipal Archive Jenny Marin Valverde.

From the 1950s to the 1960s, people had the difficulty of moving to the center of San Isidro de El General to carry out any procedure. Also, people to carry out management or library consultation; therefore, the Municipality decided to initiate its bibliographic path, granting the *mobile library* service, which traveled on horseback, which, as mentioned by Rivera (2016), consisted of distributing books and bibliographic material to the fifty-seven schools of the different communities of the canton, previously notified by an announcement on radio stations, such as the Voice of the General or Sinai. Some of these grants came from foreign sources such as UNESCO or from the same teachers who joined the collection.

## Appendix P: Unit 2 Diagnostic Task



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**Instructions:** You found the following email in your inbox, but you are not the person in charge of sanitation. The person in charge is Ms. Fictitious Character, and her email address is [f.character@mpz.gov.cr](mailto:f.character@mpz.gov.cr). Please answer this email and tell the sender to write directly to Ms. Fictitious.

**\*\*\*Nota: Recordá que esta es una prueba de diagnóstico, tómalala con calma. Solamente hacé tu mejor esfuerzo y no te preocupés:**

**"You can try the best you can. The best you can is good enough."**

**- Radiohead. (2000). Optimistic [Song]. On *Kid A*. Parlophone. \*\*\***

Email:

Unsanitary condition in Daniel Flores

From: Lisa Sanders (lsand65@coolmail.com)

To: my.account@mpz.gov.cr

To whom it may concern,

I wish to bring to your kind notice the unsanitary condition of our locality. It is the dirtiest part of the town. There are pools of water here and there. The drains are overflowing. The place is full of garbage, and filthy gutters are an ugly sight. The area is becoming a breeding place for flies and mosquitoes. The sweepers do not remove garbage daily. The sanitary inspector does not visit the area regularly. If this state of affairs is allowed to continue, a cholera, malaria, or typhoid epidemic is likely to break out. Therefore, I request that you visit our locality and take immediate steps to improve our sanitary conditions. The residents will be thankful to you.

Yours faithfully,

Linda Sanders

Adapted from <https://www.jugadbaz.com/2018/04/letter-to-chief-medical-officer-of-your.html>

Answer:

Re: Unsanitary condition in Daniel Flores

From: Me Myself (my.account@mpz.gov.cr)

To: lsand65@coolmail.com

\_\_\_\_\_,'

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_,'

Me Myself

**Glossary:**

1. **Drains:** Desagües
2. **Sweepers:** Barrenderas(os)
3. **State of affairs:** Situación
4. **Typhoid:** Fiebre tifoidea
5. **To break out:** Iniciar repentinamente

## Appendix Q: Unit 2 Lesson 1 Plan



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### Unit 2: Writing and Answering Emails

Lesson Plan #1

Lead teacher: Wilbert Fernández

Assistant teachers: Dennis Cubillo, Fernanda Mora

Date: Sep 21<sup>st</sup>, 2021.

**Unit goal:** By the end of the unit, municipal employees will be able to appropriately interact via email with complaining constituents by addressing their purpose, using an appropriate structure, and including relevant content.

**General objective:** At the end of the lesson, municipal employees will be able to demonstrate comprehension of the structure of complaint emails by re-organizing a complaint email from a constituent about stray dog populations with 100% accuracy.

**Specific objectives:** Students will be able to:

1. mention the longest words they can remember that start with the letters that form "EMAIL" by filling up a "The Longest Words" card in pairs with no spelling mistakes;
2. list at least one topic that is commonly discussed in complaint emails sent to their municipal email accounts by sharing information on a collaborative board with no spelling mistakes;
3. identify target email moves by matching them to their definition in 10 minutes or less;
4. demonstrate comprehension of complaint-related vocabulary by accurately choosing the most appropriate alternative to target lexical items or phrases with 70% accuracy;
5. reorganize a complaint email from a constituent about stray dog populations by matching its segments to the correct part/move with 100% accuracy;
6. identify the parts/moves of a complaint email from a constituent about street lighting by color-coding them with 100% accuracy;

7. discriminate between “evidence of the problem” and “possible future outcomes” by choosing the correct category after reading 10 examples with 80% accuracy



Obj j	Procedures	Language	Strategies	Macro skills	Time
1	<p><b>Warm-up:</b></p> <p>T greets Ss and calls the roll. T tells Ss they will play a game called THE LONGEST WORDS, explains it, gives Ss Handout #1 and has them work in 3 groups (BOR) for 3 clocked minutes. After that, Ss share their answers (MR). They get a point for each letter in their words if the word is perfectly spelled.</p> <p><b>Materials:</b> Slideshow: <a href="https://www.mentimeter.com/s/7ef09e012c2349d43864775cb75326b2/01cde976f992">https://www.mentimeter.com/s/7ef09e012c2349d43864775cb75326b2/01cde976f992</a>, Handout #1: <a href="https://es.liveworksheets.com/2-me1037115pf">https://es.liveworksheets.com/2-me1037115pf</a></p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>● How about “<i>Element</i>”?</li> <li>● Sounds good.</li> <li>● Let’s write “<i>elemental</i>” because it’s longer.</li> <li>● I think “elementary” is even longer.</li> <li>● The longest I can think of is “<i>environment</i>”</li> <li>● OK. Let’s write that one and continue.</li> <li>● We only have <u>3</u> more minutes.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Environment</li> <li>● Locality</li> <li>● Entertainment</li> <li>● Motivational</li> <li>● Etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Schema activation</li> </ul>	S W L R	15 min
2	<p><b>Pre-Task 1:</b></p> <p>T tells Ss to use their cellphones or browser to join the mentimeter slideshow. Then, Ss write the complaint topics that are common in their jobs (at least 3). Then, T shows Ss the word cloud formed</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Sanitation</li> <li>● Roads</li> <li>● Streetlights</li> <li>● Noise</li> <li>● Tax payments</li> </ul>	<ul style="list-style-type: none"> <li>- World elaboration</li> <li>- Schema activation</li> </ul>	W R	15 min

	with their contribution and checks for spelling mistakes and pronunciation. <b>Materials:</b> Slideshow.	<ul style="list-style-type: none"> <li>• Etc.</li> </ul>			
3	<p><b><u>Pre-Task 2: Email Moves Matching</u></b></p> <p>T briefly explains the concept of “move” and tells Ss that complaint emails usually comprise the parts and moves they are going to study.</p> <p>T gives Ss Wordwall link 1 and shows them how to use the app. In pairs (BOR), Ss match the definitions to the email-move names in less than 10 minutes (clocked by the app). The app gives them an answer sheet at the end. T practices pronunciation of the names with Ss. Then, T explains the differences between parts and moves, and shows Ss a structure commonly used in complaint emails.</p> <p><b>Materials:</b> Slideshow, Wordwall link 1: <a href="https://wordwall.net/play/20806/866/463">https://wordwall.net/play/20806/866/463</a></p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• Can <u>you</u> read the <u>first</u> one?</li> <li>• Sure!</li> <li>• I think that it is “<u>greeting</u>”</li> <li>• I don’t know. It can be “<u>signature</u>”.</li> <li>• I agree.</li> <li>• Now it’s <u>my</u> turn to read.</li> <li>• We have <u>2 minutes</u> left.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Email language <ul style="list-style-type: none"> <li>○ Subject</li> <li>○ Sender</li> <li>○ Salutation</li> <li>○ Statement of problem</li> <li>○ Signature, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Linguistic elaboration</li> <li>- World elaboration</li> </ul>	S L	20 min
4	<p><b><u>Pre-Task 3: Vocabulary Quiz</u></b></p> <p>T gives Ss Wordwall link 2 and shows them how to approach the quiz. Then, in pairs (BOR), Ss</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• Can <u>you</u> read the <u>first</u> one?</li> <li>• Sure!</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic elaboration</li> <li>- Guessing words from</li> </ul>	S L R	20 min

	<p>choose the best alternative to target lexical items. The app gives them feedback on their answers and an answer sheet. Then, T ans Ss practice pronunciation of key lexical elements.</p> <p><b>Materials:</b> Sildeshow, Wordwall link 2:  <a href="https://wordwall.net/play/20808/301/130">https://wordwall.net/play/20808/301/130</a></p>	<ul style="list-style-type: none"> <li>• I think that <u>"a"</u> is the correct answer.</li> <li>• I agree.</li> <li>• Now it's <u>my</u> turn to read.</li> <li>• We have <u>2 minutes</u> left.</li> <li>• Let's choose <u>"c"</u>.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Complaint-related vocabulary             <ul style="list-style-type: none"> <li>○ Stray</li> <li>○ on behalf of</li> <li>○ menace</li> </ul> </li> </ul>	<p>context</p> <ul style="list-style-type: none"> <li>- Collaboration</li> </ul>		
<p>5</p>	<p><b><u>Task: Rearranging a broken-up email.</u></b>          T explains that Ss are going to rearrange a complaint email according to the move structure presented and gives them Handout #2.</p> <p><u>Task:</u>          → In pairs (BOR), Ss read the parts of the emails in the right column to define which move/part they represent. They write the letter (part of the email) next to the move/part name.</p> <p><u>Planning:</u></p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• I can start reading</li> <li>• OK.</li> <li>• I think that represents "the salutation"</li> <li>• I agree.</li> <li>• OK. I'll read the next one.</li> <li>• What does "constituent" mean?</li> <li>• It means "administrada".</li> <li>• To define which "the subject" was, we looked for "a short sentence that looked like a title."</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Complaint language</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Linguistic elaboration</li> <li>- World elaboration</li> <li>- Translating</li> </ul>	<p>S L W R</p>	<p>30 min</p>

	<p>→ In pairs (BOR), Ss talk about the clues that helped them solve the task.</p> <p><u>Report:</u></p> <p>→ T shows Ss the Handout #2 (answers) for them to compare their answers. T selects Ss to report how they solved one part of the task.</p> <p><b>Materials:</b> Handout #2: <a href="https://es.liveworksheets.com/2-vx1045943bc">https://es.liveworksheets.com/2-vx1045943bc</a>, Handout #2 (answers)</p>	<ul style="list-style-type: none"> <li>○ Stray dog</li> <li>○ Menace</li> <li>○ Traffic accidents</li> <li>○ Noises</li> <li>○ Disturbance</li> <li>○ Crooked</li> <li>○ Rabies</li> </ul>			
6	<p><b><u>Post task 1: Color coding (Asynchronous)</u></b></p> <p>T gives Ss Handout #3 (editable document) and tells them that they are going to color code the email according to its structure and exemplifies. Ss edit the document by highlighting the text according to the move/part they represent. After that, Ss save the document and upload it to their drive files.</p> <p><b>Materials:</b> Handout #3</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● maintenance</li> <li>● streetlights</li> <li>● muggers</li> <li>● lodging complaints</li> <li>● dismay</li> <li>● whatsoever</li> </ul>	<ul style="list-style-type: none"> <li>- linguistics elaboration</li> <li>- world elaboration</li> <li>- color coding</li> </ul>	R	25 min
7	<p><b><u>Post task 2:</u></b></p> <p>T gives Ss Handout #4 (editable) and tells them that they will</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● can</li> <li>● could</li> </ul>	<ul style="list-style-type: none"> <li>- linguistic elaboration</li> <li>- world</li> </ul>	R	25 min

<p>classify ten examples as evidence of a problem or possible future outcomes and exemplifies. Ss edit the document to include their answers. After that, Ss save the document and upload it to their drive files.</p> <p><b>Materials:</b> Handout #4</p>	<ul style="list-style-type: none"><li>• may</li><li>• might</li><li>• Simple past tense</li><li>• Present perfect tense</li></ul>	<p>elaboration</p>		
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T: Teacher    Ss: Students    S: Speaking    L: Listening    R: Reading    W: Writing    BOR: Breakout rooms    MR: Main room

## Appendix R: Unit 2 Lesson 1 Materials



Handout #3  
University of Costa Rica  
Master's Program in TEFL  
Cubillo, Mora & Fernández

**Instructions:** Color code the email below according to the following chart.

<u>Move/Section</u>	<u>Color</u>
Subject	This text is part of this section
Sender	This text is part of this section
Salutation	This text is part of this section
Introduction of the writer(s)	This text is part of this section
Statement of the problem	This text is part of this section
Evidence of the problem	This text is part of this section
Statement of municipal shortcomings	This text is part of this section
Call to action	This text is part of this section
Thank-you statement	This text is part of this section
Closing statement	This text is part of this section
Signature	This text is part of this section

Email:

Streetlights in non-working condition

From: Diane Andersen (andersenWithE@inlook.com)

To: muni.cipality@mpz.gov.cr

Greetings,

I am writing on behalf of the residents of Rivas under your municipality. We would like to draw your kind attention to the poor maintenance of the streetlights in our locality. There are few streetlights in the area, most of which are either not working or in very poor condition providing little to no light for residents. This situation has allowed muggers to attack in public

places at night. Also, it has led to traffic accidents on vulnerable roads. We have been lodging complaints with the local authorities, but to our dismay, no action whatsoever has been taken on this matter. Therefore, we are writing directly to the municipality to request your immediate action on the repairs and replacement of streetlights in our community.

Sincerely,  
Diane Andersen

Adapted from <https://www.lettersformats.com/2020/03/letter-to-municipality-for-street-lights-not-working.html>

**Glossary:**

1. **To draw attention:** To attract attention.
2. **Muggers:** People who attack others to steal their money or possessions.
3. **To lodge complaints:** To make official complaints.
4. **Dismay:** A feeling of unhappiness and disappointment.
5. **Whatsoever:** \*Used after a negative phrase to add emphasis to the idea.



University of Costa Rica

Master's Program in TEFL

Cubillo, Mora & Fernández

**Instructions:** Classify the following statements as (E) evidence of a problem or (P) possible future outcomes.

	E or P
1. This situation can contribute to the increase of crime in the area.	
2. Two people were hit by cars in that intersection in the last two months.	
3. One of these dogs bit a child when she was playing in the park.	
4. Some diseases may arise because of the poor sanitary conditions of the lot.	
5. School children could spread the disease among the elderly people.	
6. The deficient road demarcation has led to drivers losing control and landing on the high school soccer field.	
7. This might reduce the amount of water available to residents.	
8. Illegal hunters have killed an important number of animals in the last month.	
9. This bar could serve as a place for drug consumption and trade.	
10. Some fights could happen because of alcohol abuse.	

**\*\*Important Notes\*\***

- Notice that words like "can", "could", "may", and "might" are common to **introduce possible future outcomes**.
- Notice that sentences in simple past tense (for example sentence #2) and sentences in present perfect tense (for example sentence #8) are used to **introduce evidence of the problem**



**Whatever:** \*Used after a negative phrase to add emphasis to the idea.\*

## Appendix S : Unit 2 Lesson 2 Plan



University of Costa Rica  
Master's Program in TEFL  
Cubillo, Mora & Fernández

### Unit 2: Writing and Answering Emails

Lesson Plan #2

Lead teacher: Fernanda Mora

Assistant teachers: Dennis Cubillo, Wilbert  
Fernández

Date: Sep 28<sup>n</sup>, 2021.

**Unit goal:** By the end of the unit, municipal employees will be able to appropriately interact via email with complaining constituents by addressing their purpose, using an appropriate structure, and including relevant content.

**General objective:** At the end of the lesson, municipal employees will be able to answer a complaint email from a constituent about the recycling service mistakenly sent to their email address using a formal register.

**Specific objectives:** Students will be able to:

1. share their ideas about municipal complaints by choosing the answer that best represents their thoughts in five poll questions;
2. discriminate between formal and informal email language by choosing the more appropriate option out of two to fill in each section/move of an answer to a complaint email with 5 out of 7 correct answers;
3. demonstrate comprehension of vocabulary related to municipal waste collection services by matching lexical elements that are similar with 67% accuracy;
4. recognize important complaint-email moves by signaling where they start and finish (if in the text);
5. assemble a formal answer to a complaint email about the recycling service from a constituent by accurately decoding its body content out of a word maze in less than 25 minutes;

6. demonstrate comprehension of the imperative forms by re-organizing ten call-to-action moves that municipal employees may use when writing constituents or co-workers;
7. demonstrate comprehension of common business verbs by filling in the blanks to complete polite requests that could be addressed to municipal co-workers;

Obj	Procedures	Language	Strategies	Macro skills	Time
1	<p><b>Warm-up:</b> Poll Questions</p> <p>T greets Ss, calls the roll, and reads the class objective. Then, T projects the slideshow, asks Ss to go to Mentimeter and use the code to join, and tells them that they are going to answer poll questions and shows them how. Then, T chooses Ss to read the poll questions and corrects pronunciation by having everyone repeat. Then, T shows key lexical items to practice pronunciation.</p> <p><b>Materials:</b> slideshow  <a href="https://www.mentimeter.com/s/e8bfc3b42b9be7122e357ab3040d44e4/7742d553ec6f">https://www.mentimeter.com/s/e8bfc3b42b9be7122e357ab3040d44e4/7742d553ec6f</a></p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Constituent</li> <li>• Complaint</li> <li>• Waste collection</li> <li>• Cemetery services</li> <li>• Road maintenance</li> <li>• Spatial planning</li> <li>• Sanitation</li> </ul>	<ul style="list-style-type: none"> <li>• Schema activation</li> <li>• Answer discrimination</li> </ul>	RS	15 min

2	<p><b>Pre-Task 1:</b> Formal vs Informal Language</p> <p>T tells Ss to open Kahoot! on their cellphones or browsers. Then, T gives them the code to join the game, and explains how to participate. After each item, T makes a comment on why one option was better than the other one.</p> <p><b>Materials:</b> Kahoot! (<a href="https://create.kahoot.it/share/formal-vs-informal-language/65ae94cc-b4d6-45e3-90a7-aac9a1d5365f">https://create.kahoot.it/share/formal-vs-informal-language/65ae94cc-b4d6-45e3-90a7-aac9a1d5365f</a>)</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Acknowledgment of receipt</li> <li>• Apologetic statement</li> <li>• Contact data information</li> </ul>	<ul style="list-style-type: none"> <li>• Making connections</li> <li>• Discriminating register</li> <li>• Linguistic elaboration</li> </ul>	R L	20 min
3	<p><b>Pre-Task 2:</b> Vocabulary substitution.</p> <p>T gives Ss Handout #1, and tells them they are going to substitute some words for others that are similar in meaning. Then, T shows Ss how to do the task using the example. In pairs (BOR), Ss complete the items. After that, T has Ss read the correct answers and emphasizes pronunciation.</p> <p><b>Materials:</b> Handout #1</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• Can you read <i>number 1</i>?</li> <li>• Sure!</li> <li>• I think <i>waste</i> is similar to _____.</li> <li>• I agree</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic elaboration</li> <li>• Word substitution</li> <li>• Guessing words from context</li> </ul>	R S L	15 min

		<ul style="list-style-type: none"> <li>• Nonetheless</li> <li>• Encouraging</li> <li>• Deter</li> <li>• By means of</li> <li>• Therefore</li> </ul>			
<p>4 a n d 5</p>	<p><b>Task:</b> Rearranging a broken-up email.</p> <p><b>Planning:</b> T gives Ss Handout #2 and projects the first part. T asks Ss to read a portion of the email while correcting pronunciation. After reading, T asks ss whether they have questions. Then, T asks Ss:</p> <ol style="list-style-type: none"> <li>1. On which word does the statement of the problem begin?</li> <li>2. On which word does the statement of the problem finish?</li> <li>3. Is there any evidence of the problem?</li> <li>4. Are any possible future outcomes mentioned?</li> <li>5. On which word does the call to action begin?</li> <li>6. On which word does the call to action finish?</li> </ol> <p>While Ss answer, T highlights the sections according to the colors in the table below the email.</p> <p><b>Task:</b> Then, T explains how to do the Word Maze and sends Ss to work in pairs (BOR) decoding the answer to the email.</p> <p>If time abides, T tells Ss that they have to write their version of the answer email in the space below the word maze in the handout. If there is no time, that activity will be part of the homework.</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• I think we should start with ...</li> <li>• I agree.</li> <li>• Let's continue with ...</li> <li>• OK. What is next?</li> <li>• I think we should go with...</li> <li>• Let's continue with ...</li> </ul> <p><b>Real task language</b></p>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Linguistic elaboration</li> <li>• Paralinguistic elaboration</li> </ul>	<p>R L S</p>	<p>50 mi n</p>

	<p><u>Report:</u> When they finish decoding (and writing their version). T gives them the link to the Padlet for them to publish their final version so that others can read it (if possible, if not after checking). Then, T shows them the answer key, and has Ss read sentences of the email.</p> <p><b>Materials:</b> Handout #2, Handout #2 Answer, Padlet link (<a href="https://padlet.com/thedeath11/el7v8bx4lgnfnxv0">https://padlet.com/thedeath11/el7v8bx4lgnfnxv0</a>),</p>	<ul style="list-style-type: none"> <li>• Dissatisfied</li> <li>• Recyclable materials</li> <li>• Recycling program</li> <li>• We appreciate you drawing..</li> <li>• Sincerely</li> </ul>			
<p>6</p>	<p><b>Post task 1 (asynchronous):</b> Unjumble.</p> <p>T gives Ss Wordwall link. Individually, Ss unscramble a series of sentences to form imperative structures. When they finish and as they play, Wordwall gives them feedback on their performance.</p> <p><b>Materials:</b> Wordwall link (<a href="https://wordwall.net/play/18403/525/848">https://wordwall.net/play/18403/525/848</a>)</p>	<p><b>Real task language:</b></p> <ul style="list-style-type: none"> <li>• Common verbs in municipal activities (Send, attach, fill in, hand in, request, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic elaboration</li> <li>• World elaboration</li> </ul>	<p>R</p>	<p>25 min</p>
<p>7</p>	<p><b>Post task 2 (idem):</b> Fill in the blanks.</p> <p>T gives Ss Handout #3 and explains that they will complete some polite calls to action by choosing the most appropriate verb and shows them how to do it.</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Common verbs in</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic elaboration</li> <li>• Completing</li> </ul>	<p>R W</p>	<p>25 min</p>

	<b>Materials:</b> Handout #3	municipal activities (calculate, organize, ask, recruit, etc.)	sentences		
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T: Teacher    Ss: Students    S: Speaking    L: Listening    R: Reading    W: Writing    BOR: Breakout rooms    MR: Main room

## Appendix T: Unit 2 Lesson 2 Materials



### Handout #1

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**Instructions:** Complete the following statements with one of the options in the box.

A. using	B. timetable	C. prevent
D. but	E. motivating	F. Garbage

**Example.** In the sentence “**Therefore**, we request that you explain the reason for this situation to the residents by means of social networks”, the word “therefore” is similar to as a result.

1. In the phrase “According to the **waste** collection schedule”, the word “waste” is similar to \_\_\_\_\_.
2. In the phrase “According to the waste collection **schedule**”, the word “schedule” is similar to \_\_\_\_\_.
3. In the sentence “**Nonetheless**, the materials were not collected either of those days”, the word “nonetheless” is similar to \_\_\_\_\_.



4. In the sentence “Other residents and I have invested a lot of time and effort **encouraging** people in the area to recycle”, the word “encouraging” is similar to \_\_\_\_\_.
5. In the sentence “this situation may **deter** them from participating in the recycling program”, the word “deter” is similar to \_\_\_\_\_.
6. In the instruction “explain the reason for this situation to the residents **by means of** social networks”, the phrase “by means of” is similar to \_\_\_\_\_.



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## **Handout #2**

**Situation:** You have received the following email, but you are not the person in charge of the waste collection service.

Recycling service issue.

From: Melanny Atkins (melAtkins@hugemail.com)

To: my.address@MPZ.gov

To whom it may concern,

I am a resident of Baidambú in Daniel Flores. I wish to bring to your attention a situation that has many residents dissatisfied. According to the waste collection schedule, the municipality had to pick up the recyclable materials on September 3<sup>rd</sup> and September 17<sup>th</sup>. Nonetheless, the materials were not collected either of those days. Other residents and I have invested a lot of time and effort encouraging people in the area to recycle, and this situation may deter them from participating in the recycling program. Therefore, we request that you explain the reason for this situation to the residents by means of social networks and make sure that it does not happen again. The residents will be very thankful.

Regards,

Melanny Atkins.

Statement of the problem	This text is part of this section
Evidence of the problem	This text is part of this section
Statement of possible future outcomes	This text is part of this section
Call to action	This text is part of this section



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### **Handout #3**

**Instructions:** We have to answer the email and tell Ms. Atkins to address her complaint to the correct person. Move from the START cell to the END cell and discover the formal answer to her email hiding in the maze. You can move from one cell to another ONLY if they are touching. For example, from the START cell you can only go to “Dear”, “Hi”, and “Greetings”.

<b>START</b>	Greetings	Miss	We	on	have	you	are	reporting.
Dear	Hi	a	received	top	for you	inconvenience	your	The
Miss	Atkins,	complaint	a	the	community	the	in	person
got	We	got	service	in	of	for	charge	Palmares
received	have	the recycling	roads	received	Baidambú.	apologize	of	session
your	complaint	about	situation	the	We	sincerely	the	recycling
copy	send	a copy	him	email	an	Mr.	is	program
email	her	of	your	Please,	González.	Randall	best	wishes
problem	him	in	complaint	annoyed	our attention	directly	manager	Miss

report	to the	to his	waters	appreciate	drawing	to this	Vanessa	Rojas
place	street	address,	r.g@mpz.g ov	We	you	problem.	Sincerely,	END

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**Handout #4**

**Instructions:** Write the email you decoded in the space below.

**RE: Recycling service issue.**

From: Mai Persen (my.address@MPZ.gov)

To: ms.atkins\_address@yeehaw.com

\_\_\_\_\_,'

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## Appendix U: Unit 2 Lesson 3 Plan



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### Unit 2: Writing and Answering Emails

Leading teacher: Dennis Cubillo

Lesson Plan #3

Assistant teachers: Fernanda Mora, Wilbert Fernández

Date: Oct 5<sup>th</sup>.

**Unit goal:** By the end of the unit, municipal employees will be able to appropriately interact via email with constituents by addressing the writer's purpose, using an appropriate structure, and including relevant content.

**General objective:** At the end of the lesson, municipal employees will be able to formally answer an email from a constituent requesting information about municipal services by including relevant information.

**Specific objectives:** Students will be able to:

1. identify common reasons why people write to the municipality by matching common verbs with other structures to form correct phrases;
2. demonstrate comprehension of key vocabulary related to municipal services by matching concepts to their definitions with less than one mistake;
3. identify common lexical items related to municipal services by matching nouns to other structures to form correct compound nouns;
4. demonstrate comprehension of email structure by color-coding the different sections and moves in an email from a constituent requesting information about municipal services;

5. answer an email from a constituent requesting information by choosing the most appropriate salutation, reason for the email, answers, further help offer, thank-you statement, and closing statement with 67% accuracy;
6. make questions more polite by switching them from direct to indirect question with less than 2 grammar mistakes;
7. demonstrate comprehension of key vocabulary related to municipal services by completing sentences related to municipal services.



Obj	Procedures	Language	Strategies	Macro skills	Time
1	<p><b>Warm-up:</b> T greets Ss and calls the roll. Then, T gives Ss Wordwall link 1 and tells them to form phrases that represent reasons why people send emails to the municipality. Then, T projects the procedural language to have Ss check the answers using the three possible structures.</p> <p><b>Materials:</b> Slideshow (<a href="https://www.mentimeter.com/s/76bd10f04f408e7103fa1910ae7cdc24/89f5d95e1874">https://www.mentimeter.com/s/76bd10f04f408e7103fa1910ae7cdc24/89f5d95e1874</a>), Wordwall link 1 (<a href="https://wordwall.net/play/22151/299/636">https://wordwall.net/play/22151/299/636</a>)</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>• I think “sign” goes with “doubts”.</li> <li>• I agree.</li> <li>• I don’t know. I think it goes with “deals”.</li> <li>• I think you’re right. “Sign deals” sounds better.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• File complaints</li> <li>• Request information</li> <li>• Offer collaboration</li> <li>• Denounce irregularities</li> <li>• Resolve doubts</li> </ul>	<ul style="list-style-type: none"> <li>- Matching</li> <li>- Schema activation</li> <li>- Cooperation</li> </ul>	R L S	15 min
2 and 3	<p><b>Pre-Task 1:</b> Matching. T gives Ss Handout #1, shows them exercise 1, and explains how to do it. Then, Ss work in pairs (BOR) doing the exercise. After that, T and Ss check the answers and emphasize pronunciation. Then, T shows and explains Exercise 2. After that, Ss work in pairs doing the exercise. Then, T</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• I think “cemetery” goes with “b”.</li> <li>• I agree.</li> <li>• I don’t know. I think it goes with “c”.</li> <li>• I think you’re right.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Market</li> </ul>	<ul style="list-style-type: none"> <li>- Matching</li> <li>- World elaboration</li> <li>- Cooperation</li> </ul>	R S L	20 min

	<p>and Ss check the answers and emphasize pronunciation.</p> <p><b>Materials:</b> Handout #1,</p>	<ul style="list-style-type: none"> <li>• Mausoleum</li> <li>• Premises</li> <li>• Parlor</li> </ul>			
4	<p><b>Pre-Task 2:</b> Color-coding. T gives Ss Handout #2 and projects it. T asks Ss to read the different sections/moves and highlights their answers if correct.</p> <p><b>Materials:</b> Handout #2,</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Same as Pre-task 1</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Color.coding</li> <li>- Linguistic elaboration</li> </ul>	<p>R L S</p>	<p>15 min</p>
5	<p><b>Task:</b> Answering an information request</p> <p><u>Planning:</u> T gives Ss Handout #3 and explains the exercises. In pairs (BOR), choose the most appropriate moves to answer the email in Handout #2.</p> <p><u>Writing:</u> After choosing their answers, Ss copy them in the outline provided on Exercise 2</p> <p><u>Publishing:</u> When they have their answer, Ss copy it and post it on a Padlet for other Ss to see it.</p> <p>Then, T posts the correct answer on the Padlet for Ss to compare their answer to the target email.</p>	<p><b>Procedural language:</b></p> <ul style="list-style-type: none"> <li>• Let's do "number 1".</li> <li>• Can you read "option a"?</li> <li>• Sure!</li> <li>• I think the answer is "b"</li> <li>• I agree.</li> </ul> <p><b>Real task language:</b></p> <ul style="list-style-type: none"> <li>• Dear</li> <li>• In regards to</li> <li>• However</li> <li>• As a result</li> <li>• Hesitate</li> <li>• Regards</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Collaborative writing</li> <li>- Linguistic elaboration</li> <li>- Outlining</li> </ul>	<p>R W L S</p>	<p>50 min</p>

	<b>Materials:</b> Handout #3, Padlet link ( <a href="https://padlet.com/thedeath11/el7v8bx4lqnfxfv0">https://padlet.com/thedeath11/el7v8bx4lqnfxfv0</a> )				
6	<b>Post task 1:</b> Direct to Indirect questions T gives Ss Handout #4 and explains the exercise. then, Ss transform direct questions into indirect questions.  <b>Materials:</b> Handout #4,	<b>Real task language:</b> <ul style="list-style-type: none"> <li>● Indirect questions</li> <li>● Receive</li> <li>● Discuss</li> <li>● Proposal</li> <li>● Contracts</li> <li>● Meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic elaboration</li> <li>- Transforming sentences</li> </ul>	R W	30 min
7	<b>Post task 2:</b> Fill in the blanks T gives Ss Handout #5 and explains how to do the exercise. Then, Ss fill in the blanks with the correct lexical items.  <b>Materials:</b> Handout #5	<b>Real task language:</b> <ul style="list-style-type: none"> <li>● Cemetery plot</li> <li>● Municipal market</li> <li>● Ice cream parlor</li> <li>● Family mausoleum</li> <li>● Plot price</li> <li>● Business premises</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic elaboration</li> <li>- Filling in blanks</li> </ul>	R W	20 min

T: Teacher      Ss: Students      S: Speaking      L: Listening      R: Reading      W: Writing      BOR: Breakout rooms

## Appendix V: Unit 2 Lesson 3 Materials



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### Handout #1

**Exercise 1:** Match the words in Column A to the definitions in Column B.

<b>Column A</b>		<b>Column B</b>
1. Cemetery	( _ )	a. A building and the land on which it is built
2. Plot	( _ )	b. A place where people buy and sell things
3. Market	( _ )	c. A building in which the bodies of dead people are buried
4. Mausoleum	( _ )	d. An área in which dead bodies are buried
5. Premises	( _ )	e. A business that provides a stated service or product
6. Parlor	( _ )	f. A small piece of land marked for a particular purpose

**Exercise 2.** Match the words in Column A to the words in Column B to form new nouns. Write the new nouns in the third column.

<b>Column A</b>		<b>Column B</b>	<b>New Nouns</b>
1. Cemetery	( _ )	a. mausoleum	1. _____.
2. Municipal	( _ )	b. premises	2. _____.
3. Ice cream	( _ )	c. price	3. _____.
4. Family	( _ )	d. plot	4. _____.
5. Plot	( _ )	e. market	5. _____.
6. Business	( _ )	f. parlor	6. _____.



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## **Handout #2**

**Instructions:** Read the following email and color-code it according to the chart below.

### Cemetery Plots and Municipal Market Information.

From: Jessica Adams (jessad@coldmail.com)

To: alcaldia@mpz.go.cr

Hello,

I am writing to request information about the municipal cemetery plots and the municipal market. First, I would like to know if it is possible to lease a family mausoleum in the municipal cemetery and the plot price. In addition, I would like to rent business premises in the municipal market to set up an ice cream parlor. I was wondering if there is any property available that would suit this purpose. I would be very grateful if you could email me the information requested. Thank you very much for your assistance.

Yours faithfully,

Jessica Adams.

Adapted from <https://test-english.com/explanation/b1-2/formal-email-letter-asking-information/>

Subject	This text is part of this section
Sender	This text is part of this section
Salutation	This text is part of this section
Reason for the email	This text is part of this section
Questions	This text is part of this section
Call to action	This text is part of this section
Thank-you statement	This text is part of this section
Closing statement	This text is part of this section
Signature	This text is part of this section



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### **Handout #3**

**Exercise 1:** Read the following notes and answer the items that follow by choosing the best option for each of them.

#### NOTES:

- According to the municipal cemetery's website,
  - the cemetery offers mausoleums for two or four people;
  - the cemetery has very little space. As a result, no plots are available for leasing;
  - the municipality will only rent a cemetery plot in case of an emergency in the first district;
  - the plots are paid annually on December;
  - the person in charge of the cemetery is Lorena Godínez Cascante. She can be called at 2771-0394 ext. 311;
  
- According to the municipality's website,
  - the person in charge of the market is Jose Campos. He can be reached at [mercado@mpz.go.cr](mailto:mercado@mpz.go.cr);
  - the municipality owns business premises of different conditions;
  - the monthly payment varies according to the premises' conditions;

1. Choose the most appropriate **SALUTATION** to answer Ms. Adams email.
  - a. Hi Ms. Adams,
  - b. Dear Ms. Adams,
  
2. Choose the most appropriate **REASON FOR THE EMAIL** to answer Ms. Adams email.
  - a. We are writing in regards to the email you sent us.
  - b. This is about that email you wrote to us the other day.
  
3. Choose the most appropriate **ANSWERS** to answer Ms. Adams email.
  - a. Yes. We have mausoleums for four and two people, but the space is so little that we are not approving any new rentals. The person in charge of the cemetery is Lorena Godínez Cascante, in case you want to call her at 27771-0394 ext. 311. Besides, the municipal market has different business premises, so you should contact José Campos at [mercado@mpz.go.cr](mailto:mercado@mpz.go.cr) and ask him directly.
  - b. I want to inform you that the municipal cemetery offers family mausoleums; nonetheless, the space available is very reduced at this moment. As a result, the municipality is not granting new leases. However, If you live in the first district and your case is an emergency, an exception can be made. Please, call Lorena Godínez Cascante through 27771-0394 ext. 311 to expose your case. In regards to the business premises, the best person to answer that question is José Campos. You can email him directly at [mercado@mpz.go.cr](mailto:mercado@mpz.go.cr).
  
4. Choose the most appropriate **FURTHER HELP OFFER** to answer Ms. Adams email.
  - a. Let us know if you need anything else or have any other questions.
  - b. In case you need more information, do not hesitate to contact us again.
  
5. Choose the most appropriate **THANK-YOU STATEMENT** to answer Ms. Adams email.
  - a. Thank you very much for writing to the municipality and for your interest in investing in our community.
  - b. Thanks for the questions.

6. Choose the most appropriate **CLOSING** to answer Ms. Adams email.

- a. Cheers,
- b. Regards,

**Exercise 2:** Write your answer to Ms. Adams in the space below by replacing the moves with the answers you chose.

Re: Cemetery Plots and Municipal Market Information.  
From: Alcaldía de Pérez Zeledón (alcaldia@mpz.go.cr)  
To: jessad@coldmail.com

SALUTATION,

REASON FOR THE EMAIL. ANSWERS. FURTHER HELP OFFER. THANK-YOU STATEMENT.

CLOSING,  
Alcaldía de Pérez Zeledón.

**Exercise 3.** Copy your answer and post it on the following link:

<https://padlet.com/thedeath11/el7v8bx4lgnfnxv0>





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#### **Handout #4**

**First:** Watch this video [Indirect questions](#).

**Instructions:** Turn the following direct questions into indirect questions.

Examples:

- Are you going to join the meeting next Friday? → I was wondering if you are going to join the meeting next Friday.
- What time does the municipality open? → Can you tell me what time the municipality opens?

1. Did Alice receive the documents?

Do you know \_\_\_\_\_?

2. When are you available to discuss their proposal?

Can you tell me \_\_\_\_\_?

3. Do you know the name of the manager?

I was wondering \_\_\_\_\_.

4. Where is the cemetery located?

Do you have any idea \_\_\_\_\_?

5. Did you print the contracts?

I wonder \_\_\_\_\_.

6. Is the meeting going to be in this building?

Could you tell me \_\_\_\_\_?



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### **Handout #5**

**Exercise 1:** Fill in the blanks with the words from the box.

1. Municipal market	2. Family mausoleum	3. Business premises
4. Ice cream parlor	5. Plot prices	6. Cemetery plots

1. A constituent wants to set up a clothing store, but she needs to rent \_\_\_\_\_ first.
2. Constituents say that \_\_\_\_\_ are incredibly high these days.
3. The municipality has premises for rent at the \_\_\_\_\_.
4. The \_\_\_\_\_ located at the bus terminal sells a lot during hot days.
5. The municipal cemetery only offers double and \_\_\_\_\_.
6. The number of \_\_\_\_\_ available will increase dramatically after we build the new cemetery.

## Appendix W: Unit 2 Lesson 4 Plan



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### Unit 2: Writing and Answering Emails

Leading teacher: Dennis Cubillo

Lesson Plan #4

Assistant teachers: Fernanda Mora, Wilbert Fernández

Date: Oct 19<sup>th</sup>, 2021.

**Unit goal:** By the end of the unit, municipal employees will be able to appropriately interact via email with constituents by addressing the writer's purpose, using an appropriate structure, and including relevant content.

**General objective:** At the end of the lesson, municipal employees will be able to read and formally answer an email from a constituent requesting information about tax payment options.

**Specific objectives:** Students will be able to:

1. provide the name of at least two services provided by the municipality by sharing their ideas in a word cloud with less than 3 spelling mistakes;
2. predict the lexical items they will find in an email requesting information by choosing them out of a list after reading the email's subject;
3. join sentences/ideas formally by filling in the blanks email phrases with the most appropriate option;
4. demonstrate comprehension of the structure used in an email requesting information by correctly filling out the outline that represents its structure;

5. answer an email from a constituent requesting information about tax payment options by filling in the blanks with the most formal options available with 67% accuracy;
6. make questions related to municipal activities more polite by choosing the most appropriate indirect question to substitute for them;
7. demonstrate comprehension of a telephone conversation by filling in the blanks with the most appropriate words and phrases in the written dialogue;
8. describe a job procedure in their department by describing the steps to be followed by completing a questionnaire.

Obj j	Procedures	Language	Strategies	Macro skills	Time
1	<p><b>Warm-up:</b> Schema activation</p> <p>T greets Ss and calls the roll. Then T projects the slideshow and asks Ss to log in to Mentimeter to share the services provided by the municipality. T corrects spelling and has Ss repeat the words with correct pronunciation.</p> <p><b>Materials:</b> Slideshow (<a href="https://www.mentimeter.com/s/377e9d66c84d7de298486b497e2a50d4/1af87887832b">https://www.mentimeter.com/s/377e9d66c84d7de298486b497e2a50d4/1af87887832b</a>)</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● patents</li> <li>● municipal cemetery</li> <li>● sanitation</li> <li>● road maintenance</li> <li>● water supply</li> </ul>	<p>- Schema activation</p>	<p>R W L S</p>	<p>10 min</p>
2	<p><b>Pre-Task 1:</b> Predicting</p> <p>T shows Ss the subject of an email. Then, T shows a list of words and asks them to choose the ones they think will be found in the email. Ss work in pairs (BOR) to choose the words. Then, T shows the correct words and has them repeat the correct pronunciation.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think ____ will be in the email.</li> <li>● I don't think ____ is in the email.</li> <li>● I agree.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● payments</li> <li>● reply</li> <li>● request</li> </ul>	<p>- Predicting - Linguistic elaboration</p>	<p>R S L</p>	<p>20 min</p>

	<b>Materials:</b> Slideshow.	<ul style="list-style-type: none"> <li>resident</li> <li>tax</li> </ul>			
3	<p><b>Pre-Task 2:</b> Fill in the blanks</p> <p>T gives Ss Handout #1, shows them the activity and how to do it. After that, in pairs (BOR), Ss read the email fragments and connect the ideas using the most formal connector available.</p> <p><b>Materials:</b> Handout # 1.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>I think the answer is A.</li> <li>I agree.</li> <li>I don't know. I think it is C.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>So vs therefore</li> <li>First of all vs firstly</li> <li>Besides that vs in addition</li> <li>No doubt vs undoubtedly</li> <li>In short vs to summarize</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Completing</li> <li>Linguistic elaboration</li> </ul>	RLSW	20 min
4 and 5	<p><b>Task:</b> Answering an information request</p> <p><b>Planning:</b> T gives Ss Handout #2 for them to read the email fragments. In pairs (BOR), Ss decide which email move/part is represented by the fragments. After that, they analyze the structure of the email they read and choose the outline that represents it.</p> <p><b>Writing:</b> Then, T call Ss to the main room and checks the answers. After that, T gives Ss handout #3 and tells Ss that they (individually)</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>I can start reading.</li> <li>Sure! Go ahead.</li> <li>Would you like to continue?</li> <li>Yes. Thank you.</li> <li>I think option f is the best answer.</li> <li>I agree.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>payments</li> <li>reply</li> <li>request</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Discriminating</li> <li>Careful reading</li> <li>Outlining</li> </ul>	RWLS	50 min

	<p>need to complete the answer for the email by filling in the blanks with the most formal option offered.</p> <p><u>Publishing</u>: When they have their final answer they will post it to their folders in the cloud for revision.</p> <p><b>Materials</b>: Slideshow, Handouts #2 and #3.</p>	<ul style="list-style-type: none"> <li>● resident</li> <li>● tax</li> </ul>			
6	<p><b>Post task 1:</b> Multiple choice.</p> <p>T gives Ss Handout #4. Then, T shows the exercise and explains how to do it. Ss choose the correct indirect question for a series of direct questions to make them more polite.</p> <p><b>Materials</b>: Slideshow, Handout #4.</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Can you tell me ...?</li> <li>● Do you know ...?</li> <li>● I was wondering ...</li> <li>● I wonder ...</li> <li>● I'd like to know ...</li> </ul>	<ul style="list-style-type: none"> <li>- Choosing</li> <li>- Linguistic elaboration</li> </ul>	R	30 min
7	<p><b>Post task 2:</b> Fill in the blanks</p> <p>T. gives Ss Handout #5. Then, T. shows the exercise and briefly shares with ss how to complete it. Ss choose the appropriate phrases and words to complete the speaking script.</p> <p><b>Materials</b>: Handout #5.</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think this word goes here.</li> <li>● I don't remember that word.</li> <li>● I need to use the dictionary.</li> <li>● I think option 1 is the best answer.</li> <li>● Number 5 goes in the first space.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Customer service and</li> </ul>	<ul style="list-style-type: none"> <li>- Eliciting</li> <li>- Discriminating</li> <li>- Careful reading</li> <li>- Completing</li> </ul>	R W	15 min

		<p>public service vocabulary: help, trash collection, greetings, information, municipal service, department, municipality, trash collection, streets, repare, complaints, maintenance, pay, email, phone number, schedule, commercial, permits, public service, call, taxes, charges.</p>			
8	<p><b>Post task 3:</b></p> <p>T. gives Ss an online questionnaire. Then, T. shows the questions and explains what ss need to do. Then, Ss complete the questionnaire by describing a job related procedure and the steps to follow if required. Students are told they can complete the task in Spanish if required.</p> <p><b>Materials:</b> Questionnaire          Link to the google questionnaire: <a href="https://forms.gle/x4TT5xCASGv3vxD48">https://forms.gle/x4TT5xCASGv3vxD48</a></p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think the procedure is...</li> <li>● I don't remember any procedure.</li> <li>● This department</li> <li>● I think the most common inquiry, question, procedure is...</li> <li>● I am going to describe what I do.</li> <li>● It is...</li> <li>● The steps are the following...</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Public services and complaint language: trash collection, greetings, information, municipal service, department,</li> </ul>	<ul style="list-style-type: none"> <li>- Schema activation</li> <li>- Completing</li> <li>- Detailed description</li> </ul>	R W	5 min



		<p>municipality, trash collection, streets, repare, complaints, maintenance, pay, email, phone number, schedule, commercial, permits, public service, call, taxes, charges.</p> <ul style="list-style-type: none"><li>• Simple present</li><li>• Past simple</li></ul>			
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T: Teacher

Ss: Students

S: Speaking

L: Listening

R: Reading

W: Writing

BOR: Breakout rooms

**Appendix X: Unit 2 Lesson 4 Materials**

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**Handout #1**

**Instructions:** Complete the following email fragments by filling in the blanks with the most appropriate (formal) connector.

1. She did not come to work last week. \_\_\_\_\_, all her meetings need to be rescheduled.
  - a. Therefore
  - b. So
  - c. And
  
2. We received all the information, and we have some questions. \_\_\_\_\_, would you mind designing a chronogram?
  - a. First of all
  - b. One
  - c. Firstly

3. Investors can rent business premises at the municipal market. \_\_\_\_\_, the municipality offers business premises at the bus terminal and at the cultural complex.
  - a. However
  - b. In addition
  - c. Besides that
  
4. After checking the documents we found that we had made a mistake. \_\_\_\_\_, the municipality will return the money that was charged erroneously.
  - a. No doubt
  - b. Doubtfully
  - c. Undoubtedly
  
5. Finally, we need you to send the signed paper to Ms. González. \_\_\_\_\_, remember to pick up the documents at Marcela's office, ask the director to sign them, and send them to Ms. González.
  - a. Also,
  - b. In short
  - c. To summarize



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## **Handout #2**

**Instructions:** Read the following email parts/moves and classify them according to the chart below.

1. From: Adele Simons ([asimons@overlook.com](mailto:asimons@overlook.com))      “@” = at , “.” = dot
2. I would like to know if there is a place close to my new residence to make the payments or if it is possible to pay them over the internet.
3. Adele Simons.
4. Could you please reply to this email with the requested information?
5. Hello there,
6. I am a resident of your municipality who recently moved to Platanillo.
7. Payment options near Platanillo.
8. I am writing to ask about the options available to pay my municipal taxes.
9. Yours faithfully,

Adapted from <https://test-english.com/explanation/b1-2/formal-email-letter-asking-information/>

<b>Subject</b>	Payment options near Platanillo.
<b>Sender</b>	From: Adele Simons ( <a href="mailto:asimons@overlook.com">asimons@overlook.com</a> )

<b>Salutation</b>	Hello there,
<b>Introduction of the writer</b>	I am a resident of your municipality who recently moved to Platanillo.
<b>Reason for the email</b>	I am writing to ask about the options available to pay my municipal taxes.
<b>Questions</b>	I would like to know if there is a place close to my new residence to make the payments or if it is possible to pay them over the internet.
<b>Call to action</b>	Could you please reply to this email with the requested information?
<b>Closing statement</b>	Yours faithfully,
<b>Signature</b>	Adele Simons.

**Instructions:** Write the email parts/moves in the corresponding section below to rearrange the email.

SUBJECT

SENDER

SALUTATION,

INTRODUCTION OF THE WRITER. REASON FOR THE EMAIL. QUESTIONS. CALL TO ACTION.

CLOSING STATEMENT,

SIGNATURE.



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### **Handout #3**

**Instructions:** Complete the following email by filling in the blanks with the most appropriate (formal) option.

RE: Recycling service issue.

From: Municipality of Pérez Zeledón (alcaldia@mpz.go.cr)

To: asimons@overlook.com

1. \_\_\_\_\_ Miss Simons,

2. \_\_\_\_\_ writing to the municipality. 3. \_\_\_\_\_ to tell you that you can make your tax payments at Novedades Romaji in San Cristóbal. This store is located next to the catholic church. 4. \_\_\_\_\_, you have the option of paying your taxes online at the following link: <https://perezzeledon.go.cr/pagos/PagoPendientes/>. 5. \_\_\_\_\_ let us know if you have any further questions.

6. \_\_\_\_\_, The Municipality of Pérez Zeledón.

1.

- a. Hi there
  - b. Dear
- 2.
- a. We appreciate you
  - b. Thanks for
- 3.
- a. Firstly, we are happy
  - b. First of all, we are happy
- 4.
- a. Besides that,
  - b. In addition,
- 5.
- a. So
  - b. Please,
- 6.
- a. Best wishes,
  - b. Sincerely,



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#### **Handout #4**

**First:** Watch this video [Direct and Indirect Questions in English](#).

**Instructions:** Choose the correct indirect question for the following direct questions.

1. Did Alice talk to Yendry about the new municipal taxes?
  - . Do you know if Alice talk about the new municipal taxes?
  - a. Do you know if Alice talked to Yendry about the new municipal taxes?
  
2. When is Elena available to receive the providers?
  - . Can you tell me when Elena is available to receive the providers?
  - a. Can you tell me when is Elena available to receive the providers?
  
3. Who is in charge of this department?
  - . I was wondering who is in charge of this department.
  - a. I was wondering who in charge of this department is.
  
4. Where does the municipality plan to build the new cemetery?
  - . Do you have any idea where the municipality plan to build the new cemetery?
  - a. Do you have any idea where the municipality plans to build the new cemetery?
  
5. How many copies are you going to need for the meeting?
  - . I wonder how many copies are you going to need.



- a. I wonder how many copies you are going to need.
6. Will the mayor be in the next council meeting?
- . I'd like to know if the mayor will be in the next council meeting.
  - a. I'd like to know if will the mayor be in the next council meeting.

## Appendix Y: Unit 3 Diagnostic Task



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### Handout #5

**Instructions:** You need to read the following telephone conversation. Then, you need to complete the missing spaces with the most appropriate words or phrases by filling in the blanks. A constituent is calling the municipality and the person who answered the phone gave the constituent the contact information to reach the person in charge of the environmental management department so that he can open his restaurant soon.

**\*\*\*Nota:** Nuevamente, solo recordarte que esta es una prueba de diagnóstico, tomala con calma. Solamente hacé tu mejor esfuerzo y no te preocupés:

*I. Complete the conversation with the words or phrases from the bank.*

1. trash collection	2. repeat	3. taxes	4. November	5. Public service	6.
to pay	7. email	8. commercial	9. permits	10. to call	11. schedule

## Telephone Conversation

- A. Hello. Good afternoon. Municipality of Pérez Zeledón. This is Walter Araya. How are you?
- B. Hello. Good afternoon. I tried \_\_\_\_\_ several times in the morning, but nobody answered. I am good.
- A. No problem. What can I do to help?
- B. Yes. My name is Thomas Anderson. I am about to open a business downtown. I hope you can help me. I need to talk to someone who explain how the \_\_\_\_\_ service works and the steps to get it. I just built a store and I need to pay for the public \_\_\_\_\_. I already paid for the \_\_\_\_\_ and \_\_\_\_\_ to open in \_\_\_\_\_. Do I have \_\_\_\_\_ monthly or by every four months? I need to know the dates and the amount to pay. Can you also briefly explain the steps to follow so I can open my restaurant located downtown in the \_\_\_\_\_ area.
- A. Yes. The person in charge of the environmental management department that can give you more detailed information about this. I can try to transfer the call directly to her or can also give you her email and number so you can contact her by email if that works better.
- B. Really. I would greatly appreciate that. Can I have her phone number and email address please? And do you know the \_\_\_\_\_ for the solid waste collection?
- A. No problem. She is Lic. Jane Mora, her phone number is 2220-6601 and her \_\_\_\_\_ address is jane.mora@mpz.go.cr
- B. One second. Let me get a pen to write that information. Can you \_\_\_\_\_ her office number and email again?

A. Sure. Are you ready now?

B. Yes. Tell me.

A. It is 2-2-2-0-6-6-0-1 (two two two zero six six zero one) and her email address is jane.mora@mpz.go.cr. Remember you can also visit our municipality website at: <https://www.perezzeledon.go.cr>

B. Thank you very much for all the information.

A. Anything else I can help you with.

B. No. That is all I need for now. Thanks.

A. You are welcome. Have a great day. Araya.

## Appendix Z: Unit 3 Lesson 1 Plan



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### Unit 3: Communicating with Constituents

Leading teacher: Fernanda Mora

Lesson Plan #1

Assistant teachers: Dennis Cubillo, Wilbert Fernández

Date: Oct 26<sup>th</sup>


**Unit goal:** By the end of the unit, municipal employees will be able to politely interact face to face with constituents by addressing their inquiries related to municipal services.

**General objective:** At the end of the lesson, municipal employees will be able to politely greet and offer help to a constituent with an inquiry about a municipal service by using appropriate expressions in spoken form.

**Specific objectives:** Students will be able to:

1. effectively brainstorm ideas about municipal services by looking at pictures related to face-to-face and phone call interactions.
2. list at least two expressions in each category used in a municipal conversation to provide services to English speaking constituents by sharing their ideas on an online google doc word document with less than 3 spelling mistakes;
3. effectively identify vocabulary related to municipal services by practicing the pronunciation of each word;
4. effectively organize a conversation in written form by choosing the most appropriate expressions out of a list after reading the pieces of information;
5. listen to a conversation related to a municipal service inquiry from a constituent requesting information about payment options by filling in the blanks with the most appropriate options available with 65% accuracy;

6. successfully role-play giving help to a constituent about an inquiry related to taxations by using polite expressions and previously learned vocabulary;
7. successfully answer reflection questions based on their own performance from the role play;
8. correctly complete a short conversation using modal auxiliaries for asking and offering help.

Obj j	Procedures	Language	Strategies	Macro skills	Time
1	<p><b>Warm-up:</b> Schema activation</p> <p>T greets Ss and calls the roll. Then T projects the slideshow and asks Ss to log in to Mentimeter to share ideas about the pictures about public service interactions. T provides feedback on pronunciation mistakes and has Ss repeat the words with the correct pronunciation.</p> <p><b>Materials:</b> Slideshow (<a href="https://www.menti.com/8ihkw442v1">https://www.menti.com/8ihkw442v1</a>)</p> 	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● meeting</li> <li>● conversation</li> <li>● talking</li> <li>● constituents</li> <li>● employees</li> <li>● services</li> <li>● help</li> <li>● solutions</li> <li>● body posture</li> <li>● customer service</li> </ul>	<ul style="list-style-type: none"> <li>- Schema activation</li> </ul>	R W L S	10 min
2	<p><b>Pre-Task 1:</b> Predicting</p> <p>T shares with ss a Google document link. Then, T shows the documents ss need to complete. T. shares an online word document</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think ____ will be an expression for this category.</li> <li>● I don't think ____ is</li> </ul>	<ul style="list-style-type: none"> <li>- Predicting</li> <li>- Linguistic elaboration</li> </ul>	R W S L	20 min

	<p>with each subgroup. Ss work in pairs (BOR) to write the ideas related to each category. Then, T asks ss to share their expressions and repeat the correct pronunciation. T. provides feedback.</p> <p><b>Materials:</b> Slideshow. Handout #1A/B/C Group 1 <a href="https://docs.google.com/document/d/1bKunxsEqhoGDXO4W9OXoJseCUi44UwWbmqVSHIDrTLs/edit?usp=sharing">https://docs.google.com/document/d/1bKunxsEqhoGDXO4W9OXoJseCUi44UwWbmqVSHIDrTLs/edit?usp=sharing</a> Group 2 <a href="https://docs.google.com/document/d/1Y1F2JV_HtL7HmHsOh94gwOq9rULgEfRz8AGk08KgQBq/edit?usp=sharing">https://docs.google.com/document/d/1Y1F2JV_HtL7HmHsOh94gwOq9rULgEfRz8AGk08KgQBq/edit?usp=sharing</a> Group 3 <a href="https://docs.google.com/document/d/1zU8TmuiGa8RU3v5faGtTcSBD_Ah23TUGQDhykJkqwcAE/edit?usp=sharing">https://docs.google.com/document/d/1zU8TmuiGa8RU3v5faGtTcSBD_Ah23TUGQDhykJkqwcAE/edit?usp=sharing</a></p>	<p>formal.</p> <ul style="list-style-type: none"> <li>• I think an expression to start a conversation is _____</li> <li>• I agree.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• payments</li> <li>• solution</li> <li>• help</li> <li>• assistance</li> <li>• instructions</li> <li>• steps</li> <li>• forms</li> <li>• website</li> <li>• request</li> <li>• resident</li> <li>• taxes</li> </ul>			
<p>3</p>	<p><b><u>Pre-Task 2: Pronunciation Practice</u></b></p> <p>Ss are given a set of words in <b>handout #2</b>. Ss are asked to look at words related to municipal and customer service.</p>	<p><b>Procedural (Handout #2)</b></p> <ul style="list-style-type: none"> <li>• Let's read the words.</li> <li>• How do you pronounce ...?</li> <li>• How do you say...?</li> <li>• I don't know the pronunciation of this word.</li> </ul>	<p>Activate background knowledge Eliciting information Looking for information</p>	<p>R L S W</p>	<p>25 min</p>



	<p>In pairs, ss discuss what the right pronunciation of each of the words or phrases is. Ss are encouraged to look the words up in the dictionary and copy the phonetic symbols. Looking at the phonetic symbols on the shared screen might help ss with the pronunciation of the words and new words they may encounter.</p> <p>Then, ss come back to the main room. After students pronounce all the words, T. will ask them to say the words orally.</p> <p>T. rehearses the pronunciation of the words by saying each word or phrase aloud while copying the word and the phonetic symbols on a board or in the screen.</p> <p>Ss copy and model the conversation and the pronunciation of the new words.</p> <p>After all ss have the answers. In their couple, ss take turns reading the conversations orally.</p> <p><b>Materials:</b> Handout #2</p>	<ul style="list-style-type: none"> <li>● Do you know this word?</li> <li>● Do you know the pronunciation of...?</li> <li>● X word is pronounced like ...</li> <li>● I am not sure.</li> <li>● Let's start with...</li> <li>● I want to say this one.</li> <li>● I think we are done...</li> <li>● Do you remember this word?</li> <li>● I agree/disagree...</li> <li>● I am not sure.</li> <li>● Let's check the dictionary.</li> <li>● Let's ask the teacher.</li> </ul> <p><b>Real task language</b>          Come in, could, would, please, discuss, something, office, leave a message, talk to, meeting, personally, help, call someone back.</p>	<p>Looking at the dictionary</p>		
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	<p>Link for the google document:</p> <p><a href="https://docs.google.com/document/d/1xeJTj2e7ZBCAWhHDNjggYyqSrrYHTw195coUSlw_Gmc/edit?usp=sharing">Unit 3 Handout 2 Pre-task https://docs.google.com/document/d/1xeJTj2e7ZBCAWhHDNjggYyqSrrYHTw195coUSlw_Gmc/edit?usp=sharing</a></p>				
<p>4</p>	<p><b>Pre-Task 3:</b> Fill in the blanks</p> <p>T gives Ss Handout #3, T. shows them the activity and how to do it. After that, in pairs (BOR), Ss read the conversation parts and order the ideas using the most appropriate expressions. T. shares the link to the exercise.</p> <p>Students are asked to rearrange and reorganize the conversation by copying the sentences on the table.</p> <p>Then, ss discuss the why and how they decided to put the conversation in that order. Students compare their answers with a different group. Then, go back to their group to discuss their answers.</p> <p>Ss read the answers of the handout 4 using the answer key. Then, T. will ask ss to take turns practicing the conversation. It will be practiced after Ss finish checking and ordering the different</p>	<p><b>Procedural Language</b></p> <ul style="list-style-type: none"> <li>● I think the first one is.</li> <li>● I agree.</li> <li>● I don't know. I think it is number 2.</li> <li>● Let me change this one.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Offering help</li> <li>● Scheduling a visit</li> <li>● Making a phone call</li> <li>● Greetings</li> <li>● Introducing yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborati on</li> <li>- Completin g</li> <li>- Linguistic elaboratio n</li> </ul>	<p>R L S W</p>	<p>30 min</p>

	parts of the conversation.  <b>Materials:</b> Handout # 3.				
5	<p>T. shares with Ss an audio containing a conversation that needs to be listened. The conversation will be between a secretary and a constituent. T. shares the link to the exercise to fill in the blanks. .  <a href="https://www.liveworksheets.com/vf2086862um">https://www.liveworksheets.com/vf2086862um</a>  Students are asked to rearrange and reorganize the conversation by copying the sentences on the table.</p> <p>Then, ss discuss why and how they decided to put the conversation in that order.  Students compare their answers with a different group.  Then, go back to their group to discuss their answers.</p> <p>Ss read the answers of the handout 4 using the answer key.  Then, T. will ask ss to take turns practicing the conversation. It will be practiced after Ss finish checking and ordering the different parts of the conversation.</p>	<p><b>Procedural (Handout #4)</b></p> <ul style="list-style-type: none"> <li>● Let's read the words.</li> <li>● How do you pronounce ...?</li> <li>● How do you say...?</li> <li>● I don't know the pronunciation of this word.</li> <li>● Do you know this word?</li> <li>● Do you know the pronunciation of...?</li> <li>● X word is pronounced like ...</li> <li>● I am not sure.</li> <li>● Let's start with...</li> <li>● I want to say this one.</li> <li>● I think we are done...</li> <li>● Do you remember this word?</li> <li>● I agree/disagree...</li> <li>● I am not sure.</li> <li>● Let's check the dictionary.</li> <li>● Let's ask the teacher.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● come in, could, would, please, discuss, something, office, leave a message, talk to, meeting,</li> </ul>	<ul style="list-style-type: none"> <li>- Eliciting information</li> <li>- Collaboration</li> <li>-</li> </ul>		30 min

	<p><b>Materials: Handout #4</b></p> <p>Link to the online document:</p> <p><a href="https://docs.google.com/document/d/1d_3-P9fUXGRoN6nOiSG3L-okWPoZm9e3/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1d_3-P9fUXGRoN6nOiSG3L-okWPoZm9e3/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true</a></p>	<p>personally, help, call someone back.</p>			
6	<p><b><u>Task: Role-play Simulation</u></b></p> <p>Tr will remind Ss the strategies in order to prepare and deliver the simulation.</p> <ul style="list-style-type: none"> <li>- Think aloud</li> <li>- Be positive</li> <li>- Offer help</li> <li>- Show confidence</li> <li>- Rehearse/Practice</li> <li>- Ask proving questions</li> </ul> <p>The T. reviews the situation that Ss create a conversation in an open class. T. explains that they have to create a conversation from scratch. In pairs, Then, Ss will get the link for <b>Handout #5</b> with instructions for the Main Task. T. asks Ss to prepare for the role play simulation and the Ss generate a conversation</p>	<p><b>Procedural (Handout #5)</b></p> <ul style="list-style-type: none"> <li>• Let's read the instructions/situation.</li> <li>• Let's start with...</li> <li>• I will be the ....</li> <li>• Which role do you want to take?</li> <li>• I want to be...</li> <li>• I think we can use...</li> <li>• Do you remember...</li> <li>• I agree/disagree...</li> </ul>	-	R L S	45 min

<p>by writing it in a blank google document.</p> <p>Planning:</p> <ul style="list-style-type: none"> <li>• In pairs, Ss will read the instructions, choose their roles, and create a short dialogue to be presented in class.</li> </ul> <p>Ss A will be the municipal worker, so he or she greets the constituent and offers help.</p> <p>Ss B will play the role of the constituent, so he or she will ask questions related to municipal service interactions.</p> <p>The Ss will write and practice the conversation and then switch roles.</p> <p><b>Speaking</b></p> <p>T. will visit each pair in the BORs. Assistants help the pairs if they request help. T. monitors their progress and answers questions if necessary.</p> <p>T. will ask all the groups to present the conversation orally. T. and Ss listen to the others complete the conversation.</p>				
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	<ul style="list-style-type: none"><li>• Each team presents the dialogue based on the given situation to the whole class.</li></ul> <p>Feedback:</p> <p>Ss are asked to evaluate their general performance based on specific issues they need to work on. T. asks Ss to discuss details related to incorrect word-choice, grammatical structure and incorrect pronunciation of words based on their performance.</p> <p>Ss report their answer to the whole class. The T. will take note on the communalities and patterns to give a brief review on the next class.</p> <p><b>Materials: Handout #5</b></p> <p>Access to the online handout 5:</p> <p><a href="https://docs.google.com/document/d/1uJCxDNK51FtA1BFnyHDwh38FGZthGG22uNulymNCns/edit?usp=sharing">https://docs.google.com/document/d/1uJCxDNK51FtA1BFnyHDwh38FGZthGG22uNulymNCns/edit?usp=sharing</a></p>			
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7	<p><b>Post task1:</b></p> <p>Tr will praise the students for the effort during the lesson. S/he will also remind them the importance of taking time to review the work done. Ss will work in pairs and they will receive <b>Handout #6</b>. They will discuss some questions to reflect about their performance on the main task. Each Ss completes a self-evaluation and then complete a peer evaluation for his/her classmates using the Peer Evaluation Rubric designed for this particular task</p> <p>Materials: <b>Handout #6</b> Self Evaluation Rubric</p> <p>Link to the evaluation in google docs:</p> <p><a href="https://docs.google.com/document/d/1ghxIHw9lYn1vC5Z-2e4 - PHF1eKzDU9j/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1ghxIHw9lYn1vC5Z-2e4 - PHF1eKzDU9j/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtopf=true&amp;sd=true</a></p>	<p>Procedural (in Handout #6)</p> <p>From my experience...</p> <p>I think I did X well...</p> <p>I need to improve...</p> <p>With the information given, I think we could...</p> <p>From my experience, I think I should...</p>		S L W	15 min
8	<p>Post-Task 2</p> <p>Ss are given <b>handout #7</b> and work individually. T. briefly explains that</p>	<p>Procedural (in Handout # 7)</p> <p>I think this is ...</p>		R W	10 min

	<p>modals are a particular group of auxiliary verbs in English which help to set the function of the verb that follows them; for example, offering suggestions, giving advice, and describing possibilities. Ss review the use of can and could for offering help and would for suggestions or advice. T. reviews the pronunciation of the modals with some open class drills. T. asks Ss to complete the dialogue for a fac-to-face conversation included in <b>Handout # 7</b> using the mentioned modals. Then, Ss practice reading the dialogue aloud with a partner in the BOR.</p> <p>Materials: <b>Handout #7 and Answer Key.</b></p> <p><a href="https://docs.google.com/document/d/1G-ofpCD7Vw9taVwFIN_JpAVyH7rPuLzy/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1G-ofpCD7Vw9taVwFIN_JpAVyH7rPuLzy/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true</a></p> <p>Answer Key: <a href="#">Unit 3 Handout 7 Language Focus Answer Key</a></p>	<p>This is new to me.</p> <p>I use them all the time.</p> <p>The modal is ...</p> <p>Can I...?</p> <p>I can...</p> <p>I could...</p> <p>I would...</p> <p>Grammar</p> <p>Modals: could, would, should.</p>		S	
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T: Teacher      Ss: Students      S: Speaking      L: Listening      R: Reading      W: Writing      BOR: Breakout rooms



## Appendix AA: Unit 3 Lesson 2 Plan



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### Unit 3: Communicating with Constituents

Lesson Plan #2

Lead teacher: Fernanda Mora

Assistant teacher: Dennis Cubillo.  
2<sup>nd</sup>

Date: November

**Unit goal:** By the end of the unit, municipal employees will be able to politely interact face to face or over the phone with constituents by addressing their inquiries related to municipal services.

**General objective:** At the end of the lesson, municipal employees will be able to politely provide information to a constituent about the municipal recycling program by using appropriate expressions in spoken form.

**Specific objectives:** Students will be able to:

1. correctly name common waste products that can be recycled and products that cannot be recycled by effectively brainstorming ideas;
2. classify common waste products as organic, recyclable, or other household trash by dragging and dropping pictures in the correct category with 67% (6 out of 9) accuracy;
3. identify the three waste categories included in the municipality's waste collection program by choosing the best description sentence for each category with 100% accuracy;
4. classify useful fixed expressions such as greetings, offers to help, self-introductions, and time gaining expressions by reading them and choosing the best category with 83% (15 out of 18) accuracy;

5. answer a constituent’s questions about the municipal waste collection service by accurately completing the correct information in a dialogue;
6. answer a constituent’s questions about the municipal waste collection service by role-playing a given situation including a greeting, a self-introduction, an offer to help, a time gaining expression, and an answer with the correct information to their questions;
7. identify the correct passive voice sentence for an active voice sentence related to municipal services by choosing the correct alternative with 67% (4 out of 6) accuracy;
8. retrieve the correct phonetic transcription of key lexical items related to waste management by looking up the words in an online dictionary with 100% accuracy:

Obj	Procedures	Language	Strategies	Macro skills	Time
1	<p><b><u>Warm-up: Name 3</u></b></p> <p>T shows Sts some pictures related to recycling and presents the topic to Sts. In pairs, Sts are asked to brainstorm and name 3 materials that can be recycled and 3 materials that cannot be recycled. T checks with Sts as a group.</p> <p><b>Materials:</b> Handout 1, slides 1 and 2.</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• You can recycle <u>paper</u></li> <li>• You can not recycle <u>spray cans</u></li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Previously-known language</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Sharing</li> <li>• Collaborating</li> </ul>	S L	10 min
2-3	<p><b><u>Pre-Task 1: Waste categories</u></b></p>	<p><b>Procedural language</b></p>	<ul style="list-style-type: none"> <li>• Classifying</li> </ul>	R S L	20 min

	<p>In pairs, Ss have to classify some products into these three categories: organic, recyclable and household trash. Ss have to drag and drop the product's picture to the corresponding side of the chart.</p> <p>Then, Ss are given three definitions, Ss have to choose the correct definition for each category.</p> <p>Teacher checks as a group.</p> <p><b>Materials:</b> Handout 2.</p>	<ul style="list-style-type: none"> <li>• <u>I think that a spray can is _____.</u></li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• waste classification vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying</li> </ul>		
4	<p><b><u>Pre-Task 2: Expressions</u></b></p> <p>Ss are given some expressions. In pairs, Ss classify them into the following categories: greetings, expressions to offer help, expressions to gain time and expressions to introduce yourself.</p> <p>Teacher checks with the class and practices the pronunciation of the words.</p> <p><b>Materials:</b> Handout 3.</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• What do you think of number <u>3</u>?</li> <li>• I think number 3 is an expression to gain time.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Formal expressions to greet, ask for help, introduce yourself and gain time.</li> </ul>	<ul style="list-style-type: none"> <li>• Classifying</li> <li>• Identifying</li> <li>• Collaborating</li> </ul>	R S L W	20 min

5	<p><b><u>Pre-Task 3: Conversation completion</u></b> Ss are given a dialog. In pairs, Ss read the dialog. Then, Ss choose a role (Worker or constituent). Based on the Municipality collection schedule, the person in the role of the worker gives the right information for each of the blanks in the dialog. Ss take turns in different roles.</p> <p><b>Materials:</b> Handout 4 and 5.</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• It's your turn</li> <li>• Can you repeat the question?</li> <li>• What role do you want to play first?</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Formal expressions to greet, ask for help, introduce yourself and gain time.</li> </ul>	<ul style="list-style-type: none"> <li>• drilling</li> <li>• repeating</li> <li>• collaborating</li> </ul>	R L S	25 min
6	<p><b><u>Task 1: Role-play</u></b> Ss are given a situation. A constituent is asking about the recycling program. Ss have to choose roles to play. Student A is the constituent and asks the questions about the program. St B is the municipality worker and gives the information. Ss have to make sure they include a greeting, an expression to offer help, an expression to introduce themselves and expressions to gain time. Ss prepare to present their conversation before the rest of the class.</p> <p><b>Materials:</b> Handout 6.</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• It's your turn</li> <li>• Can you repeat the question?</li> <li>• What role do you want to play first?</li> </ul> <p><b>Real task language:</b></p> <ul style="list-style-type: none"> <li>• Formal expressions to greet, ask for help, introduce yourself and gain time.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	S L R	25 min
7	<p><b><u>Post task 1 :</u></b> Ss are given a handout. Ss have to read the active sentences and</p>	<p><b>Real task language</b></p>	<ul style="list-style-type: none"> <li>• Choosing</li> </ul>	R W	25 min

	<p>choose the correct passive voice sentence for each active sentence.</p> <p><b>Materials:</b> Handout 7.</p>	<ul style="list-style-type: none"> <li>Waste collection service related terms.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying</li> </ul>		
8	<p><b>Post task 2 :</b> Ss are given a handout with vocabulary words. Ss look for the phonetic transcription and listen to the pronunciation.</p> <p><b>Materials:</b> dictionary.cambridge.org/</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>Waste collection service related vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Drilling</li> <li>Repeating</li> <li>Identifying</li> </ul>	R W	25 min

T: Teacher    Ss: Students    S: Speaking    L: Listening    R: Reading    W: Writing    BOR: Breakout rooms    MR: Main room



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## Appendix BB: Unit 3 Lesson 2 Materials

### Lesson 10: Handout 1

#### Instructions:

*Name three materials you can recycle.*

*Name three materials you cannot recycle.*



**Useful language:**

You can recycle paper

You cannot recycle spray cans



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### Lesson 10: Handout 2

**Instructions:** Drag and drop the pictures. Classify them according to the three types of waste.

Organic waste	Recyclable waste	Household trash

**Useful language:**

I think that a spray can is \_\_\_\_\_.





1. **Products that cannot be reutilized, also known as domestic waste or residential waste.**
2. **Materials that will be used or reused, or prepared for use or reuse, as an ingredient in an industrial process to make a product, or as an effective substitute for a commercial product.**
3. **Any material that is biodegradable and comes from either a plant or an animal**



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### Lesson 10: Handout 3.

**Instruction:** Classify the expressions.

**G** for greetings

**H** for expressions to offer help

**T** for expressions to gain time

**I** for expressions to introduce yourself

Expression	Classification
1. Good evening	
2. May I help you?	
3. I will (e.g., check in our website/have the information in just a moment, etc.)	
4. It's nice to meet you. I am Sofía	
5. Good afternoon	
6. Is there anything else I can do for you today?	
7. Welcome	
8. It's a pleasure to meet you. I am Jimmy	

9. Hello	
10. Could I help you?	
11. Let me (e.g., check in our website/have the information in just a moment, etc.)	
12. Can I be of any assistance to you?	
13. Good evening	
14. I would be glad to assist you.	
15. Mr Cubillo. Good morning. How are you?	
16. Good morning	
17. How may I help you?	
18. How are you?	

### Useful language

What do you think of number 3?

I think number 3 is an expression to gain time.



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### Lesson 10: Handout 4.

**Instructions:** Read the following dialog. Complete the blanks and practice with your classmate. Take turns to practice.

**M=** Municipal worker

**C=** Constituent

#### Conversation 1:

M: Good afternoon. My name is \_\_\_\_\_. How can I be of assistance to you?

C: Hello, \_\_\_\_\_. My name is \_\_\_\_\_.

M: Nice to meet you!

C: Nice meeting you, too! See, I live in \_\_\_\_\_, and I would like to know when I need to take out the trash.

M: Very well. Let me confirm the information in the system.

...

M: Thank you for your patience. According to the schedule, you have to take out the organic waste on \_\_\_\_\_ and \_\_\_\_\_. The recyclable materials are collected on \_\_\_\_\_ and \_\_\_\_\_. Finally, other household waste is collected on \_\_\_\_\_. Do you need me to repeat that?

C: No, I got it. Thank you very much.

M: Great. Is there anything else I can do for you today?

C: No, thank you. I appreciate your help.

M: Thank you for visiting the municipality of Pérez Zeledón. We are here to help.



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### **Lesson 10: Handout 6.**

**Instructions:** Read the situation. Choose a role. Practice the conversation. Prepare to present the conversation.

**Situation:** A constituent comes to the municipality to ask about the recycling program. Answer their questions politely and give them the correct information.

#### **Student A:**

- Ask for the waste collection schedule in your area
- Ask what household waste is collected
- Ask for examples of recyclable materials

#### **Student B:**

- Greet the constituent
- Introduce yourself
- Offer help
- Answer their questions
- Thank them for coming to the municipality



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### Lesson 10: Handout 7.

**Instructions:** Read the sentences and choose the correct passive structure.

1. The Municipality does not offer the collection service on Sundays.
  - a. The collection service are not offered on Sundays.
  - b. The collection service is not offered on Sundays.
  
2. People recycle paper, aluminum and glass.
  - a. Paper, aluminum and glass is recycled.
  - b. Paper, aluminum and glass are recycled.
  
3. You have to take out the organic trash once a week.
  - a. The organic trash has to be taken out once a week.
  - b. The organic trash have to be taken out once a week.
  
4. The municipal service collects household trash at night.
  - a. Household trash are collected at night.
  - b. Household trash is collected at night.
  
5. People cannot reutilize household trash.
  - a. Household trash cannot be reutilized
  - b. Household trash are not reutilized.
  
6. The Municipality gives a special service at night for commercial areas.
  - a. Commercial areas are given a special service by the Municipality.



- b. Commercial areas is given a special service by the Municipality.



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**Lesson 10: Handout 8.**

**Instructions:** Look for the words in the dictionary and write the correct phonetic symbol. Practice the pronunciation of each word.

Link: <https://dictionary.cambridge.org/dictionary/english-spanish/waste>

Word	Pronunciation
Aluminum	
Recyclable	
Organic	
Household	
Trash	
Cardboard	
Peels	
Vegetable	
Can	
Schedule	



## Appendix CC: Unit 3 Lesson 3 Plan



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### Unit 3: Communicating with Constituents

Leading teacher: Dennis Cubillo

Lesson Plan #3

Assistant teachers: Fernanda Mora, Wilbert Fernández

Date: Nov 9th.

**Unit goal:** By the end of the unit, municipal employees will be able to politely interact face to face and over the phone with constituents by addressing their inquiries related to municipal services.

**General objective:** At the end of the lesson, municipal employees will be able to update a constituent's information by requesting and confirming the required data orally.

**Specific objectives:** Students will be able to:

1. identify target lexical items previously studied by finding them in alphabet soups without pronunciation mistakes;
2. write the names of constituents by listening to six audio recordings of people pronouncing names with less than 3 spelling mistakes;
3. confirm the constituents' names by relating each of the letters in the name to a very well-known word without pronunciation mistakes;
4. obtain a constituent's name, last name, telephone number, email address, and address by substituting information in a dialogue with intelligible pronunciation;
5. update the personal information of a constituent who visits the municipality by greeting them, politely requesting their personal information, and confirming the information received during a role play;

6. design useful phrases with phonetic transcriptions to help them confirm the names of constituents in any situations without spelling mistakes.

Obj j	Procedures	Language	Strategies	Macro skills	Time
1	<p><b>Warm-up:</b></p> <p>T greets Ss and calls the roll. After that, T tells Ss they are going to play “Alphabet Soup” and explain the dynamics. Ss are separated into two groups (or play individually if there are only three) and compete to find the target words hidden in the soups. The team (Ss) with more points wins the game.</p> <p><b>Materials:</b> Slideshow, Handout #1, Handout #1 Answers.</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Might</li> <li>● Could</li> <li>● Would</li> <li>● Cemetery plot</li> <li>● Cemetery right</li> <li>● Cemetery land</li> <li>● Plastic</li> <li>● Paper</li> <li>● Glass</li> </ul>	<ul style="list-style-type: none"> <li>- Paralinguistic elaboration</li> <li>- Linguistic elaboration</li> <li>- Schema activation</li> </ul>	R S	20 min
2 and 3	<p><b>Pre-Task 1:</b> Getting the right name.</p> <p>T tells Ss they will hear five people saying their name, and they have to write them down.</p> <p>After that, Ss will confirm the names they have with (a) partner(s) in BOR.</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>● I wrote ZONYA LEWIS</li> <li>● Could you spell it?</li> <li>● Sure. It’s “Z” as in Zoom...</li> <li>● I wrote the same.</li> <li>● I wrote SONYA with an “S” as in SUNDAY.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Gayle Akin</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling</li> <li>- Confirming information</li> <li>- World knowledge</li> <li>- Collaboration</li> </ul>	L W S	20 min

	<p>Finally, T shows them the correct answers and checks pronunciation and spelling mistakes.</p> <p><b>Materials:</b> Handout #2, Names exercise (audio), Slideshow (answers).</p>	<ul style="list-style-type: none"> <li>• Elizabeth Goodgame</li> <li>• Margareth Seinfeld</li> <li>• Thomas Andersen</li> <li>• Robert Twain</li> </ul>			
4	<p><b>Pre-Task 2:</b> Substitution dialogue.</p> <p>T gives Ss Handout #3 and projects it. T asks Ss one by one to read the different lines in the dialogue while correcting and modelling pronunciation mistakes and having Ss repeat the correct models. (Twice). Then, T asks Ss to invent their own information to substitute in the dialogue. After that, Ss continue practicing the dialogue with their own information in BOR. Finally, in the main room, T projects the dialogue with blanks and has two Ss perform it with their own information.</p> <p><b>Materials:</b> Handout #3,</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• I want to start</li> <li>• OK.</li> <li>• Let's switch roles.</li> </ul> <p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Numbers</li> <li>• Formal language</li> <li>• Tax bill</li> <li>• Address</li> <li>• Email address</li> </ul>	<ul style="list-style-type: none"> <li>- Substituting</li> <li>- Linguistic elaboration</li> <li>- World elaboration</li> <li>- Collaboration</li> </ul>	R W L S	30 min
5	<p><b>Task:</b> Role play.</p> <p><b>Planning:</b> T gives Ss Handout #4 and projects it. Then, T reads and explains the task. Ss ask clarification questions</p> <p><b>Task:</b> Ss improvise conversations</p>	<p><b>Procedural language</b></p> <ul style="list-style-type: none"> <li>• I want to be the constituent first</li> <li>• OK. I'll be the municipal employee.</li> <li>• Let's switch roles.</li> </ul> <p><b>Real task language</b></p>	<ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Linguistic elaboration</li> <li>- Improvising</li> <li>- Role play</li> </ul>	S L	30 min

	<p>according to the situation in pairs (BOR). They can use the dialogue from pre-task 2 as a model.</p> <p><u>Report:</u> T appoints two Ss to perform the conversation in the main room. Other Ss help them with pronunciation and mistakes.</p> <p><b>Materials:</b> Handout #4.</p>	<ul style="list-style-type: none"> <li>● Same as in the previous task.</li> </ul>	<ul style="list-style-type: none"> <li>- ng World elaboration</li> </ul>		
6	<p><b>Post task 1:</b> Job Aid</p> <p>T gives Ss Handout #5 and explains the exercise. Then, Ss create a job aid to help them confirm names in any situations. They write a phrase to confirm each of the letters in the alphabet with the corresponding phonetic transcription.</p> <p><b>Materials:</b> Handout #5.</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Common English words             <ul style="list-style-type: none"> <li>○ Days of the week</li> <li>○ Months of the year</li> <li>○ Famous names</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic elaboration</li> <li>- World elaboration</li> <li>- Transcribing</li> </ul>	R W	50 min

T: Teacher      Ss: Students      S: Speaking      L: Listening      R: Reading      W: Writing      BOR: Breakout rooms





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## Appendix DD: Unit 3 Lesson 3 Materials

### Handout #1

**Instructions:** Find THREE words that make your questions MORE POLITE.

M	M	I	G	H	T
E	L	T	A	C	H
Y	G	E	O	L	G

S	O	U	T	U	I
P	L	E	A	S	E
D	L	O	S	T	P

**Instructions:** Find THREE words related to "CEMETERY".

R	H	I	U	H	T
E	I	T	A	P	H
Y	A	G	O	L	D
S	L	U	H	O	N
P	B	E	A	T	A
D	A	O	S	T	L

**Instructions:** Find THREE materials that can be RECYCLED.

C	A	R	T	O	G	P
A	I	R	E	P	L	A
R	E	D	L	A	A	S
D	O	O	S	L	S	T
B	U	T	T	O	S	E
O	I	N	K	T	H	U

C	U	P	A	P	E	R
---	---	---	---	---	---	---



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## **Handout #2**

**Instructions:** Listen to FIVE people saying their names and write them down in the spaces below.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

**Cultural note:** For Americans it is very important that you get their names right. Misspelling their names is perceived as impolite or annoying. ALWAYS confirm the spelling of their names. When you need to confirm their names or last names, mention the letters one by one and relate them to a very common word that starts with the letter. For example, if you need to confirm the name LESLIE, you say: L **as in** LOTTERY, E **as in** EARTH, S **as in** SUN, L **as in** LOTTERY, I **as in** INFORMATION, and E **as in** EARTH. Use the same word for the same letter.

**Instructions:** With your partners, confirm the names and last names that you wrote in Exercise 1 by spelling them as in the cultural note.

**USEFUL LANGUAGE**

- I wrote ZONYA LEWIS
- Could you spell it?
- Sure. It's "Z" as in "Zoom"...
- I wrote the same.
- I wrote **SONYA** with an "S" as in **SUNDAY**.



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**Handout #3**

**Instructions:** Practice the following dialogue with your partner. Then, switch roles and substitute your own information instead of the one **highlighted**.

**USEFUL LANGUAGE**

- I want to start
- OK.
- Let's switch rolls

Municipal Employee	Constituent
1. Thank you for visiting the Municipality of Pérez Zeledón. How may I help you today?	1. Hello! How are you? I need to pay my taxes.
2. Sure! I can help you with that. I just need to update your data in the system first. May I have your name?	2. Sure. It's <b>Olivia Simpsen</b> .
3. Let me confirm that your last name is <b>S as in Sun, I as in Ice, M as in Mother, P as in Pink, S as in Sun, O as in Oil and N as in Nature</b> . Is that correct?	3. No. It's an "e" instead of an "o". / Yes. That is correct.
4. Thank you <b>Miss Simpsen</b> . May I have your phone number?	4. Yes. It's <b>2019-5674</b>



5. Thank you. What is your current address?	5. I live in <b>Palmares, across from the church.</b>
6. Great. Can you tell me what your email address is?	6. Yes. It is <b>o.simpson@fastmail.com</b>
7. Thank you very much, <b>Miss Simpson</b> . I see that your tax bill is <b>\$345</b> . Are you paying cash or credit?	7. I'll pay in cash. Here you are.
8. Great! Here's your change and your receipt. Could I assist you with something else today?	8. No. Thank you very much.
9. You're welcome. We are here to help.	

**YOUR BRAND NEW INFORMATION**

Name:

Telephone number:

Address:

Email address:

<b>Municipal Employee</b>	<b>Constituent</b>
1. Thank you for visiting the Municipality of Pérez Zeledón. How may I help you today?	1. Hello! How are you? I need to pay my taxes.
2. Sure! I can help you with that. I just need to update your data in the system first. May I have your name?	2. Sure. It's _____.
3. Let me confirm that your last name is _____ . Is that correct?	3. No. It's an ____ instead of an ____ . / Yes. That is correct.

4. Thank you _____. May I have your phone number?	4. Yes. It's _____.
5. Thank you. What is your current address?	5. I live in _____.
6. Great. Can you tell me what your email address is?	6. Yes. It is _____.
7. Thank you very much, _____. I see that your tax bill is \$____. Are you paying cash or credit?	7. I'll pay in cash. Here you are.
8. Great! Here's your change and your receipt. Could I assist you with something else today?	8. No. Thank you very much.
9. You're welcome. We are here to help.	



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#### **Handout #4**

**Situation:** A constituent comes to the municipality to ask for the price of cemetery plots. First, ask them to update their information, and confirm that you got it right. Then, tell them that the plots are rented only in case of an emergency in the first district because the space is very limited.

*Greetings*

*Offer to help*

*Request information (name, last name, email address, address, and telephone number)*

*Confirm name and/or last name*

*Answer their question*

\*Do not write your role play.

#### **USEFUL LANGUAGE**

- I want to be the constituent first.
- OK. I'll be the municipal employee.
- Let's switch roles.



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### **Handout #5**

**Instructions:** Create a Job Aid to help you confirm names and last names in any situations. Fill in the blanks with common English words that you know. Then, go to <https://dictionary.cambridge.org/es/>, get the phonetic transcription of the words you include, and write it next to the word. For example, “**D as in DOG /dɑ:g/**”.

A as in \_\_\_\_\_.

B as in \_\_\_\_\_.

C as in \_\_\_\_\_.

D as in \_\_\_\_\_.

E as in \_\_\_\_\_.

F as in \_\_\_\_\_.

G as in \_\_\_\_\_.

H as in \_\_\_\_\_.

I as in \_\_\_\_\_.

J as in \_\_\_\_\_.

K as in \_\_\_\_\_.

L as in \_\_\_\_\_.

M as in \_\_\_\_\_.

N as in \_\_\_\_\_.

O as in \_\_\_\_\_.

P as in \_\_\_\_\_.

Q as in \_\_\_\_\_.

R as in \_\_\_\_\_.

S as in \_\_\_\_\_.

T as in \_\_\_\_\_.

U as in \_\_\_\_\_.

V as in \_\_\_\_\_.

W as in \_\_\_\_\_.

X as in \_\_\_\_\_.

Y as in \_\_\_\_\_.

Z as in \_\_\_\_\_.

Suggestion: You can try using words like the days of the week, months of the year, or famous names. **If you use names, get the transcription from this link** <https://www.oxfordlearnersdictionaries.com/us/>.

## Appendix EE: Unit 3 Lesson 4 Plan



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### Unit 3: Communicating with Constituents

Lesson Plan #4

Lead teacher: Wilbert Fernández

Assistant teachers: Dennis Cubillo, Fernanda Mora

Date: November 16, 2021.

**Unit goal:** By the end of the unit, municipal employees will be able to politely interact face to face and over the phone with constituents by addressing their inquiries related to municipal services.

**General objective:** At the end of the lesson, municipal employees will be able to successfully role-play a face-to-face conversation or over the phone at the municipality that requires municipal employees to provide information related to services such as cemetery rights, garbage collection, and commercial business patents by producing chunks of language and short sentences.

**Specific objectives:** Students will be able to:

1. correctly identify target lexical items previously studied by matching the term with the most appropriate image;
2. correctly repeat a conversation between a municipal worker and a constituent about a commercial patent by rehearsing the conversation without pronunciation mistakes.
3. successfully provide information about commercial patent requirements to the constituent by greeting him/ her, politely requesting their personal information and confirming the information.
4. given work-related role-play cards, students will be able to successfully carry on a telephone conversation using the vocabulary previously activated in class.
5. successfully answer five reflection questions based on their performance by discussing them orally in small groups based on the role play simulations.
6. successfully complete a self-evaluation by rating their performance in the role play simulation on a scale from 1 to 5.
7. based on a tutorial video, students will be able to successfully identify the proper pronunciation of the /th/ sound by writing the phonetic symbol in each word.

Obj	Procedures	Language	Strategies	Macro skills	Time
1	<p><b>Warm-up: Matching Exercise.</b></p> <p>T greets Ss, calls the roll, and reads the class objective. T. congratulates ss for their efforts and reminds them about the vocabulary log and asks ss to upload the missing files to their google drive folder.</p> <p>T reviews the goal of the class and activates schemata by asking Ss to match vocabulary already studied with images related to municipal services. T shares a link with the matching exercise on a website (Wordwall) with the students. T. asks ss to quickly read the words. Then, in Break-out-rooms, ss read the words and match them with the images. Then, T asks Ss to read the correct answers and drills the correct pronunciation by having everyone repeat.</p> <p><b>Materials:</b>  <b>Wordwall, Handout #1, Answer Key</b>  <a href="https://wordwall.net/resource/25">https://wordwall.net/resource/25</a></p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>● Paper recycling</li> <li>● Creating Roads</li> <li>● Paving Roads</li> <li>● Construction</li> <li>● Recycling</li> <li>● Cemetery plot</li> <li>● Cemetery rights</li> <li>● Affidavit</li> <li>● Public Services</li> <li>● Customer Service</li> <li>● Trash collection</li> <li>● Commercial patents</li> <li>● Business</li> </ul> <p><b>Procedural (Handout #1)</b></p> <ul style="list-style-type: none"> <li>● Letter ___L___ goes with Schedule.</li> <li>● I think _A_ goes in #</li> <li>● I agree.</li> <li>● You are right.</li> <li>● I think letter _____ goes in number _____</li> <li>● I don't think that letter goes there.</li> <li>● I agree.</li> </ul>	<ul style="list-style-type: none"> <li>- Schema activation</li> <li>- Brainstorming</li> <li>- Predicting</li> <li>- Cooperating</li> <li>- Schedule</li> </ul>	R S W	15 min

	<a href="#">154221)</a>	<ul style="list-style-type: none"> <li>Let's change this letter.</li> </ul>			
2 & 3	<p><b>Pre-Task 1: Conversation Dialogue.</b></p> <p>T gives Ss Handout #2 and projects it. T. shares the document with the class. T. asks students to read the lines of sentences in the dialogue while correcting and modelling the right pronunciation having ss repeat the correct models. T. tells ss they have to go to a BOR and in pairs orally rehearse the conversation taking turns and exchanging roles once.</p> <p>Then, T. asks ss to use the same script and add their own information to substitute it in the dialogue. They exchange roles one more time. T. and assistants take notes on ss performance and mistakes.</p> <p>T. provides immediate feedback on the most salient pronunciation mistakes.</p> <p>As a whole class, T. randomly calls ss names to present the conversation.</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>Public service expressions</li> <li>Public service interactions</li> <li>Municipal transactions</li> <li>Proper customer service</li> <li>Greetings</li> <li>Offering help</li> <li>Providing solutions</li> <li>Constituents</li> </ul> <p><b>Procedural language (Handout #2)</b></p> <ul style="list-style-type: none"> <li>I want to be <u>first / start</u></li> <li>I want to be the <u>constituent / municipal worker.</u></li> <li>Sure / I agree.</li> <li>OK.</li> <li>We finished!</li> <li>Let's change / switch roles.</li> <li>This time, you are the constituent/ municipal worker.</li> </ul>	<ul style="list-style-type: none"> <li>Conversational patterns</li> <li>Substituting</li> <li>Making connections</li> <li>Distinguishing public service interactions</li> <li>Linguistic elaboration</li> <li>Collaboration</li> </ul>	R L W	35 min



	<p>T. provides feedback related to pronunciation, fluency, and grammar if necessary.</p> <p><b>Materials: Handout #2</b>  <a href="https://docs.google.com/document/d/1OuuJdYB_6v984wI3zQD25dl5Ne3DswK/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtoref=true&amp;sd=true">https://docs.google.com/document/d/1OuuJdYB_6v984wI3zQD25dl5Ne3DswK/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtoref=true&amp;sd=true</a></p>	<ul style="list-style-type: none"> <li>• Sure. It's "Z" as in Zebra...</li> </ul>			
4	<p><b>Task: Role-play Simulation</b></p> <p><u>Planning:</u> T. asks students to read the instructions and role play situation in Handout #3.</p> <p>Then, Ss read the instructions and the role-play cue cards for the speaking simulation. Ss are divided into pairs at random. Ss get in pairs to practice the situation.</p> <p>Ss are sent into the BOR, and T grants ten minutes for reading the instructions and situations.</p> <p>Ss will choose an oral situation from the three situations: garbage collection schedule, cemetery service, and commercial business patents. T. grants five minutes for planning and organizing ideas before the role-play. T. also reminds ss about the</p>	<p><b>Real task language</b></p> <ul style="list-style-type: none"> <li>• Cemetery plot</li> <li>• Cemetery right</li> <li>• Cemetery land</li> <li>• Rent</li> <li>• Availability</li> <li>• Death</li> <li>• Family members vocabulary</li> <li>• License</li> <li>• Business</li> <li>• Commercial</li> <li>• Common verbs in municipal activities (send, attach, fill in, hand in, request, complete, fill, fulfil, etc.)</li> <li>• Constituent</li> <li>• Permits</li> <li>• Platform</li> <li>• Complaint</li> <li>• Taxes</li> <li>• Head</li> <li>• Department</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Linguistic elaboration</li> <li>- World elaboration</li> <li>- Spelling</li> <li>- Confirming information</li> <li>- Improvising</li> <li>- Role-playing</li> <li>- Providing information</li> <li>- Collaboration</li> </ul>	R S L	40 min

	<p>proper use of greetings, politely requesting their personal information, confirming the information, and providing information about the services offered by the municipality.</p> <p><u>Speaking:</u> Ss are reminded to use a formal and polite tone and the useful language studied in class. T and assistants monitor the activity and provide support as necessary. Ss are told they should not write the conversation. Ss improvise orally a conversation where they ask and answer questions about the chosen municipal service. Students role-play the speaking conversation. Then, rehearse it at least two times.</p> <p><u>Reporting:</u> After that, Ss return to the main room and role-play the conversation for the situation provided. Each pair has a maximum of five minutes to perform the role-play.</p> <p>T. asks ss to briefly discuss general issues related to incorrect word-choice, grammatical structure and incorrect pronunciation of words based on their performance.</p>	<ul style="list-style-type: none"> <li>● Public services</li> <li>● Public</li> <li>● Interactions</li> <li>● Face-to-face interactions</li> <li>● Telephone</li> <li>● Questions</li> <li>● URL</li> <li>● Affidavit</li> <li>● Requests</li> <li>● Information</li> <li>● Affidavit</li> <li>● Documents</li> <li>● Could</li> <li>● Taxes</li> <li>● Permits</li> <li>● URL</li> <li>● Plastic</li> <li>● Paper</li> <li>● Glass</li> <li>● Cardboard</li> <li>● Organic</li> <li>● Address</li> <li>● Email address</li> <li>● Modal auxiliaries (may, could, can, would)</li> </ul> <p><b>Procedural (Handout #3)</b></p> <ul style="list-style-type: none"> <li>● Let's read the instructions/situation.</li> <li>● Let 's start with...</li> <li>● I will be the municipal employee/ constituent first.</li> </ul>			
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	<p>T. takes notes from the ss performance.</p> <p>Ss report their answer to the whole class. T. and assistants take notes of the commonalities and patterns to give a brief review on the next class. Delayed feedback is provided to students in the next class.</p> <p>T. evaluate ss individual performance based on specific aspects described in the rubric (Handout #4). T. takes notes on the pronunciation of <b>difficult</b> words to be rehearsed in the following class.</p> <p><b>Materials: Handout 3</b>  <a href="https://docs.google.com/document/d/1sArH2Cz2vGbZwdiXUHUQHOA-W0fVE_47/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1sArH2Cz2vGbZwdiXUHUQHOA-W0fVE_47/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true</a></p> <p><b>Handout #4</b>  <a href="https://docs.google.com/document/d/17hux6bUEGZ0C2G7u19yKV0kBEy17ForP/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/17hux6bUEGZ0C2G7u19yKV0kBEy17ForP/edit?usp=sharing&amp;oid=115515898222707902805&amp;rtpof=true&amp;sd=true</a></p>	<ul style="list-style-type: none"> <li>• Which role do you want to take?</li> <li>• I want to be...</li> <li>• I think we can use...</li> <li>• Do you remember...</li> <li>• I agree/disagree...</li> <li>• Let's switch roles.</li> </ul>			
<p>5 &amp; 6</p>	<p><b><u>Post-task 1: Self Evaluation</u></b></p>	<p><b>Procedural (Handout #5)</b></p> <ul style="list-style-type: none"> <li>• I think _____</li> </ul>	<p>- Linguistic elaboration                      - Self-evaluating</p>	<p>S L R</p>	<p>15 min</p>

	<p>After Ss complete the role-play simulation, they are asked to work in pairs. Ss are asked to ask and answer questions related to their performance.</p> <p>Then, Ss complete a self-evaluation based on their performance individually by grading the aspects described in the rubric.</p> <p><b>Materials: Handout 5</b></p> <p>(<a href="https://docs.google.com/document/d/1Rp8Rvio6IT3dluUcEwnGyNwHy01RQTia/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1Rp8Rvio6IT3dluUcEwnGyNwHy01RQTia/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtpof=true&amp;sd=true</a>)</p>	<ul style="list-style-type: none"> <li>● I felt _____</li> <li>● I used _____ / strategies such as: _____, _____, and _____.</li> <li>● The most difficult part was...</li> <li>● I agree.</li> </ul>		W	
7	<p><b>Post-task #2 Vocabulary Log</b></p> <p>T. shares <b>handout #6</b>. T. tells ss they have to listen to a YouTube tutorial explaining the / th / sounds (/ θ / voiceless and / ð /voiced): <a href="https://www.youtube.com/watch?v=nIKNo1TGALA">https://www.youtube.com/watch?v=nIKNo1TGALA</a></p> <p>Based on the explanation provided by the speaker, ss write the correct phonetic symbol under each word of the given sentences.</p>		<ul style="list-style-type: none"> <li>- Linguistic elaboration</li> <li>- Word connection</li> <li>- Involvement</li> <li>- Autonomy achievement</li> <li>- Word association</li> </ul>	W R	30 min

	<p>Ss are told they can use the Cambridge online dictionary for reference as well.</p> <p><b>Materials: Handout #6</b>  <a href="https://docs.google.com/document/d/1fIG117g5FudWq0YYNkxXCuVCXyCKiYqs/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1fIG117g5FudWq0YYNkxXCuVCXyCKiYqs/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtpof=true&amp;sd=true</a>), <b>Handout #6 Answer Key</b>  <a href="https://docs.google.com/document/d/1IDpxW3NcmLcOY9EY7rR6EwkzqKu7e1xr/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1IDpxW3NcmLcOY9EY7rR6EwkzqKu7e1xr/edit?usp=sharing&amp;ouid=115515898222707902805&amp;rtpof=true&amp;sd=true</a>)</p> <p><b>YouTube Video</b>  <a href="https://www.youtube.com/watch?v=nlKNo1TGALA">https://www.youtube.com/watch?v=nlKNo1TGALA</a>)</p>				
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T: Teacher    Ss: Students    S: Speaking    L: Listening    R: Reading    W: Writing    BOR: Breakout rooms    MR: Main room

### Appendix FF: Course-evaluation Questionnaire

Name: \_\_\_\_\_.

**Dear student**, the form below aims to provide instructors with valuable feedback about your perception of the course.

Please take your time to mark the option that best describes your experience.

Course Usefulness				
This course...	Strongly Disagree	Disagree	Agree	Strongly Agree
gave me an opportunity to improve my language skills.				
allowed me to learn vocabulary related to my field or job-related activities.				
allowed me to use vocabulary related to my field or job-related activities.				
provided me with relevant knowledge that will help me in my professional life.				
Course Organization				
Lessons in this course...	Strongly Disagree	Disagree	Agree	Strongly Agree
had clear objectives.				
were organized and easy to follow.				
had a coherent structure and organization.				

<b>Difficulty</b>				
<b>This course...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
represented a level of challenge appropriate to my needs as a student.				
<b>Activities, Tasks, and Materials</b>				
<b>In this course...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Activities were meaningful to my field or professional life.				
Tasks were useful to be used in real-life job activities.				
Activities and materials were varied and organized.				
<b>Course Enjoyment</b>				
<b>In this course, I...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
felt motivated to learn English.				
felt in a safe environment.				
had fun while learning.				
<b>Comments</b>				
I would like my teachers to know ...				

**Appendix GG: Course-evaluation Questionnaire Results**

<b>Course Usefulness</b>				
<b>This course...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
gave me an opportunity to improve my language skills.	0	0	25	75
allowed me to learn vocabulary related to my field or job-related activities.	0	0	0	100
allowed me to use vocabulary related to my field or job-related activities.	0	0	0	100
provided me with relevant knowledge that will help me in my professional life.	0	0	75	25
<b>Course Organization</b>				
<b>Lessons in this course...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
had clear objectives.	0	0	0	100
were organized and easy to follow.	0	0	25	75
had a coherent structure and organization.	0	0	100	0
<b>Difficulty</b>				
<b>This course...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>



represented a level of challenge appropriate to my needs as a student.	0	0	50	50
<b>Activities, Tasks, and Materials</b>				
<b>In this course...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Activities were meaningful to my field or professional life.	0	0	50	50
Tasks were useful to be used in real-life job activities.	0	0	50	50
Activities and materials were varied and organized.	0	0	50	50
<b>Course Enjoyment</b>				
<b>In this course, I...</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
felt motivated to learn English.	0	0	0	100
felt in a safe environment.	0	0	0	100
had fun while learning.	0	0	0	100
<b>Comments</b>				
I would like my teachers to know ...				

**Appendix HH: Unstructured Class Observation Instrument****Unit:****Lesson:****Date:****Observer:**

<b>Warm-up</b>	
<b>Pre-task 1</b>	
<b>Pre-task 2</b>	
<b>Pre-task 3</b>	
<b>Task</b>	
<b>Feedback session</b>	