

UNIVERSIDAD DE COSTA RICA
SISTEMA DE ESTUDIOS DE POSGRADO

EVALUATING THE ENGAGEMENT OF BUSINESS COMPUTING STUDENTS IN
AN ONLINE ENGLISH FOR SPECIFIC PURPOSES COURSE

Trabajo final de investigación aplicada sometido a la consideración de la Comisión del Programa de Estudios de Posgrado en la 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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DEDICATORIA

As I conclude this dissertation, I want to dedicate this project to all the people who have been with me throughout this journey. This is to my parents, who always pushed me to be better and taught me the importance of my education. To Kelly Smith, my former employer and mentor, who supported my studies and always celebrates my achievements. Lastly, to the younger version of me, who ran endless times to ride the bus to school and spent a lot of sleepless nights for this.

Milena

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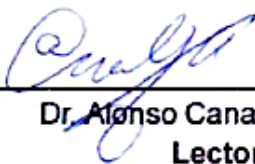
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RESUMEN

Para que el aprendizaje en línea sea exitoso, en particular en los cursos de Inglés para Fines Específicos (IFE), la participación de los estudiantes es esencial. Este estudio evalúa el grado de participación de los estudiantes de Informática Empresarial en la Sede del Sur de la Universidad de Costa Rica inscritos en un curso de IFE en línea. Los datos se recopilaron utilizando un enfoque de métodos mixtos, evaluando los componentes de compromiso conductual, emocional, cognitivo y social a través de encuestas semanales a los estudiantes y una rúbrica de participación estudiantil. Los resultados muestran que elementos como la retroalimentación del maestro, las actividades de aprendizaje interactivas y la cooperación entre pares aumentan en gran medida la participación de los estudiantes. Sin embargo, una serie de obstáculos, incluyendo la asistencia irregular, las instrucciones complejas y las dificultades técnicas tuvieron un efecto perjudicial en la participación. Para aumentar la participación de los estudiantes en las clases virtuales de IFE, se enfatiza la importancia de incluir recursos interactivos de aprendizaje electrónico y cultivar relaciones entre estudiantes e instructores. Estos conocimientos contribuyen al desarrollo de estrategias más efectivas para la instrucción de IFE, ofreciendo recomendaciones para que los desarrolladores de planes de estudio y los educadores optimicen los entornos de aprendizaje en línea.

Palabras clave: Participación estudiantil, aprendizaje en línea, inglés para fines específicos (IFE), informática empresarial, educación virtual, aprendizaje de idiomas, educación superior, estrategias de instrucción.

ABSTRACT

For online learning to be successful, particularly in English for Specific Purposes (ESP) courses, student participation is essential. This study assesses the degree of participation of Business Computing students at the Southern Campus of the University of Costa Rica enrolled in an online ESP course. Data was gathered using a mixed-methods approach, evaluating behavioral, emotional, cognitive, and social engagement components through weekly student surveys and a Student Engagement Rubric. Results show that elements like teacher feedback, interactive learning activities, and peer cooperation greatly increase student engagement. However, obstacles including erratic attendance, imprecise instructions, and technical difficulties had a detrimental effect on involvement. In order to increase student engagement in virtual ESP classes, the study emphasizes the significance of including interactive e-learning resources and cultivating relationships between students and instructors. These insights contribute to the development of more effective strategies for ESP instruction, offering recommendations for curriculum designers and educators to optimize online learning environments.

Keywords: Student engagement, online learning, English for Specific Purposes (ESP), Business Computing, curriculum design, language learning, higher education, instructional strategies.

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LISTA DE ABREVIATURAS

- AITSL** – Australian Institute for Teaching and School Leadership
- B.A.** – Bachelor of Arts
- CEFR** – Common European Framework of Reference for Languages
- CRM** – Customer Relationship Management
- CMS** – Content Management System
- ELF** – English as a Lingua Franca
- ESP** – English for Specific Purposes
- IT** – Information Technology
- SaaS** – Software as a Service
- TBLT** – Task-Based Language Teaching
- UCR** – Universidad de Costa Rica (University of Costa Rica)
- UI** – User Interface
- UX** – User Experience

Evaluating the Engagement of Business Computing Students in an Online English for Specific Purposes Course

The present study originates as part of a graduation requirement in the Professional Master's Program in Teaching English as a Foreign Language at the University of Costa Rica. The study aimed to collect information for the design of an English for Specific Purposes (ESP) course and the assessment of student engagement during its implementation. The course was aimed towards students in the Business Computing major at the University of Costa Rica, Southern Campus (Universidad de Costa Rica, Sede del Sur).

The research study is separated into three chapters. Chapter I covers the need analysis, which was based on the data collected from an interview with the major's stakeholders and a survey with the students. This chapter also outlines the results and data collected from the students of the major through a diagnostic test. Then, Chapter II will present the course syllabus created from the participants' needs, wants, and lacks obtained from the needs analysis section. This section covers the course description, the goals, and the units created to tackle the objectives of the course. Next, Chapter III presents the research study carried out during the practicum. First, the literature review analyzes different studies on engagement, the different engagement dimensions, and the potential effects of online learning on the outcomes of online ESP courses. After that, the methodology describes the instruments and procedures followed for the study, and then, the findings of the study are outlined and discussed based on the proposed rubric and criteria. Lastly, conclusions, limitations, and recommendations are presented.

Chapter I: Needs Analysis

This chapter presents data on the study's participants and outlines the methodology used to collect essential information for designing an ESP course that aligns with the current needs and expectations of the participants. A key component of this process is the needs analysis, which is also covered in this chapter. The need analysis process serves as a vital step in designing and developing effective educational programs tailored to specific learners' requirements. The thorough examination of the needs, preferences, and expectations of the target population provided valuable insights into the skills, knowledge, and support necessary for learners to achieve their desired goals. Through the data collected based on the interviews to the stakeholders and the results from both the survey and the language diagnostic test for students, the student-teachers in charged of the course design gained a deeper understanding of learners' individual strengths, weaknesses, and areas of improvement, enabling them to create a customized ESP course to cater to the unique needs of the learners.

Participants' Field of Work

As previously mentioned, the class is aimed at students in the Business Computing major at the University of Costa Rica, Southern Campus (Universidad de Costa Rica, Sede del Sur). In accordance with the insights provided by MSc. Mainor Alberto Cruz Alvarado, the coordinator of the Business Computing major at UCR's Southern Campus, in the unstructured interview with the stakeholders (see Appendix B), "It could be said that business computing is basically a combination

of information technologies with management.” Furthermore, MSc. Emilio Montero, the teaching coordinator at the Southern Campus, highlights that “In business computing, project management or business administration is taught because we teach economics, quantitative methods, project management, and concepts related to the business environment as such.”

Methodology

Research Approach

The research approach adopted for the needs analysis in this study is qualitative in nature, aiming to gain a comprehensive understanding of the research topic. The study employed two primary data collection methods: a semi-structured interview and a survey. The semi-structured interview with the stakeholders gathered in-depth insights of students and the course to be designed. This interview allowed flexibility in questioning and exploring specific topics since it enabled stakeholders to provide detailed, self-reported qualitative information based on their knowledge, experiences, and perspectives. Additionally, the survey was administered to the students of the Business Computing major. This instrument also allowed for the collection of qualitative data. The survey instrument included closed-ended questions to gather numerical data related to demographic information and English language proficiency level. Therefore, this data may be utilized just to consolidate the frequently given responses in the survey. Besides, it included open-ended questions to capture participants’ perspectives, views, and experiences that yielded rich qualitative information. Through this research, this study aimed to comprehensively identify and understand the needs and

perspectives of the participants by analyzing the self-reported qualitative information obtained from the interview and the survey.

Context

The ESP course that was offered at the Southern Campus of the University of Costa Rica was targeted towards undergraduate students of the Bachelor's in Business Computing (Bachillerato en Informática Empresarial). The course was specifically designed to enhance the language skills and communication abilities of these students as they prepare for their future careers in the business information technology (IT) world. By providing them with the opportunity to learn and practice the language in the context of their field of study, the ESP course aimed to equip them with the necessary language skills and knowledge to communicate effectively with clients, colleagues, and projects' decision makers.

Participants

The population was composed of 14 students, ages ranging from 18 to 30, with the largest group (12) belonging to the 18-25 range and the remaining students (2) belonging to the 25-30 range. Out of this sampled group, five students identified as females, while 8 students identified as males. They were all full-time students, and the Bachelor's in Business Computing was their first and only major. Lastly, the participants were all selected by the stakeholders, who were interested in modifying the study program of the Bachelor's in Business Computing to, eventually, offer mandatory English courses. Therefore, they initiated a project and proposed it with this specific population to the Director of the Master's Program in

Teaching English at the School of Modern Languages to be considered for an ESP Practicum course.

Instruments

To gather all the necessary information about the students' backgrounds, needs, lacks, and wants, a semi-structured interview and a needs analysis survey were administered to the stakeholders and the prospective students respectively.

Semi-structured Interview. This interview was conducted with the Bachelor of Business Computing Coordinator along with the Coordinator of Education from UCR's Southern Campus. The objective of the interview (see Appendix A) was to gain a deeper understanding of the specific language needs, goals, and expectations of the target learners within their professional or academic domain from the perspectives of the stakeholders. According to Elhami and Khoshnevisan (2022), the use of semi-structured interviews involves the strategic implementation of open-ended questions to facilitate in-depth discussions on specific topics. By employing open-ended questions, interviewers are able to gather comprehensive data from interviewees, including personal feelings, emotions, ideas, and opinions, while minimizing self-censorship (p.1). Considering this, the semi-structured interview was selected for the initial data collection of this study because the use of open-ended questions fosters the elicitation of detailed responses from participants, encompassing personal insights, emotions, and experiences. Consequently, this qualitative depth facilitates understanding of the research topic, effectively capturing the intricate nuances and dimensions of participants' perspectives.

Needs Analysis Survey. Subsequently, based on the information obtained in the initial meeting with stakeholders through the semi-structured interview, a survey (see Appendix C) for the students was designed to inquire about their wants, needs, lacks, and attitudes toward English and language learning. In fact, McIntyre, (1999) mentions that surveys can also elicit information about attitudes that are otherwise difficult to measure using observational techniques. Thus, surveys can help researchers explore participants' opinions, beliefs, and experiences (p. 75). This instrument aimed to obtain contextual information by gathering demographic data about the participants, such as age, gender, educational background, and occupation. This information helps researchers understand the characteristics of the population and provides an important context for analyzing the qualitative data. McIntyre also supports this conception when arguing that surveys are suited to gathering demographic data that describe the composition of the sample (p. 74). Furthermore, Bell (1996) affirms that surveys are inclusive in the types and number of variables that can be studied, they require minimal investment to develop and administer, and are relatively easy for making generalizations (p. 68). Thus, the integration of a survey in this study enhanced the depth analysis of the findings, contributing to a more comprehensive understanding of the research topic.

In this survey, the students had the opportunity to express how they would like their language classes to be, the job-related tasks and skills to focus on, and the reasons why they would like to study the language. To collect pertinent information, the survey was meticulously designed to encompass four distinct

qualitative aspects: demographic data, individuals' experiences with English, motivations for learning English, and preferences in terms of language learning.

Regarding the collection of demographic data, the survey incorporated a series of closed-ended questions to elicit participants' personal information, including aspects of name, age, gender, academic background, and current academic situation. As for the individuals' experiences with the English section, the survey also included closed-ended and open-ended questions related to previous English studies, study environments, period of English studies, and perceptions of their command of English in the different language skills. To assess participants' self-reported language proficiency, a chart has been provided which outlines the productive and receptive skills. Participants are required to indicate their level of language command by selecting from options such as beginner, intermediate, advanced, or near-native speaker, based on their self-assessment. The aspect of motivations for learning English encompassed two inquiries that gathered data pertaining to participants' reasons for studying English and their perceptions of the language's usefulness within their professional field. The gathering of preferences concerning language learning data encompassed a total of 12 questions, each focused on specific skills. This data collection aimed to gather information regarding participants' practice of the four English skills outside the classroom. In addition, it included inquiries about the skills they were most interested in developing, their feelings and challenges when using the target language, activities that aid in their improvement, and the relevance of these activities to their English lessons and professional field.

Instrument Validation Process. To ascertain the provision of accurate information to the course design team, a validation process was implemented during both the interview and survey phases. Elsevier (2023) explains that qualitative research is susceptible to incomplete or poor-quality data. This is attributed to the potential for inaccurate responses from participants and the subjective nature of observational studies. Consequently, it is vital to validate data in qualitative research by utilizing clear and objective questions in surveys, ensuring the robustness of multiple-choice questions, and establishing standardized parameters for data collection. In light of this, the questions in both the interview and survey underwent meticulous scrutiny to ensure their relevance to the participants' field and their validity in obtaining essential information about their needs and preferences. The decision to include open-ended questions in the survey was based on the current state or purpose of research, rather than personal preferences or analysis considerations (Züll, 2016, p. 2). The survey designed for students had a focus on closed-ended questions to be answered in an online setting. The self-administered nature of web survey eliminates the possibility of interviewer probing, which can pose challenges for open-ended questions that require more effort from respondents. Also, web surveys facilitated by typing rather than handwriting would yield more comprehensive responses (Schaefer & Dillman, 1998).

The initial validation process involved obtaining feedback from peers to increase students' own ability for understanding the self-regulation process (Mamoon et al., 2016, p. 39). The instruments were presented and explained during a class of the Practicum Design course to conceptualize feedback more as

dialogue rather than as information transmission (Nicol & Macfarlane, 2006). By using a checklist instrument (see Appendix E), the researchers obtained feedback from peers regarding the design of the instruments in terms of validity, authenticity, construct validity, face validity, content validity, and test reliability. A descriptor was provided for each aspect to incorporate specific comments pertaining to the analyzed aspect. Lastly, the researchers were required to send the checklist instrument to their peers and professor via email at a designated date and time.

The second phase of validation in this research entailed feedback from the course instructor. The researchers were provided with a designated deadline to submit the research instruments, thereby enabling the instructor to provide his evaluation. This feedback served multiple purposes, including the identification for areas of improvement and the alignment and corroboration to the academic norms and expectations. Moreover, the instructor's feedback served as a means to uncover potential shortcomings or gaps. Obtaining feedback and receiving constructive criticism improves academic research and increases its impact (Co-Pierre & Michael, 2017). As a result, the research underwent changes and improvements based on the constructive criticism received. The integration of this feedback significantly enhanced the overall quality and rigor of the study.

The success of a project depends on the stakeholders' active participation in it. It starts with recognizing key stakeholders based on knowing their importance and role and outlook in the project (Dwivedi & Rajeev, 2021, p. 41). Thus, the questionnaire to students had a validation and revision process with the major's stakeholders to avoid redundant questions. This procedure was carried out via email communication. Following the reception of feedback and subsequent

revisions from the stakeholders and instructor of the course, the researchers sent the research instrument to the stakeholders. Every project's stakeholders are critical and play a vital character in its success (Gifford & Lesser, 2016). Therefore, the aim was to obtain diverse perspectives and tap into the stakeholders' expertise, given their possession of contextual knowledge and practical experience in the relevant field.

Procedures

Initial Interview with Stakeholders. The interview process started with the coordination between interviewers and stakeholders to determine the most suitable day and time for conducting the interview. This coordination was facilitated through email correspondence, where arrangements were made to ensure mutual convenience for all parties involved. At the agreed-upon day and time, both stakeholders and interviewers convened via a Zoom session to begin with the interview process. This virtual platform served as the medium through which the interviews were conducted, providing a convenient and accessible means for all participants to engage. The initial three questions centered around obtaining background information regarding the major and its distinctions from traditional Information Technology majors. Additionally, the questions aimed to explore the tasks undertaken by students in the technology field, specifically focusing on situations and tasks where the use of the target language would be required. This line of inquiry sought to gather specific insights into the language-related challenges and tasks encountered by students within their academic and professional endeavors. Additionally, questions on the students' language

backgrounds and the major's language courses were included to obtain a preliminary view of the students' previous exposure to English. During the interview, stakeholders took turns responding to each question, offering sequential and pertinent information based on their knowledge, experiences, and perceptions. Throughout the process of answering and discussing, both interviewers diligently took notes to facilitate the subsequent analysis of the acquired data.

The information obtained from the semi-structured interview was analyzed using a narrative analysis. Bamberg (2011) explains its focus as follows:

Narrative analysis attempts to systematically relate the narrative means deployed for the function of laying out and making sense of particular kinds of, if not totally unique, experiences. Narrative analysts can place more weight on analyzing the narrative means, or the intention may be to extrapolate and better understand particular experiences. (p. 78)

Considering this, the narrative analysis method was used for allowing researchers to analyze not only the explicit content of the data but also the implicit meanings and rhetorical devices employed by participants by providing researchers with detailed information beyond measurable faculties (Thuv, 2023, p. 2). This in-depth exploration of narratives can reveal the nuances and complexities within participants' experiences, offering a comprehensive understanding of the phenomena under investigation. The final outcome of this analysis encompassed the elicitation of pertinent information pertaining to various aspects. Specifically, the key findings entailed the determination of the students' estimated English proficiency level, identification of stakeholders' expectations, and the characterization of the tasks encountered by students within the technological

domain, which aligned with the content and objectives of the ESP course to be designed.

Needs Analysis Survey. The administration of the survey involved a multistep procedure. Initially, the researchers engaged in collaborative efforts with the course instructor and stakeholders to ensure that the survey encompassed salient aspects aligned with the study's purpose and the language learning experiences and backgrounds of the participants. Following the feedback from both the instructor and stakeholders, the researchers incorporated the necessary revisions to the survey instrument. Subsequently, the course design team collaborated with program stakeholders to meticulously coordinate the administration of the survey. To ensure the thorough collection of data, the survey was conducted in a synchronous session through Zoom with the students and the major's Coordinator during one of their courses to corroborate its completion. For practical purposes, the survey was administered using a jotform.com form link on the Zoom chat where students could access it with their own devices and complete the task. Once they hit "submit" or "send", the course design team received the responses in real-time, in the form of individual answers and the analytics of the whole classroom responses. The use of JotForm allowed researchers to access comprehensive analytics pertaining to participant engagement with the form. These analytics encompassed the number of individuals who completed the form, the geographical origin of respondents, the duration taken to complete the form, the global analytics of response patterns, and a PDF compilation of the specific answer choices selected by each student.

During the administration of the survey, the student-teachers (course design team) were also available through Zoom and the students could unmute themselves to ask questions or express concerns. The survey administration session was available for 1 hour, even though the students finished the survey in under 10 minutes, in case an additional student was coming in late but still wanted to take part in the activity.

The data derived from the survey was subjected to qualitative analysis. Although the survey primarily comprised closed-ended questions, supplemented by a limited number of open-ended questions to provide additional insights, the focus was to elicit participants' experiences, emotions, and thoughts concerning the English language. Consequently, the utilization of JotForm facilitated the evaluation of participants' perceptions regarding their receptive and productive language skills, thereby yielding an understanding of their English proficiency level.

Interests of Primary Stakeholders

The projected ESP course for students of the Business Computing major at the University of Costa Rica, Southern Campus, garnered significant interest from the stakeholders involved. The course was aimed at providing students with the necessary language skills and communication strategies required to succeed as business IT experts in the highly competitive business world. The involved stakeholders recognized the importance of adequate English language proficiency in the field of business computing and were keen to enable their students to further develop their language skills to prepare them for future success.

Based on the initial interview, the stakeholders' main interest for the ESP course was for their students to be motivated to continue learning English after the

course and to ultimately be able to communicate their ideas and express their thoughts in English in professional contexts and tasks.

According to the stakeholders, once the students graduate from the Bachelor's in Business Computing, they will be able to work as Support Engineers, Project and Product Managers, and Database Analysts, among other similar fields within IT. Should the students develop their English language skills to an adequate level, they would be able to access not only the job offerings from local companies but also those of the foreign multinational companies that are currently operating within Free Zones and business centers in Costa Rica.

Furthermore, to fill those positions and advance in their careers, the students would need to learn, for example, how to properly handle interviews in English for job opportunities or for project matters, create support tickets, read and reply to emails to colleagues or superiors, participate in group meetings and huddles (a brief 10 or 15-minute meeting to provide updates), and even present the company's products orally and with visual support to customers and partners in English.

In conclusion, the input and interests of stakeholders played a crucial role in shaping the planning of the subsequent decisions related to the next part of this study. The valuable data obtained through the survey served as a foundation for understanding the needs, preferences, and expectations of the student population. This data enabled informed decision-making regarding the design and implementation of the diagnostic test, ensuring that it effectively assessed the relevant skills and knowledge required for the students' educational journey. The stakeholders' perspectives and insights provided a holistic understanding of the

context and requirements, ensuring that the survey and diagnostic test aligned with the stakeholders' interests and contributed to the overall success of the educational program.

Group Profile

The results presented in this section stem from a comprehensive analysis of the data collected through the needs analysis survey. This survey served as a primary data-gathering tool, capturing valuable insights into the needs, preferences, and expectations of the target population. The analysis of this survey data formed the basis for the subsequent discussions and decision-making processes, as it provided a deep understanding of the participants' perspectives and guided the development of appropriate strategies to address their identified needs.

Students' Educational Background

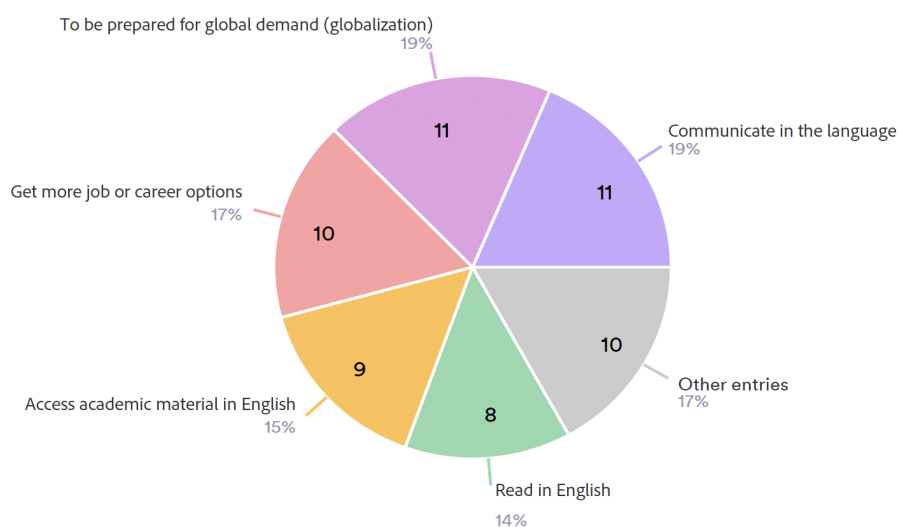
Based on initial self-reported data collected from the population, the students claimed to have a beginner's level in English, and most of their English exposure came from elementary and high school, with 5 students out of the 13 sampled stating that they had had some exposure to the language at a University level. Since they all stated that the Bachelor's in Business Computing was their first and only major, the University exposure that these students stated may be linked to some English courses they have as part of their major's study plan. Nevertheless, even though all the students mentioned they had some exposure to the target language, it should be noted that nearly half indicated that they had not taken English courses for a duration of a year or more.

Description of the Students' Needs

Through the needs analysis survey, students had the opportunity to express their individual learning requirements, enabling us to tailor the course approach and resources to effectively address their unique needs and foster their academic growth. Based on their responses, the students' main reason to study English was to be able to communicate in the target language and be prepared for the global demand market, as seen in Figure 1. Other needs identified from the survey were having more career opportunities, followed by accessing academic material and being able to read in English.

Figure 1

Participants' Reasons for Studying English

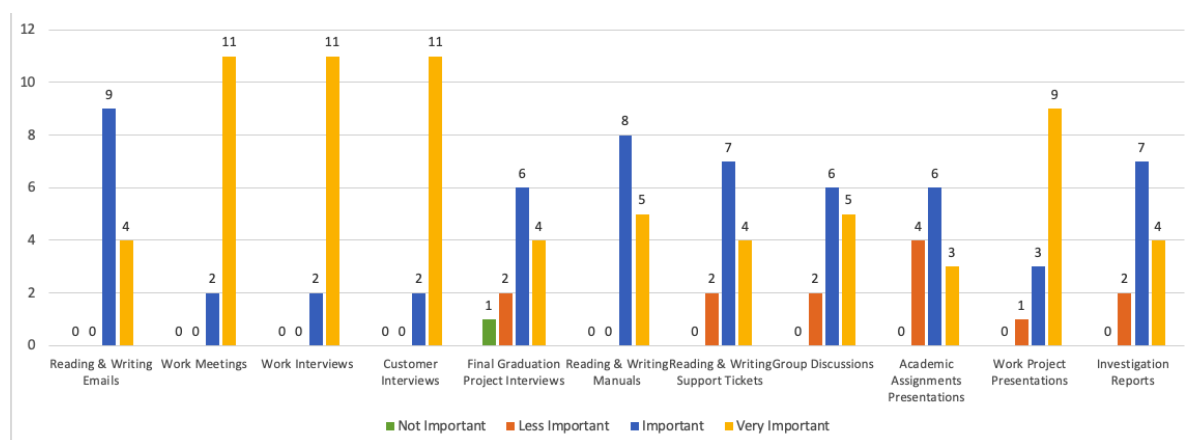


Additionally, students ranked several activities in Figure 2 based on how important it was for them to be able to carry those out in English. As seen in Figure 2, work meetings, work interviews, and customer interviews were the most important activities for them in relation to their career and the use of English, all of which require the student to speak and produce language instances. Following

those activities, students ranked reading and writing emails, manuals, and investigation reports as important, leaving behind activities such as group discussions, academic assignment presentations, and their final graduation project interview last in order of importance.

Figure 2

Activities Importance in Relation to the Participants' Career and English Classes

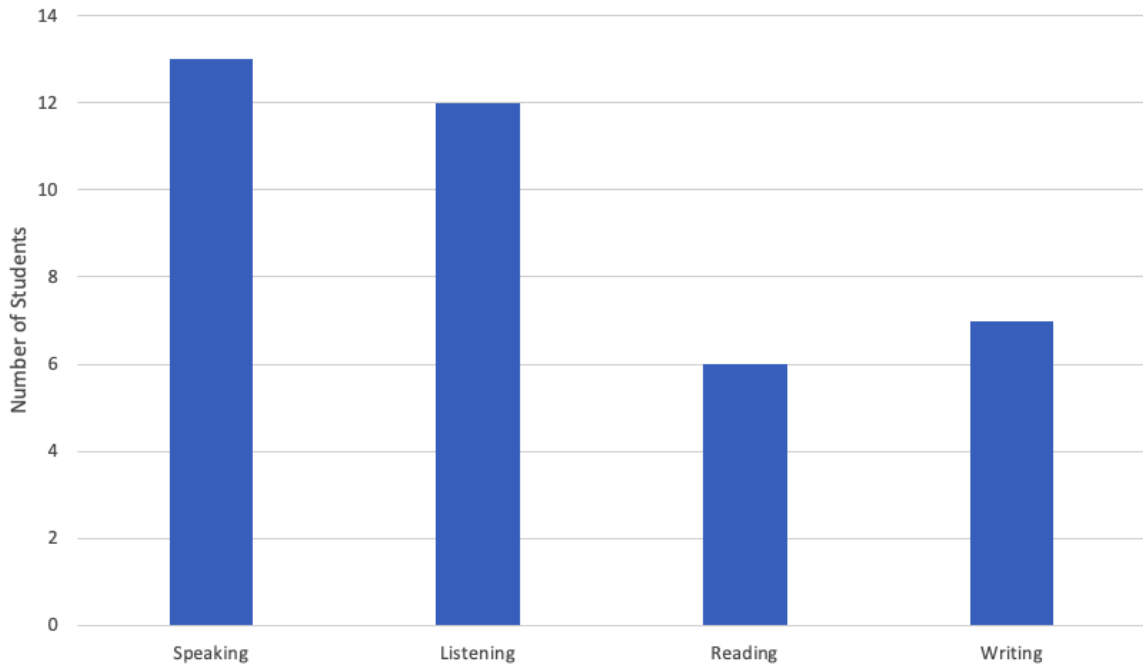


Description of the Students' Wants

These students were asked how they would like their English classes to be and what macro skills they would like to focus on. Out of the 14 students in the class, 13 took the survey and stated that they would like to focus on Speaking and Listening as the main language skills, followed by writing and reading respectively as shown in Figure 3. In other words, 13 students wanted to focus on speaking; 12 students want to also focus on listening, and only 7 of them would want to also focus on writing; leaving behind only 6 students who would like to also focus on reading.

Figure 3

Language Skills Students Want to Develop



With the aforementioned information in mind and the survey information on how the students usually practiced their language skills outside of the classroom, as shown in Figure 4 and Figure 5, it is fair to mention that the students mainly practiced their skills indirectly through entertainment, whether through video games, listening to music, and/or watching series or movies.

Figure 4

Students' Activities to Develop Listening Skills Outside of Class

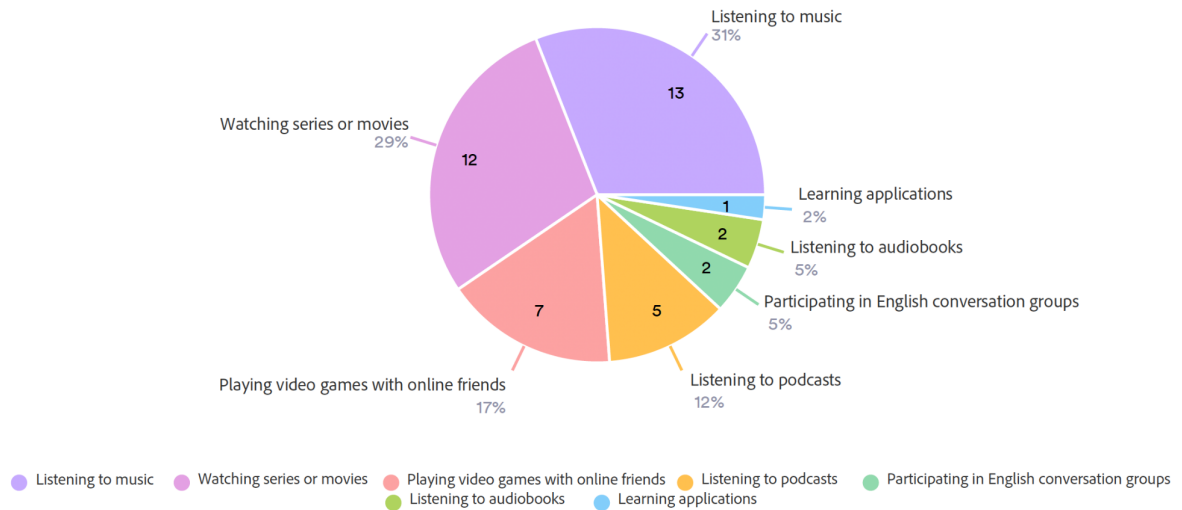
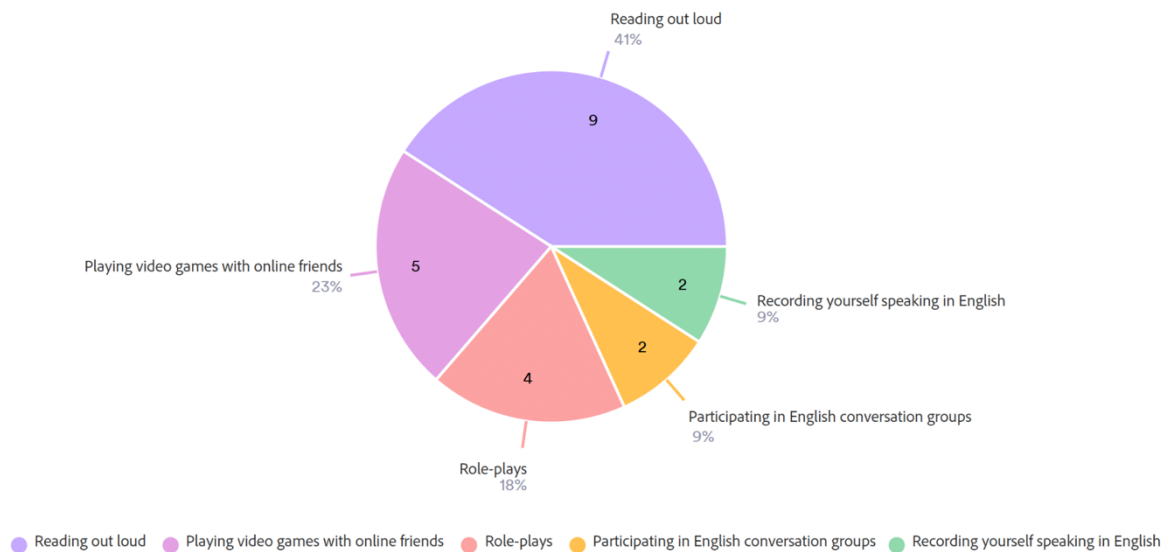


Figure 5

Students' Activities to Develop Speaking Skills Outside of Class

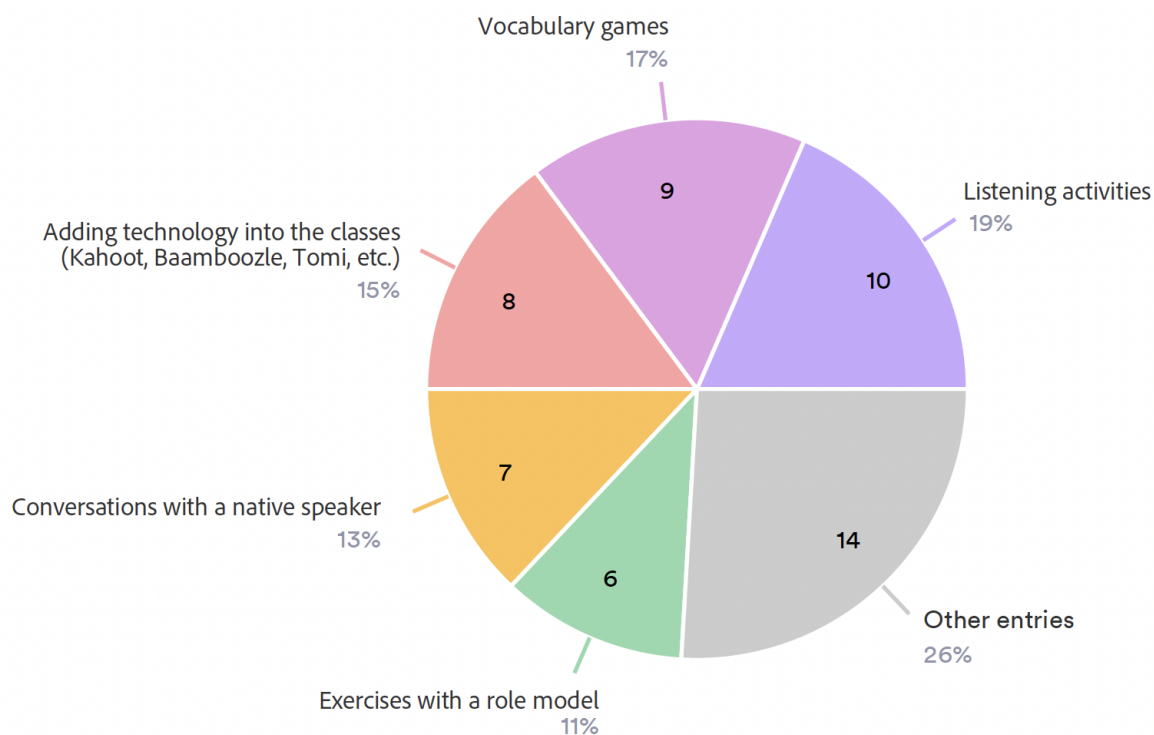


Lastly, to implement the students' learning styles while also achieving the stakeholders' goals of interest, listening activities, vocabulary games, and the implementation of technology in class emerged as the main resources to be used

to match the students' preferred learning strategies, as shown in Figure 6. 26% of the class did not specify what their preferred learning strategy was.

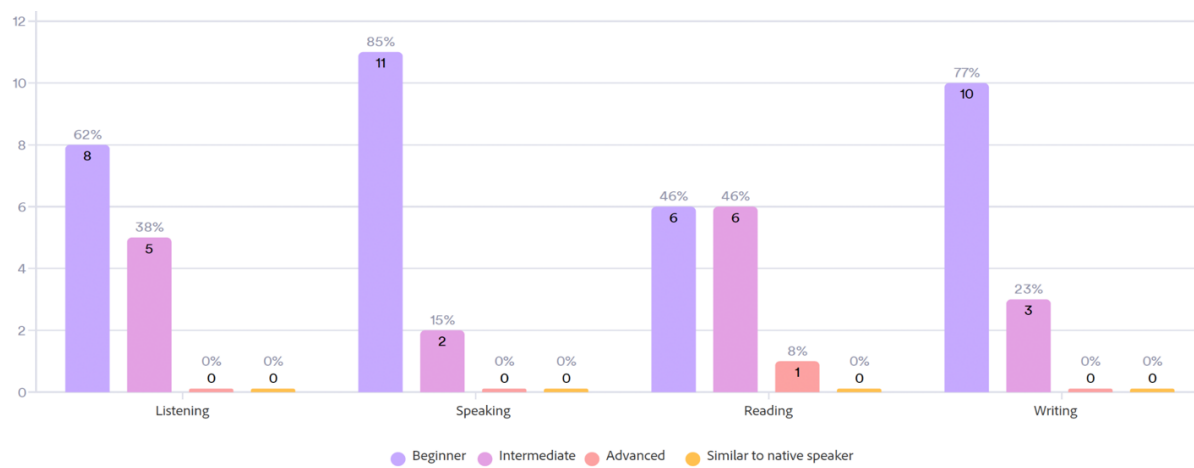
Figure 6

Activities to Improve English Proficiency in the Classroom

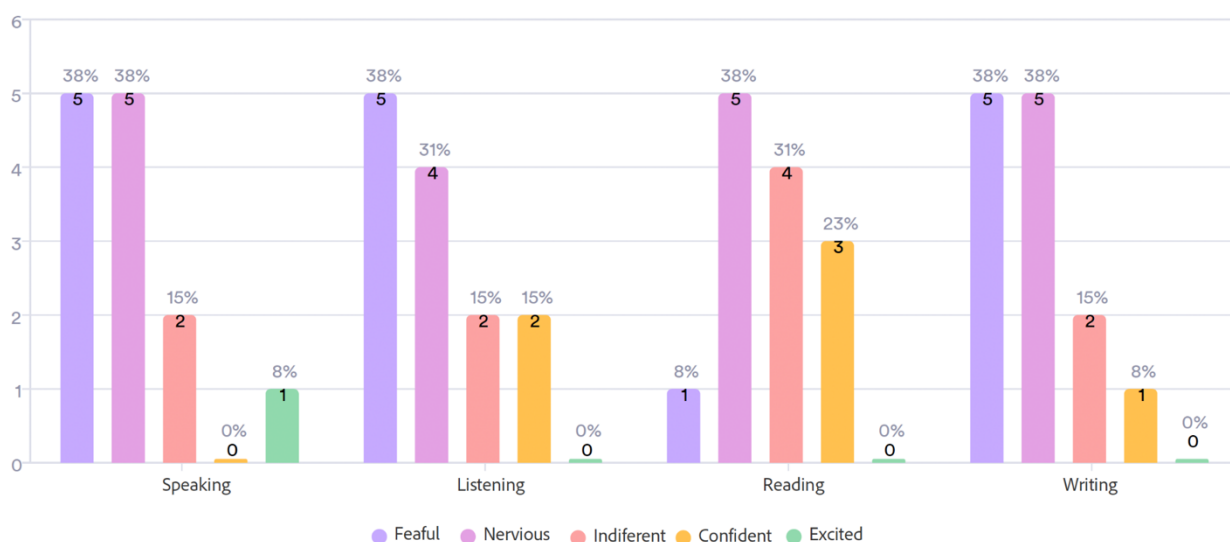


Description of the Students' Lacks

Based on the survey responses, students ranked their listening, speaking, and writing skills mainly as beginners, in comparison to their reading skills, where half of the class perceived their level as intermediate or higher as can be seen in Figure 7. Their self-perception on their reading skills ranking may be attributed to the 2 reading courses in English that students had to take as part of their study plan and thus, they felt more confident in their skills in reading in comparison to the other macro-skills.

Figure 7*Students' English Self-Perceived Proficiency in the Different Language Skills*

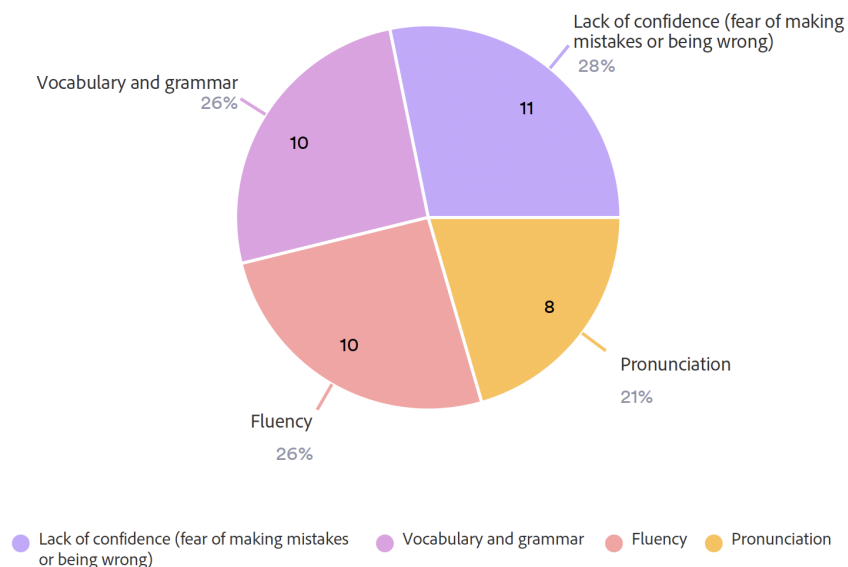
Moreover, the students' self-perception towards their English level was also reflected in their feelings towards the different language skills as shown in Figure 8. As can be seen, most of the students felt fearful and/or nervous about speaking and listening while showcasing more positive feelings, such as confidence, towards reading and writing.

Figure 8*Students' Feelings Towards the Different Language Skills*

Furthermore, it can be concluded that the students felt nervous and fearful due to the lack of confidence in their skills. This was the biggest challenge reported by the students when learning English, as shown in Figure 9. In order to tackle this challenge, the course included a cooperative learning strategy where students could cross-check their learning and understanding and rely on each other.

Other challenges in order of importance were lack of vocabulary and grammar, fluency, and pronunciation. This suggests that reinforcing the students' confidence was a key factor to help them develop their English proficiency in the ESP course and that vocabulary building could also play an important role in helping students overcome their negative feelings.

Therefore, it can be concluded that the discussed population perceived themselves as beginners to English due to their lack of exposure to the language and the feelings they revealed when they are asked to communicate effectively in the target language.

Figure 9*Students' Biggest Challenges when Learning English*

Based on the data collected from the needs analysis survey, several commonalities regarding the students' skills emerged. The majority of students claimed to be at a beginner's level in English and to have had little experience with it outside of elementary and high school. Although a tiny percentage of students claimed to have some exposure to English in college, this was probably due to the reading requirements of their degree. Furthermore, nearly half of the students indicated that they had undertaken English courses for a duration of a year or less. The survey also revealed that students' main reason for studying English was to enhance their communication skills and be prepared for the global job market. Additionally, speaking and listening were identified as the primary language skills that students wanted to focus on, followed by writing and reading.

Diagnostic Test

Administration Issues

The present diagnostic test aimed to assess the language abilities of 14 students of the Business Computing major at the University of Costa Rica, Southern Campus (Universidad de Costa Rica, Sede del Sur) who were set to participate in a projected ESP course for their area of specialization. However, only nine students participated in the administration of the test. To administer this language diagnostic test, a coordination process took place with the stakeholders of the major in Business Computing. Since the students would need approximately 1 hour to complete the test, it was decided to administer it on a Saturday toward the end of one of the students' courses on Zoom. Considering that the diagnostic test was going to be conducted in a virtual setting, the use of an online form tool, Jotform, was imperative. The tool allows for voice recording, file attaching, and playing audio, which was needed for the test since the course design team wanted to evaluate the students' English ability across all the skills to set a starting base for the planning of goals and objectives. At no time did students have to exit the form site to listen to a recording nor use any additional tools to record their audio notes for the speaking portion of the language test. Students were instructed to log into the form through a link that was sent to them once the instructions had been explained. Also, students were asked to turn on their cameras to prevent any cheating with the use of other devices such as their cellphones.

Diagnostic Test Design

Macro Skills Selected for the Diagnostic. The language diagnostic test was divided into 4 different sections: reading, writing, listening, and speaking (see

Appendix G). The skills were selected based on the preliminary findings from the interviews with the stakeholders and the needs analysis. Since their main goal was for their students to be able to express themselves in the language, all four English macro skills were selected to define a starting base on where the students were in terms of language proficiency performance. Another relevant aspect is that this diagnostic test included short response items in the reading section, a written production exercise in the writing section, an interview exercise in the speaking section, and an identification exercise in the listening section. For each macro-skill, the time allotted was divided as follows:

- a. Reading: 15 minutes
- b. Writing: 20 minutes
- c. Speaking: 18 minutes
- d. Listening: 7 minutes

Reading and Writing. The reading section was based on an IT support email scenario. The email situation placed test takers in an IT support role, which is one of the possible career paths that students may take after graduation. The task aimed to assess the students' reading comprehension skills on the main ideas and details in the email based on the sender's needs and wants by having them answer six questions about the reading, which in this particular case, corresponded to what a support agent needs to identify immediately in a support request. The task, even though it was aimed at basic users of the language, held specific IT vocabulary and terms which added to the complexity of the reading. The use of a more basic or simpler text and reading task was not planned as stakeholders previously

mentioned during the interview that students already had certain exposure to reading courses as part of their major's study plan.

To tie the reading and writing tasks together, the students had to work with the same email from the previous reading exercise in order to complete the writing task. To test their writing performance, they had to craft an email reply by using the different components of email structure and appropriate information to help the sender. The tasks were selected to mimic similar requests that learners would receive and perform in real-life job-related scenarios. This latter task aimed to evaluate students' writing skills for helping customers with their support requests and to help the course design team to define the micro-skills that they needed to focus on in the upcoming ESP course. This particular writing task assessed the students' language use, register, and email construction appropriateness level.

Speaking and Listening. As for the speaking and listening portions of the language test, students were placed in a job interview scenario based, once again, on the needs identified through the initial interviews with stakeholders and the needs analysis survey. The first step was to provide evidence of their language level, just like it happens in real-life recruiting scenarios at companies where the students are likely to work. To do so, learners had to answer a series of questions about their general experience as professionals and academic background as part of the speaking task. Through this task, the goal was to address the students' speaking proficiency; in particular, their fluency, and pronunciation. After finishing the speaking tasks, they needed to listen to an audio recording where they were asked to distinguish between job responsibilities and benefits of the position to show understanding of what the position entailed. Then, students needed to ask

further questions to demonstrate their understanding of the implications of the job position and proceed with the recruitment process with the recruiter and/or the hiring manager just like in real-life scenarios. The task had a word bank where students could copy the expressions and avoid any grammar and spelling mistakes that may hinder their ability to respond. This latter task aimed to test their listening skills to determine the students' proficiency performance in a task that was similar to their real-life needs.

Regarding the types of items used for assessing the different skills in each section of the diagnostic test, productive response and receptive response items were designed. The productive items included in the test were short open-ended responses in the reading section, written production based on a prompt and the input email in the writing section, and open-ended oral responses in a semi-structured interview in the speaking section.

The items mentioned above for the diagnostic test had specific purposes. The short response item aimed to address the skill of reading comprehension since the objective was to understand a written passage to extract the main ideas and details. The written production item was useful to address the skills of language use, register, and email construction through an email response. The semi-structured interview addressed the skills of spontaneous interaction, questions-answers agreement, sentence structures, vocabulary, pronunciation, organization of ideas, and fluency. Finally, the identification item was used to address the skill of listening comprehension through vocabulary recognition, contextual understanding, recognizing details, and identifying specific information.

Regarding the specific items of these productive and receptive tasks, the short response item included six simple questions to ensure that the task would only cover the reading skills of comprehension of main information and details and to avoid having students make inferences from the information. For the written production item, an email response to an IT request was designed to incorporate a substantial productive item that involved various aspects of writing skills and simulated an exercise that they may encounter as professionals. This productive item allowed the exploration of different writing micro skills including the correct use of vocabulary and grammar, organization, coherence, and other relevant components. As for the semi-structured interview item, three questions were also drafted to assess the participants' oral communication skills. The incorporation of a limited number of targeted questions ensured a focused evaluation while still capturing the necessary information. Each question was designed to cover different aspects of speaking proficiency, such as fluency, vocabulary usage, pronunciation, clarity of expression, and structures, among other speaking skills, to have a comprehensive evaluation of the participants' ability to effectively convey ideas and engage in meaningful discourse. Finally, for the listening task, an identification item was designed where students needed to classify nine word options from the word bank into the corresponding category. The exercise also had three distractors to ensure the students followed the steps of the task instead of classifying the words based on their previous knowledge. By providing multiple correct options, the word bank aimed to test the participants' listening comprehension skills through vocabulary recognition and contextual understanding. This variety of correct choices minimizes the likelihood of lucky

guesses and reduces the influence of random chance in the participants' responses.

Another relevant aspect of the analysis of this diagnostic test was the task design based on proficiency levels. The tasks were designed considering the Common European Framework of Reference for Languages (CEFR) guidelines. The CEFR (2023) states that:

The CEFR distinguishes receptive, productive, interactive, and mediation activities. This is based on the idea that language users are independent and responsible participants in society. They are 'social agents' and use languages to communicate in the real world; to create and mediate meaning, often in collaboration. They pursue different goals, in several contexts. (para. 1)

Considering this, the tasks of the test were designed with the purpose of addressing both the receptive and productive skills of the students where the sections within the test had increasing levels of difficulty that ranged from a low beginner to a low intermediate level. The reading task was designed in terms of a basic user, within the A1 and A2 range, since it tried to assess the identification of explicit information or understanding of the main idea of an email through simpler vocabulary, shorter sentences, and straightforward grammatical structures with increasing difficulty in the questions (CEFR, 2023). The first questions addressed the main idea of the text while the latter ones addressed the details within the text. The writing task was also planned for a basic user, within the A1 and A2 range, because it focused on the writing of simple narratives such as an email involving basic vocabulary, shorter and simpler sentence structures, and limited use of grammar. Concerning the speaking task, the intended proficiency level was also for

a basic user, within the A1 and low B1 range, since it focused only on students giving personal opinions by using basic vocabulary, simple sentence structures, and simple grammar to engage in a simple interview. Even though students only had to use basic vocabulary, simple grammar, and simple sentence structures, depending on each student's language proficiency, they were allowed to use more complex language constructions, resulting in a higher proficiency performer closer to a B2 level. Finally, the listening task also kept the same level since it focused on identifying and understanding specific information through familiar words and phrases for the students.

To evaluate the students' performance in the tasks, instruments take a relevant role in the process of assessing skills. As O'Malley and Valdez Pierce (1996) explain, "It involves procedures for evaluating student achievement or performance using activities that represent classroom goals, curricula, and instruction or real-life performance" (p. 237). Therefore, for assessing students' oral performance, a rubric was designed. The rubric used was an analytic rubric, which is defined by Brown (2017, p. 24) as a rubric that provides multiple scores for various aspects of each examinee's productive language sample. Hence, analytic scoring is better for giving feedback on multiple aspects of the examinees' language performances, aspects that the teacher deems important to emphasize. In order to address the students' performance within the task, an analytical rubric was taken from a rubric created by Maydell Rivera Jara, the Coordinator of the English School Department of the Latina University, main campus (Universidad Latina, Sede Central) and adapted to better address the students' proficiency performance. Based on this, the main constructs considered and adapted for the

analytical rubric were task completion, content, structure, vocabulary, pronunciation, communicability (organization and coherence), and fluency to have a comprehensive assessment of the different skills of the speaking task. Lastly, to ensure the rubric was valid, the assessment tool was placed through a peer review process during the practicum-design class and was reviewed with the Coordinator of the Business Computing major.

To evaluate students' performance in the writing task, a comprehensive checklist was developed. This checklist encompassed three distinct criteria: language use, register, and email construction. The language use criterion evaluated the students' proficiency in spelling, grammar, word choice, and vocabulary. In terms of register, the checklist emphasized the students' ability to respond to the email request using formal language. Additionally, the email construction criteria assessed whether students were able to effectively structure the email, including all necessary elements such as the subject, greeting, opening, body, closing, farewell, and signature. Each criterion was carefully examined to determine the language use, register, and email construction appropriateness of the students' performance.

For the two productive skills of speaking and writing, the performance of a basic user was considered based on the CEFR guidelines where the individual can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. For example, he/she can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need (CEFR, 2023, para. 2).

With reference to the reading and listening tasks, the parameters used had an emphasis on comprehension, vocabulary, and grammar. A basic user can understand sentences and frequently used expressions related to areas of most immediate relevance. Additionally, he/she can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of the needs of a concrete type (CEFR, 2023, para. 2).

As a result, limited vocabulary with a range of familiar words and simple phrases was included in the listening and reading tasks. Also, an understanding of straightforward and explicitly stated information in a short text (email) and conversation-based tasks were considered for both the listening and the reading tasks; in other words, students had exercises that simulated conversations, and the task required them to produce language utterances based on that oral/written conversation. Lastly, a basic understanding of sentence structure, simple tenses, and common grammatical patterns was included to provide a framework for assessing listening and reading proficiency.

Diagnostic Test Results

From the results of the students' diagnostic test, it could be inferred that they were within the basic to independent range of English users based on the CEFR parameters. However, their level was not homogeneous across all macro skills, with reading being the only macro skill where 7 out of 9 students excelled in the task. The students' level for the other three macro skills varied across learners. The following sections provide a comprehensive analysis of their performance in the diagnostic test tasks:

Reading. As previously mentioned, the students' result in the reading task was very high and consistent across students. Most of the students were able to successfully complete all items, meaning that they were able to extract the main idea and key details from a short email requesting support for an IT issue that the sender had. An important detail is that 7 out of the 9 students provided their answers in English while the remaining student answered most of the questions in Spanish. The answers were correct suggesting that the learner had comprehended the text but did not possess the linguistic skills to express ideas in English.

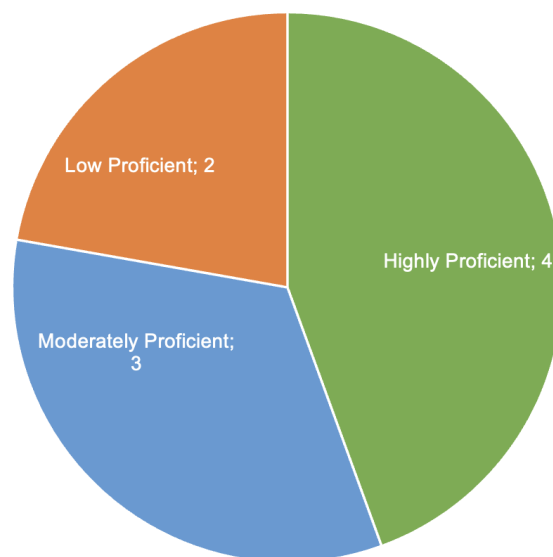
Based on the results obtained from this task, students had a high performance in the English reading task and thus could be classified on the higher end of the basic level (A2) as the task did not have any advanced structures or complex vocabulary nor storylines where students needed to infer ideas or details from the text.

After further analysis of why students were able to perform well in the reading task while having different scores for the other skills, the Business Computing study plan may have the answer. As part of their major's study plan, students must take 2 reading strategies courses: English Reading Strategies 1 (LM1030) and English Reading Strategies 2 (LM1032) during their freshman year, according to *Ingeniería Informática Empresarial* (n.d.). (see Appendix F for more information on the Business Computing study plan). As most of the students were in their junior and sophomore years and based on the survey answers, it seems like at least 5 students within the class had already taken this course as they had previously stated that they had had exposure to English courses at the University level. That is the likely reason that the email reading task did not seem to pose any

major challenge for the learners as they were all high performers in the exercise. Moreover, as a hypothesis, this could also be tied to why students did not show as much interest in developing their reading skills during the survey data collection process. Nevertheless, the reading task was added to the diagnostic test as the stakeholders would like for their students to take advantage of their current skills and develop their other language skills to help them express themselves in the language. Consequently, for the upcoming practicum, the use of intermediate reading tasks was planned to further develop the skill and promote the development of the other macro skills to further help the students achieve a more comprehensive command of the English language in field-related tasks.

Writing. As part of the writing task, students had to reply to the previously read email in Part 1 using acceptable grammatical structures. Additionally, the task also aimed to assess how students created connections between the main idea of their reply email to the original email from the sender. For students to fulfill this task, they were provided with the original email with labels of the different segments that emails usually contain so they could use it as a template in their own email.

As for the results of the learners' writing performance in the email task, Figure 10 shows that nearly half of the group had a highly proficient performance, 2 students had a low proficient performance, and the remaining 3 had a moderately proficient performance.

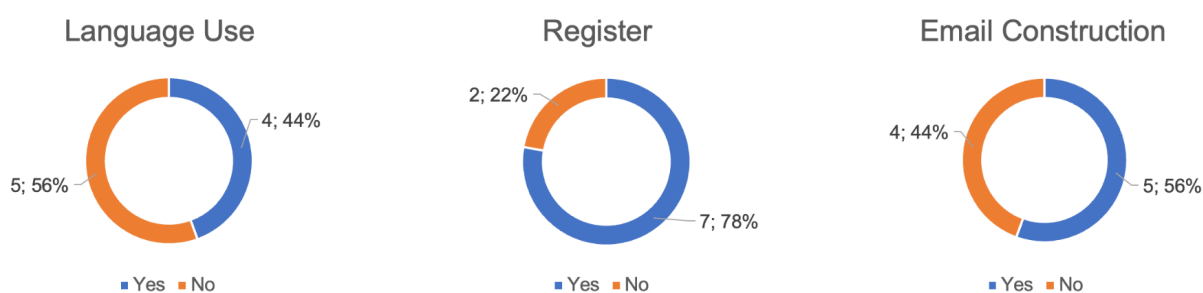
Figure 10*Assessment of the Students' Writing Performance in the Email Task*

Based on the students' production, nearly half were classified into the high proficient performance where they were able to successfully reply to the email with good organization; ideas were easy to follow, and their email included all the required segments (subject, greeting, opening, body, closing, farewell, and signature). Additionally, even though these students made a couple of mistakes in their grammar structures, capitalization, punctuation, and spelling, these did not interfere with the message they tried to convey. On the other hand, students that obtained a moderately proficient performance did make more grammar and spelling mistakes that interfered with the understanding of the email in comparison to their peers that were placed into the high proficient performer category. Lastly, the remaining students who obtained a low proficient performance created a text that was very unorganized and did not fulfill the task; the sentences were generally incomplete, and there were several capitalization, punctuation, and spelling

mistakes. The overall performance of the students as a group can be seen in Figure 11, where language use was the area where students had the lowest performance in comparison to how they performed in the areas of register and email construction.

Figure 11

Students' Writing Performance per Skill



Even though students did not consider writing as a skill of interest they would like to develop, the writing skill needed to be integrated into the classes as part of their job-related needs and responsibilities, as most of the positions in IT communicate mainly through tickets and emails. Additionally, students can also incorporate the vocabulary and “useful language” structures seen during writing tasks to complete speaking and listening tasks.

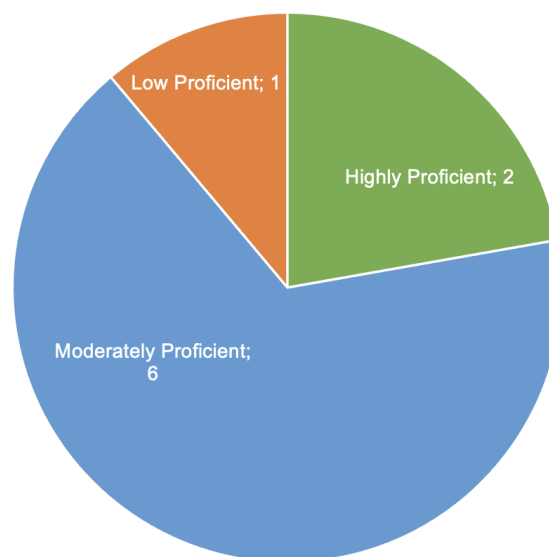
Therefore, despite students not expressing a strong interest in developing their writing skills, it remained crucial to integrate writing into the classes due to its relevance to job-related needs in the IT field, where communication primarily occurs through tickets and emails.

Speaking. The speaking task in the language test placed the students in an interview scenario, one of the most common in which students will have to use English within their professional fields independently of the career path they

choose to develop their skills in a job field. Students had to answer three interview questions to describe their past and present experiences and their ability to work within a team and engage in conversations with customers. Regarding the students' performance in the task, they did fairly well even though they initially stated that their English level and skills were minimal. As shown in Figure 12, most learners had a moderately proficient performance in their speaking tasks while some students obtained a highly proficient performance, leaving only the remaining student, who skipped all the speaking questions; as a result, the learner's linguistic performance in the task could not be gathered and a low proficient performance was inferred based on the absence of an answer.

Figure 12

Assessment of the Students' Speaking Performance in the Interview Task

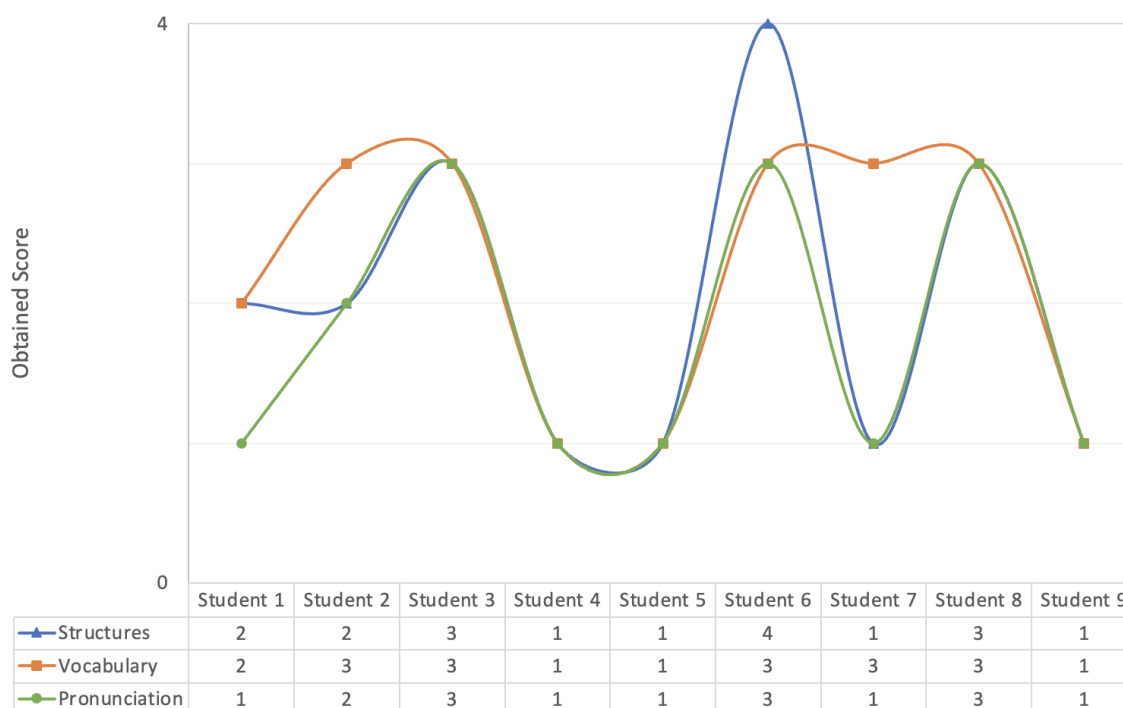


Upon analyzing the students' results, a trendline could be noticed where most of the students were able to complete the task concisely and clearly. Additionally, the learners were able to express their ideas in an organized manner

and successfully answered all the questions that they were being asked. Nevertheless, the learners did face some difficulties with their structures, vocabulary, and pronunciation. The latter two were the two micro-skills that students struggled the most with, as shown in Figure 13, where 4 corresponds to the highest score learners could obtain and 1 corresponds to the lowest. These results provided the focus of the syllabus for the upcoming Business Computing Course. The syllabus consisted of tasks; the identified lacks/deficiencies provided the aspects that must be emphasized within task cycles to help the students perform the tasks more confidently.

Figure 13

Most Difficult Speaking Micro Skills for Students



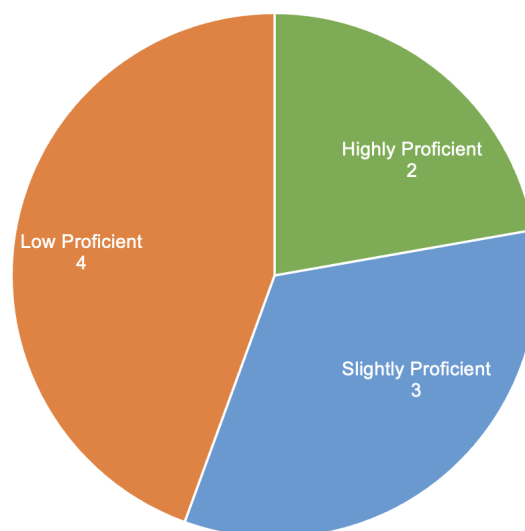
Listening. As a follow-up to the speaking task, students had to listen to a recording about the job and classify the responsibilities and benefits that the

position offered. The purpose of this listening task was for students to listen to the different benefits and responsibilities within the position they were interviewing for, similar to what they would experience later during a work interview process. As seen in Figure 14, nearly half of the students had a low proficient performance, while only a few had a highly proficient performance, and the remaining students had a moderately proficient performance. The task was fairly simple, and students could have deducted some of the answers by reading based on the “responsibilities” and “benefits” columns; nevertheless, if they did not listen to the recording, they would have easily added the three extra options that were placed as distractors in the word bank. This guaranteed that the students had to do the listening in order to complete the task.

Based on the students’ answers, those who had a high proficient performance completed the task and were able to understand the ideas where the speaker slowed the pace and talked about the employment opportunity and recognize the main idea in short and simple messages, in comparison to the students who obtained a low proficient performance: these did not finish the task or probably did not do the listening as they added the extra three options into the classification. The students who did complete the task but had a moderately proficient performance could understand some short and simple messages, depending on the speed of the speaker and the length of the sentence in the audio at certain times in the recording. However, audio quality may have influenced the above results as one student stated he would have liked the audio file to be run through Adobe podcast to eliminate the background static on the audio.

Figure 14

Assessment of the Students' Listening Performance in the Task



Discussion of Results

The results obtained from the diagnostic test indicate that the students of the Business Computing major had some linguistic strengths but also some specific areas of improvement. Regarding their strengths, the test showed that students were high performers in English reading-related tasks based on the given email activity since they could understand and extract the main information and detailed ideas from the text. Also, the ability to discern and recognize main points and details from short and simple messages was shown by most students in the given listening task. However, some students were not able to finish the task or did not understand the message properly since they added additional and unrelated options to it; therefore, this skill emerged as a lack, and it needed to continue being fostered in tasks of interest in the students' field. As for their areas of improvement, the writing task revealed that students had excellent email writing skills since they were able to use proper register and email construction. Nonetheless, they

presented deficiencies regarding language use in the given IT support task. Students made several mistakes in terms of grammar, word choice, vocabulary, and spelling. Consequently, despite the fact they did not consider this skill as relevant (stated in the survey), their writing skill needed to be enhanced to enable them to communicate clearly and concisely for future tasks such as creating compelling reports, emails, and other business-related documents, all of which are tasks which students may face in their future as professionals in the field. Finally, students were also able to complete the speaking task clearly and concisely since the ideas were expressed in a coherent and organized way. Nevertheless, the learners presented some difficulties with their structures, vocabulary, and pronunciation when sharing their ideas or thoughts. Consequently, these micro-skills needed to be strongly reinforced to help them be able to articulate ideas, present and explain information, and engage in persuasive conversations or presentations that can greatly impact their career success.

Based on this analysis, the course to be designed for these Business Computing learners would have a focus on the productive skills of writing and speaking since the results showed a deficiency regarding the ability to properly communicate in English in the written and oral form. Nevertheless, that does not mean that the course would not address reading or listening, only that these would have a lower priority. Additionally, even though students did fairly well on the reading tasks of the diagnostic, to further develop the students' writing skills, some reading skills such as vocabulary and grammar would overlap across these macro skills.

For the writing and speaking skills, a basic user level would be taken as the starting point, and the course would benefit from the students' reading and listening competence to translate it into speaking and writing skills. To achieve this, the productive tasks should involve activities based on simple texts and conversations through the use of straightforward vocabulary and phrases, fundamental sentence structures and utterances, and usage of fundamental grammar. As for receptive skills, the simpler vocabulary of technical words and phrases, key and simple sentences and utterances, and straightforward grammatical structures would be incorporated into the different tasks of the course to be designed. To help students foster and develop their language abilities within the Business Computing field, the above productive and receptive skills characteristics would be considered to design a course based on their current language level. Additionally, since Business Computing has a variety of professional careers in which professionals can develop, the ESP portion of the course would be developed based on different IT positions and tasks to include the IT and business content into it.

Chapter II: Syllabus Design



This chapter presents the Syllabus Design report as it was submitted prior to its approval for implementation in the second semester of 2023.

Course Description

The course "Connecting through Language and the Internet - An English for Business Computing Course " is specifically designed for students majoring in Business Computing at the University of Costa Rica, Southern Campus. Its primary objective is to address the students' needs for English proficiency within their major and for future professional success by enhancing their English communication skills. Therefore, the course comprises the development and enhancement of students' writing and speaking skills with the integration of the macro skills of reading and listening along with pronunciation, vocabulary, and grammar components, enabling students to communicate effectively in written and spoken tasks related to their major and future work-related needs. To achieve this integration, the course adopts a holistic approach, employing the Task Based Language Teaching (TBLT) and English for Specific Purpose (ESP) teaching approach with an academic focus. With a strong emphasis on interactive and critical tasks, the course aims to develop students' abilities to express themselves

fluently and accurately in English, emphasizing effective communication in the written and oral forms.

This course seeks to foster receptive and productive skills through significant tasks that enable students to effectively communicate in global business scenarios. The course will be taught every Tuesday synchronously from 5:00 to 7:00 p.m. on the Zoom platform, followed by another hour of asynchronous work every week, totaling 15 weeks of instruction. Students will actively participate in discussions, breakout rooms, collaborative tasks, presentations, assessments, and more. Additionally, a variety of digital platforms will be used for certain assessments, assignments, and practices, both synchronously and asynchronously. Furthermore, there will be dedicated office hours each Wednesday from 5:00 p.m. to 6:00 p.m., where students can seek additional support or clarification. The course will be delivered by two student-teachers from the Master's Program in Teaching English as a Foreign Language at UCR who will provide guidance and facilitate the learning process.

Responsibility, active participation, and commitment will be expected from students throughout the course. To maximize the learning outcomes and overall success of the project, learners will be encouraged to actively contribute to discussions, engage in collaborative activities, and participate in all assigned tasks and assessments. Their commitment to the course should not only enhance their own learning experience but also contribute to the collective growth and success of the entire class.

Statement of Goals and Objectives

Unit 1: IT Report Updates

Goal. By the end of this unit, students will be able to successfully report the status of IT operations, projects, and systems in written form by using technical and formal lexical items and proper grammar structures.

General Objectives

1. By the end of the lesson, students will be able to briefly report the status of a project in written form based on information from an email by skimming and scanning the text and paraphrasing its main ideas.
2. By the end of the lesson, students will be able to appropriately complete the missing information in a written report based on given data about an IT operation by using the appropriate technical vocabulary and grammatical structures.
3. By the end of the lesson, students will be able to concisely write an email report about the latest system usage status by using correct grammar structures and transition phrases.
4. By the end of the lesson, students will be able to effectively summarize the main aspects of a given system dashboard in written form by identifying the main components and using appropriate summary structures.

Unit 2: Wrap up a Deal

Goal. By the end of the unit, students will be able to effectively offer services to potential IT clients and close deals in business settings orally by using basic vocabulary, pronunciation, and appropriate grammar structures.

General Objectives

1. By the end of the lesson, students will be able to successfully demonstrate understanding of the needs of a company's IT customers by listening to a video about the company's projects and goals and summarizing the information by using relevant/appropriate vocabulary.
2. By the end of the lesson, students will be able to appropriately carry out a sales transaction based on the IT customers' needs through oral simulations by using the correct pronunciation to close a deal.
3. By the end of the lesson, students will be able to successfully role-play a follow-up conversation with customers based on a previous product purchase by using correct grammar.

Unit 3: Understanding the Context - Formal and Informal Language

Goal. By the end of the unit, students will be able to effectively communicate orally in various IT contexts such as participating in problem-solving discussions and delivering presentations by appropriately switching between formal and informal language and using pertinent vocabulary and structures.

General Objectives

1. By the end of the lesson, students will be able to demonstrate understanding of formal and informal phrases and vocabulary common in IT contexts by watching videos and matching the phrases and vocabulary to their corresponding meaning.
2. By the end of the lesson, students will be able to provide feasible solutions to customers by role-playing a call about an IT issue and using appropriate grammar structures and intonation.

3. By the end of the lesson, students will be able to proficiently inform IT clients about processes orally by organizing and clarifying ideas, and using relevant technical vocabulary and appropriate structures.

Methodology

Approach

The course “Connecting through Language and the Internet - An English for Business Computing-Course” was developed based on the Task-Based Language Teaching (TBLT) approach. According to Hismanoglu and Hismanoglu (2011),

TBLT:

Has the significant meaning that language learning is a developmental process enhancing communication and social interaction rather than a product internalized by practicing language items, and that learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way. (p. 47)

Thus, TBLT was considered for the design of this course since it focuses on real-life language tasks that learners are likely to encounter outside the classroom. By engaging in meaningful tasks, students can practice and develop language skills in authentic contexts, preparing them for real-world language use. However, to achieve this TBLT principle, tasks must be designed based on students' needs. As Long (2015) states, “A fully task-based course must first begin with a needs analysis in order to identify learners' authentic needs with the language” (p. 29). Considering this, the integration of TBLT into this ESP course offers a holistic and dynamic approach to language learning. TBLT places an emphasis on the

completion of authentic, real-world tasks, while ESP focuses on equipping professionals with the necessary linguistic skills in the target language to successfully carry out discipline-specific tasks within their field (Manley et al., 2019). By combining these two methodologies, learners are exposed to language tasks that simulate the challenges they will encounter in their target fields by effectively enhancing communication skills.

Classroom Dynamics

During the development of the course, instructors will have active roles and work cooperatively. This means that they will support each other in each of the lessons. Each week, a different instructor will assume the role of lead teacher by introducing the activities, providing explanations, creating a supportive and engaging learning environment, and offering resources to help students grasp new concepts and develop their skills. The other instructor will assist by monitoring students' work and progress, handing out materials, providing clarification, assisting students with technological issues, helping to organize activities, and collecting evidence of students' performance for feedback.

Tasks and Techniques and their Rationale

This ESP course focuses on developing and enhancing both receptive and productive skills, with an emphasis on the speaking and writing abilities. Therefore, tasks and activities incorporate all the English skills at a certain level to prepare students for real-life scenarios where they need to understand, interpret, and communicate effectively. Whether participating in discussions, extracting, classifying, and presenting information, or writing reports, the ability to combine

various language skills will play a key role. By integrating all the skills, the course design team expects to help students of the Business Computing major to enhance their communication skills in English and achieve greater success in their personal, academic, and professional endeavors.

The tasks to develop the receptive and productive skills in this course are based on authentic materials, technology integration, and cooperative learning, all addressing the students' needs and wants identified through the needs analysis process. Students are going to carry out tasks related to reporting IT updates, closing a deal, and providing support to a customer. During the development of the tasks, authentic materials will be used to help students develop their comprehension skills and expose them to different registers and styles of English through real IT reports, audios about IT processes, emails and tickets, dashboard models, videos about selling IT services, and more contextualized and real materials. Therefore, online platforms, interactive websites, language-learning apps, and multimedia presentations will be used to engage students, provide practice opportunities, and foster cooperative and independent learning. Regarding cooperative learning, it involves the active participation of students in team-work to achieve success. Jacobs, et al. (2008) mention that "When engaged in cooperative learning students usually participate in groups that are mixed on one or more of a number of variables including gender, ethnicity, social class, religion, personality, age, language proficiency, and diligence" (para. 9). To achieve success in this course, cooperative learning will be incorporated through role plays, discussions, creation of synoptic and semantic maps, oral simulations, and oral presentations to foster communication, teamwork, and a supportive learning environment.

Role of the Learners

This course incorporates the group participant feature of TBLT. Richards and Rodgers (2001) state that “Many tasks will be done in pairs or small groups. For students more accustomed to whole class and/or individual work this may require some adaptation” (p. 235). Considering this, students of the Business Computing major will play an active role in negotiating meaning during interactions not only with instructors but also with peers to seek clarification, ask questions, and engage in discussions to ensure a clear understanding of concepts and instructions. Also, Richards and Rodgers also mention that in TBLT students are risk takers and innovators. They point out that “Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience” (p. 235). Therefore, learners will be encouraged to take risks by experimenting, making mistakes, and learning from them. This should result in students analyzing their own learning processes while engaging in reflective thinking to evaluate their learning experiences, identify strengths and weaknesses, and consider how they can improve.

Role of the Teachers

The ESP course instructors will be responsible for designing meaningful lessons, tasks, and materials that align with the course objectives and cater to the students’ needs to engage them in the learning process. In other words, instructors will be selectors and sequencers of tasks (Richards & Rodgers, 2001, p. 236). This role allows them to demonstrate their understanding of instructional design principles, creativity in lesson planning, and ability to adapt materials to suit different learning styles, levels, and needs. Moreover, another relevant role

instructors will have is to prepare learners for tasks. Richards and Rodgers indicate that “Learners should not go into new tasks “cold” and that some sort of pre-task preparation or cuing is important” (p. 236). Based on this, instructors will take on the responsibility of managing instructional resources effectively. This includes organizing, designing, or selecting authentic materials, such as emails, tickets, IT reports, dashboards, digital tools, and other materials to support and enrich the learning experience by working cooperatively as well as individually. Lastly, instructors will also act as facilitators who guide and support students in their learning process. They will encourage active participation, foster critical thinking, and create a supportive learning environment, this to raise the role of consciousness-raising suggested by Richards and Rodgers.

Assessment

Formal and Informal Assessment

For the purpose of developing this course, formal and informal assessments will be implemented. According to Johnson and Majewska (2022), formal assessments “Focus heavily on propositional rather than procedural knowledge forms and that this knowledge relies on established content that is generalizable beyond a specific context” (p. 9). That means that this type of assessment emphasizes testing the understanding of facts and concepts rather than practical skills and their application. In the course, formal assessments will take place in the form of written and oral tests, a project, and short assignments. On the other hand, informal assessment is more contextualized with the students’ needs in that it directly addresses their problems and provides solutions. Hence, students may find

more immediate benefits from this type of assessment since it serves as a tool to assist them in recognizing challenges and overcoming them (Rejeki, 2020, p.2). Additionally, Rejeki mentions that students may encounter obstacles during the learning process, and informal assessment can provide constructive feedback to foster their understanding and growth. Informal assessment strategies in the course will be participating in role plays, oral simulations, discussions, writing and presenting reports and more activities carried out during the lessons. In sum, formal assessments provide an objective evaluation and track progress while informal assessments provide real-time feedback, promote individualized learning, offer a holistic view of learners' abilities, and enhance motivation and engagement. Therefore, a combination of both types of assessments can effectively guide instruction and support learners' language development in this ESP course.

Formative and Summative Assessment

This course will also include formative and summative assessments. In regard to the role of formative assessment, Bhat and Bhat (2019) state that its purpose "Is to monitor the instructional process to determine whether or not learning is taking place. It is designed to improve and enhance the teaching-learning process, making it a continuous process" (p. 778). In other words, formative assessment improves and enhances the teaching and learning process through ongoing feedback and adjustments. The incorporation of formative assessment in this course will help students regarding target skill development, individualized instruction, active student engagement, improved learning outcomes, application of knowledge in real-world contexts, and reduction of performance

anxiety. These should contribute to a more effective and tailored learning experience, preparing students for success in the field of business computing.

The other type of assessment for this course is summative. Bhat and Bhat (2019) explain that it aims to “evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted” (p. 779). This type of assessment has a relevant role in a course since it provides a comprehensive evaluation of students’ learning outcomes and overall achievement. The incorporation of summative assessment in this course will take the shape of tests, homework and a project and will be vital for improving overall proficiency, identifying learning gaps, guiding program improvement and evaluation, and providing feedback to students for continuous improvement.

Assessment Tasks

Table 1 shows the distribution of the evaluation for this course.

Table 1

Course Evaluation

Evaluation	Percentage
Unit 1: Written test (midterm)	25%
Unit 3: Oral test (final test)	25%
Final written project: (Two stages: draft and final version)	20% (10%-10%)
Final oral project	20%
Unit 2: Short oral assignments	10%

TOTAL

100%

Unit 1: Written Test (Midterm). This individual, summative evaluation will assess not only the skill of writing that has been taught in Unit 1 but will also continue fostering the reading skill. This test will be developed based on the problem-solving model. Considering this, Rijlaarsdam et al. (2009) state that in their view of writing, “The writer is supposed to solve a communicative problem by producing a text that fulfills the communicative needs of the writer and the reader (the task goal), thus making the communication effective” (p. 436).

Applying this model to a test scenario, students would be asked to address a specific problem by answering an email that fulfills the communication needs of both the writer and the reader through accurate sentence structures, technical vocabulary, grammar, and formality. Therefore, the examination will appraise the domain of linguistic proficiency by examining spelling, grammar, and lexical selection. Additionally, it will evaluate the aspect of the register pertaining to the level of formality and the aspect of email composition to assess the constituent elements of an email.

Unit 3: Oral Test (Final Test). This summative evaluation will assess students’ oral proficiency based on different situations related to IT support to clients and reporting IT project status by encompassing vocabulary, pronunciation, grammar, and language register. The test aims to provide students with an opportunity to apply the skills they have acquired throughout the course and use the target language to effectively communicate and engage in real-life scenarios they may encounter in the future when assisting clients or in staff meetings.

Therefore, students will perform the oral test in pairs in which one student will have the role of an IT engineer, and the other student will be a client to provide assistance and guidance regarding software issues. Alternatively, one student will be an IT project manager and the other the manager to provide project updates regarding a system or program. However, the scenarios will be assigned randomly the day of the administration. Consequently, it will be classified as a direct test where learners actively engage in speaking the target language, either with the test administrator or fellow students (Bailey, 2005, p. 23). Overall, this direct test encourages active engagement and meaningful conversations, reflecting the students' ability to use the target language in practical and real contexts.

Final Written Project (Two Stages: Draft and Final Version). This assessment will focus on reinforcing the macro skill of writing through a real-life and more elaborate written report task about the creation of a webpage. The focus of the written project will be to report on the design process of a single multimedia webpage for a potential client. Hence, the students must share with the customer a written report in which they explain in detail the relevant aspects of the webpage, such as its purpose, the brand strategy, domain name and hosting, features of the software used, design guidelines, the contents, and search engine optimizers. Through this task, students can enhance their overall writing abilities and prepare themselves for the demands of their field since IT engineers are continuously asked to provide reports regarding the project they are working on. The project is divided into two parts. In the first one, students must submit a draft of the written report to receive feedback for improvement, an essential aspect during the writing process. Giving feedback means telling students about the progress they are

making as well as guiding them to areas for improvement (Lewis 2002). Thus, by providing timely, constructive, and specific feedback, instructors can support learners in their journey to becoming effective and proficient communicators through writing. For the second part, students will submit the final version of the written report considering all the suggestions and recommendations that were given previously.

Final Oral Project. The primary objective of this assessment is to further develop and strengthen students' oral proficiency. It is closely connected to the written project, as the aim is for students to not only submit a written report but also orally present and explain all the pertinent information incorporated into the creation of their web page to both instructors and classmates. This feature of the task is related to the integrated skills approach in which instruction is grounded on the idea that oral and written languages are not separate entities in everyday life. Instead, they frequently occur together, integrated within specific communication events (Su, 2007). In fact, effective communication needs more than just linguistic proficiency; it demands a level of aptitude when conveying messages and understanding others, known as communicative competence (Hymes, 1971). Therefore, this integration of oral and written skills through the two assessments should ensure a comprehensive demonstration of students' knowledge and enable them to effectively communicate their ideas in both formats.

Short Oral Assignments. This course will incorporate the assignment of short tasks throughout the development of Unit 2 by means of diverse technological tools. This last aspect is essential for this course since it will also have a focus on technology. Shamim et al. (2021) stress that "educational

technology, or EdTech, utilizes technology to improve the performance of students. It identifies the needs of individuals, adapting technology to classroom instruction and in the tracking of student development” (p. 6197). Therefore, short tasks will be designed in this course with the intention of reinforcing learning, cultivating independent study skills, extending learning opportunities, developing essential skills, providing feedback and assessment, and preparing for examinations. The tasks will be carried out on different online platforms so that students will be engaged during their learning processes.

Contents

Unit 1: IT Report Updates

Goal. By the end of this unit, students will be able to successfully report the status of IT operations, projects, and systems in written form by using technical and formal lexical items and proper grammar structures.

General Objectives

1. By the end of the lesson, students will be able to briefly report the status of a project in written form based on information from an email by skimming and scanning the text and paraphrasing its main ideas.
2. By the end of the lesson, students will be able to appropriately complete the missing information in a written report based on given data about an IT operation by using the appropriate technical vocabulary and grammatical structures.

3. By the end of the lesson, students will be able to concisely write an email report about the latest system usage status by using correct grammar structures and transition phrases.
4. By the end of the lesson, students will be able to effectively summarize the main aspects of a given system dashboard in written form by identifying the main components and using appropriate summary structures.

Objective	Tasks	Skills	Language Focus	Strategies	Time Allotted
1	Paraphrase main ideas from a status report	R W	Vocabulary -Ransomware, datacenter, motherboard...	<ul style="list-style-type: none"> ● Skimming ● Scanning ● Paraphrasing 	1 lesson
2	Complete (fill-in the gaps) a written report	W	Grammar and vocabulary -The engineer is reinstalling... -The pop-up windows are blocking...	<ul style="list-style-type: none"> ● Identifying key vocabulary ● Fill in the gaps 	1 lesson
3	Write an email	S W	Grammar and transition phrases -First, second, third... -Recommend to... -Allow using	<ul style="list-style-type: none"> ● Use of acquired vocabulary ● Identifying and using of 	1 lesson

				key expressions <ul style="list-style-type: none"> ● Email writing ● Negotiating meaning ● Confirming understanding 	
4	Summarize the main ideas from a system dashboard	W	Vocabulary and use of present and past participles. -I had gotten the IP address when the system...	<ul style="list-style-type: none"> ● Taking notes ● Getting meaning from context ● Paraphrasing ● Summarizing 	1 lesson

Unit 2: Wrap up a Deal

Goal. By the end of the unit, students will be able to effectively offer services to potential IT clients and close deals in business settings orally by using basic vocabulary, pronunciation, and appropriate grammar structures.

General Objectives

1. By the end of the lesson, students will be able to successfully demonstrate understanding of the needs of a company's IT customers by listening to a video about the company's projects and goals and summarizing the information by using relevant/appropriate vocabulary.

2. By the end of the lesson, students will be able to appropriately carry out a sales transaction based on the IT customers' needs through oral simulations by using appropriate expressions and correct pronunciation to close a deal.
3. By the end of the lesson, students will be able to successfully role-play a follow-up conversation with customers based on a previous technological product purchase by using correct grammar.

Objective	Tasks	Skills	Language Focus	Strategies	Time Allotted
1	Summarize the customer needs in a synoptic table	W L	Vocabulary Grammar Pronunciation -UI, UX, SaaS, CRM, CMS, API	<ul style="list-style-type: none"> ● Active listening ● Identifying key goals and concepts ● Visualizing ideas 	1 lesson
2	Develop oral presentations to sell a product to the customer with the appropriate formality, tone of voice and pronunciation	L S	Pronunciation Formality Tone of voice -Funny vs. serious. "Oops! We're sorry, but we're experiencing a problem on our end." -Formal vs. casual. "We apologize, but we are experiencing a problem."	<ul style="list-style-type: none"> ● Active listening ● Pronunciation ● Formality 	1 lesson

3	Role-play about post-sell conversation with the customer using the third person singular	S L	Grammar Tone of voice -Respectful vs. irreverent. “We’re sorry, but we’re experiencing a problem on our end.” -Enthusiastic vs. matter-of-fact. “What did you do!?”	<ul style="list-style-type: none"> ● Exchanging ideas ● Active listening ● Discussing ● Using discourse markers 	1 lesson
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Unit 3: Understanding the Context - Formal and Informal Language

Goal. By the end of the unit, students will be able to effectively communicate orally in various IT contexts such as participating in problem-solving discussions and delivering presentations by appropriately switching between formal and informal language and using pertinent vocabulary and structures.

General Objectives

1. By the end of the lesson, students will be able to demonstrate understanding of formal and informal phrases and vocabulary common in IT contexts by watching videos and matching the phrases and vocabulary to their corresponding meaning.
2. By the end of the lesson, students will be able to provide feasible solutions to customers by role-playing a call about an IT issue and using appropriate grammar structures and intonation.

3. By the end of the lesson, students will be able to proficiently inform IT clients about processes orally by organizing and clarifying ideas, and using relevant technical vocabulary and appropriate structures.

Objective	Tasks	Skills	Language Focus	Strategies	Time Allotted
1	Match the phrases and vocabulary to their corresponding meaning	S L R W	Vocabulary Grammar Pronunciation -GIT, SVN, debugging, Black Box Testing -/ ,di: 'bʌdʒɪŋ/, /blæk baks 'tɛstɪŋ/	<ul style="list-style-type: none"> • Active listening • Negotiation of meaning • Clarifying meaning • Guessing 	1 lesson
2	Role play and provide solutions to the customer using the grammar and intonation seen in class.	L S	Grammar Intonation Tone of voice -Sr. you should... -The bug must...	<ul style="list-style-type: none"> • Asking questions • Clarifying meaning • Active listening 	1 lesson
3	Complete an information gap exercise using the vocabulary seen in class and the correct form of “be going to” and future	S L W	Grammar Vocabulary -The GIT was tracking the codes...	<ul style="list-style-type: none"> • Asking questions • Active listening • Taking notes • Giving information 	1 lesson

Conclusions

This section comprises the conclusion of the study based on the analysis of data obtained from the three meticulously crafted and skillfully administered data

collection instruments.

Semi-Structured Interview

The qualitative data gathered through the administration of this instrument provided relevant data in terms of learners' language proficiency, students' communication needs, Business Computing major tasks, and stakeholders' interests. With respect to learners' language proficiency, the investigation revealed that the students present a foundational level of English proficiency. This observation is attributed to the diverse circumstances encountered during their learning journey, encompassing disruptions caused by MEP's strikes and the pervasive impact of the COVID-19 pandemic. Therefore, these students present specific communication needs. The information gathered substantiates the conclusion that learners need a precise command of both written and oral communication, owing to the diverse situations they are likely to encounter in the labor marketplace. This finding delineates the particular tasks that these students are going to undertake and execute within the domain of Business Computing. The common tasks students are likely to encounter in the labor marketplace encompass the examination of emails, tickets, and manuals, as well as the composition of these means of communication. Moreover, active involvement in virtual meetings, along with the responsibilities of reporting project statuses, product developments, system updates, and information dissemination to colleagues, supervisors, and clients, constitutes an additional facet of their prospective engagements. Consequently, the investigation discerned a specific interest among stakeholders, emphasizing the importance for students pursuing

the Business Computing major to cultivate proficiency in all receptive and productive language skills.

Survey

The information obtained from this instrument brought to light four principal aspects, namely, the students' proficiency level, current linguistic needs, specific linguistic aspirations, and identified deficiencies. The findings revealed that the students self-reported possessing a basic level of proficiency in English. This particular aspect bears significance as it aligns with the perspectives of stakeholders and the perceptions expressed by the students themselves regarding their English proficiency. Besides, the students' current linguistic need is to proficiently communicate in English to be prepared for the global demand as they need to deal with work meetings, work interviews, and customer interviews. Regarding students' linguistic aspirations, students have a desire to foster the receptive skill of listening and the productive skill of speaking. Consequently, the identified strategies to accomplish this objective encompassed a range of activities, notably including reading out loud, participating in role plays, listening to music, watching series or movies, and playing online games through listening activities, vocabulary games, and the use of technology. Finally, the identified deficiencies were related to the skills of speaking and writing since students tend to feel fearful and nervous due to the lack of confidence, low command of grammar and vocabulary, and limited fluency. Consequently, a collaborative learning environment will be incorporated through the implementation of group work activities to increase and optimize student learning progress.

Diagnostic Test

The principal data acquired from this instrument administration pertains to the authentic needs of the students. The information gathered from the semi-structured interview showed a pronounced necessity for students to cultivate proficiency in all macro and micro skills of the English language. The survey exposed students' interests in developing only their speaking and listening skills. However, the results of the diagnostic test revealed that students present deficiencies in their speaking and writing skills. Concerning speaking, learners present weaknesses related to structures, vocabulary, and pronunciation. As for writing, they present deficiencies related to language use, more specifically, lack in relation to spelling, grammar, and vocabulary. Considering this finding, the course designed for these Business Computing learners will prioritize the improvement of the productive skills of speaking and writing, as these areas showed deficiencies in effective English communication. While reading and listening will still be addressed, they will have a lower priority.

Chapter III: Practicum Research

Learning English as a foreign language can be a difficult process which demands effort and commitment. In Costa Rica, mastering a second language like English has gained relevance as international companies offer job opportunities to people with near-native language skills in diverse areas or fields. Whether they live in the northern region, like Guanacaste, or in the southern area, such as Uvita in Puntarenas, English has become essential for meeting real-world communication demands. Therefore, Costa Ricans are driven to learn English as a second language to improve their job prospects and enhance their quality of life. To prepare Costa Ricans for the workforce, many private and public institutions offer majors or certificate programs in fields such as tourism, accounting, graphic design, marketing, customer service and more. These programs help individuals acquire the knowledge and develop the skills needed to perform and communicate effectively in their specific professional areas. However, the majority of these programs are taught in Spanish, with only a few incorporating English into the syllabus or curriculum. As a result, the need for English for Specific Purposes (ESP) courses becomes evident to better equip students for professional requirements and real-world communication demands. ESP courses provide a targeted approach, helping students develop the specific language skills needed for their chosen fields. By focusing on practical application and professional relevance, ESP courses enhance employability and equip learners with the skills necessary to succeed in specific contexts. To align with this, the present study aims to evaluate the engagement of Business Computing students in an online ESP course at the Southern Campus of the University of Costa Rica (Universidad

de Costa Rica, UCR). By examining how these students interact with and benefit from a course specifically designed to meet their professional language needs, this research contributes to understanding the effectiveness of ESP instruction. The course, developed and taught by the researchers, focuses on equipping students with practical language skills essential for their field. The design of this ESP course, its implementation, and the associated research study are a graduation requirement for the Master's in English Teaching as a Foreign Language at the University of Costa Rica.

Online education has seen a significant increase in popularity over the past decade, driven by advances in technology and the increasing demand for flexible learning options (Allen & Seaman, 2017). This demand for convenient virtual learning opportunities also rose sharply during the global COVID-19 pandemic. The increase was due to the magnified need for education programs to provide continuity in their timelines and testing agenda amid the health crisis. Today, as the prevalence of online learning continues to rise in the aftermath of the pandemic, it is crucial to understand what factors influence students' engagement in online educational environments, especially so that language learning courses can provide a continuous learning process and guarantee the best possible quality in a potentially unfamiliar environment.

Several researchers have investigated specific factors that influence students' participation in online educational environments. For example, Fredricks et al. (2004) and Kahu (2011) have likewise found that student engagement is a multifaceted construct encompassing active participation, motivation, and a sense of belonging within the virtual classroom. In line with this, the combination of these

three elements will be key for the success of online classes, including in ESP contexts, and should be a priority for both educators and educational institutions. Similarly, Trowler (2010) explains how engaged students are more likely to achieve their learning objectives, persist in their studies, and express higher levels of satisfaction (p. 35). However, online learning environments present unique characteristics that can either facilitate or hinder engagement. Technological barriers, course design complexity, instructor-student interactions, and individual student characteristics are among the challenges to be mentioned (Trowler, 2010, p. 17-18). Therefore understanding how these obstacles affect students becomes essential to support them better in their learning process and promote their long-term success.

Despite the growing amount of research on online education, there is still a gap in knowledge of specific factors that influence students' participation in these environments, especially when it comes to English for Specific Purposes (ESP) classes. Concerning this, Lederman (2020) noted that lack of reliable Internet, a proper workspace, or adequate technology particularly affect participation in synchronous meetings, such as those held over web-conferencing software like Zoom. In the same line, Son (2018) explained that some of the main challenges of online environments are overcoming technology issues, creating fun activities, matching teaching methods with technology, and getting the learners' support and attention. Therefore, the main objective of this research project is to address the aforementioned research gap by investigating factors influencing Business Computing students' engagement levels in an online ESP class environment. Further, this research project aims to contribute to the development of effective

strategies for enhancing student engagement in online ESP classes. By identifying and analyzing these strategies, the present study aims to offer evidence-based insights to course instructors and curriculum designers in their efforts to improve the business computing learning program at the UCR's Southern Campus. To achieve these aims, the study will be guided by the following research questions:

Main research question: Which factors influenced the engagement levels of a group of Business Computing students from UCR's Southern Campus in an online ESP class?

- **Sub-question 1:** What factors can influence students' engagement levels in an online ESP class according to related literature?
- **Sub-question 2:** What were the students' engagement levels in the course based on the selected engagement indicators?
- **Sub-question 3:** What factors contributed to the students' engagement levels in the online ESP class?

The study will start with a comprehensive review of existing literature on student engagement, and particularly, in online ESP classes, outlining the present state of knowledge in this area. Subsequently, the research methodology will explain the research approach, the data collection instruments and the analysis procedures. Next, findings and implications for online ESP education will be discussed. Lastly, recommendations for course instructors and curriculum developers will be outlined.

Literature Review

This literature review looks into the multifaceted domain of student engagement, conducting a comprehensive exploration of the factors that influence students' engagement, particularly within online educational environments and with

a specific focus on English for Specific Purposes (ESP) online courses. The literature review will scrutinize aspects such as the definitions of engagement and its indicators, the elements shaping students' engagement not only in virtual settings in general but also in ESP online contexts, strategies to facilitate active learning and engagement, and the utilization of e-learning tools to enhance the overall educational experience. Through this exploration, the aim is to deepen understanding of the intricate dynamics that underlie students' engagement in online ESP courses, illustrating effective strategies and tools to optimize their learning experience.

Definition of Engagement

In the literature, different definitions of engagement have been proposed. For example, in 2019, Vreede et al. illustrated the different concepts proposed concerning this term. According to the first definition provided, engagement is a “positive fulfilling work-related state of mind that is characterized by vigor, dedication and absorption” (Vreede et al., 2019, para. 12). The authors also explained that engagement can be linked to one's self-perception since it is also defined as “an energetic state of involvement, personally fulfilling activities that enhance one's sense of personal efficacy” (Vreede et al., 2019, para. 12). An alternative definition of engagement described it as a “satiation of psychological needs (i.e., autonomy, belonging, competence) within cultural enterprises such as family, school, and work” (Vreede et al., 2019, para. 12). In the same line, Svalberg (2018) stated that engagement can be defined as a cognitive, affective, and/or social process in which the learner is the agent and language is the object (p. 6), and Thongsongsee (2022) explained that the concept of engagement involves

student attention, interest, investment, and effort in the learning process (p. 6). Svalberg (2018) further asserted that “cognitive, affective, and social factors are thus interdependent and interacting. Affective factors may, for example, influence cognitive and social engagement” (p. 23). Svalberg’s assertion provides a relevant perspective on the importance of considering factors that may influence students’ engagement. Specifically, when cognitive or social influences come into play, students may exhibit a lack of interest, dedication, motivation, or optimal performance. In sum, as understood from the different perspectives presented, engagement encompasses diverse dimensions. It can denote a positive work-related state marked by vigor, dedication, and absorption, or an energetic involvement in fulfilling activities enhancing efficiency. Furthermore, it may fulfill psychological needs within cultural contexts. In learning, it is a complex process involving cognitive, affective, and social elements, with attention, interest, investment, and effort as pivotal components. The interdependence of these factors implies that influences in one area can affect others, necessitating a comprehensive understanding to foster sustained student engagement.

Definition of Student Engagement and its Indicators

Harpe and Quaye (2008) stated that student engagement holds a more profound meaning than simple engagement or involvement because it entails emotions, understanding, and the creation of significance beyond the mere action itself. Moreover, Kuh (2009) defined student engagement as participating in educationally beneficial methods that result in a variety of measurable results. By focusing on these two terms, the authors highlight two important dimensions: emotions and measurement. This raises the question of how teachers can

measure students' engagement, by involving their emotions during the learning process. Similarly, Subramanian and Mahmoud (2020) pointed out four different components that construct students' engagement: behavioral, emotional, cognitive, and social (p. 108). The authors explain:

The behavioral component is reflected by student compliance with school rules such as attendance. The emotional component concerns a student's feelings that is reflected by attitude, belongingness and his/her opinion towards the school. Finally, the cognitive component is reflected by learning involvement. (p. 108)

These authors also stated that the social component is reflected by social interaction in the learning process (p. 108). This claim shows that it is imperative to correlate the students' emotional behavior towards the class in order to measure their engagement. For example, students may interact more in class when the subject is of interest to them and/or they get along well with the teacher in comparison to the behavior one can find in a class where students do not like the subject, the environment, the teacher, or their peers. In another study, Batan (2017) stated that "there are three aspects that contribute to the concept of student engagement in English learning: behavior, emotion, and cognition" (p. 16). Batan clarified that behavioral engagement can be assessed by observing students' actions while they engage in classroom activities. Thus, engagement becomes evident when there is active participation and observable diligent effort in lessons and assignments.

The engagement variables mentioned above offer an overview of useful indicators to measure students' engagement. Expanding on those indicators,

Bundick et al. (2014) declared that student engagement can be measured in a variety of ways because there is no comprehensive conceptual framework to understand students' engagement at the classroom level (p. 1). Given the broad range of measurement options available for engagement, the Australian Institute for Teaching and School Leadership (AITSL) (n.d.) has crafted a set of observable learning indicators as a guide for measuring students' engagement. These indicators are divided into learner engagement, learner behavior, and classroom indicators. In regard to learner engagement, it can be measured based on gaze tracking (observing learners' attention), engagement (active participation, problem-solving, and discussion) and learning activities (taking notes, responding, engaging in discussion) (AITSL, n.d., p.1). As for learner behavior, it can be observed through learners' interest (enthusiasm in presentation and speech), involvement/motivation (participation in class activities), compliance/disruption (behavior and self-regulation), and on/off-task behavior (focus and task engagement) (AITSL, n.d., p.1). Finally, classroom indicators can be measured considering classroom climate (including engagement, learning culture, norms, and positive or negative behavior), vocal dominance (who speaks, how much, and the type of communication), questioning and discussion (types of questions, participation, and response quality), and assessment cycle (learners' response to assessment, feedback, self-assessment, and peer review) (AITSL, n.d., p.1). The discussion of measuring student engagement highlights its complexity, as various indicators exist without a comprehensive conceptual framework. Despite this challenge, the AITSL provides a structured approach, categorizing observable

learning indicators. These measures offer educators valuable insights into understanding student engagement despite its multifaceted nature.

Another framework for measuring engagement was proposed by Arroyyani (2021). The author defined four dimensions that reflect how students engage in the learning process: skill engagement, emotional engagement, participation/interaction engagement, and performance engagement (p. 161). Furthermore, Arroyyani explains that the first dimension consists of taking notes while learning to understand the subject matter. The emotional dimension is the application of learning materials in real life. When students apply learning materials in real life, they are not just developing knowledge and skills; they are also navigating the emotional aspects of a given situation. This application of learning in real-life situations often brings out emotions such as confidence, frustration, satisfaction, or empathy, which are all integral to the emotional dimension of learning. The third dimension is student participation and interaction with teachers and other students in the classroom, for example, by asking teachers questions about what is not yet understood and helping other students if they do not understand something. The last dimension is related to students' level of performance in the classroom, with indicators such as feeling confident about learning materials and getting good grades (Arroyyani, 2021, p. 161). Arroyyani's framework delineates multiple dimensions of student engagement, ranging from observable behaviors like note-taking to more nuanced aspects such as applying the learned skills or topics in real-life contexts. While some dimensions, like participation/interaction engagement, are relatively easy to observe, others, such as students' emotional engagement, may require more proactive measures to

assess. Teachers can gather information about these dimensions through a combination of methods, including student self-assessment, reflective activities, and performance-based assessments. Based on Arroyani's dimensions with existing frameworks and the observable indicators of engagement outlined by AITSL, educators can adopt a comprehensive approach to measuring and promoting student engagement in online learning environments.

Factors Influencing Students' Engagement

Student engagement is key for an effective teaching and learning process. It contributes to improving learning outcomes and problem-solving abilities while creating a positive learning environment. However, some teaching and learning aspects may interfere with the success of engaging students in their own learning experience. On this matter, Groves et al. (2015) listed six influential factors: student motivation (intrinsic and extrinsic), student-teacher interactions, student-student interactions, institutional support, active citizenship, and non-institutional support. As can be seen, some influential factors are directly related to the immediate actors of the learning process, teachers and students, while others depend on their entire educational context. Concerning supporting factors, Ali and Hassan (2018) argue:

Teacher support is important in influencing the engagement of students in academics which in turn contributes to the success of students in school. Acceptance and rejection of peers also influence the engagement of students as peers will encourage the development of student social relationships, build a sense of comfort, and inspire them to be active in school. (p. 2167)

This assertion shows that the importance of teacher support in shaping student involvement in academic activities cannot be overstated since it directly correlates with student achievement in educational settings. Also, the dynamic of peer acceptance and rejection plays a crucial role in influencing student engagement, fostering the development of social bonds, nurturing a sense of belonging, and stimulating active involvement in school endeavors.

Along the same line, Myint and Khaing (2020) found internal and external factors affecting learners' engagement. They claimed that "optimism, loyalty intention, sense of belonging, motivation, valuing, meta-cognition, self-efficacy, locus of control, and sense of place were the most significant internal factors that influenced the academic engagement of students" (Myint & Khaing, 2020, p. 195). Regarding the external factors, Myint and Khaing stated that "grade, lecturer's teaching styles, gender and leave intention were found as the greatest external factors of academic engagement" (Myint & Khaing, 2020, p. 195). While instructors cannot control internal factors as these are based on students' feelings, they can create a teaching environment that promotes those factors. However, because internal factors are often linked to students' perception of the class, they are usually difficult to measure and observe without clear and vocal cues from students. On the other hand, because external factors are not based on students' feelings, they can be observable during the class and through the interaction of the students in it. As can be seen, understanding the multifaceted nature of student engagement, which encompasses both internal and external factors, is crucial for fostering an effective learning environment and enhancing academic outcomes. Therefore, educators must not only focus on fostering positive relationships and

supportive environments but also leverage diverse resources to cultivate student engagement in the classroom.

Factors Influencing Students' Engagement in Online Environments

Given the significance of student engagement in the learning process, it is also essential to identify the factors that impact it in online settings. Keeping students engaged can be a challenging task by itself, but more so when students are struggling on their own with unprecedented learning conditions such as those emerging in virtual settings. These challenges often stem from the digital learning environment itself, encompassing issues such as “the lack of interaction with instructors and other students, technical problems, students’ poor time management skills and problems with instructional material” (Ilgaz & Gülbahar, 2015, as cited in Kostaki & Karayianni, 2022).

Limited Interpersonal Interaction. One of the main challenges students face in online classes is the restricted opportunity for meaningful interpersonal interactions. These are very important as student engagement in class cannot happen on its own. Fostering it requires interaction either between peers or between student and instructor. In fact, according to Sengsouliya et al. (2020, as cited in Werang & Radja, 2022), “most students regarded a teacher's friendliness and kindness as critical factors in their academic engagement. Furthermore, students in the sample specified that they would be more engaged in learning if teachers provided opportunities for peer communications” (p. 559). Additionally, DeVito (2016) conducted a study on learning experience elements that affect student engagement. The author found that students were highly engaged in online learning when instructors focused on initiating good interaction, communication,

and collaboration with students by involving themselves actively in the learning activities. The authors agree that both the opportunities to interact and a friendly attitude are the main enablers to promote collaboration, communication, and subsequently student engagement in class. Without these opportunities to interact, the learning process may become a one-way process during which the instructor communicates while students only exercise a receptive learning skill: listening.

The effect of limited interpersonal interaction can also be seen when students lose interest while operating in an environment that lacks a sense of community due to the absence of healthy competition, collaborative learning, and the exchange of knowledge and opinions (Pappas, 2022). The challenges posed by limited interpersonal interactions in online classes underscore the necessity of fostering meaningful engagement among students. These authors emphasize the critical role of teacher-student and peer interactions in promoting active learning and engagement. Without these opportunities for collaboration and communication, online learning risks becoming a passive, one-sided process, hindering the development of a sense of community and impeding students' motivation and interest.

Distractions. School environments, even if the infrastructure is not ideal, tend to be conducive to the teaching and learning process because they make it possible to interact in person. This closeness may greatly contribute to optimizing the teaching and learning process. However, when classes are taught online, the learning environment may not always be adequate or optimal for the learning acquisition process. Students may sometimes become distracted by objects, animals, or people nearby; further, students who receive online classes are likely to

have internet access, and with that, they are bound to face many distractions on the world wide web such as games, chats, social media, among others. For example, according to a study on factors affecting students engagement in online teaching and learning by Werang and Radja (2022), “instead of doing class assignments, students frequently use their computers or smartphones for social media, gaming, instant messaging, text messaging, and emailing if they are not engaged in the class” (p. 568). This evidence shows that both the physical environment where students connect to classes and online distractions can significantly impact student engagement in online learning environments.

Understanding these distractions is crucial for conducting a comprehensive study on student engagement in online classes as it sheds light on the challenges students face in maintaining focus and active participation amidst a multitude of potential diversions. By acknowledging and addressing these distractions, educators and researchers can better design activities and strategies to promote sustained engagement and learning outcomes in online learning contexts.

Limited Technical Skills and Tools. Students’ engagement levels can decrease when there is insufficient access to technological tools and the lack of skills to use them effectively. These factors may impact not only students but also teachers in the learning-teaching process. Alabbasi carried out an investigation in 2022 and found two important factors that may affect students’ engagement in online settings. Both students and teachers agreed that heavy traffic on the internet connection affects virtual classroom accessibility and “has the highest impact on students’ engagement” (p. 1206). This factor may lead students to experience disruptions in their internet connection and equipment to be able to properly

participate in class. Additionally, the author found that instructors' lack of technological training and skills may also influence the way students engage in class. For example, a teacher who does not know enough about different tools and resources to develop class materials may often resort to traditional handouts for every activity done in class, making the classes very monotonous (Alabbasi, 2022, p. 1206). The author highlights the significant influence of both teacher technological proficiency and peer dynamics on student engagement. Addressing these factors comprehensively can enhance classroom experiences, fostering a more dynamic and effective learning environment.

Werang and Radja (2022) also point out that students' technological knowledge and skills are crucial in online classes as students who lack familiarity with the tools are often "not able to fully engage in online teaching and learning" as it is difficult for them to actively engage in an activity if they do not fully understand how to proceed or even what to do (p. 568).

As stated previously, when technology is available and both instructors and students know how to use it to its full potential, it can quickly hold students' attention as it offers novelty, variety, and greater functionality compared to lessons taught in a traditional manner (Conradi, 2014; Dietrich and Balli, 2014; Eddy & Patton, 2010, as cited in DeVito, 2016).

Based on the evidence provided, technological proficiency plays a critical role in enhancing student engagement in online learning environments. The authors reviewed highlight how disruptions in internet connectivity, inadequate access to devices, and students' degree of familiarity with technological tools can impact students' ability to participate effectively in class. This suggests that efforts

to improve student engagement should include providing technical training for both instructors and students, thus ensuring the seamless integration of technology into the learning process. Furthermore, the studies in this section reinforce the notion that when utilized effectively, technology can offer novel and dynamic learning experiences, potentially increasing student engagement compared to traditional methods. Thus, addressing limitations in technical skills and tools is essential for promoting active participation and maximizing the benefits of online learning.

Factors Influencing Students' Engagement in an ESP Online Course

Due to the ESP nature of the course, examining ESP-related factors influencing engagement in online learning settings is also relevant. Titik (2014) defined ESP as “the teaching of English used in academic studies or the teaching of English for vocational or professional purposes, or as the teaching of English for nonnative speakers of English who learn English [for] specific purposes” (p. 38). In ESP, language is learned not for its own sake or for general education but to facilitate entry into specific environments or enhance linguistic proficiency in those contexts (Basturkmen, 2006, p.18). Considering this, it is essential for students to actively participate in the process of acquiring the linguistic skills required to face forthcoming challenges within their field.

Several studies have identified some ESP factors that influence students' learning process. Within the domain of teachers' factors, Linh (2022) mentioned that aspects such as their educational background, specialized knowledge, teaching methodology, and evaluation competencies as exerting a significant influence on ESP learning. Furthermore, the structure of the syllabus or curriculum, the materials employed, and the quality of institutional resources and equipment

were identified as additional variables that could play a consequential role in students' ESP learning (Linh, 2022). This author highlights the importance of recognizing the correlation of syllabus design, instructional materials, and institutional resources as crucial elements for optimizing students' ESP learning experiences. Consequently, proficiency is equivalent to success in language acquisition, as it depends on factors that promote engagement in an ESP course.

Considering teachers' perspectives about factors that influence an ESP course, Khalil and Semono-Eke (2020) carried out a research study and found a deficiency in teachers' proficiency and comprehension pertaining to the specific methodology requirements for the effective development of ESP courses. The researchers stated that "there is a dire need for teachers' training courses" (Khalil & Semono-Eke, p. 266). Consequently, they recommend a more thorough exploration of this specific facet of English language education to reveal and foster innovative teaching methodologies for the future (Khalil & Semono-Eke, p. 266). Furthermore, Alsharif and Shukri (2018) offered insights into teachers' perspectives on ESP instruction and learning, revealing additional factors that can impact the effectiveness of an online ESP course. These authors found that instructors agreed that ESP teachers require improved knowledge and professional development opportunities, both lacking from the institution's administration. In addition, students' low English proficiency and insufficient teacher training before employment are significant barriers to effective ESP instruction (Alsharif & Shukri, 2018). Considering these findings, addressing the gap in teachers' proficiency and understanding of ESP methodology through targeted training courses is essential for the development of innovative teaching approaches in online settings. The

insights obtained from instructors regarding the deficiencies in ESP methodology proficiency and understanding highlight the necessity for training that addresses the unique challenges and demands of online ESP instruction. By enhancing teachers' knowledge and skills in areas such as online pedagogy, digital resource utilization, and student engagement strategies, institutions can better equip educators to deliver high-quality ESP instruction in online environments, ultimately maximizing learning outcomes for students.

Facilitating Learning in Online Classes to Engage Students

In the context of online education, the cultivation of active learning practices is considered imperative for students. Collier (2014) argued that “in the active-learning classroom, students are the primary actors, engaging in meaningful activities and taking ownership of their learning” (p. 116). Further, the objective of active learning resides in the facilitation of students' progression toward a deeper comprehension of subject matter, as well as the cultivation of their capacity to participate in higher-order cognitive processes (Bonwell & Eison, 1991). Considering these perceptions, promoting active learning practices, where students actively participate in meaningful activities and take ownership of their learning, is closely linked to fostering student engagement and facilitating deeper comprehension of course materials and higher-order cognitive processes. In 2014, Collier conducted an investigation into the implementation of active learning methods to effectively engage students within online learning environments. The author focused on three important approaches to achieve such an aim: learner-content engagement, learner-instructor engagement, and learner-learner engagement. Regarding learner-content engagement, Collier states that it can be

perceived as passive learning; however, the objective of this approach is to foster dynamic student interaction with course content, promoting deeper engagement, and using tools such as simulations, interactive content, and games to enhance this engagement (Collier, 2014, p. 117). As for learner-instructor engagement, the author explains that “this approach emphasizes the importance of creating a space for student practice, allowing students the freedom to fail, and provides timely, contextual, rich, and meaningful feedback to enhance learning” (Collier, 2014, p. 120). In regards to learner-learner engagement, Collier indicates that the most significant teaching advancements, driven by social technologies, primarily involve enhancing learner-to-learner engagement. These technologies connect learners globally and promote more substantial interactions among peers in the same class, which are vital for active learning (Collier, 2014, p. 124). In conclusion, Collier’s examination of active learning practices in online education emphasizes their critical role in enhancing students’ engagement and promoting deeper comprehension. By prioritizing dynamic interactions between students and course content, fostering meaningful engagement between instructors and learners, and using social technologies to facilitate peer-to-peer interactions, active learning emerges as a fundamental strategy for effective online teaching and learning.

Considering the importance of active learning in online settings, it is also relevant to understand the significance of online interactions since achieving a high degree of student engagement in online education hinges upon fostering interaction (Kennedy, 2020, p. 1). In 2021, Katsarou and Chatzipanagiotou researched the role of interaction in distance education. The authors classified learner-content interaction as a factor in students’ success and students’

satisfaction in online courses (Katsarou & Chatzipanagiotou, 2021, p. 355). They also claimed that learner-instructor interactions are important for the promotion of deep approaches to the online learning experience (Katsarou & Chatzipanagiotou, 2021, p. 352). Finally, the authors (2021) stated that

The considerations for effective learner-learner interactions are similar between traditional classroom environments and e-learning environments (e.g., group size, group goals, individual roles and responsibilities, group and individual accountability, contact information and communications and grading). The challenge lies in planning and coordinating such interactions during e-learning. (p. 353)

The insights from Kennedy (2020) and Katsarou and Chatzipanagiotou (2021) underscore the critical role of interaction in fostering student engagement and success in online learning environments. Effective online interactions, whether between students and course content or between students and instructors, are essential for promoting deep learning approaches and enhancing overall satisfaction with online courses. Moreover, the similarities in considerations for learner-learner interactions between traditional and online environments highlight the need for thoughtful planning and coordination to facilitate meaningful interactions in online learning contexts. Thus, understanding and prioritizing various forms of online interaction are imperative for maximizing student engagement and optimizing the online learning experience.

In another study, Spilka (2015) investigated the learner-interface interaction as another relevant type of interaction in online settings. The author states that “given the technology-mediated nature of online education, learner-interface

interaction is considered to be another important type of interaction” (Spilka, 2015, p. 55). Spilka explains that this form of interaction primarily takes place between the learner and the technology employed in online education. She additionally highlights that this particular interaction can be demanding because individuals have not encountered learner-interface interaction in their conventional classroom-based education (Spilka, 2015, p. 56). Online interactions stand as an indispensable element for fostering students’ engagement and active learning in online environments. These interactions, involving learner-content, learner-instructor, learner-learner, and learner-interface dynamics are essential for meaningful and effective online education.

The exploration of active learning practices in online education, as illuminated by Collier’s (2014) and Spilka’s (2015) research, underscores their fundamental role in enhancing student engagement and facilitating deeper comprehension. To optimize online teaching and learning experiences, educators should prioritize dynamic interactions between students and course content, meaningful engagement between instructors and learners, and the effective utilization of technological interfaces. Specific recommendations include integrating interactive elements into online course materials, providing timely and constructive feedback, fostering collaborative learning opportunities among students, and ensuring that learners are adequately prepared to navigate and interact with the technological tools employed in online education.

Indicators of Active Learning and Students' Engagement in an Online Setting

Incorporating active learning into online content is essential for engaging students, regardless of the instructional setting. Nevertheless, owing to the distinctive characteristics and difficulties inherent to online courses, it becomes imperative to grasp the distinct methodologies associated with active learning in this context (Khan et al., 2017, p. 108). Considering this, in a study on maximizing online learning through student engagement, the authors found that some strategies that help to incorporate active learning in online contexts are building a community, clearly outlining course expectations, utilizing tools for interaction, promoting the exchange of ideas, providing timely and relevant feedback, and creating an environment that is student centered. They also stated that the integration of these strategies encourages student engagement within a virtual community (Khan et al., 2017, p. 109). In line with this, Yengin et al. (2010) carried out a research study on the roles of teachers to promote engagement in e-learning and identified strategies related to motivation and feedback to engage students in virtual contexts. Regarding motivation, the authors state that “motivation directly affects the way people learn as they put emotional investment-interest to achieve a task in their learning process” (2010, p. 5778). Therefore, they suggest the motivational strategies of attention, relevance, confidence, and satisfaction. The strategies to catch attention involve using different types of examples to demonstrate a concept, using humor, using inquiry, or requiring participation (Yengin et al., 2010, p. 5778). Relevance strategies consist of giving lectures, orienting the goals of the students according to the lesson, showing the future

usefulness of the course, or matching their needs with the course (Yengin et al., 2010, p. 5779). Confidence strategies are related to monitoring the learning requirements, matching the difficulty, knowing the expectations of students and trying to satisfy those, presenting tools for goal setting, and providing immediate feedback (Yengin et al., 2010, p. 5779). Ultimately, the satisfaction strategies involve providing unexpected rewards, implementing positive outcomes, avoiding negative punishments, matching the course to the students' expectations, transferring knowledge into real world settings, or being fair in the test results (Yengin et al., 2010, p. 5779). Regarding strategies for giving feedback, the authors explain that in e-learning, students may receive prompt performance feedback through various computer-managed activities like drills, problem-solving, games, simulations, tutorials, and online lectures. These activities also offer opportunities for cooperative learning and peer feedback through discussions, instant messaging, forums, games, Wikis, and simulations (Yengin et al., 2010, p. 5780). By employing these multifaceted approaches, educators can create dynamic and interactive virtual learning environments that cater to diverse student needs and promote meaningful participation in the learning process.

Bender (2017) also conducted a study to analyze possible strategies for increasing students' engagement in online settings. The study was divided into four parts: instructional organization for increasing engagement, tech strategies, collaborative instruction, and personal responsibility and student engagement. Regarding instructional organization for increasing engagement, Bender suggests the strategies of flipped classes, project-based learning, and makerspace and genius hour. As for the tech strategies, the author proposes games, gamification,

simulations, virtual field trips, coding and robotics, storyboarding for comprehension, and animation to increase engagement. In relation to collaborative instruction strategies, Bender recommends the use of blogs, social media, wikis, peer tutoring, and role-plays as effective strategies to improve students' engagement. Moreover, Bender encourages teachers to apply the strategies of reward and response cost, goal setting and self-monitoring, and growth mindset (Bender, 2017).

Considering the relevant implications of these studies, it becomes evident that a multifaceted approach combining active learning, technology integration, collaborative instruction, and personal responsibility strategies is essential for fostering meaningful student engagement in online education environments. Teachers should leverage a diverse range of instructional methods and technological tools to create dynamic and interactive learning experiences that cater to diverse learner needs and preferences. By empowering students to take ownership of their learning and providing opportunities for collaborative interaction and experiential learning, teachers can create engaging online learning environments that facilitate deep learning and promote academic success.

E-Learning Tools that May Influence Students' Engagement

In 2018, Chitra and Raj stated that "E-learning stands for the word 'electronic'; it would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices" (p. 11). Moreover, the authors added that engaging students in their learning is crucial for enhancing educational outcomes. In that regard, E-learning

provides students with the opportunity to develop critical thinking skills, become self-directed learners, and take risks within a supportive learning environment. It also empowers students to work independently, fostering a sense of autonomy. For the authors, learning becomes flexible, occurring anywhere, at any time, and through various means, so E-learning can serve as a source of inspiration, motivating students to pursue deeper knowledge and engagement with their education (Chitra & Raj, 2018, p. 12). More specifically, in 2021, Rodriguez conducted a study to examine how technological tools help students achieve communicative language in online classes. Even though this research was not focused on students' engagement, it contributed valuable insights regarding tools that foster participation. Rodriguez's findings are described below:

Flipgrid. Rodriguez (2021) explains that "Flipgrid is a website that allows teachers to create group discussions about a topic they desire" (p. 17). The author brings to light the fact that this website engages students orally. It also motivates students to participate using their speaking skills since some students feel embarrassed when they have to speak in front of others, which makes it difficult for the teacher to assess them. Moreover, the website also allows all students to participate since sometimes not all participate in synchronous discussions (p. 17). This assertion shows that regardless of the lesson objective, this website can effectively promote engagement and participation among students, motivating them to use their linguistic skills.

Padlet. Fisher (2017) notes that "Padlet is a very easy-to-use technology that can be applied to engage students in a large number of ways both inside and

outside of the classroom” (p. 165). Regarding the same tool, Rodriguez (2021) notes that

With the help of this platform, teachers can encourage students to actively participate in the class and also they become the center since they are the ones interacting with it. The teacher may explain how to use the website, but the students are the ones who participate actively with the platform. (p. 18)

It can be understood that this platform empowers teachers to facilitate active student participation, making them the central actors in their learning process since they are the ones who actively engage with and through the platform by creating their own contributions and sharing them directly with others.

Genial.ly. Rodriguez (2021) mentions that “Genial.ly is a website in which teachers can create interactive content such as board games, live worksheets, oral games, and presentations, among others” (p. 18). Regarding her findings, she discovered that by using this website, students can engage with interactive quizzes featuring images and music, enhancing the learning process by making it dynamic and enjoyable. The author further states that “Genial.ly has reinvented online learning and also has provided content that allows ELF teachers to have the chance to guide their classes” (Rodriguez, 2021, p. 19). It follows that the use of this website for online classes can certainly increase students’ engagement since it promotes interaction and creativity during the learning process.

Berges et al. (2021) also carried out a study to analyze tools that facilitate engagement in an online classroom setting. The authors state that “a few key tools that can be used to provide greater opportunity and desire for students to interact in either modality are Mentimeter, Padlet, and Zoom” (p. 6). Mentimeter and Padlet

both foster real-time collaboration among students, promoting higher levels of participation and engagement due to their innovative approach (Berges et al., 202, p. 6). Regarding the Zoom platform, it facilitates real-time communication and interaction between teachers and students in different locations. It also offers additional engagement features like chat, whiteboard, and emojis (Berges et al., 202, p. 6). Therefore, these tools offer valuable opportunities to engage students in online settings by fostering interaction, participation, and creativity during their learning experiences.

With a similar aim as the aforementioned authors, Araya (2021) examined the integration of technological sources through online activities for educational purposes. He describes five technological resources: forums, web-based software and tools, video-based learning and reflection, YouTube, and online PBL. He argued that “the use of these resources can help teachers catch students’ attention and make the classes more appealing for them, not to mention that their participation can be boosted which will also contribute to fostering critical thinking” (p. 103). Considering this, these technological tools can help teachers to engage students in their learning process in online settings by fostering their interests and different ways of learning.

Another relevant study about tools that promote engagement in online settings was carried out by Solomon in 2020. As a case study, the author highlighted a participant’s feedback concerning the most effective technological tools for online classes. The participant expressed a preference for Padlet, Nearpod, and Mentimeter, platforms that allow interaction between students and teachers. Additionally, the participants found breakout rooms particularly engaging,

noting that they facilitate easy communication with others in the same breakout room (Solomon, 2020, p. 27). Overall, this response also highlights the effectiveness of Zoom, Padlet, Mentimeter, and Nearpod as some of the most valuable tools employed for online teaching.

The information collected through this literature review revealed a variety of conceptualizations and underlying assumptions pertaining to the construct of engagement. Based on the sources reviewed, the most relevant feature linked with engagement is the extent to which students exhibit proactive involvement and participation in the learning process. This proactive involvement and participation can be observed and assessed through behavioral, emotional, cognitive, and social components. Indeed, most researchers agreed that specific behaviors, interactions, emotions, and attitudes can contribute to the understanding of students' engagement. In light of this, the present study will consider such components to identify the factors that may impact various dimensions of engagement in a virtual ESP learning setting. Additionally, this literature review provides a comprehensive panorama of the varied perceptions concerning the prevalent factors that influence student's engagement. Finally, a wide variety of strategies and tools to promote engagement were analyzed with the purpose of providing actionable recommendations for educators and institutions to enhance engagement in an online ESP.

Methodology

Research Approach

This study employed a mixed-methods approach, which is defined by Ponce and Pagán-Maldonado (2014) as “research intentionally combining or integrating

quantitative and qualitative approaches as components of the research” (p. 113). The study incorporates engagement scores given by the student-teachers using a student engagement rubric and data collected from the students through a series of surveys. This mixed-methods approach is useful as it allows for a more comprehensive understanding of student engagement by combining both quantitative and qualitative data. The quantitative component, through engagement scores, provides measurable insights into the level of students’ participation in the course. Simultaneously, the qualitative data gathered from surveys offers a deeper context by capturing students’ perspectives, experiences, and attitudes during the course. By integrating both types of data, this approach ensures a comprehensive analysis that covers not only the extent of engagement but also the underlying reasons behind it, providing more significant conclusions. The data was collected for 11 out of the 14 weeks of the term: the course introduction (Week 1) and evaluation weeks (Week 8 and Week 14) were not taken into account for the results since engagement criteria such as the “frequency of engagement” and the “relationship among peers” cannot be evaluated during the process of test taking.

Context

The data collected in this research paper derived from an English for Specific Purposes Course aimed at students from the Bachelor's in Business Computing at the University of Costa Rica (UCR), Southern Campus. The course was taught during the second semester of 2023 and was specifically designed to help students improve their productive skills within the business and technology fields. As part of the course evaluation by the student-teachers in charge, this research study sought to assess the students’ engagement in online lessons and

the overall course in a business and technological context to provide valuable insights for educators and curriculum designers looking to develop similar programs. Moreover, the research was conducted as part of the requirements for the Practicum course and the Graduate Program in Teaching English as a Foreign Language at UCR.

Participants

The population observed consisted of 8 students, where 7 are male and 1 is female. Even though 10 different students initially enrolled in the course, the study mainly considered the attendance of the returning students after Week 2 as 3 students only attended the first lesson. Hence, the population enrolled in the practicum that served as the basis for the present study oscillated between 1 and 8 students with irregular attendance as shown in Table 2. In comparison, the initial population for the needs analysis leading to the design of the course consisted of 14 students. They were all full-time students, and the Bachelor's in Business Computing was their first and only major.

Table 2*Student Attendance to Class*

Students	Week Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
KAT	x ^a													
JBH														
SBR			x		x	x	x		x	x	x	x	x	x
JCB														
MCC	x	x	x	x	x		x		x					
YEC	x													
CMM														
MMJ														
AMJ	x	x		x	x ^a				x					
CPN				x	x									
KSG	x ^a			x ^a										
PSC	x ^a	x ^a		x	x			x	x	x				
GVF	x	x		x	x	x	x			x				
CVV	x		x	x	x	x								

Note. The variation in attendance was used and addressed in the results to support the analysis of student engagement in the course.

^a Student joined the class session but left before it was dismissed.

Data Collection Instruments

In this section, the data collection instruments will be described. The instruments were created and adapted to comprehensively measure the various levels of engagement within the classroom setting on a weekly basis.

Student Engagement Rubric. The “Student Engagement Rubric” (see Appendix I) was used to assess the students’ engagement levels based on 4 dimensions: behavioral, emotional, social, and cognitive. The behavioral dimension in the rubric covers the students’ attendance in regard to promptness, their compliance with the course rules, their general behavior during lessons, and their preparation for class. The emotional dimension covered the students’ classroom attitude and their frequency of participation. The social dimension evaluated the students’ relationships with their peers and with the student-teachers. Lastly, the cognitive dimension addressed the students’ task performance in relation to class activities. These indicators were included in the rubric based on Subramanian and Mahmoud’s 2020 framework, which included skill engagement, emotional engagement, participation/interaction engagement, and performance engagement. This framework provides a comprehensive framework for understanding student engagement in various contexts. To guarantee the validity and reliability of the rubric, the instrument was adapted from existing rubrics created for assessing engagement in class by the schools of education at different universities. Specifically, the rubric was adapted by the student-teachers based on criteria by Ferris State University (n.d.) and Online Learning and Academics Programs (n.d.), from an instrument developed by the West Virginia Department of Education, a government agency that oversees the public school system in West Virginia,

U.S.A., and the “Engaged Online Course Rubric” which was created by the Online Learning program from the University of Tennessee in Knoxville (n.d.), TN, U.S.A. Moreover, for additional validity and reliability, the rubric was revised following the feedback from the Practicum instructor.

The rubric provided the student-teachers with a well-organized framework to evaluate student engagement according to consistent criteria essential for creating a positive learning environment and improving the overall educational experience. Specifically, the data obtained from the rubric was essential for the student-teachers to analyze factors contributing to a positive learning environment and to obtain relevant insights for future courses. According to Chaaban and Arcuria (2019), a well-designed rubric can help both students and teachers improve the teaching and learning experience. For teachers, it can provide insightful information about student performance, resulting in more productive teaching methods and better learning results. As for students, it can help them understand an instructor’s expectations regarding an assignment, improve their performance by integrating instructor feedback, and evaluate their own work (Chaaban & Arcuria, 2019).

Survey for Students. For the purpose of this study, a survey (see Appendix J) was designed and administered to students to inquire about their thoughts, as well as their feelings and emotions regarding the different tasks and activities they participated in. To obtain this information, the survey used two open-ended questions, eliciting responses on the positive aspects appreciated in the class and aspects that were less favored. According to Züll (2016), open-ended questions “require respondents to formulate a response in their own words and to express it

verbally or in writing. Respondents are not steered in a particular direction by predefined response categories” (p. 1). The open-ended questions were expected to capture the participants’ perspectives and experiences and yield rich qualitative information. The instructors aimed to collect weekly information about the students’ experience and their emerging needs and wants with the purpose of planning the following class accordingly. For example, the survey aimed to assess the students’ engagement level in the lesson, identify the activities or elements that they found stimulating, and provide recommendations for future classes.

Data Collection and Analysis Procedures

Student Engagement Rubric for Learners.

Data Collection. After the conclusion of the course, the students’ engagement level throughout the semester was assessed with the “Student Engagement Rubric” for each student who attended the class for an extended period of 11 weeks. These 11 weeks corresponded to the course weeks when the content was taught in class, leaving out the introductory class and the 2 classes when no students were in attendance. As previously stated, the rubric assessed the learners’ engagement levels based on their attendance in regard to promptness, their frequency of engagement, their attentiveness in class, their behavior, and their preparation for class. To assess the engagement levels, the student-teachers assigned each student a score per class by reaching a consensus for each criterion of the rubric after watching the lesson recordings.

Data Analysis. To accurately address engagement in class, students were given a score based on the performance observed in class. During the extension of

the course, a lack of consistent attendance was observed; hence, in order to analyze the students' engagement levels, two different engagement scores were calculated for each student based on the individual scores given by the student-teachers for each criterion of the rubric. By doing so, results on the different engagement levels could be obtained regardless of the attendance of the student. One of the engagement scores was the average score, which took into consideration the data from the 11 weeks previously mentioned while the absolute average included the data from all 14 weeks regardless of the students' attendance. The average engagement score was calculated based on the score for all attended lessons excluding Lesson 1 (introductory week) as most of the lesson time that day was spent explaining classroom rules and procedures. The other engagement score was the absolute average, which comprises all 14 lessons, including Lesson 1 and the lessons which no student attended (Lessons 8 and 11). Based on the average and the absolute average scores obtained, the students were assessed as poorly engaged, moderately engaged, or highly engaged. A score in the lower third, between 0-12 was considered as poorly engaged; 13-24 corresponded to moderately engaged, and the upper third, 25-36, was regarded as highly engaged. This classification of student engagement into poorly engaged, moderately engaged, or highly engaged was not based on theoretical criteria or prior research recommendations but was instead a decision made for this study from a practicality standpoint. The scores were obtained by dividing the "Student Engagement Rubric" total score of 36 points between the 3 different classifications of the study (highly engaged, moderately engaged, and poorly engaged), which resulted in the described 12-point increment categorization. By calculating two

scores using the rubric, results on the different engagement levels could be obtained regardless of student attendance. Additionally, the two sets of data allowed for the comparison of students' engagement levels when they were present in class and their overall engagement during the course to identify differences and explore possible causes by comparing qualitative data. Furthermore, these results may be used in the future as further recommendations to stakeholders and future student-teachers to plan their classes for a Business Computing ESP course.

Survey for Students.

Data Collection. Throughout the duration of the course (14 weeks), the instructors provided a Google form link for students to evaluate each class on the aspects they liked and disliked about the lesson they had just taken and thus, provide information about the aspects they would like to keep or improve in class. Nevertheless, students only completed the survey for 9 classes either because students did not attend the class (week 8 and 11) or because they did not fill the form out as this was not mandatory (week 1, 7 and 10). The Google form link was shared at the end of each lesson through the Zoom chat while the students were still in the session.

Data Analysis. After students completed the survey, the student-teachers used the feedback and data to understand how the class had progressed and decide what could be improved for the next class. The data was organized in tables by class session and by week to understand the recommendations provided by each student.

Based on the comments provided, both student-teachers classified the information and reached a consensus after each class; the positive comments were matched with specific factors that promoted engagement according to the rubric while negative comments were linked to specific factors that hindered engagement. This allowed a comparison of the results from the rubric and the students' survey responses for validation of the student-teachers' ratings. Next, taking the feedback into consideration, planning for the following week's lesson plan started, and the activities and focus of the class were often shifted to allow for an environment in which students could interact more with the student-teachers and with their peers. This way, classes were tailored and executed to match the students' learning styles, relationships, and preferred activities. This approach resulted in an additional benefit observed as an outcome of the study, though it was not an intended academic focus.

Results and Discussion

This section presents the findings on the different factors that promoted or hindered student engagement based on the key observations in class and the data collection instruments for students. The chapter is organized into multiple sections, starting with an analysis of engagement levels as determined by the rubric, followed by an examination of the elements that either facilitated or impeded student participation. Lastly, a series of recommendations and limitations will be covered for future research studies and similar ESP courses.

Student Engagement Rubric

Based on the data gathered throughout the 14 lessons of the ESP course "English for Business Computing - Connecting through Language and the Internet,"

an average and an absolute average score were obtained based on the weekly engagement scores given to each student with the Student Engagement Rubric. The rubric evaluated the students' levels of engagement based on the four engagement dimensions: behavioral, emotional, social, and cognitive. The engagement results for each of the students can be seen in Table 3.

Table 3

Individual Student Engagement Scores per Lesson

Student	Lesson Number														Average ^a	Absolute Average ^b
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
SBR	-	-	-	-	28	30	33		33	31		35	36	34	32.5	18.5
MCC	30	30	30	30	28	-	33		30	-		-	-	-	30.2	15.1
AMJ	23	23	19	23	26	-	-		23	-		-	-	-	22.8	9.8
CPN	-	-	21	24	27	-	-		-	-		-	-	-	24	5.1
PSC	-	-	23	25	29	-	-		25	27		-	-	-	25.8	9.2
GVF	34	34	34	34	34	34	33		34	34		-	-	-	33.8	21.8
CVV	29	-	29	29	28	29	-		-	-		-	-	-	28.8	10.3
KSG	-	-	16	-	-	-	-		-	-		-	-	-	16	1.1

^a Average engagement score is calculated based on the score obtained from the Engagement Rubric for all lessons attended excluding Lesson 1 (introductory week) and the lessons which no student attended (Lessons 8 and 11).

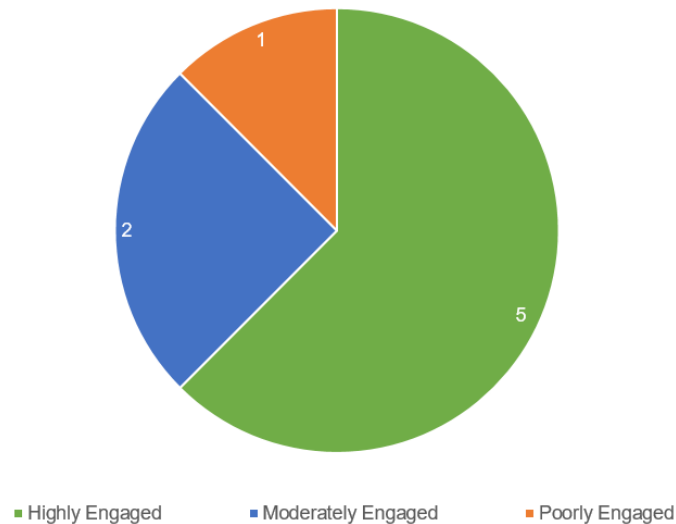
^b Absolute average for all 14 lessons; including Lesson 1, 8, and 11.

As previously stated, a student with a score between 0-12 was classified as poorly engaged, whereas 13-24 corresponded to moderately engaged, and 25-36 was regarded as highly engaged. Based on the results obtained by the students, and only taking into account the engagement observed in the classes attended, 5

out of the 8 students were rated as highly engaged, while 2 were moderately engaged, leaving only 1 being poorly engaged, as seen in Figure 15.

Figure 15

Classification of Students Based on Average Engagement Score

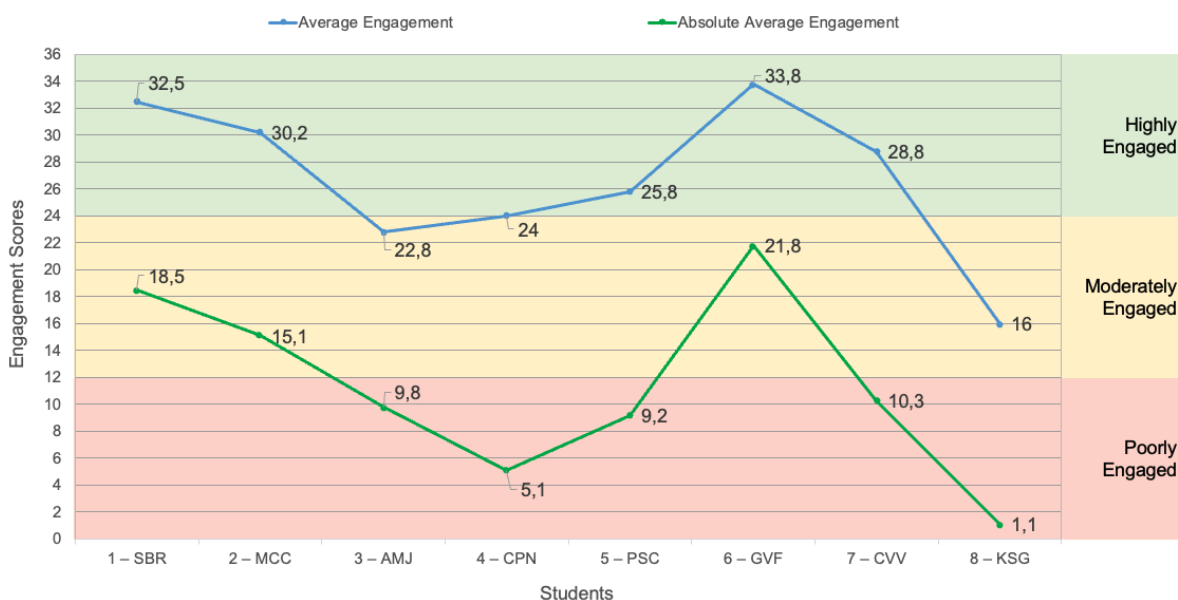


Note. Total number of students = 8

On the other hand, when comparing the average engagement results in the classes attended with the absolute average, which considered the data from the complete course, including absence as a factor of engagement, engagement levels dropped noticeably. Figure 16 shows a comparison of the students' average and absolute average engagement scores throughout the course.

Figure 16

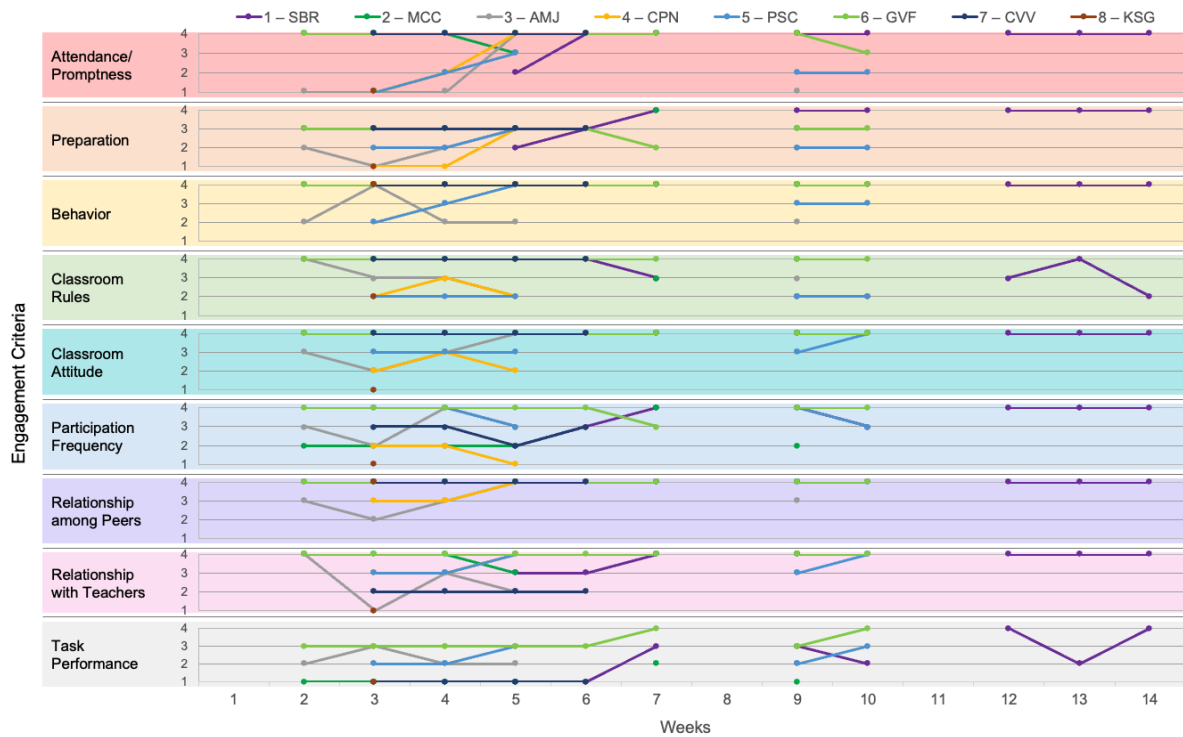
Comparison of Students' Average and Absolute Average Engagement Scores



As can be seen, no student received an absolute average score in the highly engaged category; further, only three were moderately engaged, and the remaining five scored as poorly engaged. The consistent drop in scores suggests that high or moderate engagement in individual lessons may not be a sufficient factor to maintain the same level over an extended period, including regular attendance, and leading to successful course completion. Several factors that may have been linked to the students' attendance and performance in class, and hence, to their overall engagement in the course, will be covered later in this paper.

Figure 17

Comparison of Students' Average Engagement Scores per Engagement Criterion



As can be seen, even though most of the students were not able to finish the course, Figure 17 showcases that the students' engagement did increase based on the engagement criteria trends portrayed above. In fact, light-green, light-blue, and purple lines all showcased an increase in engagement across most, if not all, criteria. Additionally, Figure 17 also illustrates how "relationship among peers" was the criteria that scored high at the beginning of the course and also ended with a high score or evaluation, a factor that may indicate its relevance to the attending students. Besides that, Figure 17 also illustrates how "classroom rules" and "classroom attitude" had similar scores across students and followed a similar trend. This last one may indicate that their attitude and change in engagement may be linked to the classroom activities and will be later analyzed. The results also

indicate fluctuations in engagement levels throughout the lessons, with noticeable increases and decreases in participation frequency, teacher interaction, and task performance. These variations may be linked to the different tasks or materials used during the lessons, which are going to be analyzed in the next section.

Factors that Promoted Engagement

In this section, an array of tables will be presented to systematically analyze the variables contributing to weekly engagement. This information was obtained from students through their responses in the surveys administered at the end of each lesson. It is relevant to mention that for Lessons 7 and 10, none of the students filled out the form; therefore, the lessons were not considered in the analysis. Also, it is important to mention that the results will be tied to the engagement criteria outlined in the Student Engagement Rubric as this section is intended to determine the level of engagement in each lesson.

Table 4

Positive Aspects Highlighted by Students in Lesson 2

Student	Comments from student survey
MCC	Pair work
GVF	Communication/Interaction spaces

Note. Only 2 participants filled out the survey form for this class.

The responses indicate that both pair work and communication/interaction spaces align with the engagement rubric's criteria of peer relationships and participation frequency. This suggests that these students actively participated in class and effectively collaborated in groups, fostering an environment conducive to proactive engagement. Upon analyzing the rubric data, the highest observed

engagement indicators were behavior, attendance, classroom rules, classroom attitudes, participation frequency, and relationships among peers and teachers as shown in Figure 17. Based on this data, there is a clear alignment between the student’s insights and the rubric, with peer relationships and participation frequency emerging as key drivers of engagement. The indicators of peer relationships and participation frequency belong to student “GVF”, who achieved the highest score of 4 on the rubric. During this class, students worked in groups and in pairs to successfully complete tasks involving the use of synonyms to rephrase weekly project reports. This finding suggests that group or team work positively impacts students by fostering stronger peer relationships. These relationships can boost their confidence to participate, leading to improved task performance and engagement.

Table 5

Positive Aspects Highlighted by Students in Lesson 3

Student	Comments from Student Survey
CVV	Teamwork
SBR ^a	Appropriate level of class materials and activities

Note. Only 2 participants filled out the survey form for this class.

^a SBR was late to class, consequently no engagement score was assigned in Table 3, but he did fill out the survey form.

Similar to Lesson 2, engagement in this lesson was influenced by peer relationships and classroom attitude, reflected in the responses regarding teamwork and the appropriate level of class materials and activities. This indicates that active participation in group work fostered constructive communication, while

well-matched materials generated enthusiasm and engagement among the two respondents. After analyzing the rubric data, the most frequently observed engagement indicators were behavior for student “AMJ”, which increased from 2 to 4, and task performance, which rose from 2 to 3, as shown in Figure 17. For this class, students worked on various handouts related to status reports for both agile and waterfall methodologies. To complete these tasks, they collaborated in small groups and as a whole class always with the lead teacher. This interaction facilitated the completion of tasks but also enhanced key engagement behaviors. The ongoing interaction with peers and the instructor provided opportunities for communication and support, which are critical elements to improve task performance and engagement. These factors align with the indicators of task performance and behavior, emphasizing the importance of collaboration in fostering active participation and successful outcomes. This positive classroom behavior may have helped build better peer relationships, contributing to improved task performance and overall engagement.

Table 6

Positive Aspects Highlighted by Students in Lesson 4

Student	Comments from student survey
PSC	Interactive class
AMJ	Challenging activities
CVV	Pronunciation feedback
MCC	Engaging games. Good lesson level
GVF	Sharing results/answers technique and engaging games

Note. Only 5 participants filled out the survey form for this class.

As suggested by their answers, the five respondents seem to have exhibited engagement throughout the class owing to its interactive nature (participation frequency), the incorporation of challenging activities (task performance), the provision of pertinent and constructive feedback (task performance), active participation in educational games (classroom attitude), and the collaborative sharing of answers to assess their work (relationship among peers-teachers). After analyzing the rubric data, it became clear that the most frequent indicators identified by students closely matched those found in the rubric. Specifically, classroom attitude, participation frequency, and relationships among peers and teachers were recognized as key indicators of engagement in Lesson 4. Student "CPN" showed a noticeable improvement in classroom attitude, with their score rising from 2 to 3. Student "AMJ" demonstrated an increased participation frequency, moving from 2 to 4. Additionally, "AMJ" experienced an improvement in peer relationships, with their score increasing from 2 to 3, and relationships with teachers also improved, rising from 1 to 3. This outcome may be attributed to the activities and materials used in class. During the development of this class, students were asked to complete some tasks by working in groups through the use of the sites *Genial.ly* and *TOMi.digital*. The combination of group work and interactive websites may promote engagement since students actively participated in the class fostering interaction, participation, and communication. This alignment between student feedback and rubric data highlights the effectiveness of interactive and collaborative strategies in enhancing classroom engagement.

Table 7*Positive Aspects Highlighted by Students in Lesson 5*

Student	Comments from student survey
PSC	Interaction between teacher and students
MCC	Engaging activities
CVV	Engaging activities
CPN	Acquisition/learning of new topics
GVF	Activities for practicing listening.

Note. Only 5 participants filled out the survey form for this class.

Several elements seem to have contributed to students' engagement in this lesson, including the interactive engagement with student-teachers, active participation and completion of various and engaging activities, the acquisition of new topics, and engagement in listening activities. These results are related to the engagement criteria of relationship with the teacher, participation frequency, and task performance, which suggest that the lesson may have promoted student involvement, encouraged interaction, and facilitated learning comprehension and retention. Analyzing the rubric, the indicator of relationships with teachers was also present as a factor that promotes engagement. Student "CPN" had an increase from 3 to 4 in relation to this indicator. This may be as a result of the activities implemented during this class. Students had to identify the parts of an email with the lead teacher (Task 1), students also had to listen to an audio and fill in the blanks also with the guidance of the teacher (Task 2), and they had to read an email to answer some questions with the teacher help (Task 4). These activities, requiring regular interaction with the lead teacher, may contribute to increasing the

levels of engagement in the class. The teacher's guidance and support helped students feel more confident, fostering stronger relationships and boosting overall student engagement.

Table 8

Positive Aspects Highlighted by Students in Lesson 6

Student	Comments from student survey
SBR	Teamwork
GVF	Teacher's guidance
CVV	Interactive class

Note. Only 3 participants filled out the survey form for this class.

As previously reported by the three respondents, factors such as teamwork (relationship among peers) and interactive class sessions (participation frequency) were likely elements that fostered student engagement in this lesson. Another important aspect was mentioned is the guidance from student-teachers (relationship with teacher) during the class. Similarly, the data from the rubric clearly reveal a common engagement indicator: participation frequency. The participation frequency of student "CVV" increased from 2 to 3. This increase in engagement may be due to the type of activities implemented in class. Students were asked to play the game *Who Wants to Be the Next Bill Gates?*; therefore, they had to play by working in groups through the lead teacher's guidance. As stated previously, teamwork offers opportunities for collaboration, support, and even guidance from peers. This led to the creation of a supportive and cooperative environment, motivating students to actively participate and engage in meaningful tasks. The interaction between teamwork, interactive class dynamics, and teacher

guidance reinforces the idea that these factors collectively enhance student engagement.

Table 9

Positive Aspects Highlighted by Students in Lesson 9

Student	Comments from student survey
PSC	Interactive class
MCC	Engaging activities

Note. Only 2 participants filled out the survey form for this class.

In the context of this lesson, several factors that seemed to contribute to students' engagement included interactive class sessions (participation frequency) and engaging activities (classroom attitude). Analyzing the rubric data, it reveals that preparation and task performance were the indicators that show a significant level of engagement during this lesson. The first indicator mentioned increased from 3 to 4 and the second one moved from 1 to 3 both for student "SBR". During this class, students played the traditional game Jeopardy by using the website *Factile* to learn new vocabulary, practiced the useful expressions learned previously to close a deal through the website *LearnHip*, and used the website *WordWall* to fill out a script to close a deal. The interactive nature of these websites helped students stay focused and actively participate. Therefore, the use of these different sites highlights the importance of incorporating diverse, technology-driven learning tools to enhance student engagement.

Table 10*Positive Aspects Highlighted by Students in Lesson 12*

Student	Comments from student survey
SBR	Appropriate level of activities

Note. Only 1 participant filled out the survey form for this class.

In the context of this lesson, the student highlighted an appropriate level of the activities developed in class. This aligns with the engagement criteria of task performance, indicating an adequate grasp of the content and successful completion of the assigned tasks. Considering the data from the rubric, task performance was also found as an indicator of engagement in this class. The engagement level of student “SBR” moved from 3 to 4 in relation to this indicator. This result may be linked to one activity implemented during the class in which the student had to perform a role-play about assisting a customer by using the formal and informal language learned. As a result, the student turned the camera on and showed a comprehensive understanding of the subject matter by successfully carrying out the role-play. This behavior not only reflects the student’s commitment to the learning environment but also indicates a certain level of task performance. Role-plays require students to apply knowledge in real-world contexts, encourage active participation, and help improve task execution. Therefore, this kind of activity fosters deeper engagement and strengthens the learning experience.

Table 11*Positive Aspects Highlighted by Students in Lesson 13*

Student	Comments from student survey
SBR	Engaging tasks

Note. Only 1 participant filled out the survey form for this class.

In the context of this session, the answer suggests the appropriate design and execution of tasks, resulting in positive engagement (task performance) for the respondent. On the contrary, the rubric reveals classroom rules as an indicator of engagement. The student had a noticeable increase from 3 to 4. The primary focus of this class was on falling and rising intonation, explored through a speaking activity; a role-plays. Additionally, students used interactive websites like *Baamboozle* and *CrosswordLabs* to reinforce their understanding of intonation patterns. Therefore, to achieve the aim of the class the student was asked to speak clearly, loudly and to turn the camera on. This behavior also reflects the student's commitment to the learning process and environment as well as respect for the teachers. This finding suggests that the use of interactive platforms can make the learning process more enjoyable, motivating students to engage with the content while adhering to classroom rules.

Table 12*Positive Aspects Highlighted by Students in Lesson 14*

Student	Comments from student survey
SBR	Engaging pronunciation tasks

Note. Only 1 participant filled out the survey form for this class.

Within this session, the student's response points to positive engagement

achieved through the implementation of tasks designed to offer constructive pronunciation feedback. The positive engagement through tasks designed to provide pronunciation feedback suggests that the student is demonstrating a comprehensive understanding and mastery of the content. Therefore, it is related to the task performance indicator. The rubric data also identified task performance as a key indicator of engagement. As seen in Figure 17, there is an increment of this indicator going from 2 to 4. In this class, the websites *WordWall* and *Genial.ly* were implemented to learn and practice the topic. As previously mentioned, the use of these technological sites not only enhance student motivation but also promote active participation, which directly contributes to improve task performance.

To better understand the factors contributing to student engagement and performance in the classroom, Table 13 summarizes key observations from the analysis of lesson activities and rubric data.

Table 13

Aspects that Promote Engagement: Lesson Observation Reports

Category	Commonalities	Trends in Scores	Conclusions
Student Attendance	Consistent participation from students “GVF” “CPN”, and “AMJ”.	Regular attendees show improvements in students like “AMJ” and “CPN” with scores rising from 2 to 4 and from 3 to 4, respectively in regards to the indicator of participation frequency.	Consistent student presence is linked to higher engagement and improved performance.

Types of Tasks	Collaborative activities (role-plays, group work). Use of interactive tools (WordWall, Genial.ly, Baamboozle).	Interactive tasks and collaborative work lead to increased scores in participation frequency and task performance. Student “SBR” participation frequency increased from 1 to 3 and student “AMJ” task performance rose from 2 to 4.	Collaborative tasks and technological tools are key to fostering engagement and active participation.
Feedback Mechanism	Constructive feedback from teachers and peers. Regular interaction with instructors during activities.	Feedback-driven tasks lead to higher scores in task performance and relationships with teachers. Student “AMJ” shows an increase from 1 to 3.	Constructive feedback positively impacts task performance and peer-teacher relationships.
Participation Frequency	Group work fosters stronger peer relationships and teamwork. Interactive platforms keep students motivated.	Improvements in task performance, participation frequency, and classroom attitude. Student “GVF” scored 4 for participation frequency, and “CPN” improved from 2 to 3 in classroom attitude.	Collaborative and interactive tasks generate higher scores in key engagement indicators.

Grouping Dynamics	Group tasks (e.g., project reports) enhance student interaction. Larger groups tend to show higher engagement.	Students in larger groups often exhibit increased engagement and participation scores. There was an increase for students “CVV” from 2 to 3 and “AMJ” from 2 to 4.	Group dynamics play a significant role in enhancing student engagement.
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Students reported that the main factors promoting engagement were relationships with peers, participation frequency, interaction with teachers, and task performance. Peer relationships emerged as the most significant factor, with students actively fostering teamwork through pair work and collaborative tasks. This aligns with the rubric data, which indicates that consistent attendance and participation, exemplified by students like “AMJ” and “CPN,” correlate with improved scores in participation frequency, highlighting the importance of peer interaction in the learning process. Participation frequency was another key factor, as students engaged more in class discussions and educational games. This is supported by the rubric, where students such as “SBR” demonstrated an increase in participation scores due to interactive tasks. The use of tools like *WordWall* and *Genial.ly* not only facilitated collaborative activities but also contributed to increased task performance, evidenced by “AMJ” improving from a score of 2 to 4. Furthermore, interaction with teachers was noted as a vital aspect of engagement. Students emphasized the positive impact of constructive feedback and guidance from instructors, which is reflected in the rubric data showing improved relationships with teachers, particularly for “AMJ,” who saw an increase from 1 to 3.

This feedback mechanism was crucial in fostering a supportive learning environment that encouraged student participation and task completion. Overall, the findings suggest that an engaging classroom environment, characterized by strong peer relationships, active participation, effective teacher interaction, and constructive feedback, is essential for enhancing student engagement and achieving successful learning outcomes.

Factors that Hindered Engagement

In this section, a systematic exploration of factors affecting students' weekly engagement based on their perceptions was also carried out through a comprehensive set of tables. Like in the previous section, these tables present the data obtained from students' responses collected through weekly surveys. The collection of data through this rubric was affected by their attendance; the number of comments received through the survey may not correspond to the number of students who attended class but only reflects those who did complete the form among those present. Additionally, based on students' comments and the stakeholders' insights upon the instructors' inquiry, class attendance may have been hindered due to conflicting assessment timelines and projects in other courses of the B.A. program. For these reasons, the student-teachers later concluded that absences may not be an indicator of poor engagement by themselves as these could be influenced by external factors unrelated to classroom participation. Lastly, it is worth mentioning that information pertaining to lessons 2, 7, 10, and 12 is not included, as students either did not cite any factors affecting their engagement during these specific lessons, or they did not fill out the

form. The students' answers will be linked to factors from the student engagement rubric.

Table 14

Negative Aspects Highlighted by Students in Lesson 3

Student	Comments from student survey
CVV	Unclear instructions
SBR ^a	Rate of speech

Note. Only 2 participants filled out the survey form for this class.

^a SBR was late to class, consequently no engagement score was assigned in Table 3 but he did fill out the survey form.

As can be seen, excessively complex instructions due to wordiness and a high rate of speech on the part of the instructor affected engagement in this lesson. These aspects could influence the engagement factor of task performance since the respondents showed limited understanding of key concepts. The rubric data reveals that the most prominent indicator affecting engagement in this class was relationships with teachers. The student "AMJ" saw a decrease from 4 to 1. As mentioned by the students, the instructions provided by the teachers for the tasks in this class were unclear, which impacted students' willingness to participate. The lack of clarity not only made the content difficult to understand but also hindered their confidence in interacting with the teachers.

Table 15*Negative Aspects Highlighted by Students in Lesson 4*

Student	Comments from student survey
PSC	No comments
AMJ	The lesson lacks more competitive activities
CVV	No comments
MCC	No comments
GVF	No comments

Note. Only 5 participants filled out the survey form for this class.

According to one student's assertion, the absence of competitive activities may be a factor negatively affecting students' engagement levels. This finding suggests that the engagement factor of participation frequency was affected. In an academic context, competitive activities often introduce an element of challenge and motivation, promoting active participation. Lotnick (2014) asserted that competitive activities or games are a favorable way of extrinsically motivating students to participate in classroom activities, and attention is a necessary component of successful participation (p. 17). The absence of competitive elements in this class may have led to a potential reduction in engagement for the respondent, pointing to a perceived lack of stimulation to actively involve themselves in the learning experience. Notably, the other three respondents did not highlight any aspects that could be linked to poor engagement. However, the data obtained from the rubric shows that the most frequent indicators affecting engagement in this class were behavior and task performance. The student "AMJ" presented a decrease from 4 to 2 regarding the indicator of behavior and a

decrease from 3 to 2 in relation to task performance. For this class, students learned about the waterfall and agile methodologies. Then they practice what they have learned by completing a Venn diagram on the website *Classtools* to finally present the information. However, the task was complex and they could not achieve such an aim. When students struggle to achieve an objective due to its difficulty, it can lead to frustration, reduced motivation, and disengagement. As a result, students become less focused and lower task performance is observed, as they are unable to complete the task successfully. The lack of achievement could diminish confidence and participation, further hindering engagement in this class. Therefore, competitive activities are required not only to motivate students and promote active participation but also to be appropriately tailored to the students' skill levels. This will ensure that activities are both engaging and achievable, fostering confidence and sustained involvement in the learning process.

Table 16

Negative Aspects Highlighted by Students in Lesson 5

Student	Comments from student survey
PSC	Complex use of language
MCC	Difficult activities
CVV	To focus more on listening and pronunciation
CPN	No comments
GVF	No comments

Note. Only 5 participants filled out the survey form for this class.

In the context of this class, the incorporation of intricate language structures, challenging activities, and the absence of emphasis on listening and pronunciation

seem to have had an impact on students' engagement levels during the execution of diverse tasks. These findings suggest a negative influence on the engagement factors of task performance and participation frequency. As a result, students may have been less inclined to participate and perform well in class activities. Similarly, the rubric identified participation frequency as a key factor influencing engagement in this class. Students "AMJ", "CVV", and "CPN" show a decrease regarding this indicator from 4 to 3, from 3 to 2, and from 2 to 1, respectively. For this class, students were asked to complete diverse handouts related to meeting minutes/notes emails. Even though the tasks were designed to be done in pairs, students needed the teacher's guidance to complete them. However, relying on the teacher for assistance could reduce opportunities for independent collaboration between students, making them less likely to engage actively with each other. This reliance on teacher support might have limited the natural flow of interaction and reduced the frequency of student participation throughout the class.

Table 17

Negative Aspects Highlighted by Students in Lesson 6

Student	Comments from student survey
SBR	Unclear instructions
GVF	Rate of speech
CVV	Complex activities

Note. Only 3 participants filled out the survey form for this class.

In this lesson, it is pertinent to recognize that task performance and participation frequency engagement factors were affected as unclear instructions, speech rate, and activity complexity functioned as factors influencing the levels of

student engagement. These elements may have affected students' comprehension and information processing and increased the cognitive load inherent in task execution. However, the rubric data indicated a neutral trend, as no significant decreases in engagement were observed in this class. Therefore, considering students' insights, the only indicators affecting engagement in this class were task performance and participation frequency.

Table 18

Negative Aspects Highlighted by Students in Lesson 9

Student	Comments from student survey
PSC	Rate of speech
MCC	Lengthy instructions

Note. Only 2 participants filled out the survey form for this class.

At the end of this lesson, it became evident that the speech rate and the instructions length could significantly influence the engagement level concerning task performance. As mentioned before, the inappropriate delivery of instructions and fast speech rate may have impeded students' comprehension and information processing during the execution of diverse tasks. As a result, students may have found it challenging to understand concepts, leading to difficulties in meeting the objectives expected in the lesson. Similarly, the rubric data highlights task performance as a factor influencing engagement in this class. Student "SBR" experienced a decline in task performance, with the score dropping from 3 to 2. In this class, students received a handout with questions about a company's needs and goals, which they answered after watching a video. Once they completed this initial task, they were given another handout detailing the needs and goals of a

hypothetical company. The lead teacher then assigned them the role of process improvement managers, asking them to identify and present the essential needs and goals of an IT company in a meeting format. To strengthen their presentation, students were instructed to create a visual aid that would effectively convey their ideas and support their arguments. However, students struggled when working on the task. In fact, they could not complete the first handout. Students got confused and the lead teacher had to provide all the answers. As a result, a significant amount of time was spent on this task, affecting the completion of the second task. In this context, task performance was affected in this class not only because of the speed of delivery or the length of instructions, but also because of the complexity of the tasks assigned.

Table 19

Negative Aspects Highlighted by Students in Lesson 13

Student	Comments from student survey
SBR	Rate of speech

Note. Only 1 participant filled out the survey form for this class.

The only factor identified within this class as inhibiting was the rate of speech, affecting the engagement factor of task performance. Therefore, rapid speech may have impacted students' ability to comprehend and process information efficiently, influencing their overall engagement with the instructional content. Similarly, task performance was also identified in the rubric as an indicator of a low level of engagement in this class. The student "SBR" presented a decrease from 4 to 2 regarding this indicator. In this class, students were required to identify rising and falling intonation through various tasks, including an exercise

where they listened to an audio recording and then repeated what the speaker said, focusing on the correct intonation. However, as noted by student “SBR”, the rate of speech in the audio was not suitable. This issue could hinder task performance, as students might find it challenging to accurately replicate the intonation because of the speaker’s fast rate of speech. Consequently, this could lead to frustration and reduced confidence, impacting their overall engagement in the lesson.

Table 20

Negative Aspects Highlighted by Students in Lesson 14

Student	Comments from student survey
SBR	Rate of speech

Note. Only 1 participant filled out the survey form for this class.

Similar to Lesson 13, it became evident that the rate of speech was an inhibiting factor in students’ engagement within an English class, affecting their task performance. Consequently, students seem to have struggled to understand and process key concepts and information during the development of the English tasks. However, the data obtained from the rubric shows classroom rules as an indicator that affected engagement in this class. The data shows that this indicator decreases from 4 to 2 for the student “SBR”. This result may come from the student not turning on the camera during the main task. In this lesson, the student was required to participate in a role-play with the lead teacher to practice using adverbs of sequence, but he chose to keep their camera off. This suggests a failure to adhere to classroom rules, particularly the expectation of activating the camera when requested.

To understand the factors affecting student engagement and performance in the classroom, Table 21 summarizes key observations from the analysis of lesson activities and rubric data.

Table 21

Aspects that Hinder Engagement: Lesson Observation Reports

Category	Commonalities	Trends in Scores	Conclusions
Instructional Clarity	Lack of clear instructions hindered understanding.	Student “AMJ” saw a decrease in relationships with teachers from 4 to 1, while behavior dropped from 4 to 2.	Clear and concise instructions are vital for enhancing student comprehension and engagement.
Rate of Speech	Fast delivery impeded comprehension and caused confusion.	Student “SBR” experienced a decline in task performance from 3 to 2, indicating struggles due to unclear delivery.	A measured pace of delivery improves comprehension and student engagement levels.
Task Complexity	Intricate tasks led to challenges in achieving objectives, reducing motivation and participation.	Participation frequency decreased for students “AMJ” (4 to 3), “CVV” (3 to 2), and “CPN” (2 to 1).	Tasks should align with students’ skill levels to foster confidence and active participation.

Teacher Guidance	Over Reliance on teacher support limited peer interaction and engagement.	Students needed teacher assistance for completing handouts, affecting their collaborative opportunities.	Reducing reliance on teacher support encourages greater student collaboration and engagement.
Engagement Indicators	Key factors affecting engagement included relationships with teachers, task performance, and participation frequency.	Student “SBR” showed a decrease in task performance and participation frequency, reflecting disengagement.	Task performance and participation frequency are primary indicators of engagement, highlighting the need for instructional adjustments.

The analysis of students’ feedback and from the rubric highlights key factors impacting engagement, particularly task performance and participation frequency. Students reported that unclear instructions, rapid speech from instructors, the absence of competitive activities, and task complexity hindered their engagement. Specifically, unclear instructions and fast-paced delivery reduced comprehension, decreasing task performance and participation. The lack of competitive elements diminished motivation, while complex tasks and insufficient emphasis on listening and pronunciation further complicated students’ ability to process information. The lesson observation data supports these findings, indicating a lack of instructional clarity as a significant barrier. For instance, student “AMJ” saw a decline in relationships with teachers (from 4 to 1) and behavior scores (from 4 to 2), underscoring the need for clear instructions to enhance engagement. Similarly,

student “SBR” experienced a drop in task performance (from 3 to 2) due to the rapid rate of speech. Task complexity was also an issue, with participation frequency decreasing for students “AMJ” (from 4 to 3), “CVV” (from 3 to 2), and “CPN” (from 2 to 1). This trend suggests that tasks should be aligned with students’ skill levels to foster confidence and participation. Additionally, over-reliance on teacher support limited peer interaction, further hindering engagement. In conclusion, the combined insights from students and the rubric data reveal that unclear instructions, rapid speech, task complexity, and excessive teacher guidance negatively impact engagement. Addressing these issues through clear communication, paced delivery, appropriately challenging tasks, and encouraging peer collaboration is essential for fostering a more engaging learning environment.

Conclusions

This research explored the engagement of the students from the B.A. in Business Computing at UCR, Southern Campus, in an English for Specific Purposes (ESP) course from the instructors' perspective through the use of a students' survey and a student engagement rubric. As previously seen in the results, most of the students were rated as highly engaged or at least moderately engaged during class when evaluated with an average engagement score that did not take absences into account. Nevertheless, due to the inconsistent class attendance, a second score assigned by considering absences (the absolute average score) showcased how most of the students were poorly engaged, with a few being moderately engaged, and none highly engaged in the course as a whole. Consequently, attendance revealed itself as the decisive factor for assessing students' engagement in the ESP course, making an exploration of reasoning for students' absences necessary for future classes.

Additionally, this research explored the factors that promoted and hindered engagement according to the students' perspectives. Concerning the course aspects fostering engagement, the analysis of survey data gathered from students, linked to the analysis of the student engagement rubric, reveals that the main factors were peer relations, participation frequency, teacher-student relationships, and task performance. When students were positively engaged, peer relations, facilitated by collaborative activities, promoted teamwork and boosted students' confidence. Participation frequency demonstrated through active involvement in class activities and games, meant that there was considerable student interaction at these moments. Positive classroom attitudes were reflected in group work,

listening activities, and the tackling of challenging tasks. While teacher-student relationships and task performance were also important, they were less emphasized. Overall, these factors contributed to a learning environment in which students were actively involved, motivated, and successful. At the same time, the investigation also revealed certain impediments to engagement obtained from the students' survey and the students' engagement rubric. When students were poorly engaged, unclear instructions, rapid speech rates, the absence of competitive activities, and the complexity of tasks and language structures significantly impacted the engagement factors of task performance and participation frequency. Unclear instructions and fast speech appear to have hindered comprehension and task participation, while the absence of competitiveness may have lowered motivation, exacerbating disengagement. Further, complex tasks and language structures, combined with a lack of focus on listening and pronunciation, seem to have impeded understanding, reducing overall engagement. Lastly, while comparing the factors that promoted engagement against the factors that hindered it, not only did some of the activities promote engagement through peer interaction (group work) and a good relationship with the instructors (guidance from teachers), but also these same activities hindered students' autonomy and creativity skills due to the nature of having the instructors' close guidance through the task.

These findings stress the importance of clear instructions, inclusive activities, and motivational strategies, without too much handholding to students, to boost their overall engagement during their learning experiences. To help students become less dependent on their guidance, teachers must ensure that tasks are appropriately tailored to the students' language proficiency levels. When students

are provided with clear instructions and find tasks challenging but still manageable, they are more likely to work independently. Scaffolding is a key strategy to achieve this. This can be accomplished by starting with guided exercises and gradually increasing the level of complexity to allow students to build confidence and autonomy. Additionally, incorporating structured opportunities for students to solve problems on their own before turning to the teacher fosters self-reliance. For example, teachers can encourage students to use available resources like websites, apps, online dictionaries, videos, and so on before asking for help. Additionally, teachers should practice useful language with students and encourage them to use it as a tool for them to interact with their peers. Furthermore, setting clear goals and expectations can help students take ownership of their learning process since they will know what is required and can track their own progress. Balancing support with independence is crucial. While teacher guidance is beneficial, excessive intervention can hinder students' ability to develop creativity and autonomy. Therefore, activities should be designed to encourage students' participation and motivation without relying entirely on the instructor's guidance.

Recommendations

Based on the findings of this research, several recommendations have been formulated to enhance the engagement and overall effectiveness of the English for Business Computing course and similar ESP courses. These recommendations are tailored to address the specific challenges observed during the course, including scheduling conflicts, examination pressures, and varying levels of student commitment. By implementing these suggestions, course designers and instructors can create a more supportive and flexible learning environment that better accommodates the diverse needs and commitments of students. The feasibility of these recommendations has been carefully considered within the context of the practicum, ensuring they are practical and actionable for future iterations of the course.

Flexible Timetable and Course Development

Future educators should put flexible scheduling first in order to meet the varied academic schedules of their students. Potential conflicts with other required courses or exam times should be taken into account. The time of the course should be agreed upon with other faculty members, both from the major and from general required courses, to promote as much attendance as possible. Conversely, a course requirement of having all general courses already approved can be placed to filter out students who may need the time to attend these other types of shared or required courses.

Strategic Scheduling of Evaluations

Given the difficulties that come with examination weeks and project-heavy times in the school calendar, teachers ought to plan their assessments carefully. Maintaining continuous attendance and participation throughout the course might be facilitated by coordinating with other teachers to minimize overlapping assessment timelines. This was seen throughout the course; when students had important projects or evaluation week was approaching, attendance in the optional EBP course decreased considerably.

Stressing the Importance and Relevance of the Course

Subsequent teachers and stakeholders should work together to stress the importance and impact of ESP courses on students' academic and professional development and consequently, make it part of the study plan requirements to pass this specific English course. Making this course a requirement for graduation would involve the learners more in the course, potentially leading to better attendance and delivery of homework and projects.

Early Intervention and Monitoring

It can be helpful to have a mechanism for quickly identifying disengaged learners. Instructors should routinely check participation levels, assignment submissions, and attendance trends. Early intervention techniques, such as more support or tailored comments based on the students' feedback on what to improve for the next class, can aid in re-engaging students before their disengagement becomes apparent based on the students' feedback on what to improve for the next class. Additionally, contacting the stakeholders for supplementary assistance

to talk and motivate the students convinced the students of this research to attend class for 2 weeks and can be another mechanism to help engage students if the attendance problem is also seen in future courses for the same population.

Implementing these recommendations may contribute to a more inclusive and adaptable learning environment, fostering increased student engagement and success in ESP courses.

Attendance and Engagement

While this study offered insightful information about how students participated in this particular ESP course, more investigation is required to ascertain whether attendance can serve as a reliable indicator of engagement. Future research is needed to examine the relationship between attendance trends and many aspects of engagement, including emotional, behavioral, and cognitive involvement. Furthermore, combining quantitative attendance data with qualitative techniques like teacher observations and student interviews may offer a more thorough picture of how attendance may be an indicator of engagement. A deeper understanding of whether regular attendance corresponds to meaningful engagement and better learning outcomes may also be possible through longitudinal studies that monitor student participation throughout several courses.

Limitations

While this research study has provided valuable insights into the engagement patterns of students from the English for Business Computing course, it is crucial to acknowledge certain inherent limitations that may impact the generalizability and comprehensiveness of the findings. To begin with, out of the 14 students who enrolled in the course, 4 had a scheduling conflict with a concurrent requisite course. This course affected the attendance of 1 of the students who still attended some of the lessons while the remaining 3 learners opted for non-attendance altogether.

During the University's midterm examination week (Week 8), students were completely absent from the ESP course. Upon consultation with participants, the lack of attendance was attributed to students having either exams or project presentations across various courses within their major. Furthermore, it is noteworthy that the ESP course, being non-mandatory for graduation, did not bear a decisive impact on the students' overall academic standing. Consequently, students may have invested more time in other courses, which could be seen in their varying levels of commitment to homework, projects, and attendance.

In addition, some students reported being at work at the same time that the ESP course took place even though initially, during the data collection phase, they did not report being employed. These multifaceted factors seem to have collectively influenced students' engagement levels, resulting in the gap between their average scores, based on their participation when present, and their overall performance in the course considering absences. This disengagement was observable as only 8 out of the initially registered 14 students ever attended the

course, with an average class attendance of 3 students. By Week 11, only 1 student continued to attend the class and eventually concluded the course. Consequently, the results obtained from this investigation must be interpreted with caution, as they may have been affected by one or more of the aforementioned limitations.

Another limitation corresponds to the survey questions used during the data collection process. These questions only asked the students what they had liked and disliked about the class. While the answers did contain elements that could be linked to engagement indicators from the rubric for analysis, it was later observed that the concepts of “like” and “dislike” per se were not necessarily correlated with engagement. Thus, while this process provided the qualitative data that the student-teachers were looking for, the questions could be reformulated to address the criteria from the rubric more directly and, that way, obtain more focused information about the students’ specific feelings and attitudes tied to engagement in each of the tasks or classes.

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Appendix A

Semi-Structured Interview with Stakeholders

1. ¿Cuál es la diferencia entre las carreras informática empresarial, informática, e ingeniería en sistemas?
2. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?
3. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?
4. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?
5. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?
6. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?
7. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?
8. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?
9. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?
10. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?

Appendix B

Transcript of the Semi-Structured Interview with Stakeholders

1. ¿Cuál es la diferencia entre las carreras informática empresarial, informática, e ingeniería en sistemas?

Stakeholder1: De la informática hay varias ramas. La informática empresarial tiene un enfoque más orientado al desarrollo de sistemas empresariales y manejo de proyectos. Mientras que la informática se dedica más a la producción pura de códigos de Software y desarrollo de software. En la informática empresarial se da la administración de proyectos o administración de empresas porque damos economía, métodos cuantitativos, gestión de proyectos, y se dan conceptos relacionados con el ambiente empresarial como tal. Por otro lado, informática es como el centro o la base de la carrera, es el enfoque que se da.

Stakeholder2: La informática es solo sobre el desarrollo de sistemas, no importa hacia que ámbito se va a aplicar. Los estudiantes de informática solo llevan cursos de desarrollo y programación y no llevan cursos relacionados al área empresarial mientras que los estudiantes de informática empresarial trabajan mucho con bases de datos, desarrollo de aplicaciones, sistemas de facturación y desarrollo de sistemas para trabajar con empresas. Entonces se podría decir que la informática empresarial es básicamente una combinación de tecnologías de información con administración.

2. ¿Cuál es la importancia de que los estudiantes de la carrera informática empresarial aprendan o tengan dominio del inglés?

Stakeholder1: Hay solamente una, la cual es el mercado laboral. En los últimos años ha sido muy evidente que muchas transnacionales han estado llegando al país y todas las funciones que ofrecen están relacionadas a la tecnología. Entonces, los estudiantes de ingeniería empresarial pueden abarcar muchos de estos ámbitos pero un requisito de estas compañías es hablar inglés. He ahí la importancia para nosotros de que estos estudiantes tengan un buen dominio de inglés para que puedan acceder a este mercado laboral.

Stakeholder2: También, los estudiantes de ingeniería empresarial deben realizar una práctica profesional en el último año de la carrera como requisito de graduación y a muchos de ellos antes de aceptarlos en la empresa para que puedan realizar dicha práctica les realizan una entrevista en inglés. Todo lo que ellos deben usar para poder realizar la práctica, como por ejemplo los manuales para programación en diferentes sistemas y demás, están en inglés. Todas las líneas que manejan dentro de los sistemas están y deben de ser en inglés. Entonces es muy importante porque lo que ellos van a trabajar y desarrollar dentro de esas aplicaciones está en inglés ya que los empleadores son empresas transnacionales. También, dentro del puesto, deben asistir a reuniones diarias con el equipo de trabajo con gente de otros países en donde el idioma para comunicarse es el inglés. Entonces, la importancia está relacionada al acceso al mercado laboral.

3. Usualmente, ¿cuáles son algunas de las estrategias o técnicas que se desarrollan para poder comunicarse en el ámbito de la Informática Empresarial?

Stakeholder1: Últimamente se trabaja como metodologías ágiles. Una de las que más se utiliza es Scrum, dentro de la cual hay toda una serie de procesos que se gestionan para formular la parte de los procesos del trabajo. Esto va a depender de la forma que adopten pero un ejemplo de Scrum puede ser que todos los días en la mañana tienen una sesión de 15 minutos y todos deben compartir que hicieron, que están haciendo, y que viene por hacer.

4. ¿Cuáles son algunas de las estrategias o técnicas que se esperan desarrollar para la enseñanza del inglés en el ámbito de la Informática Empresarial?

Stakeholder1: Nuestro mayor interés es que se comuniquen en inglés. Que sean capaces de expresar mejor sus ideas, de decir que hice hoy, que estoy haciendo, cuáles son los problemas que estoy enfrentando ya que ellos trabajan de forma remota y en las reuniones que tienen diariamente la idea es comunicar esos aspectos.

5. ¿En qué situaciones específicas los estudiantes requieren el uso del Inglés?

Stakeholder2: El día a día de la práctica o cuando ya se incorporan al mercado laboral, el cual conlleva mucho trabajo en equipo con compañeros que son de otros países entonces tiene esos seguimiento por medio de la

metodología Scrum. También avances, reporte de problemas, consulta de clientes y lidiar directamente con ellos (recolección de requerimientos).

6. En relación con esas situaciones específicas, ¿Qué destreza(s) se espera o deben desarrollar los estudiantes durante el curso?

Stakeholder2: Las cuatro habilidades, incluso la habilidad de escritura puede estar enfocada en la redacción de correos electrónicos ya que se comunican mucho por correo y deben de conocer y entender el formato, características y elementos de un correo electrónico.

Stakeholder1: La generación de tickets y manuales ya que muchos de los que trabajan en el área de QA deben montar manuales sobre lo que van revisando para luego poder generar los reportes.

7. ¿Qué metas se tiene de este curso para los estudiantes de la carrera informática Empresarial?

Stakeholder1: Espero que sea acercarlos y motivarlos más a involucrarse con el idioma para que puedan percibir las ventajas o beneficios que pueden llegar a tener en el mercado laboral.

Stakeholder2: La carrera de informática empresarial se encuentra en un procesos de acreditación y actualización del plan de estudios, entonces este curso puede ser un primer paso para cambiar esos cursos y así beneficiar a los estudiantes de esta carrera sobre cursos de inglés ligados a sus necesidades. Sabemos que un semestre es muy poco tiempo pero esperamos que este grupo tenga un acercamiento al idioma y que se motiven. Estos estudiantes son los de tercer y cuarto año de la carrera, es la generación que viene de dos años de huelga en el MEP, más una

pandemia y llegaron a la universidad con solo haber recibido inglés en séptimo de manera regular en un colegio. Entonces podríamos decir que presentan un nivel de inglés muy bajo, no pretendemos que terminen el curso con un nivel C1 pero sí que tengan un acercamiento al idioma y que puedan mejorar para que puedan tener mayores oportunidades y que se motiven para que a futuro sigan llevando más capacitaciones o cursos.

8. Según su criterio, ¿Qué necesidades y aspiraciones tienen ustedes del curso?

El stakeholder² brindó información en la pregunta 7 sobre la pregunta 8. Se tomó en cuenta la respuesta anterior.

9. ¿Qué tipo de material se utilizaría/necesitaría en el curso de Inglés para los estudiantes de la carrera informática Empresarial? ¿Podrían enviarnos algún ejemplo del material?

Stakeholder²: No hay material didáctico específico. Se trabaja con un libro para los dos cursos de inglés que deben de llevar los estudiantes de informática empresarial. El nombre es estrategias de lectura de inglés para otras carreras I y estrategias de lectura de inglés para otras carreras II.

Entonces es de todo. La antología tiene mucho por ejemplo cosas médicas para estudiantes de enfermería, análisis de parámetros retóricos, cosas completamente de medicina para alguien que estudia informática. Algunos textos sí tienen que ver con informática pero por ejemplo sobre la historia de las computadoras, un artículo escrito hace treinta años. La antología es muy general porque es para todas las carreras y no exclusivamente para informática.

Appendix C

Survey to Analyze Students' Needs

Encuesta

La siguiente encuesta tiene como objetivo recopilar información sobre las necesidades que los estudiantes del bachillerato en Informática Empresarial pueden presentar con respecto al curso de inglés con fines específicos el cual será impartido en la Universidad de Costa Rica, Sede del Sur, que se dará en el siguiente curso lectivo para la carrera. Este instrumento forma parte de la evaluación asignada del curso de diseño de la Práctica profesional (PF-0309). La información proporcionada en este instrumento es estrictamente confidencial y tomará alrededor de diez minutos completarla. Agradecemos de antemano su ayuda y el tiempo invertido en responder.

***Obligatorio**

Parte 1 - Información demográfica

Responda en los espacios indicados la información solicitada.

1. Nombre *

2. Correo electrónico *

3. Género*

Si selecciona "otro", por favor especifique.

Seleccione una opción.

() Femenino

() Masculino

() Otro:

4. Rango de edad *

Seleccione una opción.

() 18-25 años

() 25-30 años

() 35-40 años

5. Situación académica actual*

Seleccione una opción.

() Solo estudio

() Estudio y trabajo

6. Historial académico*

Seleccione una opción.

() Retomando estudios

() El Bachillerato en Informática Empresarial es mi primer carrera

() El Bachillerato en Informática Empresarial es mi segunda especialidad

Parte 2 - Experiencia en el idioma inglés

Marque con una equis las opciones que correspondan a su experiencia previa con el inglés.

1. ¿Ha estudiado o llevado algún curso de inglés anteriormente? *

Seleccione una opción.

() Sí

() No

Si su respuesta es negativa, diríjase a la pregunta número 4 de esta sección.

2. ¿En qué entornos estudió inglés? * Si selecciona "otros", por favor especifique

Seleccione todas las opciones que correspondan.

Primaria

Secundaria

Estudios técnicos

Universitario(s)

Clases extracurriculares

Aprendizaje autónomo

Otros: _____

3. Si ha estudiado inglés con anterioridad, ¿por cuánto tiempo estuvo estudiando? *

Seleccione una opción.

Menos de un año

1-2 años

2-4 años

Más de 4 años

4. ¿Cómo calificaría su dominio del inglés en las diferentes destrezas lingüísticas? *

Marque con una equis (x) su nivel en cada destreza.

Destrezas	Principiante	Intermedio	Avanzado	Similar a hablante nativo

Escucha				
Habla				
Lectura				
Escritura				

Parte 3 – Propósitos por el cual aprende inglés

Marque con una equis las opciones que correspondan a sus propósitos con el inglés.

1. Razón por la cual estudia o estudió inglés * Si selecciona "otra", por favor especifique

Seleccione todas las opciones que correspondan.

- () Acceso a material académico en inglés
- () Obtener más opciones laborales
- () Comunicarse en el idioma
- () Demanda global (globalización)
- () Entretenimiento (redes sociales, películas, música, etc.)
- () Leer en inglés
- () Requisito de carrera universitaria
- () Otras razones: _____

2. ¿Para qué cree usted que le serviría el inglés en su carrera profesional? *

Si selecciona "otra", por favor especifique

Seleccione todas las opciones que correspondan.

- () Tener más opciones laborales

- () Tener mejores opciones laborales
- () Oportunidades laborales en países extranjeros
- () Mejor compensación monetaria
- () Desenvolverse socialmente con compañeros
- () Poner en práctica los conocimientos técnicos en inglés
- () Otras razones: _____

Parte 4 - Preferencias de aprendizaje

Marque con una equis las opciones que correspondan a sus preferencias con respecto al aprendizaje del inglés.

1. ¿Cómo desarrolla usted la habilidad de escucha fuera de clases? *

Si selecciona "otra", por favor especifique

Seleccione todas las opciones que correspondan.

- () Escuchando música
- () Escuchando podcast
- () Participar en grupos de conversación en inglés
- () Ver series o películas
- () Audiolibros
- () Videojuegos en grupos en línea
- () Otras:

2. ¿Cómo desarrolla usted la habilidad del habla fuera de clases? *

Si selecciona "otra", por favor especifique

Seleccione todas las opciones que correspondan.

() Participar en grupos de conversación en inglés

() Dramatizaciones

() Leer en voz alta

() Grabarse hablando en inglés

() Videojuegos en grupos en línea

() Otras: _____

3. ¿Cómo desarrolla usted la habilidad de lectura fuera de clases? *

Si selecciona "otra", por favor especifique

Seleccione todas las opciones que correspondan.

() Lectura de libros, correos, artículos, periódicos, textos académicos, diccionarios, etc.

() Interacción en redes sociales

() Prácticas de técnicas de lectura

() Club de lectura

() Otras: _____

4. ¿Cómo desarrolla usted la habilidad de escritura fuera de clases? *

Si selecciona "otra", por favor especifique

Seleccione todas las opciones que correspondan.

() Interacción en redes sociales

() Manejo de diario o bitácora personal

() Redacción de correos electrónicos, libros, artículos, ensayos, cartas, etc.

() Técnicas de escritura (escritura crítica, creativa, esquemas, etc.)

() Otras: _____

5. ¿Qué tipo de habilidades en inglés está más interesado en desarrollar o mejorar? *

Si selecciona "otras", por favor especifique

Seleccione todas las opciones que correspondan.

() Habla

() Escritura

() Escucha

() Lectura

() Otras: _____

6. ¿Cómo se siente cuando realiza ejercicios o prácticas en inglés en las diferentes destrezas lingüísticas? *

Marque con equis (x) todos los sentimientos que correspondan

	Temeroso(a)	Nervioso(a)	Indiferente	Confiado(a)	Entusiasmado(a)
Habla					
Escucha					
Lectura					
Escritura					

7. ¿Cuáles cree usted que son los mayores desafíos que enfrenta al aprender inglés? * Si seleccionas "Otra", por favor especifique

Seleccione todas las opciones que correspondan.

() Gramática y vocabulario

- Pronunciación
- Fluidez
- Falta de confianza (miedo a equivocarse)
- Otros: _____

8. ¿Qué tipo de actividades cree usted que lo ayudarían a desarrollarse mejor en clase o a mejorar su nivel de inglés? *

Si selecciona "otras", por favor especifique.

Seleccione todas las opciones que correspondan.

- Juego de roles
- Discusiones en grupo
- Juegos de vocabulario
- Actividades de escucha
- Ejercicios en el libro
- Discutir con un hablante nativo
- Ejercicios con modelo a seguir
- Inclusión de tecnología en las clases (Kahoot, Baamboozle, Tomi, etc.)
- Otras:

9. ¿Qué tan importante son las siguientes actividades en relación con su carrera y las clases de inglés? *

10.

	No importante	Poco importante	Importante	Muy importante
Lectura y redacción de correos				
Reuniones de equipo				
Entrevistas				
Lectura y comprensión de manuales				
Lectura y escritura de tickets de soporte				
Dramatizaciones				
Discusiones en grupos				
Presentaciones				
Reportes de investigación				

10. Si considera alguna otra actividad importante, mencionarla en el siguiente espacio:

11. ¿Hay algo más que le gustaría agregar sobre su experiencia de aprendizaje de inglés?

12. ¿Tiene usted alguna sugerencia para el desarrollo de las clases a recibir?
(evaluaciones, actividades, herramientas a utilizar, entre otros)

Appendix D

Participants' Individual Profiles

Participant	BCS-001
Position	Student
Needs	<p>READING: The participant indicated that understanding emails is very important for the major.</p> <p>WRITING: The participant specified that replying to emails and working on research projects is very important.</p> <p>SPEAKING: The participant indicated that meetings, job interviews, interviews with potential clients, interviews for the final project, group discussions, oral presentations, and project work presentations are very important.</p> <p>LISTENING: The participant detailed that it is very important to be an active listener during meetings and the different interviews and presentations for the major.</p>
Wants	Interested in improving listening and speaking skills through listening activities and vocabulary games.
Experience with language	The participant has never taken an English language course.

Participant	BCS-002
Position	Student
Needs	<p>READING: The participant indicated that understanding manuals is very important.</p> <p>WRITING: The participant specified that replying to emails and tickets and working on research projects are important tasks of the major.</p> <p>SPEAKING: The participant indicated that meetings, job interviews, and interviews with potential clients, and project work presentations are very important.</p> <p>LISTENING: Improve listening through tasks such as meetings and different interviews.</p>
Wants	Interested in improving the four English skills through group discussions, vocabulary games, listening activities, and exercises with role model.
Experience with language	The participant took an English language course for almost a complete year.
Lacks	<p>The participant states some deficiencies regarding grammar and vocabulary and confidence when using the language to communicate.</p> <p>The participant feels nervous when speaking, reading, and writing in English.</p>

Participant	BCS-003
Position	Student
Needs	<p>READING: The participant indicated that understanding emails, tickets and manuals is important.</p> <p>WRITING: The participant specified that replying to emails and tickets is important but working on writing research projects is a very important task for the major.</p> <p>SPEAKING: The participant indicated that enrolling in meetings and interviews with potential clients is very important.</p> <p>LISTENING: Improve listening through tasks such as meetings and interviews with potential clients.</p>
Wants	Interested in improving the four English skills through vocabulary games, listening activities, and conversations with a native speaker.
Experience with language	The participant took an English language course for more than 4 years and is always involved in self-learning.
Lacks	<p>The participant states some deficiencies regarding grammar, vocabulary, pronunciation, fluency, and confidence when using the language to communicate.</p> <p>The participant feels afraid when doing listening exercises.</p> <p>The participant feels nervous when carrying out speaking activities.</p>

Participant	BCS-004
Position	Student
Needs	<p>READING: The participant indicated that understanding of tickets and manuals is very important.</p> <p>WRITING: The participant specified that replying to tickets is very important.</p> <p>SPEAKING: The participant indicated that job interviews and interviews with potential clients are very important.</p> <p>LISTENING: Improve listening through interviews.</p>
Wants	Interested in improving the skills of speaking, writing, and listening through group discussions and listening activities.
Experience with language	The participant has never taken or been involved in an English language course.
Lacks	<p>The participant states some deficiencies in pronunciation and confidence when using the language to communicate.</p> <p>The participant feels afraid when speaking in English.</p> <p>The participant feels nervous when using the language for writing tasks.</p>

Participant	BCS-005
Position	Student
Needs	<p>READING: The participant indicated that understanding emails, tickets, and manuals is important.</p> <p>WRITING: The participant specified that replying to tickets and emails is important.</p> <p>SPEAKING: The participant indicated that meetings, job interviews, interviews with potential clients, and project work presentations are very important.</p> <p>LISTENING: Improve listening through meetings, interviews, and presentations.</p>
Wants	Interested in improving productive and receptive English skills.
Experience with language	The participant has never taken or been involved in an English language course.
Lacks	<p>The participant states some deficiencies in grammar and vocabulary when using the language to communicate.</p> <p>The participant feels afraid when carrying out speaking and listening activities.</p> <p>The participant feels nervous when doing writing and reading activities.</p>

Participant	BCS-006
Position	Student
Needs	<p>READING: The participant indicated that understanding emails and manuals is important.</p> <p>WRITING: The participant specified that replying to emails is important.</p> <p>SPEAKING: The participant indicated that meetings, job interviews, interviews with potential clients, interviews for the final project, group discussions, oral presentations, and project work presentations are very important.</p> <p>LISTENING: Improve listening through meetings, interviews, discussions, and presentations.</p>
Wants	Interested in improving speaking, listening, and reading skills.
Experience with language	The participant took an English language course for two years.
Lacks	<p>The participant states some deficiencies in grammar, vocabulary, pronunciation, fluency, and confidence.</p> <p>The participant feels afraid when doing listening, reading, and writing activities.</p> <p>The participant feels nervous when carrying out speaking.</p>

Participant	BCS-007
Position	Student
Needs	<p>READING: The participant indicated that understanding emails and tickets is very important.</p> <p>WRITING: The participant specified that replying to emails and tickets is very important.</p> <p>SPEAKING: The participant indicated that meetings, job interviews, interviews with potential clients, interviews for the final project, group discussions, and project work presentations are very important.</p> <p>LISTENING: Improve listening through meetings, interviews, discussions, and presentations.</p>
Wants	Interested in improving speaking and writing skills.
Experience with language	The participant took an English language course for less than a year.
Lacks	<p>The participant states some deficiencies in fluency and confidence.</p> <p>The participant feels nervous when doing writing tasks.</p>

Participant	BCS-008
Position	Student
Needs	<p>READING: The participant indicated that understanding emails, tickets, and manuals is important.</p> <p>WRITING: The participant specified that replying to emails, and tickets is very important as well as working on research projects.</p> <p>SPEAKING: The participant indicated that meetings, job interviews, interviews with potential clients, group discussions, oral presentations, and project work presentations are very important.</p> <p>LISTENING: Improve listening through meetings, interviews, discussions, and presentations.</p>
Wants	Interested in improving all the productive and receptive English skills.
Experience with language	The participant took an English language course for more than 4 years.
Lacks	<p>The participant states some deficiencies in grammar, vocabulary, pronunciation, fluency, and confidence when using the language to communicate.</p> <p>The participant feels nervous when doing listening, speaking, reading, and writing activities.</p>

Participant	BCS-009
Position	Student
Needs	<p>READING: The participant indicated that understanding emails, tickets, and manuals is important.</p> <p>WRITING: The participant specified that replying to emails, and tickets is very important as well as working on research projects.</p> <p>SPEAKING: The participant indicated that meetings, job interviews, interviews with potential clients, group discussions, oral presentations, and project work presentations are very important.</p> <p>LISTENING: Improve listening through meetings, interviews, discussions, and presentations.</p>
Wants	Interested in improving all the productive and receptive English skills.
Experience with language	The participant took an English language course for 2 years.
Lacks	<p>The participant states some deficiencies in grammar, vocabulary, pronunciation, fluency, and confidence when using the language to communicate.</p> <p>The participant feels afraid when carrying out speaking and listening exercises.</p>

Participant	BCS-010
Position	Student
Needs	<p>READING: The participant indicated that understanding manuals is very important.</p> <p>WRITING: The participant specified that replying to emails is important as well as working on research projects.</p> <p>SPEAKING: The participant indicated that meetings, job interviews, and interviews with potential clients are very important.</p> <p>LISTENING: Improve listening through meetings, interviews, discussions, and presentations.</p>
Wants	Interested in improving the productive skill of speaking and the receptive skill of listening.
Experience with language	The participant took an English language course for less than a year.
Lacks	The participant states some deficiencies in grammar, vocabulary, pronunciation, and fluency when using the language to communicate.

Participant	BCS-011
Position	Student
Needs	<p>READING: The participant indicated that understanding emails, tickets, and manuals is important.</p> <p>WRITING: The participant specified that replying to emails and tickets is important as well as working on research projects.</p> <p>SPEAKING: The participant indicated that meetings and project work presentations are very important.</p> <p>LISTENING: Improve listening through meetings and presentations.</p>
Wants	Interested in improving the productive skill of speaking and the receptive skill of listening.
Experience with language	The participant took an English language course for two years.
Lacks	The participant states some deficiencies in grammar, vocabulary, fluency, and confidence when using the language to communicate.

Participant	BCS-012
Position	Student
Needs	<p>READING: The participant indicated that understanding emails, tickets, and manuals is important.</p> <p>WRITING: The participant specified that replying to emails and tickets is important as well as working on research projects.</p> <p>SPEAKING: The participant indicated that meetings and interviews with potential clients are very important.</p> <p>LISTENING: Improve listening through meetings and interviews.</p>
Wants	Interested in improving the productive skill of speaking and the receptive skill of listening.
Experience with language	The participant has never taken an English language course.
Lacks	<p>The participant states some deficiencies in pronunciation, fluency, and confidence when using the language to communicate.</p> <p>The participant feels afraid when carrying out speaking and writing tasks.</p> <p>The participant feels nervous when doing listening and reading exercises.</p>

Participant	BCS-013
Position	Student
Needs	<p>READING: The participant indicated that understanding emails, tickets, and manuals is important.</p> <p>WRITING: The participant specified that replying to emails and tickets is important.</p> <p>SPEAKING: The participant indicated that meetings and job interviews are very important.</p> <p>LISTENING: Improve listening through meetings and interviews.</p>
Wants	Interested in improving the productive skill of speaking and the receptive skill of listening.
Experience with language	The participant has never taken an English language course.
Lacks	<p>The participant states some deficiencies in grammar, vocabulary, and confidence when using the language to communicate.</p> <p>The participant feels afraid when doing writing tasks.</p> <p>The participant feels afraid when doing listening and reading exercises.</p> <p>The participant feels nervous when carrying out listening activities.</p>

Appendix E

UCR Master's Program in TEFL
PF-0309 Course Design

Feedback guide – Diagnostic Test task Presentations

Instructions:

- Use the chart below to give feedback to your classmates on the diagnostic test tasks presented.
- Take notes as you watch the presentation and, at the end, share relevant comments reflecting your degree of agreement with the descriptors and the reasons for your assessment.
- Keep in mind that feedback is meant to help others identify possible areas of improvement and specific solutions to perceived lacks.

Students: _____

Principle	Descriptor	Comments
Validity	The task seems to sample performance that reflects the intended type of ESP course.	
Authenticity	The task seems to reflect real-world situations and contexts like those the students are faced with in an ESP context.	
Construct validity	The task seems to be a fair, useful, and accurate sample of the skill it evaluates. It can show the learner's linguistic competence in that skill.	
Face validity	The task looks like a realistic sample of learning in the future ESP course.	
Content validity	The test seems to assess language ability on the basis of a behavior or skill to be taught.	
Test reliability	The task is clearly written, not too long, and appropriately timed.	

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Coombe, C., Folse, K., & Hubley, N. (2007). *A practical guide to assessing English language learners*. The University of Michigan Press.

Appendix F

Universidad de Costa Rica
Sistema de Aplicaciones Estudiantiles SAE
Módulo Planes de Estudio

Programa: PE_REP_020
Fecha : 22/07/2020
Hora : 15:26:49
Página 1 de 4

FASCÍCULO UNIDAD ACADÉMICA
CARRERAS GLOBALES

Escuela:

CARRERAS GLOBALES

Carrera 600002 BACHILLERATO EN INFORMATICA EMPRESARIAL
Plan de Estudio 1 PLAN DE 1997

Enfasis 0 Bloque Común(no hay énfasis)

Ciclo	Curso	Nombre del curso	*Horas*				Cred. Requisitos y Req. Equivalentes	Correquisitos y Correq. Equivalentes
			T	P	L	TP		
1	EG-	CURSO DE ARTE	0	0	0	3	2	
1	EG-I	CURSO INTEGRADO DE HUMANIDADES I	8	0	0	0	6	
1	IF1300	INTRODUCCIÓN A LA COMPUTACIÓN E INFORMÁTICA	4	4	0	0	4	
1	IF1400	LÓGICA PARA INFORMÁTICOS	4	0	0	0	2	
1	LM1030	ESTRATEGIAS DE LECTURA EN INGLÉS I (PARA OTROS)	6	0	0	0	4	
Grado: BACHILLERATO			Créditos ciclo 1 : 18					
2	EF-	ACTIVIDAD DEPORTIVA	0	0	2	0	0	
2	EG-II	CURSO INTEGRADO DE HUMANIDADES II	8	0	0	0	6	EG-I
2	IF2000	PROGRAMACIÓN I	4	4	0	0	4	IF1300
2	LM1032	ESTRATEGIAS DE LECTURA EN INGLÉS II (PARA OTROS)	6	0	0	0	4	LM1030 Equiv.: LM1004
2	MA0320	ESTRUCTURAS MATEMÁTICAS DISCRETAS	5	0	0	0	4	
Grado: BACHILLERATO			Créditos ciclo 2 : 18					
3	IF3000	PROGRAMACIÓN II	4	4	0	0	4	IF2000 IF3001
3	IF3001	ALGORITMOS Y ESTRUCTURAS DE DATOS	4	4	0	0	4	IF2000 IF3000
3	IF3100	INTRODUCCIÓN A SISTEMAS DE INFORMACIÓN	5	0	0	0	3	IF1300
3	MA0321	CÁLCULO DIFERENCIAL E INTEGRAL	5	0	0	0	4	
3	XS0105	ESTADÍSTICA PARA INFORMÁTICOS	4	0	0	0	3	
Grado: BACHILLERATO			Créditos ciclo 3 : 18					
4	IF4000	ARQUITECTURA DE COMPUTADORES	5	0	0	0	3	IF3000
4	IF4001	SISTEMAS OPERATIVOS	4	4	0	0	4	IF3000; IF3001
4	IF4100	FUNDAMENTOS DE BASES DE DATOS	4	4	0	0	4	IF3000
4	IF5200	FUNDAMENTOS DE LAS ORGANIZACIONES	5	0	0	0	3	IF3100

Appendix G

DIAGNOSTIC TEST


Student's name:

INSTRUCTIONS

- The purpose of this test is to gather information regarding your English language skills. You will have time as indicated to respond to each of the sections:
 - a. Reading: 15 minutes
 - b. Writing: 20 minutes
 - c. Speaking: 18 minutes
 - d. Listening: 7 minutes
- The total time to complete this test will be one hour.
- Read the instructions and the questions in each section carefully.

PART I: Reading

- A. Instruction:** First, read carefully the 6 questions on the next page. Then read the following email carefully to answer the 6 questions.


Request for IT Support — ↗ ×

To: Cc: Bcc:

Subject: Request for IT Support

Dear IT Team,

I hope this email finds you well. I am writing to request your assistance with a technical issue that I am experiencing on my computer.






Recently, I have been encountering an error message when I try to access the company's server. The error message reads "404 Not Found" and I am unable to access any of the files stored on the server. I have tried restarting my computer and checking my internet connection, but the problem persists.

Additionally, I have noticed that my computer is running slower than usual, and some programs are crashing unexpectedly. I suspect that there may be a virus or malware on my system.

Can you please assign a technician to help me diagnose and resolve these issues? I would greatly appreciate your prompt attention to this matter as I rely heavily on my computer for my daily work.

Thank you for your assistance.

Best regards,
John Smith




Aa

Send
Draft


Answer the following questions based on the information in the text.

1. What is the purpose of the email?
-

2. What is the issue with the server?

3. What is the issue with the computer?

4. What could be the cause of the issue with the computer?

5. How has the sender tried to fix the issue of the server?

6. What does the sender want the IT team to do?

PART II: Writing

A. Instruction: Based on the previous email, reply to John Smith considering the information you read. Write your reply to John Smith in the space provided.

NOTE: Look at the next image. The email now have specific section names that you can use as a template or guidance for the following task.

The screenshot shows an email client window titled "Request for IT Support". On the left side, there are seven boxes with labels: "The subject", "The greeting", "The opening", "The body", "The closing", "The farewell", and "The signature". Arrows point from these boxes to the corresponding parts of the email text. The email text is as follows:

To: _____ Cc: _____ Bcc: _____

Subject: Request for IT Support

Dear IT Team,

I hope this email finds you well. I am writing to request your assistance with a technical issue that I am experiencing on my computer.

Recently, I have been encountering an error message when I try to access the company's server. The error message reads "404 Not Found" and I am unable to access any of the files stored on the server. I have tried restarting my computer and checking my internet connection, but the problem persists.

Additionally, I have noticed that my computer is running slower than usual, and some programs are crashing unexpectedly. I suspect that there may be a virus or malware on my system.

Can you please assign a technician to help me diagnose and resolve these issues? I would greatly appreciate your prompt attention to this matter as I rely heavily on my computer for my daily work.

Thank you for your assistance.

Best regards,
John Smith

At the bottom of the email client, there is a toolbar with icons for emojis, attachments, links, text formatting (Aa), and a "Send" button. To the right of the "Send" button are "Draft" and "Trash" buttons.

Include the following sections in your email:

1. Write the Subject: This is the topic or title of your email

2. Write a greeting or salutation. Say “Hi” to the receiver!
3. Write a brief introduction or opening. You can acknowledge the request or receipt of the email.
4. Write the body of your email. Is this a known issue or perhaps you can ask the user what actions has he taken to resolve the problem? What can he do to solve this?
5. Add a closing. Tell the sender how will the IT team solve this issue.
6. Write a farewell and add your name or signature

PART III: Speaking

- A. Instruction:** Consider the following situation to accomplish the speaking task. Record the audio on the JotForm website. The website will have a record button functionality and you can record as many times as you like. You will have three minutes to answer the questions, one minute per each question.

Situation: You recently applied for an IT job position at Microsoft. As part of the interview, you first need to complete an English speaking exercise to address your level. Answer the following questions and send the audio to the recruiter.

1. What are your greatest strengths as an IT professional? Describe your soft skills, your language skills, and your technical skills. You have one minute to answer.
2. Share your academic background and work experience. Refer to where did you study?What did you study? and have you done a practicum or worked? You have one minute to answer.

3. Why is business IT important for companies? Mention 5 benefits/advantages of hiring business IT experts. You have one minute to answer.

PART IV: Listening

Instruction: Consider the next step in the recruitment process to accomplish the listening task.

Situation: You already sent the audio recording to apply for the IT job position. The recruiter is really interested in your profile. To move forward, she is requesting you to take a moment and listen to the audio in which she explains what the support engineer position is about to classify the information into the job responsibilities and the job benefits. You will later have the time to ask specific questions regarding the company and the support engineer position. Hence, classify the benefits and the responsibilities in the next chart for a better idea on what the company offers and the role's day-to-day tasks and bring questions for the next step of the interview.

IMPORTANT NOTES: Use the phrases in the word bank provided to accomplish the task. Complete the chart using the below audio and classify the word bank phrases into their corresponding category. The options you see in the word bank can either be benefits or responsibilities. You need to classify 9 phrases and there are 3 extra options.

Click on the following link to access the audio. You can listen the audio 2 times to complete the task

[https://drive.google.com/file/d/1IqR3yOKdxzNT0zrCz9cJoNz2lhierw7N/view?usp=share link](https://drive.google.com/file/d/1IqR3yOKdxzNT0zrCz9cJoNz2lhierw7N/view?usp=share_link)

Take advantage of travel grants - Free lunch - Know each other - Free transportation - Interact with sysadmin designers - Work on IT reports - Coffee Chats - Have hearing sessions -Work on projects -Take classes - learn from others - Resolve customer issues

Responsibilities	Benefits

Appendix H

University of Costa Rica

Master's Program in Teaching English as a Foreign Language

Instructors: Milena Chen & Yariela Moya

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



Course Name: Connecting through Language and the Internet - An English for Business Computing Course

Course Description

The course "Connecting through Language and the Internet - An English for Business Computing Course" is designed for Business Computing students at the University of Costa Rica, Southern Branch. The primary aim of this course is to enhance students' proficiency in written and oral communication by incorporating activities that integrate reading, listening, pronunciation, vocabulary, and grammar. These tasks are designed to simulate real-world scenarios that students are likely to encounter within their respective professional domains. The course adopts a holistic approach, focusing on academic communication strategies related to information technology. It incorporates cooperative elements to promote participation and understanding of contents from different perspectives. Through interactive and critical tasks, students enhance their English fluency and accuracy

in written and spoken forms, addressing their long-term need for effective communication in their major and future careers.

The course includes synchronous sessions on the Zoom platform, featuring activities like discussions, breakout rooms, presentations, and assessments. Several digital platforms may also be used for assignments, depending on the type or goal of the exercise. The course will take place synchronously on Tuesdays from 5:00 p.m. to 7:00 p.m., followed by an hour of asynchronous work, totaling 15 weeks of instruction, with dedicated office hours on Wednesdays from 5:00 p.m. to 6:00 p.m. Instructors Milena Chen and Yariela Moya will provide guidance throughout the course.

Students' responsibility, active participation, and commitment are essential to their success in the course. Their engagement in discussions, collaborative activities, and assigned tasks will maximize learning outcomes and promote success. Contributing to the collective growth of the class is encouraged, as it enhances individual learning experiences and supports the overall success of their learning process.

Statement of Goals and Objectives

Unit 1: IT Report Updates

Goal

By the end of this unit, students will be able to successfully report the status of IT operations, projects, and systems in written form by using technical and formal lexical items and proper grammar structures.

General Objectives

1. By the end of the lesson, students will be able to briefly report the status of a project in written form based on information from an email by skimming and scanning the text and paraphrasing its main ideas.
2. By the end of the lesson, students will be able to appropriately complete the missing information in a written report based on given data about an IT operation by using the appropriate technical vocabulary and grammatical structures.
3. By the end of the lesson, students will be able to concisely write an email report about the latest system usage status by using correct grammar structures and transition phrases.
4. By the end of the lesson, students will be able to effectively summarize the main aspects of a given system dashboard in written form by identifying the main components and using appropriate summary structures.

Unit 2: Wrap up a Deal

Goal

By the end of the unit, students will be able to effectively offer services to potential IT clients and close deals in business settings orally by using basic vocabulary, pronunciation, and appropriate grammar structures.

General Objectives

1. By the end of the lesson, students will be able to successfully demonstrate understanding of the needs of a company's IT customers by listening to a video about the company's projects and goals and summarizing the information by using relevant/appropriate vocabulary.

2. By the end of the lesson, students will be able to appropriately carry out a sales transaction based on the IT customers' needs through oral simulations by using the correct formality, pronunciation, and tone of voice to close a deal.
3. By the end of the lesson, students will be able to successfully role-play a follow-up conversation with customers based on a previous product purchase by using correct grammar and an appropriate tone of voice.

Unit 3: Understanding the Context - Formal and Informal Language

Goal

By the end of the unit, students will be able to effectively communicate orally in various IT contexts such as participating in problem-solving discussions and delivering presentations by appropriately switching between formal and informal language and using pertinent vocabulary and structures.

General Objectives

1. By the end of the lesson, students will be able to demonstrate understanding of formal and informal phrases and vocabulary common in IT contexts by watching videos and matching the phrases and vocabulary to their corresponding meaning.
2. By the end of the lesson, students will be able to provide feasible solutions to customers by role-playing a call about an IT issue and using appropriate grammar structures and intonation.
3. By the end of the lesson, students will be able to proficiently inform IT clients about processes orally by organizing and clarifying ideas, and using relevant technical vocabulary and appropriate structures.

Methodology

Approach

This course was designed based on the Task-Based Language Teaching approach (TBLT). TBLT emphasizes that learning a language is a process that involves communication and social interaction, rather than just memorizing language rules. It suggests that learners become better at the target language when they engage in meaningful activities that reflect real-life tasks and everyday situations outside the classroom. Considering the relevance of TBLT, the course *Connecting through Language and the Internet* hopes to provide students with the opportunity to enhance their communication skills through real tasks that are relevant to the IT Global marketplace. These activities aim to engage them in interactive and realistic situations, where they are required to communicate using the target language.

Assessment

Table 1 shows the distribution of the evaluation for this course.

Table 1

Course Evaluation

Evaluation	Percentage
Unit 1: Written test (midterm)	25%
Unit 3: Oral test (final test)	25%
Final written project: (two stages: draft-final version)	20% (10%-10%)
Final oral project	20%
Unit 2: Short oral assignments	10%

TOTAL

100%

Written Test (Midterm)

This individual evaluation will assess the writing skill through the contents that were taught in Unit 1. Students will be given a specific scenario in which they need to reply to an email that fulfills the communication needs through accurate sentence structures, technical vocabulary, grammar, and formality. Students must demonstrate mastery of the topics studied using reading and writing techniques, as well as grammatical structures. Students will take this evaluation in the virtual classroom.

Oral Test (Final Test)

Each oral exam will be evaluated by a team of two instructors. During the exam, students will work in pairs and engage in conversations related to the course content and real situations of their professional field. While learners will receive information about potential scenarios in advance, the specific context for the exam will be assigned randomly and discussed in a 10–15-minute conversation. If needed, additional questions related to the content may be asked. It is important to note that oral exams will be recorded for assessment purposes.

Final Project

This project will be completed in groups of 3 students. It will involve oral and written production in context about the studied topics, language components, and skills. The guidelines and rubric will be provided by the instructors. The project will include two stages:

Written Project: This part will be evaluated in groups. Students will be required to report the development of a multimedia webpage to a potential client. In

order to effectively communicate their ideas to the client, they must prepare a comprehensive written report that delves into various aspects of the webpage. This includes outlining the purpose, discussing the brand strategy, addressing domain name and hosting considerations, explaining the software features, providing design guidelines, discussing the contents, and highlighting search engine optimization strategies following the instructions and requirements of the instructors.

Oral Stage: Working on the same groups, students prepare a presentation to show and explain the pertinent information incorporated into the creation of their web page. This presentation will be carried out in the virtual classroom, and it will be recorded for assessment purposes.

Short Written and Oral Assignments

These individual evaluations will be carried out on different online platforms through games, readings, video or audio recordings, collaborative worksheets, online files, podcasts, forums, and other forms of online communication. The assignments will be given to students ahead of time, allowing them a designated timeframe to complete and submit them.

Contents

Unit 1: Writing the status of IT operations reports, projects, and systems.

Unit 2: Talking to clients to close deals.

Unit 3: Communicating in written and oral form with peers by using formal and informal language.

Important Notes

1. Students must turn on their cameras for each class throughout the course and for evaluated written and oral assignments.
2. Late assignments will not be accepted.
3. Regular attendance is imperative for this course. Attending each session is vital for your academic progress and overall success in the course. Consistent attendance enables you to actively participate in discussions, engage in collaborative activities, and benefit from the valuable insights shared by your peers and instructors.
4. In case of absences due to unavoidable circumstances, such as illness or emergencies, please inform the instructors as soon as possible. It is your responsibility to catch up on missed materials and tasks. Besides, please provide the necessary supporting documents to the instructors within a reasonable timeframe.

Appendix I

Student Engagement Rubric

Dimension	Criteria	4	3	2	1	Points
Behavioral	Attendance/ Promptness	Student is always on time.	Student is often late to class.	Student is usually late to class and drops early .	Student is only at the beginning of the class and at the end .	
	Preparation	Student is almost always prepared for class with assignments and required class materials	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
	Behavior	Student never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student always displays disruptive behavior in most of the classes.	
	Classroom Rules	Student always follows all classroom rules like turning the camera on and speaking in English when asked to.	Student usually follows all classroom rules like turning the camera on and speaking in English when asked to. May need reminders from the teachers.	Student need constant reminders from the teachers to follow the classroom rules like turning the camera on and speaking in English when asked to.	Student never follows the classroom rules like turning the camera on and speaking in English even when she/he is asked to do so.	
Emotional	Classroom Attitude	Student always contributes positively to the overall class atmosphere, fostering a sense of joy and engagement among their peers.	Student generally contributes to a positive class atmosphere, although there may be occasional lapses in sustained engagement.	Student occasionally contributes to class until being asked to participate in class.	Student never contributes to the positive class atmosphere.	
	Participation Frequency	Student often contributes proactively to class by offering ideas and asking questions in each class.	Student sometimes contributes proactively to class by offering ideas and asking questions in each class.	Student rarely contributes proactively to class by offering ideas and asking questions.	Student never contributes proactively to class by offering ideas and asking questions.	
Social	Relationship among peers	Always willing to work/help classmates and interact with peers. Demonstrate empathy, and consistently engaging in respectful and constructive communication	Collaborate effectively in group activities, and often show respect to classmates.	Occasionally shows adequate participation and respect in group activities. Engagement in group discussions and projects is present but may lack consistent initiative.	Engagement in group discussions is minimal .	
	Relationship with teachers	Actively seeking guidance, demonstrating a high level of respect, engaging in open and constructive communication, and taking initiative in discussing academic progress and goals.	Often seek guidance and feedback, demonstrate respect for teachers' opinions, engage in constructive communication, and participate in discussions about academic progress and goals when prompted.	Occasionally seeks guidance and shows inconsistent signs of respect and communication with minimal participation in discussions about academic progress and goals, often requiring encouragement.	Rarely seek guidance or feedback, lack respect for teachers' opinions, struggle with communication, and show disinterest or reluctance in discussing academic progress and goals with teachers.	
Cognitive	Task performance	Student always demonstrates good performance when carrying out the activities/tasks during class.	Student generally demonstrates good performance when carrying out the activities/tasks during class.	Student rarely demonstrates good performance when carrying out the activities/tasks during class.	Student never demonstrates good performance when carrying out the activities/tasks during class.	
Total:						

Adapted from: <https://www.ferris.edu/administration/academicaffairs/Assessment/Documents/RelatedLinks/Student-Engagement.pdf> and https://onlinelearning.utk.edu/wp-content/uploads/2023/04/7Standards_3.pdf

Appendix J

Survey to Students

Name:

What did you like about this lesson?:

What did not work for you?:

Appendix K

Unit #1: Lesson 1 - Lesson Plan

Topic: Introduction to the Business Computing Course

Lead teachers: Milena Chen and Yariela Moya

Date: Tuesday, August 15th, 2023

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will demonstrate their ability to comprehend and respond appropriately in English by acknowledging receipt of the course syllabus through written or verbal communication.

Specific objectives:

By the end of this lesson, the students will be able to...

1. introduce themselves orally to the class by providing basic information;
2. talk about through an icebreaker game by writing 3 sentences;
3. show understanding of the course syllabus by asking questions about the course content and/or acknowledging the course content; and
4. show understanding of the course tools to be used by confirming information and/or asking questions.



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Objectives	Procedures	Language (Vocabulary, useful language, grammatical features)	Skills	Strategies	Time
1	<p>Introduction Ts greet and introduce themselves and the course to the Ss. Then, Ss introduce themselves by stating their name, where they live, and age. Finally, the Ts ask all Ss to provide a reason why they decided to study Business Computing and how English can help them as professionals.</p> <p>Materials: PowerPoint Presentation</p>	<p>a) Useful language <i>Hello, my name is..</i> <i>I am ...</i> <i>I live in ...</i> <i>I'm ___ years old.</i> <i>I study Business Computing because ...</i> <i>Studying English will help me ...</i> <i>I think English is ...</i></p> <p>b) real task language <i>Introducing themselves, meeting people</i> <i>simple present tense</i></p>	S L	<ul style="list-style-type: none"> ● Meeting new people ● Introducing themselves 	20 min
2	<p>Ice-breaker Ss talk about themselves through an ice-breaker game. Ss write 3 sentences about themselves. One sentence must be a lie, and the other two are truths. Ss</p>	<p>a) Useful language <i>I am / have ...</i> <i>I like / prefer ...</i> <i>I practice ...</i> <i>How do you say...?</i> <i>What's the word for...?</i></p>	W S L R	<ul style="list-style-type: none"> ● Providing self-descriptions ● Guessing ● Answering questions 	30 min

	<p>present their sentences to the group, and the class guesses which statement is the lie. The Ts demonstrate the activity by giving an example between each other.</p> <p>Materials: Jamboard</p>	<p><i>I think the lie is sentence # ...</i></p> <p>b) real task language <i>simple present tense</i></p>			
3	<p>Course Syllabus Ss are presented with the course syllabus (student's version). Ts ask Ss to read the objectives, methodology, and evaluation. The Ts explain the class dynamics and answer questions Ss may have for the course. Ss fill out the program acceptance letter at the end.</p> <p>Materials Course Outline Acceptance letter</p>	<p>a) Useful language <i>How do you pronounce...?</i> <i>What is the meaning of...?</i></p>	R L S	<ul style="list-style-type: none"> • Reading with a purpose • Asking questions • Confirming understanding 	30 min
4	<p>Course Platforms Ts explain how to use of Zoom platform (sharing screen and sound, joining breakout rooms, typing in the chat,</p>		S L	<ul style="list-style-type: none"> • Asking questions • Confirming understanding 	30 min

	<p>uploading/downloading documents) and Google Drive to upload documents from both asynchronous task and the project files (entering the link, uploading/downloading documents, making copies of the handouts). Ts explain the due dates and the method for the asynchronous work.</p> <p>Materials Google Drive Folder</p>				
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Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing

Unit #1: Lesson 2 - Lesson Plan

Topic: Report the Status of a Project

Lead teacher: Yariela Moya / **Assistant teacher:** Milena Chen

Date: Tuesday, August 22nd, 2023



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of this unit, students will be able to successfully report the status of IT operations, projects, and systems in written form using technical and formal vocabulary and proper grammar structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to briefly report the status of a project in written form based on information from an email by using rephrasing techniques.

Specific objectives:

By the end of this lesson, students will be able to:

1. properly apply critical thinking skills to identify and select appropriate synonyms for given words using the Baamboozle platform;
2. precisely demonstrate an understanding of synonyms and word order by identifying keywords to match sentences with their rephrased versions;
3. efficiently use rephrasing techniques to replace words with synonyms and adjust word order to improve clarity in a short report;

4. precisely paraphrase key ideas from a marketing report email using synonyms and word order adjustments to write a concise SWOT analysis.;
5. accurately rephrase an IT project status report using the appropriate synonyms and changing the word order of ideas given to present the information through a visual aid.

Objective	Procedure	Language (Vocabulary, useful language, grammatical features)	Skills	Strategies	Time
1	<p>Warm-up: Using the platform Baamboozle Ss use synonyms to substitute words. T divides the class into two groups and gives the instructions. Taking turns, each member of a team will select a card, read the word it contains and provide a synonym for that word. If they accurately identify the synonym, they will earn points. However, Ss must be careful because there are some cards that remove points or give points to the other group. At the end, the group with more points will be the winner.</p> <p>Materials: Baamboozle platform- https://www.baamboozle.com/game/1724131</p>	<p>Useful language: It can be... Maybe Perhaps What about ...? A synonym is...</p> <p>False, blank, tall, sad, mad, center, safe, problem, smart, new, dark, small, fast, bright, beautiful, and old.</p>	S R L		15 min

2	<p>Pre-task 1: T provides Ss with handout 1 that contains multiple sentences extracted from diverse reports. The sentences on the right column are the paraphrased version of the sentences on the left column. Ss work in pairs to match the paraphrased sentences to the original one. Finally, T checks the answers as a whole group and then asks the question included in the handout to introduce and explain the role of synonyms and word order to rephrase ideas.</p> <p>Materials: handout 1</p>	<p>Vocabulary: Report-document Outlines-presents Design and development-planning and creation Required-essential Appraises-evaluates Functional-practical Traditional-conventional Refers-pertains Linear-sequential Designed-created Step by step-sequential steps Developing-creating High-quality-top notch Study-analysis Suggested-proposed Aims-objective Prove-verify Proposed-intended Responsible-accountable Handling-managing</p>	S W R		15 min
3	<p>Pre-task 2: Ss are given handout 2 that contains a report about a project. By working in pairs, Ss look for synonyms of the boldfaced words from the text on the internet to fill in a chart. Once the chart is completed, Ss use the synonyms they have to rephrase the report by filling out with the synonyms they found, and finally they change the word order of the highlighted sentences to appropriately rephrase the report.</p> <p>Materials: handout 2</p>	<p>Vocabulary: Outdated Gateway Virus Database Software Device Requirements</p>	W S		20 min

4	<p>Main task: Individually, Ss write reviews of an email report. T provides Ss with handout 3 which contains an image of a marketing campaign report. Ss are asked to write a SWOT analysis of the report by writing three ideas on the platform Genial.ly. T suggests that Ss use the useful language included in the handout. When they finish writing their thoughts, T now asks them to rephrase the ideas of their classmates on the same platform.</p> <p>Materials: Handout 3 and the platform Genil.ly https://view.genial.ly/64e00cd55499190019038e9a/interactive-content-swot-tech-analysis</p>	<p>The email is... (adjective)</p> <p>The report's summary is... (adjective)</p> <p>The main observation from this report is... (verb)</p> <p>The recommendations provided were... (adjective)</p> <p>The report shows a... (adjective) summary of the work done.</p>	R W S		45 min
5	<p>Post-task: Individually, Ss rephrase a project status report. The T gives Ss handout 4 that contains information related to a report. Ss must rephrase the complete report by changing the words in blue by synonyms. Next, they change the word order of the sentences in red. Then Ss draft the report on the document provided. Finally, they present their final report.</p> <p>Materials: handout 4</p>	<p>Useful language: I chose... The synonyms we used were... The words we looked for were... We changed this word... for... We substituted the word... for... This idea was modified with the word...</p>	R W S		20 min

Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing

Handout 1

Task 1

INSTRUCTIONS: The information below comes from programming reports.

1. Read all the charts.
 2. Find the rephrased idea for each chart.
 3. Write the corresponding number in the space provided.
 4. Be ready to share your answers and discuss the next question.
- What key differences in wording and structure do you notice between the pairs?

<p>1. This report outlines the design and development of a computer software system.</p>	<p>The Responsive approach in software development pertains to a project management model where modules are rapidly developed in iterations, resulting in faster software delivery compared to sequential methods such as the Waterfall model. _____</p>
<p>2. The next software which will be required for the development of the system is MySQL which is database software.</p>	<p>This document represents a practicability analysis of the suggested Xanadu contract management system. The objective of this study is to verify the fiscal viability of establishing and executing the mentioned system. The intended contract management system will be accountable for managing contracts related to outsourced system development. _____</p>
<p>3. It appraises functional programmers against mainstream traditional programmers and their programming techniques.</p>	<p>The upcoming software essential for system development is MySQL, which functions as database software. _____</p>
<p>4. Agile methodology in software development refers to a model of project management in which modules are developed in fast iterations and software is typically delivered faster than in linear methods like Waterfall.</p>	<p>It evaluates practical programmers in comparison to conventional mainstream programmers and their programming methods. _____</p>
<p>5. Android is the open-source OS designed for Linux Kernel and it appears in mobile devices like smart phones, tablets.</p>	<p>The process of system analysis and design encompasses a series of sequential steps aimed at creating top-notch information systems and websites. _____</p>
<p>6. System analysis and design involves step by step processes for developing high quality information systems and websites.</p>	<p>This document presents the planning and creation process of a software system for computers. _____</p>
<p>7. This is a feasibility study on the proposed Xanadu contract management system. This study aims to prove or disprove the financial prudence of creating and implementing the said system. The proposed contract management system will be responsible for handling outsourced system development contracts. This document represents a practicability analysis of</p>	<p>Android, an open-source operating system created for the Linux Kernel, is present on mobile gadgets such as smartphones and tablets. _____</p>

Adapted from
<https://www.wowessays.com/report/programming-reports/>

Handout 2

Task 1


INSTRUCTIONS: Open a browser on your computer and search for the synonyms of the boldfaced words and write them in the table below. The first word has been done for you as an example.

itserv@gmail.com

Date: 08/22/23

Engineering Weekly Project Reports


www.itserv.com




Report Author

Name of the author John Doe

Department: Engineering



Vesper Project Status

 100% Completion
Project Release

Release of a New Software Program

As of Today, August 22nd, 2023, the new project, Vesper, has now been released and is available to the public. You can download Vesper from our internal application library.

Vesper is a new tool that verifies and double-checks several **outdated** applications and software that can be used as a **gateway** for sending **virus** into our company's **database**.

The program creates an Excel spreadsheet with the **software** release date and last updated date information. Additionally, you can also find who within the company is still using the obsolete program and the **device** or operating system they are using (Linux, Windows, Mac, etc.).

If you have further functionality **requirements**, please email us at vesper@itserv.com

Boldfaced Word	Synonym
Outdated	
Gateway	
Virus	
Database	
Software	Application or computer program
Device	
Requirements	

Task 2

INSTRUCTIONS: Paraphrase the report from Task 1 using the synonyms you found and wrote in the chart, and then change the word order of the sentences or ideas highlighted to improve clarity and readability.

As of August 22nd, 2023, the latest project named Vesper has been officially launched and is now accessible to the public. People can download Vesper from our internal application repository.

Vesper stands as a novel tool designed to authenticate and cross-verify numerous _____ applications and software, which could potentially serve as a _____ for introducing _____ into our company's _____.

The program generates an Excel spreadsheet with release date and last updated date _____ information. Additionally, you can also find who within the company is still using the obsolete program and the _____ or operating system they are using (Linux, Windows, Mac, etc.)

If you possess any additional _____ you'd like to see, we kindly request that you reach out to us via email at vesper@itserv.com

Handout 3

Task 1

INSTRUCTIONS: Look at the following report of a marketing campaign. Then, write 3 reviews of what you think about this email on Genial.ly. Look at the useful language box to have a clear idea of what you are required to do. Finally, be ready to paraphrase your classmates' reviews. The instructor will assign you the reviews to write.

x			
To:	Cc	Bcc	Business Computing Students
From:	Yariela Moya Madrigal		
Subject:	Useful Language		
<ul style="list-style-type: none"> • The email is... (adjective) • The report summary is... (adjective) • The main observation from this report is... (verb) • The recommendations provided were... (adjective) • The report shows a... (adjective) summary of the work done. • The report needs to improve... (noun) 			

your**LOGO**TM

Monthly Marketing Dashboard
February 2022

Report Summary

Hi John,

We're another month in to your marketing campaign. This month we continued to make headway towards your business and SEO goals.

Organic traffic (from Google and Bing) increased by about 15% this month. Our new page "example" drove the majority of that new traffic which is great news.

The Google Ads and Facebook Ads campaigns both continue to drive leads under your target cost per conversion.

Please look through the pages of this report for a thorough overview of results.

Recommendations

We recommend **increasing the budget to \$25,000/month** across the PPC accounts (Google Ads + Facebook Ads). There is an opportunity to drive more qualified leads under the cost per conversion that we agreed upon.

Work Done This Month


- Improved the content on two product pages **[SEO]**
- Added internal linking to key pages **[SEO]**
- Built five new backlinks **[SEO]**
- Ran search query reports and optimized current campaigns **[Google Ads]**
- Built out new ads campaign with four newly design ads **[Facebook Ads]**

Handout 4

Task 1

INSTRUCTIONS: Rephrase the following IT Project Report by doing the following:

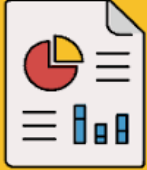
1. Replace the words in blue with synonyms.
2. Change the word order of the ideas in red.
3. Draft the information on the next page.
4. Present your rephrasing report.



PROJECT STATUS REPORT

Well Mobile Project • CP-30

Kelly Anne Clarkson



DECEMBER 2022

The project itself is still moving forward without any major issues. However, there were problems testing major features of the new mobile application. The VentureX feature was also not responding as expected. It is currently undergoing analysis and further testing to isolate the roots to the issues. While the project has potentially been set back by a week or two, the developers aim to resolve the outstanding issues prior to February 15, which will return the project to its initial schedule.

PROJECT OVERVIEW

COMPONENT	STATUS	OWNER/TEAM	NOTES
BUDGET	Over budget	Anwar Farrid, CFO	Developers claiming overtime to deal with new issues with mobile application features.
SCHEDULE	Acceptable	Elaine Krassik, Regional PM	The project schedule has not yet been compromised.
QUALITY	Less than satisfactory	Nigil Scholle, QAO	Due to early stage application bugs, the project may take longer than expected.
SCOPE	Progress paused	Tom Grayson	The overall scope of work may be reduced due to recent complications
RISKS	Driving up project budget, releasing finished product late	Jibar Saravapudi, Risk Advisor	Project budget has already increased.
ROADBLOCKS	Elusive mobile application errors	Jenny Lee, CTO	Currently running tests to isolate issues.

PROJECT STATUS REPORT

Well Mobile Project • CP-30

Kelly Anne Clarkson

DECEMBER 2022

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PROJECT OVERVIEW

COMPONENT	STATUS	OWNER/TEAM	NOTES
BUDGET		Anwar Farrid, CFO	
SCHEDULE		Elaine Krassik, Regional PM	
QUALITY		Nigil Scholle, QAO	
SCOPE		Tom Grayson	
RISKS		Jibar Saravapudi, Risk Advisor	
ROADBLOCKS		Jenny Lee, CTO	

Unit #1: Lesson 3 - Lesson Plan

Topic: Report the Status of a Project

Lead teacher: Milena Chen / **Assistant teacher:** Yariela Moya

Date: Tuesday, August 29th, 2023



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of this unit, students will be able to successfully report the status of IT operations, projects, and systems in written form by using technical and formal lexical items and proper grammar structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to appropriately complete the missing information in a written report based on given data about an IT operation by using the appropriate technical vocabulary and grammatical rules.

Specific objectives:

By the end of this lesson, students will be able to:

1. spontaneously formulate questions to obtain pertinent information and guess which businessmen their peers are through the game “Guess Who”;
2. demonstrate understanding of the rules of the simple present for third-person singular verbs by accurately completing sentences using a word bank after listening to a video;

3. assess comprehension of the simple present rules for third-person singular verbs by correctly classifying information in a chart based on a short report and improving pronunciation;
4. apply the rules of the simple present for third-person singular verbs by analyzing and comparing differences between Business Computing and Computer Science through a Venn diagram on the Class Tools platform;
5. Enhance grammatical accuracy in sentence construction by identifying and correcting errors in a chart about waterfall and agile methodologies, applying the rules of the simple present for third-person singular verbs.

Objective	Procedure	Language (Vocabulary, useful language, grammatical features)	Skills	Strategies	Time
1	<p>Warm up: Guess-Who Game T greets the students and creates 2 teams. Each team selects a representative to start the game. Once the representative is selected, they go into separate breakout rooms and T provides a picture of a technological device or app. The rest of the group ask questions to the representative about a famous person (businessmen) to guess what it is. The group that guesses it correctly, gets the point. T has a list of 4 people or tools to rotate between the students.</p> <p>Materials: PowerPoint Presentation with useful language.</p>	<p>Useful language</p> <ul style="list-style-type: none"> ● <i>Does he/she have _____ (hair)?</i> ● <i>Is he/she from...(USA)?</i> ● <i>Does he/she work?</i> ● <i>Is he/she a millionaire?</i> ● <i>Is he/she a CEO?</i> 	L S	<ul style="list-style-type: none"> ● Group work ● Anticipatory sets 	20 min

2	<p>Pre-task 1: Ss are provided with handout #1 which contains a fill in the blanks. To complete the ideas, T plays a video on the third person singular rules. Students then work individually to complete Part A of the handout. Then, T plays another video on the -ES rules for students to complete Part B of the handout. Finally, T plays a third video on the -IES rule for the third person singular, and Ss complete Part C. Once Ss complete the handout, T checks the answers with the whole class and clarifies any vocabulary pronunciation.</p> <p>Materials: Videos and handout #1</p> <ul style="list-style-type: none"> ● Video 1 ● Video 2 ● Video 3 	<p>Grammar:</p> <ul style="list-style-type: none"> ● Add <i>-s</i> for most verbs. ● Add <i>-es</i> for words that end <i>-ch, -sh, -s, -x, or -o</i>. ● If the verb ends in <i>consonant + -y</i>, change the <i>-y</i> to <i>-i</i> and add <i>-es</i>. ● If the verb ends in <i>vowel + -y</i>, keep <i>-y</i> and add <i>-es</i>. <p>Vocabulary:</p> <ul style="list-style-type: none"> ● <i>report</i> ● <i>study</i> ● <i>qualify</i> ● <i>reply</i> 	R L W	<ul style="list-style-type: none"> ● Active listening ● Critical thinking ● Rules analysis and application 	20 min
BREAK					10 min
3	<p>Pre-task 2: To ensure the understanding of the vocabulary, T provides Handout # 2 and explains the useful vocabular before starting. In pairs, Ss work on the classification of the rules of the simple present for</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● <i>Supplies</i> ● <i>Overspends</i> ● <i>Takes</i> ● <i>Stays</i> ● <i>Requires</i> 	R W S L	<ul style="list-style-type: none"> ● Cooperative work ● Class discussion ● Critical thinking 	20 min

	<p>the third singular pronoun. They are provided with handout #2 which contains a brief report with some boldface verbs and a chart with three columns for the corresponding rules of -s, -es, and -ies. Consequently, Ss read the entire report, not only the words, to classify the verbs in the columns. When they finish, T checks the answers with the whole group to practice the pronunciation of the simple present rules.</p> <p>Materials: Handout #2</p>	<ul style="list-style-type: none"> • <i>Completes</i> • <i>Develops</i> • <i>Designs</i> • <i>Progresses</i> • <i>Works</i> • <i>Completes</i> 		<ul style="list-style-type: none"> • Learning pronunciation 	
4	<p>Main task: Ss are required to collaborate in groups or pairs. Once the teams have been formed, the instructor provides them with handout #3, containing a reading that pertains to the distinctions between Business Computing and Computer Science. The instructor clarifies that the initial task involves comprehending the text in order to successfully fill out a corresponding Venn diagram by using the simple present rules previously discussed. Ss are provided with a link to complete the Venn diagram on the platform “Class Tools”. When they finished the completion of the diagram, Ss share their ideas to create a short class discussion and an opportunity to</p>	<p>Useful language:</p> <ul style="list-style-type: none"> • <i>Similar to</i> • <i>Compared to</i> • <i>In contrast</i> • <i>On the contrary</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> • <i>Agile</i> • <i>Waterfall</i> • <i>Planning</i> • <i>Tracking</i> • <i>Delegation</i> 	S R W	<ul style="list-style-type: none"> • Cooperative work • Class discussion • Critical thinking • Checking understanding • Technologies tools 	40 min

	provide feedback based on their performance. Materials: Handout #3 and the platform Class Tools.				
5	<p>Asynchronous task: Post-Task: By working asynchronously and individually, Ss complete handout #4, which features a chart presenting information about the steps in both waterfall and agile methodologies. However, this information was inaccurately drafted. Consequently, students need to correct the errors for the highlighted verbs by applying the appropriate rules of the simple present tense and write the correct form of the verb within the designated space. The handout will be submitted to each of the students' drive files whose link was already shared.</p> <p>Materials: Handout #4</p> <p>Notes: it will take ~10 min for T to explain the task in class</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● <i>Take</i> ● <i>Get</i> ● <i>Communicate</i> ● <i>Need</i> ● <i>Participate</i> ● <i>Work</i> ● <i>Write</i> 	S R W	<ul style="list-style-type: none"> ● Asynchronous work ● Critical thinking ● Confirming understanding 	30 min

Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing

Handout 1

Third-Person Singular Rules (He, She, It)		
In general, add -S to the verbs	Verb ending in CONSONANT + Y , add -IES	Verbs ending in -O, SH, CH, X, SS , add -ES
Work → Works	Cry → Cries	Wash → Washes
Code → Codes	Spy → Spies	Mix → Mixes

Table adapted from Effortless English

Part A: Third-Person Singular – Adding -S

Instructions: Based on what you learned from the “[Simple Present 3rd Person Singular: Add S](#)” video, complete the following sentences with the correct form of the verb in parenthesis.

1. The Senior Engineer _____ (write) a code for the automation.
2. The project manager _____ (create) a report for her supervisor.
3. He _____ (report) up to the Chief Executive Officer (CEO) of the company.
4. The app is not working. It _____ (close) every time I try to launch it from my phone.

Part B: Third-Person Singular – Adding -ES

Instructions: Based on what you learned from the “[Simple Present 3rd Person Singular: Add ES](#)” video, complete the following sentences with the correct form of the verb in parenthesis.

1. She _____ (watch) the engineer perform a quality analysis of the system.
2. He _____ (refresh) the browser to render the website with the newest changes.
3. The app automation _____ (push) the latest update into the program.
4. The internet connection is down. I will tell Maria to fix it. He _____ (fix) the internet connection every time it doesn't work.

Part C: Third-Person Singular – Adding -IES

Instructions: Based on what you learned from the “[Simple Present 3rd Person Singular: O and Y](#)” video, complete the following sentences with the correct form of the verb in parenthesis.

1. He _____ (study) Business Computing at the UCR.
2. The engineer _____ (try) to fix his computer.
3. My manager _____ (qualify) my job performance as exceptional.
4. She _____ (reply) the email with some instructions on how to fix the datacenter issue.

Handout 2

Task 1

INSTRUCTIONS: Read the next project status report to classify **THE BOLDFACE WORDS** in the chart below based on the simple present rules.

PROJECT STATUS REPORT



PROJECT NAME:	Data Engineer Project
PROJECT OWNER:	UCR
PROJECT MANAGER:	Milena C. & Yariela M.
DUE DATE:	Tuesday, August 29th, 2023

To Know:

Dear Team,

This email **supplies** an update on the status of the Data Engineer project. Regrettably, the project now **overspends**. Initially, we estimated the project to cost \$100,000, but due to unexpected costs, the project's total cost now amounts to \$120,000.

We identify the areas where the extra costs originate. The primary issue is that we underestimate the amount of time it **takes** to complete the project. We also have to purchase additional software licenses to complete the project. Additionally, we have to pay for extra training to ensure it **stays** up to date with the latest data engineering techniques.

We work hard to bring the project back on track and on budget. We are confident that we can still deliver the project on time, but it **requires** additional effort from everyone involved. We monitor the project closely and provide further updates as the project progresses.

If you have any questions or concerns about the project, please do not hesitate to contact me.

Sincerely,
Your Data Engineer Manager

Notes:

We have noticed the system completes the following tasks:

It **establishes** a database and tables to store data.

It **develops** scripts to extract data from multiple sources.

It **designs** a data pipeline to process and clean the data.

It **progresses** an ETL process to load the data into the database.

We are now in the process of testing the system to ensure that it **works** properly. Once the testing completes, we move on to the deployment phase. We anticipate that the project **completes** on time and within budget.

info@globalbusinesssolution.com // 483-590-4918 ext. 435

/s/	/es/	/ies/

Handout 3

Task 1

INSTRUCTIONS: Read the next information about Agile and Waterfall methodologies to complete the Venn diagram on the platform “Class Tools”. Use the useful language below to present your Venn Diagram.

Useful Language

- *Similar to*
- *Compared to*
- *In contrast*
- *On the contrary*

Agile VS Waterfall: A Complete Comparison

2. Similarities Between Agile and Waterfall

- They have similar goals, which are to produce high-quality software applications and make clients happy and content.
- They perform the same activities, which include collecting requirements, designing, developing, testing, and deploying.
- The foundation of a project involves planning, bringing the project to life, and monitoring the project’s progress in the two methodologies.

3. Differences Between Agile and Waterfall

Analysis of feasibility

Waterfall methodology: This process takes quite a lot of time to prevent reworking in the following phases of the project. It involves analyzing cost and benefit to determine if the plan is financially, technically, and operationally achievable. At times it may lead to a business case.

Agile project management: This takes as little time as possible. You can contact clients in good time in the first stages of the project and settle the project requirements and task details.

Planning process

Waterfall project management: Planning in detail is very crucial and is done just once. It allows them to achieve the set goals of the project without making any alterations to the requirements or scope of the project. You can track the formulated plan at the beginning of the project in the entire project progress after it’s set the baseline. You can make no change.

Agile methodology: Not done in advance but when the team is prepared to take on a particular set of the requirements and begin to outline the development. In this case, planning is an ongoing process since the team works on an active sprint. Changing the plan is allowed, but you cannot add new requirements to an active sprint.

Monitoring and tracking processes

Waterfall methodology: You can monitor the project's progress. Frequent status reviews are carried out to analyze the development. Afterward, the status reports will be sent to the management team and the project sponsors. The project managers also make weekly/monthly reports of status and share them with the stakeholders.

Agile methodology: It is different as the progress gets measured in each sprint. The project team does this, then the sprint reports are handed over to the stakeholders. Another way of tracking project progress is through the demo of the built functionality.

Roles delegation

Waterfall methodology: Project team members get assigned particular tasks, and one can work on only their delegated role. It is not up for any change whatsoever in the project life cycle. For example, a developer-only takes care of development tasks and cannot handle any other work.

Agile project management: The teams are self-organizing and can switch roles among themselves. Or they can work in cycles, for example, a developer can assist a tester in the testing process. There is only a case of scrum master exception in which you can swap with the project manager.

Handout 4

Task 1

INSTRUCTIONS: Read the next information about IT operation steps based on Agile and Waterfall methodologies. The table contains 7 mistakes marked in boldface font. Correct the verbs by properly adding the rules of the simple present. Use the chart below.

Waterfall	Agile (Scrum)
Feasibility evaluation (1) take a long phase and is done in advance to avoid reworking in the next project phases.	Feasibility test takes a shorter while considerably. Clients are engaged in the early project phase to get the buy and refine the (2) need in the long run.
Project planning is done at the beginning of the project and is not open to any changes later on. Project progress (3) get monitored according to the project plan.	The plan is not given the foremost priority and is done during sprint planning. Modifications are welcome except during an active sprint. The development gets tallied in each sprint.
Only the project managers (4) communicates and carry out progress review meetings weekly/ monthly.	Communication is frequent. face-to-face, and clients also (5) participates throughout the project
Roles are not interchangeable once distributed among project team members.	You can switch roles quickly, and the team can (6) works in cycles
Documentation gets a lot of emphasis and that is pretty comprehensive.	There's a need to file requirements, build designs, and (7) writes test plans to promote working software delivery.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Adapted from: <https://www.edrawsoft.com/agile-vs-waterfall.html>

Unit #1: Lesson 4 - Lesson Plan

Topic: IT Report Updates

Lead teacher: Yariela Moya / **Assistant teacher:** Milena Chen

Date: Tuesday, September 5th, 2023

Goal: By the end of this unit, students will be able to successfully report the status of IT operations reports, projects, and systems using technical and formal lexical items and proper grammar structures.

General objective: By the end of the lesson, students will be able to effectively apply the rules of the simple present tense to create questions in written form based on the provided IT report sentences using the appropriate question structures.

Specific objectives:

By the end of this lesson, students will be able to:

1. accurately demonstrate understanding of the simple present rules seen in the previous class through the correct identification of the third-person singular verbs by playing the game “Code >” on the platform genial.ly;
2. appropriately use the "do" and "does" auxiliaries when completing questions in the simple present tense with the proper auxiliaries and pronouns;
3. effectively use the simple present question auxiliaries based on the pronouns given by turning a set of instructions into appropriate questions to diagnose and address a customer's technical problem
4. proficiently use the "do" and "does" auxiliaries of the simple present tense by choosing the correct option on the platform TOMi.digital;
5. accurately use the simple present auxiliaries by creating questions based on the given sentences from diverse reports.



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Objective	Stage	Procedure	Skills	Language	Strategies	Time
1	Warm-up	<p>Working as a class, Ss play the game “Code >” on the platform Genial.ly. The T explains they are going to briefly review the topic of the previous class which was related to the rules of the simple present for the third singular verbs. The T presents some sentences (taken from the handouts of the last lesson) in which the rules have been already applied and students must answer the question “which rule was used?” based on their previous knowledge. To be able to answer, the T explains they need to turn their cameras on because the first one in raising the hand will have the opportunity to answer and get points to be the winner.</p> <p>Materials: Game “Code >” https://view.genial.ly/64f002995f744b001888d6f7/interactive-content-code-quiz</p>	R	<p>Grammar review:</p> <ul style="list-style-type: none"> Affirmative sentences in the present simple tense with the third-person singular pronoun. The project manager creates a report for her supervisor. <p>Vocabulary review:</p> <ul style="list-style-type: none"> Manager Engineer Try Automation Program Performance Issue 	<ul style="list-style-type: none"> Using previously learned grammar rules Review of vocabulary seen in previous classes. 	10 min
2	Pre-task	<p>T starts by refreshing the Ss memory on how to use the simple present tense in sentences. Then, she introduces the use of the “do” and “does” auxiliaries and how to</p>	R W	<p>Grammar: Questions in the simple present tense using the “do” and “does”</p>	N/A	20 min

		<p>use them to create questions. When T finishes, she provides handout #1 to students. In part A, Ss need to use the proper auxiliary to fill in the blanks. Then, Ss will use the auxiliaries and the pronouns to complete the questions provided individually.</p> <p>Materials: handout 1</p>		<p>Affirmative: You study Business Computing at the UCR.</p> <p>Question: _____ you study Business Computing at the UCR?</p>		
Break (10 minutes)						
3	Main-task	<p>Working individually, Ss are given a scenario where a customer has a problem and they, as technicians, need to solve it. To do so, they need to follow a checklist of instructions that tells them to ask several questions to the customer to fix the problem they are facing. By following this checklist, Ss turn those instructions into questions in handout #2 using the simple present question auxiliaries. At the end, the T provides feedback.</p> <p>Materials: handout 2</p>	R W	<p>Grammar: Affirmative sentences in the present simple tense to make questions with the auxiliaries “do” and “does”</p> <p>Ask the customer if he has his router connected to the power outlet.</p> <p>Do you have the router connected to</p>	<ul style="list-style-type: none"> Asking questions 	40 min

				the power outlet?		
4	Post-task 1	<p>Working as a group Ss play the game “Complete the question” on the platform TOMi.digital. First, the T explains how the platform works and then she shares a link and a code to access the platform. Once Ss are on the platform, they write their names and choose an avatar to play. To complete the questions, there will be a time limit so when the T clicks on the option “play” Ss complete the questions by choosing the correct option based on the use of the topic of the use of auxiliaries in the simple present tense. The S with more correct answers will be the winner.</p> <p>Materials: Game “Complete the question”</p> <p>Student link: https://tomi.digital/es/397468/completing-questions-by-using-the-auxiliaries-of-the-simple</p> <p>Student link: https://play.tomi.digital</p> <p>Materials: TOMi.digital.</p>	R	<p>Grammar: Use of the auxiliaries “does” and “does” to complete questions in the simple present tense.</p> <p>_____ the program test the connection from different locations?</p>	N/A	15 min
5	Post-task	Asynchronous task: Individually	R W	Grammar:	N/A	20

	2	<p>and asynchronously, students create questions using simple present tense auxiliaries. They use information from various reports found in Handout #3. They then convert the provided extracts into questions, filling in designated spaces. Lastly, students upload their completed handouts to their assigned Drive folders.</p> <p>Materials: Handout #3.</p>		<p>Use of the auxiliaries “does” and “does” to create questions in the simple present tense.</p> <p>“We complete the development phase”</p> <p>Do we complete the development phase?</p>		min
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Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing

Computing Business Students Addressing Customer Issues

Handout 1

Questions with Do / Does Woodward ENGLISH ENGLISH

We use **Do** or **Does** to make a question in the simple present tense. * * Exceptions: Questions with To Be and Modal Verbs (can, might, should etc.)

Auxiliary	+	Subject	+	Verb **
DO		I / you / we / they		go ... ?
DOES		he / she / it		want ... ?
				like ... ?

Affirmative: **You speak English.**
Question: **Do you speak English?**

Affirmative: **He speaks English.**
Question: **Does he speak English?**

** The base form of the infinitive = ~~to~~ go, ~~to~~ need, ~~to~~ speak, ~~to~~ live
Look: Third person verbs lose the final "s" in questions

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Image taken from www.grammar.cl

Part A

Instructions: Use "do" or "does" to complete the blanks below. The subject is underlined to help you choose the correct answer.

#	Exercises	Answer
1	Affirmative: <u>You</u> study Business Computing at the UCR. Question: _____ you study Business Computing at the UCR?	
2	Affirmative: <u>Carlos</u> goes to the site every week. Question: _____ Carlos go to the site every week?	
3	Affirmative: <u>We</u> aim to become the managers of the department. Question: _____ we aim to become the managers of the department?	

4	Affirmative: <u>Mileidy</u> prefers using the Agile methodology. Question: _____ Mileidy prefers using the Agile methodology?	
5	Affirmative: <u>The team</u> use the waterfall methodology. Question: _____ the team use the waterfall methodology?	
6	Affirmative: <u>Christopher</u> learns to code in C++. Question: _____ Christopher learn to code in C++?	
7	Affirmative: <u>The computer</u> stops working after the restart. Question: _____ the computer stop working after the restart?	

Part B

Instructions: Complete the questions using the pronouns provided and the simple present question “do” and “does” auxiliaries.

Pronouns / Auxiliaries	Question
He	_____ _____ have a degree in program management?
You	_____ _____ know how to install a database server?
It	_____ _____ understand how artificial intelligence works?
She	_____ _____ own a license to a good project status tracker?
They	_____ _____ work in the machine learning project?

Handout 2

Internet Connection is Down

Scenario: Imagine you are a technical support agent, and you have a customer on the phone telling you his internet connection is down.

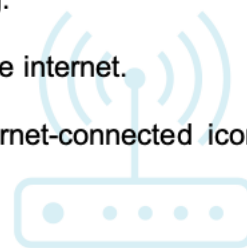
Here is a list of the possible things you could ask the customer to do to fix the internet connection.

Instructions: Turn the following instructions into questions using the “do” and “does” auxiliaries. Write your answers in the table below.

- 1. Ask the customer if he has his router connected to the power outlet.
- 2. Ask the customer if the router has any LAN or WLAN lights.
- 3. Ask the customer if the router shows any red lights.
- 4. Ask the customer if he/she has the internet cables connected.

Once connected to the internet, ask the customer the following:

- 5. Ask the customer if he/she thinks he can connect to the internet.
- 6. Ask the customer if he/she has the internet wifi or ethernet-connected icon in the taskbar.
- 7. Ask the customer if the router has all the lights on.



Number	Answer
1	
2	
3	
4	
5	
6	
7	

Handout 3

Task 1

INSTRUCTIONS: Read the next sentences which are short report extracts and transform them into questions. Use the spaces provided.

1. "We complete the development phase".

2. "This email updates the status of the Data Engineer project".

3. "I always inform the manager about the Data Engineer project".

4. "The program delivers the best possible solutions for our customers".

5. "This project requires a lot of hard work and dedication from the entire team".

6. "The project involves the development of a data platform".

7. "Engineers access and analyze data quickly and accurately".

8. "The manager monitors the project and reassesses the situation when the time is right".

9. "The company purchases additional software licenses to complete the project".

10. "The team ensures that the project is completed on time and to the highest standards".

Adapted from <https://freelancer.guide/data-engineering-status-update-examples/>

Unit #1: Lesson 5 - Lesson Plan

Topic: Create an Email Report Summary from a Call

Lead teacher: Milena Chen / **Assistant teacher:** Yariela Moya

Date: Tuesday, September 12th, 2023



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of this unit, students will be able to successfully report the status of IT operations, projects, and systems in written form by using technical and formal lexical items and proper grammar structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to report the status of a project in an email based on information discussed in a meeting by summarizing the key ideas and appropriate grammar structures.

Specific objectives:

By the end of the lesson, students will be able to

1. demonstrate understanding of new technical items by matching the technical vocabulary with their corresponding images;
2. accurately identify the components of business meeting minutes/notes emails by labeling the 7 words provided to their respective sections;
3. concisely extract main ideas and details from short texts about technology updates by filling out the provided form;

4. appropriately report the operation status of an upcoming project based on a business meeting audio on an email by summarizing the main aspects and action items discussed in meeting;
5. properly report the main topic and key details of a business meeting based on an email by answering 4 questions on a business meeting report document;
6. accurately summarize the main idea and details on an email based on a video about a business meeting by writing down some email construction ideas and 4 action items.

Objective	Stage	Procedure	Skills	Language	Strategies	Time
1	Warm-up	<p>Playing “memory game” students get familiar with technical vocabulary. T will share the screen with the online wordwall activity.</p> <p>Ss get half of the cards of the memory game that will contain pictures and the other half, words. By working individually, each student has the opportunity to match the cards. The S with more points will be the winner.</p> <p>Teachers and students review the technical vocabulary at the end of the game.</p> <p>Materials: Wordwall platform https://wordwall.net/resource/57849537</p>	R	<p>Pronunciation of technical items:</p> <ul style="list-style-type: none"> ● <i>Email</i> ● <i>Schedule</i> ● <i>Meeting</i> ● <i>Outage</i> ● <i>Agile</i> ● <i>Waterfall</i> ● <i>Update</i> ● <i>Report</i> ● <i>Networking</i> ● <i>Tech support</i> ● <i>Upgrade</i> ● <i>Wired</i> ● <i>Wireless</i> <p>Useful language:</p> <ul style="list-style-type: none"> ● The card that is in... 	<ul style="list-style-type: none"> ● Visual recognition ● Memory activation 	10 min

				<ul style="list-style-type: none"> • Left/Right • Top/Bottom • Corner 		
2	Pre-task 1	<p>By working in pairs, Ss identify the parts of an email. T starts by explaining the elements of a business meeting minutes email. Then Ss are given handout 1 that contains an example of an email with its corresponding parts in a word bank. Therefore, Ss identify the sections of the “<i>Business Meeting Minutes Email</i>” by writing the email’s parts in the spaces provided.</p> <p>Materials: handout 1</p>	R	<p>Email construction:</p> <ul style="list-style-type: none"> • <i>Introduction</i> • <i>Greeting</i> • <i>Summary</i> • <i>Action items</i> • <i>Closing</i> • <i>Signature</i> • <i>Title/topic</i> <p>Useful language:</p> <ul style="list-style-type: none"> • <i>I think _____.</i> • <i>In my opinion _____.</i> • <i>I agree.</i> • <i>I disagree.</i> • <i>The (introduction) goes here.</i> 	<ul style="list-style-type: none"> • Teamwork • Exchanging ideas 	20 min
3	Pre-task 2	<p>Ss identify the main ideas and details from short emails. T asks Ss if they remember how to identify the main ideas and review if needed. T shares the link https://form.jotform.com/232494</p>	R W	<p>Useful language:</p> <ul style="list-style-type: none"> • <i>I think _____.</i> • <i>In my opinion _____.</i> • <i>In my point of view _____.</i> 	<ul style="list-style-type: none"> • Monitoring reading comprehension 	20 min

		<p>390881060 for Ss to work on. Ss work in pairs in breakout rooms to complete the task. Once the task is completed, T brings Ss back to the main room for Ss to share their findings and to discuss how summaries are composed of main ideas and details and how Ss will use them in their professional fields.</p> <p>Materials: Jotform platform</p>		<ul style="list-style-type: none"> ● <i>The main idea is _____.</i> ● <i>One detail is _____.</i> ● <i>Another detail is _____.</i> ● <i>What about _____?.</i> ● <i>I agree</i> ● <i>I have to agree with _____.</i> ● <i>I disagree</i> ● <i>Up to a point I agree with you, but _____.</i> <p>Technical items:</p> <ul style="list-style-type: none"> ● <i>Wire</i> ● <i>Wired</i> ● <i>Upgrade</i> ● <i>Update</i> ● <i>Outage</i> ● <i>Knowledge base</i> 		
Break 10 mins						
4	Main-task	Ss are placed into a scenario where they are the engineers/technical program managers, Ss are about to go	L W R	<p>Procedural</p> <ul style="list-style-type: none"> ● <i>The answer is _____.</i> 	<ul style="list-style-type: none"> ● Collaborative learning ● Negotiating meaning 	40 min

		<p>into a meeting to kick off a project meeting with a customer. T plays this audio 2 times, the first time so Ss can get familiar with the audio and the second time for Ss to fill in the transcript of the audio in Handout 2. Then, T places Ss into breakout rooms.</p> <p>Working in pairs, Ss create meeting notes/minutes in an email format to report what was discussed during the meeting and the project upcoming action items using handout 3.</p> <p>Materials: handout 2 & handout 3</p> <p>Note: Audio starts at minute 1:08</p>		<ul style="list-style-type: none"> • <i>I think</i> _____. • <i>I wrote</i> _____. • <i>I listened to</i> _____. • <i>What do you think is the main idea?</i> • <i>What do we need in the email?</i> • <i>What is the action item?</i> • <i>I agree.</i> • <i>I think is</i> _____. <p>Real task language:</p> <ul style="list-style-type: none"> • <i>simple present</i> • <i>simple present auxiliaries</i> • <i>follow-up questions</i> • <i>expressions to show interest</i> 	<ul style="list-style-type: none"> • Use of previously learned knowledge 	
5	Post-task 1	By working in pairs, Ss summarize the main aspects of a business meeting by	R W	<p>Useful language</p> <p>Starting the task:</p> <ul style="list-style-type: none"> • <i>Let's begin our</i> 	<ul style="list-style-type: none"> • Teamwork • Exchanging ideas 	15 min

		<p>answering some questions on a report. T explains a situation in which they were asked to summarize the main aspects of the meeting to their supervisor in a written report. To do so, T shares meeting notes and handout 4. The link is about an email from a business meeting. Handout 4 contains a report template with some questions that Ss must answer based on the information they have read from the email. Ss read the information and focus on the details provided to be able to answer the questions. Finally, they write their ideas in handout 4.</p> <p>Materials: handout 4 and meeting minutes</p>		<p><i>task by</i> _____.</p> <ul style="list-style-type: none"> • <i>Our goal is to work together to summarize</i> _____. <p>Discussing the Email Content:</p> <ul style="list-style-type: none"> • <i>I noticed that in the email</i> _____. • <i>According to the email, it seems that</i> _____. <p>Sharing Ideas and Insights:</p> <ul style="list-style-type: none"> • <i>I think one key point from the email is</i> _____. • <i>I believe it's important to mention that</i> _____. <p>Referring to Handout 4:</p> <ul style="list-style-type: none"> • <i>Let's refer to Handout 4 to see the</i> 		
--	--	--	--	---	--	--

				<p>questions_____</p> <p>_____.</p> <ul style="list-style-type: none"> • <i>The first question on Handout 4 asks us to_____.</i> <p>Asking for Clarification:</p> <ul style="list-style-type: none"> • <i>I'm not quite sure about this part of the email_____.</i> • <i>Could you explain your interpretation of this detail?</i> <p>Summarizing Progress:</p> <ul style="list-style-type: none"> • <i>So far, we've discussed_____</i> • <i>Our report is taking shape, and we've covered these key aspects_____</i> —. 		
6	Asynchronous task	Ss send an email by summarizing the aspects	L W	Email construction:	N/A	45 min

		<p>discussed in a meeting. Ss are given handout 5 which contains a situation, a link to watch a video about the meeting, and an email template. Ss watch the video and take notes.</p> <p>Once Ss have some ideas, they draft and send the email just by providing information regarding the main purpose of the email, and the team roles assigned. This handout will be uploaded on Ss Drive files.</p> <p>Materials: handout 5</p>	<ul style="list-style-type: none"> ● <i>Title/topic</i> ● <i>Greeting</i> ● <i>Introduction</i> ● <i>Action items</i> ● <i>Closing</i> ● <i>Signature</i> <p>Useful language:</p> <ul style="list-style-type: none"> ● <i>Hello/Hi</i> ● <i>The purpose of this email is to _____.</i> ● <i>The team roles discussed were _____.</i> ● <i>Alex will _____.</i> ● <i>Azra will be responsible for _____.</i> ● <i>Jasmine will work on _____.</i> ● <i>Thiago will be incharge of _____.</i> ● <i>Best regards,</i> 		
--	--	--	---	--	--

Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing

Handout 1

Task 1

INSTRUCTIONS: Based on the parts of the email that the teacher just explained, identify the elements of an email in the example below. The list of sections has been provided to you in the section below:

Action items	Closing	Introduction	Signature	Summary	Title/Topic	Greeting
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Message Insert Format text Options

↶ 📧 📌 Segoe UI 12 **B** *I* U ~~S~~ ... 🔄

Send ▼

Further Follow-Up of Sales Meeting – July 20, 2021

Dear Sales Team,
I hope this email finds you well.

Please find attached the minutes of our meeting held on 20th July 2021.

The purpose of this email is to ensure that everyone is on the same page and has a clear understanding of the decisions made during the meeting.

During the meeting, we discussed the following topics:

- 1. New client acquisition strategy
- 2. Marketing campaigns
- 3. Quarterly sales targets

Action items that were decided during the meeting:

- 1. Marketing team to create a new marketing campaign by 30th August 2021
- 2. Sales team to increase sales by 25% by the end of 03
- 3. Sales teams submit a report on their progress every week

Please let me know if you have any questions or require any further clarification.
We need to work together to achieve our objectives. and I appreciate your support.

Best regards,

[Your Name]

1. []

2. []

3. []

4. []

5. []

6. []

7. []

Handout 2

Task 1

INSTRUCTIONS: Listen to the audio. Complete the sales meeting transcript with the words from the box.

IT development – sales - accounting software - tech support - play it by ear - company's products - trouble - email - other reports - software company - meeting - networking products

Useful language

- The answer is _____.
- I think _____.
- I wrote _____.
- *I listened to* _____.

Sales Meeting

Mrs. Jones: Good morning, Mr. Lewis. Please to meet you. I'm Mrs. Jones, CEO of Venus Systems. Please take a seat.

Mr. Lewis: Good morning Mrs. Jones, I'm pleased to meet you too. Thank you very much.

Mrs. Jones: Did you find us ok?

Mr. Lewis: Yes, thank you. The map and directions you sent me were a big help.

Mrs. Jones: That's good to know. Did you have any _____ finding a parking space?

Mr. Lewis: No, it was fine. By the way, I really like your offices. What an amazing view.

Mrs. Jones: Yes, I never get tired of that view. It's one of the advantages of working on the 50th floor. Have you been to New York before?

Mr. Lewis: No, this is my first visit. It's incredible how big everything is!

Mrs. Jones: I know what you mean. I've lived here for 5 years, and I still feel very small.

Mr. Lewis: Well, thank you very much for agreeing to meet me today.

Mrs. Jones: You're welcome. I have read the _____ you sent us. So, you would like us to sell your products in the USA. Please tell me a bit more about your company.

Mr. Lewis: ABC Solutions is a British _____, founded in 2010. Our head office is in London, and we have a second _____ office in Manchester, in the north of England.

Mrs. Jones: So, you have 2 offices. How many employees do you have in total?

Mr. Lewis: We currently have 143 employees across both offices, and we expect that to grow to 160 before the end of the year.

Mrs. Jones: It sounds like you are growing very quickly. What positions are you currently recruiting for?

Mr. Lewis: Those new positions are in sales, _____, and _____.

Mrs. Jones: Tell me briefly about your _____.

Mr. Lewis: We develop and sell _____ to small businesses. The product, which is called ABC accounts, tracks expenses, sends invoices, manages income, generates balance and income statements, and _____.

Mrs. Jones: And how can Venus Systems help?

Mr. Lewis: We would like Venus Systems to sell our Software in the USA. We understand that you already sell _____ and services to small businesses. We believe your clients would also be interested in our products.

Mrs. Jones: I see you have done your research! It's true that we have a lot of existing clients who could be interested in some accounting software. I would like to schedule another _____ with you, Mr. Lewis, to discuss this in more detail. In fact, this will probably need several meetings. How long are you in New York?

Mr. Lewis: I'm here for at least a week, although I could extend my stay if necessary.

Mrs. Jones: How about tomorrow morning at 10 am?

Mr. Lewis: Yes, that's fine for me. What would you like to discuss?

Mrs. Jones: I'd particularly like to discuss prices, payment terms, technical support, and training.

Mr. Lewis: That's fine. I agree that we'll probably need several meetings to discuss all that.

Mrs. Jones: Let's have the first meeting tomorrow and then we can _____ after that.

Mr. Lewis: Good idea. Well, thank you very much for your time, Mrs. Jones. I look forward to seeing you tomorrow.

Mrs. Jones: Well, thank you for coming all the way from London. I'll see you tomorrow. Good-bye.

Mr. Lewis: Good-bye.

Handout 2

Task 1

INSTRUCTIONS: Using the notes from the audio you just listened, write an email of the meeting notes/minute of the call. You can use the useful language provided to help you out.

x	-	☺	
To:	Add your recipients' names. In this case, your professor		
From:	Add your name		
Subject:	Add a subject to your email. [Meeting name and Date]		
<p>Start with a greeting,</p> <p>Add an introduction. You can also state your purpose.</p> <p>Add a summary of the main ideas discussed during the meeting.</p> <ul style="list-style-type: none"> - Main idea 1 - Main idea 2 - Main idea 3 <p>Include action items or follow-up tasks or responsibilities discussed in the meeting.</p> <p>Add a closing line and your signature.</p>			
			Send

Useful language

Greetings:

Dear _____ (John)

Hello _____ (Carlos)

Introduction:

I hope this email finds you well.

I am reaching out to you because/to

_____.

The purpose of this email is to

_____.

Summary:

We discussed _____.

We agreed that _____.

Action items:

_____ needs to do _____.

(Maria) _____ will _____ (schedule a meeting).

We need to _____.

Closing:

Thank you,

Best regards,

Handout 4**Task 1**

INSTRUCTIONS: Based on the email you read about the business meeting, answer the questions below.

BUSINESS MEETING REPORT

EMPLOYEE INFORMATION:

Employee Name: _____ Department: _____

Position: _____ Date of Review: _____

What is the main purpose of the email?

What are the details discussed in the agenda?

What details are provided about the operational updates?

What are the main details regarding the action items?

Additional Comments

REVIEWED BY:

Review Name: _____ Reviewer Position: _____

Use these ideas to communicate with your classmates during the development of this activity.

Starting the task:

- *Let's begin our task by _____.*
- *Our goal is to work together to summarize _____.*

Discussing the Email Content:

- *I noticed that in the email _____.*
- *According to the email, it seems that _____.*

Sharing Ideas and Insights:

- *I think one key point from the email is _____.*
- *I believe it's important to mention that _____.*

Referring to Handout 4:

- *Let's refer to Handout 4 to see the questions _____.*
- *The first question on Handout 4 asks us to _____.*

Asking for Clarification:

- *I'm not quite sure about this part of the email _____.*
- *Could you explain your interpretation of this detail?*

Summarizing Progress:

- *So far, we've discussed _____.*
- *Our report is taking shape, and we've covered these key aspects _____.*

Handout 5**Task 1****INSTRUCTIONS:** Read the situation below.

Situation

You work as a supervisor for a small tech company. You convene a meeting to assign team roles. However, one of your team members could not attend the meeting. Therefore, you have to send him/her an email to inform that person about the aspects discussed during the meeting.

Now that you have read the situation, inform your team member about the meeting by sending him/her an email. First, watch this [video](#) to know the roles that were assigned. Then take notes. Finally, use the template below to draft your ideas in the email.

Useful language:

- *Hello/Hi*
- *The purpose of this email is to _____.*
- *The team roles discussed were _____.*
- *Alex will _____.*
- *Azra will be responsible for _____.*
- *Jasmine will work on _____.*
- *Thiago will be incharge of _____.*
- *Best regards/sincerely*

x	—	🔍	
To:	smithgh@ABC.com		
From:	Add your name		
Subject:	Add a subject to your email. [Meeting name and Date]		
<p>[Start with a greeting],</p> <p>Add an introduction. You can also state your purpose.</p> <p>Add a summary of the main ideas discussed during the meeting (the team roles assigned)</p> <ul style="list-style-type: none"> ● Alex: ● Azra: ● Jasmine: ● Thiago: <p>Add a closing line and your signature.</p>			
			Send

Unit #2: Lesson 1 - Lesson Plan

Topic: What are the needs of your IT Company?

Lead teacher: Yariela Moya / **Assistant teacher:** Milena Chen

(in class observation)

Date: Tuesday, September 19th, 2023

Goal: By the end of the unit, students will be able to effectively offer services to potential IT clients and close deals in business settings orally by using basic vocabulary, pronunciation, and appropriate grammar structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to successfully demonstrate an understanding of the needs of a company's IT customers by listening to a video about the company's projects and goals and summarizing the information by using relevant/appropriate vocabulary.

Specific objectives:

By the end of the lesson, students will be able to

1. demonstrate a clear understanding of IT-related vocabulary relevant to an IT company's needs and goals by correctly identifying key terms while answering questions in the *"Who Wants to Be the Next Bill Gates?"* game;
2. demonstrate understanding of words or expressions commonly used to present information by filling and presenting orally the answers to an information gap correctly;



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3. accurately identify the needs and goals of an IT company by completing the script of a promotional video while listening and answering questions based on the script;
4. concisely present the needs of an IT company orally by summarizing key information from its promotional video and organizing the information in a PPT;
5. properly promote a new product and/or service by completing an advertisement script with the needs and goals of the new company.

Objective	Stage	Procedure	Skills	Language	Strategies	Time
1	Warm-up	Working as a whole group, Ss engage in a game called "Who Wants to Be the Next Bill Gates?" The T facilitates the game using a PowerPoint presentation that includes definitions of IT-related terms. Each Ss takes turns answering questions by identifying the word corresponding to the definition shown. Material: PowerPoint Presentation	R	<p>Useful Language:</p> <ul style="list-style-type: none"> ● <i>I'm sure</i> ● <i>I'm 100% sure</i> ● <i>Yes, final answer</i> ● <i>Can I have more time to think?</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● <i>Cutting-edge</i> ● <i>Expertise</i> ● <i>Management</i> ● <i>UI (user interface)</i> ● <i>UX (user experience)</i> ● <i>Approach</i> ● <i>Development center</i> ● <i>Software engineers</i> 	<ul style="list-style-type: none"> ● Group work ● Critical thinking ● Pronunciation practice 	15 min

				<ul style="list-style-type: none"> • <i>Priority</i> • <i>Full cycle</i> 		
2	Pre-task 1	<p>Ss work together to fill the information gap exercise provided.</p> <p>T provides some Ss with Handout #1 (Student A) and other Ss with Handout #1 (Student B). T explains what Ss have to do and sends them into breakout rooms. Each breakout room will have one student A and one student B. Ss work in pairs to complete the information gap exercise.</p> <p>Material: Handout 1</p>	R S	<p>Vocabulary</p> <ul style="list-style-type: none"> • <i>Good morning</i> • <i>Thank you</i> • <i>First of all</i> • <i>Then</i> • <i>In terms of</i> • <i>Another</i> • <i>In conclusion</i> • <i>Welcome</i> <p>Procedural language:</p> <ul style="list-style-type: none"> • <i>Is it a greeting?</i> • <i>Is it a farewell?</i> • <i>Is it to give an additional idea?</i> • <i>Is it to specify/emphasize something?</i> • <i>Is it to conclude the presentation?</i> • <i>To start a presentation, we can say...</i> • <i>To introduce the first point/idea we might say...</i> • <i>To introduce the second point/idea we might say...</i> 	<ul style="list-style-type: none"> • Exchanging ideas • Negotiating meaning • Pronunciation practice 	20 min

				<ul style="list-style-type: none"> • <i>To introduce the third point/idea we might say...</i> • <i>To finish we might say...</i> • <i>What about the word/expression...?</i> 		
3	Pre-task 2	Working as a group and then in pairs, Ss identify the needs of an IT company from a company promotional video. T gives Ss handout 2, which is divided into 2 parts. Part A is a transcript of the video with missing words, and Part B has a set of questions about the company's needs. T explains that both sections are going to be completed based on a video about "what makes a great IT company". The video will be played twice. For part A, Ss work as a whole group and fill in the blanks with the words from the word bank. For part B, students are going to work in pairs and answer the questions based on the information from the video.	L W	<p>Procedural language:</p> <ul style="list-style-type: none"> • <i>The answer is...</i> • <i>I think it is</i> • <i>I wrote...</i> • <i>I heard...</i> • <i>In my opinion a need is...</i> • <i>In my point of view the goal is...</i> • <i>What about this idea?</i> • <i>I agree</i> • <i>I disagree</i> • <i>Up to a point I agree with you, but...</i> <p>Technical vocabulary:</p> <ul style="list-style-type: none"> • <i>Cutting-edge</i> • <i>Expertise</i> • <i>Management</i> • <i>UI (user interface)</i> • <i>UX (user</i> 	<ul style="list-style-type: none"> • Teamwork • Exchanging ideas 	20 min

		<p>Finally, Ss return to the main session and share their answers in a class discussion.</p> <p>Materials: Handout 2 and the video https://www.youtube.com/watch?v=QyhwsYhX09s</p>		<p>experience)</p> <ul style="list-style-type: none"> ● <i>Approach</i> ● <i>Development center</i> ● <i>Software engineers</i> ● <i>Priority</i> ● <i>Full cycle</i> 		
Break 10 mins						
4	Main-task	<p>In pairs, Ss will present the IT company's needs and goals, building on the previous activity's discussion. The teacher assigns them the role of process improvement managers asked by the QA (Quality Analysis) department to present the basic needs and goals of an IT company in a meeting. They will use the information from Handout 2 and create a visual aid for the presentation. Each pair will then present their findings to the class one by one.</p> <p>Materials: PowerPoint Presentation, Handout 2, and the video https://www.youtube.com/</p>	S L	<p>Procedural language:</p> <ul style="list-style-type: none"> ● <i>Good morning/evening...</i> ● <i>We appreciate your presence here</i> ● <i>Today, we will discuss...</i> ● <i>First of all, we would like to discuss...</i> ● <i>The primary goal/need is...</i> ● <i>Another goal/need is...</i> ● <i>Then we will go on to highlight what we see as the last need/goal</i> ● <i>In conclusion...</i> ● <i>Thank you for your attention.</i> 	<ul style="list-style-type: none"> ● Group work ● Use of previously learned knowledge 	40 min

		watch?v=QyhwSYhX09s		<ul style="list-style-type: none"> • <i>We welcome any questions or suggestions you may have at this time.</i> <p>Technical vocabulary:</p> <ul style="list-style-type: none"> • <i>Cutting-edge</i> • <i>Expertise</i> • <i>Management</i> • <i>UI</i> • <i>UX</i> • <i>Approach</i> • <i>Development center</i> • <i>Software engineers</i> • <i>Priority</i> • <i>Full cycle</i> 		
5	Post-task	<p>Working asynchronously, S writes an advertisement for a new IT company. Ss needs to come up with the new product or service, the name of the company and goals it aims to solve for its customers. T provides S with a template (Handout 3) they can follow. Once S finishes, he/she uploads the document to the corresponding Drive folder.</p> <p>Material: Handout 3</p>	R W S	<p>Procedural language:</p> <ul style="list-style-type: none"> • <i>We can talk about _____ (service/product)</i> • <i>Let's create something about _____.</i> • <i>I agree.</i> • <i>I disagree.</i> • <i>What about _____.</i> 	<ul style="list-style-type: none"> • <i>Exchanging ideas</i> • <i>Showing agreement or disagreement</i> 	40 min

				<ul style="list-style-type: none">• <i>What do you think we can write here?</i> <p>Vocabulary:</p> <ul style="list-style-type: none">• <i>Troubleshooting</i>• <i>Memory</i>• <i>Management</i>• <i>Search engine</i>• <i>Social media</i>		
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Reference

An action video content agency. (January 29th, 2018). *Corporate Video for IT Company|Corporate Video for Perfectial* [Video]. Youtube. <https://www.youtube.com/watch?v=QyhwSYhX09s>

Handout 1 (Student A)

Situation: You work at an IT company and are going to present and explain the needs and goals to the staff in an online meeting.

Instructions: Follow the script below and take turns with student B to ask questions and fill in the blanks in the text below.

Useful questions for the task:

- How can we start a presentation?
- What expressions can we use to introduce the first point/idea?
- What expressions can we use to introduce the second point/idea?
- What expressions can we use to introduce the third point/idea?
- What expressions can we use to finish the presentation?

Useful language during the task interaction:

- Is it a greeting?
- Is it a farewell?
- Is it to give an additional idea?
- Is it to specify/emphasize something?
- Is it to conclude the presentation?
- To start a presentation we can say...
- To introduce the first point/idea we might say...
- To introduce the second point/idea we might say...
- To introduce the third point/idea we might say...
- To finish we might say...
- What about the word/expression...?

Student A

Student A: _____, ladies and gentlemen. We _____ your presence here today as we discuss the needs and goals of our IT company, TechVision Solutions Inc.

Student B: Thank you, student A. We have carefully analyzed our company's strategic direction and identified key needs and goals that are integral to our success.

Student A: _____, we would like to discuss our financial objectives. Our primary financial goal is to achieve a substantial increase in annual revenue, aiming for a growth rate of 30% within the upcoming fiscal year.

Student B: Then we will go on to highlight what we see as the last need to invest in upgrading our network infrastructure and transitioning to cloud-based services. This move will not only enhance our efficiency but also ensure robust data security.

Student A: _____ market expansion, we are exploring opportunities to enter new regional markets, which align with our growth strategy and will significantly broaden our customer base.

Student B: From a human resources perspective, another top priority is to recruit highly skilled software developers and cybersecurity experts to strengthen our technical capabilities.

Student A: _____, these needs and goals are essential elements of our strategic plan to ensure the continued growth and success of TechVision Solutions Inc.

Student B: Thank you for your attention. We welcome any questions or suggestions you may have at this time.

Handout 1 (Student B)

Situation: You work at an IT company and are going to present and explain the company's needs and goals to the staff in an online meeting.

Instructions: Follow the script below and take turns with student A to ask questions and fill in the blanks in the text below.

Useful questions for the task:

- How can we start a presentation?
- What expressions can we use to introduce the first point/idea?
- What expressions can we use to introduce the second point/idea?
- What expressions can we use to introduce the third point/idea?
- What expressions can we use to finish the presentation?

Useful language during the task interaction:

- Is it a greeting?
- Is it a farewell?
- Is it to give an additional idea?
- Is it to specify/emphasize something?
- Is it to conclude the presentation?
- To start a presentation, we can say...
- To introduce the first point/idea we might say...
- To introduce the second point/idea we might say...
- To introduce the third point/idea we might say...
- To finish we might say...
- What about the word/expression...?

Student B

Student A: Good morning, ladies and gentlemen. We appreciate your presence here today as we discuss the needs and goals of our IT company, TechVision Solutions Inc.

Student B: _____ student A. We have carefully analyzed our company's strategic direction and identified several key needs and goals that are integral to our success.

Student A: First of all, we would like to discuss our financial objectives. Our primary financial goal is to achieve a substantial increase in annual revenue, aiming for a growth rate of 30% within the upcoming fiscal year.

Student B: _____ we will go on to highlight what we see as the last need to invest in upgrading our network infrastructure and transitioning to cloud-based

services. This move will not only enhance our efficiency but also ensure robust data security.

Student A: In terms of market expansion, we are exploring opportunities to enter new regional markets, which align with our growth strategy and will significantly broaden our customer base.

Student B: From a human resources perspective, _____ top priority is to recruit highly skilled software developers and cybersecurity experts to strengthen our technical capabilities.

Student A: In conclusion, these needs and goals are essential elements of our strategic plan to ensure the continued growth and success of TechVision Solutions Inc.

Student B: _____ for your attention. We _____ any questions or suggestions you may have at this time.

Handout 2

Part A

INSTRUCTIONS: Watch the video. Complete the transcript with the words from the box below.

- Cutting-edge – Approach - Expertise - Full cycle - Management - UI
- UX - Software engineers – Priority - Development center

Useful language:

For discussing listening answers	For discussing the questions
<ul style="list-style-type: none"> • <i>The answer is....</i> • <i>I think it is...</i> • <i>I wrote...</i> • <i>I listened to...</i> 	<ul style="list-style-type: none"> • <i>In my opinion a need is...</i> • <i>In my point of view the goal is...</i> • <i>What about this idea?</i> • <i>I agree/I disagree</i>

What Makes a Great IT Company?

What makes a great IT company? 1 _____ projects by innovative 2 _____, diversified 3 _____, advanced 4 _____, world's top companies as clients, but what exactly makes it perfect?

First of all, you need people. Me? Yes! All these people who devote themselves to their jobs, who can't imagine doing anything else, who strive to deliver perfect software, who leverage the latest and most effective 5 _____, 6 _____ practices, for whom transparency is the number one 7 _____.

What else? You are right, 8 _____ makes a difference. From 9 _____ of software engineering to dedicated 10 _____, resources to satisfy each need you might have. Every project is executed in dedicated branded space, all the products are strongly protected. This is the way to grow your business faster but there is still one more thing; yeah, passion. An acute desire to change the world, a successful team is the one that helps each client achieve their goals.

Now, it's perfect. IT is Perfectial.

Part B

INSTRUCTIONS: Based on the video's information, answer the questions below.

Useful language to answer the questions:

- *A great IT company needs...*
- *The specific needs of an IT company are...*
- *It shows that dedicated and aligned people are crucial for an IT company by...*
- *The company's approach is important because/for...*
- *For an IT company passion is important because...*

1. What specific needs are highlighted in the video as key components of a great IT company?
2. How does the video show that dedicated and aligned people are important for the company's success?
3. Why is the company's approach important?
4. Why is passion important in the IT industry, and how does it help the company and its clients?

Video taken from <https://www.youtube.com/watch?v=QyhwSYhX09s>

Handout 3

Part A

Instructions: Think about a new product or service you want to advertise. Fill out the table below.

Create a New Product

Name of the company:	
Product or service offered:	
Description of your product or service? (What does it do?)	
What needs do you aim to solve with this product or service?	
What are your company's goals?	

Part B

Instructions: Complete the script for the commercial of your new product

Advertisement Script Example

A: _____ (Hello/Good morning/Good afternoon). Today we are going to talk about our new product called _____ (product name).

B: It is a/an _____ (product or service being offered) that _____ (description of the product or service – what does it do?).

C: This _____ (product/service) will help you _____ (what are the needs you aim to solve?)

D: The goal of our company is to _____ (What are the goals of your company?)

Useful language

Examples of needs a company aims to solve:

The _____ (product/service) will help the memory of your computer run faster processes.

The _____ (product/service) solves the data center troubleshooting from the web UI.

Examples of business goals:

Improve customer service.

Increase management efficiency.

Become a thought leader or industry expert.

Rank higher on the search engine results page.

Increase the company's social media presence.

Material adapted from LPieterse; taken from en.islcollective.com

Unit #1 Evaluation Week - Lesson Plan

Topic: IT Report Updates

Lead teacher: Milena Chen / **Assistant teacher:** Yariela Moya

(in class observation)

Date: Tuesday, September 26th, 2023



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of this unit, students will be able to successfully report the status of IT operations, projects, and systems in written form by using technical and formal lexical items and proper grammar structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to successfully demonstrate understanding of an email report by extracting the main and supporting ideas and answering the provided questions in the exam provided.

Specific objectives:

By the end of the lesson, students will be able to:

1. accurately demonstrate understanding of the simple present verb and the simple present question auxiliary rules by playing the “Quiz Show” game in wordwall;
2. properly recall the elements in meeting minutes emails and some of its common phrases through a group discussion/brainstorming;

3. successfully demonstrate understanding of the simple present while writing meeting minutes by extracting the main and supporting ideas and answering multiple choice/matching questions in the exam provided, and
4. accurately identify the goals, objectives, expectations and needs of an IT company by completing a graphical representation based on the reading of a script of a business meeting with a client.

Objective	Stage	Procedure	Skills	Language	Strategies	Time
1	Warm-up	<p>Ss review the simple present and the simple present auxiliaries through a wordwall group activity.</p> <p>Materials: wordwall game</p>	R	<p>a) procedural <i>I know the answer</i> <i>I think the answer is _____.</i></p> <p>b) real task language <i>Appropriate use of the simple present and the simple present question auxiliaries like “does _____ understand how to work on the project?” and “She/He replies to an email”</i></p>	<ul style="list-style-type: none"> • Activate background knowledge • Show understanding of the simple present verb rules 	10 mins
2	Pre-task 1	<p>Ss review the elements of an email using a Powerpoint presentation. Ss provide example sentences of each element in a class discussion.</p>	S R	<p>a) procedural <i>How do you write/spell “...”?</i> <i>How do you say “...”?</i></p> <p>b) real task language</p>	<ul style="list-style-type: none"> • Activate background knowledge • Exchanging ideas 	20 mins

		Materials: Review of Elements of an Email PPT.		<ul style="list-style-type: none"> • <i>common expressions in emails such as (hello, dear, i hope you are doing well)</i> • <i>statements in the simple present tense like "Colleague needs to send email" or "Classmate sets up a meeting"</i> 		
10 min break						
3	Main Task	<p>Ss receive the written test through the chat. T reads the general instructions and goes through each of the sections in the test. T clarifies questions from the Ss if any. Lastly, Ss submit their answers.</p> <p>Materials: Test</p>	R W L	<p>a) procedural <i>I have a question, "...?"</i> <i>I don't understand this part "..."</i> <i>What is the meaning of "...?"</i> <i>Can you explain again?</i></p>	<ul style="list-style-type: none"> • Watching a video with a purpose • Look for main ideas and supporting details • Show understanding of the simple present and its question auxiliaries. • Take a written test 	1 hour
4	Asynchronous - Post-task	Ss work asynchronously in the identification of a company's goals, objectives,	R	<p>a) procedural <i>Client's name...</i> <i>Company's goals...</i> <i>Company's objectives...</i> <i>Company's expectations...</i></p>	N/A	40 min

		<p>expectations and challenges. T uploads handout 1 to the Ss Drive folders and gives the instructions at the end of this lesson. Ss must read a script of a business meeting with a client to be able to complete the graph.</p>		<p><i>Company's challenges...</i></p>		
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Reference

Cedar Logde School of English. (February 12th, 2023). *Business Partner A+ Unit 5.3.3*. [Video]. Youtube.

<https://youtu.be/-jB01Ky19cM>

Handout 1

Part A

Instructions: Read the script below and complete the graph below.

Facilitator: Good morning, everyone. Welcome to today's business meeting with our valued client from TecNova Solutions. Our primary focus today is to discuss the goals and needs of our client and explore how our products or services can best address those needs.

To begin with, I'd like to introduce our esteemed client, the CEO of TechNova Solutions, Milena Chen.

Mr. Smith, would you like to say a few words about your organization and what you hope to achieve with our collaboration?

Ms. Chen: Good morning, everyone. Thank you for gathering here today. I want to take a moment to discuss our company's goals and objectives for the upcoming year.

As we look ahead, it's essential to recognize the remarkable journey we've undertaken together. Our mission has always been clear: to innovate and create technology solutions that empower people and transform industries.

Now, let's talk about our aims for the near future. First, we are committed to advancing innovation. Our industry thrives on change, and we intend to lead that change. We'll invest in research and development, foster creativity, and encourage collaboration among our teams to ensure we stay at the forefront of technology. Also, we prioritize customer satisfaction. Our clients trust us to provide cutting-edge solutions that solve their most pressing challenges. We'll continue to enhance our customer support and engagement efforts to exceed their expectations.

Facilitator: Thank you. Now, let's delve into your goals and objectives. What are the key outcomes you're aiming to achieve through our partnership?

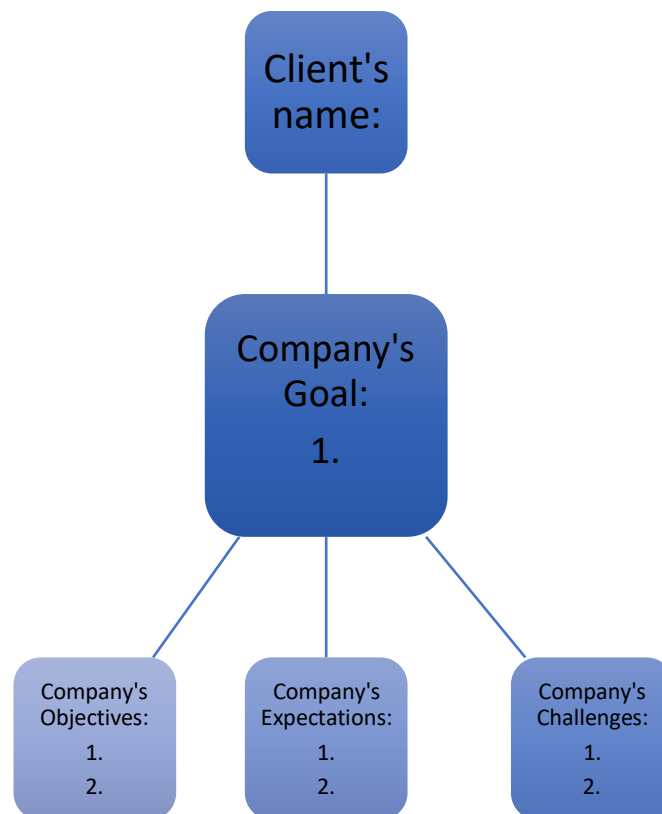
Ms. Chen: First and foremost, the primary outcome we seek through this partnership is to enhance our product's market reach and penetration. We believe that by joining forces with your organization, we can tap into new customer segments and expand our geographical presence. Secondly, we aim to accelerate our product development. Your expertise aligns perfectly with our product roadmap. By working together, we can speed up the delivery of innovative features and solutions to our customers.

Facilitator: Understanding your goals is crucial. Now, let's shift our focus to your current challenges and needs. What obstacles or pain points are hindering your progress toward achieving your goals?

Ms. Chen: The first obstacle I'd like to address is our outdated technology infrastructure. Our systems are no longer meeting the demands of our growing business, resulting in frequent downtime and decreased efficiency. This hampers our ability to innovate and deliver top-notch services to our customers.

Another challenge is that our internal communication and collaboration processes need improvement. Silos within the organization hinder the flow of information and slow down decision-making. This affects our agility and ability to adapt to market changes.

Facilitator: Thank you for sharing. Our team will start working diligently to identify how our products or services can align with your goals and address your needs. We will schedule another meeting to share with you the details.



Email Construction Evaluation Rubric:

Criteria	Excellent (4)	Proficient (3)	Satisfactory (2)	Needs improvement (1)
Title/ Subject	The title/subject is clear, concise, and directly relevant to the email's content. It is engaging and effectively sets the email's tone.	The title/subject is clear, concise, and relevant to the email's content. It sets an appropriate tone.	The title/subject is somewhat clear and relevant but could be improved for better impact.	The title/subject lacks clarity, relevance, or an engaging tone.
Greeting	The greeting is appropriate, respectful, and personalized. It sets a positive tone for the email.	The greeting is appropriate, respectful, and may be personalized. It establishes a positive tone.	The greeting is generally appropriate and respectful but could be more personalized or engaging.	The greeting lacks appropriateness, respect, or personalization.
Introduction	The introduction is clear, concise, and effectively sets the stage for the email's purpose. It engages the recipient's attention.	The introduction is clear, concise, and establishes the email's purpose effectively. It captures the recipient's interest.	The introduction is somewhat clear and concise but could be more engaging or relevant.	The introduction lacks clarity, conciseness, or engagement.
Action Items	Action items are exceptionally clear, specific, and logically presented.	Action items are clear, specific, and logically presented.	Action items are somewhat clear and specific.	Action items lack clarity, specificity, or logical organization.
Closing	The closing is exceptionally effective showing courtesy and professionalism.	The closing is effective showing courtesy.	The closing is somewhat effective but may lack completeness or professionalism.	The closing lacks effectiveness, courtesy, or professionalism.
Signature	The signature is exceptionally clear, professional, and includes the sender's name, title, and contact information (if necessary).	The signature is clear, professional, and includes the sender's name and title. Contact information is provided if needed.	The signature is somewhat clear and professional but may lack some necessary information.	The signature lacks clarity, professionalism, or essential information.

Comments:

Unit #2: Lesson 2 - Lesson Plan

Topic: Offering a Product Based on the Needs of an IT

Company



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Lead teacher: Yariela Moya / **Assistant teacher:** Milena Chen

Date: Tuesday, October 3rd, 2023

Goal: By the end of the unit, students will be able to effectively offer services to potential IT clients and close deals in business settings orally by using basic vocabulary, pronunciation, and appropriate grammar structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to appropriately carry out a sales transaction based on the IT customers' needs through oral simulations by using the correct formality, pronunciation, and tone of voice to close a deal.

Specific Objectives:

By the end of the lesson, students will be able to

1 appropriately show understanding of the different types of tone of voice by interpreting a provided word and conveying the assigned tone using the Wordwall platform;

2. accurately simulate an interaction with a potential client by using the appropriate selling tone based on a given short script;

3. successfully identify the register of words and phrases by classifying them into the correct formality through a fill in the blank and a matching exercise;
4. effectively use an appropriate tone and formality through a sales transaction simulation based on the given scenario;
5. concisely use an appropriate tone and formality to convey a message by creating a script and then recording it on the platform Vocaroo.

Objective	Stage	Procedure	Skills	Language	Strategies	Time
1	Warm Up	<p>Ss play a game to learn about tone of voice. Ss are provided with a phrase or word and they need to read it based on the tone of voice gotten from Wordwall. T shares a presentation to illustrate the different tones of voice they are going to see in case Ss are not familiar with the words.</p> <p>Finally, T mentions that there are different tones of voice and we use them based on the different situations or emotions we have.</p> <p>Materials: wordwall and PowerPoint Presentation</p>	S L	<p>Tone <i>Thoughtful</i> <i>Happy</i> <i>Disappointed</i> <i>Excited</i> <i>Surprised</i> <i>Angry</i></p> <p>Vocabulary <i>The purpose of today's meeting</i> <i>In conclusion</i> <i>Good afternoon</i> <i>We really appreciate your assistance</i> <i>Welcome</i> <i>Thank you for your time</i> <i>If you have any questions, we are here</i></p>	<ul style="list-style-type: none"> ● Tone of voice ● Mimicking 	10 min

				<i>to answer them</i>		
2	Pre-task 1	<p>Ss practice selling tones. T begins with a PowerPoint presentation explaining the importance of tone in potential client meetings. Then Ss listen to four audio samples to have a better understanding of selling tones. Next, T shares handout 1 that contains a short conversation with a potential client. Ss take roles and practice the conversation by using the different selling tones indicated. Finally, T asks Ss to read some parts of the conversation by applying the tones of voice.</p> <p>Materials: PowerPoint Presentation and handout 1</p>	R S	<p>Useful Language <i>I think it can be like...</i> <i>The...</i> <i>(friendly/certain/curious/persuasive) tone is like this...</i></p> <p>Tone of Voice Certain, curious, friendly and persuasive</p>	<ul style="list-style-type: none"> • Tone of voice • Mimicking • Pair work 	15 min
3	Pre-Task 2	<p>T introduces the formality topic with the video. Then T shares a presentation to learn about some of the formal expressions people may use in meetings for greetings, welcoming, introducing ideas, closing ideas, and more. Then Ss complete handout 2 to learn and practice formality by working in pairs to complete it. Once Ss finish, T checks the handout during a class discussion.</p> <p>Materials: handout 2 and video</p>	L R W	<p>Informal Language <i>Thanks a lot!</i> <i>That's it</i> <i>Questions?</i> <i>We're gonna talk about</i> <i>Howdy</i> <i>it is nice to have you here</i> <i>Let's start today's meeting!</i></p> <p>Formal Language <i>The purpose of today's</i></p>	<ul style="list-style-type: none"> • Negotiate meaning • Identify register 	20 min

		and PowerPoint Presentation		<p><i>meeting</i> <i>In conclusion</i> <i>Good afternoon</i> <i>We really appreciate your assistance</i> <i>Welcome</i> <i>Thank you for your time</i> <i>If you have any questions, we are here to answer them</i></p> <p>Useful Language <i>The formal expression is...</i> <i>I think it is...</i> <i>The answer is number...</i></p> <p><i>The answer is...</i> <i>Do you agree?</i> <i>I agree/I disagree</i> <i>What expression can we use here?</i> <i>I think we can use the expression...</i></p>		
Break 10 min						
4	Main Task	Ss are provided with a scenario in which they are asked to offer an IT product based on their analysis of a company's specific needs. In	W S	<p>Useful language: <i>The formal expression is...</i> <i>We can use the</i></p>	<ul style="list-style-type: none"> ● Pair work ● Tone of voice 	50 min

		<p>pairs, Ss fill in the blanks two scripts with the formal expressions that are requested in brackets and then they practice the conversations. Once they have practiced, Ss choose one script to simulate it to the class.</p> <p>Materials: Handout 3</p>		<p><i>expression... I think we can use the expression...</i></p> <p>Tone of Voice Certain, curious, friendly and persuasive</p>	<ul style="list-style-type: none"> Formality 	
5	Post-Task - asynchronous	<p>Working asynchronously and individually, Ss record an audio for selling an IT product/service. T explains Ss that they are going to write a short script (3 lines) in which they include formal expressions to offer a product/service. Once they have the short script, they practice it outloud with the appropriate tone of voice to record themselves by using the platform Vocaroo. Finally, Ss upload the recording or share the link they got to their corresponding Drive folders.</p> <p>Materials: PPP with the instructions and the Vocaroo link https://vocaroo.com/</p>	W S	<p>Formal Language <i>The purpose of today's meeting In conclusion Good afternoon I really appreciate your assistance Welcome Thank you for your time If you have any questions, I am here to answer them</i></p> <p>Tone of Voice Certain, curious, friendly and persuasive</p>	NA	40 min

Resources

Innoventure NMSU. (January 12th, 2017). Innoventure Jr: Formal and Informal Communication. [Video]. Youtube.

<https://www.youtube.com/watch?v=SrMTRqgHBI4>

Handout 1

Part A

Instructions: Read the script below and take roles. Then practice the conversation using the corresponding tone of voice indicated in brackets.

Useful Language

I think it can be like...

The... (friendly/certain/curious/persuasive) tone is like this...

Script

IT agent: Good morning, Mr. Venegas. Welcome and thank you for your time.

[FRIENDLY]

Our primary focus today is to discuss how our services can benefit your company.

[CERTAIN]

Mr. Venegas: Thank you, and I also want to express my appreciation for your time.

[FRIENDLY]

IT agent: Mr. Venegas, would you like to say a few words about what you hope to achieve with our collaboration? [CURIOUS]

Mr. Venegas: Yes. I want to enhance the product's market reach and to accelerate the product development. [CERTAIN]

Mr. Venegas: Would your team be able to provide assistance with this matter?

[CURIOUS]

IT agent: Certainly, we can. Our team will start working immediately to identify how our services can address your needs.

[PERSUASIVE]

Handout 2

Part A

Instructions: Match the informal expressions of column A with the formal expressions in column B. Write the numbers in the spaces provided.

Useful Language

- *The formal equivalent of “questions?” is.../A more formal way of asking people questions is...*
- *I think it is...*
- *The answer is number...*

COLUMN A Informal	COLUMN B Formal
1. Thanks a lot! 2. That's it 3. Questions? 4. We're gonna talk about 5. Howdy 6. It's nice to have you here 7. Welcome aboard! Let's kick things off!	_____ The purpose of today's meeting _____ In conclusion _____ Good afternoon _____ We really appreciate your assistance _____ Welcome to this meeting _____ Thank you for your time _____ If you have any questions, we are here to answer them

Part B

Instructions: There are some missing words in the following formal and informal meeting scripts. Try to fill in the gaps with appropriate words or expressions. Finally decide which of the scripts is more formal.

Useful Language

- *The answer is...*
- *Do you agree?*
- *I agree/I disagree*
- *What expression can we use here?*
- *I think we can use the expression...*

1) **Welcome aboard! Let's kick things off! / Howdy / We're gonna talk about /**

_____ team! [Greeting].

_____! [welcoming expression]. The meeting today is going to last no more than an hour since in today's meeting

_____ the marketing strategy for the launch of a new product. [introductory phrase].

2) **If you have any questions, we are here to answer them / Thank you for your time / In conclusion**

_____, this product will save customers' time and resources while improving overall communication. [summarising and closing expression]

Before leaving, we would like to _____ [Expression to show appreciation] and _____ [phrases for introducing questions section].

Handout 3

Part A

Scenario: Last week, you met with your team and the TechNova Solutions' CEO, Milena Chen. Today, she will be joining the session to hear the solutions you have developed for her company's needs.

Instructions: First, you have to fill in the blanks with the expression indicated in the brackets. Second, practice the conversation with your partner. Change roles in each of them. Finally, select one script to simulate it in front of your classmates and teacher.

Useful Language

- *The formal expression is...*
- *We can use the expression...*
- *I think we can use the expression...*

Script 1

Student A: [Use a greeting] everyone; [Use a welcoming expression].

Student B: [Use an expression to show appreciation] Ms. Chen for giving us the opportunity to present our IT solutions today.

Student A: We have conducted an analysis of your current internal communication needs, and this is our proposal.

Student B: Its name is [create a name]. It is a simple bottle, but it emits Wi-Fi signals that allow users to connect to it.

Student A: It is also mobile so you and your employees can take it anywhere and communicate with clients via platforms like chat, videoconferencing, email, and more.

Student B: [Use a closing expression] the [write the name again] will solve your communication issues.

Student A: [Use a formal farewell] for the possibility of working with your company.

Student B: [Use an expression for bringing discussion].

Script 2

Student A: [Use a greeting] everyone.

Student B: [Use an expression to show appreciation] Ms. Chen and for being here today to analyze how our IT services can benefit your company.

Student A: Our team has conducted an analysis of your current technology infrastructure, and this is our proposal.

Student B: This is the [create a name]. It looks like a simple pen, but it includes software, hardware, networks, and much more that will solve your technological infrastructure issues.

Student A: How to use the [write the name again]? Simply position the pen next to your computer, and its system will automatically synchronize with your computer.

Student B: [Use a closing expression], it will guarantee that everything is connected and working properly.

Student A: [Use a formal farewell] for the possibility of working with your company.

Student B: [Use an expression for bringing discussion].

Unit #2: Lesson 2 - Lesson Plan

Topic: Offering a Product for an IT Company

Lead teacher: Milena Chen / **Assistant teacher:** Yariela Moya

Date: Tuesday, October 10th, 2023



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of the unit, students will be able to effectively offer services to potential IT clients and close deals in business settings orally by using basic vocabulary, pronunciation, and appropriate grammar structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to appropriately carry out a sales transaction based on the IT customers' needs through oral simulations by using appropriate expressions and correct pronunciation to close a deal.

Specific Objectives: By the end of the lesson, students will be able to

1. appropriately pronounce words and phrases related to sales transactions through the completion of a jeopardy game, an scrambled sentences exercise, and a roulette activity;
2. show understanding of the commonly used sales expressions to simulate a sales transaction by completing the script and practicing the phrases pronunciation; and

3. properly pronounce the sales words and phrases learned and practiced by recording a brief audio on the platform Vocaroo based on a given dialogue.

Objective	Stage	Procedure	Skills	Language	Strategies	Time
1	Warm Up	<p>T begins the lesson by introducing and explaining the vocabulary using a PowerPoint presentation. Then T asks the Ss to repeat the new words for correct pronunciation. Following this, T explains that they will be playing a game of Jeopardy using the online platform https://www.playfactile.com/Infihuxfm6/play</p> <p>To start the game, students will form teams and choose a name for each team. Then, they will encounter various cards, each indicating a specific amount of money. The team must correctly pronounce the word on the card to earn that money.</p> <p>Finally, the winning team will be determined based on the total amount of money they accumulate throughout the game.</p> <p>Materials: PowerPoint presentation and the platform Factile</p>	P	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Quantities ● Stock ● Agreement ● Items ● Expensive ● Negotiate ● Price ● Meet ● Halfway ● Buy ● Discount ● Offer ● Pay ● Deal ● Low 	N/A	15 mins

1	Pre-Task	<p>T starts by playing the video to present a sales scenario that Ss need to complete. Ss listen carefully and repeat the useful phrases they can use to close a deal. Following this, T shares the activity link to the Ss and open breakout rooms. Using the same useful expressions from the video, Ss work in pairs to unscramble the sentences. Once they finish, T brings them back to the main room and asks Ss to read sentences to check for pronunciation.</p> <p>Materials: the video and activity link</p>	L S	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● What kind of price are you willing to pay? ● I don't think we can go that low. ● I'll meet you halfway. ● If you buy more stock, I can get you a bigger discount. ● What quantities do you have in mind? ● What is the best price you can offer us? 	<ul style="list-style-type: none"> ● Pair work 	25 mins
10 min break						
2	Main Task	<p>Using the same scenario of the video, Ss need to now close the deal from the video. T sends Ss the activity link they need to work with and opens breakout rooms. Ss work in pairs and fill out the script to practice the sentence meaning and</p>	L S	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● What kind of price are you willing to pay? ● I don't think we can go 	<ul style="list-style-type: none"> ● Pair work 	30 mins

		pronunciation. Once all Ss finish, T brings them back to the main session and asks Ss to present the dialogue. Materials: activity link		that low. <ul style="list-style-type: none"> ● I'll meet you halfway. ● If you buy more stock, I can get you a bigger discount. 		
1	Post Task	T presents a digital roulette. T explains to Ss that she is going to call them one by one to spin the digital roulette https://wheelofnames.com/es/bnm-gcm and Ss must say the word obtained from it and create a sentence using the word to verify the pronunciation and understanding of the word. The S who successfully pronounces the most words correctly will be declared the winner. Materials: the digital roulette	L P	Vocabulary: <ul style="list-style-type: none"> ● Quantities ● Stock ● Agreement ● Items ● Expensive ● Negotiate ● Price ● Meet ● Halfway ● Buy ● Discount ● Offer ● Pay ● Deal ● Low Useful language: <ul style="list-style-type: none"> ● I just signed a _____ (deal) ● I obtained a _____ 	N/A	20 mins

				big _____(di scout) on the new apple computer • I was able to _____ (meet) _____ (the CEO of google)		
N/A	Project Explanation	T shares the final project guidelines to Ss and explains the steps and needs for the project draft. Materials: Final project guidelines handout	L		N/A	10 mins
3	Asynchronous	Ss are provided a handout that contains a short dialogue of a sale transaction. Working asynchronously and individually, Ss practice it outloud by using the appropriate pronunciation of the words and phrases learned. Once they practice it, Ss record the audio using the platform Vocaroo. Finally, Ss upload the recording or share the link they got to their corresponding Drive folders.	R S	Vocabulary: <ul style="list-style-type: none"> • What kind of price are you willing to pay? • I don't think we can go that low. • I'll meet you halfway. • If you buy more stock, I 	N/A	40 mins

		<p>Materials: Handout 1 and the Vocaroo link https://vocaroo.com/</p>		<p>can get you a bigger discount.</p> <ul style="list-style-type: none"> ● What quantities do you have in mind? ● What is the best price you can offer us? 		
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Reference

BBC Learning English. (January 25th, 2017). Negotiating-30-English at Work Negotiates the Best Deal. [Video].

Youtube. <https://www.youtube.com/watch?v=-HZrTUNJKCs>

Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing; P = pronunciation

Guidelines for Final Project

Submission of the First Draft: October 24th



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Final Project Due Date: November 7th

Scenario: The CEO of Apple contacted you because they want you to create a webpage for a new iPhone 16.

Instructions: Share with the customer a written report in which you explain in detail the relevant aspects of the webpage. For this draft, complete the next information about the webpage.

Audience: Who will be interested in the product?

Purpose: What is the objective of the website?

Functions: What does the website do?

Content: What options/menus does the website have?

Features: What makes the website attractive?

- The maximum length for this draft is one page.
- Do not use ChatGPT, we will double-check. The idea of this first report is to provide feedback for improvement.
- Submit the draft on time, you will have time until October 24th at 11:59 p.m.
- Name the document as first name_last name_draft. Example: Yariela_Moya Madrigal_Draft.

Asynchronous task – Week 9

Instructions: Read the following dialogue. Record yourself in [vocaroo](#) saying the following lines for Mark and Sarah to practice the phrases studied in class.

Title: Software Sales Negotiation

Characters:

- Sarah - Sales Representative
- Mark - Potential Customer

Scene: Sarah and Mark are sitting in a meeting room, discussing software purchase for Mark's company.

Sarah: Hi Mark, thanks for considering our software. What's your budget for this?

Mark: We have a budget in mind, but we'd like it to be lower if possible.

Sarah: I'll do my best. How about I meet you halfway?

Mark: That sounds fair. What's the deal?

Sarah: If you buy more licenses, I can give you a bigger discount. How many do you need?

Mark: We were thinking of 100 licenses. What's the best price you can offer?

Sarah: If you go for 200 licenses, I can offer you a 20% discount.

Mark: That's a great deal! Let's do it.

Unit #2: Lesson 3 - Lesson Plan

Topic: Follow up with a Customer

Lead teacher: Yariela Moya / **Assistant teacher:** Milena Chen

Date: Tuesday, October 17th, 2023



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of the unit, students will be able to effectively offer services to potential IT clients and close deals in business settings orally by using basic vocabulary, pronunciation, and appropriate grammar structures.

Target Population: Students from the junior and sophomore years of the Business Computing major

General Objective: By the end of the lesson, students will be able to successfully carry out a follow-up conversation with customers based on a previous technological product purchase by role-playing and using appropriate phrases and structures.

Specific Objectives:

By the end of the lesson, students will be able to

1. show understanding of new business words related to a sales follow-up conversation through a vocabulary definition game;
2. correctly identify the phrases that sellers can use to follow-up with a customer after a sales transaction through a classification exercise;

3. show understanding of common sellers' phrases or expressions used in a sales follow-up conversation by identifying and using them to reply to a customer;
4. properly reply to a customer's inquiries by using the seller's phrases or expressions learned by recording an audio on the platform Padlet based on a recorded dialogue.

Objective	Stage	Procedure	Skills	Useful Language	Strategies	Time
N/A	N/A	<p>Important reminders in charge of the coordinator Minor Alberto Cruz Alvarado and instructors regarding the importance and relevance of the course.</p> <p>Materials: PowerPoint presentation of a collection of useful language to remind Ss how to ask or refer to things in English.</p>	N/A	N/A	N/A	10 mins
1	Warm Up	<p>T starts by introducing the vocabulary needed for today's class through a Prezi presentation with pictures. T asks Ss to repeat the vocabulary words. Then, T plays the knowword game. The game will provide the definition of the words and Ss have to come up with the word that matches the definition</p>	V P	<p>Useful language:</p> <ul style="list-style-type: none"> • Can you use that in a sentence? • Can you provide an example? • Is there another way to say that? • What does _____ mean ? • I think it is _____ <p>Vocabulary:</p>	N/A	15 mins

		<p>they will see. Finally, T explains the different structure since those words can work as nouns or verbs.</p> <p>Materials: Knoword Game and Prezi website</p>	<ul style="list-style-type: none"> ● Advice ● Backup ● Promotion ● Exchange ● Satisfied ● Purchase ● Follow up 		
2	Pre task 1	<p>To introduce the topic, T starts by asking the Ss what scenarios they have encountered where a seller follows-up with them on a sale. T is going to give the example of the bank (credit cards).</p> <p>T explains the topic Ss will study and shares the script on the chat and on the screen. T asks Ss to take turns and read the lines from the script. T highlights the structure of the words learnt previously. Once they have read it, T sends the Wordwall game and opens breakout rooms. Ss work in pairs in breakout rooms and classify the sentences based on who said each line. T brings them back and checks answers.</p> <p>Materials: Handout 1 and Wordwall</p>	<p>Useful language:</p> <ul style="list-style-type: none"> ● I think, the expression is _____ ● If the customers says _____ the expression should be _____ ● Do you agree? ● Yes, I agree <p>Vocabulary:</p> <ul style="list-style-type: none"> ● How are the _____ working for you? ● We hope you are satisfied with your recent purchase. ● Have you tried using the _____? ● I'm sorry to hear that. ● If it's a problem with the _____, 	N/A	20 mins

				<p>we can exchange it for you.</p> <ul style="list-style-type: none"> • Sure! I suggest using _____ • We actually have a promotion on _____ • Is there anything else I can assist you regarding your hard _____? • If you need anything else, just let us know. 	
3	Pre task 2	<p>T shares a link to Ss to carry out a collaborative board activity to practice the previous seller's phrases or expressions for follow ups on the Nearpod platform. T submits a customer's inquiry on the collaborative board and asks one S to reply to the customer by typing an appropriate phrase or expression. The T continues sharing customer's inquiries to have Ss reply.</p> <p>Once they finish, T asks Ss to read all the expressions shared on the collaborative board.</p> <p>Materials: Nearpod</p>		<p>Useful language:</p> <ul style="list-style-type: none"> • I think, the expression is _____ • I think, the seller may answer _____ <p>Vocabulary:</p> <ul style="list-style-type: none"> • How are the _____ working for you? • We hope you are satisfied with your recent purchase. • Have you tried using the _____? 	15 mins

				<ul style="list-style-type: none"> ● I'm sorry to hear that. ● If it's a problem with the _____, we can exchange it for you. ● Sure! I suggest using _____ ● We actually have a promotion on _____ ● Is there anything else I can assist you regarding your hard _____? ● If you need anything else, just let us know. 		
10 MINS BREAK						
3	Main Task	T provides a wordwall link to Ss. In pairs and in breakout rooms, Ss match the seller's exchanges to the customer's responses for 15 min. T brings them back to the main room and checks for the answers and pronunciation. T provides the handout with the script to Ss to practice the dialogue and the pronunciation of words. Ss go back to the same breakout rooms and	L V S	Useful language: <ul style="list-style-type: none"> ● I think, the expression is _____ ● If the customers says _____ the expression should be _____ ● Do you agree? ● Yes, I agree ● I'm not sure, but let's try _____ 	● Pair work	30 mins

		<p>practice the dialogue to present in the main session. T will provide pertinent feedback.</p> <p>Materials: Wordwall link and Handout 1</p>		<p>Vocabulary:</p> <ul style="list-style-type: none"> • How are the _____ working for you? • We hope you are satisfied with your recent purchase. • Have you tried using the _____? • I'm sorry to hear that. • If it's a problem with the _____, we can exchange it for you. • Sure! I suggest using _____ • We actually have a promotion on _____ • Is there anything else I can assist you regarding your hard _____? • If you need anything else, just let us know. 		
3	Post Task	Ss are going to play the game "Open the Box " on the website Wordwall. T explains that they		<p>Useful language:</p> <ul style="list-style-type: none"> • I think, the expression 	N/A	20 mins

		<p>will see different boxes and each box contains a customer's response; therefore, they must use a seller's phrase or expression to reply to the customer. Once the instructions are given, T asks for volunteers to start the activity. T will provide feedback while playing. Materials: Wordwall</p>	<p>is _____</p> <ul style="list-style-type: none"> ● I'm not sure but let's try this expression <p>Vocabulary:</p> <ul style="list-style-type: none"> ● How are the _____ working for you? ● We hope you are satisfied with your recent purchase. ● Have you tried using the _____? ● I'm sorry to hear that. ● If it's a problem with the _____, we can exchange it for you. ● Sure! I suggest using _____ ● We actually have a promotion on _____ ● Is there anything else I can assist you regarding your hard _____? ● If you need anything else, just let us know. <p>S</p>		
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4	Asynchronous	<p>Ss are provided with an audio recording that contains some customer's inquiries and responses regarding the sale transaction he did. By using the phrases or expressions learned, Ss reply to the customer. T explains to Ss that they must record themselves by doing the following:</p> <ol style="list-style-type: none"> 1. Play the audio recording. 2. Listen to the customer's idea or statement. 3. Pause the audio. 4. Respond with the appropriate phrase or expression. 5. Play the audio recording again. 6. Pause it once more. 7. Provide your response. 8. Repeat steps 5-7 as necessary. <p>Finally, Ss share their recordings on the Drive folders.</p> <p>Materials: Asynchronous Audio</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● How are the _____ working for you? ● We hope you are satisfied with your recent purchase. ● Have you tried using the _____? ● I'm sorry to hear that. ● If it's a problem with the _____, we can exchange it for you. ● Sure! I suggest using _____ ● We actually have a promotion on _____ ● Is there anything else I can assist you regarding your hard _____? ● If you need anything else, just let us know. 	N/A	40 mins
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Handout 1

Instructions: Read the below script out-loud in pairs. One student will be the seller and the other will be the customer. Present with your classmate to the class.

A Customer Follow-Up Conversation

Seller:	Hello! I wanted to follow-up on the purchase you made last week on the flash drives and hard drives from our company. How are they working for you? We hope you are satisfied with your recent purchase.
Customer:	Hello! The flash drives are good, but I'm having trouble with the hard drives. The drives don't work with our computers.
Seller:	I'm sorry to hear that. Let's see if we can help. Have you tried using the second hard drive on another computer?
Customer:	No, I haven't tried that yet.
Seller:	No worries. Give it a try on another computer and let us know if it's still not working. If it's a problem with the hard drive, we can exchange it for you.
Customer:	Okay, I'll do that. Thanks. Also, can you recommend some backup software for the hard drive?
Seller:	Sure! I advise using "XYZ Backup" software. It's easy to use and should work well with your hard drive. Also, we actually have a promotion on the software.
Customer:	That sounds good. Do you have any tips to keep the hard drive in good condition?
Seller:	To keep your hard drive safe, store it in a cool, dry place, and be careful not to drop it. Don't forget to back up your important files regularly.
Customer:	Thanks for the advice. I appreciate it.
Seller:	You're welcome! Is there anything else I can assist you with your hard drive?
Customer:	No, that is it. Have a good day!
Seller:	You too! Enjoy your flash drives and hard drives. If you need anything else, just let us know. Goodbye!
Customer:	Goodbye!

Unit #3: Lesson 1 - Lesson Plan**Topic:** Formal and Informal Conversations**Lead teacher:** Milena Chen / **Assistant teacher:** Yariela Moya**Date:** Tuesday, October 24th, 2023**ENGLISH FOR BUSINESS COMPUTING**

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of the unit, students will be able to effectively communicate orally in various IT contexts such as participating in problem-solving discussions and delivering presentations by appropriately switching between formal and informal language and using pertinent vocabulary and structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to demonstrate understanding of formal and informal phrases and vocabulary common in IT contexts by watching videos and matching the phrases and vocabulary to their corresponding meaning.

Specific Objectives:

1. correctly pronounce some of the IT words learned and practiced in previous classes by playing the game “*Space Invaders*”;
2. show understanding of the new vocabulary by matching the formal and informal words with the same meaning in the Nearpod platform;

3. appropriately carry out an IT support conversation by using the correct register by identifying the formal and informal words through a role-playing exercise, a vortex, and a climbing game;
4. properly reply to customers' comments and request by using the register learned and practiced by recording various audios on the platform Padlet based on a recorded dialogue.

Objective	Stage	Procedure	Skills	Useful Language	Strategies	Time
1	Warm-up	<p>T mentions that Ss are going to review the vocabulary learned so far with the intention of checking and improving pronunciation. T shares the screen and gives the instructions for playing the game "Space Invaders" in the platform Genial.ly. These instructions involve:</p> <ol style="list-style-type: none"> 1. Using the useful language presented in one of the slides of the game to provide the answers. 2. Reading the definitions and the options. 3. Selecting the appropriate word to match the provided definitions. <p>At the end, Ss will repeat all the words to provide pronunciation feedback.</p>	V P	<p>Vocabulary Review:</p> <ul style="list-style-type: none"> ● Software ● Engineer ● Backup ● Follow up ● Schedule ● Drives ● Regularly ● Outage ● Cutting-edge ● Expertise ● Priority ● Purchase <p>Useful Language:</p> <ul style="list-style-type: none"> ● The answer is option... (1, 2, 3) ● I think the answer is number...(1, 2, 3) ● What does _____ mean? 	Background knowledge activation	15 mins

		Materials: Genial.ly platform				
2	Pre task 1	<p>T starts by introducing how we use language differently depending on our scenarios or context. Ss provide examples of when they use formal and informal language. T then works with the video quiz activity and asks students if the greeting they hear is considered formal or informal.</p> <p>Then, T works with the nearpod activity for Ss to see and practice some formal and informal phrases and words as examples in the general Zoom session. Ss match the formal and informal phrases with each other and practice their pronunciation.</p> <p>Materials: Nearpod, Quiz video, and PowerPoint presentation</p>	S L	<p>Useful Language:</p> <ul style="list-style-type: none"> • I think it is formal/informal • I think it is a formal/aninformal conversation. • _____ (formal word) goes with _____ (informal word) <p>Vocabulary:</p> <p>Formal</p> <ul style="list-style-type: none"> • Hello • I'm finished • To sum up • Delete • Inexpensive • As soon as possible • Screen captures • Application programming interface • User interface • User experience • Local Area Network • Investigate <p>Informal</p>		25 mins

				<ul style="list-style-type: none"> ● Howdy ● I'm done ● In a nutshell ● Get rid of ● Cheap ● ASAP ● Screenshots ● API ● UI ● UX ● LAN ● Look into 		
3	Pre task 2	<p>T shares the link to the classroom activity. Ss need to classify the provided sentences as formal or informal. If there's only 1 Ss, T will ask S to share the screen while he completes the activity. If we have more Ss, T leaves them to work on their own and checks on the activity at the end of the pre-task 2.</p> <p>Materials: PowerPoint presentation and https://www.classtools.net/vortex/202310-L5dZP9 Password: 123456</p>	R S	<p>Useful Language</p> <ul style="list-style-type: none"> ● The formal words are... ● The informal words are.... <p>Vocabulary</p> <p>Formal</p> <ul style="list-style-type: none"> ● Hello ● I'm finished ● To sum up ● Delete ● Inexpensive ● As soon as possible ● Screen captures ● Application programming interface ● User interface ● User experience 	N/A	15 mins

				<ul style="list-style-type: none"> Local Area Network Investigate <p>Informal</p> <ul style="list-style-type: none"> Howdy I'm done In a nutshell Get rid of Cheap ASAP Screenshots API UI UX LAN Look into 		
10 minute break						
3	Main task	<p>T creates breakout rooms and provides a handout within each breakout room. Ss read through the handout and decide if the conversation is using formal and informal language. Ss then practice the conversation using the correct pronunciation and present it to the class. The Ss who listen will decide if the conversation is formal or informal at the end.</p> <p>Note: If the number of students is</p>	L S R	<p>Useful Language</p> <ul style="list-style-type: none"> How do you say...? What's the meaning of...? Do you think it is formal or informal? I think it is.... <p>Vocabulary: Formal</p> <ul style="list-style-type: none"> Hello 	N/A	30 mins

		<p>odd, the assistant teacher will help with the activity as the customer. If there is only 2 students, Ss will use handout #1.</p> <p>The dialogue in Handout 1 is formal and dialogue in handout 2 is informal.</p> <p>Materials: Handouts 1 and 2.</p>		<ul style="list-style-type: none"> ● I'm finished ● To sum up ● Delete ● Inexpensive ● As soon as possible ● Screen captures ● Application programming interface ● User interface ● User experience ● Local Area Network ● Investigate <p>Informal</p> <ul style="list-style-type: none"> ● Howdy ● I'm done ● In a nutshell ● Get rid of ● Cheap ● ASAP ● Screenshots ● API ● UI ● UX 		
3	Post Task	T provides a Nearpod game link for Ss to work with. To join the session, Ss get and type a code. Once in the platform, Ss type their full name, a nickname, and choose a character		<p>Useful Language:</p> <ul style="list-style-type: none"> ● I think the answer is... ● I think the answer is the word... 	N/A	15 mins

		<p>to play. Now T explains they will see different incomplete sentences and at the end of each sentence a question to ask them about the proper word (formal or informal) to complete the sentence. Hence, Ss only have to choose the formal or informal words. The platform provides time to pause the activity before moving to the next item; therefore, T will provide feedback at the end of each item.</p> <p>Material: PowerPoint presentation and Nearpod game link</p>		<p>Vocabulary</p> <p>Formal</p> <ul style="list-style-type: none"> ● To sum up ● As soon as possible ● Screen captures ● Application programming interface ● User interface ● User experience ● Local Area Network ● Investigate <p>Informal</p> <ul style="list-style-type: none"> ● In a nutshell ● Get rid of ● ASAP ● Screenshots ● API ● UI ● UX 		
4	Asynchronous	<p>T shares a link to access the platform Padlet. Once in the platform, Ss will watch and listen to different extracts related to two conversations for IT support. Specifically, both conversations are related to a customer asking for assistance but in one conversation formal words are used and in the</p>	S L	N/A	N/A	40 mins

		<p>other one informal words. These conversations are not complete since the IT representative's replies are missing; therefore, Ss must take the role of the IT representative and do the following:</p> <ol style="list-style-type: none"> 1. Play each audio recording. 2. Listen to the customer's issue. 3. Respond with the proper formal or informal words. 4. Play the other audio recording. 5. Provide a response by using formal or informal words. 6. Repeat steps as necessary. <p>Ss record and share all their recordings on Padlet.</p> <p>NOTE: T explains to Ss that they must use handout 1 and 2 to reply to the customer.</p> <p>Materials: Padlet platform</p>				
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Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing; P = pronunciation; V = vocabulary

Instructions: Read the following script and decide if the language used is formal or informal. Simulate the conversation with your classmate to present in front of the class.

Scenario: You as a technical support specialist have a customer facing an issue with their computer. You need to help the customer fix it.

Technical Support Specialist: Hello, thank you for reaching out to our technical support. How can I assist you today?

Customer: Hello there. I'm encountering a problem with my computer. I can't seem to delete certain files, and my user experience has been subpar.

Technical Support Specialist: I see. To sum up, you're facing difficulties with file deletion and experiencing a suboptimal user interface. We'll investigate this matter and address it as soon as possible. Can you provide more details about the issue, such as any error messages or specific files you're trying to delete?

Customer: Well, I've been trying to get rid of some files on my system, but it's not working as it should. No error messages, just nothing happens when I try to delete.

Technical Support Specialist: Thank you for the information. We might need some screen captures to better understand the problem. Could you provide screenshots of the files you're trying to delete?

Customer: Sure, I can do that. Give me a moment to take the screenshots.

Technical Support Specialist: Thank you for your cooperation. While you do that, we'll investigate potential issues with your Local Area Network that might be affecting your user experience. Additionally, we'll check the Application Programming Interface to ensure it's working correctly.

Customer: Alright, I'll send the screenshots right away. Please fix this as soon as possible.

Technical Support Specialist: We will do our best to resolve the issue as quickly as we can. Thank you for reaching out to us.

This conversation is:

Instructions: Read the following script and decide if the language used is formal or informal. Simulate the conversation with your classmate to present in front of the class.

Scenario: You as a technical support specialist have a customer facing an issue with their computer. You need to help the customer fix it.

Technical Support Specialist (TSS): Howdy! What can I help you with today?

Customer: Hey there! I'm done with my computer acting up. It's just not letting me get rid of some files, and it's been a real pain in the back.

Technical Support Specialist: No worries! In a nutshell, you're having trouble deleting files and dealing with a lousy user interface, right? We'll look into it ASAP. Any specific files causing the trouble? Any error messages popping up?

Customer: Yeah, that's it. No error messages, though; just nothing happens when I try to delete stuff.

Technical Support Specialist: Got it. Can you send me some screenshots of what you're trying to delete? It might help us figure out the issue.

Customer: Sure thing. Let me snap those screenshots real quick.

Technical Support Specialist: Great, thanks! While you do that, we'll check out your LAN and see if there's anything funky there that's messing with your user experience. And we'll take a look at the API too.

Customer: Sounds good. Please fix it ASAP!

Technical Support Specialist: You got it! We'll do our best to sort this out as fast as we can. Thanks for getting in touch!

This conversation is:

Unit #3: Lesson 1 - Lesson Plan

Topic: Formal and Informal Conversations

Lead teacher: Yariela Moya / **Assistant teacher:** Milena Chen

Date: Tuesday, October 31st, 2023



ENGLISH FOR BUSINESS COMPUTING

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of the unit, students will be able to effectively communicate orally in various IT contexts such as participating in problem-solving discussions and delivering presentations by appropriately switching between formal and informal language and using pertinent vocabulary and structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to demonstrate understanding of formal and informal phrases and vocabulary common in IT contexts by watching videos and matching the phrases and vocabulary to their corresponding meaning.

Specific Objectives:

1. correctly pronounce some of the IT words learned and practiced in previous classes by playing the game “*Space Invaders*”;
2. show understanding of the new vocabulary by matching the formal and informal words with the same meaning in the Nearpod platform;

3. appropriately carry out an IT support conversation using the correct register by identifying the formal and informal words through a role-playing exercise, a vortex game, and a climbing game;
4. properly reply to customers' comments and requests using the register learned and practiced by recording various audios on the platform Padlet based on a recorded dialogue.

Objective	Stage	Procedure	Skills	Useful Language	Strategies	Time
1	Warm-up	<p>T mentions that Ss are going to review the vocabulary learned so far with the intention of checking and improving pronunciation. T shares the screen and gives the instructions for playing the game "Space Invaders" in the platform Genial.ly. These instructions involve:</p> <ol style="list-style-type: none"> 1. Using the useful language presented in one of the slides of the game to provide the answers. 2. Reading the definitions and the options. 3. Selecting the appropriate word to match the provided definitions. <p>At the end, Ss will repeat all the words to provide pronunciation feedback.</p>	V P	<p>Vocabulary Review:</p> <ul style="list-style-type: none"> ● Software ● Engineer ● Backup ● Follow up ● Schedule ● Drives ● Regularly ● Outage ● Cutting-edge ● Expertise ● Priority ● Purchase <p>Useful Language:</p> <ul style="list-style-type: none"> ● The answer is option... (1, 2, 3) ● I think the answer is number...(1, 2, 3) ● What does _____ mean? 	Background knowledge activation	15 mins

		Materials: Genial.ly platform			
2	Pre task 1	<p>T starts by introducing how we use language differently depending on our scenarios or context. T provides examples of when they use formal and informal language. T then shows an image to summarize some of the key differences between formal and informal language. After that, T works with the video quiz activity and asks students if the conversation they watch is considered formal or informal.</p> <p>Finally, T works with the nearpod activity for Ss to see and practice some formal and informal phrases and words as examples in the general Zoom session. Ss match the formal and informal phrases with each other and practice their pronunciation.</p> <p>Materials: Nearpod, Quiz video, and PowerPoint presentation</p>	S L	<p>Useful Language:</p> <ul style="list-style-type: none"> ● I think it is formal/informal ● The pair is... ● It can be matched with... <p>Vocabulary:</p> <p>Formal</p> <ul style="list-style-type: none"> ● Hello ● I am finished ● To sum up ● Delete ● Inexpensive ● As soon as possible ● Screen captures ● Application programming interface ● User interface ● User experience ● Local Area Network ● Investigate <p>Informal</p> <ul style="list-style-type: none"> ● Howdy ● I'm done ● In a nutshell ● Get rid of ● Cheap 	25 mins

				<ul style="list-style-type: none"> ● ASAP ● Screenshots ● API ● UI ● UX ● LAN ● Look into 		
3	Pre task 2	<p>T shares the link to the classroom activity. Ss need to classify the sentences provided as formal or informal. If there is only 1 S, T will ask the S to share the screen while he completes the activity. If we have more Ss, T leaves them to work on their own and checks on the activity at the end of the activity.</p> <p>Materials: PowerPoint presentation and www.classtools.net/vortex/202310-L5dZP9 Password: 123456</p>	R S	<p>Useful Language</p> <ul style="list-style-type: none"> ● The formal words are... ● The informal words are.... <p>Vocabulary</p> <p>Formal</p> <ul style="list-style-type: none"> ● Hello ● I am finished ● To sum up ● Delete ● Inexpensive ● As soon as possible ● Screen captures ● Application programming interface ● User interface ● User experience ● Local Area Network ● Investigate <p>Informal</p>	N/A	15 mins

				<ul style="list-style-type: none"> ● Howdy ● I'm done ● In a nutshell ● Get rid of ● Cheap ● ASAP ● Screenshots ● API ● UI ● UX ● LAN ● Look into 		
10-minute break						
3	Main task	<p>T creates breakout rooms and provides a handout within each breakout room. Ss through reach the handout and decide if the conversation is using formal or informal language. Ss then practice the conversation using the correct pronunciation and present it to the class. The Ss who listen will decide if the conversation is formal or informal at the end.</p> <p>Note: If the number of students is odd, the assistant teacher will help with the activity as the customer. If there are only 2 students, Ss will use handout #1. The dialogue in Handout 1 is formal</p>	L S R	<p>Useful Language</p> <ul style="list-style-type: none"> ● How do you say...? ● What's the meaning of...? ● Do you think it is formal or informal? ● I think it is.... <p>Vocabulary: Formal</p> <ul style="list-style-type: none"> ● Hello ● I am finished ● To sum up ● Delete ● Inexpensive ● As soon as possible 	N/A	30 mins

		<p>and the one in Handout 2 is informal.</p> <p>Materials: Handouts 1 and 2.</p>		<ul style="list-style-type: none"> ● Screen captures ● Application programming interface ● User interface ● User experience ● Local Area Network ● Investigate <p>Informal</p> <ul style="list-style-type: none"> ● Howdy ● I'm done ● In a nutshell ● Get rid of ● Cheap ● ASAP ● Screenshots ● API ● UI ● UX 		
3	Post Task	<p>T provides a Nearpod game link for Ss to work with. To join the session, Ss get and type a code. Once in the platform, Ss type their full name, a nickname, and choose a character to play. Now T explains they will see different incomplete sentences and at the end of each sentence a question to ask them about the proper word (formal or informal) to complete the sentence. Hence, Ss</p>		<p>Useful Language:</p> <ul style="list-style-type: none"> ● I think the answer is... ● I think the answer is the word... <p>Vocabulary</p> <p>Formal</p> <ul style="list-style-type: none"> ● To sum up ● As soon as possible 	N/A	15 mins

		<p>only have to choose the formal or informal words. The platform provides time to pause the activity before moving to the next item; therefore, T will provide feedback at the end of each item.</p> <p>Material: PowerPoint presentation and Nearpod game link</p>		<ul style="list-style-type: none"> ● Screen captures ● Application programming interface ● User interface ● User experience ● Local Area Network ● Investigate <p>Informal</p> <ul style="list-style-type: none"> ● In a nutshell ● Get rid of ● ASAP ● Screenshots ● API ● UI ● UX 		
4	Asynchronous	<p>T shares a link to access the platform Padlet. Once in the platform, Ss will watch and listen to different extracts related to two conversations for IT support. Specifically, both conversations are related to a customer asking for assistance, but in one conversation formal words are used and in the other one informal words. These conversations are not complete since the IT representative's replies are missing; therefore, Ss must take the role of the IT representative and do the following:</p>	S L	N/A	N/A	40 mins

		<ol style="list-style-type: none"> 1. Play each audio recording. 2. Listen to the customer's issue. 3. Provide a response by using formal or informal words. 4. Play the other audio recordings. 5. Repeat steps 2 and 3 as necessary. <p>Ss record and share all their recordings on Padlet.</p> <p>NOTE: T explains to Ss that they must use Handout 3 to reply to the customers.</p> <p>Materials: Padlet platform and handout 3</p>				
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Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing; P = pronunciation; V = vocabulary

Instructions: Read the following script and decide if the language is formal or informal. Simulate the conversation with your classmate to present in front of the class.

Scenario: As a technical support specialist, you have a customer facing an issue with the computer. You need to help the customer fix it.	
Technical support specialist:	Hello, thank you for reaching out to our technical support. How can I assist you today?
Customer:	Hello there. I am encountering a problem with my computer. I cannot seem to delete certain files, and my user experience has been deficient.
Technical support specialist:	I see. To sum up, you are facing difficulties with file deletion and experiencing a suboptimal user interface. We will investigate this matter and address it as soon as possible. Can you provide more details about the issue, such as any error messages or specific files you are trying to delete?
Customer:	Well, I have been trying to delete some files on my system, but it is not working as it should. No error messages, just nothing happens when I try to delete.
Technical support specialist:	Thank you for the information. We might need some screen captures to better understand the problem. Could you provide some screen captures of the files you are trying to delete?
Customer:	Sure, I can do that. Give me a moment to take the screen captures.
Technical Support Specialist:	Thank you for your cooperation. While you do that, we will investigate potential issues with your Local Area Network that might be affecting your user experience. Additionally, we will check the Application Programming Interface to ensure it is working correctly.
Customer:	Alright, I will send the screen captures right away. Please fix this as soon as possible.
Technical Support Specialist:	We will do our best to resolve the issue as quickly as we can. Thank you for reaching out to us.

This conversation is: _____.

Useful Language:

- Do you think it is formal or informal?
- I think it is....
- How do you say...?
- What's the meaning of...?

Script created by Milena Chen

Instructions: Read the following script and decide if the language is formal or informal. Simulate the conversation with your classmate to present it in front of the class.

Scenario: As a technical support specialist, you have a customer facing an issue with the computer. You need to help the customer fix it.	
Technical support specialist:	Hey there! What can I help you with today?
Customer:	Hey! I'm done with my computer acting up. It's just not letting me get rid of some files, and it's been a real pain in the back.
Technical support specialist:	No worries! In a nutshell, you're having trouble deleting files and dealing with a lousy user interface, right? We'll look into it ASAP. Any specific files causing the trouble? Any error messages popping up?
Customer:	Yeah, that's it. No error messages, though; just nothing happens when I try to get rid of stuff.
Technical support specialist:	Got it. Can you send me some screenshots of what you're trying to delete? It might help us figure out the issue.
Customer:	Sure thing. Let me snap those screenshots real quick.
Technical Support Specialist:	Great, thanks! While you do that, we'll check out your LAN and see if there's anything funky there that's messing with your user experience. And we'll take a look at the API too.
Customer:	Sounds good. Please fix it ASAP!
Technical Support Specialist:	You got it! We'll do our best to sort this out as fast as we can. Thanks for getting in touch!

This conversation is:

Useful Language:

- Do you think it's formal or informal?
- I think it's....
- How do you say...?
- What's the meaning of...?

Script created by Milena Chen

Instructions: Listen to the different extracts in [Padlet](#) that are related to IT support. These conversations are not complete, therefore; take the role of an IT representative to help the customer. To do so, listen to the customer, read the replies and choose the best one for each extract. Record the replies in the same Padlet.

Scenario: As a technical support specialist, you have a customer facing an issue with the computer. You need to help the customer fix it.

Technical support specialist	
Informal replies	No worries! In a nutshell, you're having trouble deleting files and dealing with a lousy user interface, right? We'll look into it ASAP. Any specific files causing the trouble? Any error messages popping up?
	Got it. Can you send me some screenshots of what you're trying to delete? It might help us figure out the issue.
	Great, thanks! While you do that, we'll check out your LAN and see if there's anything funky there that's messing with your user experience. And we'll take a look at the API too.
	You got it! We'll do our best to sort this out as fast as we can. Thanks for getting in touch!
Formal replies	I see. To sum up, you are facing difficulties with file deletion and experiencing a suboptimal user interface. We will investigate this matter and address it as soon as possible. Can you provide more details about the issue, such as any error messages or specific files you are trying to delete?
	Thank you for the information. We might need some screen captures to better understand the problem. Could you provide some screen captures of the files you are trying to delete?
	Thank you for your cooperation. While you do that, we will investigate potential issues with your Local Area Network that might be affecting your user experience. Additionally, we will check the Application Programming Interface to ensure it is working correctly.
	We will do our best to resolve the issue as quickly as we can. Thank you for reaching out to us.

Unit #3: Lesson 2 - Lesson Plan**Topic:** Rising and Falling Intonations**Lead teacher:** Yariela Moya**Date:** Tuesday, November 7th, 2023**ENGLISH FOR BUSINESS COMPUTING**

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of the unit, students will be able to effectively communicate orally in various IT contexts such as participating in problem-solving discussions and delivering presentations by appropriately switching between formal and informal language and using pertinent vocabulary and structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, students will be able to provide feasible solutions to customers by role-playing a call about an IT issue and using appropriate grammar structures and intonation.

Specific objectives:

By the end of the lesson, students will be able to:

1. effectively convey the essential details of the final project about creating a website for a prospective IT customer using appropriate grammar structures through a 5-minute oral presentation;
2. appropriately use the vocabulary learned throughout the course to complete a crossword game by reading the definitions provided and writing the words in an online crossword;

3. show understanding of rising and falling intonations patterns in open-ended and closed-ended questions by listening to an audio and reading some questions related to an IT call;
4. correctly identify the appropriate intonation in a conversation by classifying questions and practicing a role-play;

Objective	Stage	Procedure	Skills	Useful Language	Strategies	Time
1	Oral Presentation	T gives 5 minutes to the S to present their final project, which is related to the creation of a website for a potential client.	S	N/A	N/A	5 mins
2	Warm-up	<p>The S will complete a crossword puzzle. The T shares the link with the S and asks him to share the screen. The S completes the crossword puzzle with IT-related words. The T may help the S with some ideas or give clues. Once the crossword is completed, the T will ask the S to read all the words for practicing pronunciation and will provide feedback.</p> <p>Materials: PowerPoint presentation and the crossword activity</p>	L S	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Computer ● Internet ● Wifi ● Account ● Issue ● Web browser ● Updating ● Restart <p>Useful language:</p> <ul style="list-style-type: none"> ● I think the word is... ● The IT word is... ● Can you give me another definition or example? 	<ul style="list-style-type: none"> ● Review of previous vocabulary 	15 mins

3	Pre-task 1	<p>T introduces the topic of rising and falling intonation for open-ended and closed-ended questions using a video and a handout. After that, T plays an audio which contains different questions related to IT support calls to make the S practice the correct intonation. To do so, the T will do the following:</p> <ol style="list-style-type: none"> 1. Play the audio once for the S just to get familiar with the information. 2. Play the audio again but on this occasion pause it when the speaker finishes each question. 3. Ask the S to repeat what the speaker has just said. The T will ask the S to repeat as much as necessary to practice and provide feedback. 4. Repeat steps 2 and 3 until the S has repeated all the questions. <p>NOTE: There are some long questions; thus, the T will share the audio transcript to help the S if he is not able to</p>	L S	<p>Intonation:</p> <p>Open-ended questions: how can I assist you today?</p> <p>Close-ended questions: Have you tried restarting your computer?</p> <p>Useful language:</p> <ul style="list-style-type: none"> • Can you play the audio again? • Can you repeat that? • How do you say...? 	<ul style="list-style-type: none"> • Focus and Repetition 	20 mins
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		<p>recall the complete question he listened to.</p> <p>Materials: video, handout 1, audio, and audio transcript.</p>				
3	Pre-task 2	<p>T will explain the S will continue practicing intonation for open-ended and closed-ended questions by playing a Baamboozle game. First, the T will provide the instructions which consist of the following:</p> <ol style="list-style-type: none"> 1. The S will look at 8 cards with numbers and each card contains a question related to IT support calls. 2. The S will choose one card, read the question it has and identify if the question has a rising/falling intonation. (S will answer the T's question: "What intonation does this question have?") 3. The S reads the question with the intonation he has identified. 	R S	<p>Open-ended questions: how can I assist you today?</p> <p>Close-ended questions: Have you tried restarting your computer?</p> <p>Useful language:</p> <ul style="list-style-type: none"> ● I think it has a falling/rising intonation. ● It will be like... ● How do you pronounce the word...? 	N/A	20 mins

		Finally, the T corrects and provides feedback if needed. Materials: Baamboozle game and PowerPoint presentation				
Break 10 mins						
4	Main Task	The T gives the S handout 2, which contains a script of an IT support call. The T mentions they are going to role play that call by working together. Then the T mentions they need to pay attention to intonation to role play in a proper way. Finally, the T will give the S 10 minutes to practice and then they will role play the conversation. The T will provide feedback at the end of the activity. Materials: Handout 2	S	Open-ended questions: How can I assist you today? Close-ended questions: Have you tried restarting your computer? Useful language: <ul style="list-style-type: none"> ● How do you pronounce the word...? ● Does it have rising/falling intonation? ● I think it has rising/falling intonation. Do you agree? 	● N/A	35 mins
4	Post Task	The T gives the S handout 3, which contains 10 questions of an IT support call. At the end of each question there will	R S	Open-ended questions: How can I assist you today?	N/A	20 mins

		<p>be blanks that the S must fill in by using the arrow ↗ for rising intonation and the arrow ↘ for falling intonation.</p> <p>Finally, the T checks the answers with the S and asks him to read the questions to continue practicing intonation for open-ended and closed-ended questions.</p> <p>Materials: handout 3</p>		<p>Close-ended questions: Have you tried restarting your computer?</p> <p>Useful language:</p> <ul style="list-style-type: none"> • The answer is rising/falling intonation. • It has rising/falling intonation. • How do you pronounce the word...? 		
4	Asynchronous	<p>The T shares a link with the S about the homework assignment in the ISL platform. This homework consists of watching a video about an IT support call and answer the questions that appear in the video regarding intonation for open-ended and closed-ended questions. To do so, the S must do the following:</p> <ol style="list-style-type: none"> 1. Play the video about an IT support call. 	L S	N/A	N/A	40 mins

		<ol style="list-style-type: none"> 2. Analyze the type of intonation used in each question. 3. Type the answers regarding the type of intonation in the spaces provided. 4. Click on the option that says "send to the teacher". <p>The T will later check the assignment.</p> <p>Materials: iSL video</p>				
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Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing; P = pronunciation; V = vocabulary



QUESTIONS AND STATEMENTS COMMON INTONATION PATTERNS

There are four common intonation patterns for sentences in English:

yes/no questions tend to have rising

Is it time to go?

Are you going to work today?

Do you have to meet with me?

wh and **how** questions tend to have falling intonation/pitch

Where are you going?

What's your name?

How are you today?

Useful language:

- Can you play the audio again?
- Can you repeat?
- How do you say...?

Handout 2

Instructions: Role-play with your teacher the below conversation.

Scenario: You are an engineer in charge of the IT support line today, and you have to help the customer in the line and solve his/her connectivity issue in his/her device.

Agent: Hello. How can I assist you today?

Customer: My computer won't connect to the internet.

Agent: Have you tried restarting your computer?

Customer: Yes, but it didn't help.

Agent: Can I have your service number or account info?

Customer: It's 7854321.

Agent: What were you doing when this issue occurred?

Customer: I was trying to open a web browser.

Agent: Are other devices on your network working?

Customer: Yes, they are.

Agent: Your Wi-Fi adapter may need driver updates. We can do this together, and I'll guide you through the process. Would you like to proceed with that?

Customer: Yes, I'd appreciate your guidance on updating the network adapter drivers.

Agent: Great, I'll provide you with step-by-step instructions for updating the drivers shortly. Is there anything else I can assist with today?

Customer: No, that's all. Thanks for your help.

Useful language:

- How do you pronounce the word...?
- Does it have a rising/falling intonation?
- I think it has a rising/falling intonation, do you agree?
- Yes, I agree. No, I disagree.

Handout 3

Instructions: From the previous conversation, classify the questions into rising or falling intonation. Use the arrow ↗ for rising intonation and the arrow ↘ for falling intonation.

Example:

Have you tried to fix the issue?	Intonation: ↘
Agent: Hello. How can I assist you today?	Intonation:
Agent: Have you tried restarting your computer?	Intonation:
Agent: What connectivity issues are you experiencing?	Intonation:
Agent: Can I have your service number or account info?	Intonation:
Agent: May I have your name please?	Intonation:
Agent: What were you doing when this issue occurred?	Intonation:
Agent: Could you please specify the operating system you are currently using on your computer?	Intonation:
Agent: Are other devices on your network working?	Intonation:
Agent: When does this issue typically happen?	Intonation:
Agent: I'll provide you with step-by-step instructions for updating the drivers shortly. Is there anything else I can assist with today?	Intonation:

Useful language:

- The answer is rising/falling intonation.
- It has a rising/falling intonation.
- How do you pronounce the word...?

Created by Milena Chen

Unit #3: Lesson 3 - Lesson Plan**Topic:** Providing Instructions to Customers**Lead teacher:** Milena Chen / **Assistant teacher:** Yariela Moya**Date:** Tuesday, November 14th, 2023**ENGLISH FOR BUSINESS COMPUTING**

CONNECTING THROUGH LANGUAGE AND THE INTERNET

Goal: By the end of the unit, the student will be able to effectively communicate orally in various IT contexts such as participating in problem-solving discussions and delivering presentations by appropriately switching between formal and informal language and using pertinent vocabulary and structures.

Target Population: Students from the junior and sophomore years of the Business Computing major.

General Objective: By the end of the lesson, the student will be able to proficiently inform IT clients about processes orally by organizing and clarifying ideas, and using relevant technical vocabulary and appropriate structures.

Specific objectives:

By the end of the lesson, the student will be able to:

1. show understanding of the vocabulary learned by saying the names of the IT pictures shown through a PowerPoint presentation;
2. show understanding of the adverbs of sequence by identifying their correct meaning and organizing the instructional words and sentences into the correct order;

3. effectively provide instructions to a customer about how to install a program and back up data using the vocabulary and adverbs of sequence learned by completing an email and recording an audio based on a given script.

Objective	Stage	Procedure	Skills	Useful language	Strategies	Time
1	Warm-up	<p>T explains there will be a review of previous vocabulary learned throughout the course. To carry out this activity, the T is going to present some images through a PowerPoint presentation and will tell the S that he will have 30 seconds to provide the corresponding word that fits with the image. At the end of the activity the T will provide feedback in relation to pronunciation. If the activity is too hard for the S, T will help by providing definitions and examples.</p> <p>Materials: PowerPoint presentation</p>	P	<p>Useful language:</p> <ul style="list-style-type: none"> ● It is a/an... ● I think the word is... ● The answer is a/an... <p>Vocabulary</p> <ul style="list-style-type: none"> ● Website ● Purchase ● Customer ● Updates ● Program ● Report ● Manager ● Schedule ● Meeting ● Engineer 	<ul style="list-style-type: none"> ● Vocabulary Review 	10 mins
2	Pre-task 1	<p>T starts explaining what adverbs of sequence are and how we usually use them using a PowerPoint presentation. Then</p>	R	<p>Adverbs of Sequence:</p> <ul style="list-style-type: none"> ● First ● Second 	N/A	15 mins

		<p>the T sends a link of a wordwall activity. This activity consists of classifying the adverbs of sequence based on their usages. The S will see the list of the adverbs of sequence in the left and some sentences explaining their usages in a diagram. By working individually, the S classifies each adverb of sequence with the corresponding use by dragging a line.</p> <p>Materials: Wordwall activity and PPT</p>		<ul style="list-style-type: none"> ● Third ● Lastly ● Then ● After that ● Finally ● Next <p>Useful Language:</p> <ul style="list-style-type: none"> ● I think it goes with... ● I think the answer is the adverb... 		
2	Pre-task 2	<p>T will provide the genial.ly link to work on the next activity. This activity consists of unscrambling sentences related to installing software and backing up data. The S works individually and unscramble the sentences by dragging and dropping the words shown and by properly using the adverbs of sequence. Once completed. T reviews the answers.</p> <p>Materials: genial.ly activity</p>	R V P	<p>Adverbs of Sequence:</p> <ul style="list-style-type: none"> ● First ● Second ● Third ● Lastly ● Then ● After that ● Finally ● Next <p>Useful Language:</p> <ul style="list-style-type: none"> ● Is it okay? ● Can you help me? ● I think the order is like this. 	N/A	25 mins

Break 10 mins						
2	Main task	<p>T provides the genial.ly link to the S to continue practicing the adverbs of sequence. This genial.ly activity consists of dragging and dropping some words to structure sentences related to installing software and backing up data. The S works individually on the platform to organize the sentences into the correct order. Once he finishes, the S now role-plays with the lead T or assistant T the two situations used in genial.ly to practice the pronunciation of the vocabulary.</p> <p>NOTE: handout 1 will be used in case the S has difficulties reading the two instructions from the platform.</p> <p>Materials: Handout 1 and genial.ly link.</p>	R S V P	<p>Adverbs of Sequence:</p> <ul style="list-style-type: none"> ● First ● Second ● Third ● Lastly ● Then ● After that ● Finally ● Next <p>Useful Language:</p> <ul style="list-style-type: none"> ● What does _____ mean? ● Can you use _____ in a sentence? ● How do you pronounce _____? ● Are you finished? ● Yes, I finished/No I have not finished. ● I think the correct order is... 	N/A	30 mins
3	Post task	T explains to the S that now, for better assistance, he will provide step by step instructions to the	W	<p>Adverbs of Sequence:</p> <ul style="list-style-type: none"> ● First 	N/A	20 mins

		<p>previous customer regarding the software installing (the situation used in the previous Genial.ly activity) through a follow up email. To do so, T shares handout 2 which contains an email template. S completes the email by using the adverbs of sequence and the correct email format.</p> <p>NOTE: The S will be asked to use the correct email format since this topic was already taught and practiced.</p> <p>Materials: Handout 2</p>		<ul style="list-style-type: none"> ● Second ● Third ● Lastly ● Then ● After that ● Finally ● Next <p>Useful Language:</p> <ul style="list-style-type: none"> ● I think the adverb _____ goes here. ● The adverb that completes this idea is _____. 		
3	Asynchronous	<p>T gives the instructions for the homework which consists on the following:</p> <ol style="list-style-type: none"> 1. The S has to download from his Drive's file the document named "handout 3". 2. The S must read the situation provided in handout 3 that consists of giving instructions to a customer about how to install a program. 3. Handout 3 also includes a script; therefore, the S must read and practice it. 4. The S records himself 	S	<p>Adverbs of Sequence:</p> <ul style="list-style-type: none"> ● First ● Second ● Third ● Lastly ● Then ● After that ● Finally ● Next 	N/A	40 mins

		<p>using his phone or the computer recording app simulating he is assisting the customer and uploads the recording in his Drive's file.</p> <p>Materials: Handout 3</p>				
N/A	N/A	At the end of the lesson the T will take 5 minutes to give instructions for the next class since the S will have to carry out the final oral test.	N/A	N/A	N/A	5 mins

Abbreviations: ESP= English for Specific Purposes; T = teacher; Ss = students; L = listening; S = speaking; R = reading; W = writing; P = pronunciation; V = vocabulary

Instructions: Read the following scenario and paragraphs

Scenario: You have a customer on a call that needs your help as a technical support specialist to install updates and backup some data. You will walk the customer through the process in a sequential order.

Installing Software Updates

First, it's essential to check for software updates on your computer. **After that**, you can locate the updates option in the settings menu or, you can wait for a pop-up notification to prompt you to update. **Next**, you should click on "Install" or "Update" when available updates appear. **Then**, your computer will begin the installation process. **Finally**, once the installation is complete, restart your device to apply the changes. This process is straightforward and crucial for maintaining your computer's performance.

Backing Up Your Data

Data loss can be a significant problem, so it's important to back up your important files. Most operating systems and devices offer built-in backup tools. **First**, you can access these options in your system settings. **Second**, set a schedule to remind yourself to back up your data. **Third**, ensure that you save copies of your documents, photos, and other important data to a secure location. **Lastly**, although it may take some time, this process is like an insurance policy for your information, and you should always do it to prevent potential loss.

Useful Language:

- What does _____ mean?
- Can you use _____ in a sentence?
- How do you pronounce _____?
- Are you finished?
- Yes, I finished/No, I have not finished.
- I think the correct order is...

Created by Milena Chen

Handout 2

INSTRUCTIONS: Read the situation below.

Situation

You have just finished a call with a customer in which you explained how to install software, but you want to ensure the instructions were clear. Therefore, you are going to follow up with the customer by sending her an email with step-by-step instructions.

Now that you have read the situation, follow up with the customer by sending her an email. Use the template below to complete the ideas with the adverbs of sequence in the email.

x	-	↻	
To:	yari1234@ABC.com		
From:	Add your name		
Subject:	Add a subject to your email. [Meeting name and Date]		
<p>[Start with a greeting],</p> <p>Add an introduction. You can also state your purpose.</p> <p>Complete the summary of the main ideas discussed during the call (the instructions given)</p> <p>_____, remember to initiate the process by checking for available software updates. _____, you can access the updates option within the settings menu, or alternatively, you can wait for a pop-up notification to prompt you to update. _____, when updates become available, click on the "Install" or "Update" option to start the installation process. _____, once the installation is complete, make sure not to ignore the crucial step of restarting your device to apply the changes. _____, you can be certain that this simple procedure is vital for ensuring your computer's smooth operation.</p> <p>Add a closing line and your signature.</p>			
			Send

Useful Language:

- I think the adverb _____ goes here.
- The adverb that completes this idea is _____.

Installing Microsoft Word on a Mac Device

Instructions (A): Read the next situation.

Situation: You receive a call from a customer that has recently purchased a new Mac computer, and he/she needs to install and activate Microsoft Word on it to create and edit documents for work and personal use. Walk the customer through how to install and activate Microsoft Word.

Instructions (B): Read and practice the script below. Then record yourself using your phone or computer recording app simulating you are assisting this customer and upload the recording in your Drive's file.

To install and activate Microsoft Word on your Mac, first, visit the official Microsoft Office website and download the version of Word you need. After downloading, locate the file in your "Downloads" folder, double-click to install, and follow the on-screen instructions. Once installed, open Word from your "Applications" folder, sign in with your Microsoft account, or create one. Enter the product key when prompted and complete the activation process. After activation, you can start using Microsoft Word on your Mac. Save your product key and account info for future use.