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SISTEMA DE ESTUDIOS DE POSGRADO

EXAMINING THE APPLICATION OF TBLT PRINCIPLES IN MAIN TASKS IN AN ESP
COURSE FOR BUSINESS COMPUTING STUDENTS

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

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DEDICATION

I dedicate this work to my beloved wife, Marianella, whose unwavering love, patience, and encouragement have been my greatest source of strength throughout this journey. To my precious daughter, Mariana, and my dear son, José Carlos, whose joy, curiosity, and bravery inspire me every day to strive for excellence. To my wonderful parents, Aracelly and Jorge, whose wisdom, sacrifices, and unconditional support have shaped the person I am today, this achievement reflects their love and guidance.

With all my love and gratitude, this is for you.

Jorge Efraín Paniagua Vargas

Dedicated to my friends and family members who supported me throughout this process, in one way or another.

Juan Carlos Trejos Quirós

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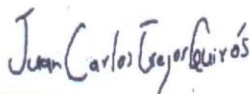
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TABLE OF CONTENTS

DEDICATION	ii
ACKNOWLEDGEMENTS	iii
APPROVAL SHEET	iv
TABLE OF CONTENTS	v
RESUMEN	viii
ABSTRACT	ix
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
LIST OF APPENDICES	xiii
Examining the Application of TBLT Principles in Main Tasks in an ESP Course for Business Computing Students	1
Chapter I: Needs Analysis	1
Methodology	5
Research Approach	5
Context	6
Participants	7
Instruments	8
Data Collection and Analysis Procedures	11
Results and Discussion	14
Interests of Primary Stakeholder and Expert Informant	14
General Group Profile	18
Needs	18
Wants	21
Lacks	24
Diagnostic Test	30
Rationale	30
Validity and Reliability of the Test	31
Organization of the Test	33

Reliability of Results	37
Proficiency Level of Tasks	38
Types of Rubrics for Assessing Speaking and Writing	42
Parameters Used to Assess Listening and Reading	44
Analysis of the Results of the Test.....	49
Listening	51
Reading.....	52
Writing.....	53
Speaking	54
Discussion of Implications, Problems, Exceptions, Recommendations, or Other Interesting/Relevant Aspects of the Data	56
Chapter II: Syllabus Design	59
Course Description.....	59
Course Logo	60
Course Name	60
Statement of Goals and Objectives	61
Methodology	62
Approach.....	62
Classroom Dynamics.....	64
Tasks and Techniques and their Rationale	64
Role of the Learners	66
Role of the Teachers.....	67
Assessment	68
Formal and Informal Assessment.....	69
Formative, Summative, and Authentic Assessment.....	70
Conclusions.....	73
Chapter III: Practicum Research.....	77
Main Research Question	78
Research Sub-questions.....	78
Literature Review.....	79
The Concept of TBLT	79

Tasks in TBLT	80
Principles of TBLT.....	81
ESP and TBLT in the Business Computing Field.....	85
Assessing TBLT Tasks in an ESP Context	88
Strengths and Weakness of Main Tasks	88
Learners' Needs.....	91
Methodology.....	93
Research Approach	93
Context and Participants.....	94
Instruments	95
Needs Analysis Questionnaire.....	95
Teachers' Portfolio	96
Class Observation Checklist.....	96
Analytic Rubrics	97
Checklist for Assessing Listening	97
Course Evaluation Form.....	98
Procedures	98
Thematic Analysis and Coding Process	99
Results and Discussion	105
Conclusions and Recommendations	131
Conclusions	131
Recommendations	134
Limitations	135
References.....	137

RESUMEN

Este estudio analiza la aplicación de los principios del enfoque de enseñanza de idiomas basado en tareas (TBLT por sus siglas en inglés) en el diseño de las tareas principales dentro de un curso de inglés con fines específicos (ESP por sus siglas en inglés) para estudiantes de informática empresarial. El TBLT, un enfoque centrado en el alumno y en tareas comunicativas, ha ganado aceptación en contextos ESP por su énfasis en el uso del idioma en situaciones reales. A pesar de sus beneficios teóricos, existe poca investigación empírica sobre su aplicación en contextos ESP. Este estudio cualitativo investiga cómo se integraron los principios de TBLT en el diseño de tareas, analizando la alineación de éstas con los principios de TBLT y su efectividad para satisfacer las necesidades de los estudiantes. Se emplearon métodos descriptivos e instrumentos como cuestionarios de análisis de necesidades, portafolios, listas de chequeo para la observación de clases y tareas de escucha, cuestionarios para la evaluación del curso y rúbricas analíticas. Los participantes fueron ocho estudiantes de pregrado en un curso ESP de informática empresarial, impartido virtualmente. Los resultados mostraron que las tareas principales generalmente estaban alineadas con los principios de TBLT; sin embargo, se identificaron áreas de mejora, como la necesidad de diseñar tareas considerando la gran diversidad en los perfiles de los estudiantes. El estudio resalta la importancia de una evaluación continua en el diseño de tareas para asegurar su relevancia y efectividad en contextos ESP, particularmente en el campo de la informática empresarial.

Palabras clave: TBLT, ESP, estudiantes de informática empresarial, diseño de tareas

ABSTRACT

This study examines the application of Task-Based Language Teaching (TBLT) principles in the design of main tasks within an English for Specific Purposes (ESP) course for business computing students. TBLT, an approach that emphasizes learner-centered, communicative tasks, has gained traction in ESP contexts for its focus on real-world language use. Despite its theoretical benefits, empirical research on its application in specific ESP settings remains scarce. This qualitative study investigates how well TBLT principles were integrated into the course design by analyzing the main tasks' alignment with TBLT principles and their effectiveness in meeting the learners' needs. The study utilized a descriptive research design and a combination of instruments, including a needs analysis questionnaire, teachers' portfolio, class observation checklist, checklists for assessing listening tasks, course evaluation forms, and analytic rubrics. The participants were eight undergraduate students enrolled in an ESP course for business computing, taught in a virtual setting. Results revealed that the main tasks were generally aligned with TBLT principles. However, areas for improvement were identified, such as the need for designing main tasks based on the diversity of learner profiles. The study highlights the importance of continuous evaluation in task design to ensure that the tasks remain relevant and effective in meeting students' needs and course objectives. These findings contribute to advancing the understanding of how TBLT can be effectively implemented in ESP courses, particularly for business computing students.

Keywords: TBLT, ESP, business computing students, task design

LIST OF TABLES

Table 1 Participants' Mean Age	7
Table 2 "Can-do" Descriptors per Macro Skill and per Block of Items	38
Table 3 Number of Students per Level According to Their Results on the Diagnostic Test	50
Table 4 Course Evaluation.....	71
Table 5 Examples of Codes and their Checklist Alignment	103
Table 6 Example Themes and their Relationship to Checklist Criteria.....	104
Table 7 Lesson Objectives	107
Table 8 Cases in Which the Main Tasks Were Marked "No" or "N/A" on the Checklist	113
Table 9 Unit Goals and Lesson Objectives.....	123

LIST OF FIGURES

Figure 1 Positions that Participants May Have at Work in the Future	18
Figure 2 Job-related Tasks Participants May Need to Perform in English	21
Figure 3 Skills Participants Want to Improve.....	22
Figure 4 Participants' Learning Styles	23
Figure 5 Participants' Perceptions of Speaking and Listening Skills	27
Figure 6 Participants' Perceptions of their Reading Skills	28
Figure 7 Participants' Perceptions of their Writing Skills	29
Figure 8 Student's Language Proficiency in the Specific ESP Listening Tasks	46
Figure 9 Student's Language Proficiency in the Specific ESP Reading Tasks	48
Figure 10 Students' Overall Level of English Proficiency in the Diagnostic Test.....	50
Figure 11 Students' Overall Assessment of the Course	129

LIST OF ABBREVIATIONS

Abbreviation	Definition
BCS	Business Computing Student
CEFR	Common European Framework of Reference
ESP	English for Specific Purposes
F	False
GUI	Graphical User Interface
ICT	Information and Communication Technology
INA	Instituto Nacional de Aprendizaje
IT	Information Technology
L2	Second language
M	Median
N/A	Not Applicable
N	Number of participants
NA	Needs Analysis
T	True
TBLT	Task-Based Language Teaching
TFIA	Trabajo Final de Investigación Aplicada
TICs	Tecnologías de la Información y la Comunicación
UCR	Universidad de Costa Rica

LIST OF APPENDICES

Appendix A Semi-structured Interview Questions for the Stakeholder	154
Appendix B Semi-structured Interview Questions for the Expert Informant	155
Appendix C Needs Analysis Questionnaire.....	156
Appendix D Discussion Questions for the Roundtable with the Business Computing Students	164
Appendix E Examples of Textbooks that Participants Must Read Throughout Their Major.....	166
Appendix F Participants' Individual Profiles	169
Appendix G Table of Specifications.....	185
Appendix H Diagnostic Test.....	192
Appendix I Original Analytic Rubric for Assessing Speaking	203
Appendix J Adapted Analytic Rubric for Assessing Speaking	204
Appendix K Original Analytic Rubric for Assessing Writing.....	205
Appendix L Adapted Analytic Rubric for Assessing Writing	206
Appendix M Students' Syllabus	207
Appendix N Class Observation Checklist.....	212
Appendix O Checklist for Assessing Listening	213
Appendix P Course Evaluation Questionnaire	214
Appendix Q Lesson Plans and Materials	215

Examining the Application of TBLT Principles in Main Tasks in an ESP Course for Business Computing Students

As part of the graduation requisites for the Master's Program in Teaching English as a Foreign Language at Universidad de Costa Rica (UCR), students design an English for Specific Purposes (ESP) course for a population at UCR. The main tasks of this design are completed in the course PF-0309 Practicum Design whereas the implementation, supervision, and evaluation of the ESP course are carried out in PF-0311 Práctica Profesional.

The target population of this ESP course is eight students majoring in business computing at Universidad de Costa Rica (UCR), Golfito Campus. Therefore, based on the needs analysis and diagnostic test results, the researchers designed an ESP course for this population. This course addresses the most preeminent current and delayed needs of the students and revolves around real-life tasks in which the students are likely to participate in that may require English. Communicating in English is an essential requirement of the present job market. Thus, the ESP course is expected to help the business computing students to hone their language skills and communicate effectively in English in their future work settings.

Chapter I: Needs Analysis

In language teaching, one of several consequences is the increasing relevance attached to careful studies of learner needs as a prerequisite for effective course design. Consequently, every language course should be considered a course for specific purposes, varying only in what learners need. The successful functioning of business computer specialists largely depends on their level of language competence (Al-Jarf, 2022), so a university course in English for Specific Purposes (ESP) can be exceedingly useful in professional training of future business computing students.

The needs analysis (NA) of this project was conducted with 13 students majoring in business computing at Universidad de Costa Rica (UCR), Golfito Campus. Thus, describing what this field of study and work involves is imperative. As stated by the University of California (2023), the business computing major is designed “to provide students with a broad background in science and humanities and to provide an understanding of fundamental principles of computing and modern computing technology. It prepares the student for professional work with computer systems and business environments” (para. 2). More specifically, the official UCR Sede Regional del Pacífico business computing website detailed that business computing engineers focus on the development of computer systems as well as the management of computer projects aimed at system, resource, and finance organization, thus optimizing the access to information and its systematization and organization (Coordinación de Docencia, 2023).

These broad tasks may be carried out in autonomous and government institutions, multinational companies, private companies, public and private higher education institutions, research centers, and consulting and offices providing computer services. According to Coordinación de Docencia (2023), the following are tasks that a computing engineer is likely to do in English:

- Analyzing, designing, and programming computer systems using state-of-the-art technology
- Planning, controlling, and managing the computerized facet of a company or institution
- Actively participating in complex tasks
- Spearheading applied multidisciplinary research

Business computer engineers could also be expected to perform other tasks, as described by the University of California (2023):

- Analyzing a problem and identifying and defining the computing requirements appropriate to its solution
- Designing, implementing, and evaluating a computer-based system, process, component, or program to meet desired needs
- Functioning effectively on teams to accomplish a common goal
- Communicating effectively with a range of audiences
- Using current techniques, skills, and tools necessary for computing practice
- Applying mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices
- Applying design and development principles in the construction of software systems of varying complexity
- Designing and conducting experiments, as well as analyzing and interpreting data

Parks et al. (2018) suggested that apart from analytical, critical thinking, leadership, collaboration, information technology, business, and management skills, computer information systems students require the use of the English language to do many of their tasks. In other words, future business computing engineers need English to become proficient at work. English has become essential for the entire workforce whose career prospects on the labor market are largely dependent on their English language proficiency and the ability to communicate effectively (Dugosija, 2021). Hence, business computing engineers who know English are ideal employment candidates for the 21st century. Overall, becoming proficient in the English language is vital for professional improvement.

The term *need* may refer to an obligation, demand, and necessity (Martins, 2017, p. 58).

According to Hyland (2006), *needs analysis* can be broadly defined as follows:

Needs analysis refers to the techniques for collecting and assessing information relevant to course design; it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation– the means of establishing effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situation they will need to communicate in. Needs can include what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways. (p. 324)

Currently, NA has become widespread in the ESP world because it can contribute to the rigor of course design, materials development, and the improvement of curriculum and instruction (Park, 2021). Barrantes Montero (2009) affirmed that a NA is required to develop an ESP course because it is based on obtaining information about both current performance and target performance. Thus, the purpose of this NA is to identify the target language learning needs to design an effective curriculum for the target population. NA is regarded as an essential step in curriculum development with the main aim of identifying what learners will be required to do with the foreign language in the target situation and how learners might best master the target language during the period of training (West, 1994). In fact, conducting NA before designing syllabus can provide useful information for teachers to make decisions about what should be included in the course based on learners' specific needs instead of teachers' intuitions or preferences only (Martins, 2017). In general, conducting a NA process to identify business

computing students' English language knowledge and skills gaps and to design and implement the ESP course effectively is paramount (Salamanca, 2020).

Analyzing the needs of the learners considering the aim of ESP is crucial for this study. Park (2021) stated that ESP teachers and educators must effectively use NA in classrooms to fulfill the specific needs of target learners to satisfy either their professional or vocational demands (González, 2015). Hence, conducting a NA process in this study helped course developers identify the learners' specific needs, select language contents that meet their needs, and decide the level of proficiency at which to pitch the course and required exit levels. Thus, in this study NA is closely linked to the way the ESP course will be designed to serve the specific learning goals for the target population.

Methodology

Research Approach

This research aimed to identify the participants' needs, lacks, and wants. For this purpose, this study was carried out using a qualitative research approach. Qualitative research is “an umbrella term for an array of attitudes towards and strategies for conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world” (Sandelowski, 2004, p. 893). According to Nassaji (2020), qualitative research can be broadly defined as follows:

A kind of inquiry that is naturalistic and deals with non-numerical data. It seeks to understand and explore rather than to explain and manipulate variables. It is contextualized and interpretive, emphasizing the process or patterns of development rather than the product or outcome of the research. (p. 427)

The researchers used a qualitative approach because it involves an interpretative and naturalistic approach to its subject matter. According to Denzin and Lincoln (2005), this means that:

Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives. (p. 2)

The researchers employed a descriptive research design to analyze the target population. Descriptive research generates data, both qualitative and numerical, that define the state of nature at a point in time (Koh & Owen, 2000). Examples of qualitative data included in the study were closed-ended and open-ended questionnaire responses, interviews, and roundtable discussion. On the other hand, the example of numerical data included was test scores. Using a descriptive qualitative approach allowed the researchers to answer the research problems to provide a clearer understanding of what the participants' needs, lacks, and wants were.

Context

This study was conducted with 13 undergraduate learners majoring in business computing. This major is part of one the undergraduate programs offered by the public university Universidad de Costa Rica (UCR), Golfito Campus. This campus is in Puntarenas and opened its doors in 2006 (Fonseca, 2020).

Participants

The target population of the study consisted of 13 (11 male and 2 female) undergraduate business computing students, aged 20-25. The mean age of the participants was 22, as shown in Table 1.

Table 1

Participants' Mean Age

Age	Frequency
20	2
21	4
22	4
25	3
Totals	13

Note: M = 22

All the participants were unemployed at the moment of collecting the data; they were full-time students. Likewise, it is relevant to highlight that 11 participants have been studying business computing for more than 4 years whereas 2 participants have been studying this major for 3 years.

In relation to the previous background knowledge in English, only 3 participants have taken English classes after finishing their high school studies. They took private English classes in language learning centers; however, they received those classes for approximately 3 months.

In order to have a better understanding of the participants' needs, lacks, and wants, and to know more about the area of business computing, involving two stakeholders in the NA process was crucial. Namely, the coordinator of the business computing major at Universidad de Costa Rica, Golfito Campus, and an expert in the field. Both studied business computing and have been working in this area for many years.

The selection process of the participants was the following. The main stakeholder selected the students. According to him, all these students belonged to the same class and were willing to participate in the process. In other words, convenience and voluntary sampling procedures were used to select the students. In addition, the researchers chose an expert informant through convenience sampling, which “is a non-probability sampling procedure which “uses non-random criteria like the availability ... or expert knowledge of the individuals you want to research in order to answer a research question” (Nikolopoulou, 2022, para. 1).

Instruments

To conduct this study, four instruments were used, namely an interview with the stakeholder, an interview with the expert informant, a questionnaire for the students, and a roundtable discussion with the students. Susandi and Krishnawati (2016) noted that administering questionnaires and conducting interviews are among the ways to identify students' needs. A questionnaire was chosen as an instrument to gather data due to its effectiveness for aiding the researchers to get a real view of learner's needs, lacks, and wants, and what issues should be addressed. In this respect, Richards (2005) argued the following:

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information

about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities, and attitudes and beliefs. (p. 60)

The first instrument used to collect data in this study was an interview with the coordinator of the business computing major at Universidad de Costa Rica, Golfito Campus (see Appendix A). The interview with this stakeholder was semi-structured, and it consisted of 10 open-ended questions. The second instrument was an interview with an expert informant (see Appendix B). This interview was also semi-structured, and it consisted of eight questions. These questions were adapted from the instrument used to interview the main stakeholder. To unearth more profound insights into provided information and to expand or clarify an answer or information given, the researchers asked both the stakeholder and expert informant follow-up questions during the interviews. Before each interview, the researchers asked the interviewees' permission to record. During the interviews the researchers took notes of the interviewees' answers. Hence, the recordings and notes were used for analyzing data. Both interviews were conducted to collect detailed information about the students' field of study, experiences, needs, expectations, among others. Thus, these instruments allowed the researchers to understand the phenomena under study in depth and were used because of the benefits they offer. Elhami (2022) acknowledged that interviews are useful instruments to gather the related data from the participants and to discover the participants' perceptions. Furthermore, Brinkmann and Kvale (2005) claimed that semi-structured interviews empower the interviewer to collect related data from the interviewee(s) in detail with personal feelings, emotion, ideas, and with less self-censorship.

The third instrument was a questionnaire for the participants (see Appendix C). This questionnaire was designed in Google Forms due to its convenience and consisted of open-ended

and closed-ended questions to identify the participants' needs, lacks, and wants towards English. This questionnaire consisted of eight sections: 1) personal information, 2) work and academic information, 3) background knowledge and previous experience in English, 4) learning preferences, 5) language skills, 6) abilities to improve, 7) the use of English at work, and 8) expectations (English for business computing).

The fourth instrument was a roundtable discussion with the business computing students (see Appendix D). This discussion was held after administering the questionnaire. The general purpose of the roundtable was to hold a close discussion and exploration of the students' needs, lacks, and wants towards English. Moreover, this strategy was used because it brings together voices from every participant. Both the students and the researchers had active participation in all aspects of decision-making processes. Likewise, the students were valued as equal peers and information was gathered to inform action, and new understandings emerged as participants reflected on potential actions (Bridgeman, 2010). To encourage the roundtable discussion, the researchers posed four general questions. These questions were asked one by one, and to identify additional aspects and to expand or clarify an answer or information given, the researchers asked follow-up questions to the students. This allowed the researchers to build on previous questionnaire questions, delving into a certain response or statement from the students. To analyze data effectively, the researchers recorded the roundtable discussion with the participants' consent and took notes of the students' answers.

In order to validate the instruments administered, a series of steps was followed. The first step in validating the instruments was to establish their content validity. That is, the researchers verified that the instruments were covering the relevant topics and technical aspects. In this step, the researchers used the guides for designing and evaluating questionnaire questions proposed by

Brown (2005) as a reference. The second step was to check the instruments. The questionnaire was checked twice by the instructor of the course PF-0309 Course Design and once by the coordinator of the business computing major at Universidad de Costa Rica, Golfito Campus. Moreover, the researchers received feedback from two of their peers. The interview questions were not checked because they were directly taken from the syllabus of the course PF-0309 Course Design. The third step was to revise the questionnaire based on the feedback from the validation and checking processes. The researchers modified, deleted, and added items to improve the content validity and reliability of the instrument. The researchers also adjusted the wording, layout, and instructions of the questionnaire to enhance its clarity, readability, and feasibility. The fourth step was to administer the instruments.

Data Collection and Analysis Procedures

Semi-structured interviews were utilized to assemble data with the purpose of ascertaining, evaluating, and expanding the answers in the questionnaire as well as gaining a sound knowledge from the participants and deeper investigating the encountered issues. First, the researchers organized an online meeting via Zoom with the coordinator of the business computing major at Universidad de Costa Rica, Golfito Campus. This interview lasted approximately 40 minutes. The second semi-structured interview was conducted with an expert informant who studied business computing in the Universidad de Costa Rica, Golfito Campus and has been working in this field for many years. This interview was also carried out via Zoom and lasted approximately 56 minutes.

In order to get the responses that were most helpful to the investigation, a questionnaire was given to 13 business computing students. To administer the questionnaire, the researchers scheduled an online meeting via Zoom with the students and with the coordinator of the business

computing major at Universidad de Costa Rica, Golfito Campus. The researchers distributed the questionnaire by sharing the link through the chat in Zoom. The participants accessed the questionnaire and completed it in approximately 30 minutes. No doubts arose during the administration of the instrument. The process of administering the questionnaire was carried out under the supervision of the researchers and the coordinator of the major.

The researchers conducted a roundtable discussion with the eight business computing students. This roundtable discussion was conducted after administering the questionnaire to identify additional aspects and to expand or clarify the answers given by the students. In the roundtable discussion, all the participants argued a number of options for improving their English level, including their needs, lacks, preferences, and wants concerning the use of English. The researchers made sure that every student was included equally in the discussion, encouraged participation, and kept the discussion on track. During the discussion, the students not only agreed that they need a lot of help to improve their English level but also identified in which particular situations they are likely to require English (e.g., contexts, tasks). To analyze data, the researchers recorded the roundtable discussion with the participants' permission and took notes of the students' answers. This discussion lasted approximately 20 minutes.

Because of geographical distance, all instruments (i.e., the interviews, roundtable discussion, and questionnaire) were administered online. During the application of the instruments, no doubts arose. All the instruments were administered in Spanish, the participants' mother tongue, to prevent ambiguity of expressions and allow them to express their ideas comfortably. Before each interview and before the roundtable discussion, the researchers asked the participants permission to record and take notes. The recordings and notes were used for analyzing data.

To examine data obtained from the questionnaire, the researchers assigned codes to the participants to refer to them. The codes that were used were Business Computing Student 1, Business Computing Student 2, etc., which were then shortened to BCS1, BCS2, BCS3, and so forth. In addition, the frequency and percentage values were calculated to analyze the closed-ended questions. To analyze the open-ended questions, the content analysis method was used. Firstly, similar answers were grouped, and new categories were created to catalog them. The categories developed in the research process were presented in figures (graphs). To determine the reliability of the categories formed in the research process, one researcher performed content analysis of the questionnaire questions. Afterwards, the categories that had been created were compared with those that had been formed independently by a different researcher in a separate content analysis. The reliability of the categories obtained by the two researchers was calculated using the formula suggested by Miles and Huberman (1994): $\text{Reliability} = [\text{Consensus} / (\text{Consensus} + \text{Disagreement})]$. The concordance percentage was calculated as .92. According to Gündüz (2016), this value demonstrates that the data analysis was reliable.

Interview and roundtable discussion data were analyzed following steps in thematic analysis. The researchers analyzed the information by carefully watching the recordings of the interviews and roundtable discussion in order to help them become familiar with it. During the data reviewing process, any unclear information that arose was clarified via email with the participants. Then, all excerpts of similar ideas related to the participants' perceptions of their needs, lacks, and wants towards English were written down and colored differently. Both researchers were required to code the interview and roundtable discussion data independently and then compare the results of their data coding and analysis. In cases where differences in data coding occurred, the research team cross-checked, discussed, and agreed on the results. Direct

quotes, which were used to demonstrate the results of the study, were translated from Spanish into English. The translation was cross-checked by two different English teachers who are proficient in both English and Spanish.

Results and Discussion

This section contains information that the researchers were able to gather by means of the data collection instruments, including what the students answered on the Needs Analysis questionnaire in terms of their needs, lacks, and wants.

Interests of Primary Stakeholder and Expert Informant

The first interviewee in this research process was the coordinator of the Business Computing major in the Southern Branch of the University of Costa Rica (UCR). During this interview, the coordinator of the business computing major told the researchers that he had approached the coordination of the Master's Program in Teaching English as a Foreign Language of the UCR's Rodrigo Facio Campus. When he did, he expressed his interest in collaborating with said program so that the business computing majors could benefit from receiving an English course tailored to their needs, particularly their delayed ones. Such interest arose from different factors. For example, the curriculum of the business computing major of the Southern Branch of the UCR (hence referred to simply as the business computing major or business computing) was created in 1997 and has not been modified since. As a result, only two English courses are part of that curriculum, both of which focus on general reading comprehension strategies. However, students of this major have to "share" that course with others from different majors and, therefore, the course cannot be customized to the needs of students who are studying business computing.

The stakeholder also commented that there is a growing interest from students of the business computing major to learn English. In fact, according to him, if someone is able to speak this language fluently, they can get a job in a multinational company for which they can initially earn approximately 40% more than someone who does not speak English. Moreover, the language barrier deters many business computing students from even trying to have an interview since they are afraid that they will be rejected.

During the interview, the stakeholder also expressed that roughly seven or eight out of 10 graduates of that major start working as software, email, or application developers, and all the programming languages that they use are in English. By constantly programming and scanning programming codes that somebody else has written, students are able to develop their reading skills. However, they do not receive much exposure to English in terms of speaking or listening, and, as a result, when they need to produce the language, they do not feel prepared, whether it is, for instance, for a job interview or for a daily meeting with their team once they start working for a multinational company.

Regarding the tasks that the participants may need to carry out in English, the coordinator of the business computing major mentioned that they are likely to program software, apps, or emails. They may also participate in daily team meetings to provide information about successful and unsuccessful results or attempts in their projects. In this way, they report if they need assistance during problem-solving. Other than that, their communication with colleagues such as marketers, vendors, project managers, or other team members usually takes place in written form over internal chat programs such as Microsoft Teams. This information was confirmed during the roundtable discussion with the students. Moreover, after acquiring some experience in their roles, professionals of business computing can work as quality analysts, overseeing the quality of

the programs, emails, or apps that other colleagues develop. This would entail reading written code in a particular programming language, in addition to making comments in English regarding improvements that the programmer must make to the code before sending it to the client who requested it.

The stakeholder also explained that, since their curriculum also includes administration and project management courses, business computing professionals may also work as project managers or team leads after they have acquired some experience in their roles. This would entail that they would also have to participate in the previously described type of meetings, but in these other positions, they would act as the moderators and facilitators of the meetings to know how the team that they are in charge of is doing, as well as to delegate tasks or provide guidance to their team members. In these positions, they would also have to communicate with their managers and clients, mostly over meetings, emails, and internal chat tools. Typical tasks that they would need to do in addition to attending said meetings are creating reports for their managers in which they explain the performance of their team, as well as negotiating deadlines and setting expectations for a particular project with their clients. However, the stakeholder remarked that professionals with a command of English lower than that required by a company will be passed over for promotions, and less experienced colleagues with a higher command of English are more likely to obtain career advancement.

At the end of the interview, the stakeholder shared some materials with the researchers, namely books that the students have to read in some courses throughout their major. This helped the researchers have a clearer idea of the topics and the types of texts that the students have to study and, possibly, deal with when they start working. Extracts of those books are included in Appendix E.

In addition to interviewing the coordinator of the business computing major, the researchers also interviewed an expert on the field of business computing. This informant graduated in business computing in 2014. He was able to provide more details about the tasks that a professional in that area needs or may need to do in English as part of their job. For example, he mentioned that since computer-related technology is constantly changing and evolving, professionals in that area have to keep themselves up to date. Therefore, they must read books and articles and watch videos on the Internet about recent advancements in technology, updates to software, or relevant information for their careers, and most of that information is in English. In fact, he also stated that, when someone translates those books and articles or dubs those videos to Spanish, in many cases the information that those written or aural texts contain loses credibility because there are pieces of information that are lost in translation. This can happen especially if said translation is made by people who are not actually translators. Hence, professionals of business computing prefer referring to the original sources in English.

The expert informant also mentioned that of all the four macro skills in English, writing is the one that professionals of business computing need to use the least. In addition to chatting with colleagues and occasionally replying to emails—which are more informal in their structure and, therefore, allow for more tolerance towards incorrect uses of spelling and grammar, in general—, they would only need to use that macro skill if they chose a career path in documentation. However, even if they need to write documentation, many tools can help them check their texts for grammatical, spelling, or punctuation mistakes. Therefore, according to what the two interviewees mentioned, a course tailored to the specific needs of students of the business computing major should focus on the other three macro skills (speaking, listening, and reading) to ensure that the course will be as productive as possible for its target population.

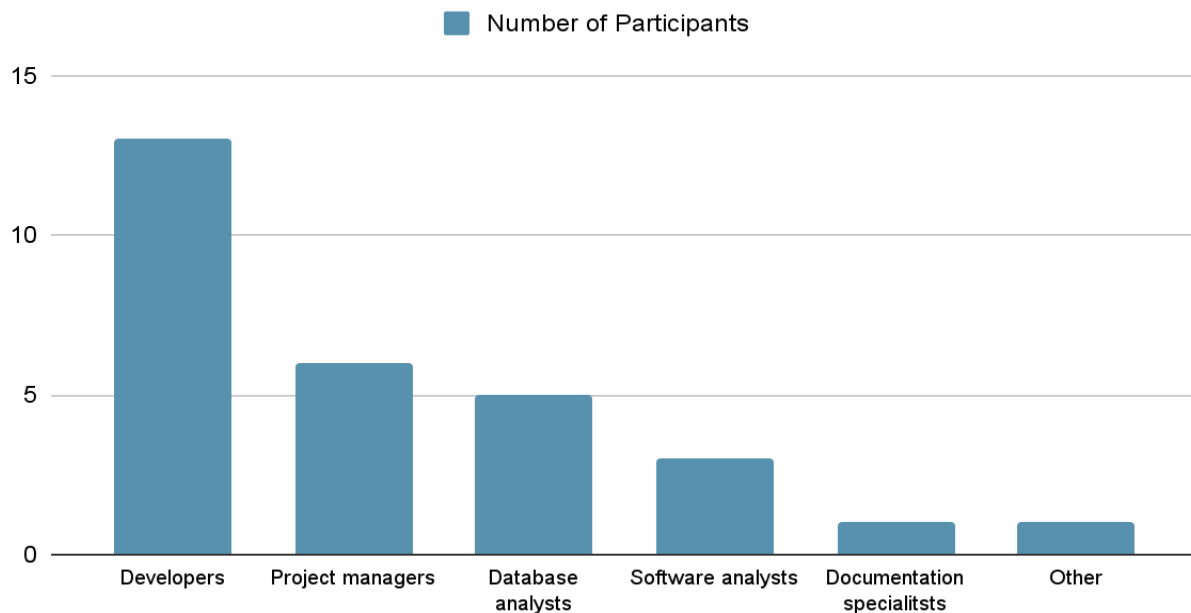
General Group Profile

Needs

The needs analysis questionnaire allowed the researchers to obtain information to build a general group profile of the target population. For example, all the 13 students who filled out the questionnaire are currently studying and none of them is working. When asked about the positions that they may have at work in the future, all of them claimed that they might work as software developers, six of them saw themselves working as project managers, five of them stated they could work handling databases, three considered the possibility of working as software analysts, and only one of them mentioned working as a documentation specialist while other positions such as IT support technician were mentioned by only one participant. This can be observed in Figure 1.

Figure 1

Positions that Participants May Have at Work in the Future



Note. N = 13

This information confirms what the coordinator of the business computing major asserted when he said that the great majority of the graduates of said major start working as email, software, or application developers. Also, the aforementioned results show that almost half of the target population see themselves as project managers in the future, which is another career path that the stakeholder had also mentioned is sought after by business computing professionals. Additionally, as both the stakeholder and the expert informant pointed out, a position such as documentation specialist is not the most common career path choice among professionals of this field, and the participants suggested that that assertion may be true in many cases.

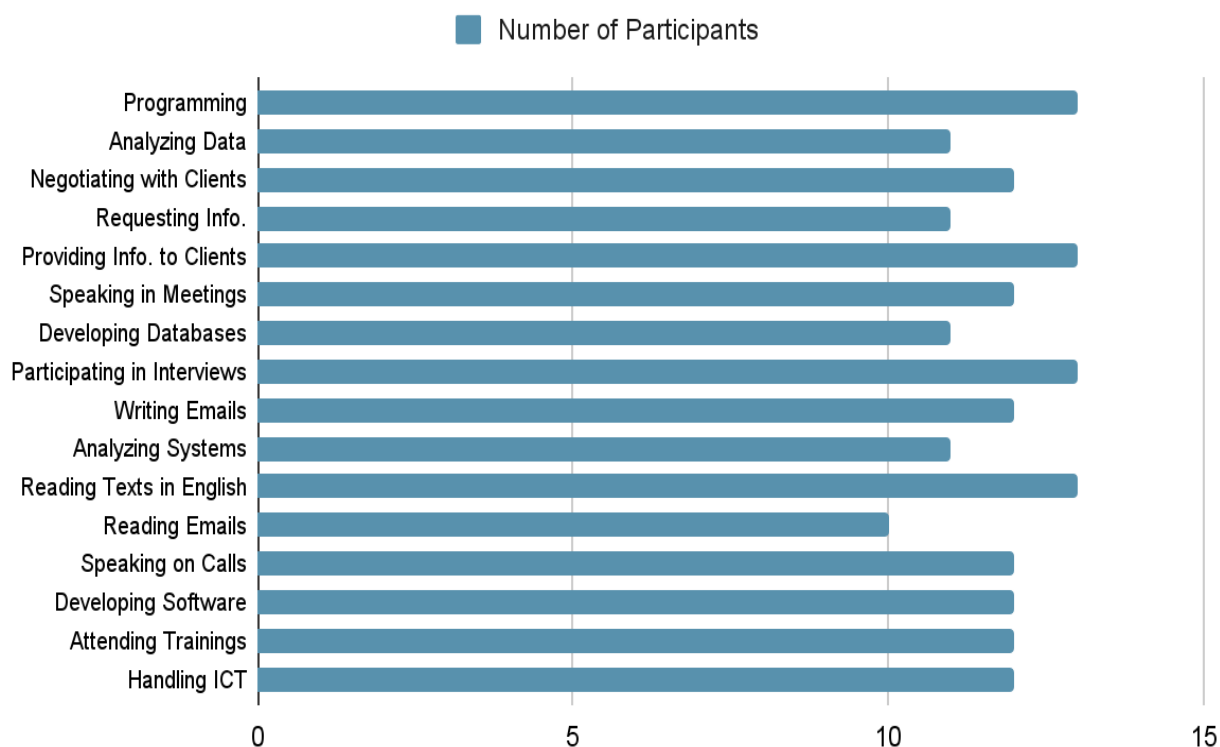
The participants also described their needs in terms of the job-related tasks that they may need to perform in English. In addition to programming, which was discussed before, all 13 participants agreed that they will need to have job interviews in English (see Figure 2). Another task that they all consider that they will have to do is giving information orally or in written form to clients, for example, about updates or hurdles in their current projects. Additionally, they consider they will have to read texts in English about recent advancements in technology, updates to software, or relevant information for their careers. Interestingly, although all the participants claimed that they would probably work as programmers, one of them did not choose developing software as a task that they will have to do in English in the future. Furthermore, the activity that fewest students selected was reading emails, since 10 of the participants considered that they would need to do it as part of their professional needs.

Regarding their current academic needs, during the roundtable, the participants stated that the macro skill that they need the most is reading, for instance, when they read books and articles (See Appendix D). Occasionally, they may also need to watch videos and tutorials, for which

they need to listen. Finally, they need to program as part of several of the courses in their major, especially using Java, JavaScript, and C#, which entails a small amount of writing in English.

As can be observed in Figure 2, even the activity that received the lowest number of votes is still considered a potential future need by the majority of the participants. This indicates that they all agree that they will need to use English for a variety of work-related tasks for which they will have to use different macro skills. This commonality, in turn, speaks to the importance that being able to use English with ease will have for the participants in their professional lives, starting with what is usually the first step before they start working for a company or an institution: having a job interview.

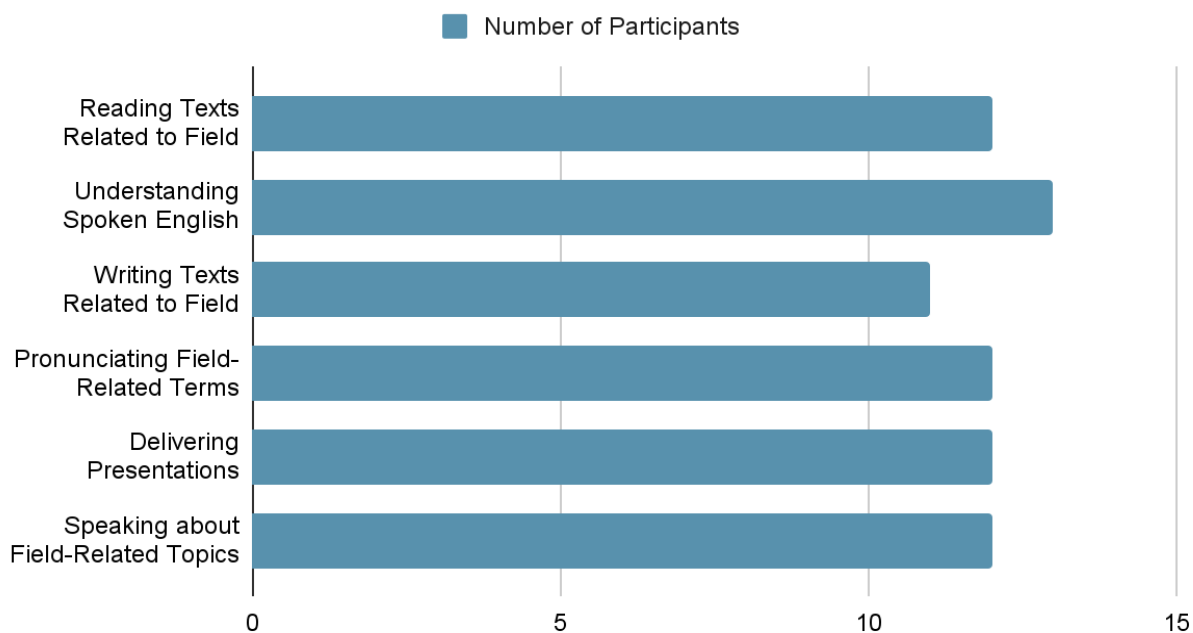
Most of the tasks in Figure 2 do not necessarily require the use of a document with a fixed format or the use of a document at all (for instance, negotiating with clients, asking them for information, or giving it to them; programming; speaking in meetings; and participating in interviews, among others). However, the students might need to write and read emails as part of their job. Since these are broad types of activities, the researchers used the questions in the roundtable discussion to obtain more specific information about them (see Appendix D). Thanks to this data collection instrument, the course designers understood that writing emails will likely be such a common task in the learners' careers that its inclusion in the course will be beneficial for the target population.

Figure 2*Job-related Tasks Participants May Need to Perform in English*

Note. N = 13

Wants

The participants also expressed what they are interested in improving and practicing when it comes to English. For instance, as can be observed in Figure 3, all 13 participants would like to improve their listening skills while 12 of them agreed that they want to improve their reading, pronunciation, and speaking skills. Similarly, 11 of them chose that they wanted to improve their writing skills (see Appendix F).

Figure 3*Skills Participants Want to Improve*

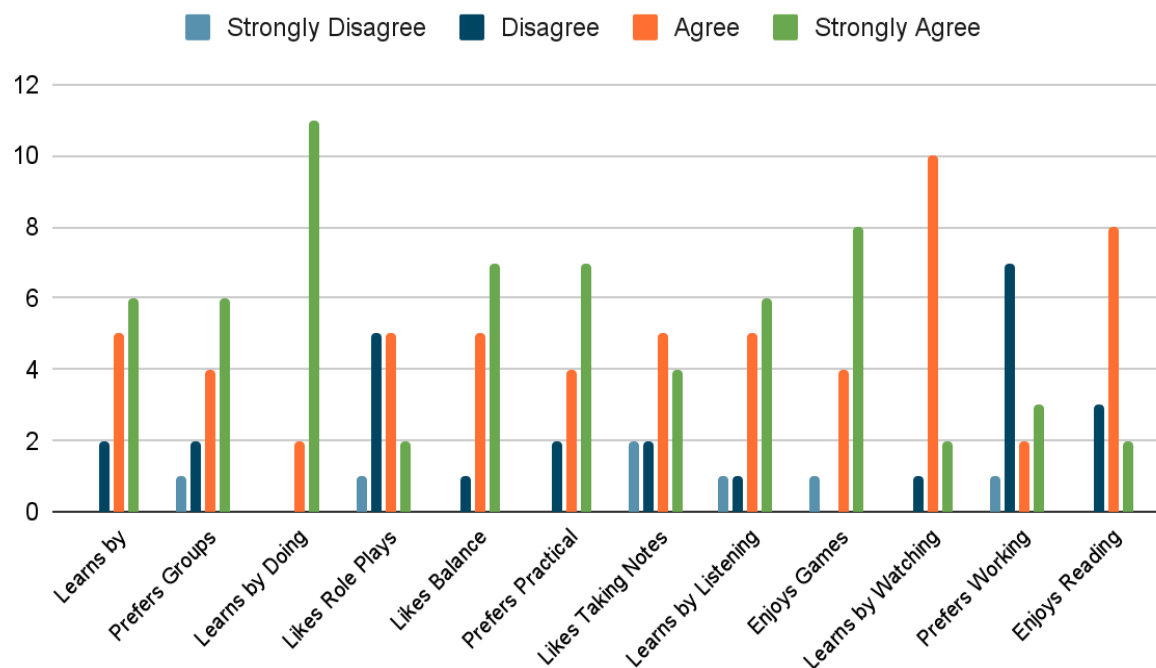
Note. N = 13

When asked about their learning styles, all the participants claimed that they learn by doing something (see Figure 4). Only one of them stated that he does not like a balance between theory and practice, and only another participant expressed that he does not enjoy activities involving games. Moreover, two of them stated that they do not learn by actively participating in a class. Furthermore, three participants do not enjoy reading activities or working in pairs or groups. Finally, the most unpopular learning styles among this population are participating in discussions or role plays (five participants disagree or strongly disagree with feeling comfortable doing it) and working individually (eight participants disagree or strongly disagree with preferring it). This data was recorded in the participants' individual profiles (see Appendix F).

All this information should be taken into account by the researchers to try to make the learning environment as pleasant and safe for the learners as possible. Even though in some cases the participants may be asked to do something that they do not particularly enjoy, the emphasis should not be put on those activities to prevent the learners from feeling alienated or frustrated. However, in cases such as the preference for working individually against working in pairs or groups, the results obtained in the questionnaire and the participants' individual profiles seem to suggest that the most sensible decision would be to have students work in pairs or groups in the majority of the activities implemented in class, since only BCS2 strongly disagrees and BCS6 and BCS7 disagree with working in pairs or groups (see Appendix F).

Figure 4

Participants' Learning Styles



Note. N = 13

Another point related to the participants' wants is the fact that seven of them would prefer a course focused on future professional needs. Nevertheless, the remaining six participants would also like a component of their current academic needs, in addition to their professional ones.

Even though six participants chose the option that stated they wanted the course to focus on both their current academic needs and their delayed professional needs, from what was gathered from the interview with the stakeholder and the focus group with the participants, the only activity that they currently have to do in English is reading. According to the students, to complement or deepen their learning, they sometimes watch videos in English, but this is done more sporadically than reading, and writing is only done when they program. However, this should not be considered writing per se because each programming language has its own syntax, and its users only need to memorize certain commands and fixed phrases, not write creatively or spontaneously, as the researchers were told by the expert informant. This means that, if they are likely to have to read texts in English at work (see Figure 2), a course that focuses on their future needs will also address their current ones.

Lacks

The participants were also asked what their perceived problems and difficulties when attempting to use English are, and only three of them stated that they have taken English courses after they graduated from high school. During the focus group with the participants, one of them stated having a love-hate relationship with English because of not being able to use it proficiently. Another participant asserted being indifferent towards English and that he has to learn it because of external factors rather than his own internal motivation. These assertions can help the researchers know about the participants' attitudes towards the language, and by knowing

that not all of them will be taking the course because they want, but because they feel they need it, the researchers can look for ways to improve their motivation and, at the same time, help students enjoy the classes.

Additionally, the participants were also asked what their perceived lacks are and what their perceived level of English is. Eight of them replied that their level of English is basic while five of them answered that it is intermediate. In terms of the four macro skills, 10 of them consider that reading is the easiest skill for them and three consider it is speaking. When asked what they consider the most difficult macro skill, results were more varied, with seven of them choosing speaking, three of them listening, two of them reading, and only BCS4 chose writing (see Appendix F). These results go in line with reading being the macro skill that they use the most throughout their major, which suggests it is the reason why 10 participants consider it the easiest one. Also, and as discussed earlier, if they do not think that writing is the macro skill that they will need the most and that, eventually, they can take advantage of technological tools to improve their writing, the aforementioned results suggest that that is the reason why only one participant chose writing as the most difficult macro skill. In turn, knowing this can also help the researchers design activities with a focus on those skills that the learners find most challenging, to help them improve and have more exposure to them, especially since they practically do not need to speak in English throughout their major, as they stated during the focus group that the researchers conducted.

The participants were also asked to rate their level in each of the four macro skills. Only BCS7 stated he is advanced at writing, and only BCS8 claimed that his level of speaking is high-intermediate (see Appendix F). Regarding reading, three participants answered that their level is high-intermediate. These results match what was found in the previously discussed question

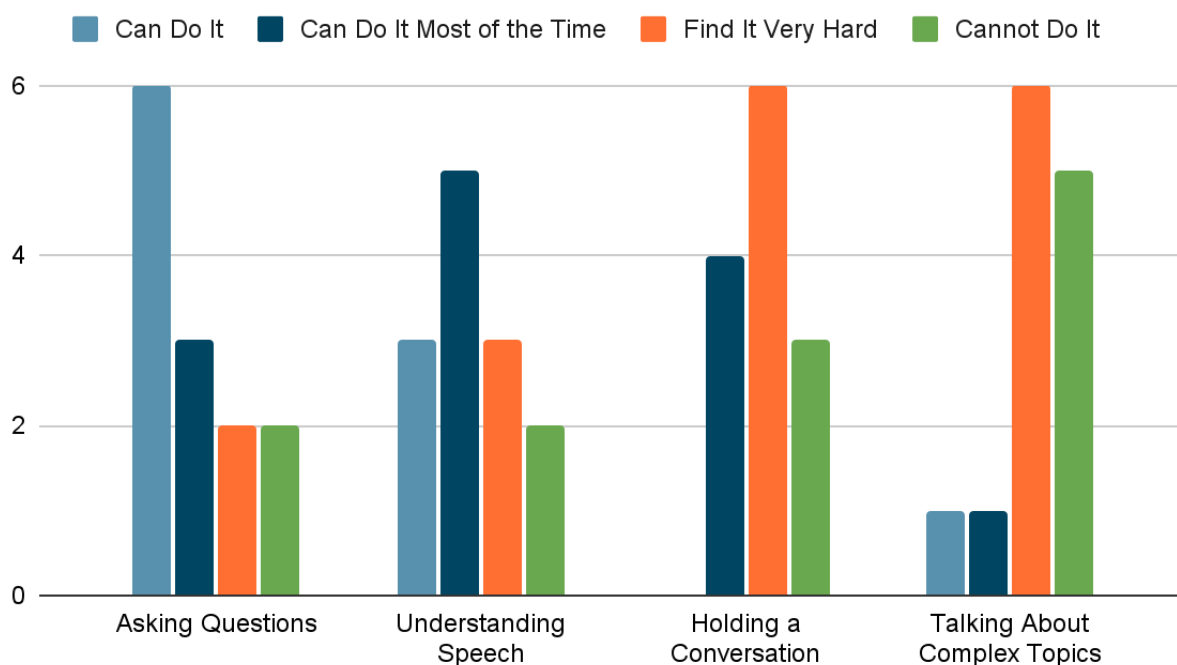
about the macro skill that participants considered the easiest one, since that macro skill received the highest number of votes in comparison to the other macro skills for that particular level. Nevertheless, the majority of the participants chose either intermediate or basic as their level in each of the four macro skills. Specifically, four of them consider themselves intermediate at listening, two of them at speaking, five of them at reading, and four of them at writing. The rest of the answers fell into the “basic” category (nine for listening, 10 for speaking, five for reading, and eight for writing). The fact that “basic” received the largest number of votes aligns with what most participants had stated when they claimed that their overall level of English is basic. This brings attention to an important issue: a basic English level would probably not be enough for someone to be hired for a position in which they need to use that language on a daily basis. If that were the case, such a beginner English speaker would not be able to go beyond the first step in most recruitment processes, which is a job interview. Therefore, if the researchers design a course that the participants find fruitful, it could increase their possibilities of succeeding at getting a job that is closer to their professional and salary expectations than, perhaps, one in which English is not required.

The participants were also asked what their perceived lacks are in terms of certain speaking and listening, writing, and reading strategies. Regarding the speaking and listening tasks, two of them said that they could not ask simple questions orally and understand the replies and two of them said it was very difficult for them, two of them expressed that they could not understand opinions and concepts expressed orally and three of them expressed that it was very hard for them, and three of them stated that they could not hold a conversation about different topics related with personal and professional experiences and six of them stated it was very difficult for them (see Figure 5). Speaking and listening often go hand in hand, which is why

they were grouped into one set of tasks that would require both. The number of activities that the participants marked as either “Find it very hard” or “Cannot do it” does not contradict the fact that most of the students consider that their level of speaking and listening is basic. Furthermore, if the participants will have to use these two macro skills at work and in job interviews in the future, it would make sense for the researchers to devote a significant portion of the course to practicing and strengthening these two macro skills.

Figure 5

Participants' Perception of Speaking and Listening Skills



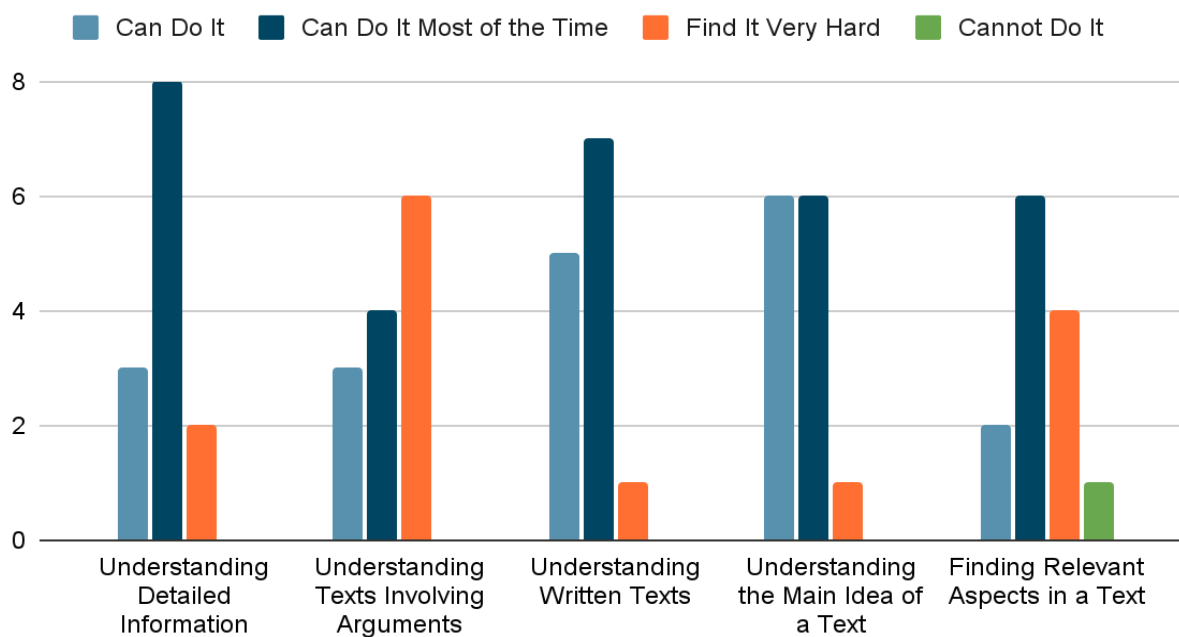
Note. N = 13

When it comes to reading, the participants feel more confident overall. For instance, only BCS10 claimed that he could not locate relevant aspects within a text, while four of them found

it very difficult (see Figure 6). Two people answered that it was very hard for them to understand detailed information about different topics; six of them stated that understanding texts involving opinions and arguments was very difficult for them; BCS10 asserted that understanding written documents such as flyers, reports, emails, or text messages was hard for him; and understanding the main idea of a text was also difficult for BCS10 (see Appendix F). However, in general, these results seem to indicate that the participants feel much more comfortable reading than they do speaking or listening. This may be due to the fact that reading is the macro skill that they need the most throughout their major. Additionally, students of that major must take two reading comprehension courses that are part of the curriculum. Therefore, this exposure to reading seems to have a positive impact on the participants' perceived level of that macro skill.

Figure 6

Participants' Perception of Their Reading Skills

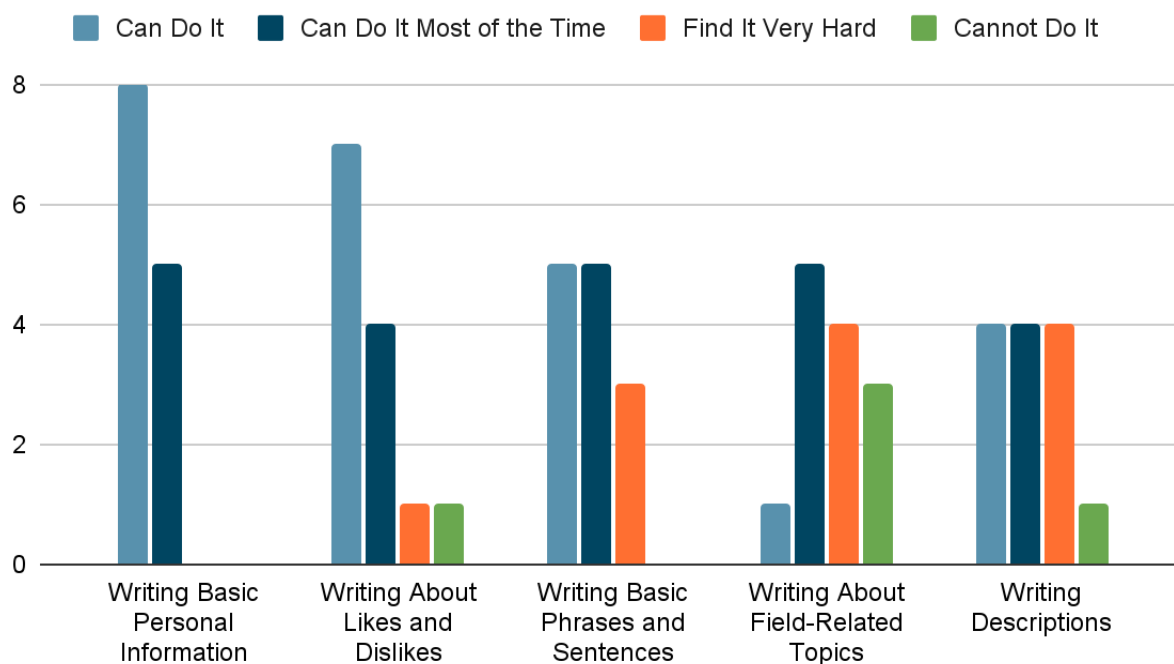


Note. N = 13

When asked about their writing skills, three of the participants claimed that they could not write about topics related to their field while four other participants found it very hard (see Figure 7). BCS4 stated he cannot write descriptions of people, places, events, and personal experiences and four other participants deem it very hard, which is something that they might have to do, for example, when writing an email to describe a work-related situation or event. Finally, three participants consider writing simple phrases and sentences very challenging. These results seem to indicate that the participants' level of writing is below their reading level but above their speaking and listening level.

Figure 7

Participants' Perceptions of Their Writing Skills



Note. N = 13

Finally, the participants chose from a list of common challenges for English learners those that they considered the most difficult. The challenges that were selected by the largest number of students (five) were lack of vocabulary, the use of orthography and punctuation (five), technical or unfamiliar vocabulary (four), and the ability to convey ideas accurately (four). Understandably, the use of orthography and punctuation has to do with writing, which is something that they normally do not have to do throughout their major, according to the information gathered in the focus group. Conversely, challenges such as the lack of vocabulary may be perceived by the participants when doing any activity related to any of the four macro skills, whereas the ability to convey ideas accurately, because of their context, is something they would normally have to do verbally rather than in written form.

The following section will present the research that the student-teachers did on the diagnostic test prior to and after its application, including its results and implications on the course design. Conclusions to the Needs Analysis will be unified and offered at the end of this part of the research project.

Diagnostic Test

Rationale

Diagnostic testing is a central part of the teaching process. According to Dessoff (2008), diagnostic testing provides the kind of fine-grained information teachers need about students' performance to make appropriate decisions for their instruction. In addition, Alderson (2005) provided a working definition of diagnostic testing, which summarizes its purposes and use in second/foreign language:

Diagnostic tests are designed to identify both strengths and weaknesses in a learner's knowledge and use of language. Focusing on strengths will enable the identification of

the level a learner has reached, and focusing on weaknesses or possible areas for improvement should lead to remediation or further instruction. Moreover, diagnostic tests should enable a detailed analysis and report of responses to tasks and must give detailed feedback which can be acted upon. (pp. 256-257)

The rationale behind the diagnostic test was to identify the learners' strengths and weaknesses in relation to the use of English in specific tasks related to their field. As a matter of fact, the diagnostic test helped the researchers determine what the students can or cannot do with the English language in these specific tasks. Overall, the information gathered on the students' English language skills was essential to design the ESP course.

Validity and Reliability of the Test

To diagnose the strengths and weaknesses of the students, the researchers designed a diagnostic English test that considered validity and reliability. The researchers bore the assessment principles of validity and reliability in mind to render useful, accurate, and reliable results for the design of the diagnostic test.

Generally, "validity of student ratings refers to the extent to which student evaluations actually measure what they are intended to measure" (Zhao & Gallant, 2012, p. 228). Thus, to give validity to the test the researchers used the criteria offered by Darr (2005b, p. 55), including a) an evaluation of the learning intentions, b) the content range, c) items to cover the scope of the test, d) the skills and reasoning processes, e) deep vs. surface learning, f) clarity of instructions, g) ambiguity, h) time limits, i) influence of background knowledge, j) language suitability, and k) fair reading demands. Furthermore, other different types of validity were established:

- Construct validity: the researchers considered items that were essential to construct the language skills necessary for the students. In relation to this, Kural (2018) argued that if a

test is supposed to be testing the construct of writing, it has to consider items that are necessary to construct writing.

- Content validity: the researchers included tasks that the students may face in the real world as future business computing engineers. To support this, Professional Testing Inc. (2006) explained that content validity is a logical process where connections between the test items and the job-related tasks are established. Additionally, to give content validity to the test the researchers designed a table of specifications (see Appendix G). This allowed the researchers to construct a test which focused on the key areas and weighed those different areas based on their importance and based on what the learners needed. Also, the table of specifications provided the researchers with evidence that the test was covering what should be covered (The University of Kansas, n.d.).
- Face validity: the researchers asked the main stakeholder to review the measurement technique and items of the test. In regard to face validity, Professional Testing Inc. (2006) stated that anyone who looks over the test, including examinees and other stakeholders, may develop an informal opinion as to whether or not the test is measuring what it is supposed to measure.
- Predictive validity: the researchers examined how the results of the test predicted the students' future performance. As to this, Kural (2008) described that predictive validity is another kind of criterion-related validity which helps to assess the future ability of students.

Reliability is another essential characteristic that a test must have. In general, “reliability is concerned with the consistency, stability, and dependability of the assessment” (Zhao & Gallant, 2012, p. 228). In addition, a reliable result is one that has similar performance at

different times (McMillan, 2004). In this study, administering the diagnostic test more than once was not possible because of the learners' availability. Therefore, the reliability of the results focused on internal consistency. The researchers divided the test into two halves and compared the results on each half to see how well they related. This is called the split-half method (Darr, 2005a). The reliability of the results also focused on inter-rater reliability, which refers to how consistent test scores are likely to be if the test is scored by two or more raters using the same rating scale (Darr, 2005a). Specifically, the researchers individually checked the tests and assigned a total number of points to each student. Then, the researchers calculated the percentage they agreed on (percentage agreement). They wrote "1" if both agreed and "0" if they did not agree with the total number of points given to each student. Additionally, the researchers also considered test administration reliability. This type of reliability is concerned with the physical setting in which students take the test for them to do their best (Öz & Özturan, 2018). To increase the degree of this kind of reliability, the researchers established the most proper conditions to administer the test, for example, creating a comfortable atmosphere, displaying a professional attitude, making sure all the participants knew how to interact with the different tools (e.g., computer, audio system, Google Forms, microphone), and making sure that all the students were in a silent and comfortable place to take the test. To make sure that these conditions were met, the researchers asked for the stakeholder's help to ensure that the participants would be familiarized with the tools that they would need and that they would take the test in a silent and comfortable place. In general, the researchers obtained consistent and reliable results through internal consistency, inter-rater, and test administration reliability.

Organization of the Test

The diagnostic test (see Appendix H) consisted of two main parts: a) administrative, which included data such as the name of the institution, course, teachers, type of test

(diagnostic), population (business computing students), among others; and b) technical, which was divided into four sections: I. Listening Comprehension (20 points), II. Reading Comprehension (14 points), III. Written Production (24 points), and IV. Oral Production (25 points).

The listening comprehension section was divided into two different receptive response items: identification (14 points) and multiple choice (6 points). The identification items included two different exercises. In the first one, the learners had to check the correct answers based on the audio given, and in the second one, the learners had to arrange the answers in the correct order based on the recording given. In both exercises the learners were asked to listen for specific details. In the multiple-choice item, the learners were also asked to listen for specific information and to make inferences to answer six wh- questions. The constructs behind the listening comprehension items selected involved organizational knowledge (Bachman, 1990). According to Bachman's model of communicative language ability, organizational knowledge governs linguistic knowledge such as syntactic, phonological, lexical, and textual (Bachman, 1990). Based on the tasks designed and on Bachman's model, both phonological and vocabulary knowledge play a core role in comprehending the aural input to respond to all the questions. The listening comprehension items were also constructed based on some of the listening activities suggested by Hasibuan and Male (2022), for example, discrimination of sounds, identification of words and sentences, and identification of main and specific ideas. In general, teachers should design listening activities that help students attempt to understand the meaning of what they hear (Hasibuan & Male, 2022).

The reading comprehension section was divided into two different receptive response items: true-false (9 points) and multiple choice (5 points). In the true-false exercise, the learners

had to read an email, supposedly written by their manager, and based on the information in it, they had to choose “T” for true or “F” for false for each statement given. On the other hand, in the multiple-choice exercise, the learners had to read an article about the importance of software testing, and based on it, they had to choose the best answer to each question (A, B, or C). In both the true-false and multiple-choice exercises, the learners were required to scan the texts to look for specific information, to infer meaning from context, and to make inferences to answer the questions given. The constructs considered to design the reading comprehension items were vocabulary knowledge, fluency, and understanding the meaning of texts. In both exercises, the learners were required to decode words (vocabulary), to recognize the words in the texts rapidly and accurately and use phrasing and emphasis (fluency), and to construct meaning that was reasonable and accurate by connecting what had been read to what they already knew and by thinking about all the information until it was understood (understanding the meaning of texts).

The written production section consisted of a productive response item. Specifically, the learners had to write a response email based on the input given (a situation and an email written by a client). To develop this exercise, the learners were required to read the email given to identify the specific information they had to address in their response email, to be simple and direct, to use the correct format, to choose appropriate vocabulary and structures, to apply mechanics rules properly, to use correct register, and to revise and edit their response email. The constructs involved in this item were organization skills, lexical knowledge, syntactic knowledge, and writing cohesively and coherently. Regarding this, Moore (2015) argued that “writing tasks involve cognitive activities that not only combine grammatical and lexical knowledge to form sentences, but further require the ability to combine sentence units into a cohesive and coherent larger structure” (p. 34).

The oral production section consisted of a productive response item. More specifically, the learners were asked to simulate being in a job interview based on the situation given. The researchers were the interviewers, and the learners were the interviewees. The job interview was structured, that is the interviewers followed eight predetermined questions. The interviewers covered the following interview protocol: planning and writing the questions for the interview, preparing a script specially to open and close the interview, beginning with basic questions about the participants' backgrounds, beginning with questions that were easier to answer, then moving to more difficult questions, and closing the interview. During the interview, the learners were required to give suitable responses to all the questions by expressing ideas clearly and with appropriate vocabulary and structures and with intelligible pronunciation. The constructs considered vocabulary usage and range, syntactic complexity and accuracy, pronunciation, fluency, and topical content. According to Macqueen (2022), grammatical accuracy, fluency, vocabulary, pronunciation, and coherence/cohesion must be part of an oral task. These criteria are all markers of a student's overall speaking abilities.

The diagnostic test was administered via Google Forms. The researchers scheduled an online meeting via Zoom with the 13 students and with the main stakeholder. Unfortunately, only eight students joined the session and took the test. To start the administration of the exam, the researchers gave general instructions to the students and explained how it was structured. Secondly, the researchers distributed the diagnostic test by sharing the link through the chat in Zoom. Finally, the students accessed the test and completed the listening, reading, and writing exercises in approximately fifty minutes.

To carry out the listening exercises, first, one of the researchers tested sound and verified that all the learners could hear perfectly. Then, the other researcher explained the specific

directions for the first listening exercises and played the audio. When the audio ended, this researcher gave around ten seconds for the students to complete their answers. This process was employed for the second and third listening exercises. After finishing the listening exercises, the learners started working on the reading and writing exercises at their own pace. Once they finished these exercises, they started working on the speaking exercise. To do this exercise, the researchers created individual breakout rooms with each student and conducted the interviews. Each interview took five minutes approximately. The interviews were recorded to be afterwards analyzed and evaluated. No doubts arose during the administration of the test. The process of administering the test was carried out under the supervision of the researchers and the stakeholder.

The test was sequenced smoothly to guide the learners from receptive skills (listening and reading) to productive skills (writing and speaking). Thus, the items were grouped according to each macro skill. Likewise, Plake (2015) recommended ordering test items from the simplest to the hardest. Hence, the items were also organized according to the level of difficulty.

Reliability of Results

As stated previously, the test had 83 points divided into four main sections: I. Listening Comprehension (20 points), II. Reading Comprehension (14 points), III. Written Production (24 points), and IV. Oral Production (25 points). In fact, the higher the number of points, the more reliable the test is (Coombe, Folse, & Hubble, 2007). Furthermore, Smith (2003) believed that judgements about the reliability of classroom assessments can be built on a question such as “Does this assessment provide me with enough information to make a judgment of each student’s level of accomplishment with regard to this learning?” (p. 26). Taylor and Nolan (1996) agreed on this point of view. According to them, “a wide range of assessments can serve

the purpose of a long test—the more sources of information, with demonstrable evidence for validity, the more likely dependable decisions can be made” (p. 11). In sum, the diagnostic test seemed to have a high level of reliability considering the total number of points in combination to the support and evidence the validated rubrics provided. This allowed researchers to properly assess the learners and to use the results of the test to make future decisions about individual students and the teaching and learning program they are involved in.

Proficiency Level of Tasks

To determine the way the tasks included in the test were designed in terms of proficiency levels, the “can-do” descriptors of The Common European Framework of Reference for Languages (CEFR) were adopted. “These descriptors specify progressive mastery of each skill, which is graded on a six-level scale: A1, A2, B1, B2, C1, C2” (Council of Europe, 2023, para. 7). Table 2 describes the descriptors for each macro skill and for types of items based on the CEFR (Council of Europe, 2020):

Table 2

“Can-do” Descriptors per Macro Skill and per Block of Items

Macro Skill	Block of Items	Proficiency Level	“Can-do” Descriptors
Listening	I-A.1. & I-A.2.	A2	<p>Overall oral comprehension (p. 48):</p> <ul style="list-style-type: none"> • Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly. • Can understand phrases and expressions related to areas of most immediate priority (e.g., employment), provided people articulate clearly and slowly. <p>Understanding audio (or signed) media and recordings (p. 52):</p> <ul style="list-style-type: none"> • Can understand and extract the essential information from short, recorded passages dealing with

Macro Skill	Block of Items	Proficiency Level	“Can-do” Descriptors
			predictable everyday matters which are delivered slowly and clearly.
	I-B.	B2	<p>Overall oral comprehension (p. 48):</p> <ul style="list-style-type: none"> • Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic, or vocational life. • Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialization. • Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers. <p>Understanding audio (or signed) media and recordings (p. 52):</p> <ul style="list-style-type: none"> • Can understand recordings in the standard form of the language likely to be encountered in social, professional, or academic life and identify viewpoints and attitudes as well as the information content. • Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language.
Reading	II-A.	A2	<p>Overall reading comprehension (p. 54):</p> <ul style="list-style-type: none"> • Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. • Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. <p>Reading correspondence (p. 55)</p> <ul style="list-style-type: none"> • Can understand a simple personal letter, e-mail or post in which the person writing is talking about familiar subjects or asking questions on these subjects. • Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics.

Macro Skill	Block of Items	Proficiency Level	“Can-do” Descriptors
			<ul style="list-style-type: none"> • Can understand very simple formal emails and letters.
	II-B.	B2	<p>Overall reading comprehension (p. 54):</p> <ul style="list-style-type: none"> • Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. <p>Reading for orientation (p. 55):</p> <ul style="list-style-type: none"> • Can scan quickly through long and complex texts, locating relevant details. • Can quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics.
Writing	III.	B2	<p>Overall written production (p. 66):</p> <ul style="list-style-type: none"> • Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources. <p>Reports and essays (p. 68):</p> <ul style="list-style-type: none"> • Can evaluate different ideas or solutions to a problem.
Speaking	IV.	B2	<p>Overall oral production (p. 62):</p> <ul style="list-style-type: none"> • Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. • Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. <p>Sustained monologue: describing experience (p. 62):</p> <ul style="list-style-type: none"> • Can give clear, detailed descriptions on a wide range of subjects related to their field of interest. • Can describe the personal significance of events and experiences in detail. <p>Sustained monologue: giving information (p. 63):</p> <ul style="list-style-type: none"> • Can communicate complex information and advice on the full range of matters related to their occupational role.

The CEFR organizes the language proficiency levels into three broad groups: Basic User, Independent User, and Proficient User (Council of Europe, 2023, para. 3). Therefore, to determine the students' proficiency level per macro skill in connection with each ESP task, the researchers included, after the general instructions of the test, four charts (one per macro skill) to assign a proficiency level to each student based on the points he or she obtained in every section of the test. According to the main stakeholder, none of the students had an advanced level of English. In the interview he said, "Los profesores de inglés que les han dado clases a estos estudiantes me han dicho que ellos no tienen un buen nivel de inglés" [The English teachers who have taught these students have told me that they do not have a good English level]. Therefore, the test did not include any items for the levels C1 and C2.

To determine the difficulty levels of the exercises in the diagnostic test, several factors were considered. Salimi et al. (2011, p. 1931) identified two sets of influential aspects in task complexity. The first set is "resource-directing". In the case of the diagnostic test, this referred to the number of task elements, reasoning demands of the task, and immediacy of information provided. The second set is "resource-depleting", for example, planning time, number of tasks, and prior knowledge. Ellis (2009) proposed three factors which were also considered:

- Code complexity: referring to both linguistic complexity/variety and vocabulary load/variety
- Cognitive complexity: involving cognitive processing factors such as information type and organizational structure as well as the familiarity of task topic discourse
- Communicative stress: referring to the logistics of task performance (e.g., time pressure and nature of the prompt)

All these factors interacted with each other and were key variables to determine the difficulty levels of the tasks.

Types of Rubrics for Assessing Speaking and Writing

Analytic rubrics were used to assess the speaking and writing tasks because of the benefits they offer. Analytic rubrics, with multiple categories and descriptions reflecting various levels of performance, help the rater evaluate the effectiveness of instruction, document evidence of learner progress, and give feedback to learners (Vercellotti & McCormick, 2021). Namely, analytic rubrics provide a list of multiple traits or categories separately for the rater to rank based on descriptions of levels of performance. Likewise, analytic rubrics strengthen the reliability of the assessment for language produced during such tasks (Green & Hawkey, 2012). In addition, the instructor can give separate ratings for each category, so the learner receives specific feedback about what they can do and what skills need more improvement (Brown, 2018). Additionally, the results of the assessment with an analytic rubric provides the instructor with information about the strengths and weaknesses of the learners.

The analytic rubric for assessing speaking was used to assess the students' performance during the simulation of the job interview. This rubric was taken from Delaware City School District's official web page (see Appendix I), and it was slightly adapted by the researchers (see Appendix J). This institution is the #52 largest school in the United States and it is always at the top in many measures, (Public School Review, 2023). According to CEFR, in relation to overall oral production, B2 learners "can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail" (Council of Europe, 2020, p. 62). To do this effectively, learners must be fluent, have intelligible pronunciation, have a wide range of vocabulary, use accurate grammar, and be able to provide

details about the topic. Therefore, these constructs were considered in the rubric. Vercellotti and McCormick (2021) suggested these constructs in an analytic rubric to assess formal informational speeches. The analytic rubric included the corresponding descriptions for the different levels of performance in each category. These levels ranged from one to five points. Additionally, the researchers included a comment chart below the rubric for them to write observations/feedback on the learners' performance in relation to each category in the rubric.

The analytic rubric employed in the writing section was used to assess the students' response email. The original rubric was taken from RCampus' official website (see Appendix K). RCampus is a learning platform which provides an interface for managing courses, grades, rosters, students, assessments, and collaboration (SelectHub, 2023). In addition, it is an award-winning learning, assessment, and competency management solution that enables educational institutions to be more efficient, provides easy access to their constituents, and gains a thorough understanding of skills and competencies (eLearning Industry, 2023).

The analytic rubric for grading the writing task was slightly adapted by the researchers (see Appendix L). The researchers included the number of points for each level of performance and added a section for observations. In fact, the writing rubric included some criteria related to format. Specifically, this aspect was related to whether the students included a proper salutation, body, and closing. Content was also part of the writing constructs in the rubric. This focused on whether the students' writing provided evidence to support the main argument and whether the evidence is pertinent, typical, and appropriate. Finally, the researchers added some aspects included in the CEFR descriptions that were related to the task itself, for example, grammar, mechanics, spelling, and vocabulary. Those aspects are essential to communicate complex information in a written way (Council of Europe, 2020). In relation to this, Carson and Kavish

(2018) claimed that an efficient rubric incorporates expectations of both mechanical skills and content development. Hence, these criteria examined whether the students used English grammar and particular words effectively and whether the learners applied capitalization, spelling, and punctuation rules properly.

Parameters Used to Assess Listening and Reading

As previously stated, the listening comprehension section of the diagnostic test was assessed using two different receptive response items, namely, identification and multiple-choice. These exercises were organized based on the level of difficulty. The identification tasks targeted the Basic User level according to the CEFR (Council of Europe, 2020). Specifically, these items corresponded to an A2 level of proficiency. Thus, they were assessed first. On the other hand, the multiple-choice tasks targeted the Independent User level according to CEFR (Council of Europe, 2020). Specifically, these items corresponded to a B2 level.

The “can-do” descriptors of the CEFR (Council of Europe, 2020) were used as the parameters to assess the listening section. Regarding the identification items, the students were asked to listen to two different audios to first check the correct answers (block I-A.1.), and then, arrange the options in the order they appeared in the audio given (block I-A.2.). In general, the learners had to listen to specific details and vocabulary to correctly complete the exercises. One of the “can-do” descriptors of the CEFR for overall oral comprehension detailed that A2 students “can understand phrases and expressions related to areas of most immediate priority (e.g., employment), provided people articulate clearly and slowly” (Council of Europe, 2020, p. 48). Moreover, the CEFR, in the one of the descriptors for understanding audios (or signed) media and recordings, described that A2 learners “can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered

slowly and clearly” (Council of Europe, 2020, p. 52). In short, the identification exercises of the listening section were designed and assessed based on these “can-do” descriptors.

As stated previously, the multiple-choice items (block I-B.) were tailored for Independent Users, specifically for B2 students. Roughly speaking, the learners had to listen to specific information to correctly complete the exercise. In relation to this, the “can-do” descriptors for overall oral comprehension of the CEFR (Council of Europe, 2022, p. 48) detailed that B2 students can do the following:

- Understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic, or vocational life
- Understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialization

The CEFR descriptors for understanding audios (or signed) media and recordings (Council of Europe, 2022, p. 48) described that B2 learners can do what follows:

- Understand recordings in the standard form of the language likely to be encountered in social, professional, or academic life and identify viewpoints and attitudes as well as the information content
- Understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language”

To determine the students’ level of proficiency in the listening section, the researchers divided the total number of points of this section (20 points) into a four-level scale (Basic User: A1 & A2; Independent User: B1 & B2), giving the same range of points to each level, as shown

in Figure 8. Based on the total number of points each learner obtained, the researchers assigned a specific proficiency level based on CEFR.

Figure 8

Student's Language Proficiency in the Specific ESP Listening Tasks

Listening			
Basic User		Independent User	
A1	A2	B1	B2
1-5pts.	6-10pts.	11-15pts.	16-20pts.

As mentioned previously, the reading section consisted of two receptive response items; namely, true-false and multiple-choice. These exercises were organized based on the level of difficulty. The true-false items (block II-A.) were designed for the Basic User level according to the CEFR (Council of Europe, 2020). Particularly these tasks corresponded to an A2 level of proficiency; therefore, they were assessed first. Conversely, the multiple-choice exercises (block II-B.) were designed for the Independent User level according to CEFR (Council of Europe, 2020). Specifically, they corresponded to a B2 level.

As in the listening section, the “can-do” descriptors of CEFR (Council of Europe, 2020) were used as the parameters to assess reading skills. Concerning the true-false items, the learners had to read an email sent by a client to complete the exercise. To do this correctly, the students were required to scan the text to look for specific information and to infer meaning from context.

In relation to this, the “can-do” descriptors of CEFR for overall reading comprehension (Council of Europe, 2020, p. 54) detailed that A2 students can do the following:

- Understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language
- Understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items

CEFR, in the descriptors for reading correspondence (Council of Europe, 2020, p. 55), described that A2 learners can do what follows:

- Understand a simple personal letter, e-mail or post in which the person writing is talking about familiar subjects or asking questions on these subjects
- Understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics
- Understand very simple formal emails and letters

The multiple-choice reading exercise (block II-B.) was designed for Independent Users, specifically for B2 students. Generally, the learners had to scan the text to find specific information and infer meaning from context to correctly complete the exercise. Taking the “can-do” descriptors for overall reading comprehension of the CEFR as a reference (Council of Europe, 2022, p. 54), B2 students can do the following:

- Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively
- Understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialization

The CEFR descriptors for reading for orientation (Council of Europe, 2022, p. 55)

described that B2 learners can do what follows:

- Scan quickly through long and complex texts, locating relevant details
- Quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics

As in the listening section, the researchers divided the number of points of the reading section (14 points) into a four-level scale (Basic User: A1 & A2; Independent User: B1 & B2) to determine the students' level of proficiency in this section, as shown in Figure 9. The score in the reading part was determined by the number of correct answers and it provided an equivalent CEFR level. The researchers decided to give more weight to the A2 and B2 levels, widening the range of points in one point compared to the levels A1 and B1, since the items designed corresponded to these levels. Based on the total number of points each learner obtained, the researchers assigned a specific proficiency level.

Figure 9

Student's Language Proficiency in the Specific ESP Reading Tasks

Reading			
Basic User		Independent User	
A1	A2	B1	B2
1-3pts.	4-7pts.	8-10pts.	11-14pts.

The CEFR was adopted as a guiding foundation for assessing not only listening and reading but also writing and speaking. The CEFR is a framework of reference particularly

designed for foreign language education “to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency” (Council of Europe, 2021). As a framework of reference, the CEFR allowed the researchers to classify the students’ language proficiency into two main levels, namely Basic User and Independent User.

Furthermore, each level of the CEFR is accompanied by a description of what the learners at that level can do (can-do statements or can-do descriptors). The CEFR descriptors were viewed as relating to construct validity in the diagnostic test. Specifically, these descriptors provided details of what should be included in a test. Nevertheless, some adaptations were needed in relation to specialized vocabulary and the specific tasks evaluated. Despite these adjustments, the design and results of the test were carefully aligned with the CEFR to support the test’s constructs, contents, and scores.

Analysis of the Results of the Test

The results that the sample population obtained in the diagnostic test allowed the course designers to understand their target population in more depth. Out of the thirteen students who answered the needs analysis questionnaire, eight took the test. Therefore, the results that will be presented in this section will take into account the grades of those students.

The said eight students obtained varied results. Table 3 summarizes the level of proficiency of the target population in the tasks in each of the four macro skills. As can be observed, most A1 users are in the productive skills (speaking and writing). However, only in speaking and writing are there B2 users as well while no students were placed in the B2 category in listening or reading. Interestingly, in these two receptive macro skills, no learners were

categorized in the A1 level, either. Therefore, the performance of all the learners in listening and reading fitted the A2 or B1 levels.

Table 3

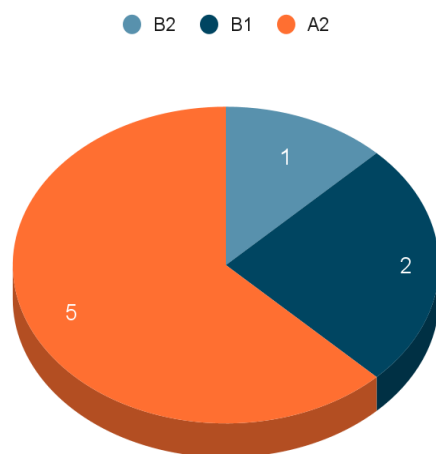
Number of Students per Level According to Their Results on the Diagnostic Test

Level	Listening	Speaking	Reading	Writing
A1	0	4	0	4
A2	4	1	4	1
B1	4	2	4	1
B2	0	1	0	2

Figure 10 shows the number of learners according to their overall results on the diagnostic test. Only one learner, BCS8, did so well that his performance can be categorized as B2 while the performance of the majority of the target population (five students) placed them in the A2 category.

Figure 10

Students' Overall Level of English Proficiency in the Diagnostic Test



Note. N = 8

What the above results mean in terms of what the students can or cannot do can be explained by comparing the tasks that they had to carry out during the test with the Common European Framework of Reference (CEFR) guidelines. However, an essential clarification at this point is that even though the results that the researchers are recording (A1, A2, B1, or B2) are based on CEFR, they are exclusive to the tasks performed in the test. In other words, the students will not have a B1 in listening comprehension; for example, they will be B1 when listening to tips to become better programmers to extract specific information or when listening to information related to a familiar topic or field, and so forth.

Listening

According to Table 3, none of the students have a B2 listening level, which, according to CEFR, means that they did not show that they can understand standard language about familiar and unfamiliar topics in academic life. They also did not demonstrate that they can follow the main ideas in complex discourse on concrete topics, including technical discussions related to their field (Council of Europe, 2023).

Half of the target population showed that they can do other activities since their listening level is B1. For instance, they can understand factual information about job-related topics, for example, when listening to a person talking about programming tips. During the test, they were also able to identify general data and specific details because the speakers articulated clearly (Council of Europe, 2023). The remaining half of the students did not show that they were capable of doing these activities; nevertheless, since their level is A2, they can likely show understanding of enough information to meet specific needs, if people speak clearly and slowly (Council of Europe, 2023). All of the activities discussed in this listening section can be linked to the specific tasks of the diagnostic test, which were explained earlier in this research paper.

The above-mentioned activities match what the students had to do in the listening section of the test. For example, in the first recording, the speakers talked slowly and clearly, so the students could understand enough information to answer, at least, some of the questions correctly. In the second recording, even though the speaker spoke faster, the students whose level is B1 were able to understand factual information and identify specific details related to their future jobs, but those whose level is A2 got lower results in this section.

Reading

In terms of reading, since none of the students have a B2 level, they did not demonstrate that they can read with a large degree of independence because they do not have a broad active reading vocabulary, and they are likely to experience difficulty when encountering low-frequency idioms. Also, they did not provide evidence that they can read texts related to their field and quickly understand their essential meaning, just like they cannot understand what is said in an email where some colloquial language is used (Council of Europe, 2023). The first reading task in the test contained some colloquial expressions such as *ping* or *keep me in the loop*, which, according to the descriptors mentioned above, were likely challenging for the students.

Half of the students, however, obtained grades suitable for a B1 reading level. This means that they can read easy-to-understand factual texts dealing with subjects related to their field and understand most of their message. They can also grasp straightforward emails giving a relatively detailed account of events and experiences, they are able to understand factual texts that deal with subjects related to their interests or studies, and they can understand the majority of factual information that they encounter on familiar subjects of interest, as long as they have enough time for reading more than once. Finally, the students can also understand standard

formal texts related to their field (Council of Europe, 2023). These tasks match what the students had to do, especially in the second part of the reading section of the test since it included a formal article related to their field.

The remaining students, who have an A2 reading level, did not show that they can do the activities previously mentioned, but they can understand short, simple texts about familiar, concrete matters that contain high-frequency, job-related language. They are also able to understand short, simple texts that contain high-frequency vocabulary and to grasp very simple formal emails (Council of Europe, 2023). These activities resemble what the first part of the reading section of the test required students to do since they had to read a short, simple email from their manager containing job-related vocabulary and decide if some statements related to it were true or false.

Writing

The test included only one writing task since, according to the information gathered in the needs analysis questionnaire and the interviews to the stakeholder and the expert, writing is the macro skill that students are least likely to need in their major and in their careers.

The students obtained more varied results in writing than in listening and reading. For example, two of them have a B2 level, which, according to the CEFR descriptors, means that they can produce clear, detailed texts on subjects related to their field of interest (Council of Europe, 2023). In fact, these students (BCS8 and BCS12) wrote clear and detailed answers in their emails.

Another student (BCS6) has a B1 writing level, which means that he can produce straightforward connected texts dealing with familiar subjects within her field of interest (Council of Europe, 2023). As a matter of fact, this student's answer was simple and briefly

addressed the necessary points; however, not a lot of detail was included, and it contained several grammar and vocabulary mistakes (for example, “thanks you,” “this problems,” and “we hope continue”).

BCS4 has an A2 level in writing in English. This means that he can produce a series of simple phrases and sentences that are connected with simple conjunctions and prepositions like “and,” “but,” and “because” (Council of Europe, 2023). Said student was able to use those connectors in his answer, but his email contained several grammar and vocabulary mistakes such as “with to the respect” or “is easy implements”. The remaining four students did not answer the writing part of the test.

With the exception of those two students who demonstrated a B2 level on the writing task of the test, the majority of the learners did not show that they can write clear emails that contain numerous details about activities related to their field of study, including reacting to feedback and offering solutions to a client, as well as more general aspects of writing that type of texts such as email conventions and choosing the appropriate level of formality. The course designers should address these general weaknesses in the writing tasks developed throughout the course.

Speaking

The speaking level of the students was similar to their writing level; the only difference was in the number of B2 and B1 students since, in this case, there was only one person in the B2 level and two in the B1 level.

In the speaking section of the test, the students had to participate in an interview in which they were asked a series of questions that are commonly asked in this type of event. The students were not shown the questions before starting the interview to prevent them from looking for or writing down possible answers, thus keeping the task as authentic for the students as possible. In

the first part of the needs analysis, the researchers found that job interviews are very important for the students because none of them are working but, in all likelihood, they will need to participate in such activities in English in the future. Therefore, and because of the impromptu nature of this task, the course designers decided to include it because of the importance it seems to hold for students and the variety of language features and communicative skills that they need to showcase for its completion.

As mentioned above, only one student (BCS8) has a B2 level, which means that he is able to give clear, detailed descriptions of different subjects related to his field, as well as to communicate detailed information reliably. Both BCS12 and BCS6 have a B1 speaking level; therefore, they can reasonably fluently give a simple description of one of a variety of topics related to their field of interest. They can also relate a straightforward narrative in which they give detailed accounts of experiences. In addition, BCS11 has an A2 speaking level, and this means that he can give a simple description of people, living or working conditions, daily routines, likes/dislikes, etc. He can also tell a simple story or an experience, talk about past activities, and express what he is good and not so good at. Lastly, the remaining four students have an A1 speaking level. As a result, they can produce simple, mainly isolated phrases about people and places, as well as describe themselves, what they do, and where they live (Council of Europe, 2023). The questions that were asked by the researchers during this part of the test allowed the students to produce the aforementioned types of oral answers, and they did so according to their level.

With only one exception, most of the students did not demonstrate being able to answer questions related to their educational background, qualifications, or work experience providing relevant details and using appropriate verb tenses such as simple present, simple past, or present

perfect, depending on the question. Examples of mistakes that the learners made are “I work in a different projects,” “when I have a nervous,” “I’m opened to new technologies,” and “I’m bad with English language.” Therefore, a sensible decision for the course designers would be to address such general weaknesses in the learners when they develop speaking activities during the course.

Discussion of Implications, Problems, Exceptions, Recommendations, or Other

Interesting/Relevant Aspects of the Data

The course designers can now also compare the results obtained in this part of the project with the information gathered during the first part of the needs analysis. For example, eight students had claimed that their overall level of English was basic and five of them had stated that it was intermediate. Even though the number of students who answered the needs analysis questionnaire is higher than that of the participants who took the diagnostic test, it seems that most of them were right about their perceived level of English: eight of them considered it basic and five of them intermediate, and the results of the test indicate that five of them are basic and three of them are intermediate speakers of English.

When comparing the specific results for each of the macro skills, the researchers can identify some matching information. BCS6 and BCS8 had stated that speaking was the easiest skill for them, and their speaking level in the test was B1 and B2, respectively. In addition, 10 students had claimed that reading was the easiest macro skill for them, and half of the students performed well enough during this section of the test to be placed in the B1 level.

When asked what they considered the most difficult macro skill, the students had provided varied answers: seven of them had chosen speaking, three of them listening, two of them reading, and only BCS4 had chosen writing. Nevertheless, according to the test results,

BCS4's writing level is A2, and he was able to answer that part of the test while half of the students who took it did not even provide an answer. Therefore, that student might have underestimated his own level of proficiency when it comes to writing emails. Conversely, the majority of the learners had chosen speaking as the most difficult macro skill, and four of them obtained results that placed them in the A1 level. This means that the students' perceived difficulty of that skill seems to match the results obtained in the test.

The students had also referred to their perceived level for each of the four macro skills. BCS8 had claimed that his level of speaking was high-intermediate and, according to the test, he was right; he was placed in the B2 level for that skill. Regarding reading, BCS11 and BCS12 had a perceived high-intermediate level of reading, but BCS11's performance was that of an A2 level and BCS12's results were those of a B1 level. Therefore, they might have overestimated their reading comprehension skills. What this entails for the researchers is that the activities that they design for the course will likely help the participants improve their overall skills, even if those activities are designed with a low level of difficulty, since the results of the test indicate that, in fact, the majority of the students are beginner English speakers.

The students' perceptions concerning their listening skills were mostly right. For instance, most of them accurately considered their listening level basic while two out of the three who considered that level intermediate were right. The rest of the students had answered that their perceived level of listening was basic, and most of them were correct but BCS12, who actually performed well enough in that part of the test to be placed in the B1 level.

Finally, the students' perceptions about their reading level were slightly off, particularly for BCS11 and BCS12, who had claimed their level was high-intermediate and who were placed in the A2 and B1 levels, respectively. Additionally, BCS4, BCS5, and BCS10 had stated that their reading level was intermediate and, according to the test results, only BCS5 was right since

both BCS4 and BCS10 were placed in the A2 category. Furthermore, BCS2, BCS6, and BCS8 had a perceived basic reading level, but only BCS2's perceptions matched his grades on the test because the other two students scored higher and obtained B1 results. Therefore, when it comes to reading, the researchers can notice that the students' perceived level rarely matches what they can do, either because they underestimate or because they overestimate their reading level.

The information discussed above seems to indicate that it is safe for the researchers to disregard the students' perceived level in each of the four macro skills. Understandably, the participants are not experts and they do not have an obligation to know for sure what their level is. Despite students' claims during the first part of the Needs Analysis that writing would likely be the least important macro skill for them to practice, the researchers consider it sensible to include writing tasks in the course since half of the students who took the diagnostic test did not provide an answer for that section. The student-teachers asked a few of them why they had left that task blank, and they replied that they had felt that their knowledge of grammar and vocabulary had not been enough for them to attempt to write an answer. This seems to indicate a deep lack of either self-confidence or skills to fulfill a task such as replying to an email from a customer, which is why the researchers considered it would be helpful for a significant part of the learners to practice and improve their writing skills throughout the course.

Another important factor to consider is that, since the level of most of the students is basic, the researchers should design activities that start at that level and provide the students with scaffolding strategies for them to be able to do increasingly complex tasks throughout the course. The design of tasks for the students should also be done taking into account the activities that the students, the stakeholder, and the informant had indicated that the participants are likely to do in the future. If this is done, the participants will be faced with real-life examples of situations and tasks, and this is very likely to be useful for them in their careers.

Chapter II: Syllabus Design

Course Description

The course is an English for Specific Purposes (ESP) course addressed to business computing students at Universidad de Costa Rica (UCR), Golfito Campus, whose language proficiency ranges from A2 to B2 in relation to specific ESP tasks, according to the Common European Framework of Reference (CEFR). This course integrates the four linguistic macro skills: listening, speaking, reading, and writing, so it provides learners with the opportunity to reinforce their language abilities in an integrated way while learning terminology commonly used in the field of business computing. It is a theoretical-practical course based on the main principles of ESP and Task-Based Language Teaching (TBLT). The theoretical part of the course consists of explaining how to identify main and supporting ideas from oral and written passages, how to write emails by using correct grammar, vocabulary, mechanics, and format, and how to effectively talk about personal information and background, skills, qualifications, and work experience in a job interview. In the practical part of the course, the students work on receptive and productive skills exercises, based on the theory explained. The course prepares students for specific situations in which they require English.

The course will be given for fifteen weeks. It will be taught on Tuesdays from 17:00 to 18:50 (synchronous activities), and from 19:00 to 19:50 (asynchronous activities to finish the task cycle), covering a total of 160 minutes weekly. The course will be taught through the communication platform Zoom. Two student teachers, taking the Practicum of the Master's Program in Teaching English as a Foreign Language, will be in charge of teaching the course.

Course Logo



The logo includes a group of elements that represent the course. First, the phrase *English for Business Computing* refers to the field of study of the learners. Second, the *computer* symbolizes the main tasks business computing engineers work on: data analysis, web design and development, databases, programming, systems analysis, IT management, computing projects, and cybersecurity. Third, the *globe* represents the English language as the language of international communication since it is the most commonly spoken language in the world. In addition, English is the language of computers and of the Internet. Some of the world’s largest tech companies are based in English speaking countries, so knowing English increases the chances for the students of getting a better job in a multinational company or of finding work abroad. Lastly, The Free Dictionary (n.d.) defined the idiom *Let’s Get down to Business* as, “Let us begin doing something with the seriousness or determination that it requires or demands; let’s begin doing what needs to be done.” In other words, the phrase means getting serious about a given situation or task and giving it the attention it deserves. Accordingly, the phrase implies that it is time to learn English, encouraging the students to learn this language as a necessity to be competent in today’s globalized world.

Course Name

Let’s Get down to Business: English for Business Computing

Statement of Goals and Objectives

Unit 1: Reading Between the Lines

Goal #1:

- By the end of the unit, the business computing students will be able to effectively analyze oral passages related to their field of study by identifying main and supporting ideas and applying procedures.

General Objectives:

By the end of the unit, the business computing students will be able to:

1. Appropriately identify main ideas of spoken messages related to their field of study by using different listening strategies.
2. Successfully recognize supporting details from aural texts about their field of study by using different active listening strategies.
3. Accurately interpret detailed oral instructions regarding tasks of their field of study by applying various procedures.

Unit 2: Get Ready. Get Set. Write!

Goal #2:

- By the end of the unit, the business computing students will be able to effectively write emails to clients and managers about work-related situations by using correct grammar, vocabulary, mechanics, and format.

General Objectives:

By the end of the unit, the business computing students will be able to:

1. Accurately show understanding of work-related sample emails by analyzing their structure and content.

2. Adequately apply email etiquette guidelines by writing work-related emails.
3. Appropriately express their ideas, concerns, and/or questions by writing emails related to job situations.

Unit 3: Go! The Future is Now

Goal #3:

- By the end of the unit, business computing students will be able to effectively participate in a job interview by providing personal information and background, skills, qualifications, and work experience.

General Objectives:

By the end of the unit, the business computing students will be able to:

1. Accurately provide their personal information and background by interacting with their peers.
2. Effectively write a résumé by reporting their skills, qualifications, and work experience.
3. Appropriately explain their skills, qualifications, and work experience by implementing job interview strategies.

Methodology

Approach

The course will be taught considering the main principles and characteristics of Task-Based Language Teaching (TBLT). Van den Branden (2006) defined TBLT as “an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes” (p. 174). This approach is useful for teaching the ESP course because it views learners as language users who actively use the language as a means of communication in real life (Ellis, 2003).

Hence, TBLT allows to incorporate real-world connections into the course. As a matter of fact, this helps students to understand why what they are learning is useful beyond university and to increase engagement in the learning process as students gain valuable insights into real life applications of the skills they are being taught. In addition, students usually make constant efforts once they are motivated, so real-like communicative tasks become a fundamental aspect of a task-based approach (Willis, 1996). Thus, the use of tasks is the core unit of planning and instruction in language teaching (Richards and Rodgers, 2014). All in all, the course will use TBLT as a teaching approach because it gives meaningful and useful tools for promoting learning and real communication (Richards & Rodgers, 2010), and aims to present opportunities for learners to master language skills via learning activities designed to engage learners in the natural, practical, and functional use of language for meaningful purpose (Lin, 2009).

The course will be based on the following characteristics of TBLT (Swan, 2005):

- Instruction contains natural language use, and the mediation activities are focused on meaning rather than form.
- Instruction is learner-centered instead of teacher-centered.
- Engagement is essential to promote the internalization of formal linguistic elements.
- Communicative tasks are essential.

Feez (1998) additionally listed other key characteristics that TBLT is based on. These characteristics are also considered in the course:

- The focus is on the process that learners go through rather than on the product that they (are supposed to) achieve.
- Learners learn language by interacting in a communicative and purposeful manner while they are engaged in the activities and tasks designed by the instructor(s).

- The activities and tasks carried out in class can be either those that learners could need to perform in real life, or they may be those which have a pedagogical purpose specific to the classroom such as a particular grammar topic that the instructor deems worthy of teaching and practicing.
- The activities and tasks are planned and sequenced according to their level of difficulty, which depends on a variety of factors such as the previous experience of the learners, how complex the task is, the language the learners require to carry out the task, and the degree of support available to the learners (for example, from the teacher).

Classroom Dynamics

The two student teachers will be in charge of teaching the course. They will work as a team and will have specific functions during the lessons. The student teachers will teach alternating classes, that is, one class will be given by one student teacher, and the other class by the other student teacher, and so on and so forth. While one student teacher is teaching a task, the other student teacher will act as a teacher's aide. The teacher's assistant will be sharing class materials, helping the students with some difficulties, and monitoring the learners' work and progress. Both student teachers will be modeling the exercises and evaluating the students.

Tasks and Techniques and their Rationale

To teach the course the student teachers will use a series of tasks to achieve the goals established. These tasks will be designed taking the definition given by East (2021) as a benchmark: "A task has a goal which requires processing input, creating output, and interacting with others to meet it" (p. 44). Therefore, each task will consist of an input, output, and interaction stage. Likewise, a commonly advocated model for task scaffolding will be used, i.e., "pre-task" (introduction to the topic and task), "during-task" (task cycle, planning, and report),

and “post-task” (language focus, analysis, and practice), a structure that has been proposed or advocated by several exponents of TBLT (e.g., Ellis, 2003; Skehan, 1996). Such a way of organizing the lessons in the course has a number of advantages. For instance, students have regular opportunities to practice skills and language they need in real life. Also, the element of planning in the task cycle encourages students to think about the language they need and results in better quality language use. In addition, using tasks motivates students because they want to achieve outcomes. And lastly, language focus, analysis, and practice, in the last stage, create opportunities for individual improvement.

Different types of tasks and techniques will be employed in the course. In the pre-task stage, the topic and task will be introduced through some activities suggested by Ellis (2003), for example, prior knowledge activation, brainstorming, visual aids, games, discussions, and vocabulary activities. These activities will be developed individually or in pairs or groups. The activities for the during-task and post-task stages will depend on the outcomes of each goal.

Goal #1 revolves around the analysis of oral authentic texts related to the learners’ field of study. Therefore, some types of activities proposed by Ellis (2003) such as brainstorming, fact finding, categorizing, classifying, matching, finding differences and similarities, will be used to achieve this goal. The students will work on these activities on their own, in pairs, or in groups. These activities along with the implementation of TBTL improve the students’ engagement in the teaching learning process, their grammar and vocabulary mastery, and finally their oral comprehension (Astuti & Priyana, 2020).

Goal #2 consists of writing emails to clients about job-related situations. Hence, problem-solving tasks and creative tasks (Ellis, 2003) will be utilized. A problem-solving task is essentially a decision-making task. Such tasks require the interlocutors to think through some

kind of problem and reason out a solution. Willis (1996) proposed that these tasks might include students solving some kind of real-life problem through processes such as “expressing hypotheses, describing experiences, comparing alternatives and evaluating and agreeing a solution” (p. 27). On the other hand, creative tasks, as the name suggests, allow students to be creative linguistically and non-linguistically in a range of ways (Willis, 2006). They involve some kind of goal, for example: writing an email. The learners will work on this task individually; however, peer feedback will be employed to check emails.

Goal #3 focuses on participating in a job interview. Then, sharing personal experiences tasks and creative tasks (Ellis, 2003) will be developed. Sharing personal experiences tasks facilitate spaces for students to talk more openly about themselves and share something of themselves with others (East, 2021). Creative tasks, as stated before, require learners to use language creatively in different ways. TBLT comprises a varied set of activities and role plays and interviews are some of the most recommended. Aliakbari and Jamalvandi (2010) argue that the use of role plays as a TBLT-centered activity has a significant and meaningful impact on learners’ oral ability. Likewise, Rubens et. al., (2020) stated that interviews can be used to provide a realistic perspective of a student’s desired future job position and to help learners construct communication and social skills, and to improve their vocabulary and language. As a result, these activities have been picked up to achieve goal #3. The interviews and role plays will be done by participating actively in pairs or groups.

Role of the Learners

TBLT is a learner-centered teaching approach; therefore, students have a wide variety of roles (Bhandari, 2020). The core learner role in TBLT is to do the task properly. Other roles include participating, monitoring, risk-taking, and innovating (Richards & Rodgers, 2010). The

students can do the task alone, actively participating in pairs, groups, or with the whole class to learn language through meaningful communication. In addition, students are required to act as helpers and monitors of each other's work during the task completion. Moreover, they are required to create and interpret messages even though they lack full confidence. Learners are also required to develop the skills to guess from linguistic and contextual clues, ask for clarification, and consult with other learners (Richards & Rodgers, 2010) to accomplish the task.

Role of the Teachers

In the course, the student teachers are considered leaders, facilitators, and knowledge givers. Furthermore, the student teachers are regarded as mediators of language learning who select learning content, identify learning objectives, determine assessment methods, provide instructions, and promote students' motivation (Duong & Nguyen, 2021). To determine the specific roles of the teachers in the ESP course, the student teachers used the categorization made by Willis (1996) on the three stages of a task-based lesson as a reference. Namely, the teacher in the pre-task stage is expected to present and define a topic, provide new words or phrases, and model an activity to make learners understand what and how to do a task. In the during-task stage, the teacher acts as a monitor and motivator to stimulate learners' participation in the task. In addition, the teacher is a language advisor who gives students prompt assistance to ensure that they know the purpose of what they are doing. Then, the teacher is considered as a feedback provider, considering the content and students' performance. In the post-task stage, the teacher takes a role as a reviewer of analysis activity and language items emerged from the previous stage.

Assessment

Designing a course has various stages and is a complex process. Many variables must be taken into account if the instructors want the course to be successful for them and, especially, for their students, and one way to accomplish this is through assessing what the students have learned. McConlogue (2020) asserts that “assessment provides opportunities for students to demonstrate their learning in productive ways, including, but not exclusive to, final performances based on complex learning goals” (p. 34). This suggests that, if done correctly, assessment can be key in allowing both teachers and learners to have a clear understanding of what has been accomplished in a course.

Because this course will be designed for business computing students, this will be an ESP course. This means it will be customized to try to fulfill its students’ needs in terms of English for their academic and professional lives. According to Belcher (2006), the explanation behind this is that ESP analyzes the problems or lacks that education can alleviate, and ESP works under the assumption that they are unique to specific learners in specific contexts. Therefore, those problems and lacks must be carefully addressed with tailored courses. That is why the instructors in charge of designing an ESP course require to carry out “careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning” (Johns & Dudley-Evans, 1991, p. 298). On the contrary, if course designers do not carry out thorough research before designing and teaching an ESP course, its lessons will probably not meet the learners’ expectations and may result in an underwhelming experience for students.

Within said focus, the types of assessment included in this course will be based on tasks that resemble real-life situations that business computing professionals are likely to have to

perform in their careers, which is why such assessment will also feature authentic materials. Specifically, the course will include formal and informal assessments, as well as formative, summative, and authentic assessment.

Formal and Informal Assessment

The researchers consider incorporating both formal and informal assessments in the course would be sensible. If that is done, the learners will benefit from receiving feedback while they are carrying out the tasks in class, and they will also be evaluated in more structured and organized ways.

Informal assessment, on the one hand, helps students make more progress while achieving greater focus, and it also complements other types of assessments (Cole, 1999). This type of evaluation employs everyday learning activities such as students' questions and responses, as well as their conversations, as potential assessments that provide evidence of students' learning. Moreover, the response to this evidence is usually quick, spontaneous, and can take on different forms such as responding with a question, asking other students to express what they think, or offering an explanation to a student's questions (O'Keeffe et al., 2020). As a result, this type of evaluation may not even feel like an assessment for students, even if the instructor uses it to gather essential information about the students while teaching a class.

Formal assessments, on the other hand, take place in the context of formal education, and they contain structured learning objectives (Rogers, 2014). This implies that that kind of assessment requires more planning and is not spontaneous as informal assessment is. However, it can provide the student with detailed information about their mistakes, and this, in turn, can go a long way to help learners pay attention to what they lack and focus on that while not disregarding the aspects in which they are more proficient.

Formative, Summative, and Authentic Assessment

The course will also include formative, summative, and authentic assessment to provide the students with the largest number of learning opportunities. To understand these types of assessment better, one can mention that formative assessment is also called “assessment *for* learning” since it has been proven to increase student learning considerably (Hendrickson, 2012). Examples of formative assessments include immediate intervention from the teacher, instructor’s feedback, peer assessment, and student self-evaluation. Additionally, formative questioning grants teachers access to what students are thinking, allowing the instructors to address misconceptions or to guide students’ interactions to maximize their analysis and understanding. Finally, formative assessment gives informal information for teachers to evaluate and provide feedback to students, and it also promotes student self-evaluation (2012). In short, formative assessment refers to appraising students’ performance with the intention to help them achieve their goals.

Summative assessments, which are also called “assessments *of* learning,” make judgments about how well students did at the end of a course or after an important part of it (Spector et al., 2016). Such assessments provide timely and informative feedback with the aim of helping learners improve because it gives the students more insight into the correctness or incorrectness of their responses to guide and improve their understanding and skills. This type of assessment is so important that it “is now considered an integral component to good teaching, student motivation, engagement and higher levels of achievement” (Spector et al., 2016, p. 59). The researchers believe that including this type of assessment in the course will contribute to the students’ perception that the course was well-planned and organized.

Finally, since this will be an ESP course, using authentic materials and assessments in it is crucial. These evaluations focus, for example, on analysis, integration, and written and oral expression, among others. Authentic assessment has also been called the “real-world” task because it involves observing students “doing” experiences in meaningful contexts, especially because those contexts are taken from what they express that they want or need (Burley & Price, 2003). In the case of this course, the researchers could find more information about such wants, needs, and lacks in the first part of the Needs Analysis project.

Based on the rationale described above, the formal, summative evaluation of the course will be as described in Table 4. This information is also present in the “Course Evaluation” section of the students’ syllabus (see Appendix M).

Table 4

Course Evaluation

Type of Assessment	Percentage
Attendance	10%
Homework (five assignments of 3% each)	15%
Listening task (following instructions)	15%
Writing task (response emails)	20%
Speaking task (job interview)	20%
Project (proposal of program/software/app)	20%

According to the results from the diagnostic test administered, the proficiency level of most of the students, in relation to the tasks designed for this test, is A2, based on the Common European Framework of Reference (CEFR). Hence, the learners might leave the classes if they

feel that the tasks that they have to perform are demanding for them, or they might not even join the lessons at all. Therefore, attendance will be taken into account as part of the course evaluation since the researchers consider that including it will prevent the students from missing or leaving classes before they are over.

The students will also be assessed on five pieces of homework, one every three weeks approximately, that will evaluate their progress in the micro and macro skills that they will have practiced after that time, depending on each unit and its contents.

As a part of the evaluation of the course, the students will also have to work on a listening task, which will be evaluated after unit 1. This task will consist of exposing the students to different oral messages related to how to use specific apps, software, and/or programs that they are likely to use as future business computing professionals. During this task, the students will have to follow the instructions given by the speakers to achieve a particular result.

The learners will also do an evaluated writing task after unit 2, in which they will have to write an email to a manager and one to a client. Since these are important tasks that they have mentioned they will likely have to perform in the future, they will do several practices in class that will culminate in this writing task, which will assess how much they have learned about and understood formal email conventions as well as common vocabulary, grammar, and mechanics used in business emails.

The students will also carry out an evaluated speaking task, in which they will have a simulation of a job interview with the student teachers. The purpose of this task is to assess how much the students have progressed in terms of being able to provide information about themselves, their background and experience, and past projects in which they have been involved that are relevant for a particular position at a company.

Finally, the students will have to work on a project. This project will be developed asynchronously throughout the course and will be presented at the end. It will involve making a proposal of an app, software, or program to simulate an actual project in a real-life work scenario.

Conclusions

Today's world has been globalized by technology, and changes to it take place so fast it may be challenging to keep up with them. This also applies to the job market; according to Madhav University, people who apply for a job have better chances of getting a job if they have a good command of English since knowing English is a skill that companies can use (2018), especially since English has become a sort of universal language in the corporate world (Neeley, 2012).

This report has allowed the researchers to have a much clearer perspective of who their target population is, as well as what their needs, wants, and lacks are in terms of the use of English and why this language can be so pivotal in their career growth since it can, for instance, allow them to aspire to better job opportunities. The researchers have collected such essential information about their target population by means of the interview with the coordinator of the business computing major in the Southern Branch of the UCR and with a professional of that area, as well as the focus group with some of the students who are currently studying that major. The researchers now understand that if the students are unable to communicate effectively in English, they could be rejected after participating in job interviews, and they might also be passed over for promotions if they have colleagues who can use English better than them.

After analyzing the students' more pressing needs, the researchers have decided to focus their course on all four macro skills (speaking, listening, reading, and writing). Even though

writing would only be necessary for them as an essential part of their job if they chose to be documentation specialists, and the results from the needs analysis questionnaire and the individual profiles of the target population seem to indicate that that position is not a very common career path choice among business computing professionals, the researchers have decided to include it in the course. This decision was made after the students claimed that they will probably be required to write certain texts such as emails as part of their daily tasks in their jobs. In addition, four of the learners who took the diagnostic test claimed that their lack of confidence in their writing skills prevented them from answering that section of the test altogether. The student-teachers consider that that situation made practicing writing throughout the course more relevant for, at least, several of the students.

This research so far has also allowed the student-teachers to know more about the participants' learning styles. For instance, all of them learn by doing something and most of them enjoy activities in pairs or groups and those involving games, while most of them dislike working individually and a significant part of them do not feel comfortable participating in role plays or discussions. Knowing this information will be essential for the researchers to design and implement activities that take into consideration those factors to make the lessons as enjoyable and productive as possible for the learners since, as MacSuga-Gage et al. state, a positive classroom environment promotes student learning and engagement (2012).

Additionally, the researchers have been able to learn that most of the target population has a perceived basic English language, which could prevent them from getting their ideal jobs in the business computing field. Therefore, knowing this information can help the researchers understand the participants' desire and sense of urgency to be able to have a better command of English. Through empathizing with their learners' needs, the researchers can have extra

motivation to design a course that helps the participants have better possibilities of succeeding in finding the job that they want in their field. Once they achieve that, they will have overcome one of the first challenges to enter the job market, and that feeling of success can motivate them to continue growing professionally and, probably, in their command of the English language as well.

Overall, the process of designing the course has been a rewarding process for the researchers since it has allowed them to learn about their own field of study as well as about the area of business computing.

Some aspects about course planning that the researchers have learned about include, first, the fact that the logistics of designing and teaching a course involves the coordination of numerous parties involved and the efforts of all those agents for the course to become a reality. Therefore, if this process is taken seriously, it cannot be carried out over the course of a few days or weeks.

Second, planning a course entails abundant research. Its teacher(s) must make sure to understand who their target population is, what their current and future needs are, what their lacks are, and what they want to accomplish by taking the course. Unless teachers carry out the necessary procedures to understand these aspects of their population, the success of the course will be compromised.

Third, the teachers of a course must also do plentiful research about the field of study that the course is about, especially if it is a new area for them. Even though the instructors cannot become experts in a topic by doing said research, this process will help them be better prepared to teach the course since their understanding of the academic and/or professional realities of their learners will become more holistic.

Fourth, in the course designers' experience, they have been able to learn that even though business computing is a technology-related field which requires the use of English a lot, its students in the Southern Branch of the UCR do not receive enough exposure to it throughout their major. In fact, they do not receive courses in English with the exception of two reading-comprehension courses that, according to the stakeholder, are not very useful for students of business computing.

Fifth, business computing students' lack of exposure to English throughout their major does not prepare them for their careers, in which they will require to communicate in English every day in many cases, according to what those students have expressed. In fact, in many cases, such scarcity of activities and courses in English prevents graduates in business computing from succeeding at getting a job that they want after they graduate.

Sixth, not knowing English can be an obstacle in the careers of professionals in business computing even when they start working. This can happen, for example, when other less experienced colleagues get promotions because they have a higher command of English.

Lastly, if students or graduates in business computing feel that their professional success is hindered by their low level of proficiency in English, this can alienate them towards the language, and this negative attitude can make it harder for them to learn it afterwards. If this happens, they can become trapped in a vicious cycle.

Because of the reasons explained above, the student-teachers have a great responsibility when designing and teaching this course. They have the possibility to alleviate the issue of the students not receiving enough exposure to English throughout their major, and if the course designers achieve this successfully, the course will be beneficial for the students. As a matter of fact, helping the students improve their command of the English language can have a positive effect on their whole careers, and the researchers feel grateful and humbled for having been given the opportunity to make such a powerful contribution to other peoples' lives.

Chapter III: Practicum Research

Task-Based Language Teaching (TBLT) is a significant approach in the field of second language learning. Because this approach is learner-centered, sees language as a communicative tool, and aims to present opportunities for learners to master language via learning activities designed to engage learners in the natural, practical, and functional use of language for meaningful purpose (Hismanoglu & Hismanoglu, 2011), it has increasingly become popular in the field of English for Specific Purposes (ESP).

TBLT emphasizes interaction, conversation, and language use. TBLT aims to give learners the chance to learn the target language by doing meaningful tasks. According to Van den Branden (2006), TBLT is an “an approach to language education in which students are given *functional tasks* [emphasis added] that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes” (p. 174). Therefore, the design and implementation of meaningful tasks based on the principles of TBLT is pivotal when teaching an ESP course to achieve the objectives of the course.

TBLT has become an important approach in the field of ESP in relation to developing process-focused syllabi and planning communicative tasks to improve learners’ real language use. Accordingly, devising appropriate task-based courses and developing meaningful tasks must be considered key elements to determine the effectiveness of TBLT in ESP. In TBLT, the design of tasks based on its principles and the completion of meaningful tasks are pivotal to place learners and their needs assessment at the forefront of the learning process, so the instructor should examine and think critically about the design and implementation of tasks to look for evidence of effective teaching (Ellis, 2003; Harmer, 2007). In other words, instructors should

regularly evaluate whether the tasks they design are meeting their intended goals and how they are impacting learners.

The necessity of this study lies in its potential to advance the understanding of how TBLT can be effectively integrated into an ESP course, particularly for business computing students. Despite the recognized benefits of TBLT in promoting meaningful language use and focusing on learner needs, there is a gap in empirical research examining its practical application in specific ESP contexts. By analyzing the design and implementation of tasks in an ESP course for business computing, this study will provide valuable insights into how TBLT principles can be tailored to achieve the objectives of the course and to meet the unique needs of learners in specialized fields. Thus, this study concentrates on examining the application of TBLT principles in the main tasks designed for an ESP course for business computing students. The more these principles are integrated into the design of the tasks, the more effectively the course is and supports language learning (Chen & Wang, 2019). For this purpose, this study addressed the following research questions:

Main Research Question

- ✓ How well were the TBLT principles reflected in the design of the main tasks of an ESP course for business computing students?

Research Sub-questions

1. What were the strengths and weaknesses of the main tasks in terms of TBLT design?
2. To what extent did the design of the main tasks lead to the achievement of the course objectives as guided by TBLT principles?
3. To what extent did the main tasks meet the needs of the target population?

Literature Review

TBLT is an approach that proposes the use of tasks as the essential ingredient of planning and instruction in language teaching. Hence, TBLT is intended to give meaningful and useful tools for promoting learning and real communication (Richards & Rodgers, 2014). Thus, to teach an effective ESP course using TBLT, every task in the classroom must be meaningful, purposefully arranged, and aligned with the principles of TBLT.

This study aimed at examining the application of TBLT principles in the main tasks designed for an ESP course. Therefore, this literature review includes a critical evaluation of the concept of TBLT, the definition of task, the roles of tasks in TBLT, the main principles of TBLT linked to the theory of ESP, and how to assess TBLT in an ESP context.

The Concept of TBLT

TBLT in language teaching and learning has doubtlessly aroused interest all over the world, and this fact has led to some perspectives in relation to the concept of TBLT. For example, Kumaravadivelu (2006) stated that TBLT focuses on language use for real communication taken from authentic contexts. Thus, students learn the target language through the process of experiencing it in the classroom and creating appropriate conditions for learning. It means that giving learners the real meaning and condition of language learning is essential to help them achieve the established goals. Similarly, Ellis (2003) viewed language learners in TBLT as users who actively use the language as a means of communication in real life. Hence, ESP teachers using TBLT must be capable of defining and conveying effective and efficient pedagogical practices to enhance real communication within the classroom. In addition, TBLT assumes that students will make a continuous effort once they are motivated to get exposure to the language they are learning, so real-like communicative tasks become a fundamental aspect of a task-based approach (Willis, 1996). Thus, TBLT finds it advantageous to give learners more

chances to be exposed to the target language and to internalize language skills naturally to teach them how to deal with real-life issues. The classroom setting and the real-life scenario must be strictly connected in TBLT. According to Richards and Rodgers (2014), TBLT refers to the use of different meaningful activities to solve a real-life task. That is, with TBLT, students are asked to complete purposeful tasks that elicit the use of the target language in natural contexts. Within the framework of TBLT, the primary focus is on engaging learners in solving real-world tasks.

Tasks in TBLT

The term *task* has been widely defined. However, common characteristics can be identified across various definitions. Many authors emphasized that a task involves purposeful activities aimed at achieving specific goals and fostering meaningful language use in realistic contexts. Richards and Schmidt (2010) defined a *task* as “an activity which is designed to help achieve a particular learning goal” (p. 584). Similarly, Long (2015) described a *task* as “a piece of work undertaken for oneself or for others, freely or for some reward” (p. 108), highlighting the significance of real-world relevance. Nunan (1989) emphasized that a *task* involves learners in comprehending, producing, or interacting in the target language with a primary focus on meaning rather than form (p. 10). Willis (1996) concurred, defining a *task* as “a goal-oriented activity in which learners use language to achieve a real outcome” (p. 53). Skehan (1996) identified key features of tasks, noting that meaning is primary, there is a relationship to real-world activities, task completion is prioritized, and tasks are assessed based on outcomes (p. 95). Ellis (2003) echoed these points, referring to a *task* as a “work plan” that requires the implementation of Skehan’s criteria. In summary, despite variations in definitions, common characteristics of tasks include their goal-oriented nature, emphasis on meaningful language use, and the creation of realistic contexts for language practice. These elements are central to the effective design and implementation of tasks in language learning.

When using TBTL, learners must do tasks. One of the main objectives of TBLT is to develop communicative tasks to achieve the purpose of the course. Nunan (2004) considered the *task* as a part of meaning-focused work, which consists of comprehending text, producing speech, and finally being able to communicate in the target language, either orally or in written form. Richards (2014) believed that the design of tasks consisted of three functions: 1) tasks present a series of procedures to achieve more related input in the contents and they serve to execute a specific plan; 2) tasks serve to identify general or specific language needs so that they can be addressed while developing goals, objectives, and content for a language program; 3) tasks provide data that can serve as the basis for reviewing and evaluating an existing program. Thus, tasks can be analyzed given the goals, the input data, the activities derived from the input, the settings, and roles implied for teachers and learners.

The three stages in TBLT, i.e., pre-task, main task (task cycle), and post-task, during the teaching and learning activities should be considered to establish the teaching scenario and lesson plan (Skehan, 1996; Willis, 1996). Nevertheless, this study focused on main tasks, which are activities aimed at developing and measuring students' high-level cognitive skills, and presenting problem situations that students may encounter in real life (Şahin & Öztürk, 2018). For this study, main tasks are viewed as classroom tasks that are meaning-oriented, communicative in nature, and based on real-world situations that lead learners to achieve particular outcomes and consider both cognitive capacities and linguistic abilities of a learner.

Principles of TBLT

Although we can find a wide range of principles of TBLT, Doughty and Long (2003) created a list of principles that serve as a guideline for designing meaningful tasks in TBLT. Such principles are the following:

- Use tasks as an organizational principle: This is based on contemporary theories of language learning and acquisition such as the Interaction Hypothesis (Long, 2015) that posit that the best way to learn a language is by means of social interactions.
- Promote learning by doing: This principle is based on the belief that a practical approach enhances a learner's cognitive engagement. Also, Doughty and Long (2003) pointed out that new knowledge is better integrated into long-term memory if tied to real-life situations and activities.
- Provide rich input: Rich input refers to the exposure to a wide variety of language forms and uses, typically in meaningful and authentic contexts (Krashen, 1985; Gilmore, 2007). Even though it is impossible to replicate the rich input due to which we acquire our first language, the input to which learners are exposed in a language class must be as rich as possible. To achieve this, for example, a wide variety of authentic materials should be used so that students are exposed to real-life situations. This exposure helps learners understand the practical application of language.
- Provide meaningful, comprehensible, and elaborated input: This means that the information that is presented to students must be relatable to their previous knowledge so that it is easily assimilated and that it helps the learners' ability to use language to communicate. Moreover, students must be able to understand most of the input to which they are exposed so that they can attach meaning to it. Finally, to make input "elaborated," teachers may train their students on communication strategies such as confirmation and comprehension checks, and instructors can also modify the language that they use through strategies such as repetition, slower speech rate, enhanced enunciation, simplified language, and cognates.

- Promote cooperative and collaborative learning: Learners must be active participants in conversations in the target language rather than simply be exposed to input, since as Doughty and Long (2003) pointed out, such interactions have numerous benefits on attainment.
- Focus on meaning: This means that emphasis is put on the relationship between form and meaning when teaching grammar, as well as the fact that grammar is taught in context and by means of communicative tasks.
- Provide error corrective feedback: This includes both positive feedback (which confirms the correctness of a student's utterance) and negative feedback (which corrects a student's faulty utterance). Such feedback makes the progression of learners' skills towards the use of more precise language easier.

In relation to the main principles of TBLT, Swan (2005) and Van den Branden (2018) provided the following list:

- Instruction should contain natural language use and the mediation activities should be focused on meaning rather than form. This helps students become more proficient language users by giving them writing, reading, speaking, and listening capabilities.
- Instruction should be learner-centered instead of teacher-centered. The most relevant justification for learner-centered teaching is pedagogical and based on the argument that it leads to more effective learning (Benson, 2012). For example, learner-centered teaching is sensitive to individual needs, it encourages construction of knowledge, meaning, and authentic communication, and it generates more student participation and target-language output.

- Engagement is essential to promote the internalization of formal linguistic elements. This can be done best by offering opportunities for focusing on the form, which will attract students' attention to linguistic components as they emerge incidentally in lessons whose main focus is on meaning or communication.
- Communicative tasks are essential in this approach. Through communication tasks, learners engage with language in a low-stakes environment in preparation for real-life interactions. These tasks also provide learners with opportunities to experiment with and explore both spoken and written language.
- More formal pre- or post-task language study may be beneficial. This may contribute to internalization by leading or maximizing familiarity with formal characteristics during communication.

Additionally, Feez (1998) created a summary of other principles that TBLT is based on.

They are the following:

- The basic elements in this teaching approach are purposeful activities and tasks which emphasize communication among learners, as well as meaning. Under these tasks, learners are exposed to real authentic meaningful communication as a way to learn a language, giving priority to meaning, interaction, and comprehension.
- Learners learn the target language by interacting in a communicative and purposeful manner while they are engaged in the activities and tasks designed by the instructor.
- The activities and tasks carried out in class can be either those that learners could need to perform in real life, or they may be those which have a pedagogical purpose specific to the classroom such as a particular grammar topic that the instructor deems worthy of teaching and practicing.

- The activities and tasks of a task-based syllabus are planned and sequenced according to their level of difficulty, which depends on a variety of factors such as the previous experience of the learners, how complex the task is, the language the learners require to carry out the task, and the degree of support available to the learners (for example, from the teacher).

Finally, Chen and Wang (2019) suggested that teachers should consider the following principles of TBLT when designing tasks:

- The teacher must first analyze his or her students' needs, abilities, and interests, and then choose the tasks. In relation to this, Richards and Rodgers (2002) explained that the teacher must select appropriate tasks that best fit the learners' needs.
- TBLT should be well-organized and designed, serving different teaching objectives. In addition, before each task a clear goal or a desired outcome should be pointed out.
- TBLT requires meaning-focused tasks, authenticity, and social communication. Thus, an ideal combination of real-life tasks and output of theme-focused context is a must.

A combination of the lists of principles of TBLT is noteworthy to examine the main tasks in an ESP course. The aforesaid lists of principles of TBLT have been assumed as a useful instructional framework to gain many insights to evaluate the application of TBLT principles in main tasks (Ziegler, 2016). Therefore, a combination of lists can help ESP teachers deeply examine how well the TBLT principles were reflected in the design of the main tasks of the course.

ESP and TBLT in the Business Computing Field

In ESP, particularly within business computing education, the integration of TBLT has been recognized as a pivotal approach to enhancing both language proficiency and professional

competence. Several authors have directly explored the implementation of TBLT in the business computing field. For example, Evans (2012) examined various ESP applications, highlighting the necessity of tailored language instruction to meet the specific needs of business computing professionals. The review further emphasized the critical role of needs analysis in designing effective ESP curricula, a principle that remains equally pertinent in business computing education.

In the context of business computing, ESP courses are designed to equip learners with the linguistic skills necessary to navigate the specialized communication demands of this field. This includes understanding technical jargon, mastering industry-specific documentation, and developing the ability to engage in professional discourse effectively (Planken, 2023). Therefore, the integration of ESP in business computing education must address the unique intersection of business and technical proficiency. Consequently, learners should be trained to comprehend and produce texts pertinent to business operations, such as reports, proposals, and emails, while simultaneously acquiring the language associated with computing, including programming terminologies, software documentation, and system analyses (Chan, 2019). This dual focus ensures that graduates develop proficiency in English. Additionally, it enables them to apply their language skills in technologically driven business computing environments.

A critical aspect of ESP in the business computing field is the emphasis on authentic materials and real-world tasks. By exposing students to genuine business computing materials and scenarios, educators can bridge the gap between theoretical knowledge and practical application (Arnó-Macià & Mancho-Barés, 2015). This approach fosters a deeper understanding of the language as it is used in actual business computing settings, thereby enhancing learners' readiness for professional challenges.

The fusion of TBLT with ESP in business computing necessitates the design of tasks that mirror the complex communicative situations professionals encounter in the field. Arnó-Macià et al. (2020) advocated for the task-based approach in business computing English instruction, aiming to develop learners' language proficiency through real-world communication scenarios. This methodology fosters learner autonomy and mirrors authentic language use, which is crucial for students preparing for careers in business computing.

Given the need for authentic language use in business computing ESP, TBLT provides an effective framework for task-driven language learning. In the context of business computing ESP courses, TBLT involves designing activities that replicate the tasks professionals encounter in the workplace, thereby promoting the practical application of language skills. The implementation of TBLT in business computing ESP courses offers several advantages (Ellis, 2003; Nunan, 2004; Long, 2015):

1. **Authenticity:** By engaging in tasks that mirror real-world professional activities, learners develop language skills that are directly transferable to their future careers.
2. **Engagement:** Task-based activities often involve problem-solving and critical thinking, which can increase student motivation and investment in the learning process.
3. **Contextual learning:** TBLT situates language learning within specific contexts, helping students understand how language functions within their field and how to navigate complex communicative situations.

For instance, a task might involve analyzing a case study of a business implementing a new software system, requiring students to discuss potential challenges, propose solutions, and draft a report summarizing their recommendations. Such tasks not only enhance language

proficiency but also cultivate essential professional skills, including teamwork, analytical thinking, and technical writing.

The success of TBLT in business computing ESP courses hinges on careful task design. Educators must ensure that tasks are aligned with the learners' proficiency levels, professional goals, and the specific linguistic demands of the business computing field (Ávila-Cabrera & Corral Esteban, 2021). According to Willis (1996), effective task design in TBLT follows a structured sequence: pre-task, task cycle, and language focus, ensuring learners are adequately prepared and supported throughout the learning process. Similarly, Skehan (1996) emphasized the importance of balancing fluency, accuracy, and complexity in tasks to maximize language development. By integrating these principles, educators can design meaningful tasks that not only enhance linguistic competence but also develop professional communication skills in business computing contexts. Additionally, providing adequate support and feedback throughout the task process is crucial to facilitate effective learning outcomes.

The integration of ESP and TBLT within business and computing education offers a comprehensive framework for developing language competencies that are both contextually relevant and professionally applicable. By focusing on authentic tasks and industry-specific language use, educators can better prepare students to meet the communicative challenges of the business computing field. Ongoing research and curriculum development are essential to refine these approaches, ensuring they meet the evolving needs of learners and the industries they aspire to enter.

Assessing TBLT Tasks in an ESP Context

Strengths and Weakness of Main Tasks

Once the principles of TBLT have been put into practice, the need to gather data about their effectiveness arises. Therefore, one of the roles of the teacher is to assess some strengths

and weaknesses of tasks when teaching an ESP course. Theoretically, tasks are considered to be strong if they are student-centered, authentic, holistic, and communicative in nature (Belda-Medina, 2021). Likewise, tasks are considered strong if they emphasize language use in achieving authentic objectives and involving L2 learners in meaningful communicative interactions (Nunan, 2004), establishing the connection of L2 learners' needs through the use of real-world tasks.

Evaluating the strengths of tasks in TBLT has been clearly articulated in the academic domain for some time (Long, 2016; Ellis, 2003, 2017). Nevertheless, Doughty and Long's (2003) framework for TBLT is particularly relevant here as it explicitly addresses the strengths of tasks in ESP. According to Doughty and Long (2003), evaluating the strengths of tasks in a language course, particularly in the context of ESP, involves assessing various aspects:

- **Task authenticity:** Considering the extent to which tasks mirror real-life language use situations is necessary. Are tasks relevant to learners' needs and interests? Do they simulate authentic communication scenarios? Authentic tasks are more likely to engage learners and facilitate meaningful language practice.
- **Task complexity:** Evaluating the level of challenge presented by tasks is required. Are tasks appropriately challenging for learners at different proficiency levels? Do tasks scaffold learning by gradually increasing in complexity? Tasks that strike a balance between providing opportunities for success and promoting growth are more likely to be strong.
- **Task sequencing:** Examining how tasks are sequenced within the course is important. Are tasks logically organized to build upon each other and facilitate skill development? Does task sequencing promote progression from simpler to more

complex language use? Well-sequenced tasks support learners' development of language skills over time.

- **Language focus:** Assessing the extent to which tasks focus on language use for communication rather than isolated language forms is mandatory. Do tasks integrate grammar, vocabulary, and discourse features naturally within meaningful contexts? Strong tasks prioritize communication while also providing opportunities for language practice and development.
- **Negotiation of meaning:** Considering whether tasks require learners to negotiate meaning with others is imperative. Do tasks promote interaction and collaboration among learners? Tasks that encourage negotiation of meaning support learners' development of communicative competence and interpersonal skills.
- **Feedback and reflection:** Evaluating how feedback is provided to learners on their task performance is essential. Is feedback timely, specific, and constructive? Are learners given opportunities to reflect on their performance and identify areas for improvement? Effective feedback and reflection support learners' language development and promote autonomous learning.
- **Engagement and motivation:** Assessing the level of learner engagement and motivation elicited by tasks is needed. Do tasks capture learners' interest and encourage active participation? Are learners motivated to complete tasks and achieve their goals? Engaging tasks foster a positive learning environment and promote learner motivation.

In summary, the strengths of main tasks of a language course can be evaluated by examining the authenticity, complexity, sequencing, language focus, negotiation of meaning, provision of feedback and reflection opportunities, engagement, and communicative competence

in tasks. By systematically evaluating these aspects of tasks within a language course, teachers can identify the strengths of tasks and assess their effectiveness in promoting language learning and achieving course objectives. This evaluation process can inform instructional decisions and help optimize task design and implementation for enhanced language learning outcomes.

Learners' Needs

TBLT, as a learner-centered teaching approach, implies that learners perform tasks to achieve the established goals. Hence, to assess TBLT in an ESP context, students' needs are an essential step for the curriculum design, teaching process, teaching methodology, and teaching outcomes (Xin-ming, 2010). The main concerns of ESP are related to considering learners' needs and preparing learners to communicate effectively in the tasks prescribed by their study or work situation.

ESP is mainly concerned with satisfying learners' needs. The essential goal of an ESP course is to teach and promote students' ability for English communication, given a certain situation. Therefore, the approach used to teach ESP courses must improve students' skills in all aspects of language activities. The goal is the development of professional qualifications, practical training abroad, and for work (Yatroon, 2020). In other words, the objective of an ESP course is to teach communicative skills professionally based on learners' needs.

Assessing tasks in relation to learners' present and real-life language needs can help to determine the effectiveness of these tasks. Ellis (2003) detailed two major methodologies for assessing tasks; one is that students simply are given the task work plan and left to decide for themselves what to plan while the other is that they are given guidance on what to plan. For this study, we arrived at a sensible compromise. The students needed to meet the basic task

requirements for the purpose of developing linguistic and cognitive competence, but they were left to plan what content to use and how they will perform the task.

As evidenced in the literature, many authors have been concerned more with the design of tasks in TBLT in an ESP context. Thus, the present study proposes to examine how well the TBLT principles were reflected in the design of the main tasks of the ESP course, considering the main assumptions, characteristics, and principles of TBLT to examine what makes a main task strong or weak, to determine whether the main tasks led to the achievement of the course objectives, and to analyze to what extent the main tasks met the needs of the students. To achieve the main purpose of this study, the following assumptions, principles, and characteristics of TBLT were considered:

- Using tasks as an organizational principle (Doughty & Long, 2003)
- Giving rich input (Doughty & Long, 2003)
- Providing meaningful, comprehensible, and elaborated input (Doughty & Long, 2003)
- Focusing on meaning (Doughty & Long, 2003; Swan, 2005; Van den Branden, 2018)
- Giving learner-centered instruction (Swan, 2005; Van den Branden, 2018)
- Designing communicative tasks (Swan, 2005; Van den Branden, 2018; Feez, 1998)
- Using activities related to real-world activities (Feez, 1998)
- Planning and sequencing activities according to the level of difficulty (Feez, 1998)
- Analyzing students' needs, abilities, and interests (Chen & Wang, 2019)
- Designing tasks to achieve course objectives (Chen & Wang, 2019)
- Using authentic materials (Chen & Wang, 2019).

Methodology

Research Approach

This research aimed to examine the application of TBLT principles in the design of the main tasks in an ESP course. For this purpose, a qualitative research approach was adopted in this study. The qualitative approach has the natural setting as the direct source of data. It is concerned with lived and real-life experiences and situations as they are created in the day-to-day course of events (Kivunji & Kuyini, 2017). Thus, the intent of qualitative research is an in-depth exploration of a phenomenon to understand experiences drawn from the context of real situations.

The researchers used a qualitative approach because it relies on analyzing and interpreting social experiences and concepts in their own context (Glesne, 1999). Using this approach, the researchers endeavored to comprehend, describe, interpret, and develop innovative ideas (Creswell, 2009). Therefore, qualitative research aided the researchers to describe how the implementation of the main tasks helped to fulfill the students' needs and led the learners to achieve the goals of an ESP course by analyzing and interpreting those tasks and by identifying and describing their design, strengths, and weaknesses.

To investigate the research questions of this study, a descriptive research design was employed. In relation to descriptive research, Loeb et al. (2017) stated the following:

Descriptive analysis characterizes the world or a phenomenon—answering questions about who, what, where, when, and how. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research in particular. (1-2)

Descriptive analysis allows for data collection on the relationship between multiple variables without manipulating them, providing insight and new information (Ocampo et al., 2023). Through a descriptive qualitative approach, the researchers gathered an in-depth understanding of the strengths and weaknesses of the design of tasks in an ESP context.

Context and Participants

This study was conducted in an ESP class for business computing students taught by two practicum students taking the master's program in Teaching English as a Foreign Language at the University of Costa Rica. The practicum students taught the course English for Business Computing to eight undergraduate students, seven male and one female, aged 20-25, who enrolled in this elective course. Six students had been studying business computing for more than four years whereas two students had been studying this major for three years.

The ESP classes were taught in a virtual setting via Zoom, and they were three hours long. This teaching time was divided into two hours for synchronous work and one hour for asynchronous work. The classes were taught once a week. In total, 14 classes were taught; nevertheless, the first class was not analyzed because it was scheduled for administrative purposes.

The participants were selected because of convenience reasons. The convenience sample is the most common and an important criterion of sample selection for the researcher since the target population meets certain practical criteria (Dornyei, 2007). According to Etikan et al. (2016), "convenience samples are sometimes regarded as 'accidental samples' because elements may be selected in the sample simply as they just happen to be situated, spatially or administratively, close to where the researcher is conducting the data collection" (p. 2). Because of administrative and course evaluation-related reasons, the participants were the business

computing students taking the ESP course at the time of conducting the study. This facilitated access to information, allowing the researchers to easily determine what data was available and where it could be found.

Instruments

To examine how well the principles of TBLT were reflected in the main tasks of the ESP course, the study used a combination of six instruments, namely a needs analysis questionnaire, a teachers' portfolio, a class observation checklist, analytic rubrics, a checklist for assessing listening tasks, and a course evaluation form.

Needs Analysis Questionnaire

The needs analysis questionnaire (see Appendix C) was designed in Google Forms due to its convenience and consisted of open-ended and closed-ended questions to identify the participants' needs towards English. This questionnaire consisted of eight sections: 1) personal information, 2) work and academic information, 3) background knowledge and previous experience in English, 4) learning preferences, 5) language skills, 6) abilities to improve, 7) the use of English at work, and 8) expectations (English for business computing).

A questionnaire was chosen as an instrument to gather data due to its effectiveness for aiding the researchers to get a real view of learner's needs and what issues should be addressed. Holmes (2023) stated that questionnaires provide insights into student *needs* [emphasis added], perceptions, attitudes, and preferences, which can inform instructional decision-making and curriculum development in the classroom. Thus, by incorporating questionnaires into classroom research, educators can gain valuable insights into student needs, ultimately enhancing the effectiveness of teaching and learning.

Teachers' Portfolio

The portfolio is a systematic collection of examples of the work teachers do in the teaching process (Pekbay, 2022). Farid (2018) showed that as a medium for recording teaching achievements, a teacher portfolio can be a catalyst for growth by providing evidence not only of the product of accomplishments but also of the actual process of development. Therefore, the portfolio helped the researchers to answer the second and third research sub-questions and to find a more comprehensive and meaningful way to assess the design of the main tasks in the ESP course in relation to their strengths and weaknesses. With the help of a portfolio, the design and development of the main tasks were monitored. All the main tasks carried out by the students were recorded for their evaluation and analysis. Microsoft Word files related to the main tasks were saved, which included revised handouts and homework.

Class Observation Checklist

Class observation is the most used means for data collection, analysis, and evaluation of class processes to identify specific phenomena (Kim, 2022). The class observations consisted of registering information based on what the researchers saw and heard in relation to the design of main tasks to determine their strengths and weaknesses. Therefore, class observations played a vital role in documenting information regarding the design of the main tasks in the ESP course.

The class observation checklist used in this study (see Appendix N) was intended to help the researchers determine the strengths and weaknesses of the main tasks designed for the ESP course. The classroom observation checklist was designed based on the previous research found in the literature (Doughty & Long, 2003; Ellis, 2003; Nunan, 2004, 2005; Swan, 2005; Feez, 1998, Willis & Willis, 1996; Chen & Wang, 2019). This checklist included 14 criteria related to the main assumptions, principles, and characteristics of TBLT. Specifically, these criteria served

to keep track of what should be done, to ensure that the design of tasks complied with the requirements and theory of TBLT, and to determine whether the tasks designed in the ESP course were strong to lead the students to achieve the goals of the course. Regarding the validity of the observation checklist, the researchers developed a primary draft with diverse items dealing with the tenets of TBLT after reviewing the related literature. Then, the professor of the course PF-0311 Professional Practicum was consulted to read and comment on the items. In line with her comments, the vague items were either modified or removed from the final version of the checklist.

Analytic Rubrics

Analytic rubrics were used to assess the speaking (see Appendix J) and writing (see Appendix L) tasks because these tools allowed the researchers to measure the quality of the language performance more objectively and reliably. Analytic rubrics strengthen the reliability of the assessment for language produced during such tasks (Green & Hawkey, 2012). According to Vercellotti and McCormick (2021), analytic rubrics provide guidance to teachers for their teaching activities and to students for their speaking and writing activities and provide them with more information about the current situation, and owing to more orderly and comprehensive feedback, assist determination of the strong and weak aspects in students' speaking and writing performances. These benefits contribute to the effectiveness of assessment practices and promote student learning and achievement.

Checklist for Assessing Listening

To assess the listening activities, a checklist (see Appendix O) was used. This checklist was included in the handouts and provided a structured framework for assessing listening skills, allowing the researchers to systematically evaluate specific listening tasks. This checklist

outlined clear criteria for assessment, specifying the listening skills that were being evaluated. This clarity helped both the teachers and learners understand the expectations for successful listening performance. According to Lei and Soontornwipast (2020), checklists can be tailored to focus on specific listening skills that are deemed most important for a task. This allowed for a comprehensive understanding of learners' listening strengths and weaknesses over time.

Course Evaluation Form

As part of the instruments, the learners were asked to fill out a course evaluation form (see Appendix P), in which they assessed the course in terms of different aspects such as whether their needs had been met. Course evaluation is an ideal tool for gathering student feedback to identify strengths and areas of improvement related to a course (Sozer et al., 2019). The participants completed a course evaluation form at the end of the course. The students were given 10 minutes to complete the form individually and then put into small groups to have a quick discussion on their responses to the questions. Last, the researchers conducted a large group discussion to identify the comments and suggestions that most of the students agreed with. It was important to include both written and oral components. The evaluation process resulted in a detailed report to present the analysis of the individual student feedback gathered from the form as well as the researchers' notes from the large whole-class discussion.

Procedures

Participants took the course voluntarily and were informed about what it meant for them to take part in the course. The process of collecting and analyzing data to answer the three research sub-questions considered the main tasks from 13 lessons. All tasks were developed during scheduled classes by the two practicum students who took over both roles of teachers and researchers.

Data collection began with the needs analysis questionnaire administered during the first semester, 2023. Erdoğan and Gürol (2021) defined needs analysis as determining the knowledge and skills required for students to achieve educational goals and objectives. Thus, the needs analysis questionnaire helped the researchers identify the educational needs of the participants (Brown, 2002) and guided them on what to teach and how to teach it. According to the results gathered from the needs analysis questionnaire, the researchers designed and developed the main tasks in the ESP classes. However, determining whether the main tasks, in fact, met the needs of the target population was essential. To do this, the participants worked on the main tasks, and after every class, the researchers analyzed data by comparing the main tasks in the lesson plans (see Appendix Q) with the information gathered through the needs analysis questionnaire (see Appendix C). Likewise, the students' comments on the evaluation form and the researchers' discussion notes during the evaluation were qualitatively analyzed using thematic analysis.

Thematic Analysis and Coding Process

The qualitative data analysis followed an inductive approach, allowing themes to emerge directly from the data. However, some pre-established categories based on literature were also considered to ensure alignment with the research questions. The process followed Braun and Clarke's (2006) six phases of thematic analysis:

- 1. Familiarization:** The researchers thoroughly read through the comments and notes multiple times to become familiar with the content.
- 2. Initial coding:** Key phrases, sentences, and segments of the data were labeled with descriptive codes representing the main idea or theme. This was done manually by identifying meaningful patterns in the text. For example, the following student comments were coded as follows:

Student Comment	Assigned Code
The vocabulary was too difficult, and I couldn't follow the text.	Lexical difficulty
I liked that the exercises focused on real-life situations.	Task authenticity
The teacher explained the tasks well, so I knew what to do.	Instruction clarity

- 3. Generating themes:** The initial codes were reviewed and grouped into broader themes that captured the essence of the data. Similar codes were clustered together to form overarching themes. For instance, the following table illustrates how the codes were categorized into themes:

Codes	Themes
Lexical difficulty, long texts, fast-paced lessons	Challenges with content difficulty
Task authenticity, relevance to work, engaging topics	Perceived usefulness of tasks
Instruction clarity, step-by-step guidance, visual aids	Effectiveness of instructional support

- 4. Reviewing themes:** The themes were refined to ensure they accurately represented the data. This involved checking for coherence and consistency within themes and across the entire dataset.
- 5. Defining and naming themes:** Each theme was clearly defined and named to provide a concise description of its meaning. Examples of the final themes include:
- **Challenges with content difficulty:** Students struggled with advanced vocabulary and lengthy texts, making comprehension difficult.
 - **Perceived usefulness of tasks:** Many students found the ESP tasks relevant to their professional fields, increasing engagement.
 - **Effectiveness of instructional support:** Clear explanations and scaffolding strategies helped students navigate difficult content.
- 6. Writing up:** The final themes were analyzed and interpreted to provide insights into the students' experiences and the strengths and weaknesses of the main tasks. This involved linking the themes back to the research questions. For instance, one student described his

experience, stating, “At first, I found the texts very hard to understand, but after some explanation, it got easier. I liked that we discussed real-life topics because they are useful for my job.” This comment was coded as follows:

- **Lexical difficulty:** “At first, I found the texts very hard to understand,”
- **Effectiveness of instructional support:** “but after some explanation, it got easier.”
- **Perceived usefulness of tasks:** “I liked that we discussed real-life topics because they are useful for my job.”

The reports based on the themes were saved as digital documents. The researchers separately analyzed the same reports and compared their analyses to ensure inter-rater reliability. By systematically examining the themes, the researchers were able to understand the underlying issues highlighted by the participants. Both the needs analysis questionnaire and the course evaluation form helped to determine whether the main tasks met the needs of the target population and to answer the third research sub-question.

To answer the first and second research sub-questions, the portfolio, the class observation checklist, two analytic rubrics (speaking and writing), and the checklist for assessing listening were used in this study. The researchers first established a filing system specifically for material related to their teaching. Some folders were organized by week and by student and were treated as separate from the normal course records. After each class, the researchers checked the students’ work, i.e., the main tasks, using analytic rubrics (see Appendices C and D) to evaluate speaking and writing, and to evaluate listening, the researchers used the checklist included in the handouts (see Appendix O). Then they discussed the students’ performance in the main tasks and sketched out their reflections on the design of those tasks to determine their strengths and

weaknesses and the achievement of the course objectives using the class observation checklist (see Appendix N). This dialogue between the researchers stimulated their reflective process and helped them better articulate their priorities and goals. The collection of material on teaching-related activities (e.g., video recordings, revised handouts and homework, assessment records based on the main tasks) was also organized by week and by student. The information included in the portfolio was periodically revised to continue reflecting on the strengths and weaknesses of the design of the main tasks.

Class observations were conducted for 13 weeks. The class observation checklist was filled out before, during, and after each class. In doing the class observations, one of the researchers (assistant teacher) observed the class activities and checked them based on the checklist items. After the class, the other researcher (lead teacher) also checked the items in the checklist. Then, both researchers made decisions by consensus. The researchers used different colors to track changes over time and recorded additional comments. The data acquired from the class observation checklist was analyzed qualitatively using thematic analysis and considering the following steps:

1. **Organization of data:** All completed class observation checklists, color-coded notes, and teacher reflections were compiled into a digital repository, categorized by:
 - Week
 - Student
 - Task type (e.g., speaking, writing, listening)
2. **Familiarization:** Both researchers reviewed the collected data multiple times, noting initial patterns. Some emerging observations included:
 - Some *tasks lacked clear sequencing*, causing student confusion.

- Activities with *real-world applications* (e.g., job interview protocols) increased student engagement.
- Tasks that focused on *meaning rather than form* were more effective for communication but led to minor grammatical errors.

3. Coding: The researchers used open coding, assigning specific labels to features of the tasks based on the class observation checklist criteria. The same color-coding system used in observations was applied to maintain consistency:

- **Green:** Effective aspects of task design
- **Red:** Areas requiring improvement
- **Yellow:** Mixed outcomes (partially effective tasks)

Table 5

Examples of Codes and their Checklist Alignment

Code	Checklist Criterion	Example from Data	Color Code
Clear student roles	Clearly described the students' role	Students were assigned specific roles in a job interview, leading to active participation.	✓ Green
Task lacked progression	Evidenced learning progression	Writing tasks did not build on prior knowledge, leading to repetitive errors.	✓ Green
Authentic materials used	Designed using authentic materials	Students analyzed real business emails, increasing relevance.	✓ Green
Too form-focused	Focused on meaning rather than form	Grammar exercises took precedence over real communication.	✗ Red
Provided guided practice but not independent practice	Provided opportunities for guided and independent practice	The teacher modeled the activity well but sometimes did not give students enough time to work alone.	⚠ Yellow

- 4. Identification of themes:** After coding, related labels were grouped into broader **themes**, aligned with the checklist criteria.

Table 6

Example Themes and their Relationship to Checklist Criteria

Theme	Checklist Criteria	Example
Effectiveness of Task Design	Properly sequenced, learner-centered, real-world activities	Well-structured activities (e.g., business simulations) led to better engagement.
Challenges in Task Progression	Evidenced learning progression, appropriate for proficiency level	Tasks were scaffolded, leading to student understanding.
Authenticity and Relevance	Designed using authentic materials, linked to students' field of study	Tasks based on industry scenarios increased student interest.
Opportunities for Communication	Focused on meaning rather than form, helped students achieve lesson objectives	Tasks emphasizing fluency over accuracy improved interaction but led to grammatical errors.
Provided guided practice but not independent practice	Provided opportunities for guided and independent practice	The teacher modeled the activity well but sometimes did not give students enough time to work alone.

- 5. Validation of data:** Both researchers independently coded a portion of the data and then compared results. Consensus coding was used to resolve discrepancies, ensuring reliability. If there was a difference in interpretation, both researchers reviewed the original data and reached an agreement.
- 6. Interpretation and Reporting:** Each theme was analyzed in relation to teaching practices and student learning outcomes. Key findings included:
- *Authentic, real-world tasks improved engagement* but needed better sequencing for progressive learning.

- *Meaning-focused tasks enhanced communication skills* but required additional feedback on form.
- *Independent practice was sometimes insufficient*, requiring adjustments to task design.

7. Description of data: The researchers wrote detailed descriptions for each theme, and they provided a summary of the key insights and their significance for the study addressing the first and second research questions.

The 13 classes were observed by different supervisors of the master's program in Teaching English as a Foreign Language at the University of Costa Rica. After each class, the supervisors provided the researchers with oral and written feedback about the lesson plan, their performance, and in general, about their teaching practice. Nevertheless, for the purpose of this study, only feedback related to the design of the main tasks was considered. Masantiah et al. (2020) stated that teacher feedback helps students recognize the critical and sensitive elements of their work. Hence, feedback provided by the supervisors also helped the researchers analyze the main tasks more critically. The researchers took notes of the comments given by the supervisors, and after every feedback session, they analyzed those comments to determine the strengths and weaknesses of the main tasks.

Results and Discussion

The researchers analyzed the results obtained throughout the course in order to answer each of the three research sub-questions. This, in turn, helped to determine how these contributed to answering the main research question. Therefore, the results in this section of the report will be presented in that fashion: first, addressing the three research sub-questions and, lastly, the main research question. To carry out this results analysis, the researchers employed the data

obtained by means of the portfolio and the class observation checklist described in the methodology of this report (see Appendix N), as well as through the analytic rubrics to assess the speaking main tasks (see Appendix J) and the writing main tasks (see Appendix L). Moreover, continuous reference to the lesson plans and materials (see Appendix Q) will be made in this section of the report.

To answer the first question —*To what extent did the design of the main tasks lead to the achievement of the course objectives as guided by TBLT principles?*— the researchers employed the observation checklist, which they devised based on the TBLT principles discussed previously in the literature review section of this report. That instrument allowed the researchers to have a set of 13 clearly defined guiding principles that would help them during the design stage of the main tasks, prior to their implementation during the lessons of the course. Using the criteria in the checklist, they were able to assess the alignment of the main tasks with the objectives of the course. Additionally, the researchers employed the portfolio to reflect on the students' performance in each of the main tasks and, thus, evaluate how successfully the course objectives had been met.

The researchers not only kept the aforementioned 13 TBLT principles in mind while designing the main tasks of the course, but they also conscientiously analyzed the main tasks using the class observation checklist once they had finished designing them to assess how they could contribute to the achievement of the course objectives. That way, if they realized that they had omitted a principle, that it did not seem to be prominent enough in a particular main task, or that the objectives were not being addressed satisfactorily, the researchers made the necessary adjustments to the main tasks before each class. Table 7 presents the objectives of lessons 2-14, in which a full task cycle was followed and there was an observer present.

Table 7*Lesson Objectives*

Lesson	Lesson Objective
2	By the end of the lesson, the students will appropriately identify main ideas and supporting details of spoken messages related to their field of study by using different listening tips.
3	By the end of the lesson, the students will accurately interpret detailed oral instructions regarding tasks of their field of study by applying various procedures to write programming codes.
4	By the end of the lesson, the students will accurately show understanding of work-related sample emails by replying to them.
5	By the end of the lesson, the students will properly write work-related emails by using correct capitalization, punctuation, and spelling.
6	By the end of the lesson, the students will properly write work-related emails by using correct capitalization, punctuation, and spelling.
7	By the end of the lesson, the students accurately provide their personal information and background by interacting with their peers in a simulation of a job interview.
8	By the end of the lesson, the students will be able to accurately provide information about their skills and qualifications by interacting with their peers in a simulation of a job interview.
9	By the end of the lesson, the students will be able to accurately provide information about their work experience by interacting with their peers in a simulation of a job interview.
10	By the end of the lesson, the students will be able to accurately provide information related to their work experience, skills, and achievements at work by interacting with their peers in a simulation of a job interview.
	By the end of the lesson, the students will be able to accurately provide information related to their education, work experience, and strengths and weaknesses by interacting with their peers in a simulation of a job interview.
11-14	

The instructions in the lesson plans and handouts (see Appendix Q) show that the researchers' intention was to design learner-centered main tasks as the first criterion on the classroom observation checklist states. For instance, the researchers allocated the second half of most classes for the main tasks while in some cases the main tasks were planned to take more than half of a lesson (see lesson plans 2-15 in Appendix Q). This means that the students spent most of the time of each class interacting with each other instead of listening to the instructors. Thus, the researchers devoted their time to providing feedback to the learners, answering their questions, and guiding them in their process of carrying out the main tasks, making the students the focus of the lessons. This student-centeredness was essential in giving the students enough time for them to practice and carry out the main tasks and, therefore, fulfill each lesson objective.

During the design stage of the main tasks, the instructors reviewed the information that they had gathered in the needs analysis to make sure that they would link the main tasks with real-world activities, according to the information that the students had shared with the researchers. To accomplish this connection, the researchers not only used authentic materials that the stakeholder had shared with them (e.g., books and online articles), but they also looked for web pages and tutorials whose target audience was professionals in business computing. This way, by using these resources and information, the researchers strived to create main tasks that included authentic materials, resembled the real-life activities that had been described to the researchers, and were strongly linked to the students' field of study. By going through this process, the researchers addressed criterion 2 (*The main task was related to real-world activities*), criterion 4 (*The main task was designed using authentic materials*), and criterion 8 (*The main task was linked strongly to the students' field of study*) of the classroom observation checklist (see Appendix N). As a result, the researchers were able to observe that the main tasks

had been designed so that they provided the students with an authentic purpose to communicate, which helped the students to achieve the different course objectives.

Every time that the researchers had to plan a new lesson, they tried to design main tasks that would be slightly more challenging for the learners than the previous ones. That way, the researchers' intention was to sequence the main tasks properly to comply with the third criterion on the checklist (*The main task was properly sequenced*). To ensure this, the instructors analyzed the previous main task(s) of the unit that they were teaching, and they discussed possible ways in which they could make the next main task slightly more challenging for the learners while keeping it doable for them. That is why, in lesson plans 3-5 (unit 1, listening), lesson plans 7-9 (unit 2, writing), and lesson plans 11-15 (unit 3, speaking), the main tasks contain more advanced vocabulary and content than the previous main task(s) of their respective unit (see Appendix Q). For example, the last class of the listening unit contained a longer code than the one that the students wrote in the previous lesson. Similarly, the emails that the students had to write and the answers that they had to provide to the interview questions in units 2 and 3, respectively, were longer each class. By planning their lessons this way, the researchers made a conscious effort to design main tasks that evidenced learning progression (criterion 7), which was another TBLT principle that guided the researchers throughout their planning processes. Because of the students' low level of proficiency in English, this scaffolding was key in increasing their chances of meeting the course objectives. In fact, the researchers were able to observe that the learners performed slightly better in each lesson in which they continued to practice something that they had studied before in the course.

Since this was a TBLT course, the researchers did not plan to devote any time to explicit grammar teaching. Instead, class time was allocated solely for the students to prepare for the

main tasks and carry them out. This means that the researchers had criterion 5 (*The main task focused on meaning rather than on form*) in mind when planning their lessons (see lesson plans 2-15 in Appendix Q). Nevertheless, this planning strategy did not mean that the researchers did not intend to help the students to improve their linguistic skills (criterion 10). By providing the learners with constant feedback both in and out of class, by modeling the language and providing the students with useful vocabulary in the handouts (see handouts in Appendix Q), and by using other teaching strategies such as eliciting self-correction, the researchers made sure to help the learners to improve their level of proficiency in English, at least when performing activities related to their field. Because the course objectives were centered on real-life tasks, based on the students' needs, it is safe to assume that lessons with a heavy focus on grammar would not have contributed to increasing the learners' probabilities of successfully fulfilling the course objectives and practicing English in authentic contexts.

To assist the learners during each task cycle, the researchers included clear instructions in their handouts. Thus, the time that they would have to spend giving instructions would be minimal, and the students would have more time to interact with each other and carry out the main tasks. The researchers bore criterion 6 (*The main task clearly described the students' role*) in mind during their planning sessions to accomplish that time distribution (see lesson plans 2-15 in Appendix Q). This aspect was also paramount for the learners to be able to meet the course objectives since clear instructions can help students create a well-defined mental image of what is expected of them and, at the same time, it may prevent frustration while learning. From what the researchers were able to observe while teaching the lessons and when giving the students feedback on their in-class performance and their assignments, the students satisfactorily followed

the instructions for each main task and were able to carry out each of them, thus meeting the different course objectives.

One of the first steps that the researchers went through while planning their lessons was writing their class objectives (see Table 7). Once that was clear for the instructors, they could design main tasks that would gravitate towards those objectives to help the learners achieve them (criterion 9). Taking that information into account, the researchers thought about possible challenges for the students that the topics studied in class could posit for them, with the intention to create main tasks that would be appropriate for the students to overcome those obstacles posed by the topic (criterion 11) and that were appropriate for the specific language proficiency of the learners (criterion 13). Achieving this balance between the learners' language proficiency and the level of difficulty of the main tasks, without losing sight of the objectives of each class, was essential to keep the learners engaged and avoid overwhelming them with main tasks that were too difficult for them while still allowing them to learn and improve their language skills. Even though, as mentioned before, the main tasks were increasingly challenging, the researchers were careful not to make enormous changes in the level of difficulty of the main tasks to avoid confusing and frustrating the learners. Thus, in spite of the slight changes, the main tasks would remain adequate for the level of proficiency of the students, and these would still be capable of overcoming the obstacles posed by the main tasks.

The researchers also designed main tasks that would provide opportunities for guided and independent practice (criterion 12). The guided practice took place during class, when the learners practiced individually or in collaboration with their classmates while being monitored by the instructors. Furthermore, the opportunities for independent practice that the main tasks provided were, for example, when the students had to do asynchronous work and send it to the

researchers to receive additional feedback. The instructions for this type of asynchronous practice were included in lesson plans 2-15 (see Appendix Q). As mentioned before, clear instructions were essential to ensure that the students would be able to follow them and, ultimately, carry out each main task, thus achieving each lesson objective.

The application of TBLT principles in the design of the main tasks was valuable in promoting meaningful language use and focusing on the students' needs. The tasks were designed to be learner-centered, communicative, and based on real-world situations, which facilitated the achievement of the course objectives and met the unique needs of the learners. The previous analysis focused on the researchers' conclusions while designing the main tasks and linking them with the course objectives, and the following analysis to answer the second research sub-question will delve deeper into what the researchers accomplished through the main tasks in hindsight.

To answer the second question —*What were the strengths and weaknesses of the main tasks in terms of TBLT design?*— the researchers used the class observation checklist (see Appendix N), as well as their portfolio. However, this time, they also used the checklist to analyze the main tasks after the students had already carried them out during the course lessons. This allowed the researchers to have a clear perspective of the strengths and weaknesses of the tasks that they designed, based on their class observations. Therefore, if the column “No” was selected for a particular task, then that meant that that specific aspect was a weakness of the task. Otherwise, it was a strength unless the “N/A” column was selected. Table 8 shows the cases in which the researchers selected either the “No” or “N/A” columns when using the checklist to analyze the main tasks after their class observations.

Table 8

Cases in Which the Main Tasks Were Marked “No” or “N/A” on the Checklist

Number of Main Task	Main Task	Criteria in Which “No” Was Selected	Criteria in Which “N/A” Was Selected
1	Watching excerpts of business computing-related videos to extract their main idea and take notes on the most important information in them.	Criterion 13: The main task was appropriate for the specific language proficiency level of the students.”	Criterion 7: Evidenced learning progression.
2	Watching excerpts of business computing-related videos to extract their main idea and take notes on the most important information in them.		
3	Listening to programming instructions and translating them into written code in Java that a virtual compiler can execute.	Criterion 13: The main task was appropriate for the specific language proficiency level of the students.”	
4	Listening to programming instructions and translating them into written code in Java that a virtual compiler can execute.		
5	Replying to a job-related email.		Criterion 7: Evidenced learning progression.
6	Replying to a job-related email.		
7	Replying to a job-related email.		
8	Replying to a job-related email.		
9	Participating in a simulation of a job interview.		Criterion 7: Evidenced learning progression.
10	Participating in a simulation of a job interview.		
11	Participating in a simulation of a job interview.		

Number of Main Task	Main Task	Criteria in Which “No” Was Selected	Criteria in Which “N/A” Was Selected
12	Participating in a simulation of a job interview.		
13	Participating in a simulation of a job interview.		
14	Participating in a simulation of a job interview.		

The checklist was designed from the first week of the course, and the researchers used it as a set of guiding principles during every planning session that they undertook, which is why, after analyzing each main task by using the checklist, the great majority of the criteria in the instrument were marked as “Yes” (the rationale behind the researchers’ choices when filling out the checklist will be explained in subsequent paragraphs). Since in most cases the researchers chose the “Yes” column, Table 8 does not display those cases but only the most salient exceptions, which were, for example, the first and third of the listening tasks, in which the thirteenth criterion —*The main task was appropriate for the specific language proficiency level of the students*— was marked as “No.” In those two cases, the main tasks posed a very difficult challenge for the learners as the researchers could observe based on the learners’ performance on those two tasks. For instance, according to the class observation carried out by the researchers, as well as the information compiled in the portfolio, some of the students were not able to fill out their handouts during the main task, and a few also expressed how they considered that the speakers in the videos talked too fast for them to understand. This was evidence for the researchers that the videos used for those main tasks were not appropriate for the language proficiency level of the students.

In terms of the strengths of the main tasks, which the researchers ascertained by using the aforementioned checklist, the main tasks were centered on the learner and not on the researchers

(see criterion 1 in Appendix N). The researchers determined this because all the main tasks were designed with the intention of having students perform them throughout a large portion of each class, minimizing teacher talk and giving the learners opportunities to interact with each other and receive feedback (see lesson plans 2-15 in Appendix Q). Such efficiency of the main tasks in terms of time management and resource utilization is a strong indicator that well-designed main tasks can optimize the learning process without compromising quality.

This student centeredness is also linked to the second criterion on the checklist since all the main tasks were related to real-world activities, owing to the information obtained during the needs analysis. The researchers could observe this, for instance, in the main tasks of lessons 10-15, in which the students had to prepare for a simulation of a job interview (see lesson plans 10-15 in Appendix Q). As stated above, the listening main tasks (see lesson plans 2-5 in Appendix Q) were also based on real-world activities such as taking notes while listening and mob programming, and the writing main tasks (see lesson plans 6-9 in Appendix Q) were also based on a real-life need of the students, which is writing work-related emails.

The main tasks were also sequenced according to their level of difficulty, starting with the easiest and simplest and finishing with the most demanding main tasks to provide the learners with scaffolding and, thus, increase their chances of successfully carrying them out (see criterion 3 in Appendix N). For instance, in the first unit, the first two main tasks involved watching a video and taking notes, and the last two entailed following oral instructions to write programming code (see lesson plans 2-5 in Appendix Q). The former allowed the students to use their own words to take notes, and if they managed to grasp the message that they had to listen to, their word choice when writing their ideas would not necessarily prevent them from completing the main task successfully. That is why the researchers decided that those main tasks

were simpler than the next two, in which the learners had to write the code exactly as the speakers in the recordings instructed them to do; otherwise, their codes would not run correctly. In the second unit, the main task was, in essence, the same for all its lessons, but its level of complexity varied. In fact, in the first reply email that the students had to write, they had to address what was being requested of them, but they could do it succinctly since the focus of the main task was on the different parts of an email. For the second writing main task, the learners had to continue putting into practice their previously acquired knowledge, and they also had to start applying capitalization, punctuation, and spelling rules. Next, the students had to analyze the emails that they had to reply to in more depth by identifying specific information to answer *wh-* questions. In addition, the learners had to practice including more formal, professional expressions in their response emails while continuing to practice what was studied in previous lessons (see lesson plans 6-9 in Appendix Q). Finally, in the third lesson, the job interview questions for the students became more challenging after each class. For example, in their first role play of a job interview, they practiced asking and answering personal information and background questions. Then, they were given questions in which they had to talk about their skills and qualifications, as well as their weaknesses in a professional context. Next, they started practicing how to talk about their work experience and achievements. Lastly, the questions in the handout for the students required them to talk about past challenges and handling stressful situations (see lesson plans 10-15 in Appendix Q).

The main tasks allowed the learners to prepare for upcoming main tasks. This preparation is linked with the researchers' choice of appropriate tasks for the students to be able to overcome obstacles posed by the topic (see criterion 11 in Appendix N). The researchers strived to accomplish this by providing the learners with the scaffolding mentioned above to prepare for

their performance of the main tasks and, thus, help them overcome the obstacles that the topics would posit for them.

To comply with criterion 4 (see Appendix N), the researchers designed all the main tasks using authentic materials to provide the students with opportunities to practice the language with content that they might encounter in real life. For instance, in lessons 2-5, the students listened to authentic audios and videos of topics related to their field of study (see lesson plans 2-5 in Appendix Q). Similarly, the emails that the students had to reply to were based on real-life examples provided to the researchers by the expert informant, and they dealt with topics related to the learners' field of study. Also, the researchers shared some useful tips and expressions to write professional emails with the students, and some of them were extracted from authentic web sites devoted to helping people hone their email writing abilities (see lesson plans 6-9 in Appendix Q). Moreover, the researchers also found some of the tips for job interviews on web pages whose purpose is to help people prepare for that type of situation. Furthermore, the researchers compiled the interview questions based on real-life questions that they had been asked in job interviews before (see lesson plans 10-15 in Appendix Q).

The main tasks also complied with the eighth criterion in the checklist (*The main task was strongly linked to the students' field of study*). The researchers strived to achieve this by using authentic materials, as explained above, and also because of the expected outcome of the main tasks. Indeed, if these were designed based on the students' needs (see the answer to the first research sub-question above), the expected outcomes of the main tasks were also planned while taking into consideration some of the key activities that the learners should be able to do in their professional lives, according to the information gathered in the needs analysis. Specifically,

such activities were taking notes from aural texts, mob programming, replying to work-related emails, and participating in job interviews.

Another aspect that the researchers considered during the analysis of the main tasks was whether they clearly described the students' role (see criterion 6 in Appendix N). To ensure this, the researchers tried to be very specific about what was expected of the learners while they were carrying out the main tasks, both by including detailed instructions in all the handouts and by explaining them in class (see the handouts in Appendix Q). Moreover, the main tasks were not focused on form but rather on meaning (criterion 5) so as to adhere to the principles of TBLT mentioned earlier in this report. The researchers achieved this by having the learners perform real-life tasks and by focusing on the steps that they had to follow to accomplish the desired results instead of teaching grammar explicitly during those main tasks (see lesson plans 2-15 in Appendix Q). For instance, grammar was not the focus of the listening main tasks, in which the students had to take notes or follow instructions (see lesson plans 2-5 in Appendix Q). Grammar was not the main content of the writing main tasks, either, which had students write a response email (see lesson plans 6-9 in Appendix Q), and it was not taught explicitly during the speaking main tasks, when students practiced getting prepared for a job interview (see lesson plans 10-15 in Appendix Q). Instead, these main tasks highlighted the preparation and execution processes of those activities, giving more importance to the meaning of the language used than to its form.

In the first class of every unit, the N/A column was selected for the seventh criterion since the students' learning progression was measurable only in subsequent lessons as mentioned earlier in relation to the listening main tasks (see Table 8). For example, the contents of lesson 2 were very similar to the ones in the previous class to be able to measure the learners' progress. In addition, lessons 3 and 4 were also focused on listening, and even though the main task was

different from lessons 1 and 2, it allowed the researchers to notice the learners' progress in terms of that macro skill (see lesson plans 2-5 in Appendix Q). Specifically, when the learners sent their handouts to the researchers, they were able to give them feedback and check their progress in comparison with previous lessons. In the case of unit 2, it started on lesson 6, but in classes 7-9, the researchers could measure the students' progress by having them apply what they had practiced in the previous lesson(s), starting with general knowledge about email sections and finishing with more challenging aspects such as punctuation, capitalization, and spelling rules, as well as a deeper analysis of the emails that they had to reply to (see lesson plans 6-9 in Appendix Q). The students' learning progression was observable when the researchers gave them feedback on their production as evidenced in the handouts that they sent to the researchers after each class. The researchers gathered this information in their teachers' portfolio. Similarly, in unit 3, the main tasks were based on what the learners had practiced in the previous session(s) of that unit (with the exception of the first lesson in unit 3 since that was the introductory session to that unit). Therefore, the questions that the students had to practice in each of those classes were increasingly difficult. This was also reflected in the length of the expected answers (see lesson plans 10-15 in Appendix Q). In these cases, the researchers could observe the learners' progress by paying attention to their performance in class as well as by providing them with feedback on their performance as shown in the handouts that they sent to the researchers after each class.

The researchers also designed the main tasks while keeping the lesson objectives in mind to ensure that they would both be closely linked; that way, the main tasks would help the learners achieve the lesson objectives (see criterion 9 in Appendix N). This was related to other previously analyzed criteria in the checklist such as designing main tasks related to real-world activities—to have clear objectives—and sequencing the main tasks properly—to provide the

learners with appropriate preparation to achieve them. The combination of all these factors contributed to assisting the learners in accomplishing the lesson objectives. For example, the first two listening main tasks, in which the students had to take notes about the main and secondary ideas of a video that they would watch, were related to the lesson objective (*By the end of the lesson, the students will appropriately identify main ideas and supporting details of spoken messages related to their field of study by using different listening tips*). See lesson plans 2-5 in Appendix Q). Similarly, in the third and fourth listening main tasks, the learners had to follow oral instructions to write code in Java, and this was strongly connected to the lesson objective (*By the end of the lesson, the students will accurately interpret detailed oral instructions regarding tasks of their field of study by applying various procedures to write programming codes*). In the case of the writing unit, the main task consisted of replying to a work-related email, and the different objectives of these classes (*By the end of the lesson, the students will properly write work-related emails by using correct capitalization, punctuation, and spelling*, for instance) were closely related to that main task (see lesson plans 6-9 in Appendix Q). Moreover, the lesson objectives in unit 3 (*By the end of the lesson, the students will be able to accurately provide information related to their education, work experience, and strengths and weaknesses by interacting with their peers in a simulation of a job interview*, for example) were linked to their respective speaking main tasks, which consisted of students role-playing a job interview (see lesson plans 10-14 in Appendix Q).

Because the instructors designed the main tasks taking into account the students' needs in relation to listening, writing, and speaking in English in their professional lives, the researchers made an effort to help the learners improve their linguistic skills through the main tasks (see criterion 10 in Appendix N). To accomplish this, the researchers provided the students with

useful language to carry out the main tasks in each class (see the handouts and lesson plans 2-14 in Appendix Q). In addition, the instructors constantly modeled the language and provided feedback to the learners both during the synchronous and the asynchronous parts of each class. This, in turn, gave the students opportunities for both guided practice in class and independent practice after class (see criterion 12 in Appendix N). In fact, they produced and listened to the language during class, and they received feedback on their production. Furthermore, the learners continued to receive feedback after the classes were over. To ensure this, the students had to fill out handouts in each class as part of the main tasks, and they had to share those documents with the researchers after each class, who checked them and sent them back to the learners with comments and suggestions. Also, to make sure that the feedback would not be perceived as a deterrent for the students, the researchers used encouraging language (such as “Good job!” and “Keep up the good work!”, for example) and they offered praise when appropriate to motivate the learners while making corrections and recommendations if necessary. The provision of timely, specific, and positive or constructive feedback, along with opportunities for learners to reflect on their performance, supported their language development and promoted autonomous learning. Finally, all the handouts that the students shared with the researchers were stored in the portfolio to keep a record of the learners’ participation and progress throughout the course, as well as of the researchers’ feedback provided in the asynchronous part of each lesson.

The previous analysis of the main tasks, particularly criterion 12 of the checklist, revealed that the integration of TBLT principles not only facilitated language learning but also promoted learner autonomy and engagement. This finding underscores the importance of a teaching approach such as TBLT in enhancing the overall learning experience. Also, the strengths of the main tasks, such as their alignment with the learners’ needs and real-world

relevance, contributed significantly to the students' motivation and active participation. This, in turn, highlights the critical role of main task design in fostering a positive learning environment. Conversely, the weaknesses identified in the main tasks such as the lack of sufficient scaffolding for lower proficiency learners in unit 1, present a learning opportunity for the researchers: main task designs should incorporate more support mechanisms to ensure inclusivity and accessibility for all learners.

To answer the third question —*To what extent did the main tasks meet the needs of the target population?*— the researchers compared the main tasks with the information gathered through the needs analysis questionnaire (see Appendix C) during the first stage of this research. This helped to determine whether those tasks were based on the students' needs in terms of using English in their professional lives or not. For example, the stakeholder and the students had mentioned that, after graduating, they would probably work as email and web-page developers (also called *front-end developers*) or as software and application developers (also called *back-end developers*) in the future. Additionally, as a result of the information provided by the expert informant, the researchers became aware of some tasks that business computing engineers are likely to have to perform if they work either as front-end or back-end developers. For instance, professionals in those areas typically need to watch tutorials to become familiarized with new functionalities that have been developed for the programs and programming languages that they use at their jobs. In addition, they might need to do so to learn something new altogether. Moreover, and according to the expert informant, when back-end developers need to work on large projects, sometimes they gather and perform what is called “mob programming,” which refers to a group of programmers who get together to work on a specific section of the code that they have to develop.

To carry out the activities described above, business computing professionals need to be able to listen to spoken English, either to understand an aural text for their own learning or to understand instructions spoken by their peers to translate that into written code. With these needs in mind, the researchers decided to focus the first unit of the course on listening.

Table 9 shows the goal of each unit, its general objectives, and the students' needs that were addressed by carrying out the main tasks. Thus, on the one hand, for the first two listening main tasks that the students had to carry out, they had to watch excerpts of business computing-related videos to extract their main idea and take notes on the most important information in them (see lesson plans 2-3 in Appendix Q). On the other hand, for the third and fourth listening main tasks that the learners performed, they had to listen to audios in which the speaker gave programming instructions, and then they had to translate them into written code in Java that a virtual compiler could execute (see lesson plans 4-5 in Appendix Q).

Table 9

Unit Goals and Lesson Objectives

Unit	Unit Goal	Lesson Objective	Needs Addressed
1	By the end of the unit, the business computing students will be able to effectively analyze oral passages related to their field of study by identifying main and supporting ideas and applying procedures for active listening.	By the end of the lesson, the students will appropriately identify main ideas and supporting details of spoken messages related to their field of study by using different listening tips. By the end of the lesson, the students will accurately interpret detailed oral instructions regarding tasks of their field of study by applying various procedures to write programming codes.	Identifying main ideas and supporting details of spoken messages related to business computing. Interpreting oral instructions regarding business computing tasks.

Unit	Unit Goal	Lesson Objective	Needs Addressed
2	By the end of the unit, the business computing students will be able to appropriately write emails to clients and managers about work-related situations by using correct grammar, vocabulary, mechanics, and format.	By the end of the lesson, the students will accurately show understanding of work-related sample emails by replying to them.	Understanding work-related emails and replying to them.
		By the end of the lesson, the students will properly write work-related emails by using correct capitalization, punctuation, and spelling.	Writing work-related emails using correct capitalization, punctuation, and spelling.
		By the end of the lesson, the students will properly write work-related emails by using correct capitalization, punctuation, and spelling.	Writing work-related emails using correct capitalization, punctuation, and spelling.
3	By the end of the unit, the business computing students will be able to appropriately participate in a job interview by providing personal information and background, skills, qualifications, and work experience.	By the end of the lesson, the students accurately provide their personal information and background by interacting with their peers in a simulation of a job interview.	Providing personal information and background in a job interview.
		By the end of the lesson, the students will be able to accurately provide information about their skills and qualifications by interacting with their peers in a simulation of a job interview.	Providing information about skills and qualifications in a job interview.
		By the end of the lesson, the students will be able to accurately provide information about their work experience by interacting with their peers in a simulation of a job interview.	Providing information about work experience in a job interview.
		By the end of the lesson, the students will be able to accurately provide information related to their work experience, skills, and achievements at work by interacting with their peers in a simulation of a job interview.	Providing information related to work experience, skills, and achievements at work in a job interview.

Unit	Unit Goal	Lesson Objective	Needs Addressed
		By the end of the lesson, the students will be able to accurately provide information related to their education, work experience, and strengths and weaknesses by interacting with their peers in a simulation of a job interview.	Providing information related to education, work experience, and strengths and weaknesses in a job interview.

The aforementioned listening main tasks closely resemble two of the tasks that the students are likely to need to do in real life. First, if they watch online tutorials, taking notes will probably not only demonstrate their understanding of the content in the videos, but it may also help them to remember and access that information more easily. According to the information that the stakeholder and the students shared during the interviews, business computing professionals must watch tutorials very frequently to keep up to date with all the technological updates and advancements that are relevant for them in their jobs. Additionally, the students also mentioned that taking notes was relevant for them while watching tutorials. Second, if they need to program with other peers, following their instructions and being able to translate them into the target programming language will indicate that they have understood the oral message and will allow them to participate successfully in that type of collaborative activity. The principles of taking notes may also be applied to other activities such as attending lectures, workshops, and seminars, and following oral instructions in English can also happen in other contexts such as one-on-one interactions with colleagues. This means that the main tasks were designed to meet the students' professional needs in terms of listening. It also indicates that what they learned might be useful for them in other activities similar to the ones carried out in class.

In regard to the students' needs when writing in English, during the needs analysis, the students stated that writing emails would likely be such a common task in their careers that its

inclusion in the course would be beneficial for them. That is why the second unit of the course was devoted to practicing writing emails.

The writing main tasks were the same throughout the second unit of the course; that is, the learners had to reply to a job-related email, as can be seen in Table 9. However, the students were assessed, in either a formative or a summative manner, in different aspects. For example, in the first class focused on writing, the students were taught what the main parts of an email are for them to put that knowledge into practice during the production part of the main task (see lesson plan 6 in Appendix Q). Next, in the second lesson on writing, the learners received instruction on key punctuation, capitalization, and spelling rules, and they learned about essential questions (*what, when, where, who, how, and why*) that they must be able to answer to fully understand what is being requested in an email, and they had to apply these rules and notions when they wrote their reply emails during the main task (see lesson plan 7 in Appendix Q). Finally, during the third and fourth lessons on writing, the students learned about useful expressions that are commonly used in professional emails while they continued to practice what they had learned in the two previous classes (see lesson plans 8-9 in Appendix Q). Once again, the learners had to include those expressions in the main task of those lessons, when they replied to a job-related email. It is also worth mentioning that, during all these lessons, the students practiced how to draft, revise, and edit their texts before completing the main task; that is, they followed those steps before sending their emails to their recipients.

Based on the information gathered in the needs analysis (see Appendix C), the aforementioned writing steps and the rules that the students learned during the four writing lessons about punctuation, capitalization, and spelling will likely be beneficial for the students in their professional lives when writing emails. The same can be said about the useful expressions

and the identification of information by answering *wh-* questions before replying to an email. In addition, the learners may apply the knowledge that they acquired when dealing with other writing activities such as writing emails from scratch and typing other kinds of formal communications in professional environments. All these aspects related to writing emails were mentioned by the stakeholder and the students as part of the students' needs during the needs analysis process. Having included them in the course indicates that the writing tasks were designed to meet the learners' delayed needs in terms of writing.

In the needs analysis, the most salient need in terms of speaking for the students was participating in a job interview. As the stakeholder had mentioned, this is a crucial step for many of them as part of their job applications, and being able to perform satisfactorily during those interviews can make a difference in whether they are shortlisted to fill a position or not. Therefore, the researchers devoted the third unit of the course to preparing the students for a job interview.

As stated in Table 9, during the first lesson focused on speaking, the learners had the opportunity to practice providing their personal and background information (see lesson plan 10 in Appendix Q). The following week, to continue getting prepared for a job interview, the students had the chance to practice giving information about their skills and qualifications (see lesson plan 11 in Appendix Q). Next, the students talked about their work experience (see lesson plan 12 in Appendix Q). After that, they talked about their professional achievements while also reviewing what they had practiced in the previous sessions (see lesson plan 13 in Appendix Q). Finally, the learners spent the last week of the course practicing all the topics mentioned above to simulate a real job interview, in which job applicants are likely to be asked questions about those different aspects of their lives (see lesson plan 14 in Appendix Q).

During the third unit, the students had the opportunity to plan, organize, and rehearse their ideas before role-playing a job interview in front of the class. Moreover, relevant interaction techniques were studied in class for the learners to become familiarized with them. For example, they practiced asking for repetition or clarification since these types of situations are likely to emerge in real-life interactions such as a job interview. However, these strategies are applicable not only to that type of event but to various kinds of oral, real-time interactions. For instance, the students may need those techniques in meetings with colleagues or clients and in more spontaneous types of oral communication such as casual conversations. Even though the stakeholder and the students did not mention those strategies in the needs analysis, and they only stated how pressing preparing for job interviews was for them, the researchers deemed those techniques worthy of being included in the course because of their applicability both for job interviews and for other types of job-related interactions. The applicability of those techniques and of the preparation steps for a job interview strongly suggest that the students' needs in terms of speaking were met.

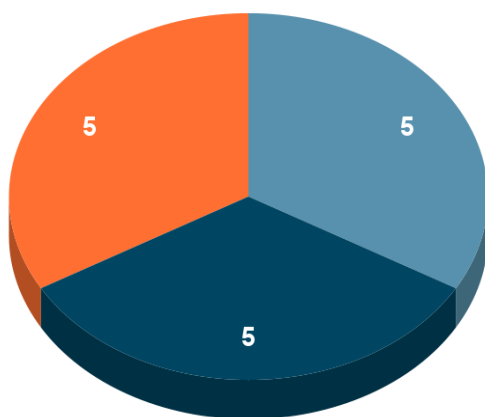
As part of the course evaluation instruments designed by the researchers, the learners were asked to fill out a questionnaire in which they could assess the course (see Appendix P) in terms of different aspects such as whether their expectations had been met. To support the previous analysis that indicates that the students' needs were met, all the students who filled out those questionnaires claimed that, in fact, their future professional needs had been met thanks to the topics studied and practiced throughout the course, as Figure 11 shows. In addition, all six supervisors who observed the lessons rated the second criterion in their observation instrument (which read, "The objectives, materials, and activities [as a unit] work toward students' needs and wants with a clear ESP focus") between 8 and 10, with 10 being the highest grade. This

happened in the 13 lessons that included a task cycle and were observed by a supervisor. This is additional evidence that the main tasks met the needs of the target population.

Figure 11

Students' Overall Assessment of the Course

- The contents of the course were appropriate for your learning.
- The tasks that you had to do helped you to practice your skills.
- In the course, your future needs in English as a business computing professional were met.



Note. The five students who filled out the questionnaire answered “Completely Agree” to each of these statements.

The effectiveness of the main tasks in meeting the needs of the students and, therefore, a key goal of the course, was evident through the learners’ feedback and improved performance. This, in turn, demonstrates the practical value of TBLT principles in achieving desired learning outcomes.

The analysis of the main tasks that the researchers carried out to answer the three sub-questions allowed them to answer the main research question, which was *how well were the TBLT principles reflected in the design of the main tasks of the course?* In fact, as was explained

above, the researchers designed the main tasks of the course based on a series of guiding TBLT principles prior to their implementation in the course lessons. The researchers did their best to adhere to those principles to make sure that the main tasks designed would be suitable for the type of course that they were going to teach. The researchers also analyzed the main tasks after the students carried them out in class, and this analysis allowed the researchers to have a clearer perspective of whether the main tasks complied with the TBLT principles that had dictated their design. Additionally, the researchers created the main tasks taking into consideration the students' needs that they and the stakeholder expressed in the needs analysis. The combination of these factors allowed the researchers to know how well the TBLT principles in the class observation checklist were reflected in the design of the main tasks. For example, the tasks developed were measurable in terms of whether the students achieved them or not. They were also learner-centered, related to real-world activities, and properly sequenced, and they used authentic materials, focused on meaning instead of form, described the learners' role, and evidenced learning progress. In addition, the tasks were linked to the students' field, and they helped the learners to achieve the lesson objectives and to improve their linguistic skills, helped them to overcome obstacles posed by the topic, provided opportunities for guided and independent practice, and were appropriate for the language proficiency level of the students. Also, the main tasks met the students' needs. By meeting these standards, the main tasks clearly reflected the TBLT principles that the researchers took into consideration since the design stage of the main tasks.

The researchers would like to point out that the previous analyses and their results do not imply that the main tasks that they designed were flawless. The above examination simply demonstrates the ways in which the main research question and its sub-questions were answered

based on the criteria in the class observation checklist, which in turn was based on TBLT theory and helped to scrutinize the main tasks before and after their implementation in the course lessons. To obtain the previously explained results, a comparison between the main tasks and the target population's needs was also necessary. The combination of these analyses helped the researchers to determine that the TBLT principles in the class observation checklist were very well reflected in the main tasks of the course. All of these variables were observable and measurable, which allowed for an objective assessment of the results obtained in this research.

Conclusions and Recommendations

Conclusions

After a thorough analysis of the main tasks of the course based on the main research question and its three sub-questions, the researchers were able to come to a series of conclusions. Reaching them was possible by examining how much the main tasks complied with a set of TBLT principles in their design. Moreover, the researchers came to these conclusions by analyzing the strengths and weaknesses of the main tasks based on the researchers' class observations after the main tasks were carried out by the learners, as well as by examining the main tasks to determine how well they fulfilled the delayed needs of the target population. The combination of these factors, in turn, allowed the researchers to determine how well the TBLT principles were reflected in the main tasks of the course.

In this study, the researchers followed a qualitative approach because it relies on analyzing and interpreting social experiences and concepts in their own context. This qualitative approach allowed for a deeper understanding of the learners' experiences and the contextual factors influencing the effectiveness of the main tasks. This approach provided rich, detailed data

that highlighted the nuanced ways in which TBLT principles were applied and their impact on the learners' outcomes.

The use of a portfolio and a checklist to guide the design of the tasks during the planning sessions was essential for the researchers to have clear objectives when creating the main tasks. Using these instruments, the researchers were able to design main tasks that adhered to various principles of TBLT and, therefore, provided the students with several tools and resources for them to achieve the intended results in each main task. During the analysis of the results obtained in the course, and by using the aforementioned checklist to examine the main tasks, the researchers were able to determine that the main tasks designed for the course had more strengths than weaknesses from a TBLT compliance standpoint. This was likely beneficial for the learners. Also, the researchers employed the teachers' portfolio to collect evidence to determine if the design of the main tasks met the necessary criteria or if it was necessary to make any adjustments throughout the course. Having gone through these processes allowed the researchers to have a more holistic understanding of the importance of setting clear objectives during the lesson planning stage. From a technical standpoint, the researchers determined that such comprehension can be achieved not only by familiarizing themselves with the teaching approach that they had to adhere to, but also by designing instruments to guide them through the lesson planning process. Additionally, by comprehensively analyzing the main tasks, the researchers were able to identify specific elements that contributed to the success or shortcomings of the tasks. This detailed analysis provided valuable insights for refining task design and improving future implementations.

The researchers carefully examined the target population's professional needs to design main tasks that addressed them. To accomplish this, the researchers revisited the information

gathered from the students and the stakeholder, in which they had mentioned the types of tasks that the former are likely to have to perform in their professional lives. After analyzing the commonalities among the participants' claims regarding their delayed needs, the researchers selected the most prominent listening, writing, and speaking tasks to design the units of the course. Such main tasks were watching tutorials and mob programming, writing emails, and participating in job interviews, respectively. Since the main tasks were designed taking those needs into account, it is safe for the researchers to state that those tasks met the needs of the target population.

Throughout the process of analyzing the students' needs and designing the main tasks with them in mind, the researchers had the opportunity to grasp how ubiquitous English is in the business computing field. This gave the researchers a better understanding as to why it is crucial for students and professionals of that area to be able to communicate in English while performing many of the tasks that they are likely to do at their jobs. As the learners pointed out themselves, such proficiency in English is likely to allow them to perform better, increase their knowledge, and advance their careers more easily. However, if business computing professionals are not fluent in English, this hurdle could become a source of frustration for them. This realization made the researchers ascertain that their contributions to the students' learning of English transcended the course and will likely prove to be beneficial for the learners, especially if they are able to put what they learned into practice when carrying out one of the tasks that they performed throughout the course. Moreover, the assessment of the alignment of the main tasks with the learners' needs revealed critical areas for improvement such as the need for more tailored support for diverse learner profiles. This finding emphasizes the importance of continuous evaluation and adaptation of task designs to better meet the students' evolving needs.

The fact that the three research sub-questions were answered satisfactorily during the analysis phase of this report allowed the researchers to determine that the TBLT principles in the class observation checklist were very well reflected in the design of the main tasks of the course, which was the main research question that underpins this research.

This study has advanced the understanding of how TBLT can be successfully integrated into an ESP course for business computing students. By analyzing the design and implementation of tasks, valuable insights have been gained into how TBLT principles can be tailored to achieve the course objectives and meet the unique needs of learners in specialized fields.

Recommendations

Having taught this ESP course to business computing students with an overall low level of proficiency in English, the researchers would like to make a few recommendations that could benefit their peers teaching a similar course in the future.

First, asking the stakeholder(s) and any other experts that the researchers contact in the process of designing their course for materials can be very beneficial. This should be done as soon as possible since it can save future researchers time and effort trying to find resources that may not be up to date or might not necessarily be similar to the ones that the students use. In addition, the researchers may not be able to find certain resources altogether, but since business computing professionals use or have used them, they can likely grant access to those resources easily.

Second, conducting one or more roundtable discussions with the students can help the researchers gather extremely valuable information. Researchers teaching a similar course in the future should prepare several questions before meeting with the students and be prepared to ask follow-up questions if necessary. Doing so at the beginning of the research process can save time

and effort, and the more information that the researchers can gather about the target population the better, especially if that data is centered on the types of tasks that they are likely to perform at their jobs. This is key because the information on that aspect that is available on the Internet can be, in general, rather vague.

Third, being empathetic towards students is highly recommended for future researchers teaching a similar course. If learners are taking the course, it is because, at least, some of them need it. Therefore, if the researchers really try to put themselves in the shoes of their learners, the purpose behind the design of the tasks will be clearer since it will not simply be an academic requirement. Moreover, if the researchers have gathered enough information from the stakeholder(s) and the learners, designing meaningful tasks will certainly contribute to the students' learning and use of English, which they will be able to put into practice later in real life when dealing with those tasks. This means that those tasks will have provided the learners with tools and resources that went beyond the time frame of the course.

The recommendations explained above are based on the researchers' experience of teaching this course for this particular population. They were based on lessons learned through and during this process. Should other researchers be in charge of a similar population in the future, the researchers in this project recommend contextualizing the aforementioned suggestions according to the needs of the target population and their level of proficiency.

Limitations

While teaching their ESP course, the researchers faced a few limitations, which will be described in this section of the report. The first one had to do with the number of students who took the course. As a result of this issue, data collection was hindered due to the small sample population size. If the group of students had been larger, the researchers would have been able to obtain more data to analyze such as test results or questionnaire answers. In addition, the small

size of the group posed a teaching challenge for the researchers since it occasionally affected attendance to the lessons. For instance, sometimes only one student joined the classes on time, and because the in-class activities were usually designed for work in pairs or small groups, the researchers had to try to reach out to the other students via WhatsApp or ask the learner who was present to do this on their behalf. These delays took up to 5-10 minutes of class time that the researchers had originally planned to be invested in providing instructions or feedback or for the learners to start working on the task cycle of those lessons. Therefore, these unforeseen delays entailed making adjustments to the time allocation of each part of the task cycles, which meant that less time was devoted to providing feedback or was granted for students to carry out the main tasks.

The students' overall low English proficiency level also had an impact on the research. For instance, the researchers often had to devote extra time to providing feedback, and that time had to be subtracted from the time that had been originally allocated for students' in-class participation and interaction. On some occasions, these alterations to the time distribution in the lesson plans meant that some students did not get the chance to carry out one of the stages of the main tasks such as performing them in front of the class. As a result, opportunities for providing feedback in front of all the other students, asking questions, and modeling the language were missed. Possibly, these factors had an impact on the students' performance on their tests, and this, in turn, affected the numerical data of the research. For example, the learners might have obtained better results on the tests if they had had more opportunities to practice in class.

Finally, the researchers encountered a lack of authentic materials that were suitable for the students' level of proficiency for the first unit of the course, which dealt with listening. Even the simplest audiovisual materials that the researchers were able to find were too advanced for the students whose overall level of English was lower, based on what was determined thanks to the diagnostic test. This affected the validity of the results obtained on the listening test as the contents that the students were tested on exceeded their level of proficiency. Therefore, that main

task had the learners carry out activities that were beyond their language skills at the moment of taking that test.

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Appendix A

Semi-structured Interview Questions for the Stakeholder

1. ¿Cuál es el campo de estudio de los estudiantes? Describir.
What is the students' field? Describe.
2. ¿Cuál es el enfoque del trabajo de un informático empresarial? ¿Qué hace un informático empresarial?
What is the focus of their work? What does a business computing engineer do?
3. ¿En cuáles situaciones específicas cree usted que un informático empresarial pueda necesitar el inglés? (Contextos, tareas, etc.).
What specific situations is a business computing engineer likely to participate in that may require English? (Contexts, tasks)
4. ¿Qué caracteriza al informático empresarial en términos de comunicación? (Por ejemplo, el uso correcto de términos al momento de comunicarse con clientes).
What characterizes the field in terms of communication? (e.g., business computing engineers must use correct engineering terms to communicate with clients).
5. ¿Qué cree usted que esperan los estudiantes de un curso de inglés? (Expectativas)
In your opinion, what are some expectations students have for an English course?
6. ¿Qué habilidades lingüísticas tienen los estudiantes actualmente?
Which linguistic skills do students have?
7. ¿Cuáles son algunos de los problemas que presentan los estudiantes con relación al uso del inglés?
Which are some of the most common problems business computing students face towards the use of English?
8. ¿Qué habilidades lingüísticas cree usted que los estudiantes necesitan?
Which linguistic skills do you think business computing students need?
9. Is there anything else you would like us to know?
¿Hay algo más que le gustaría que nosotros conociéramos?
10. Do you have any questions for us?
¿Tiene algunas preguntas para nosotros?

Appendix B

Semi-structured Interview Questions for the Expert Informant

1. ¿Cuál es el enfoque del trabajo de un informático empresarial? ¿Qué hace un informático empresarial?

What is the focus of their work? What does a business computing engineer do?

2. ¿En cuáles situaciones específicas cree usted que un informático empresarial pueda necesitar el inglés? (Contextos, tareas, etc.).

What specific situations is a business computing engineer likely to participate in that may require English? (Contexts, texts, tasks)

3. ¿Qué caracteriza al informático empresarial en términos de comunicación? (Por ejemplo, el uso correcto de términos al momento de comunicarse con clientes).

What characterizes the field in terms of communication? (e.g., business computing engineers must use correct engineering terms to communicate with clients).

4. ¿Qué cree usted que esperan los estudiantes de un curso de inglés? (Expectativas)

In your opinion, what are some expectations students have for an English course?

5. ¿Cuáles son algunos de los problemas que presentan los estudiantes con relación al uso del inglés?

Which are some of the most common problems business computing students face towards the use of English?

6. ¿Qué habilidades lingüísticas cree usted que los estudiantes necesitan?

Which linguistic skills do you think business computing students need?

7. Is there anything else you would like us to know?

¿Hay algo más que le gustaría que nosotros conozcamos?

8. Do you have any questions for us?

¿Tiene algunas preguntas para nosotros?

Appendix C

Needs Analysis Questionnaire

A. Descripción General

El presente cuestionario está dirigido a estudiantes de la carrera de Informática Empresarial de la Universidad de Costa Rica, Sede del Sur. Este cuestionario tiene una serie de preguntas divididas en ocho secciones, las cuales tienen como propósito primordial recopilar información de los participantes para determinar sus necesidades a nivel académico y profesional. La información recolectada será confidencial y se usará estrictamente para fines de investigación.

Si tuviese alguna consulta, no dude en contactar a:

- Jorge Paniagua Vargas (jorge.paniaguavargas@ucr.ac.cr / 8913-1503)
- Juan Carlos Trejos Quirós (juan.trejosquiros@ucr.ac.cr / 8725-6675)

De antemano, le agradecemos enormemente la colaboración brindada.

I. Información personal

Instrucciones: Complete los espacios con la información solicitada o marque con un check (✓) la casilla correspondiente.

1. Nombre completo: _____
2. Identidad de género: Masculino Femenino Prefiero no decirlo
3. Edad: -18 18-24 25-34 35-44 45-54 55-64 +65
4. Nacionalidad: _____
5. Dirección (provincia, cantón, distrito): _____
6. Correo electrónico institucional (@ucr.ac.cr): _____
7. Correo electrónico personal: _____
8. Número de teléfono celular: _____
9. ¿Tendría algún inconveniente para formar parte de un grupo de WhatsApp con sus compañeros e investigadores? No Sí
10. ¿Posee alguna discapacidad física? No Sí Especifique: _____

II. Información académica y laboral

Instrucciones: Complete los espacios con la información solicitada o marque con un check (✓) la casilla correspondiente.

- a. Años que lleva cursando la carrera: _____
- b. Situación laboral actual:
- Desempleado, solo estudio
 - Empleo temporal de medio tiempo
 - Empleo temporal de tiempo completo
 - Empleo permanente de medio tiempo
 - Empleo permanente de tiempo completo
- c. Describa 3 de las principales funciones que tiene o tendrá usted como informático empresarial. (¿Qué hace un informático empresarial en su trabajo?)
1. _____
 2. _____
 3. _____

III. Conocimiento o experiencia previa con el idioma inglés

Instrucciones: Marque con un check (✓) una de las opciones que se le presentan a continuación.

1. ¿Ha recibido algún curso de inglés después de terminar sus estudios de colegio? (Por ejemplo: INA, universidades, institutos de idiomas, clases privadas, academias, etc.)?
Sí No
2. ¿Qué habilidad lingüística se le facilita más?
Escucha Habla Lectura Escritura
3. ¿Qué habilidad lingüística se le dificulta más?
Escucha Habla Lectura Escritura
4. ¿Qué nivel de inglés considera usted que tiene?
 Básico
 Intermedio
 Intermedio-alto
 Avanzado

IV. Preferencias de aprendizaje

Instrucciones: Lea los siguientes enunciados y marque, con un check (✓), la casilla que mejor describa sus preferencias de aprendizaje.

Enunciado	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
1. Aprendo al participar activamente en la lección.				
2. Prefiero trabajar en grupos o en parejas.				
3. Aprendo haciendo.				
4. Me siento cómodo discutiendo o desempeñando distintos papeles o situaciones.				
5. Me agrada el balance entre la teoría y la práctica.				
6. Me favorecen más las clases prácticas que las magistrales.				
7. Me gusta tomar apuntes.				
8. Soy más dado/dada a aprender y entender las cosas cuando las escucho.				
9. Disfruto las actividades en las que se involucra el juego.				
10. Prefiero aprender viendo vídeos.				
11. Prefiero trabajar de forma individual.				
12. Disfruto las actividades que involucran la lectura.				

V. Habilidades lingüísticas

A. Instrucciones: Marque, con un check (✓), la casilla que mejor describa el nivel que usted considera que tiene en cada habilidad lingüística.

Habilidad	Básico	Intermedio	Intermedio-alto	Avanzado
Escucha				
Habla				
Lectura				
Escritura				

B. Instrucciones: Lea los enunciados y marque, con un check (✓), en la casilla que mejor describa sus habilidades lingüísticas.

1. Escucha y habla

Enunciado	Puedo hacerlo	Lo puedo hacer la mayoría del tiempo	Es muy difícil para mí	No puedo hacerlo
1. Hacer preguntas simples y comprender las respuestas.				
2. Comprender opiniones y conceptos expresados de forma oral.				
3. Mantener una conversación sobre una variedad de temas relacionados con experiencias personales y profesionales.				
4. Mantener una conversación y discutir varios temas.				
5. Hablar con propiedad sobre temas delicados o complejos.				

2. Lectura

Enunciado	Puedo hacerlo	Lo puedo hacer la mayoría del tiempo	Es muy difícil para mí	No puedo hacerlo
1. Comprender información detallada sobre distintas temáticas.				
2. Comprender textos que incluyan opiniones y argumentos.				
3. Comprender la información en panfletos, informes, correos electrónicos, mensajes de texto, etc.				
4. Comprender la idea principal en un texto.				
5. Localizar aspectos relevantes dentro de un texto.				

3. Escritura

Enunciado	Puedo hacerlo	Lo puedo hacer la mayoría del tiempo	Es muy difícil para mí	No puedo hacerlo
1. Brindar información personal básica (nombre, dirección, nacionalidad, etc.)				
2. Brindar información sobre temas relacionados a mi campo, usando expresiones y palabras básicas.				
3. Producir frases y oraciones simples.				
4. Redactar textos sobre temas relacionados a mi campo de estudio y trabajo.				
5. Describir de forma escrita procesos, aplicaciones, etc. relacionados a mi campo.				

C. Instrucciones: En esta pregunta se presentan algunos de los retos más comunes que los estudiantes enfrentan cuando aprenden inglés. Ordénelos del 1 al 12, siendo el 1 el reto que considera más complicado y el 12 el más sencillo.

- a. ___ Pronunciación
- b. ___ Uso de la gramática
- c. ___ Falta de vocabulario
- d. ___ Miedo a cometer errores
- e. ___ Vocabulario técnico o poco familiar
- f. ___ Miedo a participar y a interactuar con otros
- g. ___ Ortografía, puntuación y uso de la mayúscula
- h. ___ Habilidad para transmitir ideas de forma precisa
- i. ___ Comprensión del mensaje de personas que hablan muy rápido
- j. ___ Comprensión del mensaje de personas que usan distintos dialectos y/o acentos

VI. Habilidades que deseo mejorar

Instrucciones: Lea las opciones y marque, con un check (✓), las habilidades que desea mejorar en cuanto al inglés. Puede elegir más de una opción.

- Lectura de textos relacionados con mi campo
- Comprensión auditiva de hablantes del inglés
- Escritura de textos relacionados con mi campo
- Pronunciación de palabras relacionadas con mi campo laboral
- Exposición o presentación de distintos temas ante una audiencia
- Interacción de forma oral sobre temas relacionados con mi campo

Otro: _____

VII. Uso del inglés en el trabajo:

A. Instrucciones: De acuerdo con lo que se le solicita, marque, con un check (✓), la casilla o las casillas según corresponda.

1. ¿Qué tan a menudo considera que utilizará cada una de las siguientes habilidades lingüísticas en su trabajo?

Habilidad	Siempre	A menudo	Algunas veces	Rara vez	Nunca
Escucha					
Habla					
Lectura					
Escritura					

2. ¿En cuáles actividades profesionales cree usted que requerirá el idioma inglés para desempeñarse en el área de la informática empresarial? Puede seleccionar más de una opción.

- Programar
- Analizar datos
- Negociar con clientes
- Participar en reuniones
- Desarrollar bases de datos
- Tener entrevistas de trabajo
- Redactar correos electrónicos
- Brindar información a clientes
- Analizar sistemas informáticos
- Solicitar información a clientes
- Leer, manuales, instructivos, etc.
- Leer cartas, correos y/o mensajes
- Sostener conversaciones telefónicas
- Desarrollar sistemas, aplicaciones, sitios web, etc.
- Asistir a charlas (por ejemplo, conferencias, talleres, etc.)
- Manejar las Tecnologías de la Información y Comunicación (TICs)

Otro: _____

VIII. Expectativas sobre un futuro curso de inglés para Informática Empresarial.

Instrucciones: Marque, con un check (✓), una respuesta a la siguiente pregunta.

1. ¿En qué le gustaría que se centrara un posible curso de inglés para estudiantes de Informática Empresarial?

- Mis necesidades académicas actuales
- Mis necesidades laborales futuras
- Ambas opciones

Appendix D

Discussion Questions for the Roundtable with the Business Computing Students

1. ¿Cómo describiría su aprendizaje del inglés después de graduarse del colegio?
How would you describe your learning of English after you graduated from high school?
2. ¿Disfruta aprender inglés o lo hace porque es necesario para obtener sus metas personales y profesionales?
Do you enjoy learning English on your own or do you do it because it's necessary for your personal and professional goals?
3. Como parte de sus estudios, ¿cuáles actividades necesita realizar en inglés?
Which activities do you need to do in English as part of your studies?
4. ¿Sabe cómo necesitará el inglés una vez inicie a trabajar? Por ejemplo: ¿en qué casos cree usted que necesitará hablar en inglés? ¿En qué casos cree usted que necesitará escuchar en inglés? ¿En qué casos cree usted que necesitará leer en inglés? ¿En qué casos cree usted que necesitará escribir en inglés?
Are you aware of how you will need English when you start working? For example, in which cases will you need to speak English? In which cases will you need to listen to English? In which cases will you need to read English? In which cases will you need to write in English?
5. ¿Qué tipo de actividades creen que van a necesitar realizar en reuniones tipo scrum en inglés?
What kind of activities do you think you will need to carry out in scrum meetings in English?
6. ¿Consideran que en sus trabajos van a tener que comunicarse en inglés con colegas? (Por ejemplo, con marketers, vendors, supervisores o managers, etc.) En caso de que sí lo requieran, ¿por qué medios sería dicha comunicación?
Do you think that in your jobs you will need to communicate in English with colleagues of yours? (For example, with marketers, vendors, supervisors or managers, etc.) In case you do, which means would you use to communicate?
7. ¿Qué tipo de textos tienen que leer en su carrera universitaria y profesional?
What kind of texts do you need to read throughout your major and your career?
8. ¿Qué tipo de videos tienen que observar como parte de su carrera universitaria y profesional?
What kind of videos do you need to watch as part of your major and your career?

9. ¿A qué tipo de eventos en inglés es más probable que tengan que asistir una vez que estén trabajando? (Por ejemplo, talleres, reuniones, conferencias, etc.)

*What kind of events in English are you more likely to have to attend once you start working?
(For instance, workshops, meetings, conferences, etc.)*

10. ¿Consideran probable que tengan que llevar entrenamientos en inglés como parte de su trabajo?

En caso de que sí, ¿algunos de ellos serían autodirigidos?

Do you think it is probable that you will have to attend trainings in English as part of your jobs? In case you do, will some of them be self-paced?

11. En caso de que necesiten comunicarse con clientes, ¿por qué medio sería más probable que tengan que hacerlo?

In case you need to communicate with clients, which means would you most likely use to do it?

Appendix E

Examples of Textbooks that Participants Must Read Throughout Their Major

CHAPTER 1 FUNCTIONAL PROGRAMMING IN SIMPLE TERMS

What Is Functional Programming? Why Does It Matter?

Before we begin to explore what functional programming means, we have to answer another question: What is a function in mathematics? A function in mathematics can be written like this:

$$f(X) = Y$$

The statement can be read as “A function f , which takes X as its argument, and returns the output Y .” X and Y can be any number, for instance. That’s a very simple definition. There are key takeaways in the definition, though:

- A function must always take an argument.
- A function must always return a value.
- A function should act only on its receiving arguments (i.e., X), not the outside world.
- For a given X , there will be only one Y .

You might be wondering why we presented the definition of function in mathematics rather than in JavaScript. Did you? That’s a great question. The answer is pretty simple: Functional programming techniques are heavily based on mathematical functions and their ideas. Hold your breath, though; we are not going to teach you functional programming in mathematics, but rather use JavaScript. Throughout the book, however, we will be seeing the ideas of mathematical functions and how they are used to help understand functional programming.

With that definition in place, we are going to see the examples of functions in JavaScript. Imagine we have to write a function that does tax calculations. How are you going to do this in JavaScript? We can implement such a function as shown in Listing 1-1.

2

Source:

Aravinth, A., & Machiraju, S. (2020). *Beginning functional JavaScript - Uncover the concepts of functional programming with ECMAScript 8* (2nd ed.). Apress

Another big advantage is that session-based testing can be easily adapted. If the team recognizes potential for optimization, they can simply adapt the basic session sheet.

This test approach is often also found in companies whose test process is not yet fully developed, but whose test teams still need a measurable and controllable process.

How Does SBT Work?

The session-based test approach (SBT) requires the testers to plan short work periods in which they test intensively.

At the start of the session, the testers receive a briefing from the experts or team, in which the key data of the test session to be carried out is defined—a session sheet (according to Bach), which includes the following categories, has proven helpful:

- **Session Charter:** This includes a mission statement, a short definition of which goal should be pursued with the test in the test session. This can include, for example, the strategy/tour (discovery, bug detection, bug retest, “Simply on it”) and the session duration (short: 60 minutes; normal: 90 minutes; long: 120 minutes).
- **Tester name(s):** Assignment of who carries out the tests.
- **Date and time:** When the test session starts.
- **Task Breakdown:** These are the key figures of the test:
 - T(ime—duration, i.e., duration of the test session)
 - B(ugs—number found during the session)
 - S(ession setup—which environment conditions are effective for this session)
- **Data files:** that are required or have been created.
- **Test notes:** Everything that appears important is documented. (Step by step or in brief, which behavior did the system show? Which one would have been expected?)

Experienced testers can, for example, supplement individual test ideas and approaches with traditional test techniques: Especially if acceptance criteria are tested, it could look like this:

AC01: Key-value input must meet dependencies on the input field xyz (according to Appendix XY)

- Verification of the input field using a decision table (according to the supplementary sheet)
- Verification of the different areas (according to the limit value analysis)
- **Issues:** Questions, deviations from expected behavior.
- **Bugs:** Defects that were noticed during the test execution/session This can be the defect ID if defects were recorded in a defect management tool, or testers can attach all the necessary log files or screenshots to the session sheet that are required for analysis and correction.

Source:

Carter. P.A. (2018). *Securing SQL server - DBAs defending the database* (2nd ed.). Apress

Table 12-8. *Log-Specific Options*

Argument	Description
NORECOVERY/ STANDBY	NORECOVERY will cause the database to be left in a restoring state when the backup completes, making it inaccessible to users. STANDBY will leave the database in a read-only state when the backup completes. STANDBY requires that you specify the path and file name of the transaction undo file, so it should be used with the format STANDBY = transaction_undo_file. If neither option is specified, then the database will remain online when the backup completes.
NO_TRUNCATE	Specifies that the log backup should be attempted, even if the database is not in a healthy state. It will also not attempt to truncate in an inactive portion of the log. Taking a tail log backup involves backing up the log with NORECOVERY and NO_TRUNCATE specified.

Table 12-9. *Miscellaneous Options*

Argument	Description
BUFFERCOUNT	The total number of IO buffers used for the backup operation
MAXTRANSFERSIZE	The largest possible unit of transfer possible between SQL Server and the backup media, specified in bytes
STATS	Specifies how often progress messages should be displayed. The default is to display a progress message in 10% increments.

To perform the encrypted backup of the WideWorldImporters database, which we demonstrated through the GUI, we could use the statement in Listing 12-6.

Note Before running this script, you should modify the path of the backup device to meet your system's configuration.

Source:

Klonk, M., Mastnak, C., Pichler, H., Seidl, R., & and Tanczos, S. (2018). *Agile testing - The agile way to quality*. Springer.

Appendix F

Participants' Individual Profiles

Participant's Individual Profile	
General information	Participant: BCS1 Male, aged 20, Costa Rican, has been studying for three years, unemployed.
Academic activities in which they have to use English	-Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	Always: reading and writing. Frequently: listening and speaking. Activities: programming, analyzing data, negotiating with clients, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).
Description of their wants	Interests: -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field. Learning preferences: -Strongly agree: learns by doing, and learns and understands better when listening. -Agree: learns by actively participating, prefers working in pairs or groups, likes a balance between theory and practice, learns better in practical lessons than in master classes, enjoys activities involving games, prefers to learn by watching videos. -Strongly disagree: feels comfortable participating in discussions or role plays, likes taking notes, prefers working individually, and enjoys reading activities. Preferred focus: delayed professional needs.
Experience with language and perceived proficiency	Has never taken an English course after high school. Easiest macro skill: reading. Hardest macro skill: speaking. Overall level of English: basic. Basic macro skills: speaking, listening, and writing. Intermediate macro skills: reading.

Description of their lacks	<p>Very hard:</p> <ul style="list-style-type: none"> -Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters. -Writing about topics related to his field. <p>None in terms or reading.</p> <p>Biggest challenges when learning English: being afraid to participate and interacting with others, the correct use of grammar, and the use and understanding of technical or unfamiliar vocabulary.</p>
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Participant's Individual Profile	
General information	Participant: BCS2 Male, aged 25, Costa Rican, has been studying for four years or more, currently unemployed.
Academic activities in which they have to use English	<ul style="list-style-type: none"> -Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	<p>Always: all four macro skills (reading, writing, listening, and speaking).</p> <p>Activities: programming, analyzing data, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).</p>
Description of their wants	<p>Interests:</p> <ul style="list-style-type: none"> -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field. <p>Learning preferences:</p> <ul style="list-style-type: none"> -Strongly agree: learns by actively participating, learns by doing, likes a balance between theory and practice, likes taking notes, learns and understands better when listening, prefers to learn by watching videos, prefers working individually, and enjoys reading activities. -Agree: learns better in practical lessons than in master classes. -Strongly disagree: prefers working in pairs or groups, enjoys activities involving games, and feels comfortable participating in discussions or role plays. <p>Preferred focus: current academic needs and delayed professional needs.</p>

Experience with language and perceived proficiency	Has never taken an English course after high school. Easiest macro skill: reading. Hardest macro skill: listening. Overall level of English: basic. Basic macro skills: speaking, listening, reading, and writing.
Description of their lacks	Cannot do: -Asking simple questions orally and understanding their answers. Very hard: -Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters. -Understanding texts involving opinions and arguments. -Writing simple phrases and sentences. Biggest challenges when learning English: correct use of grammar, the lack of vocabulary, and pronunciation.

Participant's Individual Profile	
General information	Participant: BCS3 Female, aged 22, Costa Rican, has been studying for four years or more, currently unemployed.
Academic activities in which they have to use English	-Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	Always: reading and writing. Frequently: listening. Sometimes: speaking. Activities: programming, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, reading texts, speaking on calls, developing software, and handling Information and Communication Technology (ICT).
Description of their wants	Interests: -Improving her abilities to read texts related to her field, understanding speakers of English, writing texts related to her field, pronouncing terms related to her field, delivering a presentation in front of an audience, and having a conversation about topics related to her field. Learning preferences: -Strongly agree: learns by actively participating, prefers working in pairs or groups, learns by doing, likes a balance between theory and practice, learns better in practical lessons than in master classes, likes

	<p>taking notes, learns and understands better when listening, enjoys activities involving games.</p> <p>-Agree: prefers to learn by watching videos and enjoys reading activities.</p> <p>-Disagree: prefers working individually and feels comfortable participating in discussions or role plays.</p> <p>Preferred focus: current academic needs and delayed professional needs.</p>
Experience with language and perceived proficiency	<p>Has never taken an English course after high school.</p> <p>Easiest macro skill: reading.</p> <p>Hardest macro skill: speaking.</p> <p>Overall level of English: intermediate.</p> <p>Basic macro skills: speaking.</p> <p>Intermediate macro skills: listening and writing.</p> <p>High-intermediate macro skills: reading.</p>
Description of their lacks	<p>Very hard:</p> <p>-Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters.</p> <p>None in terms of reading or writing.</p> <p>Biggest challenges when learning English: understanding people with a high speech rate, technical or unfamiliar vocabulary, and conveying ideas accurately.</p>

Participant's Individual Profile	
General information	<p>Participant: BCS4</p> <p>Male, aged 22, Costa Rican, has been studying for four years or more, currently unemployed.</p>
Academic activities in which they have to use English	<p>-Reading, for example, books and articles.</p> <p>-Listening, for example, to videos and tutorials.</p> <p>-Programming, especially in Java, JavaScript, and C#.</p>
Description of their needs	<p>Always: listening and speaking.</p> <p>Frequently: reading and writing.</p> <p>Activities: programming, analyzing data, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).</p>

Description of their wants	<p>Interests: -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field.</p> <p>Learning preferences: -Strongly agree: learns by actively participating, learns by doing, likes a balance between theory and practice, learns better in practical lessons than in master classes, learns and understands better when listening, enjoys activities involving games, and prefers working individually. -Agree: prefers working in pairs or groups, feels comfortable participating in discussions or role plays, likes taking notes, prefers to learn by watching videos, and enjoys reading activities. Preferred focus: current academic needs and delayed professional needs.</p>
Experience with language and perceived proficiency	<p>Has never taken an English course after high school. Easiest macro skill: reading. Hardest macro skill: writing. Overall level of English: basic. Basic macro skills: speaking and writing. Intermediate macro skills: listening and reading.</p>
Description of their lacks	<p>Cannot do: -Talking about sensitive or complex matters. -Writing about likes and dislikes, family, and other personal-related information using basic words and expressions. -Writing about topics related to his field. -Writing descriptions of people, places, events, and personal experiences. Very hard: -Holding a conversation about varied personal or professional topics. -Understanding texts involving opinions and arguments. -Locating relevant aspects within a text. Biggest challenges when learning English: understanding people with a high speech rate, being afraid to participate and interact with others, and understanding different accents of English.</p>

Participant's Individual Profile	
General information	Participant: BCS5 Male, aged 25, Costa Rican, has been studying for four years or more, currently unemployed.

Academic activities in which they have to use English	<ul style="list-style-type: none"> -Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	<p>Always: reading.</p> <p>Frequently: speaking.</p> <p>Sometimes: listening and writing.</p> <p>Activities: programming, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).</p>
Description of their wants	<p>Interests:</p> <ul style="list-style-type: none"> -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field. <p>Learning preferences:</p> <ul style="list-style-type: none"> -Strongly agree: prefers working in pairs or groups. -Agree: learns by actively participating, learns by doing, likes a balance between theory and practice, learns better in practical lessons than in master classes, likes taking notes, learns and understands better when listening, enjoys activities involving games, prefers to learn by watching videos, and enjoys reading activities. -Disagree: feels comfortable participating in discussions or role plays and prefers working individually. <p>Preferred focus: current academic needs and delayed professional needs.</p>
Experience with language and perceived proficiency	<p>Has never taken an English course after high school.</p> <p>Easiest macro skill: reading.</p> <p>Hardest macro skill: speaking.</p> <p>Overall level of English: basic.</p> <p>Basic macro skills: speaking, listening, and writing.</p> <p>Intermediate macro skills: reading.</p>
Description of their lacks	<p>Very hard:</p> <ul style="list-style-type: none"> -Asking simple questions orally and understanding their answers. -Understanding opinions and concepts expressed orally. -Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters. -Understanding texts involving opinions and arguments. -Locating relevant aspects within a text. -Writing simple phrases and sentences.

	<p>-Writing about topics related to his field. -Writing descriptions of people, places, events, and personal experiences. Biggest challenges when learning English: correct use of grammar, technical or unfamiliar vocabulary, and orthography and punctuation.</p>
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Participant's Individual Profile	
General information	Participant: BCS6 Male, aged 22, Costa Rican, has been studying for four years or more, currently unemployed.
Academic activities in which they have to use English	-Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	Always: reading and writing. Frequently: speaking and listening. Activities: programming, analyzing data, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).
Description of their wants	Interests: -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field. Learning preferences: - Strongly agree: learns by doing, feels comfortable participating in discussions or role plays, likes a balance between theory and practice, learns better in practical lessons than in master classes, enjoys activities involving games, and prefers to learn by watching videos. - Agree: learns and understands better when listening and prefers working individually. - Disagree: learns by actively participating, prefers working in pairs or groups, and enjoys reading activities. - Strongly disagree: likes taking notes. Preferred focus: delayed professional needs.
Experience with language and	Has never taken an English course after high school. Easiest macro skill: speaking. Hardest macro skill: listening.

perceived proficiency	Overall level of English: intermediate. Basic macro skills: reading and writing. Intermediate macro skills: speaking and listening.
Description of their lacks	Very hard: -Holding a conversation about varied topics, as well as about sensitive or complex matters. -Understanding texts involving opinions and arguments. Biggest challenges when learning English: understanding different accents of English, correct use of grammar, and being afraid of participating and interacting with others.

Participant's Individual Profile	
General information	Participant: BCS7 Male, aged 22, Costa Rican, has been studying for four years or more, currently unemployed.
Academic activities in which they have to use English	-Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	Always: all four macro skills (reading, writing, listening, and speaking). Activities: programming, analyzing data, negotiating with clients, speaking in meetings, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, and attending trainings.
Description of their wants	Interests: -Improving his abilities to read texts related to his field, understanding speakers of English, and pronouncing terms related to his field. Learning preferences: - Strongly agree: learns by doing, enjoys activities involving games, prefers working individually, and enjoys reading activities. - Agree: feels comfortable participating in discussions or role plays, likes a balance between theory and practice, likes taking notes, learns and understands better when listening, and prefers to learn by watching videos. - Disagree: learns by actively participating, prefers working in pairs or groups, and learns better in practical lessons than in master classes. Preferred focus: delayed professional needs.

Experience with language and perceived proficiency	<p>Has never taken an English course after high school.</p> <p>Easiest macro skill: reading.</p> <p>Hardest macro skill: speaking.</p> <p>Overall level of English: basic.</p> <p>Basic macro skills: speaking and listening.</p> <p>Intermediate macro skills: reading.</p> <p>Advanced macro skills: writing.</p>
Description of their lacks	<p>Cannot do:</p> <ul style="list-style-type: none"> -Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters. <p>Very hard:</p> <ul style="list-style-type: none"> -Understanding opinions and concepts expressed orally. -Writing texts related to his field. -Writing descriptions of people, places, events, and personal experiences. <p>Biggest challenges when learning English: pronunciation, lack of vocabulary, fear of making mistakes.</p>

Participant's Individual Profile	
General information	<p>Participant: BCS8</p> <p>Male, aged 21, Costa Rican, has been studying for four years or more, currently unemployed.</p>
Academic activities in which they have to use English	<ul style="list-style-type: none"> -Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	<p>Always: reading and writing.</p> <p>Frequently: listening and speaking.</p> <p>Activities: programming, analyzing data, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).</p>
Description of their wants	<p>Interests:</p> <ul style="list-style-type: none"> -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field. <p>Learning preferences:</p>

	<p>-Strongly agree: learns by actively participating, learns by doing, learns better in practical lessons than in master classes.</p> <p>-Agree: prefers working in pairs or groups, enjoys activities involving games, and feels comfortable participating in discussions or role plays, likes a balance between theory and practice, prefers to learn by watching videos, prefers working individually, likes taking notes, and enjoys reading activities</p> <p>-Disagree: learns and understands better when listening.</p> <p>Preferred focus: delayed professional needs.</p>
Experience with language and perceived proficiency	<p>Has taken an English course after high school for a short period of time.</p> <p>Easiest macro skill: speaking.</p> <p>Hardest macro skill: reading.</p> <p>Overall level of English: intermediate.</p> <p>Basic macro skills: reading.</p> <p>Intermediate macro skills: reading and writing.</p> <p>Upper-intermediate macro skills: speaking.</p>
Description of their lacks	<p>Cannot do:</p> <p>-No answer for this option.</p> <p>Very hard:</p> <p>- Identifying salient points and supporting details in texts.</p> <p>Biggest challenges when learning English: pronunciation, the lack of vocabulary, and being afraid of making mistakes.</p>

Participant's Individual Profile	
General information	<p>Participant: BCS9</p> <p>Male, aged 25, Costa Rican, has been studying for four years or more, currently unemployed.</p>
Academic activities in which they have to use English	<p>-Reading, for example, books and articles.</p> <p>-Listening, for example, to videos and tutorials.</p> <p>-Programming, especially in Java, JavaScript, and C#.</p>
Description of their needs	<p>Always: listening</p> <p>Frequently: writing</p> <p>Sometimes: reading</p> <p>Rarely: speaking.</p> <p>Activities: programming, analyzing data, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, reading texts, reading emails, speaking on calls, developing</p>

	software, attending trainings, and handling Information and Communication Technology (ICT).
Description of their wants	<p>Interests: -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field.</p> <p>Learning preferences: -Strongly agree: learns by actively participating, learns by doing, learns better in practical lessons than in master classes, prefers working in pairs or groups, likes a balance between theory and practice, likes taking notes, and enjoys activities involving games. -Agree: feels comfortable participating in discussions or role plays, learns and understands better when listening, prefers to learn by watching videos, and enjoys reading activities. - Disagree: prefers working individually. Preferred focus: current academic needs and delayed professional needs..</p>
Experience with language and perceived proficiency	<p>Has never taken an English course after high school. Easiest macro skill: reading. Hardest macro skill: speaking. Overall level of English: basic. Basic macro skills: speaking, listening, reading, and writing.</p>
Description of their lacks	<p>Cannot do: -No answer for this option. Very hard: -Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters. Biggest challenges when learning English: the lack of vocabulary, pronunciation, and understanding technical vocabulary (jargon).</p>

Participant's Individual Profile	
General information	Participant: BCS10 Male, aged 21, Costa Rican, has been studying for three years, currently unemployed.
Academic activities in which they have to use English	-Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.

Description of their needs	<p>Always: listening. Frequently: speaking. Sometimes: reading. Rarely: writing. Activities: programming, analyzing data, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).</p>
Description of their wants	<p>Interests: -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field. Learning preferences: -Strongly agree: learns by actively participating, learns by doing, likes a balance between theory and practice, prefers working in pairs or groups, enjoys activities involving games, and feels comfortable participating in discussions or role plays. -Agree: prefers to learn by watching videos and likes taking notes. -Disagree: learns better in practical lessons than in master classes, prefers working individually, and enjoys reading activities. -Strongly disagree: learns and understands better when listening. Preferred focus: delayed professional needs.</p>
Experience with language and perceived proficiency	<p>Has never taken an English course after high school. Easiest macro skill: reading. Hardest macro skill: speaking. Overall level of English: basic. Basic macro skills: listening and speaking. Intermediate macro skills: reading and writing.</p>
Description of their lacks	<p>Cannot do: -Asking simple questions orally and understanding their answers. -Understanding opinions and specific contexts expressed orally. -Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters. -Identifying salient points and supporting details in texts. -Writing texts related to his field of study. Very hard: -Understanding texts involving opinions and arguments. -Understanding messages written in emails, brochures, etc.</p>

	Biggest challenges when learning English: pronunciation, understanding technical vocabulary (jargon), and understanding fast-paced oral messages.
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Participant's Individual Profile	
General information	Participant: BCS11 Male, aged 21, Costa Rican, has been studying for four years or more, currently unemployed.
Academic activities in which they have to use English	-Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	Always: reading Frequently: listening. Sometimes: speaking. Rarely: writing. Activities: programming, analyzing data, negotiating with clients, speaking in meetings, having job interviews, giving information to clients, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).
Description of their wants	Interests: -Understanding speakers of English, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field. Learning preferences: - Strongly agree: learns by doing, learns and understands better when listening, prefers working in pairs or groups, and enjoys activities involving games. - Agree: learns by actively participating, learns better in practical lessons than in master classes, enjoys reading activities, and prefers to learn by watching videos. - Disagree: feels comfortable participating in discussions or role plays and likes a balance between theory and practice. - Strongly disagree: likes taking notes and prefers working individually. Preferred focus: delayed professional needs.
Experience with language and perceived proficiency	Has never taken an English course after high school. Easiest macro skill: reading. Hardest macro skill: speaking. Overall level of English: intermediate.

	<p>Basic macro skills: listening, speaking, and writing. Upper-intermediate macro skills: reading.</p>
Description of their lacks	<p>Cannot do: - Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters. -Writing texts related to his field of study.</p> <p>Very hard: -Describing people, places, events, and personal experiences orally. -Understanding opinions and concepts expressed orally.</p> <p>Biggest challenges when learning English: being afraid of making mistakes, the correct use of grammar, and the ability to express ideas orally.</p>

Participant's Individual Profile	
General information	Participant: BCS12 Female, aged 21, Costa Rican, has been studying for four years or more, currently unemployed.
Academic activities in which they have to use English	-Reading, for example, books and articles. -Listening, for example, to videos and tutorials. -Programming, especially in Java, JavaScript, and C#.
Description of their needs	<p>Frequently: listening and speaking. Sometimes: reading and writing. Activities: programming, analyzing data, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).</p>
Description of their wants	<p>Interests: -Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field.</p> <p>Learning preferences: -Strongly agree: learns better in practical lessons than in master classes and likes taking notes. -Agree: learns by actively participating, learns by doing, likes a balance between theory and practice, learns and understands better when</p>

	<p>listening, and enjoys reading activities, prefers working in pairs or groups, and enjoys activities involving games.</p> <p>-Disagree: feels comfortable participating in discussions or role plays, prefers to learn by watching videos, and prefers working individually.</p> <p>Preferred focus: delayed professional needs.</p>
Experience with language and perceived proficiency	<p>Has taken an English course after high school for a short period of time.</p> <p>Easiest macro skill: reading.</p> <p>Hardest macro skill: listening.</p> <p>Overall level of English: intermediate.</p> <p>Basic macro skills: listening.</p> <p>Intermediate macro skills: speaking and reading.</p> <p>Upper-intermediate macro skills: reading.</p>
Description of their lacks	<p>Cannot do:</p> <p>-No answer for this option.</p> <p>Very hard:</p> <p>-Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters.</p> <p>Biggest challenges when learning English: the correct use of grammar, the lack of vocabulary, pronunciation, and being afraid of making mistakes.</p>

Participant's Individual Profile	
General information	<p>Participant: BCS13</p> <p>Male, aged 20, Costa Rican, has been studying for four years or more, currently unemployed.</p>
Academic activities in which they have to use English	<p>-Reading, for example, books and articles.</p> <p>-Listening, for example, to videos and tutorials.</p> <p>-Programming, especially in Java, JavaScript, and C#.</p>
Description of their needs	<p>Frequently: reading and writing.</p> <p>Sometimes: listening and speaking.</p> <p>Activities: programming, analyzing data, negotiating with clients, speaking in meetings, developing databases, having job interviews, writing emails, giving information to clients, analyzing computer systems, requesting information from clients, reading texts, reading emails, speaking on calls, developing software, attending trainings, and handling Information and Communication Technology (ICT).</p>
Description of their wants	<p>Interests:</p>

	<p>-Improving his abilities to read texts related to his field, understanding speakers of English, writing texts related to his field, pronouncing terms related to his field, delivering a presentation in front of an audience, and having a conversation about topics related to his field.</p> <p>Learning preferences:</p> <p>-Strongly agree: learns by doing, likes a balance between theory and practice, learns and understands better when listening, learns better in practical lessons than in master classes, prefers working in pairs or groups, and enjoys activities involving games.</p> <p>-Agree: learns by actively participating, feels comfortable participating in discussions or role plays, prefers to learn by watching videos, and enjoys reading activities.</p> <p>Disagree: likes taking notes and prefers working individually.</p> <p>Preferred focus: current academic needs and delayed professional needs.</p>
<p>Experience with language and perceived proficiency</p>	<p>Has taken an English course after high school for a short period of time.</p> <p>Easiest macro skill: speaking.</p> <p>Hardest macro skill: reading.</p> <p>Overall level of English: basic.</p> <p>Basic macro skills: listening, speaking, reading, and writing.</p>
<p>Description of their lacks</p>	<p>Cannot do:</p> <p>-Understanding opinions and concepts expressed orally.</p> <p>-Holding a conversation about varied personal or professional topics, as well as about sensitive or complex matters.</p> <p>Very hard:</p> <p>-Asking simple questions orally and understanding their answers.</p> <p>-Understanding texts involving opinions and arguments.</p> <p>-Understanding salient points and supporting details in texts.</p> <p>-Writing texts related to his field of study.</p> <p>Biggest challenges when learning English: understanding technical vocabulary (jargon), being afraid of interacting and participating with others, and the correct use of grammar.</p>

Appendix G

Table of Specifications

<i>Component</i>	<i>Explanation</i>
Purpose(s) of the test	Diagnostic
Construct(s) to be assessed and their definitions	<p>Reading comprehension “There is a relationship between knowledge of academic vocabulary and reading comprehension” (Lawrence et al., 2019, p. 285).</p> <p>“Understanding different components of academic vocabulary knowledge can help us model student reading performance more accurately” (Lawrence et al., 2019, p. 304).</p> <p>“Reading is the most significant skill in the academic programmes where English is taught, since it helps learners to enlarge the knowledge of the language and of the universe in general” (Jiménez, 2000, p. 5)</p> <p>Based on the previous definitions, reading comprehension for this test is understood as the ability to demonstrate comprehension of different written texts of different genres and about different topics related to business computing.</p> <p>Listening comprehension Weger et al., (2010) defined listening skills “as an active, constructive process that includes activating previously acquired knowledge aimed at helping the listener understand the text he is listening to” (p. 36).</p> <p>“Listening is one of the important skills for the learners because it can support other skills like speaking and reading” (Sheylani & Pourhosein, 2021, p. 247).</p> <p>Based on the previous definitions, listening comprehension for this test is understood as the ability to demonstrate aural comprehension of different types of recordings that deal with matters related to applying for a job or to programming.</p> <p>Oral production The Council of Europe establishes a distinction between three different types of speaking activities: “‘Oral production’ (speaking)’, that is producing an oral text for one or more listeners, for example giving information to an audience in a public address. This may involve reading a written text aloud, speaking from notes, acting out a rehearsed role, speaking spontaneously, improvising [...] or singing a song” (2001, p. 58).</p>

	<p>“Speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct” (Chastain, 1998, pp. 330-358).</p> <p>Based on the previous definitions, oral production for this test is understood as the ability to successfully participate in a job interview by understanding questions asked by the interviewers and expressing personal information, narrating events and experiences, and speaking about personal traits such as strengths and weaknesses.</p> <p>Written production “Writing’ is the process of using symbols, letters of the alphabet, punctuation, and spaces to communicate thoughts and ideas in a readable form and it is a medium of human communication that involves the representation of a language with symbols. While not all languages utilize a writing system, those with systems of inscriptions can complement and extend capacities of spoken language by enabling the creation of durable forms of speech and stored over time (e.g., libraries or other public records). It has also been observed that the activity of writing itself can have knowledge-transforming effects, since it allows humans to externalize their thinking in forms that are easier to reflect on and potentially rework” (Jabar, 2020).</p> <p>Based on the previous definition, written production for this test is understood as the ability to effectively reply to a customer’s email by addressing his/her feedback and offering solutions to the problems he/she encountered, in addition to following the basic format of a formal email.</p>
<p>Interpretative framework</p>	<p>Criterion-referenced</p> <p>The researchers will be using CEFR as a basis. However, since ESP principles revolve around the needs of a particular population, the rubrics and criteria used to interpret evidence will be adapted to fit the particular tasks designed. These tasks respond to the population's needs or wants.</p> <p>Listening comprehension Exercises I-A. The parameters that will be used are the following: A1: 1-5 points A2: 6-10 points B1: 11-15 points B2: 16-20 points</p> <p>The estimated difficulty of this task is A2, which means that if a student can do it successfully, it may be an indicator that their level is A2 or higher. Using the CEFR descriptors for overall listening comprehension as reference, A2 level learners can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly and can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly. More specifically, they can:</p>

- generally identify the topic of discussion around them when it is conducted slowly and clearly.
- catch the main point in short, clear, simple messages and announcements.
- follow in outline short, simple social exchanges, conducted very slowly and clearly.

Exercise I-B. The parameters that will be used are the following:

A1: 1-4 points

A2: 5-8 points

B1: 9-12 points

B2: 13-16 points

The estimated difficulty of this task is B2, which means that if a student can do it successfully, it may be an indicator that their level is B2 or higher. According to CEFR descriptors for overall reading comprehension, B2 level learners can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.

More specifically, they can:

- understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.
- follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.
- generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.

Reading comprehension

Exercise II-A. The parameters that will be used are the following:

A1: 1-3 points.

A2: 4-7 points.

B1: 8-10 points.

B2: 11-14 points.

The estimated difficulty of this task is A2, which means that if a student can do it successfully, it may be an indicator that their level is A2 or higher. According to CEFR descriptors for overall reading comprehension, A2 level learners can understand very simple formal emails and letters (e.g., confirmation of a booking or online purchase).

More specifically, they can:

- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (Council of Europe, 2001).

Exercise II-B. The parameters that will be used are the following:

A1: 1-3 points.

A2: 4-7 points.

B1: 8-10 points.

B2: 11-14 points.

The estimated difficulty of this task is B2, which means that if a student can do it successfully, it may be an indicator that their level is B2.

According to CEFR descriptors for overall reading comprehension, B2 level learners can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. They have a broad active reading vocabulary but may experience some difficulty with low-frequency idioms. More specifically they can:

- scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.
- scan quickly through long and complex texts, locating relevant details.
- quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile (Council of Europe, 2001).

Written production

Exercise III. The parameters that will be used are the following:

A1: 1-6 points

A2: 7-12 points

B1: 13-19 points

B2: 20-25 points

The estimated difficulty of this task is B1, which means that if a student can do it successfully, it may be an indicator that their level is B1 or higher. Using the CEFR descriptors for overall written production as reference, B1 level learners can “produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence” (Council of Europe, 2001).

Oral production

Exercise IV. The parameters that will be used are the following:

A1: 1-10 points

A2: 11-20 points

B1: 21-30 points

B2: 31-40 points

The estimated difficulty of this task is B1, which means that if a student can do it successfully, it may be an indicator that their level is B1 or higher. Using the CEFR descriptors for overall listening comprehension as reference, B1 level learners can reasonably fluently sustain a

	<p>straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.</p> <p>More specifically, they can:</p> <ul style="list-style-type: none"> ● clearly express feelings about something experienced and give reasons to explain those feelings. ● give straightforward descriptions on a variety of familiar subjects within their field of interest. ● reasonably fluently relate a straightforward narrative or description as a sequence of points. ● give detailed accounts of experiences, describing feelings and reactions. ● relate details of unpredictable occurrences, e.g. an accident. ● describe dreams, hopes and ambitions. ● describe events, real or imagined. ● narrate a story (Council of Europe, 2001). <p>Source: https://www.cefrrlevels.com/descriptors/</p>
<p>Target language use (TLU) domain and common/important task types</p>	<p>Listening comprehension According to the needs analysis questionnaire, business computing students need to understand videos, audios, etc. about their delayed needs (e.g., having job interviews).</p> <p>The types of exercises included in the test are identification of information that is mentioned by the speaker, identification of the order in which items are mentioned, and multiple choice.</p> <p>Reading comprehension According to the needs analysis questionnaire, business computing students need to improve their skills to read articles related to their study field, as well as emails related to their job.</p> <p>The types of exercises included in the test are true/false and multiple choice.</p> <p>Written Production According to the needs analysis questionnaire, business computing students need to reply to emails from clients.</p> <p>The type of exercise included in the test is writing a reply email to a client.</p> <p>Oral Production According to the needs analysis questionnaire, business computing students need to have job interviews in English when they apply for a job.</p> <p>The type of exercise included in the test is a simulation of a job interview.</p>
<p>Characteristics of test takers</p>	<p>The target population of the study consisted of 13 (11 male and 2 female) undergraduate business computing students, aged 20-25. The mean age of the participants was 22. Most of them (10 participants, 76.9%) have never taken an English course after high school.</p>

Resource plan	<p>Time available to complete the test: 60 minutes Date and time of administration: May 22, 8:00 p.m.</p> <p>Number of test administrators: 2</p> <p>Item designers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós.</p> <p>Administration: computer-based through a Google form.</p> <p>Proctoring: Jorge Paniagua Vargas, Juan Carlos Trejos Quirós, and Mainor Cruz (coordinator of the business computing major at Universidad de Costa Rica, Golfito Campus).</p> <p>Input material for test design: Audios and readings (see the references/sources in the test).</p>
Type of resource	<p>What: the electronic equipment such as computers, laptops, cell phones, or tablets that the stakeholder, the researchers, and the students will provide. Who: the stakeholder, the researchers, and the students.</p>
Time	<p>The time allotted for the test is approximately 60 minutes. The answers of the listening and reading exercises are checked automatically by Google Forms. The time invested checking the speaking exercise would approximately be 60 minutes.</p> <p>The time that the researchers spent designing the test was a week, approximately.</p> <p>The time that the researchers will have to check the test is a maximum of five days before they have to hand in the second part of the needs analysis.</p>
Space	<p>The researchers designed the diagnostic test using Google Forms. To administer the test, the researchers will schedule an online meeting via Zoom with the 13 students and with the coordinator of the business computing major at Universidad de Costa Rica, Golfito Campus. The researchers will distribute the test by sharing the link through the chat in Zoom. The participants accessed the test in Google Forms and completed it in approximately 60 minutes. To work on the listening exercises, the researchers will play the audios directly from their computers. The process of administering the test will be carried out under the supervision of the researchers and the coordinator of the major.</p>
Materials and equipment	<ul style="list-style-type: none"> ● Google Forms ● Audios ● Computers, tablets, or cell phones that each student provides
Personnel	<p>-Researchers: they will plan and write the test; make recordings; and produce, administer, and score the test. -Stakeholder: he will assist in the administration of the test.</p>
Adaptations	<p>Modifications—there are no modifications done to the test.</p>

Total Items/Tasks	
<i>Distribution of items</i>	
<i>Reading comprehension: 14</i>	
Type	Number of items
Multiple-choice items	5
True or false questions	9
<i>Listening comprehension: 20</i>	
Type	Number of items
Identification	14, divided into two sections (6pts. and 8 pts.)
Multiple-choice items	6
<i>Written Production: 24</i>	
Type	Number of items
Writing an email	1
<i>Oral Production: 25</i>	
Type	Number of items
Participating in a job interview	1

Appendix H

Diagnostic Test

Ciudad Universitaria Rodrigo Facio
Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera

Course: 0309 Practicum Design

Time allotted: 60 minutes

Teachers: Paniagua Vargas Jorge and Trejos Quirós Juan Carlos

Total points: 83 points

Diagnostic Test

Obtained points: _____

Business Computing Students (Group 2)

Grade: _____

Student's full name: _____ UCR ID: _____ Date: _____

1. Read the instructions provided by the teacher and/or proctor carefully.
2. Read the examination thoroughly and make sure you understand each exercise.
3. Follow the specific instructions given in each section of the test.
4. In case of any doubts, you can ask the teachers and/or proctor.
5. Speak and write clearly. If something is not understandable, it will not be evaluated.
6. You are allowed to use your cell phone, tablet, or laptop to do the test.
7. Revise and edit your exam before you submit it.
8. The examination has 11 pages, and it includes the following sections: **I. Listening Comprehension** (20 points), **II. Reading Comprehension** (14 points), **III. Written Production** (24 points), **IV. Spoken Production** (25 points).

Student's Language Proficiency per Macro Skill

Listening			
Basic User		Independent User	
A1	A2	B1	B2
1-5pts.	6-10pts.	11-15pts.	16-20pts.

Reading			
Basic User		Independent User	
A1	A2	B1	B2
1-3pts.	4-7pts.	8-10pts.	11-14pts.

Writing			
Basic User		Independent User	
A1	A2	B1	B2
1-6pts.	7-12pts.	13-18pts.	19-24pts.

Speaking			
Basic User		Independent User	
A1	A2	B1	B2
1-6pts.	7-12pts.	13-18pts.	19-24pts.

I. Listening Comprehension. Value 20 points.

I-A. Instructions: Listen to the audio “**How to Answer Interview Questions,**” and based on it, work on the exercises given below.

Video: https://youtu.be/j_xmbWIo_20

Video converted in audio:

https://mega.nz/file/BhREAZCI#ccsNPi7aB7Uw3iRytZUO_Dd2DvCsGDoxbF97pzfqffk

I-A.1. Instructions: Before listening, read the elements given. Then, listen to an extract of the audio “**How to Answer Interview Questions.**” Check (□) the **elements you will need for a job interview**. There are four extra options. (6 points; 1 point for each correct answer).

Elements for a Job Interview

- | | |
|--|---|
| <ul style="list-style-type: none"> - Résumé _____ - Practice _____ - Negotiation _____ - Self-criticism _____ - Determination _____ | <ul style="list-style-type: none"> - Self-confidence _____ - Communication _____ - Critical thinking _____ - Positive thinking _____ - List of questions and answers _____ |
|--|---|

I-A.2. Instructions: Before listening, read the **steps to ace job interviews**. Then, listen to an extract of the audio “**How to Answer Interview Questions**” and arrange the steps in the order they appear in the audio. Write the corresponding number on the line given. (8 points; 1 point for each correct answer).

Steps to Ace Job Interviews

- Prepare for the interview: **Step** _____
- Explain why you left a job: **Step** _____
- Explain gaps in your resume: **Step** _____
- Explain why they should hire you: **Step** _____
- Be prepared for general questions: **Step** _____
- Describe strengths and weaknesses: **Step** _____
- Make use of body language and tone of voice: **Step** _____
- Find out as much as you can about the company: **Step** _____

I-B. Instructions: Listen to an excerpt from the audio “10 Ways to Get Better at Coding.” Then, answer the questions below by choosing the right option (A, B, or C). (6 points; 1 point for each correct answer).

Audio: https://mega.nz/file/dh4xjBxS#FFgnCiiN-czAqVMRLi_XX10xsSVD34jAFDFntvi5zA8

1. If you are working as a software developer, what is probably going to happen to the code you write before it gets merged into the final code?
 - A) Somebody else will rewrite it.
 - B) You are going to have to check it.
 - C) Somebody else is going to check it.

2. What is one advantage of tip #1?
 - A) You get faster at reading and understanding code.
 - B) It's easy to understand your own code because you wrote it.
 - C) Different subsets of a language can be used to accomplish similar things.

3. What is true about tip #2?
 - A) Even an inexperienced coder can give you feedback.
 - B) People should be respectful when they give you feedback.
 - C) There is always something wrong or inefficient in your code.

4. What is an example of tip #3?
 - A) Building a clone of an existing website
 - B) Having ownership of a project using Node
 - C) Being forced to implement what your superiors want you to do at work

5. When should you do tip #4?
 - A) After you learn Java
 - B) After you master your first language
 - C) After you become a well-rounded software developer

6. What is an example of tip #5?
 - A) Adding an accolade to your portfolio
 - B) Writing a bug fix for a site like GitHub
 - C) Merging your code back into the code base

II. Reading Comprehension. Value 14 points.

II-A. Instructions: Read the following **email from your manager**. Based on the information in it, choose “**T**” for **True** or “**F**” for **False** for each statement given. (9 points; 1 point for each correct answer).

Adapted from: a model email by our expert informant.

Hi,

Hope you’re doing well. I’m pleased to inform you that the last batch of requirements for the Connex app has been approved by upper management. I’m attaching the full report. The deadline is on May 31st.

This task must be prioritized over other assignments as asking for a deadline extension is not an option, especially after all the rework that had to be done the last time an update that failed to include key functionalities was submitted by the JAP team. I’d like to highlight some important considerations:

- Flor Ramírez from the Engine team will be your point of contact for ID numbers of future events.
- Starting next week, Maryanne Heinbaugh will not be handling QA checks. Those duties will be assumed by Nathalia Hewitt.
- I’ll be away the last two weeks of the month, with limited access to my email account. Should you have any questions, ping Emma or George.

In the meantime, please keep me in the loop since succeeding in this task will give your team great visibility and I can bring extra resources from other teams to pitch in if needed.

Rakesh Gupta
Program Manager

Sentences	T or F?
1. Your manager sent you the report containing the last updates for an app.	T / F
2. If today is May 20th, your team has roughly 15 days to finish this project.	T / F
3. Other important projects can be done before finishing the Connex app.	T / F
4. The JAP team handed in a flawless version of the app.	T / F
5. You can contact Flor if you have questions about the ID numbers of events.	T / F
6. If you want to request a QA check, you should contact Maryanne.	T / F
7. Emma and George will be on vacation by the end of the month.	T / F
8. After reading the email, it is possible to know what the Connex app does.	T / F
9. Rakesh can ask other people to help your team if necessary.	T / F

II-B. Instructions: Read the following article about **the importance of software testing**. Based on this article, choose the best answer to each question (A, B, or C). (5 points; 1 point for each correct answer).

The Importance of Software Testing

It is undeniable that software must be tested—in whatever form, with whichever means and whatever tools. The year 2000 and the associated necessary software adaptations or new developments gave software testing an important status, as the risk was simply too great to have software that did not work from one day to the next and thus the everyday needs of people, such as withdrawing cash from an ATM, would no longer be fulfilled. For this reason, a great deal has been invested in testing across all sectors and areas. And in retrospect, it must be stated that this investment has also been worthwhile.

The topic of software testing itself has become “socially acceptable”—and in a professional manner. While at the beginning it was mainly internal employees and testers who were responsible for quality assurance, there are now many companies whose focus is on testing software. Different approaches, strategies, and methods, supported by the use of commercial or open-source tools, show that testing has generally become more important.

The need for testing in general is also noticeable in the fact that the number of appropriately trained and certified testers has increased significantly in recent years and the “qualified tester” is increasingly required for tenders for projects. In addition to methodical know-how, special technical skills—especially in the area of non-functional testing—and experience as an “agile tester” are in high demand.

Even if the trend toward “more software testing” is noticeable, there is still a lot of potential to further “professionalize” the software test and to spread the associated perspectives on higher software quality. In the past, the testers were often seen as a control instance for the developers, and a gap between development and testing was created. An important part of professionalization in software testing is to close this gap. As a tester, you inevitably come across software errors, and pointing them out, ensuring that they are corrected, and eventually showing error rates is part of the business. The basic idea of software testing, however, is not to make software development bad, but to work together to improve quality and ensure customer satisfaction.

All in all, software testing and software testers have proven to be extremely important for software development. However, it must be noted that this has been accomplished within the given framework of traditional procedures. Now it is important to maintain this status in an agile environment. But this is not always easy, since most agile techniques, methods, and process models have been developed in a rather developer-dominated manner. In addition, there were and still are agile projects that believe that test-driven development (by the developer) and the involvement of user representatives adequately cover the test tasks. However, this is a dangerous mistake. It would be fatal to forego professional test techniques and well-trained test personnel, and thus great potential for efficiency and effectiveness.

Special training courses, such as the ISTQB Certified Tester Foundation Level Agile Extension, are a reaction to the “threat” on the one hand, and an opportunity for professional testing on the other, resulting from the trend toward agile projects. These training courses focus on the transformation of useful testing techniques into the new framework and the integration of testers into agile teams, thus ensuring the value of software testing.

Adapted from: Klonk, M., Mastnak, C., Pichler, H., Seidl, R., & and Tanczos, S. (2018). The Importance of software testing. *Agile testing - The agile way to quality* (pp. 20-21). Springer.

Reading Comprehension Questions:

1. The phrase: *“software testing itself has become socially acceptable”* means that _____.
 - A) it is necessary to invest in software testing
 - B) software testing is essential to train personnel in companies
 - C) nowadays more companies and professionals develop software testing

2. It is true that software testing _____.
 - A) has developed exclusively test-driven methods
 - B) has decreased the amount of agile environments
 - C) has become an important tool for both companies and customers

3. Software testing is essential to _____.
 - A) be hired in a company
 - B) spot inaccuracies in applications
 - C) decrease customer trust and satisfaction

4. When testing software, it is important to _____.
 - A) implement professional techniques
 - B) involve only user representatives in the testing process
 - C) consider developer-dominated and test-driven process models

5. Training courses such as the ISTQB focus on _____.
 - A) the application of software testing procedures
 - B) the understanding of the importance of software testing
 - C) collaboration and efficiency that allow teams to deliver quality products

III. Written Production. Value 25 points.**Instructions:**

1. Read the following email from a client of yours and answer the questions below.

Hi,

I hope you're doing well.

I wanted to let you know that I've been using your new software application for adding customer information to a database for the past two weeks. In general, I must say I'm quite impressed with how easy it is to learn how to use it. In fact, it took me about five minutes to learn what I had to do, which is not always the case when I try to learn how to use an application.

I also love the GUI of the app. It looks appealing and modern without being flashy.

However, as a user of your app, I'd like to give you my feedback on a few things that I think could be improved:

First, perhaps it's not necessary to have so many input fields for the information. Actually, it took me about seven minutes to complete the form for each new customer, which is a lot, especially if they're waiting on the phone. In addition, knowing a customer's marital status or nationality is not relevant in an app like this. If we keep new customers on the phone only because we're adding their personal info to our database, chances are they won't call again.

Oh, and something else. For me, sometimes it's hard to read the font. If you consider the fact that probably many of your clients aren't spring chickens, you'd want to make the fonts bigger.

Again, I believe the application is really good overall. With some minor changes, though, it could be even better.

Reach out if you want me to clarify any of the information I've provided in this email.

Best regards,

James Maltese

Adapted from: a model email by our expert informant.

2. Considering the previous information, write a reply email in which you address your client's feedback.
 - a) Briefly refer to the positive aspects that he mentioned about your app.
 - b) Reply to his constructive feedback offering at least one solution to each problem he encountered.
3. Organize your ideas. Use connectors, accurate grammar and vocabulary, and use appropriate email conventions.
4. You will be graded on the following rubric:

Adapted version	Excellent-Good (4 points)	Satisfactory (3 points)	Needs improvement (2 points)	Unsatisfactory (1 point)
Format	Format is correct—including email address, subject line, salutation, body, and closing.	One part of the format is incorrect.	Two parts of the format are incorrect.	Several parts (3 or more) of the format are incorrect.
Salutation	A proper salutation is used in the correct place. Proper use of title, proper capitalization of the name, and the proper use of the colon or comma are all included.	Missing one component from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing two components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing three or more components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.
Body (Content)	Body includes at least one complete paragraph. A clear idea is stated in each paragraph and conveyed to the reader.	One idea presented in the email is unclear to the reader.	Some of the information presented in the email is unclear to the reader.	The body does not include any paragraphs; the information in the email is unclear or incomplete.
Closing	Proper closing and your name are included with proper punctuation and capitalization.	Proper closing and signature are included, but no punctuation and/or capitalization are used.	Either closing or signature is incorrect or missing.	An attempt was made, but neither the closing nor the name are present or correct.
Vocabulary (Word choice)	Words and phrases are appropriate for creating a formal tone; no contractions, slang, or emoticons were used.	Most words and phrases are appropriate for creating a formal tone; few (one or two) contractions, slang, or emoticons were used.	Some words and phrases are appropriate for creating a formal tone; some (three or four) contractions, slang, or emoticons were used.	Words and phrases do not create a formal tone. In fact, words and phrases create an informal and/or rude tone. Contractions, slang, and/or emoticons were excessive (five or more).

Grammar, mechanics, and spelling	Spelling, punctuation, and grammar are mostly correct or does not affect the clear understanding of the email.	Spelling, punctuation, and grammar are somewhat correct (3 major types of errors noted).	Several errors with spelling, punctuation, and grammar (4-6 major types of errors).	Many errors in spelling, punctuation, and grammar (Errors >7) affect clear understanding.
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Observations:

- 1.
- 2.
- 3.
- 4.
- 5.

VI. Spoken Production. Value 25 points.**Instructions:**

1. Read the following situation:

Situation:

Imagine that you just graduated from the university, and you are applying for a job as Junior Software Developer at Accenture. You already submitted your résumé. A week later, the Software Development Manager called you to arrange an interview with you. So, your job interview is coming up.

2. Considering the previous situation, participate in a job interview.
3. You will be required to answer the following questions:
 - a. What can you tell me about yourself?
 - b. What's your major (professional degree)?
 - c. Where did you study?
 - d. Why are you interested in this position?
 - e. Why do we need you in the company?
 - f. What are 2 of your weaknesses?
 - g. What are 2 of your strengths?
 - h. Tell us a little bit about some of the projects you have been involved in.
4. Organize your ideas. Use linkers, accurate grammar and vocabulary, and intelligible pronunciation.
5. You will be graded on the following rubric (p. 9):

Grading Rubric

	Fluency	Pronunciation	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent.	Excellent control of language features; a wide range of well-chosen vocabulary.	Accuracy and variety of grammatical structures.	Excellent level of description; additional details beyond the required.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is very good.	Good language control; good range of relatively well-chosen vocabulary.	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good.	Adequate language control; vocabulary range is lacking.	Frequent grammatical errors that do not obscure meaning; little variety in structures.	Adequate description; some additional details should be provided.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay.	Weak language control; basic vocabulary choice with some words clearly lacking.	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand.
1	Speech is slow, hesitant, and strained except for short, memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand.	Weak language control; vocabulary that is used does not match the task.	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Taken from:

https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf

Appendix I

Original Analytic Rubric for Assessing Speaking

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Source:

Delaware City School District. (2023). Rubric Speaking.

https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf

Appendix J

Adapted Analytic Rubric for Assessing Speaking

PTS	Fluency	Pronunciation	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent	Pronunciation is excellent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two	Pronunciation is very good	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers	Pronunciation is good	Adequate language control: vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description: some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft	Pronunciation is okay	Weak language control: basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant, and strained except for short-memorized phrases; difficult to perceive continuity in speech; inaudible	Pronunciation is lacking and hard to understand	Weak language control: vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured	Description is so lacking that the listener cannot understand

Appendix K

Original Analytic Rubric for Assessing Writing

Complete version	Excellent-Good	Satisfactory	Needs improvement	Unsatisfactory
Format	Format is correct—including email address, subject line, salutation, body, and closing.	One part of the format is incorrect—including email address, subject line, salutation, body, and closing.	Two parts of the format are incorrect—including email address, subject line, salutation, body, and closing.	Several parts (3 or more) of the format are incorrect—including email address, subject line, salutation, body, and closing.
Salutation	A proper salutation is used in the correct place. Proper use of title, proper capitalization of the name, and the proper use of the colon or comma are all included.	Missing one component from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing two components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing three or more components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.
Body (Content)	Body includes at least one complete paragraph. A clear idea is stated in each paragraph and conveyed to the reader. Incorporates all 8 parts outlined in the directions.	Missing one or two parts outlined in the directions.	Missing three or four parts outlined in the directions and some of the information presented in the email is unclear to the reader.	Missing five or more parts outlined in the directions; the body does not include any paragraphs; the information in the email is unclear or incomplete.
Closing	Proper closing and your name are included with proper punctuation and capitalization.	Proper closing and signature are included, but no punctuation and/or capitalization are used.	Either closing or signature is incorrect or missing.	An attempt was made, but neither the closing nor the name are present or correct.
Vocabulary (Word choice)	Words and phrases are appropriate for creating a formal tone; no contractions, slang, or emoticons were used.	Most words and phrases are appropriate for creating a formal tone; few (one or two) contractions, slang, or emoticons were used.	Some words and phrases are appropriate for creating a formal tone; some (three or four) contractions, slang, or emoticons were used.	Words and phrases do not create a formal tone. In fact, words and phrases create an informal and/or rude tone. Contractions, slang, and/or emoticons were excessive (five or more).
Grammar, mechanics, and spelling	Spelling, punctuation and grammar are mostly correct or does not affect the clear understanding of the email.	Spelling, punctuation and grammar are somewhat correct (3 major types of errors noted).	Several errors with spelling, punctuation, and grammar (4-6 major types of errors).	Many errors in spelling, punctuation, and grammar (Errors >7) affect clear understanding.

Source:

RCampus. (2023). *Formal email rubric*.

<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=GXW5685&>

Appendix L

Adapted Analytic Rubric for Assessing Writing

Adapted version	Excellent-Good (4 points)	Satisfactory (3 points)	Needs improvement (2 points)	Unsatisfactory (1 point)
Format	Format is correct—including email address, subject line, salutation, body, and closing.	One part of the format is incorrect.	Two parts of the format are incorrect.	Several parts (3 or more) of the format are incorrect.
Salutation	A proper salutation is used in the correct place. Proper use of title, proper capitalization of the name, and the proper use of the colon or comma are all included.	Missing one component from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing two components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing three or more components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.
Body (Content)	Body includes at least one complete paragraph. A clear idea is stated in each paragraph and conveyed to the reader.	One idea presented in the email is unclear to the reader.	Some of the information presented in the email is unclear to the reader.	The body does not include any paragraphs; the information in the email is unclear or incomplete.
Closing	Proper closing and your name are included with proper punctuation and capitalization.	Proper closing and signature are included, but no punctuation and/or capitalization are used.	Either closing or signature is incorrect or missing.	An attempt was made, but neither the closing nor the name are present or correct.
Vocabulary (Word choice)	Words and phrases are appropriate for creating a formal tone; no contractions, slang, or emoticons were used.	Most words and phrases are appropriate for creating a formal tone; few (one or two) contractions, slang, or emoticons were used.	Some words and phrases are appropriate for creating a formal tone; some (three or four) contractions, slang, or emoticons were used.	Words and phrases do not create a formal tone. In fact, words and phrases create an informal and/or rude tone. Contractions, slang, and/or emoticons were excessive (five or more).
Grammar, mechanics, and spelling	Spelling, punctuation, and grammar are mostly correct or does not affect the clear understanding of the email.	Spelling, punctuation, and grammar are somewhat correct (3 major types of errors noted).	Several errors with spelling, punctuation, and grammar (4-6 major types of errors).	Many errors in spelling, punctuation, and grammar (Errors >7) affect clear understanding.

Observations:

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix M

Students' Syllabus

Universidad de Costa Rica

School of Modern Languages

Master's Program in Teaching English as a Foreign Language

Course Logo



Course: Let's Get Down to Business: English for Business Computing

Instructors: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Schedule and Location

The course will be taught on Tuesdays, from 17:00 to 18:50 (synchronous activities), and from 19:00 to 19:50 (asynchronous activities). The course will be taught over the communications platform Zoom.

Course Description

The course is an English for Specific Purposes (ESP) course addressed to business computing students at Universidad de Costa Rica (UCR), Golfito Campus, whose language proficiency ranges from A2 to B2 in relation to specific ESP tasks, according to the Common European Framework of Reference (CEFR). This course integrates the four linguistic macro skills: listening, speaking, reading, and writing; that is, it provides learners with the opportunity

to reinforce their language skills in an integrated way while learning terminology commonly used in the field of business computing. It is a theoretical-practical course based on the main principles of ESP and Task-Based Language Teaching (TBLT). The theoretical part of the course consists of explaining how to identify main and supporting ideas from oral and written passages, how to write emails by using correct grammar, vocabulary, mechanics, and format, and how to effectively talk about personal information and background, skills, qualifications, and work experience in a job interview. In the practical part of the course, the students work on receptive and productive skills exercises, based on the theory explained. The course prepares students for specific situations in which they require English.

The course lasts fifteen weeks. It will be taught on Tuesdays from 17:00 to 18:50 (synchronous activities), and from 19:00 to 19:50 (asynchronous activities to finish the task cycle), covering a total of 160 minutes weekly. The course will be taught through the communication platform Zoom. Two student teachers, taking the Practicum of the Master's Program in Teaching English as a Foreign Language, will be in charge of teaching the course.

Statement of Goals and Objectives

Unit 1: Reading Between the Lines

Goal #1:

- By the end of the unit, the business computing students will be able to effectively analyze oral passages related to their field of study by identifying main and supporting ideas and applying procedures.

General Objectives:

By the end of the unit, the business computing students will be able to:

1. Appropriately identify main ideas of spoken messages related to their field of study by using different listening strategies.
2. Successfully recognize supporting details from aural texts about their field of study by using different active listening strategies.
3. Accurately interpret detailed oral instructions regarding tasks of their field of study by applying various procedures.

Unit 2: Get Ready. Get Set. Write!

Goal #2:

- By the end of the unit, the business computing students will be able to effectively write emails to clients and managers about work-related situations by using correct grammar, vocabulary, mechanics, and format.

General Objectives:

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

1. Accurately show understanding of work-related sample emails by analyzing their structure and content.
2. Adequately apply email etiquette guidelines by writing work-related emails
3. Appropriately express their ideas, concerns, and/or questions by writing emails related to job situations.

Unit 3: Go! The Future is Now

Goal #3:

- By the end of the unit, business computing students from UCR, Golfito Campus, will be able to effectively participate in a job interview by providing personal information and background, skills, qualifications, and work experience.

General Objectives:

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

1. Accurately provide their personal information and background by interacting with other people.
2. Effectively write a résumé by reporting their skills, qualifications, and work experience.
3. Appropriately explain their skills, qualifications, and work experience by implementing job interview strategies.

Methodology

The course will be developed in 15 weeks and will be hosted in Zoom. Synchronous sessions will be held weekly (Tuesdays, from 17:00 to 18:50) and will consist of one 110-minute lesson separated by a break of 10 minutes. Asynchronous sessions will serve to finish the task cycle (Tuesdays, from 19:00 to 19:50). The Task-Based Language Teaching (TBLT) approach will be used during classes. It means that each session will consist of pre-task activities, during-task activities, and post-task activities to achieve specific objectives related to one or more linguistic skills (listening, speaking, reading, and writing). In addition, the course will be based on the principles of English for Specific Purposes (ESP). This helps the student to face real-life situations in which they require English. Also, the principles of “learning by doing” are considered in the course. This learning implies application of knowledge into practice and involves active participation by the student. Therefore, the students are expected to get involved in their own learning, participating actively during presentations, class discussions, lectures, and activities.

A variety of techniques will be used in the course, for example: exercises based on receptive and productive skills, role plays, and individual, pair, and group work. Also, the students will have the opportunity to enrich their vocabulary through different units of study. The didactic material used in the course will be designed by the student teachers. Due to the nature of the course and as

permitted by the Resolución VD-11502-2020, Sección II, Apartado 20, students will be asked to turn on their cameras. Synchronous sessions will be recorded. Attending each session is evaluated and, therefore, it is expected.

Assessment

Course Evaluation

Type of Assessment	Percentage
Attendance	10%
Homework (five assignments of 3% each)	15%
Listening task (following instructions)	15%
Writing task (response emails)	20%
Speaking task (job interview)	20%
Project (proposal of program/software/app)	20%

Contents

Unit 1: Reading Between the Lines

Unit 2: Get Ready. Get Set. Write!

Unit 3: Go! The Future is Now

Appendix N

Class Observation Checklist

Date: _____ **Class #:** _____

Observer(s): _____

General Description:

This checklist includes criteria related to the main assumptions, principles, and characteristics of TBLT. Specifically, these criteria will serve to keep track of what should be done, to ensure that the design and implementation of tasks is according to the requirements and theory of TBLT, and to determine how the tasks implemented in the ESP course helped the students to achieve the goals of the course.


Main tasks: Did they help ESP students to achieve the goals of the course?

Criteria	Yes	No	N/A	Comments
The main task...				
1. was learner-centered.				
2. was related to real-world activities.				
3. was properly sequenced.				
4. was designed using authentic materials.				
5. was focused on meaning rather than on form.				
6. clearly described the students' role.				
7. evidenced learning progression.				
8. was linked strongly to the students' field of study.				
9. helped the learners achieve the lesson objectives.				
10. helped the students to improve their linguistic skills.				
11. was appropriate for overcoming obstacles posed by the topic.				
12. provided opportunities for guided and independent practice.				
13. was appropriate for the specific language proficiency level of the students.				

General observations: _____

Appendix O

Checklist for Assessing Listening



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica
Master's Program in Teaching English as a Foreign Language
Course: PF-0311 Professional Practicum
Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Checklist – Listening Task (Following Instructions)

Total points: 16 points

Total percentage: 15%

Obtained points: _____

Grade: _____

Obtained percentage: _____

Student's full name: _____

Criteria	Yes	No	Comments
<i>For Loop</i>			
<i>The student...</i>			
1. Typed <i>for</i> .			
2. Opened a parenthesis to begin the loop.			
3. Typed an integer variable called <i>number</i> with a value of 1.			
4. Wrote a semicolon.			
5. Wrote the condition properly (<i>number</i> is smaller than 10).			
6. Wrote a semicolon.			
7. Added 1 to the variable called <i>number</i> .			
8. Closed the parenthesis.			
9. Opened a bracket.			
10. Asked the program to print the variable <i>number</i> .			
<i>While Loop</i>			
<i>The student...</i>			
11. Declared a variable called <i>number</i> .			
12. Gave the variable a value of 1.			
13. Wrote a semicolon.			
14. Started the <i>while</i> loop (<i>number</i> is less than or equal to 10).			
15. Asked the system to print the variable <i>number</i> .			
16. Added 1 to <i>number</i> .			

Observations: _____

Appendix P


Course Evaluation Questionnaire

Instructions: We would like to know your opinion! Please rate the following aspects of the course from “Completely disagree” to “Completely agree.” You can also write comments in case you want to tell us something more specific. Your feedback will be anonymous and will be used for research purposes only. Thank you for your time!

	Completely disagree	Disagree	Agree	Completely agree	Comments
The contents of the course were appropriate for your learning.					
The tasks that you had to do helped you to practice your skills.					
The materials for the course were helpful for the tasks.					
In the course, your future needs in English as a business computing professional were met.					
Overall, the course has been useful for you in your future career.					

Appendix Q

Lesson Plans and Materials

 <p>Universidad de Costa Rica School of Modern Languages Master's Program in Teaching English as a Foreign Language Course: PF-0311 Professional Practicum Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós</p>
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Lesson Plan

Term: II, 2023	Week: 1	Session date: August 15
Activities and Procedures		Time
<p>Welcoming! The student teachers welcome the learners and share the class agenda with the learners using a slide deck.</p>		5'
<p>Getting to know each other! In groups of two or three, the students work in Zoom breakout rooms. The students interview each other to get to know one another. They use the following questions to interview their peer(s):</p> <ul style="list-style-type: none"> ⇒ What's your full name? ⇒ How old are you? ⇒ Where do you live? ⇒ What's your favorite color? ⇒ What do you do? ⇒ What do you like to do? ⇒ What's your favorite movie/artist? <p>The students write down their peer's answers to introduce him/her orally to the class later in the main room. They have to use some structures like:</p> <ul style="list-style-type: none"> ⇒ His/her full name is... / He/she is... ⇒ He's/she's ... years old. ⇒ He/she lives in... ⇒ His/her favorite color is... ⇒ He/she is a(n)... ⇒ He/she likes to... ⇒ His/her favorite movie/artist is... <p>The student teachers share handout 1 with the learners so that they can have the useful language they need to use in the activity.</p> <p>The two student teachers model the activity before it starts. During the activity, they monitor the students' performance and take note of their mistakes to later provide them with feedback.</p>		20'
<p>Getting to know each other... even better! The student teachers ask the learners to think about three facts about themselves: 1) something personal (e.g., I can play the piano), 2) something professional (e.g., I can program with JavaScript), and 3) something peculiar (e.g., something their peers do not know about them).</p>		15'

<p>The two student teachers model the activity before. During the activity, they monitor the students' performance and take note of their mistakes to later provide them with feedback.</p>	
<p>Syllabus questions: Before sharing the course syllabus with the students, the student teachers divide the class into two groups, which will work in breakout rooms. The students are asked to write some questions they have about the course using Padlet (https://fundatec.padlet.org/juan_trejos/syllabus-questions-zccl9yaovldvb57d). Examples of questions could be:</p> <ul style="list-style-type: none"> - What's the course about? - Do we have to do homework? - What's the course evaluation? - How is the course going to be? - What will we learn in this course? <p>Note: Before using Padlet, the student teachers explain how to use it.</p> <p>After each group has written their list of questions, the student teachers share the course syllabus via Zoom chat and students try to find the answers to their questions using this document.</p> <p>After the students have read the syllabus, the student teachers ask them to share which answers they found and which answers they did not find.</p> <p>After the students share their answers, the student teachers tell them that the questions that were not answered will be discussed after the break.</p>	10'
BREAK	10'
<p>Reading and discussion of the course syllabus: The student teachers, along with the learners, read and discuss the course syllabus. The student teachers explain in detail the elements included in the syllabus and clarify the students' questions that were not answered before (if any). After reading and discussing the course syllabus, the student teachers share a Google Form (https://forms.gle/njNNXKXBf5As1KCy8) with the students via Zoom chat to confirm that the course syllabus was shared, read, and discussed the first day of class. The student teachers ask the learners to fill out the form.</p>	50'

Observations:

1. The students will take a break at approximately 17:50.

Universidad de Costa Rica
Master's Program in Teaching English as a Foreign Language
Course: PF-0311 Professional Practicum
Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Handout 1

Getting to know each other!

Instructions: In groups of two or three, you will work in Zoom breakout rooms. Interview each other to get to know one another. Use the following questions to interview your peer(s). Write down your peer's answers in your notebook.

Useful Language

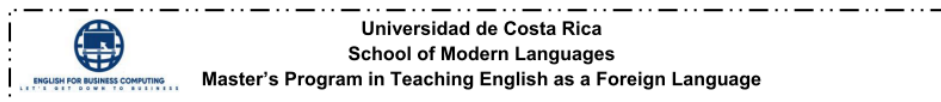
1. What's your full name?
2. How old are you?
3. Where do you live?
4. What's your favorite color?
5. What do you do?
6. What do you like to do?
7. What's your favorite movie/artist?

Introducing my Peer(s)

Instructions: Introduce your peer(s) orally to the class in the main room. Use some structures like:

Useful Language

1. His/her full name is... / He/she is...
2. He's/she's ... years old.
3. He/she lives in...
4. His/her favorite color is...
5. He/she is a(n)...
6. He/she likes to...
7. His/her favorite movie/artist is...



Lesson Plan – Week 2

Course: PF-0311 Professional Practicum	Lead teacher: Juan Carlos Trejos Quirós	Assistant: Jorge Paniagua Vargas	Term: II Semester, 2023 Date: August 22, 2023
Unit 1: Listening Between the Lines			
Goal 1: ✓ By the end of the unit, the business computing students will be able to effectively analyze oral passages related to their field of study by identifying main and supporting ideas and applying procedures for active listening.			
General Objective: 1. By the end of the lesson, the students will appropriately identify main ideas and supporting details of spoken messages related to their field of study by using different listening tips.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately recall vocabulary related to images of agile process models by writing a list.	Vocabulary - Tools - Programs - Devices - Computer - Technology - Test automation Useful language: - My words are... - I wrote the following words...	W S		Warm-up Vocabulary Race: T shows an image related to test automation (Handout 1). Then, individually, the students list as many words connected to the picture as they can. They have to answer the question given to write down words such as tools, programs, devices, test automation, etc. - Question: What can you see? Ss have two minutes to write the words. When the time is up, they share the words via the chat in Zoom (all the words in only one post). Later, T asks all Ss to read aloud the words they wrote. They have to use the useful language given. T checks their words, spelling, and pronunciation. The person with the most correct words (related to the image, well-spelled, and well-pronounced) wins the game. T models the activity for better understanding.	10'
1.2. ...accurately predict what an oral text is about by	Useful Language:	S		Pre-tasks Pre-task 1: T shows Ss a picture (the same one used in the Warm-up) related to test automation (Handout 2). Ss, using the picture,	5'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.6.properly identify the main idea of an oral text by answering a multiple-choice exercise.</p> <p>1.7. ...correctly identify important information from an oral text by taking notes in a template.</p> <p>1.8. ...effectively evaluate their notes by making the necessary adjustments.</p>	<p>Useful Language:</p> <ul style="list-style-type: none"> - The word <i>speed up</i> means to <i>accelerate</i>. - The meaning of <i>boost</i> is to <i>raise</i>. 			<p>After five minutes, Ss return to the main room and T randomly asks them to share their answers employing the useful language given. T orally checks the exercise and provides feedback on their answers.</p> <p>Listening for the first time: Individually Ss listen to the extract of the video for the first time and identify its main idea by applying the tips explained in pre-task 2 and by answering a multiple-choice exercise (Handout 7).</p> <p>T asks some Ss to share their answers with the rest of the class. T orally checks the exercise and provides feedback on their answers.</p> <p>Listening for the second time: Individually Ss listen to the extract of the video again. This time, they focus their attention on the most important information from the video and take notes applying the tips explained in pre-task 3. Ss complete the template given in Handout 7 to write down their notes. Ss can also take notes using their notebook.</p> <p>Listening for the third time: Ss listen to the video for the third time to finish completing their notes, to corroborate their answers, or to make corrections.</p> <p>T asks Ss to share notes via the chat in Zoom or WhatsApp. Then, T reads aloud Ss' notes and provide feedback on their answers.</p>	<p>10'</p> <p>10'</p> <p>20'</p>
<p>1.9. ...appropriately identify descriptive statements used to describe business computing processes by writing a list of affirmative sentences extracted from a given video.</p> <p>1.10. ...accurately transform affirmative statements used to describe business computing processes into negative ones by applying the rules of simple present tense.</p>	<p>Grammar</p> <ul style="list-style-type: none"> - Simple present (affirmative, negative, and questions). 	<p>L</p> <p>W</p>	<p>- Identification of grammar frames (simple present)</p> <p>- Sentence transformation (positive to negative)</p>	<p>Post-task</p> <p>Analysis: Individually and asynchronously, Ss listen to an extract of a video (0:01'-1:40') called <i>How To Set Up Automated Testing – Beginner's Guide</i> (same video used in the main task) to search for five sentences in simple present. They write their sentences on Handout 8. Source: https://www.youtube.com/watch?v=HtXJe1rAZaI</p> <p>Practice: After analyzing the video and identifying the sentences in simple present, they have to convert those sentences into negative ones in Handout 8. T designed a PowerPoint presentation with information about the simple present so that Ss can consult it to review this tense and work on the practice.</p>	<p>20'</p> <p>30'</p>

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

				Ss send their practice via email to both Ts to receive feedback (if any).	
--	--	--	--	---	--

Observations: _____



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

SIMPLE PRESENT

JORGE PANIAGUA VARGAS
JUAN CARLOS TREJOS QUIRÓS



SIMPLE PRESENT

VERB TO BE (WITH AND WITHOUT CONTRACTIONS)

- + I **am** / I'm a business computing student.
- + She **is** / She's a programmer.
- This **is not** / isn't my department.
- + They **are** / They're our managers.
- We **are not** / aren't invited to the meeting.
- ? **Are** those her reports?
- ? **Is** that your Java code?

OTHER VERBS – POSITIVE SENTENCES

I / you / we / they + verb without modifications





He / she / it + verb + -s or -es

I	work	He	works
You	work	She	works
We	work	It	works
They	work		

We use *simple present* for things that are true in general or that happen normally, like habits or routines.

SIMPLE PRESENT

Spelling and pronunciation

I	write	Have	Has	 (click on these icons to listen to the pronunciation of these verbs)
You	play	Do /du/	Does /dʌz/	
They	try	Go /góu/	Goes /góuz/	
We	watch	Say /séi/	Says /séz, not séiz/	
He	writes	→ simply add -s		
She	plays	→ final vowel + 'y', simply add -s		
It	tries	→ final consonant + 'y', change 'y' for 'ies'		
She	watches	→ final ss, z, x, ch, sh, add -es		

We pronounce an extra syllable when the verb ends in -ss, -z, -x, -ch, -sh, -ce, -ge

Pass (one syllable)	Passes (two syllables)
Buzz	Buzzes
Fix	Fixes
Catch	Catches
Wish	Wishes
Dance	Dances
Charge	Charges



SIMPLE PRESENT

Positive sentences

I **watch** a tutorial.
 You **do** programming exercises.
 We **make** a presentation.
 They **work** for Microsoft.
 He **asks** a question.
 She **starts** the application.
 It **sleeps** when not in use.

Negative sentences

I / you / we / they + **do not** + verb without modifications
 don't (contraction)

- They **don't** read articles about Agile technologies.

He / she / it + **does not** + verb without modifications
 doesn't (contraction)

- He **doesn't** play video games. **Not** "He doesn't play video games".



SIMPLE PRESENT

Questions

Do + I / you / we / they + verb without modifications

- Do you want something to read?
 - Yes, I do.
 - No, I don't.

Short answers

Does + he / she / it + verb without modifications

- Does she work at Accenture?
- Not "Does she work ~~X~~ at Accenture?"

"Do" and "does" can be the **auxiliaries** or the **verbs**.

- Do you do programming exercises?
- Does he do QA checks?



5

ORDER OF THE WORDS IN QUESTIONS



YES/NO QUESTIONS

For questions in simple present that we answer with "yes" or "no", we start with the **verb to be** or the auxiliaries "**do/does**"

- Are you my boss? Not "You are my boss?"
- Is he your manager? Not "He is your manager?"
- Is that correct? Not "That is correct?"
- Do you like C++? Not "You like C++?"
- Does he speak English? Not "He speaks English?"
- Does she work here? Not "She works here?" or "Does she works here?"



OTHER QUESTIONS

For questions that ask for more information, we use the same structure that we use with yes/no questions, but we add a **question word** or **phrase** at the beginning.

- How are you? What's your name?
- Where do you work?
- When is the meeting?
- Why does your colleague use GitHub?
- Which programming language does he prefer, Python or JavaScript?
- How old are you?
- What kind of software do you program?

6



ENGLISH FOR BUSINESS COMPUTING
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Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language

Course: PF-0311 Professional Practicum

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Unit 1: Handout #1

Warm-up

Vocabulary Race

Instructions: Analyze the image given below. Then, write as many words as you can connected to it. Write your words in the chat in Zoom. Write all the words in only one post.

What can you see?



II. Instructions: After posting your words, read them aloud (when the teachers let you know). Use the useful language given.

Useful Language

- My words are...
- I wrote the following words...



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Universidad de Costa Rica

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Unit 1: Handout 2

Pre-task 1

Introductions: Analyze the image given below and try to predict what the text you will read and listen to will be about. Give some possible ideas orally, using the useful language provided.

Useful Language

- I think that the text will be about...
- Maybe the text will talk about...
- The text can be about...





ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

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Unit 1: Handout 3

Pre-task 2

Main Idea

Definition: In listening and reading, the *main idea* is the **most important point** the speaker and/or writer is trying to say.

Tips:

Before you listen/read:

- What is the topic (for example, programming languages)?

During listening/reading:

- The main idea is usually at the start of the text/message.
- Pay attention to words or phrases that are repeated.
- Concentrate on relevant phrases:
 - ✓ The main point is...
 - ✓ This tutorial/text explains/shows...
 - ✓ In this tutorial/meeting/lecture/text you will...
 - ✓ The purpose of this tutorial/meeting/lecture/text is...
- Remember:** topic + main point about the topic = **main idea**

After listening/reading:

- Think about the most important point about the topic.
- Analyze details or examples that back up the main idea.

Example

Instructions: Read the following article. Based on it, answer the questions given by choosing the proper answer (A, B, C, or D).

It is undeniable that software must be tested—in whatever form, with whichever means and whatever tools. The year 2000 and the associated necessary software adaptations or new developments gave software testing an important status, as the risk was simply too great to have software that did not work from one day to the next and thus the everyday needs of people, such as withdrawing cash from an ATM, would no longer be fulfilled. For this reason, this article shows the importance of software testing for software development.

The topic of software testing itself has become “socially acceptable”—and in a professional manner. While at the beginning it was mainly internal employees and testers who were responsible for quality assurance, there are now many companies whose focus is on testing software. Different approaches, strategies, and methods, supported by the use of commercial or open-source tools, show that testing has generally become more important.

The need for testing in general is also noticeable in the fact that the number of appropriately trained and certified testers has increased significantly in recent years and the “qualified tester” is increasingly required for tenders for projects. In addition to methodical know-how, special technical skills—especially in the area of non-functional testing—and experience as an “agile tester” are in high demand.

Even if the trend toward “more software testing” is noticeable, there is still a lot of potential to further “professionalize” the software test and to spread the associated perspectives on higher software quality. In the past, the testers were often seen as a control instance for the developers, and a gap between development and testing was created. An important part of professionalization in software testing is to close this gap. As a tester, you inevitably come across software errors, and pointing them out, ensuring that they are corrected, and eventually showing error rates is part of the business. The basic idea of software testing, however, is not to make software development bad, but to work together to improve quality and ensure customer satisfaction.

All in all, software testing and software testers have proven to be extremely important for software development. However, it must be noted that this has been accomplished within the given framework of traditional procedures. Now it is important to maintain this status in an agile environment. But this is not always easy, since most agile techniques, methods, and process models have been developed in a rather developer-dominated manner. In addition, there were and still are agile projects that believe that test-driven development (by the developer) and the involvement of user representatives adequately cover the test tasks. However, this is a dangerous mistake. It would be fatal to forego professional test techniques and well-trained test personnel, and thus great potential for efficiency and effectiveness.

Adapted from: Klonk, M., Mastnak, C., Pichler, H., Seidl, R., & Tanczos, S. (2018). The importance of software testing. *Agile testing - The agile way to quality* (pp. 20-21). Springer.

- What's the main idea of the article?

The main idea of the article is that software testing _____.

- A) is “socially acceptable” today
- B) provides innumerable benefits
- C) is important for software development
- D) is necessary to become an agile tester



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

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Unit 1: Handout 4

Pre-task 2

Instructions: Read the following article. Based on it, answer the questions given by choosing the proper answer (A, B, C, or D).

In agile projects, the approach to test automation is different from the traditional process models. This article explains that test automation is seen as a supporting tool in the test approach, automated regression tests are a "must have" in the agile environment to be able to complete the test tasks in the short intervals of the development cycles on time and at a high level of quality. Using test automation in a traditional project environment is often associated with a lot of persuasion work, which begins with the tool selection and burdens the project budget if an automation tool is not yet available in the organization. Test automation is therefore often the first victim of the budgetary stringency. Test automation has to pay off, according to the justified requirement of many decision makers. The use of a test automation tool is often only associated with the fact that the test costs can be reduced. However, the purchase of an automation tool alone does not provide amortization. A concept for the use of the tool and the provision of the necessary resources, and of personnel with the appropriate knowledge and experience, is just as important a component as, for example, the selection of the suitable tool.

It should be mentioned that, according to the study "Software test in practice," the form and use of test automation are different. In the unit test, the tests are automated to 70% and higher. Around a quarter of the respondents even stated that they had automated the unit test at 100%. In integration testing, the coverage by test automation is already decreasing and the acceptance test is the least automated. Almost 40% of those surveyed conduct the acceptance test completely manually.

Surprisingly, the result was that in agile projects, test execution in the unit test is only automated to 43% completion. It would have been expected that almost all unit tests would be fully automated. As anticipated, test automation decreases with increasing test level. Professor Mario Winter from Cologne University of Applied Sciences emphasizes that "agile testing always also means test automation, since the considerably shorter release cycles only work under the condition that as many tests as possible are automated."

Adapted from: Klöckner, M., Mastnak, C., Pichler, H., Seidl, R., & and Tanczos, S. (2018). Agile process models and their view on quality assurance. *Agile testing - The agile way to quality* (pp. 22-23). Springer.

- What's the main idea of the article?

The main idea of the article is that _____.

- A) test automation helps in the testing process
- B) software testing is different in every company
- C) agile environments are important in all businesses
- D) traditional process models are better than test automation models



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

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Unit 1: Handout 5

Pre-task 3

Taking Notes

Definition: Writing down key points of information given in texts or oral messages.

Strategies:

Before you listen/read:

- What is the topic?
- What is the main idea?

During listening/reading:

- Identify the main idea.
- Note any words or phrases that are repeated.
- Focus on the 5 W's (**what, where, when, who, why**) and **how**.
- Concentrate on definitions, examples, etc.

After listening/reading:

- Ask yourself: what was this text mostly about?

Tips:

- Write phrases, not full sentences.
- Take notes in your own words.
- Use titles, subtitles, and lists.
- Use colors and symbols.

Let's practice!

Instructions: Read the following article. Based on it, take notes of the most important information by applying the strategies explained before. You can use your notebook or the spaces given below.

Test Automation

In agile projects, the approach to test automation is different from the traditional process models. This article explains that test automation is seen as a supporting tool in the test approach, automated regression tests are a "must have" in the agile environment to be able to complete the test tasks in the short intervals of the development cycles on time and at a high level of quality. Using test automation in a traditional project environment is often associated with a lot of persuasion work, which begins with the tool selection and burdens the project budget if an automation tool is not yet available in the organization. Test automation is therefore often the first victim of the budgetary stringency. Test automation has to pay off, according to the justified requirement of many decision makers. The use of a test automation tool is often only associated with the fact that the test costs can be reduced. However, the purchase of an automation tool alone does not provide amortization. A concept for the use of the tool and the provision of the necessary resources, and of personnel with the appropriate knowledge and experience, is just as important a component as, for example, the selection of the suitable tool.

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Adapted from: Klonk, M., Mastnak, C., Pichler, H., Seidl, R., & Tanczos, S. (2018). Agile process models and their view on quality assurance. *Agile testing - The agile way to quality* (pp. 22-23). Springer.



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

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Unit 1: Handout 6

Pre-listening Task

I. Instructions: Column A has nine **words**. Column B has nine **definitions** that correspond to the words in column A. Match each **word** with the corresponding **definition**. Write the number in the correct parentheses. The numbers are used once and there are no extra options.

Column A (Words)		Column B (Definitions)
1. Boost	()	To raise
2. Aim to	()	To accelerate
3. Set up	()	To make sure or certain
4. Ensure	()	To make greater or larger
5. Increase	()	To make something ready to use
6. Enhance	()	To intend, plan, or mean to do something
7. Speed up	()	Showing the latest information or changes
8. Up-to-date	()	To give more sophisticated features, as a computer program
9. QA (Quality Assurance)	()	Process of determining if a product or service meets specified requirements

II. Instructions: When your teachers ask you, give your answer using the useful language given.

Useful Language

- The word *speed up* means *to accelerate*.
- The meaning of *boost* is *to raise*.



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LET'S GET DOWN TO BUSINESS

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Unit 1: Handout 7

Listening for the First Time

Instructions: Listen to the extract of a video and identify its main idea. Use the strategies explained in class. Answer the question given below by choosing the correct answer (A, B, C, or D).

- What's the main idea of the audio?

The main idea of the audio is how to _____.

- A) evaluate QA processes
- B) set up automated testing
- C) follow steps for software development
- D) achieve goals and objectives for software testing

Listening for the Second and Third Times

The main purposes of automated testing are:

The goals of automated testing are:

The objectives of automated testing are:

The steps for automated testing are:



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

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Unit 1: Handout 8

Post-task

I. Instructions: Individually and asynchronously, listen to an extract of the video (0:01'-1:40') called *How To Set Up Automated Testing – Beginner's Guide* and search for five sentences in **simple present**. Write your sentences on the lines given below.

Source: <https://www.youtube.com/watch?v=HtXJe1rAZal>

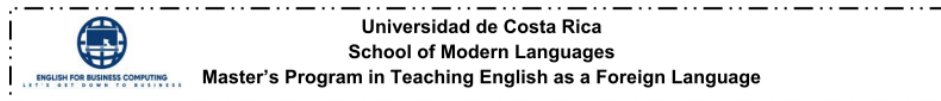
Sentences in Simple Present:

1. _____
2. _____
3. _____
4. _____
5. _____

II. Instructions: Convert the sentences you wrote above into negative sentences. When you have finished, send your practice via email to both teachers to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

Negative Sentences:

1. _____
2. _____
3. _____
4. _____
5. _____



Lesson Plan – Week 3

Course: PF-0311 Professional Practicum	Lead teacher: Juan Carlos Trejos Quirós	Assistant: Jorge Paniagua Vargas	Term: II Semester, 2023 Date: August 29, 2023
Unit 1: Listening Between the Lines			
Goal 1: ✓ By the end of the unit, the business computing students will be able to effectively analyze oral passages related to their field of study by identifying main and supporting ideas and applying procedures for active listening.			
General Objective: 1. By the end of the lesson, the students will appropriately identify main ideas and supporting details of spoken messages related to their field of study by using different listening tips.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately recognize the meaning of words related to computer programming by matching them with their corresponding definition.	Vocabulary - Tag - CSS - Loop - HTML - Coding - Browser - JavaScript - Programming language Useful language: - Where do you want me to click? - Click on A2 - Browser means a computer program	R		Warm-up Memory Game: Ss, in pairs and in breakout rooms, play a memory game to match some words related to computer programming with their corresponding definition. Ss employ the useful language given (Handout 1) while playing the game. Source: https://matchthememory.com/programming_vocabulary T shares the link to access the game via the Zoom chat and explains how to play the game and how to use the website (Match the Memory). Ss have five minutes to finish the game. When the time is up, Ss return to the main room. Then, T rechecks the exercise with the class to clarify doubts, provide feedback, and practice the pronunciation of the vocabulary. Ss employ the useful language given (Handout 1) to report their answers.	10'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

	to navigate web pages. CSS refers to <i>cascading style sheets</i> .				
1.2. ...properly identify the main idea of a written text by applying the tips in Handout 2 to find it.		R	- Identifying the main idea of a text	<p>Pre-tasks</p> <p>Pre-task 1: T reviews some tips to read or listen for main ideas, using Handout 2.</p> <p>Ss, in pairs and in breakout rooms, read a text about <i>Writing a Test Case</i> (Handout 2), and they have to identify its main idea applying the tips explained before. Then, Ss answer the question in Handout 2.</p> <p>To check the exercise, Ss come back to the main room and T asks the pairs to share their answers orally. T provides feedback on Ss' answers and tell them what the correct answer is.</p>	15'
1.3. ...correctly associate information from an oral text by matching programming languages with their corresponding notes.		L S	- Identifying details	<p>Pre-task 2: T reviews some tips for note taking while reading or listening, using Handout 3.</p> <p>Individually, Ss listen to a video called <i>The Magic of HTML, CSS, and Javascript</i>, and they have to match each programming language (HTML, CSS, and JavaScript) with the corresponding notes (these notes were taken from the video). T uses Genially to design the matching exercise (https://view.genial.ly/64e924bea761d40019a0927a). T explains how to use the platform beforehand.</p> <p>Source: https://www.youtube.com/watch?v=chY66DkUn2OU&list=PLwzMsMv9-a8_N0i5C2GCEqakd8zabf</p> <p>To check the exercise, T asks some Ss to orally share their answers. T provides feedback on Ss' responses and tells them what the correct answers are.</p>	25'
	<p>Vocabulary</p> <p>- Programming languages:</p> <ul style="list-style-type: none"> *JavaScript *Python *HTML *CSS *Java *C++ 	L W		<p>Main task</p> <p>Task: Individually, Ss watch a video called <i>Computer Science Basics: Programming Languages</i> to extract its main idea and take notes of the most important information in it.</p> <p>Source: https://www.youtube.com/watch?v=Y_9t3eQFmU4</p>	

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1.4. ...efficiently brainstorm some information about programming languages by writing a list.	*C# - Apps - Websites - Software - Video games			Pre-listening: T asks Ss to brainstorm some words/phrases to answer the following questions <ul style="list-style-type: none"> - What programming languages do you know? - What do you use programming languages for? Ss, individually, write a list of words/phrases related to the questions using Padlet (https://fundatec.padlet.org/juan_trejos/pre-listening-z9q0cfxkbp1smg7i). After each question, T and Ss discuss the answers. If necessary, T provides other words/phrases to complement Ss' answers. T models the activity and explains how to use the platform.	10'
1.5.properly identify the main idea of an oral text by completing a multiple-choice exercise.				Listening for the first time: Individually, Ss watch the video for the first time and identify its main idea by applying the tips reviewed in pre-task 1 and by answering a multiple-choice exercise (Handout 4). If necessary, T plays the video for the second time so that Ss can obtain/ corroborate their answers. T asks some Ss to share their answers with the rest of the class. T orally checks the exercise and provides feedback on their answers.	10'
1.6. ...efficiently identify important information from an oral text by taking notes in a template.				Listening for the second time: Individually, Ss watch the video again. This time, they focus their attention on the most important information from the video and take notes applying the tips reviews in pre-task 2. Ss complete the template given in Handout 4 to write down their notes. Alternatively, Ss can also take notes using their notebook.	10'
1.7. ...effectively evaluate their notes by making the necessary adjustments.				Listening for the third time: Ss watch the video for the third time to finish completing their notes, to corroborate their answers, or to make corrections. Ss, in pairs and in breakout rooms, report their notes to their classmate and compare them. If necessary, they can complement their notes using their classmate's. Ts visit the breakout rooms and monitor students' work and provide feedback if needed.	20'

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				Homework: T will assign homework 1 to Ss. He will explain what this homework is about at the end of the class. Ss access homework 1 in the following link: https://forms.gle/tBpWyGMvzB23uyze7 . They can find the audio in the shared folder in Drive.	
1.8. ...appropriately identify statements used to describe business computing processes by writing a list of affirmative sentences extracted from a given video.	Grammar - Simple present (affirmative and questions)	R	- Identification of grammar frames (simple present)	Post-task Analysis: Individually and asynchronously, read the script of the video called <i>Computer Science Basics: Programming Languages</i> (same video used in the main task) to search for five sentences in simple present used to describe business computing processes. They write their sentences on Handout 5.	20'
1.9. ...accurately transform affirmative sentences used to describe processes in the business computing field into questions by applying the rules of the simple present tense.		W	- Sentence transformation (affirmative to questions)	Practice: After identifying the sentences in simple present from the script, they have to convert those sentences into questions in Handout 5. T designed a PowerPoint presentation with information about the simple present so that Ss can consult it to review this tense and work on the practice. Ss send their practice via email to both Ts to receive feedback (if any).	30'

Observations: _____



SIMPLE PRESENT

Jorge Paniagua Vargas
Juan Carlos Trejos Quirós

THERE IS / THERE ARE

There is a bug in the code.

There are thirteen programmers in this department.

→To indicate that a thing (something) or a person (somebody/someone) exists.

Exist many programming languages in the world. **→incorrect**

There are many programming languages in the world. **→correct**

→Don't use the verb "exist" at the beginning of a sentence.

THERE IS / THERE ARE

- + **There's** a client I want you to meet. → there + is = there's
- There are** some colleagues in the office. → usually not contracted

- **There isn't** an error in my code. → is + not = isn't
- There aren't** any additional requirements for this app. → are + not = aren't

Is there a program installed in this computer?

Yes, there is. / No, there isn't.

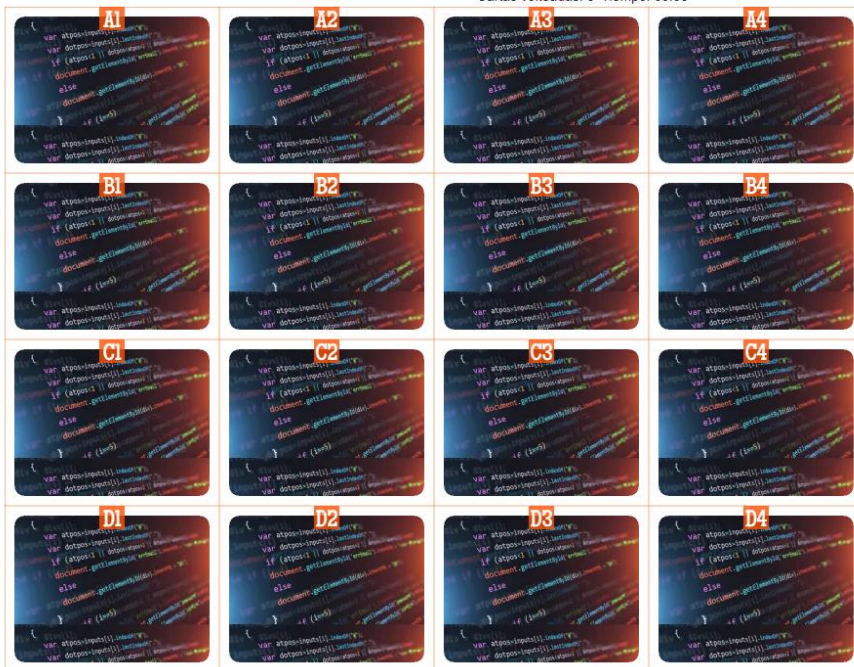
? **Are there** any questions about the meeting?

Yes, there are. / No, there aren't.

Programming Vocabulary



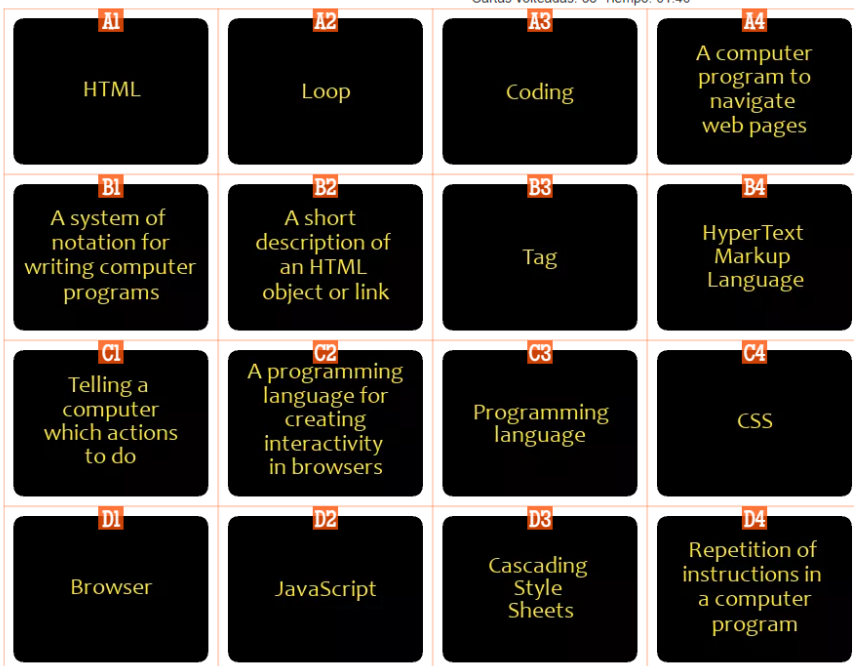
Cartas volteadas: 0 Tiempo: 00:08



Programming Vocabulary



Cartas volteadas: 38 Tiempo: 01:40



DRAG THE NOTES!

HTML

CSS

JavaScript

Display of alert messages

Style of paragraph elements

Series of instructions

Base for well-structured websites

Font size and color properties

Foundation for the design of websites

Juan Carlos Trejos Quirós

Pre-listening

Before listening, let's talk about programming!

Which programming languages do you know?

What can we do with programming languages?



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language

Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 1: Handout #1

I. Instructions: Use the following useful language to interact with your classmate(s) in the breakout rooms.

Useful Language

- Where do you want me to click?
- Click on (A2).

II. Instructions: Use the following useful language to report your answers to the class.

Useful Language

- *Browser* means a computer program to navigate web pages.
- *CSS* refers to *cascading style sheets*.



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Unit 1: Handout 2

Pre-task 1

Main Idea

Definition: In listening and reading, the *main idea* is the **most important point** the speaker and/or writer is trying to say.

Tips:

Before you listen/read:

- What is the topic?

During listening/reading:

- The main idea is usually at the start of the text/message.
- Pay attention to words or phrases that are repeated.
- Concentrate on key phrases:
 - ✓ The main point is...
 - ✓ This tutorial/text explains/shows...
 - ✓ In this tutorial/meeting/lecture/text you will...
 - ✓ The purpose of this tutorial/meeting/lecture/text is...
- Remember:** topic + main point about the topic = **main idea**

After listening/reading:

- Think about the most important point about the topic.
- Analyze details or examples that back up the main idea.

Let's practice!

Instructions: Read the following article. Based on it, answer the questions given by choosing the proper answer (A, B, C, or D).

Let's say you are part of an Agile team that is building an application using *Node*, you have authored lot of code using best practices, and now it is your responsibility to also write tests for your code so that it reaches acceptable code coverage and pass criteria. So, in this article you will learn that every developer should know that writing a test case is the only way to certify the code runs and ensure there are no buggy paths. The tests are of many kinds—unit, integration, performance, security/penetration, and so on—each satisfying some certain criteria of the code. Which tests to author depends completely on the function and priority of the functionality: It is all about return on investment (ROI). Your tests should answer these questions: Is this functionality important for the application? Will I be able to certify this functionality works if I write this test? The core functionality of the application is covered by all the previously mentioned tests, whereas rarely used features might only need unit and integration tests. Evangelizing unit tests is not going to be the gist of this section. Instead, we will learn the importance of authoring automated unit tests in the current DevOps scenario.

DevOps (Development + Operations) is a set of processes, people, and tools together used to define and ensure continuous frictionless delivery of software applications. Now where does testing fit into this model? The answer lies within continuous testing. Every high-performing Agile team with a DevOps delivery model should ensure they follow practices like continuous integration, testing, and delivery. In simple terms, every code check-in done by a developer is integrated into the one single repository, all the tests are run automatically, and the latest code is deployed automatically (provided the tests' passing criteria are met) to a staging environment. Having a flexible, reliable, and fast delivery pipeline is the key to success for the most successful companies.

Adapted from: Aravindh, A., & Machiraju, S. (2020). *Beginning functional JavaScript - Uncover the concepts of functional programming with ECMAScript 8* (2nd ed.). Apress

- What's the main idea of the article?

The main idea of the article is that _____.

- A) DevOps integrates software applications
- B) testing is necessary in agile environments
- C) writing a test case is essential to avoid bugs
- D) coding guarantees the functionality of a program



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Unit 1: Handout 3

Pre-task 2

Taking Notes

Definition: Writing down key points of information given in texts or oral messages.

Tips:

Before you listen/read:

- What is the topic?
- What is the main idea?

During listening/reading:

- Identify the main idea.
- Note any words or phrases that are repeated.
- Focus on the 5 W's (**what, where, when, who, why**) and **how**.
- Concentrate on definitions, examples, etc.

After listening/reading:

- Ask yourself: what was this text mostly about?

Remember:

- Write phrases, not full sentences.
- Take notes in your own words.
- Use titles, subtitles, and lists.
- Use colors and symbols.



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Unit 1: Handout 4

Listening for the First Time

Instructions: Watch the video and identify its main idea. Use the tips explained in class. Answer the question given below by choosing the correct answer (A, B, C, or D).

- What's the main idea of the video?

The main idea of the video is that _____.

- A) coding is necessary for programming
- B) some programming languages are better than others
- C) it's helpful to understand basic programming concepts
- D) different programming languages are used for different purposes

Listening for the Second and Third Times

Instructions: Listen to the video and take notes on the most important information. Complete the template given below.

Uses of JavaScript, Python, and Java

Uses of C++

Uses of HTML and CSS

Reasons why

- Programming languages can be compared with vehicles

- A web developer can choose JavaScript

- A game designer can choose C++

Additional notes



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Unit 1: Handout 5

I. Instructions: Individually and asynchronously, read the script of the video called *Computer Science Basics: Programming Languages* and search for five sentences in **simple present** used to describe business computing processes. Write your sentences on the lines given below.

Computer Science Basics: Programming Languages

Everything we do on computers and smartphones has some sort of code behind it telling it what to do. But have you ever thought about how this code is written? There are thousands of different languages in the world around us, and in the programming world, things aren't so different. There are also tons of programming languages making up the code that powers much of our technology. A programming language is made up of specific terms and directions that are used to create some kind of output such as websites, apps - basically, any kind of software. Languages like JavaScript, Python, and Java are often used by websites for a variety of different purposes. C++ is used just about everywhere to make things like desktop apps, games, and more. There's also HTML and CSS, and while these aren't technically programming languages, they're used to create the structure and appearance of almost every website out there.

These are just a few of the most popular languages, but there are also many, many more, and the reason for this is that all of these languages are unique and operate differently from one another. To further explain this, let's take a look at vehicles. There are all kinds of different vehicles in the world, and most of them can get you from point A to point B, but which one you choose depends on a number of factors. Some of them might be faster than others, and certain vehicles might take more skill or training to operate. In some instances, one vehicle might work better than another, like if you needed to move some bulky objects, but in a lot of cases, most modes of transportation can get the job done, and it just comes down to what you personally prefer. All of these qualities about vehicles also apply to programming languages. For example, a web developer might choose to use JavaScript because it works well with HTML while a video game designer might choose C++ because it can handle more complex graphics.

Without programming languages, most of the technology we use on a daily basis would be useless. When it comes down to it, these are simply the backbone of all of our software.

Transcribed from: https://www.youtube.com/watch?v=Y_9I3eQFmU4

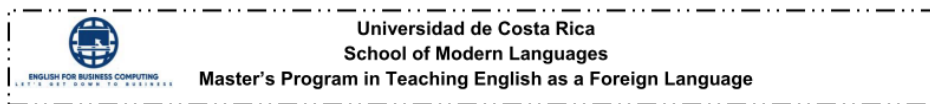
Sentences in Simple Present

1. _____
2. _____
3. _____
4. _____
5. _____

II. Instructions: Convert the sentences you wrote above into questions. When you have finished, send your practice via email to both teachers to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

Questions:

1. _____
2. _____
3. _____
4. _____
5. _____



Lesson Plan – Week 4

Course: PF-0311 Professional Practicum	Lead teacher: Jorge Paniagua Vargas	Assistant: Juan Carlos Trejos Quirós	Term: II Semester, 2023 Date: September 05, 2023
Unit 1: Listening Between the Lines			
Goal 1: ✓ By the end of the unit, the business computing students will be able to effectively analyze oral passages related to their field of study by identifying main and supporting ideas and applying procedures for active listening.			
General Objective: 1. By the end of the lesson, the students will accurately interpret detailed programming oral instructions by applying various procedures to write programming codes.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately recognize some words related to Java control statements by finding them in a word search puzzle.	Vocabulary - Java - Case - Code - Break - If-else - Switch - Default - Statement Useful language: - The word "case" starts in <u>column 4</u> and <u>line 2</u> . - Can you see the word "default"? <ul style="list-style-type: none"> • Yes, I can. • No, I can't. 	R		Warm-up Word search puzzle: Ss, in pairs and in breakout rooms, play a word search game to locate some words related to the programming language Java. Those words appear horizontally, vertically, and diagonally. Source: https://buscapalabras.com.ar/tareas/VJU814 Ss employ the useful language given (Handout 1) while playing the game. T shares the link to access the game via the Zoom chat and explains how to play the game and how to use the website (busca palabras.com.ar). Ss have 10 minutes to finish the game. When the time is up, Ss return to the main room. Then, T shares the answer key of the game with the class to clarify doubts and practice the pronunciation of the vocabulary.	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

	- I can look for "break" and you can look for "statement". Do you agree? <ul style="list-style-type: none"> • Yes, I do. • No, I don't. - Let's look for "switch" together.				
1.2. ...efficiently brainstorm some information about Java by writing a list.		W		Pre-tasks Pre-task 1: T asks Ss to brainstorm some words to answer the following question: - What are some words you know related to Java? Ss individually write a list of words related to the question using Metimeter. Source: http://www.menti.com Access code: 2297 4589 T and Ss discuss the answers. If necessary, T provides other words to complement Ss' answers. T models the activity and explains how to use the platform.	15'
1.3. ...efficiently recognize the meaning of words by matching them with their definitions.	Vocabulary - If - Int - Else - Case - Code - Break - Switch - Default - Statement - System.out.print	R		Main task Task: Individually, Ss listen to audio about how to use <i>If-else</i> and <i>Switch</i> statements with Java. Ss follow the instructions given. Pre-listening 1: Ss, in pairs and in breakout rooms, work on a matching exercise related to some vocabulary they will listen to in the audio (Handout 2). While Ss work in breakout rooms, T visits them to monitor their performance and clarify doubts. After ten minutes, Ss return to the main room and T randomly asks them to share their answers employing the useful language given. T orally checks the exercise and provides feedback on their answers.	20'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.6. ...effectively follow instructions about how to use the Java control statements <i>If-else</i> and <i>Switch</i> by writing short instances of code.</p>		L	<p>Listening for the second time: Individually, Ss listen to the audio again. This time, they focus their attention on following instructions.</p> <p>T shares an online Java compiler with Ss via the Zoom chat. Source: https://www.programiz.com/java-programming/online-compiler/ T asks Ss to open the compiler and delete the sample code in it. Then, T shares the first two lines of the code with Ss via the Zoom chat and asks Ss to paste them in the compiler before they start listening.</p> <p><i>The first two lines of the code:</i> public class Example { public static void main(String[] args) {</p> <p>Then, T plays a fragment of the audio (00:42-01:31). This fragment corresponds to the Java control statement <i>If-else</i>. Then, Ss write the code given in the audio using the online Java compiler.</p> <p>T repeats the process above with the other fragment of the audio (01:31-02:27). This fragment corresponds to the Java control statement <i>Switch</i>.</p> <p>Listening for the third time: Ss listen to the audio for the third time (fragment 00:42-02:27) to finish completing/corroborating their codes or to make corrections.</p> <p>Ss, in pairs and in breakout rooms, show their codes to their classmate and compare them. If necessary, they can complement their codes using their classmate's.</p> <p>T asks Ss to report orally back to the class. Ss show and explain to the class their code (the number of Ss reporting will depend on the time available).</p> <p>T visits the breakout rooms, monitors Ss' work, and provides feedback if needed.</p> <p>At the end of the class, T provides Ss with feedback on their mistakes in relation to pronunciation, vocabulary, and grammar. In addition, T explains the post-task to the class.</p>	<p>5'</p> <p>5'</p>
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<p>1.4. ...properly recognize the Java control statements <i>If-else</i> and <i>Switch</i> by playing a quiz game in Kahoot.</p> <p>1.5. ...efficiently recognize the difference between Java control statements <i>If-else</i> and <i>Switch</i> by answering a multiple-choice exercise.</p>	<p>Useful Language: The word "algorithm" refers to a list set of instructions, used to solve problems or perform tasks. The word "while" is used for a statement that allows code to be executed repeatedly based on a given Boolean condition.</p>	R	<p>Pre-listening 2: Ss individually analyze two pictures. One refers to the Java control statement <i>If-else</i> and the other one to <i>Switch</i>.</p> <p>T previously designed a quiz game in Kahoot. Ss individually recognize the Java control statement shown in each picture by choosing the correct option.</p> <p>Source: https://kahoot.it/</p> <p>After playing the quiz game, T asks Ss about the clues they used to answer properly (key words, commands, etc.). Ss orally share their answers with the whole class.</p> <p>Listening for the first time: Individually, Ss listen to the audio called <i>Java Control Statements</i> to recognize the difference between them by answering a multiple-choice exercise (Handout 3).</p> <p>If necessary, T plays the audio again so that Ss can obtain/corroborate their answers.</p> <p>T asks some Ss to share their answers with the rest of the class. T orally checks the exercise and provides feedback on their answers.</p>	<p>10'</p> <p>10'</p>
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Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.7. ...appropriately identify statements used to give instructions by writing a list of imperative affirmative sentences extracted from a given audio.</p> <p>1.8. ...accurately transform affirmative imperative sentences into negative ones by applying the rules of negative imperatives.</p> <p>1.9. ...accurately write imperative sentences related to the business computing field by unscrambling them.</p>	<p>Grammar - Affirmative and negative imperatives</p>	<p>R</p> <p>W</p> <p>W</p>	<p>- Identification of grammar frames (imperatives)</p> <p>- Sentence transformation (affirmative imperative sentences to negative imperative sentences)</p>	<p>Post-task</p> <p>Analysis: Individually and asynchronously, Ss read the script of the audio called <i>Java Control Statements</i> (same audio used in the main task) to search for five imperative sentences used to give instructions. They write their sentences in Handout 4.</p> <p>Practice: T previously designed a slide deck with information about affirmative and negative imperatives so that Ss can consult it to review this grammar frame before working on the practices. After identifying the imperative affirmative sentences from the script, Ss convert those sentences into negative ones in Handout 4. Ss read the scrambled words given in different sentences. They unscramble those words to write coherent imperative sentences. Ss work on this exercise in Handout 4. Finally, Ss send their practices via email to both Ts to receive feedback (if any).</p>	<p>20'</p> <p>30'</p>
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Observations:



Tarea de sopa de Letras de Java Vocabulary Lets Get Down to Business!

S	T	F	F	A	L	T	V	K	C	A	A	R
D	E	S	E	S	A	S	E	M	R	E	E	L
I	E	O	A	E	E	E	D	R	V	I	O	O
X	C	O	D	E	A	G	Z	S	E	L	S	U
D	J	A	J	K	B	N	E	S	S	D	A	O
C	E	C	A	S	E	C	L	S	T	N	A	D
S	S	P	V	I	W	E	E	A	A	R	C	D
F	E	W	A	C	F	N	C	G	T	E	B	A
S	A	N	I	I	S	S	S	A	E	E	R	C
E	S	R	D	T	D	Q	U	L	M	L	E	E
E	A	A	M	V	C	A	O	E	E	D	A	A
I	E	T	E	A	A	H	L	D	N	D	K	S
A	R	D	E	F	A	U	L	T	T	O	T	T

00:00:04

Palabras a buscar:

JAVA

CASE

CODE

BREAK

IFELSE

SWITCH

DEFAULT

STATEMENT

The following code is an example of a(n) _____ statement.

```
class Main {  
    public static void main(String[] args) {  
        int number = 10;  
  
        if (number > 0) {  
            System.out.println("The number is positive.");  
        }  
  
        else {  
            System.out.println("The number is not positive.");  
        }  
  
        System.out.println("Statement outside if-else block");  
    }  
}
```

if-else switch

The following code is an example of a(n) _____ statement.

```
class Main {  
    public static void main(String[] args) {  
        int number = 44;  
        String size;  
  
        switch (number) {  
            case 29:  
                size = "Small";  
                break;  
  
            default:  
                size = "Unknown";  
                break;  
        }  
        System.out.println("Size: " + size);  
    }  
}
```

if-else switch



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Unit 1: Handout #1

I. Instructions: Use the following useful language to interact with your classmate(s) in the breakout rooms.

Useful Language

- The word "case" starts in column 4 and line 2.
- Can you see the word "default"?
 - Yes, I can.
 - No, I can't.
- I can look for "break" and you can look for "statement".
Do you agree?
 - Yes, I do.
 - No, I don't.
- Let's look for "switch" together.



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language

Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 1: Handout 2

Pre-listening Task

I. Instructions: Column A has nine **words**. Column B has nine **definitions** that correspond to the words in column A. Match each **word** with the corresponding **definition**. Write the number in the correct parentheses. The numbers are used once and there are no extra options.

Column A (Words)		Column B (Definitions)
1. If	()	Integer; any of the natural numbers
2. Int	()	A statement which prints the argument passed to it
3. Else	()	An instruction that tells the compiler what to perform
4. Case	()	A statement used to terminate from the loop immediately
5. Code	()	A conditional label which is used with the switch statement
6. Break	()	A statement that executes one statement from multiple conditions
7. Switch	()	A system of symbols and rules that serve as instructions for a computer
8. Default	()	A statement to specify a block of code to be executed if a condition is true
9. Statement	()	A statement to specify a block of code to be executed if a condition is false
10. System.out.print	()	A statement that specifies some code to run if there is no case match in the switch

II. Instructions: When your teachers ask you, give your answer using the useful language given.

Useful Language

- The word "*algorithm*" refers to a list set of instructions, used to solve problems or perform tasks.
- The word "*while*" is used for a statement that allows code to be executed repeatedly based on a given Boolean condition.



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Unit 1: Handout 3

Listening for the First Time

Instructions: Listen to the audio called *Java Control Statements* and recognize the difference between *If-else* and *Switch* by choosing the correct answer (A, B, C, or D).

The difference between *If-else* and *Switch* is that _____.

- A) *If-else* is easier to use
- B) *Switch* executes one statement from multiple conditions
- C) the condition of *If-else* gives an integer value and *Switch* a Boolean value
- D) *Switch* is a selection control statement and *If-else* is a sequence control statement



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Unit 1: Handout 4

I. Instructions: Individually and asynchronously, read the script of the audio called *Java Control Statements* and search for five positive **imperative** sentences used to give instructions. Write your sentences on the lines given below.

Java Control Statements

Welcome to today's tutorial about control statements in Java. There are different types of control statements, but today we will focus on selection statements. Specifically, we will see how to work with:

- ✓ If-else statements
- ✓ Switch statements

Let's start with "if-else" statements. In Java, the "if-else" statement is used to evaluate a condition. The condition of the "if-else" statement gives a "true" or "false" value. The "else" block is executed if the condition of the if-block is evaluated as false.

Now, let's talk about the "switch" statement. The Java "switch" statement executes one statement from multiple conditions. It is like the "if-else" statement, but easier to use.

Let's now practice how to follow instructions to write an example of each of these statements:

1) "If-else" statement

Declare an integer variable called "number" with a value of 13. Now, let's start our "if" statement, so write the following condition: if the modulus of "number" equals 0, ask the program to print a text message that says, "Even number". Next, for the "else" part of the code, ask the program to print the message "Odd number." Don't forget to write semi-colons and to close all the parentheses and brackets. Finally, compile and run your program in the link provided.

2) "Switch" statement

Declare an integer variable called "number" with a value of 20. Now, let's start our switch statement with "number" as the parameter. The first case is if the number is 10. In that case, ask the system to print "10", and insert a "break". The second case is if the number is 20, so we want the system to print "20" and we insert a "break". Next, if the number is 30, ask the system to print "30" and insert a "break". Then, insert a "default" and ask the system to print "Not in 10, 20 or 30". Now, close all the brackets you opened before. Finally, compile and run your code.

Transcribed from: <https://www.javatpoint.com/control-flow-in-java>

Positive Imperative Sentences

1. _____
2. _____
3. _____
4. _____
5. _____

II. Instructions: Convert the positive imperative sentences you wrote above into negative ones.

Negative Imperative Sentences

1. _____
2. _____
3. _____
4. _____
5. _____

III. Instructions: Organize the words given in each sentence to form imperative sentences.

1. the block of code / repeatedly / execute

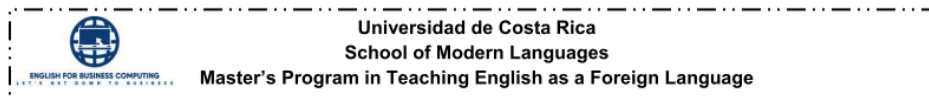
2. the condition / before you continue / check

3. an else statement / define / at the end of the chain

4. / and / compare / the values of each case / evaluate

5. ternary operator / use / to perform the task of if...else statement

Note: When you have finished, send your practices via email to both teachers to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr



Lesson Plan – Week 5

Course: PF-0311 Professional Practicum	Lead teacher: Juan Carlos Trejos Quirós	Assistant: Jorge Paniagua Vargas	Term: II Semester, 2023 Date: September 12, 2023
Unit 1: Listening Between the Lines			
Goal 1: ✓ By the end of the unit, the business computing students will be able to effectively analyze oral passages related to their field of study by identifying main and supporting ideas and applying procedures for active listening.			
General Objective: 1. By the end of the lesson, the students will accurately interpret detailed oral instructions regarding tasks of their field of study by applying various procedures to write programming codes.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately recognize some words related to Java iteration statements by unscrambling those words.	Vocabulary - For - Java - Loop - Code - While - Boolean - Iteration - Statement Useful language: - The first letter is "a". - The second letter can be "l". - The third letter may be "o". - I think the word is "Java".	R & S		<p style="text-align: center;">Warm-up</p> <p>Unscrambling words: Ss, in pairs and in breakout rooms, play a game called <i>Unscrambling Words</i>, using wordwall.net</p> <p>Ss unscramble some vocabulary words related to Java iteration statements by dragging the letters into their correct positions.</p> <p>Source: https://wordwall.net/resource/60168302</p> <p>Ss employ the useful language given (Handout 1) while playing the game.</p> <p>T shares the link to access the game via the Zoom chat and explains how to play the game and how to use the website. Ss have 10 minutes to finish the game. When the time is up, Ss return to the main room. Then, T shares the answer key of the game with the class to clarify doubts and practice the pronunciation of the vocabulary.</p>	15'

Ss = students / T = teacher / Ts = teachers

1.2. ...correctly arrange instructions related to Java iteration statements by dragging each instruction into its correct group.	Vocabulary - First - Second - Third - Then - Lastly - Finally Useful language: - The first/second/third instruction is "close the parenthesis and open a bracket". - The following instruction could be "ask the program to print the variable database". - The last instruction is "type for and open a parenthesis to begin the loop".	R & S		<p style="text-align: center;">Pre-tasks</p> <p>Pre-task 1: Ss are given a set of disordered instructions related to Java iteration statements. In pairs and in breakout rooms, they drag each instruction into its correct group. Each group corresponds to <i>sequential words</i> (e.g., first, second, third, then, lastly, and finally).</p> <p>Source: https://wordwall.net/resource/60168857/arranging-instructions-on-java</p> <p>Ss employ the useful language given (Handout 2) while working on the activity.</p> <p>T and Ss discuss the answers when they return to the main room.</p> <p>T models the activity and explains how to use the platform beforehand.</p>	15'
1.3. ...properly recognize the meaning of words related to Java iteration statements by matching them with their corresponding definition.	Vocabulary - For - Java - Loop - Fixed - Code - While - Boolean - Iteration - Brackets - Semicolon	R & S		<p style="text-align: center;">Main task</p> <p>Task: Individually, Ss listen to an audio about how to use Java iteration statements, specifically <i>For</i> and <i>While</i>. Ss follow the instructions given.</p> <p>Pre-listening 1: Ss, in pairs and in breakout rooms, work on a matching exercise related to some vocabulary about Java iteration statements that they will listen to in the audio.</p> <p>Source: https://wordwall.net/resource/60169420</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance and clarify doubts.</p> <p>After ten minutes, Ss return to the main room and T randomly asks them to share their answers employing the useful language given</p>	15'

Ss = students / T = teacher / Ts = teachers

<p>1.4. ...correctly recognize the difference between Java iteration statements <i>For</i> and <i>While</i> by answering a multiple-choice exercise.</p> <p>1.5. ...properly follow instructions about how to use the Java iteration statements <i>For</i> and <i>While</i> by writing short instances of code.</p>	<p>Useful Language:</p> <ul style="list-style-type: none"> - The word "<i>code</i>" refers to <u>a system of symbols and rules that serve as instructions for a computer.</u> - The word "<i>while</i>" is used for <u>a control statement that allows code to be executed based on a given condition.</u> 	<p>L</p> <p>L</p>	<p>(Handout 3). T orally checks the exercise and provides feedback on their answers.</p> <p>Listening for the first time: Individually, Ss listen to the audio called <i>Java Iteration Statements (For and While Loops)</i> to recognize the difference between them by answering a multiple-choice exercise in wordwall.net</p> <p>Source: https://wordwall.net/resource/60169895</p> <p>If necessary, T plays the audio again so that Ss can obtain/corroborate their answers.</p> <p>T asks some Ss to share their answers with the rest of the class. T orally checks the exercise and provides feedback on their answers.</p> <p>Listening for the second time: Individually, Ss listen to the audio again. This time, they focus their attention on following instructions.</p> <p>T shares an online Java compiler with Ss via the Zoom chat. Source: https://www.programiz.com/java-programming/online-compiler/ T asks Ss to open the compiler and delete the sample code in it. Then, T shares the first two lines of the code with Ss via the Zoom chat and asks Ss to paste them in the compiler before they start listening.</p> <p><i>The first two lines of the code:</i> <pre>public class Example { public static void main(String[] args) {</pre> </p>	<p>10'</p> <p>15'</p>
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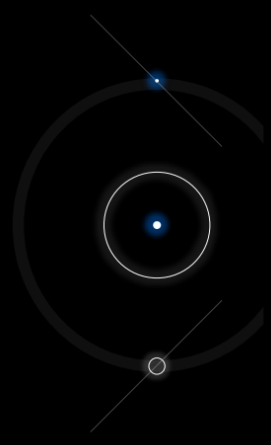
Ss = students / T = teacher / Ts = teachers

<p>1.8. ...accurately use sequential words and imperative statements by writing a set of instructions related to coding in Java.</p>	<p>Grammar - Imperatives</p>	<p>W</p>	<p>Practice: Ss write a set of instructions about how to code in Java using control statements such as <i>If-else</i>, <i>Switch</i>, <i>For</i>, or <i>While</i>. Ss write their set of instructions in Handout 6, using sequential words and the imperative form. For example: - First, type <i>For</i> and open a parenthesis to begin the loop. Finally, Ss send their practices via email to both Ts to receive feedback (if any).</p>	<p>30'</p>
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Observations:



What do these sentences have in common?



They are missing something...

- That man is my manager. Is a software developer.
- That man is my manager. **He** is a software developer. Is correct to say "log into your account"?
 - Is **it** correct to say "log into your account"?
- Is important to finish this project.
- **It** is important to finish this project.
- I think is a bug in the code.
- I think **it's** a bug in the code.

Sentences in English need to have a subject*

*Subject = who does the action / what we are talking about

Imperatives, let's

Imperatives


- We use imperatives when we give an order/command, or when we give an instruction.
 - Start the command prompt.
- They can be **positive** or **negative**.
 - **Turn off** your microphone. (positive: verb without changes)
 - **Don't compile** that program. (negative: don't + verb without changes)
- We can add "please" to make the order or instruction more polite, more respectful.
 - Please, call me. / Call me, please.
- It's common to use the verb to be + adjective
 - Shh! Be quiet! We're in a meeting.
 - Be nice to your coworkers.
- Imperatives don't need a subject.
 - ~~You~~ Restart your computers.

Let's

- We use "let's" to make suggestions, to propose things.
 - **Let's discuss** this with the rest of the team! (positive: let's + verb without changes)
 - **Let's not give** that information to our client. (negative: let's not + verb without changes)
- "Let's" is the contraction for "let us", but "let us" is very formal and it isn't common.

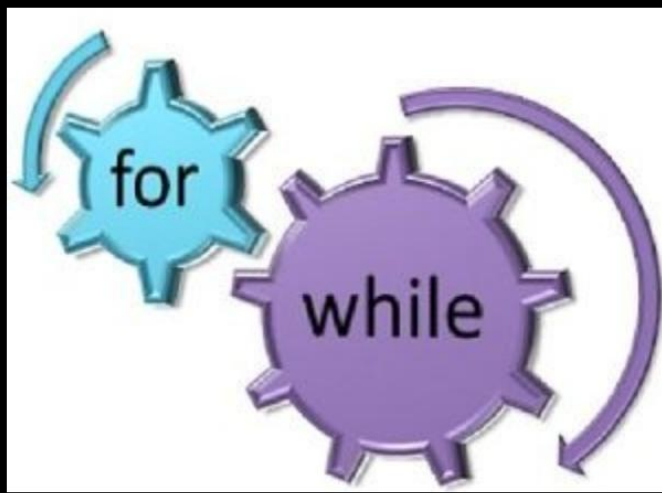
Gameshow quiz

Choose the Right Answer! (Java Iteration Statements)



A multiple choice quiz with time pressure, lifelines and a bonus round.

The main difference between "for" and "while" is that _____.



A

"for" returns a Boolean value

B

"for" is used if the number of iterations is fixed

C

"while" is not considered a repeating "if" statement

D

"while" is recommended for a fixed number of iterations



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Unit 1: Handout #1

Instructions: Use the following useful language to interact with your classmate(s) in the breakout rooms.

Useful Language

- The first letter is "a".
- The second letter can be "i".
- The third letter may be "o".
- I think the word is "Java".



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Unit 1: Handout #2

Instructions: Use the following useful language to interact with your classmate(s) in the breakout rooms.

Useful Language

- The first/second/third instruction is "close the parenthesis and open a bracket".
- The following instruction could be "ask the program to print the variable database".
- The last instruction is "type for and open a parenthesis to begin the loop".



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Unit 1: Handout #3

Instructions: Use the following useful language to interact with your classmate(s) in the breakout rooms.

Useful Language

- The word "code" refers to a system of symbols and rules that serve as instructions for a computer.
- The word "while" is used for a control statement that allows code to be executed based on a given condition.



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Unit 1: Handout #4

Instructions: Copy and paste your codes below.

Code For:

Code While:



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Unit 1: Handout #5

Learning from our Mistakes

Week 5 (September 12)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



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Unit 1: Handout #6

Asynchronous Session

Week 5 (September 12)

I. Instructions: Individually and asynchronously, read the script of the audio called *Java Iteration Statements* and search for and highlight all the statements used to **give instructions**. Include the **sequential words** that are part of the instructions. An example is done for you.

Java Iteration Statements

Welcome to today's tutorial about control statements in Java. There are different types of control statements, but today we will focus on iteration statements. Specifically, we will see how to work with:

- ✓ *For loop* statements
- ✓ *While loop* statements

Let's start with *For Loop* statements. The Java *For loop* is used to iterate a part of the program several times. If the number of iterations is fixed, it is recommended to use the *For loop*.

Now, let's talk about the *While loop* statement. Java *while loop* is used to iterate a part of the program repeatedly until the specified Boolean condition is true. As soon as the Boolean condition becomes false, the loop automatically stops. The while loop is considered as a repeating if statement. If the number of iterations is not fixed, it is recommended to use the while loop.

Let's now practice how to follow instructions to write an example of code using the *For loop* statement.

Are you ready? Let's get started! **First, type *for* and open a parenthesis to begin the loop.** Second, type an integer variable called *number* with a value of 1 and write a semicolon. Third, let's write our condition. If *number* is smaller than 10, and here you can write a semicolon, add 1 to the variable called *number*. Then, close the parenthesis and open a bracket. Finally, ask the program to print the variable "Number".

Now, it's time to practice how to follow instructions to code using the *While loop* statement. First, declare a variable called *number* and give it a value of 1; then write a semicolon. Second, start the *While loop*, so while *number* is less than or equal to 10, ask the system to print the variable "Number." Lastly, add 1 to *number*.

Transcribed from: <https://www.javatpoint.com/control-flow-in-java>



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Checklist – Listening Task (Following Instructions)

Total points: 16 points

Total percentage: 15%

Obtained points: _____

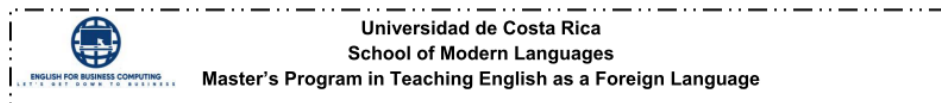
Grade: _____

Obtained percentage: _____

Student's full name: _____

Criteria	Yes	No	Comments
For Loop			
The student...			
1. Typed <i>for</i> .			
2. Opened a parenthesis to begin the loop.			
3. Typed an integer variable called <i>number</i> with a value of 1.			
4. Wrote a semicolon.			
5. Wrote the condition properly (<i>number</i> is smaller than 10).			
6. Wrote a semicolon.			
7. Added 1 to the variable called <i>number</i> .			
8. Closed the parenthesis.			
9. Opened a bracket.			
10. Asked the program to print the variable <i>number</i> .			
While Loop			
The student...			
11. Declared a variable called <i>number</i> .			
12. Gave the variable a value of 1.			
13. Wrote a semicolon.			
14. Started the <i>while</i> loop (<i>number</i> is less than or equal to 10).			
15. Asked the system to print the variable <i>number</i> .			
16. Added 1 to <i>number</i> .			

Observations: _____



Lesson Plan – Week 6

Course: PF-0311 Professional Practicum	Lead teacher: Jorge Paniagua Vargas	Assistant: Juan Carlos Trejos Quirós	Term: II Semester, 2023 Date: September 19, 2023
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Unit 2: Get Ready. Get Set. Write!

Goal 1:

- ✓ By the end of the unit, the business computing students will be able to effectively write emails to clients and managers about work-related situations by using correct grammar, vocabulary, mechanics, and format.

General Objective:

1. By the end of the lesson, the students will accurately show understanding of work-related sample emails by replying to them.

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately recognize some words related to email elements by playing hangman.	Vocabulary - Sender - Closing - Subject - Greeting - Recipient - Signature - Attachments	S		<p style="text-align: center;">Warm-up</p> <p>Hangman: Ss, in the main room, play a game called <i>Hangman</i> using wordwall.net</p> <p>Ss try to complete the words by picking the correct letters. T chooses one S per turn, and he/she tries to guess one letter at a time. T clicks on the letter each S says, and the platform automatically starts writing the word or creating the <i>hangman</i>.</p> <p>Source: https://wordwall.net/resource/60531156</p> <p>Note: Ss can fail 7 times; otherwise, they will be <i>hanged</i>.</p> <p>After guessing each word, T and Ss practice the pronunciation of the vocabulary.</p>	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.2. ...correctly recognize the meaning of words related to email elements by matching them with their corresponding definition.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> - Sender - Closing - Subject - Greeting - Recipient - Signature - Attachments <p>Useful language:</p> <ul style="list-style-type: none"> - The word <i>closing</i> refers to <u>phrases to finish the email</u>. - The word <i>attachment</i> is used for <u>a computer file sent in an email</u>. 	R & S		<p style="text-align: center;">Pre-tasks</p> <p>Pre-task 1: Ss, in pairs and in breakout rooms, work on a matching exercise related to some vocabulary about some elements of an email.</p> <p>Source: https://learningapps.org/watch?v=ps5uim2aj23</p> <p>After ten minutes, Ss return to the main room and T randomly asks them to share their answers using the given useful language (Handout 1). T orally checks the exercise and provides feedback on their answers.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance and answer questions.</p>	15'
<p>1.3. ...properly recognize the meaning of some common expressions used in work-related emails by classifying them into the correct group.</p>	<p>Vocabulary</p> <p>Greetings:</p> <ol style="list-style-type: none"> 1. Name, 2. Dear (name), 3. Hi/hello, (name), 4. Greetings, (name), 5. Good morning/afternoon/evening, (name), <p>Expressions for email replies:</p> <ol style="list-style-type: none"> 1. Thanks for the update. 2. Great to hear from you. 3. Thanks for reaching out. 4. Thank you for your email about... 5. As requested, I am sending you... 	R & S		<p>Pre-task 2: Ss are given a set of common expressions used in work-related emails. In pairs and in breakout rooms, they drag each expression into its correct group. Each group corresponds to <i>sections of an email</i> (e.g., greeting, expressions for email replies, and closing).</p> <p>Source: https://wordwall.net/resource/60168857/reply-email-sections</p> <p>Ss use the given useful language (Handout 2) while working on the activity.</p> <p>T and Ss discuss the answers when they return to the main room.</p> <p>T models the activity and explains how to use the platform beforehand.</p>	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

	<p>Closing:</p> <ol style="list-style-type: none"> 1. Best, 2. Regards, 3. Thank you, 4. Best wishes, 5. Kind/Warm regards, <p>Useful Language:</p> <ul style="list-style-type: none"> - I think <i>good morning</i> belongs to the group <i>greetings</i>. - The expression <i>best wishes</i> is a type of <i>closing</i>. 				
<p>1.4. ...efficiently recognize the most important information from a work-related email by highlighting it in a sample email.</p> <p>1.5. ...appropriately write a work-related response email by using correct capitalization, basic punctuation, and spelling.</p>		R		<p style="text-align: center;">Main task</p> <p>Context and task: Ss work for Hewlett-Packard as business computing engineers in the technical support department. They receive an email from their manager, and they must individually reply to it.</p> <p>Pre-writing 1: Ss individually read an email sent by their manager to highlight the most relevant information that it contains (e.g., what is being requested) (Handout 3).</p> <p>Drafting: Ss use a template shared by T via the Zoom chat to write a draft of their email replying to their manager's (Handout 3).</p> <p>Ss must reply to the email by using some of the most common expressions used in work-related emails (Handout 3). They must include: one greeting, one expression for email replies, their own ideas, one closing expression, and their full name.</p> <p>T suggests Ss to use a dictionary instead of a translator.</p> <p>Source: https://www.wordreference.com/</p>	10'
		W			10'

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<p>1.6. ...appropriately analyze their mistakes in relation to pronunciation, vocabulary, and grammar by participating in a feedback provision activity.</p>		<p>R W W L & S</p>		<p>Revising: In pairs and in breakout rooms, Ss share their response email via the Zoom chat to give and receive feedback. Ss use a checklist (Handout 4) to revise their peers' response email. After revising the email, Ss share their comments with their peer so that he/she can edit his/her email. T monitors the process and provides feedback. Editing: Considering their peers' and T's feedback, Ss correct and modify their response email. T also monitors Ss' progress and helps them in the editing process. Publishing: Ss, using a template shared by T via the Zoom chat (Handout 5), send their response email to Ts via email to receive additional feedback (if necessary). Likewise, some Ss, in the main room, share their email with the class by reading it aloud (the number of Ss reporting will depend on the time available). Post-task: T provides Ss with feedback on their mistakes concerning pronunciation, vocabulary, and grammar, using the template called <i>Learning from our Mistakes</i> (Handout 6). Ts complete this template during the class, writing Ss' mistakes.</p>	<p>10' 10' 10' 5'</p>
<p>1.7. ...appropriately identify sentences in present progressive commonly used in work-related emails by highlighting them in a sample email. 1.8. ...accurately use present progressive by writing sentences commonly used in work-related emails.</p>	<p>Grammar - Present progressive</p>	<p>R W</p>	<p>- Identification of grammar frames (present progressive)</p>	<p>Asynchronous Session Analysis: Individually and asynchronously, Ss read the email sent by the manager (same email used in the main task) to search for and highlight all the sentences written in present progressive. Practice: Ss write 10 sentences using the present progressive and the list of common verbs used when writing work-related emails (Handout 7). They write a sentence for each verb given, following the models. Those sentences must be related to possible situations at work.</p>	<p>10' 40'</p>

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				<p>T designed a PowerPoint presentation with information about present progressive so that Ss can consult it to review this tense and work on the practice. Ss write their sentences in Handout 7 and send this document to both Ts via email to receive feedback (if any).</p>	
--	--	--	--	--	--

Observations:

Hangman

Email Elements



Try to complete the word by picking the correct letters.



Task
Match the elements of an email with their definitions.
OK

Recipient

Attachment

Sender

Subject

Signature

A computer file sent in an email

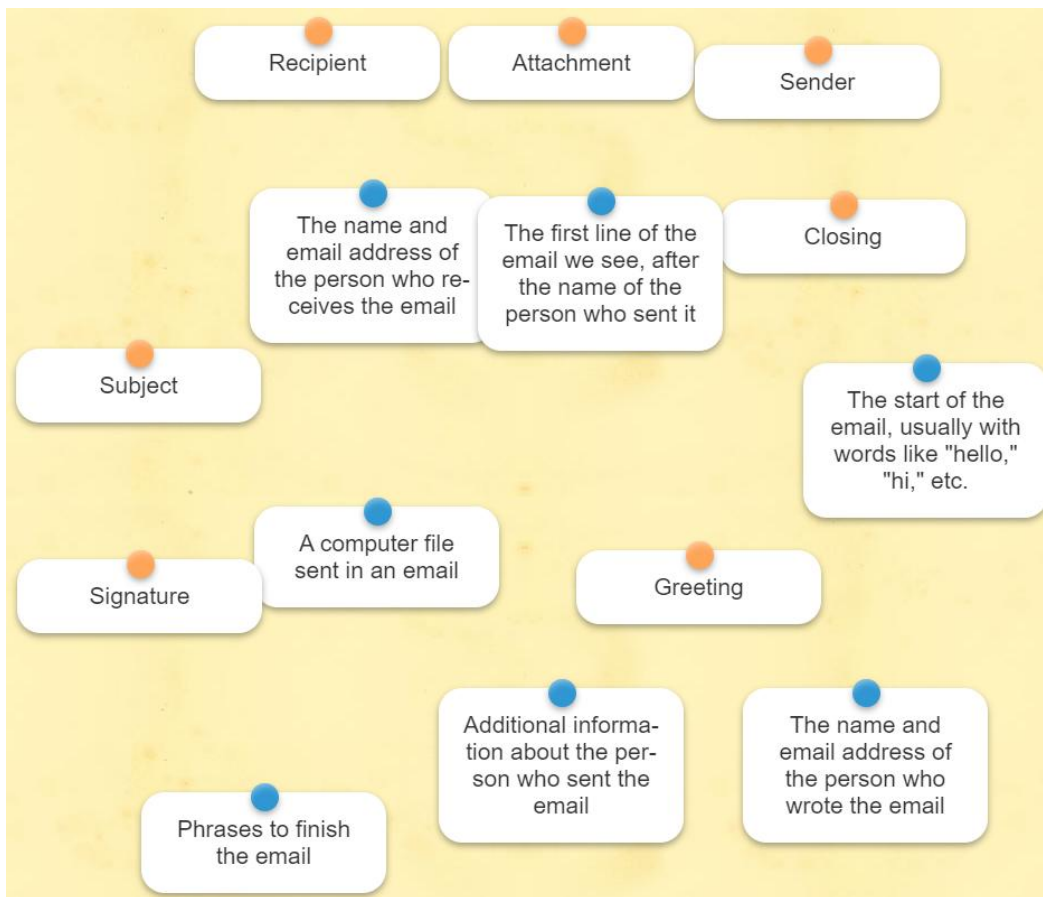
Greeting

Phrases to finish the email

The start of the email, usually with words like "hello," "hi," etc.

The name and email address of the person who wrote the email

Additional information about the person who sent the email





ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Present Progressive

Jorge Paniagua Vargas
Juan Carlos Trejos Quirós

Present Progressive

We use *present progressive* for things that are happening **right now**. We also use it for longer periods of time (today, this week, this month). It's common to use *present progressive* in work-related emails.

- + I am writing some code. = correct
I writing some code. = **incorrect**
- This program isn't working. = correct
This program not working. = **incorrect**
- ? What are you attaching on your email? = correct
What you attaching on your email? = **incorrect**

Present Progressive - Examples

+ Subject + verb to be + verb with -ing + ...

I	am	working	today.
He	is	watching	a tutorial.
We	are	meeting	right now.

— Subject + verb to be + **not** + verb with -ing + ...

I	am	not	writing	a report.
They	aren't		visiting	their client.
She	isn't		reading	a manual.

Present Progressive - Examples

? Verb to be + subject + verb with -ing + ...

Am	I	programming	this correctly?
Are	you	sending	an email?
Is	the boss	having	a meeting?

Present Progressive - Spelling

Spelling

Send	→ sending	Simply add “ing”
Play	→ playing	Vowel before “y”, simply add “ing”
Try	→ trying	Consonant before “y”, simply add “ing”
Write	→ writing	Final “e”, replace “e” with “ing”
Tie	→ tying	Final “ie”, replace “ie” with “ying”
Stop	→ stopping	Consonant-vowel-consonant → duplicate the last consonant
Format	→ formatting	Consonant-vowel-consonant, stress on the last syllable → duplicate the last consonant
Open	→ opening	Consonant-vowel-consonant, but stress is not on the last syllable → simply add “ing” (no duplication)



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Unit 2: Handout #1

Instructions: Here is some **useful language** to give your answers in the main room (*matching exercise*).

Useful Language

- The word *closing* refers to **phrases to finish the email**.
-
- The word *attachment* is used for **a computer file sent in an email**.



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Unit 2: Handout #2

Instructions: Here is some **useful language** to interact with your partners in the breakout rooms.

Useful Language

- I think **good morning** belongs to the group **greetings**.
- The expression **best wishes** is a type of **closing**.



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Unit 2: Handout #3

Situation: You work for Hewlett-Packard as a business computing engineer in the technical support department. You receive an email from your manager, and you must reply to it.

Instructions: Individually read the email sent by your manager. Highlight **in green** what is being requested.

Email Sent by the Manager

 Send	From ▾	German Cifuentes (german.cifuentes@hp.com)
	To	Technical Support Department (tech.sup@hp.com)
	Cc	
	Bcc	
	Subject	Security Requirements

Hi,

I'm meeting with the client right now and we're discussing the security requirements that they need. I'm attaching the list so you can check it before our meeting next Friday.

I'm counting on you to check the list and request the necessary equipment by tomorrow. If it's not possible to configure some of it before Friday, let me know so we can inform our client, but I'm looking at the list and I don't think it should be too complicated.

Please let me know when this is done.

Best,
German Cifuentes
Senior Customer Engineer

Common Expressions Used in Work-Related Emails

Greetings:

1. Name,
2. Dear (name),
3. Hi/hello, (name),
4. Greetings, (name),
5. Good morning/afternoon/evening, (name),

Expressions for email replies:

1. Thanks for the update.
2. Great to hear from you.
3. Thanks for reaching out.
4. Thank you for your email about...
5. As requested, I am sending you...

Closing:

1. Best,
2. Regards,
3. Thank you,
4. Best wishes,
5. Kind/Warm regards,

Instructions: Write a draft of your email replying to the email sent by your manager. Use the template given below and include:

- ✓ One greeting
- ✓ One expression for email replies
- ✓ Your own ideas addressing what is being requested
- ✓ One closing expression
- ✓ Your full name

Note: Just in case, you should use a dictionary instead of a translator.

Source: <https://www.wordreference.com/>

Draft of my Response Email

 Send	From ▾	_____
	To	_____
	CC	_____
	Bcc	_____
	Subject	_____



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Unit 2: Handout #4

Revising Checklist

A. Instructions: Read your peer's response email and revise it using the checklist below. If necessary, write additional comments.

Email written by: _____ **Revised by:** _____

Aspects	Yes	No
<i>The response email...</i>		
1. ...contains a greeting.		
2. ...includes an expression for email replies.		
3. ...responds to what is being requested.		
4. ...contains a closing phrase.		

B. Instructions: After revising your peer's response email, give him/her feedback, so he/she can edit his/her email.



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Unit 2: Handout #5

Instructions: Copy and paste the final version of your response email in the template given below. Send this document to both teachers via email to receive feedback.

jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

Publishing my Response Email

 Send	From ▾	Technical Support Department (tech.sup@hp.com)
	To	German Cifuentes (german.cifuentes@hp.com)
	Cc	
	Bcc	
	Subject	Re: Security Requirements



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Unit 2: Handout #6

Learning from our Mistakes

Week 6 (September 19)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



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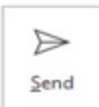
Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 2: Handout #7

I. Instructions: Individually and asynchronously, read the email sent by your manager and highlight in **green** all sentences in **present progressive**.

Email Sent by the Manager

	From ▾	German Cifuentes (german.cifuentes@hp.com)
	To	Technical Support Department (tech.sup@hp.com)
	Cc	
	Bcc	
	Subject	Security Requirements

Hi,

I'm meeting with the client right now and we're discussing the security requirements that they need. I'm attaching the list so you can check it before our meeting next Friday.

I'm counting on you to check the list and request the necessary equipment by tomorrow. If it's not possible to configure some of it before Friday, let me know so we can inform our client, but I'm looking at the list and I don't think it should be too complicated.

Please let me know when this is done.

Best,
German Cifuentes
Senior Customer Engineer

Common Verbs Used in Work-Related Emails

- | | |
|------------|------------|
| 1. attach | 6. meet |
| 2. check | 7. reply |
| 3. develop | 8. respond |
| 4. discuss | 9. send |
| 5. inform | 10. write |

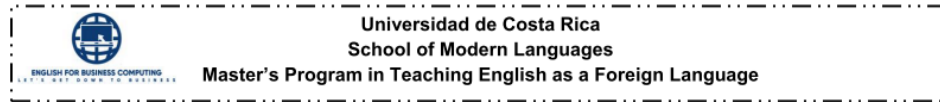
II. Instructions: Write 10 sentences using the **present progressive** and the list of common verbs used when writing work-related emails. Your sentences must be related to possible situations at work. Write a sentence for each verb given, following the models provided. After finishing your sentences, send this document to both teachers: jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

Models:

1. I'm **visiting** a client to discuss our next meeting.
2. I'm **watching** a tutorial about Java, and I have some questions.

My sentences:

1. attach: _____
2. check: _____
3. develop: _____
4. discuss: _____
5. inform: _____
6. meet: _____
7. reply: _____
8. respond: _____
9. send: _____
10. write: _____



Lesson Plan – Week 7

Course: PF-0311 Professional Practicum	Lead teacher: Juan Carlos Trejos Quirós	Assistant: Jorge Paniagua Vargas	Term: II Semester, 2023 Date: September 26, 2023
Unit 2: Get Ready. Get Set. Write!			
Goal 1: ✓ By the end of the unit, the business computing students will be able to appropriately write emails to clients and managers about work-related situations by using correct grammar, vocabulary, mechanics, and format.			
General Objective: 1. By the end of the lesson, the students will properly write work-related emails by using correct capitalization, punctuation, and spelling.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...correctly recognize the meaning of the question words who, what, when, where, how, and why by matching them with their corresponding answers.	Vocabulary - Who? - What? - When? - Where? - How? - Why? Useful language: - <u>The conference will take place in London</u> answers the question <u>where</u> . - An answer to <u>what</u> can be <u>Please check the attendance list that you received</u> .	R		Warm-up Ss, in pairs and in breakout rooms, play a matching game using wordwall.net Ss match the given answers with the following question words: who, what, when, where, how, and why. They must drag each answer to its corresponding question word (two answers for each question word). Source: https://wordwall.net/resource/60168857/journalists-questions Ss use the given useful language (Handout 1) while working on the activity. T and Ss discuss the answers when they return to the main room. T models the activity and explains how to use the platform beforehand.	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.2. ...properly recognize capitalization, punctuation, and spelling mistakes by highlighting them in a work-related email.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> - Period - Comma - Spelling - Punctuation - Capitalization <p>Useful language:</p> <ul style="list-style-type: none"> - The word <i>Tuesday</i> should be capitalized. - We should use a comma before/after <i>Regards</i>. - We should use a period at end of the <i>first paragraph</i>. - The word <i>metting</i> is misspelled. 	R & S	- Error identification	<p style="text-align: center;">Pre-tasks</p> <p>Pre-task 1: Using Handout 2, T explains some correct uses of capitalization and basic punctuation commonly used when writing work-related emails. In addition, T explains some tips to check spelling when writing emails.</p> <p>Ss, in pairs and in breakout rooms, read an email sent by their manager (Handout 2). They must identify 15 capitalization, punctuation, and spelling mistakes in the email by highlighting them with different colors. There are 5 capitalization mistakes, 5 punctuation mistakes, and 5 spelling mistakes.</p> <p>After 15 minutes, Ss return to the main room and T randomly asks them to share their answers using the given useful language (Handout 1). T orally checks the exercise and provides feedback on Ss' answers.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance and answer questions.</p>	30'
<p>1.3. ...properly recognize what is being requested in a work-related email by answering the following questions: who, what, when, where, how, and why.</p> <p>1.4. ...appropriately write a work-related response email by using correct capitalization, basic punctuation, and spelling.</p>		R	- Guided writing	<p style="text-align: center;">Main task</p> <p>Context and task: Ss work for Microsoft as business computing engineers in the technical support department. They receive an email from their manager, and they must individually reply to it.</p> <p>Pre-writing: Ss individually read an email sent by their manager to recognize what the manager is asking for, by answering the following questions: <i>who, what, when, where, how, and why</i>. (Handout 3)</p> <p>Drafting: Ss use a template shared by T via the Zoom chat to write a draft of their email replying to their manager's (Handout 3).</p> <p>Ss must reply to the email by using some of the most common expressions used in work-related emails (Handout 3). These expressions were studied in the previous class.</p>	10' 15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.5. ...appropriately analyze their mistakes in relation to pronunciation, vocabulary, and grammar by participating in a feedback provision activity.		R	- Peer feedback	<p>In their response email Ss must include: one greeting, one expression for email replies, their own ideas addressing what their manager is asking them to do, one closing expression, and their full name. In addition, they must use correct capitalization, spelling, and punctuation.</p> <p>T suggests that Ss use a dictionary instead of a translator.</p> <p>Source: https://www.wordreference.com/</p> <p>Revising: In pairs and in breakout rooms, Ss show their response email to each other by sharing their screen to give and receive feedback. Ss use a checklist (Handout 4) to revise their peer's response email. After revising the email, Ss share their comments with their peer so that he/she can edit his/her email.</p>	10'
		W		<p>T monitors the process and provides feedback.</p> <p>Editing: Considering their peers' and T's feedback, Ss correct and modify their response email.</p>	10'
		W		<p>T also monitors Ss' progress and helps them in the editing process.</p> <p>Publishing: Ss, using a template shared by T via the Zoom chat (Handout 5), send their response email to Ts via email to receive additional feedback (if necessary). Likewise, some Ss, in the main room, share their email with the class by reading it aloud (the number of Ss reporting will depend on the time available).</p>	5'
		L & S		<p>Post-task: T provides Ss with feedback on their mistakes concerning pronunciation, vocabulary, and grammar, using the template called <i>Learning from our Mistakes</i> (Handout 6). Ts complete this template during the class, writing Ss' mistakes.</p>	5'


Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.6. ...accurately recognize capitalization, punctuation, and spelling mistakes by highlighting them in a work-related email.		R	- Error identification	<p style="text-align: center;">Asynchronous Session</p> <p>Analysis: Individually and asynchronously, Ss read an email sent by their manager to identify 15 capitalization, punctuation, and spelling mistakes in the email by highlighting them with different colors. There are 5 capitalization mistakes, 5 punctuation mistakes, and 5 spelling mistakes.</p>	20'
	1.7. ...accurately rewrite a work-related email by applying correct capitalization, punctuation, and spelling.		W	<p>Practice: First, Ss write the correction of the mistakes that they identified in the analysis stage in the spaces provided in Handout 7. Second, Ss rewrite the email sent by their manager, correcting the capitalization, punctuation, and spelling mistakes they found in the email.</p> <p>Ss rewrite the email sent by the manager in Handout 7 and send this document to both Ts via email to receive feedback (if any).</p>	30'

Observations:

Group sort

Journalist's Questions



Drag and drop each item into its correct group.

0:05

Please do this by the end of the day (EOD).	Dustin will be the point of contact for this specific client.
This function is crucial since it allows the program to be responsive.	The lab will start tomorrow.
Can you send me the invite to the meeting?	We'll meet in lab 304.
Can you ping Alberto and see if he's still in the office?	This is a very important meeting because this is a key client for us.
The conference will take place in London.	Please check the attendance list that you received.
Please send it via email.	We'll learn how to use this programming language by attending a training.

	What		When
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Where		Who
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	How		Why
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



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Unit 2: Handout #1

Warm-up – Matching Exercise

Instructions: Here is some **useful language** to give your answers in the main room.

Useful Language

- *The conference will take place in London* answers the question *where*.
- An answer to *what* can be *Please check the attendance list that you received*.

Pre-task 1 – Error Identification

Instructions: Here is some **useful language** to give your answers in the main room.

Useful Language

- The word *Tuesday* should be capitalized.
- We should use a comma before/after *Regards*.
- We should use a period at end of the *first paragraph*.
- The word *metting* is misspelled.



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Unit 2: Handout #2

Pre-task 1

Capitalization

Definition: Writing a word with an initial *capital* letter.

Rules

- ✓ The pronoun "I":
Example: I'm writing to inform you about our next meeting.
- ✓ First word of a sentence:
Example: Thank you for the update.
- ✓ Proper names and job positions:
Example: Richard Smith, Senior Programmer, Hewlett-Packard
- ✓ Countries, states, cities, streets, abbreviations:
Example: 2nd Street, LA, California, US.
- ✓ Days of the week, months, and holidays:
Example: Tuesday / September / Christmas
- ✓ Nationalities and languages:
Example: Japanese / English
- ✓ Acronyms:
Example: IT (Information Technology)

Punctuation

Definition: Symbols such as *commas* and *periods* that you add to writing to separate phrases and sentences.

Period – Rules

- ✓ At end of a sentence:
Example: I'm writing to inform you about our next meeting.
- ✓ With most abbreviations:
Examples: Mr., / Mrs., / Inc., / etc.

Comma - Rules

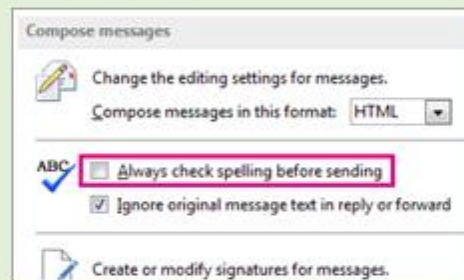
- ✓ After the greeting:
Example: Hi, / Hi Mike,
- ✓ To separate words or phrases in a series:
Example: I can program using Java, C++, and Python.
- ✓ Sometimes before words like *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*:
Example: I tried to call the client, but they were busy.
- ✓ After many introductory phrases:
Example: As you know, we are going to have a meeting next Friday.
- ✓ To indicate direct address:
Example: John, I think you're right. / I think you're right, John.
- ✓ After some connectors like *however*, *also*, *first*, *second*, *finally*, *etc.*:
Example: Also, make sure their IT technicians have their credentials.
- ✓ After the closing phrase:
Example: Best regards,

Spelling

Definition: Forming words with the correct letters in the correct order.

Tips:

- ✓ Use your computer/email spellchecker, but with caution.




- ✓ Use a good dictionary:
 - ⇒ <https://www.wordreference.com/>
 - ⇒ <https://www.thefreedictionary.com/>



Pre-task 1

Instructions: In pairs and in breakouts, read the email sent by your manager. Then identify **15 capitalization**, **punctuation**, and **spelling** mistakes in the email by highlighting them with different colors. There are 5 **capitalization** mistakes, 5 **punctuation** mistakes, and 5 **spelling** mistakes.

Email Sent by the Manager

	From	Sandra Winstanley (sandra.winstanley@microsoft.com)
	To	Technical Support Department (tech.sup@microsoft.com)
	Cc	
	Bcc	
Subject		Client Meeting

Hi.

as you know one of our cleints (Power Pro Sports Science) had been unresponsive for the past 45 days, This was probably beacause of economic factors. However, i spoke with them today, and they expressed their interest in migrating their services to Microsoft azure, and we could really help them reduce costs and improve their efficiency by helping them do that transition.

We will meet with them in Seattle on friday, september 29th to discuss this. In the meantime, please look for a Non-Disclosure Agreement (NDA), and send it to them via email by the end of day (EOD) tomorrow because they will give us acces to sensitive data when they share their console with us during the meeting, and we must assure them that we will protect their confidentiality

Also, make sure their IT technicians have their credentials so they can run tests during the metting.

Let me know if you have any blockers.

Best regards
Sandra Winstanley
Business Program Manager



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Unit 2: Handout #3

Context: You work for Microsoft as business computing engineers in the technical support department. You receive an email from your manager, and you must individually reply to it.

Instructions: Individually, read the email sent by your manager. Then *identify what the manager is asking for*, by answering the following questions: **who, what, when, where, how, and why**. Write your answers on the following page.

Email Sent by the Manager

 Send	From	Sandra Winstanley (sandra.winstanley@microsoft.com)
	To	Technical Support Department (tech.sup@microsoft.com)
	CC	
	Bcc	
	Subject	Client Meeting

Hi,

As you know, one of our clients (Power Pro Sports Science) had been unresponsive for the past 45 days. This was probably because of economic factors. However, I spoke with them today and they expressed their interest in migrating their services to Microsoft Azure, and we could really help them reduce costs and improve their efficiency by helping them do that transition.

We will meet with them in Seattle on Friday, September 29th to discuss this. In the meantime, please look for a Non-Disclosure Agreement (NDA) and send it to them via email by the end of day (EOD) tomorrow because they will give us access to sensitive data when they share their console with us during the meeting, and we must assure them that we will protect their confidentiality.

Also, make sure their IT technicians have their credentials so they can run tests during the meeting.

Let me know if you have any blockers.

Best regards,
Sandra Winstanley
Business Program Manager

Instructions: Write your ideas about what your manager is asking you to do.

- **Who?** _____
- **What?** _____
- **When?** _____
- **Where?** _____
- **How?** _____
- **Why?** _____

Review Common Expressions Used in Work-Related Emails

Greetings:

1. Name,
2. Dear (name),
3. Hi/hello (name),
4. Greetings (name),
5. Good morning/afternoon/evening (name),

Expressions for email replies:

1. Thanks for the update.
2. Great to hear from you.
3. Thanks for reaching out.
4. Thank you for your email about...
5. As requested, I am sending you...

Closing:

1. Best,
2. Regards,
3. Thank you,
4. Best wishes,
5. Kind/Warm regards,

Drafting

Instructions: Write a draft of your email replying to the email sent by your manager. Use the template given below and include:

- ✓ One greeting
- ✓ One expression for email replies
- ✓ Your own ideas addressing what your manager is asking you to do
- ✓ One closing expression
- ✓ Your full name
- ✓ **Remember:** Use correct capitalization, spelling, and punctuation.

Note: You should use a dictionary instead of a translator.

Source: <https://www.wordreference.com/>

Draft of my Response Email

 Send	From ▾	
	To	
	Cc	
	Bcc	
	Subject	
<hr/>		



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Unit 2: Handout #4

Revising Checklist

A. Instructions: Read your peer's response email and revise it using the checklist below.

Email written by: _____ Revised by: _____

Aspects	Yes	No
<i>The response email...</i>		
1. ...contains a greeting.		
2. ...includes an expression for email replies.		
3. ...responds to what the manager is requesting.		
4. ...contains a closing phrase.		
<i>Capitalization, Punctuation, and Spelling</i>		
5. Are capitalization rules applied correctly?		
6. Is punctuation correct in the email?		
7. Are all the words spelled correctly?		

B. Instructions: After revising your peer's response email, give him/her feedback, so he/she can edit his/her email.



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Unit 2: Handout #5

Instructions: Copy and paste the final version of your response email in the template given below. Send this document to both teachers via email to receive feedback.

jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

Publishing my Response Email

 Send	From ▾	Technical Support Department (tech.sup@microsoft.com)
	To	Sandra Winstanley (sandra.winstanley@microsoft.com)
	Cc	
	Bcc	
	Subject	Re: Client Meeting



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Unit 2: Handout #6

Learning from our Mistakes

Week 7 (September 26)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



ENGLISH FOR BUSINESS COMPUTING
LEARNING TO GROW TOGETHER

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Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 2: Handout #7

Instructions: Individually and asynchronously, read the email sent by your manager and search for 15 mistakes about **capitalization**, **punctuation**, and **spelling**. Highlight the mistakes in the following way: **Capitalization** **Punctuation** **Spelling**. There are 5 capitalization mistakes, 5 punctuation mistakes, and 5 spelling mistakes.

Email Sent by the Manager

 Send	From	Ben Faranda (ben.faranda@microsoft.com)
	To	Technical Support Department (tech.sup@microsoft.com)
	Cc	
	Bcc	
Subject		Arduino Configuration for Roomba Project

Hello

Now that we have acquired the Arduinos that we needed, we can start configuring and deliverrring them to our client. Remebmer this is for their new Roomba line.

First, we need the roombas to have more functionalities. For example they should come with usb and micro SD ports (one of each). also, they must now have a dirt sensor that sends a notification to the user's app so that they know it is time to clean it Make the necessary changes to the app we have already developed,

finally, their sensors now have to be smarter. They should detect movment from a longer distance, and they must stop if a person or a pet climbs onto them.

Please start working on these configurations as soon as possible (asap).

Thank you very much.
Ben Faranda
Proyect Manager

II. Instructions: In the lines below, write the corrections of the mistakes that you identified in the previous exercise.

Capitalization mistakes:

1. _____
2. _____
3. _____
4. _____
5. _____


Punctuation mistakes:

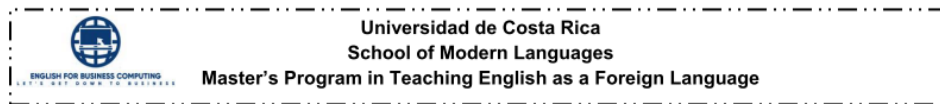
1. _____
2. _____
3. _____
4. _____
5. _____

Spelling mistakes:

1. _____
2. _____
3. _____
4. _____
5. _____

III. Instructions: In the lines below, rewrite the corrected version of the email of the mistakes that you identified in the first exercise. When you have finished, send your practice to both teachers via email to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

 Send	From ▾	Ben Faranda (ben.faranda@microsoft.com)
	To	Technical Support Department (tech.sup@microsoft.com)
	Cc	
	Bcc	
	Subject	Arduino Configuration for Roomba Project



Lesson Plan – Week 8

Course: PF-0311 Professional Practicum	Lead teacher: Jorge Paniagua Vargas	Assistant: Juan Carlos Trejos Quirós	Term: II Semester, 2023 Date: October 03, 2023
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Unit 2: Get Ready. Get Set. Write!

Goal 1: ✓ By the end of the unit, the business computing students will be able to appropriately write emails to clients and managers about work-related situations by using correct grammar, vocabulary, mechanics, and format.
General Objective: 1. By the end of the lesson, the students will properly write work-related emails by using correct capitalization, punctuation, and spelling.

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately assess whether some sentences include correct punctuation, capitalization, and spelling by selecting the right option.		R		Warm-up Ss individually play a game using Kahoot. Ss read the sentences in the game, and they determine whether those sentences have correct punctuation, capitalization, and spelling by choosing the right option. T shares the link and PIN to access the game via the Zoom chat. Ss can also scan the QR code that appears on the screen. Source: https://kahoot.it/ After every statement T provides feedback on Ss' answers and reviews some rules (if necessary). T models the activity and explains how to use the platform beforehand.	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.2. ...properly use expressions commonly found in work-related emails (e.g., greetings, starters, replies, closings) by completing two sample emails.</p>	<p>Vocabulary Greetings: 1. Dear (name), 2. Hello, (name), 3. Greetings, (name),</p> <p>Email Starters: 1. Thanks for your email. 2. I hope you are doing well. 3. I hope this email finds you well.</p> <p>Expressions for Email Replies: 1. I am writing to inform you... (about the new software.) 2. As requested, I am sending you... (the JavaScript manual.) 3. I am emailing you to... (give you an update on the project.) 4. I am reaching out to you because... (you need to keep software updated.)</p> <p>Closings: 1. Best, 2. Regards, 3. Sincerely, 4. Best wishes,</p>	<p>R & W</p>		<p>Pre-tasks</p> <p>Pre-task 1: Using Handout 1, T explains some common professional expressions used in work-related emails (e.g., greetings, starters, replies, closings).</p> <p>A. Ss, in pairs and in breakout rooms, read a response email. They complete it by dragging the correct expression to the most appropriate blank.</p> <p>Ss work in this activity using Genially. Source: https://view.genial.ly/65176e28e0c3d80011c01219</p> <p>After 5 minutes, Ss return to the main room and T randomly asks them to share their answers using the given useful language (Handout 2, p. 1). T orally checks the exercise and provides feedback on Ss' answers.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance and answer questions.</p> <p>B. Ss individually complete a response email with the correct expressions (greeting, starter, reply, and closing). In this activity, the expressions are not given. Ss complete the email with some of the expressions in Handout 1 or with other professional expressions that they know.</p> <p>Ss work in this activity using LearningApps.org Source: https://learningapps.org/display?v=proj4c7nt23</p> <p>When Ss have finished, T randomly asks them to share their answers using the given useful language (Handout 2, p. 1). T orally checks the exercise and provides feedback on Ss' answers.</p>	<p>25'</p>
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Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

	<p>Useful language: - I think that the correct answer is Hello, Mike. - I wrote Dear, John as a <u>greeting</u> expression.</p>				
<p>1.3. ...properly recognize what is being requested in a work-related email by filling in blanks with the corresponding piece of information.</p>		<p>R</p>	<p>- Guided writing</p>	<p>Main task</p> <p>Context and task: Ss work for Intel as business computing engineers in the software development department. They receive an email from a client, and they must individually reply to it.</p> <p>Pre-writing: Ss, in pairs and in breakout rooms, read an email sent by a client to recognize what he is asking for. In the email, the answers to the questions <i>who, what, when, where, how, and why</i> were removed. Ss read the email together and fill in the blanks with the corresponding answer by dragging the correct option.</p> <p>Ss work in this activity using Genially. Source: https://view.genial.ly/651750b83cf1d700111721ab</p> <p>After 10 minutes, Ss return to the main room and T randomly asks them to share their answers using the given useful language (Handout 2, p. 2). T orally checks the exercise and provides feedback on Ss' answers.</p>	<p>15'</p>
<p>1.4. ...appropriately write a work-related response email by using correct capitalization, punctuation, and spelling.</p>		<p>W</p>		<p>Drafting: Ss use a template shared by T via the Zoom chat to write a draft of their email replying to their client (Handout 3). First, Ss reread the email to double check what the client is asking them to do, and then they write their draft.</p> <p>Ss must reply to the email by using some of the most common professional expressions used in work-related emails (Handout 1). These expressions were studied in Pre-task 1.</p> <p>In their response email Ss must include: one greeting, one email starter, one expression for email replies, their own ideas addressing what their client is asking them to do, one closing expression, their</p>	<p>15'</p>

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.5. ...appropriately analyze their mistakes in relation to pronunciation, vocabulary, and grammar by participating in a feedback provision activity.</p>		<p>R</p> <p>W</p> <p>W</p> <p>L & S</p>	<p>- Peer feedback</p>	<p>full name, job title, department, and company's name. In addition, they must use correct capitalization, spelling, and punctuation.</p> <p>T suggests that Ss use a dictionary instead of a translator.</p> <p>Source: https://www.wordreference.com/</p> <p>Revising: In pairs and in breakout rooms, Ss show their response email to each other by sharing their screen to give and receive feedback. Ss use a checklist (Handout 4) to revise their peer's response email. After revising the email, Ss share their comments with their peer so that he/she can edit his/her email.</p> <p>T monitors the process and provides feedback.</p> <p>Editing: Considering their peers' and T's feedback, Ss correct and modify their response email.</p> <p>T also monitors Ss' progress and helps them in the editing process.</p> <p>Publishing: Ss, using a template shared by T via the Zoom chat (Handout 5), send their response email to Ts via email to receive additional feedback (if necessary). Likewise, some Ss, in the main room, share their email with the class by reading it aloud (the number of Ss reporting will depend on the time available).</p> <p>Post-task: T provides Ss with feedback on their mistakes concerning pronunciation, vocabulary, and grammar, using the template called <i>Learning from our Mistakes</i> (Handout 6). Ts complete this template during the class, writing Ss' mistakes.</p>	<p>10'</p> <p>10'</p> <p>5'</p> <p>5'</p>
<p>1.6. ...accurately recognize capitalization, punctuation, and spelling mistakes by highlighting them in a work-related email.</p>		<p>R</p>	<p>- Error identification</p>	<p style="text-align: center;">Asynchronous Session</p> <p>Analysis: Individually and asynchronously, Ss read an email sent by a client to identify 15 capitalization, punctuation, and spelling mistakes in the email by highlighting them with different colors. There are 5 capitalization mistakes, 5 punctuation mistakes, and 5 spelling mistakes.</p>	<p>20'</p>

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.7. ...accurately rewrite a work-related email by applying correct capitalization, punctuation, and spelling.</p>		<p>W</p>		<p>Practice: First, Ss write the correction of the mistakes that they identified in the analysis stage in the spaces provided in Handout 7. Second, Ss rewrite the email sent by the client, correcting the capitalization, punctuation, and spelling mistakes they found in the email.</p> <p>Ss rewrite the email sent by the manager in Handout 7 and send this document to both Ts via email to receive feedback (if any).</p>	<p>30'</p>
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Observations:

Also, i would like to tell you that i don't speak english.



▲ Correct

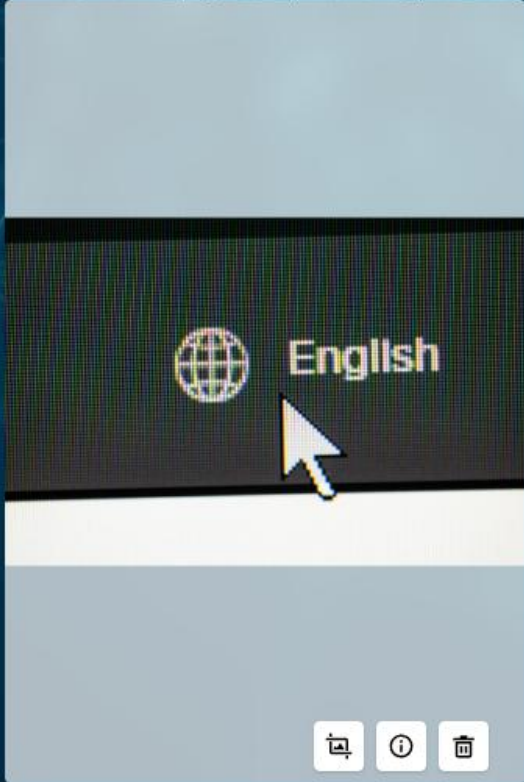


◆ Incorrect




Also, I would like to tell you that I don't speak **English**.

- We capitalize the pronoun "I".
- We capitalize nationalities and languages.



The screenshot shows a mobile application interface. At the top, there is a grey header bar. Below it is a dark grey area containing a white globe icon and the word "English" in white text. A white mouse cursor is pointing at the word "English". Below this is a white horizontal bar, and at the bottom is a grey footer bar containing three icons: a magnifying glass, an information icon, and a trash can icon.

thank you for your email, I will get back to you soon



The screenshot shows a mobile application interface. At the top, there is a white text box containing the text "thank you for your email, I will get back to you soon". Below this is a teal background with a pattern of yellow envelopes, each with a white envelope icon and a small red circle with the number "1" next to it. At the bottom right of the teal area are three icons: a magnifying glass, an information icon, and a trash can icon. Below the teal area is a red button with a white triangle icon and the text "Correct", and a blue button with a white diamond icon and the text "Incorrect". To the right of the blue button is a green circle with a white checkmark icon.

Thank you for your email. I will get back to you soon.

- We need to capitalize the first word of a sentence.
- We write a period (.) at the end of a sentence (sentence = a complete idea).



She works in the IT department, and she is the Senior Vice President of the company.



▲ Correct



◆ Incorrect



She works in the
IT department,
and she is the
Senior Vice
President of the
company.

- We capitalize acronyms (**IT** department) and job positions (**Senior Vice President**).
- We write a comma before words like *for*, **and**, *nor*, *but*, *or*, *yet*, and *so*.



We'll meet again on Thursday. However, this time the meeting will take place in Colombia.



▲ Correct



◆ Incorrect




We'll meet again on **Thursday**. However, this time the meeting will take place in **Colombia**.

- We capitalize days of the week, months, and holidays.
- We capitalize countries.
-
- We write a comma (,) after some connectors like *however, also, first, second, finally, etc.*



Best regards. John McKinnley, Senior Programmer.

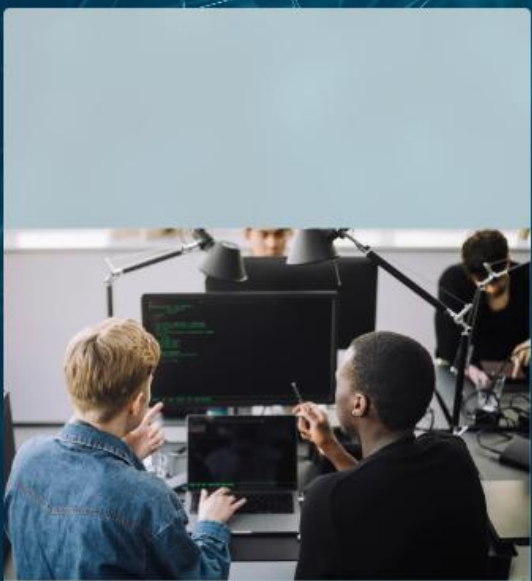


▲ Correct ◊ Incorrect

This block shows a social media post with a text message and a photo. The text message reads "Best regards. John McKinnley, Senior Programmer." The photo shows a person's hands holding a smartphone, with several glowing blue email icons floating around it. At the bottom of the photo are three icons: a share icon, an information icon, and a delete icon. Below the photo is a red button with a white triangle and the word "Correct", and a blue button with a white diamond and the word "Incorrect".

Best regards,
John McKinnley,
Senior
Programmer.

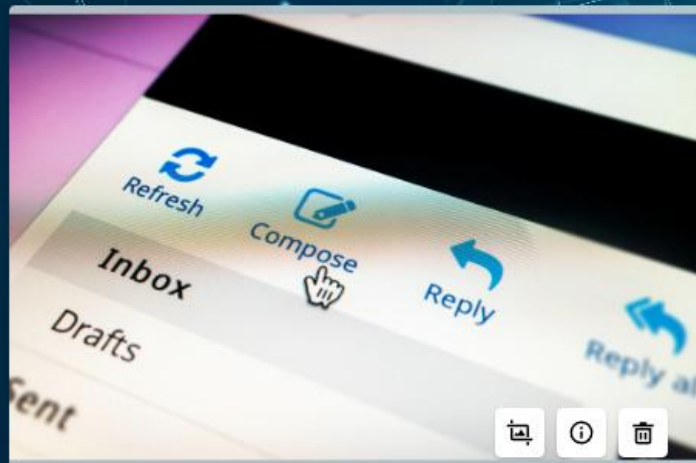
- We use a comma (,) after the closing phrase of an email (Best regards,).
- We always have to check the spelling of words (program**mm**er). We can use the spellchecker or a dictionary.



◊ Incorrect

This block shows a social media post with a text message and a photo. The text message reads "Best regards,
John McKinnley,
Senior
Programmer." The photo shows a person sitting at a desk in a coding environment, with another person visible in the background. At the bottom of the photo are three icons: a share icon, an information icon, and a delete icon. Below the photo is a blue button with a white diamond and the word "Incorrect".

Hi As I said in my previous email I would like to talk to Mr Collins Mrs Steward or Dr Jenkins.



▲ Correct



◆ Incorrect



Hi, As I said in my **previous** email, I would like to talk to Mr. Collins, Mrs. Steward, or Dr. Jenkins.

- We write a comma (,) ...
- -After the greeting of an email.
- -After introductory phrases (As I said in my previous email,).
- -To separate words in a series (Mr. Collins, Mrs. Steward, or Dr. Jenkins).
- We write a period (.) with abbreviations



Fill in the blanks by dragging the professional expressions to their corresponding spaces.

_____, my team and I will take your suggestions into consideration, and we will do our best to solve those issues as soon as possible.

We sincerely apologize for the progress you lost during our maintenance breaks. We are doing everything that we can to avoid having them so frequently.

If you have any other comments or questions, please reply to this email.

_____,
Josh Thompson
Chief Game Designer

- Hello, Udaya
- Thanks for your email
- Sincerely
- As requested

Professional Email Expressions

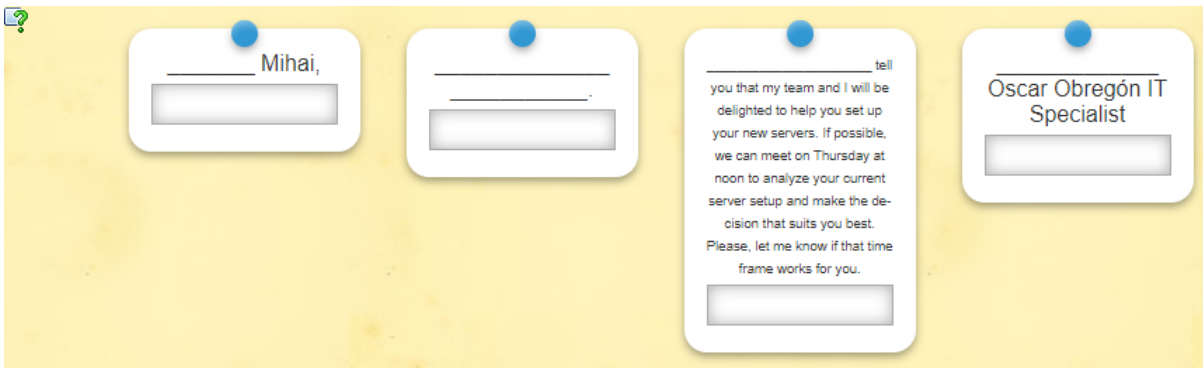
_____, Mihai,

_____, _____.

_____ tell you that my team and I will be delighted to help you set up your new servers. If possible.

Oscar Obregón IT Specialist

Task
Fill in the blanks using the professional email expressions that you think are appropriate.
OK



Fill in the blanks by dragging the necessary information to its corresponding spaces.

mid-October

the second method

Vignesh Srinivasan

there have been multiple security breaches

implementing a two-step verification process

Montreal Headquarters

Hello,

As you may have heard, we want to make our employee app more secure because **(why)** _____ in many companies in the past few months. I believe we can accomplish this by **(how)** _____ for our staff to log in.

The first verification method has to be fingerprint identification, but you may choose **(what)** _____. For example, you can make the app call employees, ask them for a secure password, or ask them for a temporary PIN number.

We're concerned about the low level of security that our app currently has. We would appreciate it if you could develop these upgrades by **(when)** _____, so we can test them and officially launch the new app version by November. We will run the tests in our **(where)** _____, and then we will launch the app globally.

I am copying **(who)** _____, the manager of our cybersecurity department. He will be your point of contact for this project.

Rob Bright
Head of Cybersecurity and AI
T-Mobile



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language

Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 2: Handout #1

Common Professional Expressions Used in Work-Related Emails

Greetings:

1. Dear (name),
2. Hello, (name),
3. Greetings, (name),
4. Good morning/afternoon/evening, (name),

Email Starters:

1. Thanks for your email.
2. I hope you are doing well.
3. I hope this email finds you well.

Expressions for Email Replies:

1. I am writing to inform you... (about the new software.)
2. As requested, I am sending you... (the JavaScript manual.)
3. I am emailing you to... (give you an update on the project.)
4. I am reaching out to you because... (you need to keep software updated.)

Closings:

1. Best,
2. Regards,
3. Sincerely,
4. Best wishes,
5. Kind/Warm regards,



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Unit 2: Handout #2

Pre-task

Instructions: Here is some **useful language** to give your answers in the main room.

Useful Language

- I think that the correct answer is ***Hello, Mike***.
- I wrote ***Dear, John*** as a greeting expression.

Pre-writing

Instructions: Here is some **useful language** to give your answers in the main room.

Useful Language

- ***The conference will take place in London*** answers the question where.
- An answer to ***what*** can be ***Please check the attendance list that you received***.



ENGLISH FOR BUSINESS COMPUTING
LEARNING WITH POWER TO BUSINESS

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Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 2: Handout #3

Context: You work for Intel as business computing engineers in the software development department. You receive an email from a client, and you must individually reply to it.

Instructions: Individually, reread the email sent by a client to recheck what the client is asking you to do.

Email Sent by a Client

	From	Rob Bright (rob.bright@t-mobile.com)
	To	Software Development Department (software.sup@intel.com)
	Cc	
	Bcc	
	Subject	Security Upgrade

Hello,

As you may have heard, we want to make our employee app more secure because there have been multiple security breaches in many companies in the past few months. I believe we can accomplish this by implementing a two-step verification process for our staff to log in.

The first verification method has to be fingerprint identification, but you may choose the second method. For example, you can make the app call employees, ask them for a secure password, or ask them for a temporary PIN number.

We're concerned about the low level of security that our app currently has. We would appreciate it if you could develop these upgrades by mid-October, so we can test them and officially launch the new app version by November. We will run the tests in our Montreal Headquarters, and then we will launch the app globally.

I am copying Vignesh Srinivasan, who is the manager of our cybersecurity department. He will be your point of contact for this project.

Best wishes,
Rob Bright
Head of Cybersecurity and AI
T-Mobile

Drafting

Instructions: Write a draft of your email replying to the email sent by the client. Use the template given below and include:

- ✓ One greeting
- ✓ One email starter
- ✓ One expression for email replies
- ✓ Your own ideas addressing what your client is asking you to do
- ✓ One closing expression
- ✓ Your full name, job title, department, company's name
- ✓ **Remember:** Use correct capitalization, spelling, and punctuation.


Note: You should use a dictionary instead of a translator.

Source: <https://www.wordreference.com/>

Draft of my Response Email

Individually, reread the email sent by a client.

Email Sent by a Client

	From ▾	Software Development Department (software.sup@intel.com)
	To	Rob Bright (rob.bright@t-mobile.com)
	Cc	
	Bcc	
	Subject	Re: Security Upgrade
<hr/>		



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

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Unit 2: Handout #4

Revising Checklist

A. Instructions: Read your peer's response email and revise it using the checklist below.

Email written by: _____ Revised by: _____

Aspects	Yes	No
<i>The response email...</i>		
1. ... contains a formal greeting.		
2. ... contains an email starter.		
3. ... includes an expression for email replies.		
4. ... responds to what the client is requesting.		
5. ... contains a formal closing phrase.		
6. ... includes the sender's full name.		
7. ... includes the sender's job title.		
8. ... includes the name of the sender's department.		
9. ... includes the company's name.		
<i>Capitalization, Punctuation, and Spelling</i>		
10. Are capitalization rules applied correctly?		
11. Is punctuation correct in the email?		
12. Are all the words spelled correctly?		

B. Instructions: After revising your peer's response email, give him/her feedback, so he/she can edit his/her email.



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language


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Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 2: Handout #5

Instructions: Copy and paste the final version of your response email in the template given below. Send this document to both teachers via email to receive feedback (if any).
jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

Publishing my Response Email

 Send	From ▾	Software Development Department (software.sup@intel.com)
	To	Rob Bright (rob.bright@t-mobile.com)
	CC	
	Bcc	Re: Security Upgrade



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

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Unit 2: Handout #6

Learning from our Mistakes

Week 8 (October 03)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language


Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 2: Handout #7

Instructions: Individually and asynchronously, read the email sent by a client and search for **15** mistakes about **capitalization**, **punctuation**, and **spelling**. Highlight the mistakes in the following way: **Capitalization**, **Punctuation**, and **Spelling**. There are **5** capitalization mistakes, **5** punctuation mistakes, and **5** spelling mistakes.

Email Sent by a Client

 Send	From ▾	Udaya Rekha (udaya.rekha@gmail.com)
	To	Software Development Department (software.sup@intel.com)
	Cc	
	Bcc	
	Subject	Feedback on Game

Good afternoon

I hope you are doing fine I would like to give you some fedback on your game. it is very user-friendly, and its graphical user intreface (gui) is very appealing. However I would like to be able to customize my avatar instead of having to choose from a list of predetermined ones.

also, maintenance breaks hapen very frequently (once every 2-3 days), and the progres i have made in the game during those breaks has not been saved. Unfortunately that can be frustrating.

I would love it if you could take my feedback into acount.

Best
Udaya rekha

II. Instructions: In the lines below, write the corrections of the mistakes that you identified in the previous exercise.

Capitalization mistakes:

1. _____
2. _____
3. _____
4. _____
5. _____


Punctuation mistakes:

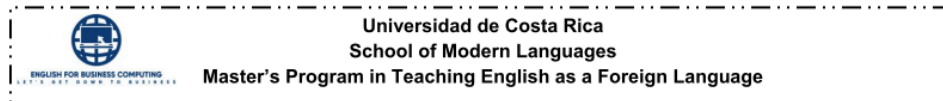
1. _____
2. _____
3. _____
4. _____
5. _____

Spelling mistakes:

1. _____
2. _____
3. _____
4. _____
5. _____

III. Instructions: In the template below, rewrite the corrected version of your email correcting the mistakes that you identified in the first exercise. When you have finished, send your practice to both teachers via email to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

	<input type="text" value="From v"/>	Udaya Rekha (udaya.rekha@gmail.com)
	<input type="text" value="To"/>	Software Development Department (software.sup@intel.com)
	<input type="text" value="Cc"/>	
	<input type="text" value="Bcc"/>	
	<input type="text" value="Subject"/>	Feedback on Game



Lesson Plan – Week 9

Course: PF-0311 Professional Practicum	Lead teacher: Juan Carlos Trejos Quirós	Assistant: Jorge Paniagua Vargas	Term: II Semester, 2023 Date: October 10, 2023
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Unit 2: Get Ready. Get Set. Write!

Goal 1:

- ✓ By the end of the unit, the business computing students will be able to appropriately write emails to clients and managers about work-related situations by using correct grammar, vocabulary, mechanics, and format.

General Objective:

1. By the end of the lesson, the students will properly write work-related emails by using correct capitalization, punctuation, and spelling.

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately show understanding of correct punctuation, capitalization, and spelling rules by selecting the correct option.		R & S		<p>Warm-up</p> <p>Ss, in pairs and in breakout rooms, work on a multiple-choice exercise using LearningApps.com. Ss read the sentences in the exercise, and they determine whether those sentences have correct punctuation, capitalization, and/or spelling by choosing the right option.</p> <p>T models the activity and explains how to use the platform beforehand.</p> <p>T shares the link to access the exercise via the Zoom chat.</p> <p>Source: https://learningapps.org/watch?v=p2hx3m93n23</p> <p>After 10 minutes, Ss return to the main room and T randomly asks them to orally share their answers. T provides feedback on their answers and reviews some rules (if necessary).</p>	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.2. ...correctly recognize the parts of a work-related email by arranging a sample email.</p>	<p>Useful Language: <i>Hello</i>, is the greeting / starter / closing, so it goes first / second / third / at the end.</p> <p>I think that the first / second / third/ last part is <i>Thank you very much for your help</i>.</p> <p>I think the first / second / third/ last paragraph starts with <i>Employees can apply...</i></p>	R & S		<p style="text-align: center;">Pre-tasks</p> <p>Pre-task 1: Ss, in pairs and in breakout rooms, read an email sent by a client. They arrange the different parts of this email in a logical order (e.g., greeting, starter, body paragraphs, closing, and signature).</p> <p>Ss work in this activity using LearningApps.com</p> <p>Source: https://learningapps.org/watch?v=pate4vg2t23</p> <p>After 10 minutes, Ss return to the main room and T randomly asks them to share their answers. T orally checks the exercise and provides feedback on Ss' answers.</p> <p>Ss use the given useful language (Handout 1, p. 1) to exchange their ideas in the breakout rooms and to give their answers in the main room.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance and answer questions.</p>	15'
<p>1.3. ...accurately recognize capitalization, punctuation, and spelling mistakes by highlighting them in a work-related email.</p>	<p>Useful Language: The word <i>Wednesday</i> should be capitalized.</p> <p>In the greeting / first paragraph, we need a comma / period before / after and.</p> <p>The word <i>programmer</i> is misspelled.</p>	R		<p>Pre-task 2: Ss, in pairs and in breakout rooms, read an email sent by a client (the same one used in pre-task 1) to identify 15 capitalization, punctuation, and spelling mistakes by highlighting them with different colors. There are 5 capitalization mistakes, 5 punctuation mistakes, and 5 spelling mistakes. Ss use Handout 2 to work on this exercise.</p> <p>After 10 minutes, Ss return to the main room and T randomly asks them to share their answers using the useful language in Handout 1 (p. 2). T orally checks the exercise and provides feedback on Ss' answers. T firstly asks Ss for the capitalization mistakes, then for the punctuation mistakes, and finally for the spelling mistakes. If necessary, T reviews some capitalization and punctuation rules and some tips for checking spelling.</p>	15'
			- Guided writing	<p style="text-align: center;">Main task</p> <p>Context and task: Ss work for Apple Inc. as business computing engineers in the software development department. They receive an email from a client, and they must individually reply to it.</p>	

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

<p>1.4. ...properly recognize what is being requested in a work-related email by choosing the correct option in a multiple-choice exercise.</p>	<p>Useful Language: The conference will take place in London answers the question where.</p> <p>An answer to what can be Please check the attendance list that you received.</p>	R		<p>Pre-writing: Ss, in pairs and in breakout rooms, read an email sent by a client to recognize what she is asking for. In a multiple-choice exercise Ss choose the answers to the questions <i>who, what, when, where, how, and why</i>.</p> <p>Ss work in this activity using LearningApps.com</p> <p>Source: https://learningapps.org/watch?v=pofgzfd6123</p> <p>After 10 minutes, Ss return to the main room and T randomly asks them to share their answers using the given useful language (Handout 1, p. 3). T orally checks the exercise and provides feedback on Ss' answers.</p>	10'
<p>1.5. ...appropriately write a work-related response email by using correct capitalization, punctuation, and spelling.</p>		W		<p>Drafting: Ss use a template shared by T via the Zoom chat to write a draft of their email replying to their client (Handout 3). First, Ss reread the email to double check what the client is asking them to do, and then they write their draft.</p> <p>Ss must reply to the email by using some of the most common professional expressions used in work-related emails (Handout 3). These expressions were studied in the previous class.</p> <p>In their response email, Ss must include one greeting, one email starter, one expression for email replies, their own ideas addressing what their client is asking them to do, one closing expression, their full name, job title, department, and company's name. In addition, they must use correct capitalization, spelling, and punctuation.</p> <p>T suggests that Ss use a dictionary instead of a translator.</p> <p>Source: https://www.wordreference.com/</p>	15'
		R	- Peer feedback	<p>Revising: In pairs and in breakout rooms, Ss show their response email to each other by sharing their screen to give and receive feedback. Ss use a checklist (Handout 4) to revise their peer's response email. After revising the email, Ss share their comments with their peer so that he/she can edit his/her email.</p> <p>T monitors the process and provides feedback.</p>	10'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.6. ...appropriately analyze their mistakes in relation to pronunciation, vocabulary, and grammar by correcting them.		W W S		<p>Editing: Considering their peers' and T's feedback, Ss correct and modify their response email.</p> <p>T also monitors Ss' progress and helps them in the editing process.</p> <p>Publishing: Ss, using a template shared by T via the Zoom chat (Handout 5), send their response email to Ts via email to receive additional feedback (if necessary). Likewise, some Ss, in the main room, share their email with the class by reading it aloud (the number of Ss reporting will depend on the time available).</p> <p>Post-task: T shows a template called <i>Learning from our Mistakes</i> (Handout 6), and he asks Ss to correct their mistakes concerning pronunciation, vocabulary, and grammar. T asks Ss some questions like: - What is the correct pronunciation of <i>email</i>? - How would you say "<i>Yo tengo las mismas respuestas</i>"? - How would you correct the sentence "<i>I need to write a email</i>"?</p> <p>T writes the answers given by Ss on the template and orally provides them with feedback. Likewise, T will share the handout with Ss via email.</p>	10' 5' 5'
1.7. ...accurately reply to a work-related situation by using the appropriate simple past structures. 1.8. ...accurately transform affirmative sentences in simple past used to describe processes in the business computing field into negative ones by applying the rules of the simple past tense.	Grammar - Simple past (affirmative and negative sentences).	R & W W	- Identification of grammar frames (simple past)	<p style="text-align: center;">Asynchronous Session</p> <p>Analysis: Individually and asynchronously, Ss read an email sent by their manager to identify 10 sentences in simple past tense. Then they must write them in the lines provided (Handout 7).</p> <p>Practice: After analyzing the email and identifying the sentences in simple past, Ss convert those sentences into negative ones and write them in the spaces provided in Handout 7.</p>	20' 30'

Observations:

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Simple Past

Jorge Paniagua Vargas

Juan Carlos Trejos Quirós

Simple past - Verb to be

→ We use it to talk about finished actions in the past (for example, in the workplace).

Simple present (review)

- ▶ I am
- ▶ He is
- ▶ She is
- ▶ It is
- ▶ You are
- ▶ We are
- ▶ They are

Simple past

- ▶ I was
- ▶ He was
- ▶ She was
- ▶ It was
- ▶ You were
- ▶ We were
- ▶ They were

Simple past - Verb to be

- He **was** in the office yesterday. → correct
- + We **were** in a meeting in the morning. → correct
- She **is** busy yesterday. → incorrect (present)
- She **wasn't** our manager last year. → was + not = wasn't
- You **weren't** in the client meeting last night. → were + not = weren't
- They **aren't** in the training session two days ago. → incorrect (present)
- ? **Was** your code correct?
- ? **Were** you in the Onboarding App Project?
- You **were** out of the office in December? → incorrect (wrong structure)

Simple past - Regular verbs

→ We use it to talk about finished actions in the past (for example, in the workplace).

Simple present (review)

- ▶ I walk
- ▶ He walks
- ▶ She walks
- ▶ It walks
- ▶ You walk
- ▶ We walk
- ▶ They walk

Simple past

- ▶ I walked
- ▶ He walked
- ▶ She walked
- ▶ It walked
- ▶ You walked
- ▶ We walked
- ▶ They walked

Simple past - Regular verbs

+ Subject + verb+-ed + ...

I worked on Saturday.

He traveled to the client's office.

We tested the new app.

— Subject + did + not + verb (base form) + ...

I did not/didn't take the training.

They didn't talk in the meeting.

She didn't debug her code.

Simple past - Regular verbs

? Did + subject + verb (base form) + ...

Did	I	miss	the workshop?
Did	you	reply	to the email?
Did	the program	run	correctly?

Simple past

- + ▶ He **looked** at her code on his computer. → correct
- + ▶ He **look** for the program update. → incorrect (present)
- ▶ She **didn't present** her report.
- ▶ We **didn't prepared** for today. → incorrect (double past tense)
- ▶ The program **doesn't worked**. → incorrect (auxiliary in present, verb in past)
- ▶ **Did** the boss **call** you in the morning?
- ? ▶ **Did** you **called** me? → incorrect (double past tense)
- ▶ **Does** he **answered** your question? → incorrect (aux. in present, verb in past)

Simple past - Spelling (regular verbs)

- Talk → talked Simply add “ed”
- Play → played Vowel before “y”, simply add “ed”
- Try → tried Consonant before “y”, change “y” for “i” and add “ed”
- Change → changed Final “e”, add only a “d”
- Stop → stopped Consonant-vowel-consonant → duplicate the last consonant
- Transmit → transmitted Consonant-vowel-consonant, stress on the last syllable → duplicate the last consonant
- Open → opened Consonant-vowel-consonant, but stress is not on the last syllable → simply add “ed” (no duplication)

Simple past

Pronunciation

- Passed → /t/ After p, f, k, s, sh, ch
- Showed → /d/ After b, v, g, z, m, n, l, r, y, w, ge, -the, vowels
- Ended → /ɪd/ After the sounds ‘t’ and ‘d’

Simple past

→ We use it to talk about finished actions in the past (for example, in the workplace).

▶ I	watched
▶ You	watched
▶ We	watched
▶ They	watched
▶ He	watched
▶ She	watched
▶ It	watched

Regular verb

• I	bought
• You	bought
• We	bought
• They	bought
• He	bought
• She	bought
• It	bought

Irregular verb

Simple past - irregular verbs

• I	did	} In most cases, their spelling is different from the verbs in present
• You	went	
• We	saw	
• They	ate	
• He	had	
• She	cut	} In some cases, their spelling is the same as in present
• It	read	} In the case of this verb, its spelling is the same as the verb in present, but the pronunciation is different

Simple past - Irregular verbs

- + ▶ He **taught** her how to program using JavaScript. → **correct**
- + ▶ He **goes** to the company's headquarters. → **incorrect (present)**
- ▶ She **didn't download** the update.
- ▶ We **didn't wrote** a reply. → **incorrect (double past tense)**
- ▶ I **don't work/worked** yesterday. → **incorrect (auxiliary in present / verb in past)**
- ▶ We **couldn't** join the meeting. → **"could" is different**
- ▶ We **didn't can** join the meeting. → **incorrect**
- ▶ **Did** he **tell** you about the training we have to complete?
- ? ▶ **Did** you **found** the error in the code? → **incorrect (double past)**
- ▶ **Does** she **have/had** a license for that program?
→ **incorrect (auxiliary in present / verb in past)**

1 / 10

The building in _____ will be closed on _____.

Task
Choose the option that has correct punctuation, capitalization, and/or spelling!

OK

heredia / wednesday

Heredia / wednesday

Heredia / Wednesday

2 / 10

_____ Tom Green, Chief Executive Officer

Warm regards.

Warm regards,

Warm regards

3 / 10

The office will be closed today _____

because there was a problem with the air conditioning

because there was a problem with the air conditioning.

because, there was a problem with the air conditioning,

4 / 10

_____ has provided us with an important update.

First, the italian team

First the italian team

First, the Italian team

5 / 10

She is a _____ in our department.

jr email developer

Jr. Email Developer

Jr email developer

6 / 10

_____ Thank you for your email.

Good morning Jessica

Good moning Jessica,

Good morning, Jessica,

7 / 10

_____ this project is delayed.

As I said in my previous email,

As I said in my previous email

as i said in my previous email,

8 / 10

Hello, _____ I am writing to tell you I will not be in the office today.

I hope you are okay,

I hope you are okay.

i hope you are okay

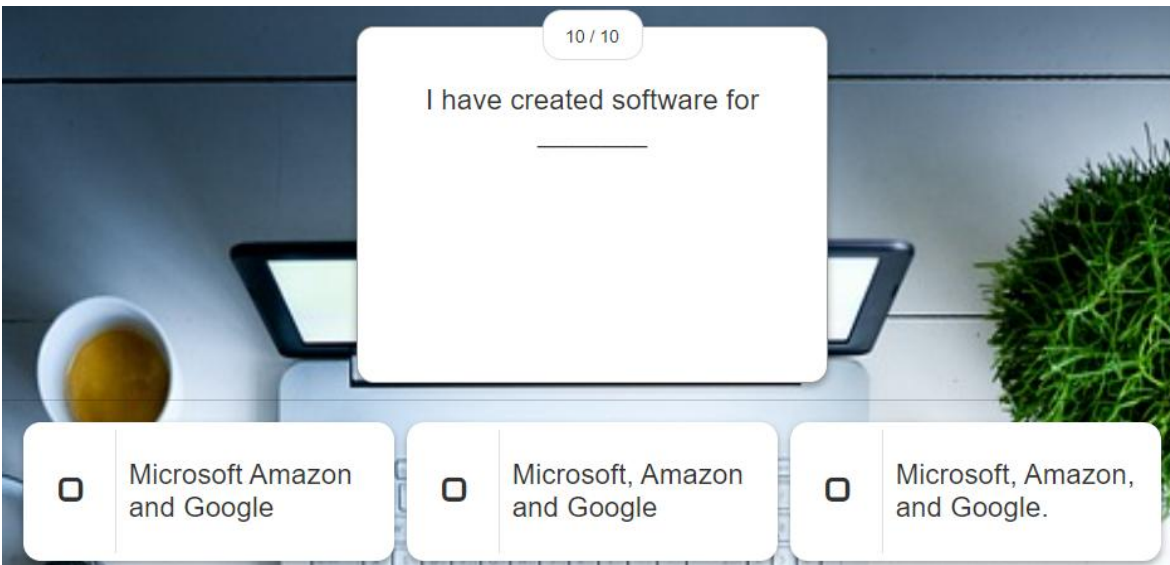
9 / 10

We need this information by _____ and when we have it, we can proceed.

EOD today

eod today,

EOD today,



This benefit will be implemented globally starting today (October 10th), but for the Costa Rican team, it will be available by November 1st. That is why you must start working on this app as soon as possible. Once the app is ready, employees can download and install it by visiting our company App Store

Task

Put the parts of the following email in a logical order.

OK

During our last Town Hall meeting held in London, it was announced that our company will expand the list of benefits that it provides its employees. For that reason, the Costa Rican office will now have the option to apply for a door-to-door transportation benefit and it will be necessary to create an app for employees to register.

I hope you are doing well,

Thank you very much.

Kind regards,

Melissa Redgrave / App Innovation Account Manager / Citrix systems Inc.

This benefit will be implemented globally starting today (October 10th), but for the Costa Rican team, it will be available by November 1st. That is why you must start working on this app as soon as possible. Once the app is ready, employees can download and install it by visiting our company App Store

Good afternoon.

However this benefit will only be applicable for employees who work the 10:00 a.m.-7:00 p.m. shift. Employees who leave work at 6:00 p.m. or earlier will continue to ride the company shuttles with preset routes and stops if they need it. Employees can apply for door-to-door transportation by confirming their work schedule and entering their exact home address on the day they will use the benefit, no later than 3:00 p.m.


During our last Town Hall meeting held in London, it was announced that our company will expand the list of benefits that it provides its employees. For that reason, the Costa Rican office will now have the option to apply for a door-to-door transportation benefit and it will be necessary to create an app for employees to register.

I hope you are doing well,

Thank you very much.

Kind regards,

Melissa Redgrave / App Innovation Account Manager / Citrix systems Inc.



1 / 6

What is your client asking you to do?

Task

Based on the information in the email, choose the right answers to the following questions.

Good afternoon,

I hope you are doing well.

During our last Town Hall meeting held in London, it was announced that our company will expand the list of benefits that it provides its employees. For that reason, the Costa Rican office will now have the option to apply for a door-to-door transportation

OK

1 / 6

What is your client asking you to do?

To create an app

To implement the door-to-door benefit

2 / 6

Who will be applicable for the benefit?



Employees who finish working at 6:00 pm or earlier



Employees who finish working at 7:00 pm

3 / 6

When does the app have to be ready?



On November 1st



On October 10th

4 / 6

Where is the app going to be used?

 In London In the Costa Rican office

5 / 6

How can employees apply for the benefit?

 By visiting their company App Store By confirming their work schedule and entering their exact home address

6 / 6

Why do you have to start working on the app as soon as possible?



Because it has to be ready by November 1st



Because the company is offering more benefits to its employees



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language

Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 2: Handout #1

Pre-task 1

Instructions: Here is some **useful language** to exchange your ideas in the breakout room and to give your answers in the main room.

Useful Language

- *Hello*, is the **greeting / starter / closing**, so it goes **first / second / third / at the end**.
- I think that the **first / second / third/ last part** is *Thank you very much for your help*.
- I think that **the first / second / third/ last paragraph** starts with *Employees can apply...*

Pre-task 2

Instructions: Here is some **useful language** to give your answers in the main room.

Useful Language

- The word *Wednesday* should be capitalized.
- In the **greeting / first paragraph**, we need a **comma / period before / after and**.
- The word *programmer* is misspelled.

Pre-writing

Instructions: Here is some **useful language** to give your answers in the main room.

Useful Language

- *The conference will take place in London* answers the question **where**.
- An answer to **what** can be *Please check the attendance list that you received*.



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Unit 2: Handout #2

Instructions: In pairs and in breakout rooms, read an email sent by a client to identify 15 capitalization, punctuation, and spelling mistakes by highlighting them with different colors. There are 5 **capitalization** mistakes, 5 **punctuation** mistakes, and 5 **spelling** mistakes.

Email Sent by a Client

 Send	From ▾	Melissa Redgrave (melissa.redgrave@citrix.com)
	To	Software Development Department (software.sup@apple.com)
	CC	
	Bcc	
	Subject	New Transportation App

Good afternoon.

I hope you are doing well,

During our last Town Hall meeting held in london, it was announced that our company will expand the list of benefits that it provides its employees. For that reason, the Costa Rican office will now have the option to apply for a door-to-door transportation benefit and it will be necessary to create an app for employees to register.

However this benefit will only be applicable for employees who work the 10:00 a.m.-7:00 p.m. shift. Employees who leave work at 6:00 p.m. or earlier will continue to ride the company shuttles with preset routes and stops if they need it. employees can apply for door-to-door transportation by confirming their work schedule and entering their exact home adress on the day they will use the benefit, no later than 3:00 p.m.

This benefit will be implemented globally starting today (October 10th), but for the Costa rican team, it will be available by november 1st. That is why you must start working on this app as soon as possible. Once the app is ready, employees can download and install it by visiting our company App Store

Thank you very much in advance.

Best regards,
Melissa Redgrave
App Inovation Account Manager
Citrix systems Inc.



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Unit 2: Handout #3

Context: You work for Apple Inc. as business computing engineers in the software development department. You receive an email from a client, and you must individually reply to it.

Instructions: Individually, reread the email sent by a client to recheck what the client is asking you to do.

Email Sent by a Client

 Send	From	Melissa Redgrave (melissa.redgrave@citrix.com)
	To	Software Development Department (software.sup@apple.com)
	CC	
	Bcc	
	Subject	New Transportation App

Good afternoon,

I hope you are doing well.

During our last Town Hall meeting held in London, it was announced that our company will expand the list of benefits that it provides its employees. For that reason, the Costa Rican office will now have the option to apply for a door-to-door transportation benefit, and it will be necessary to create an app for employees to register.

However, this benefit will only be applicable for employees who work the 10:00 a.m.-7:00 p.m. shift. Employees who leave work at 6:00 p.m. or earlier will continue to ride the company shuttles with preset routes and stops if they need it. Employees can apply for door-to-door transportation by confirming their work schedule and entering their exact home address on the day they will use the benefit, no later than 3:00 p.m.

This benefit will be implemented globally starting today (October 10th), but for the Costa Rican team, it will be available by November 1st. That is why you must start working on this app as soon as possible. Once the app is ready, employees can download and install it by visiting our company App Store.

Thank you very much in advance.

Best regards,
Melissa Redgrave
App Innovation Account Manager
Citrix Systems Inc.

Review:

Common Professional Expressions Used in Work-Related Emails

Greetings:

1. Dear (name),
2. Hello, (name),
3. Greetings, (name),
4. Good morning/afternoon/evening, (name),

Email Starters:

1. Thanks for your email.
2. I hope you are doing well.
3. I hope this email finds you well.

Expressions for Email Replies:

1. I am writing to inform you... (about the new software.)
2. As requested, I am sending you... (the JavaScript manual.)
3. I am emailing you to... (give you an update on the project.)
4. I am reaching out to you because... (you need to keep software updated.)

Closings:

1. Best,
2. Regards,
3. Sincerely,
4. Best wishes,
5. Kind/Warm regards,

Drafting


Instructions: Write a draft of your email replying to the one sent by your client. Use the template given below and include:

- ✓ One greeting
- ✓ One email starter
- ✓ One expression for email replies
- ✓ Your own ideas addressing what your client is asking you to do
- ✓ One closing expression
- ✓ Your full name, job title, department, company's name
- ✓ **Remember:** Use correct capitalization, spelling, and punctuation.

Note: You should use a dictionary instead of a translator.

Source: <https://www.wordreference.com/>

Draft of my Response Email

 Send	From ▾	Software Development Department (software.sup@apple.com)
	To	Melissa Redgrave (melissa.redgrave@citrix.com)
	Cc	
	Bcc	
	Subject	Re: New Transportation App



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Unit 2: Handout #4

Revising Checklist

A. Instructions: Read your peer's response email and revise it using the checklist below.

Email written by: _____ Revised by: _____

Aspects	Yes	No
<i>The response email...</i>		
1. ...contains a formal greeting.		
2. ...contains an email starter.		
3. ...includes an expression for email replies.		
4. ...responds to what the client is requesting.		
5. ...contains a formal closing phrase.		
6. ...includes the sender's full name.		
7. ...includes the sender's job title.		
8. ...includes the name of the sender's department.		
9. ...includes the company's name.		
<i>Capitalization, Punctuation, and Spelling</i>		
10. Are capitalization rules applied correctly?		
11. Is punctuation correct in the email?		
12. Are all the words spelled correctly?		

B. Instructions: After revising your peer's response email, give him/her feedback, so he/she can edit his/her email.



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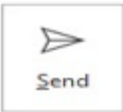
Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 2: Handout #5

Instructions: Copy and paste the final version of your response email in the template given below. Send this document to both teachers via email to receive feedback.

jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

Publishing my Response Email

 Send	From ▾	Software Development Department (software.sup@apple.com)
	To	Melissa Redgrave (melissa.redgrave@citrix.com)
	Cc	
	Bcc	
	Subject	Re: New Transportation App



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Unit 2: Handout #6

Learning from our Mistakes

Week 9 (October 10)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



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Unit 2: Handout #7

Instructions: Individually and asynchronously, read the email sent by one of your clients and search for ten sentences in **simple past** used to describe work-related situations. Write your sentences on the lines given below.

Email Sent by the Manager

 Send	From ▾	Oana Nicolescu (oana.nicolescu@gmail.com)
	To	Technical Support Department (tech.sup@microsoft.com)
	CC	
	Bcc	
	Subject	Glitches in Camera Software

Hello,

I tested the app for our SPX-300 cameras in the morning, and it was better than last week, but I found some glitches that you still need to correct. For example, I had to log in three times because the app took too long to load my profile.

Also, I clicked on the option "Remember me," but it erased my login credentials. Finally, on one occasion, the app closed itself and it was necessary for me to log in again. This made the experience of using this app a little frustrating for me, and it would probably be the same for other clients.

Please work on these glitches so that the experience of using these cameras is better.

Thank you,
Oana Nicolescu

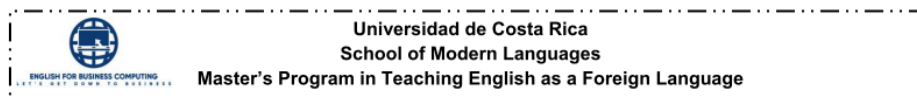
Sentences in Simple Past

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

II. Instructions: Convert the sentences you wrote above into **negations**. When you have finished, send your practice to both teachers via email to receive feedback.
jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr

Negations:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Lesson Plan – Week 10

Course: PF-0311 Professional Practicum	Lead teacher: Jorge Paniagua Vargas	Assistant: Juan Carlos Trejos Quirós	Term: II Semester, 2023 Date: October 17, 2023
Unit 3: Go! The Future is Now			
Goal 1: ✓ By the end of the unit, the business computing students will be able to appropriately participate in a job interview by providing personal information and background, skills, qualifications, and work experience.			
General Objective: 1. By the end of the lesson, the students accurately provide their personal information and background by interacting with their peers in a simulation of a job interview.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately recognize the meaning of some of the most common personal information and background questions asked in a job interview by matching each question with its corresponding answer.		R		<p style="text-align: center;">Warm-up</p> <p>Ss, in pairs and in breakout rooms, work on a matching exercise using WordWall.net. Ss read some of the most common personal information and background questions asked in job interviews and their answers. Then they match the questions with their corresponding answer by dragging them.</p> <p>T shares the link to access the exercise via the Zoom chat.</p> <p>Source: https://wordwall.net/resource/60169420/common-personal-information-and-background-questions-asked-in</p> <p>After 10 minutes, Ss return to the main room and T randomly asks them to orally share their answers. T provides feedback on their answers.</p> <p>T models the activity and explains how to use the platform beforehand.</p>	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.2. ...correctly role-play a conversation between a Human Resources manager and a job candidate by reading it aloud.		R & S		<p style="text-align: center;">Pre-tasks</p> <p>Pre-task 1: Ss, in pairs and in breakout rooms, read aloud a conversation between a Human Resources manager and a job candidate (Handout 1). They read the conversation twice switching roles.</p> <p>Note: Lead T and assistant T model the activity beforehand.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback. If necessary, general feedback will also be given in the main room.</p>	20'
1.3. ...properly exchange personal and background information by interacting with their peers.	<p>Useful Language:</p> <ul style="list-style-type: none"> - I'm from <u>Golfito</u>. - I'm <u>25</u> years old. - I like <u>watching series and playing soccer</u>. - I studied <u>business computing engineering</u>. - I studied in the <u>University of Costa Rica</u>. - I graduated in <u>2022</u>. - I worked at <u>Intel</u> as a business computing engineer for <u>two</u> years. - As part of my responsibilities, I 	W		<p style="text-align: center;">Main task</p> <p>Context and task: Ss are applying for a job as business computing engineers. They wrote their résumé and cover letter. Then, they went to a job fair and applied for the job. A week later, the Human Resources manager called them to arrange an interview. Now, their job interview is coming up. Ss must be prepared and attend the job interview.</p> <p>Planning/Organizing: Individually, Ss plan and organize what to include in their responses to some of the most common personal and background information questions in job interviews:</p> <ol style="list-style-type: none"> 1. What can you tell me about yourself? 2. What did you study? 3. Where did you study? 4. When did you finish your studies? 5. Can you tell me a little bit about your work experience? 6. Why did you leave your last job? <p>Ss use the given useful language in Handout 2. They can write their ideas in their notebooks/computers.</p> <p>While Ss work, T answers questions and provides feedback (if necessary).</p>	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.4. ...appropriately analyze their mistakes in relation to pronunciation, vocabulary, and grammar by correcting them.	tested and developed software.	S		Rehearsing: Ss, in pairs and in breakout rooms, practice asking and giving answers to the personal information and background questions. Each S takes turns to be the interviewer and the job candidate. They switch roles. While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback.	15'
	- I was responsible for testing and developing software.	S		Interacting: In the main room and in pairs, Ss exchange their personal and background information. One S asks the questions, and the other S answers them. Then they switch roles. T monitors Ss' performance.	15'
	- I quit my last job because I didn't have the opportunity to grow professionally.	S		Post-task: T shows a template called <i>Learning from our Mistakes</i> (Handout 3), and he asks Ss to correct their mistakes concerning pronunciation, vocabulary, and grammar. T asks Ss some questions like: - What is the correct pronunciation of <i>graduated</i> ? - How would you say "ambiente laboral"? - How would you correct the sentence "I study business computing engineering in 2022"? T writes the answers given by Ss on the template and provides them with feedback.	5'
1.5. ...accurately identify personal and background information of a job candidate by completing a chart.		R & W		Asynchronous Session Analysis: Individually and asynchronously, Ss read Jimmy's profile. They complete the chart given (Handout 4) with the corresponding information taken from the profile.	20'
1.6. ...properly talk about a job candidate's personal and background information by recording an audio.		S		Practice: Ss play the role of Jimmy. Then they record an audio answering the given questions and using the information they have about him. Ss can use the online voice recorder called Vocaroo https://vocaroo.com/ or any other app/software to record the audio. Ss send their audios to both Ts via email.	30'

Observations:

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

Match up

Common Personal Information and Background Questions Asked in Job Interviews

START


Drag and drop each keyword next to its definition.


 Can you tell me a little bit about your work experience?

 When did you finish your studies?

 Why did you leave your last job?

 What can you tell me about yourself?

 Where did you study?

 What did you study?

I worked at Intel as a business computing engineer for 2 years, and I was responsible for testing and developing software.

I graduated from the university in 2022.

I quit my last job because I didn't have the opportunity to grow professionally.

I studied in the University of Costa Rica.

My name is Alex. I live in San Carlos. I'm twenty-seven years old. In my free time, I like to watch movies and listen to music.

I studied business computing engineering.



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language

Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 3: Handout #1

Pre-task 1

Instructions: In pairs and in breakout rooms, read aloud the conversation between a Human Resources (HR) manager and a job candidate. Read the conversation twice switching roles.

Conversation Between a Human Resources Manager and a Candidate

HR manager: Hi, nice to meet you. I'm (your name).

Candidate: I'm (your name). Nice to meet you, too.

HR manager: Thanks for being here on time.

Candidate: Sure! Thanks for having me.

HR manager: Okay, let's get started. *What can you tell me about yourself?*

Candidate: Well, I'm from Barva, Heredia. I'm thirty-two years old. I like cycling, traveling, and spending time with my pets.

HR manager: That's great! Now, tell me, *what did you study?*

Candidate: I studied business computing engineering.

HR manager: Nice, and *where did you study?*

Candidate: I studied at the University of Costa Rica, in the Golfito Campus.

HR manager: Very well! And... *when did you finish your studies?*

Candidate: I graduated in 2022.

HR manager: Alright. Now, *can you tell me a little bit about your work experience?*

Candidate: Of course. I worked at IBM as a business computing engineer for one year, and as part of my responsibilities, I created landing pages and forms for people to register for Webinars, workshops, etc.

HR manager: That's really interesting! I have one last question for you: *Why did you leave your last job?*

Candidate: Sure. I quit my last job because I obtained a back-end developer certification, and I want to put that knowledge into practice.

HR manager: That makes sense. Well, thank you, (your classmate's name). You can expect a call from us in the next 5-10 business days with the result of your application.

Candidate: Thank you very much!



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Unit 3: Handout #2

Some of the Most Common Personal Information and Background Questions Asked in Job Interviews

1. *What can you tell me about yourself?*
Well, I'm from Golfito. **I'm** thirty-five **years old**. **I like** watching series and playing soccer.
2. *What did you study?*
I studied business computing engineering.
3. *Where did you study?*
I studied at the University of Costa Rica.
4. *When did you finish your studies?*
I graduated in 2022.
5. *Can you tell me a little bit about your work experience?*
I worked at Intel **as a business computing engineer for** two years. **As part of my responsibilities,** I tested and developed software. **I was responsible for** testing and developing software.
6. *Why did you leave your last job?*
I quit my last job because I didn't have the opportunity to grow professionally.

Context and task:

You are applying for a job as a business computing engineer. You wrote your résumé and cover letter. Then, you went to a job fair and applied for the job. A week later, the Human Resources manager called you to arrange an interview. Now, your job interview is coming up. You must be prepared and attend the job interview.

Planning/Organizing:

Instructions: Individually, plan and organize what to include in your responses to some of the most common personal and background information questions in job interviews:

1. What can you tell me about yourself?
2. What did you study?
3. Where did you study?
4. When did you finish your studies?
5. Can you tell me a little bit about your work experience?
6. Why did you leave your last job?

Remember: Use the given useful language in this handout.



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Unit 3: Handout #3

Learning from our Mistakes

Week 10 (October 17)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



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Unit 3: Handout #4

Instructions: Individually and asynchronously, read Jimmy's profile, and complete the chart with the requested information.

Jimmy's Profile

Hello! I'm Jimmy Foster and I'm 34 years old. I have been living in San José, Costa Rica since 2013. I feel extremely excited living in Costa Rica because I can do what I like. For example, I'm passionate about surfing and snorkeling. I studied computer engineering in the University of Costa Rica. I finished my studies in 2020. After graduating, I started working at Amazon as a computer engineer. I worked in this company for two years. Although working in this company was satisfactory, I quit working there because I had to commute every day. That's why I am looking for a new job.

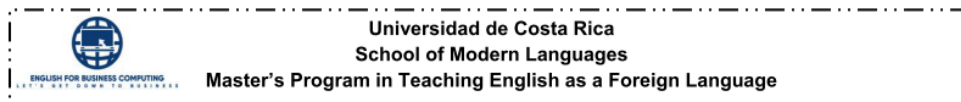
Jimmy's Personal and Background Information	
Name	
Age	
Address	
Hobbies	
Major	
University	
Graduation (year)	
Work experience (place, duration, responsibilities)	
Reasons why he quit his job	

Instructions: Pretend you are Jimmy. Then record an audio answering the given questions and using the information you have about him. Use the useful language studied in today's lesson.

Some of the most common personal information and background questions asked in job interviews:

1. What can you tell me about yourself?
2. What did you study?
3. Where did you study?
4. When did you finish your studies?
5. Can you tell me a little bit about your work experience?
6. Why did you leave your last job?

You can record your audio using the voice recorder called Vocaroo <https://vocaroo.com/> or any other app/software. Send your audios to both Ts via email to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr



Lesson Plan – Week 11

Course: PF-0311 Professional Practicum	Lead teacher: Juan Carlos Trejos Quirós	Assistant: Jorge Paniagua Vargas	Term: II Semester, 2023 Date: October 24, 2023
Unit 3: Go! The Future is Now			
Goal 1: ✓ By the end of the unit, the business computing students will be able to appropriately participate in a job interview by providing personal information and background, skills, qualifications, and work experience.			
General Objective: 1. By the end of the lesson, the students will be able to accurately provide information about their skills and qualifications by interacting with their peers in a simulation of a job interview.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...appropriately recognize the meaning of some of the most common questions about skills and qualifications asked in job interviews by matching each question with its corresponding answer.	Vocabulary 1. What did you major in? 2. What are some additional certifications you have? 3. What are your skills? 4. How many languages can you speak? 5. What's your English level? 6. What are 3 of your strengths? 7. What is one of your weaknesses?	R		Warm-up Ss, in pairs and in breakout rooms, work on a memory game using WordWall.net. In this memory game, Ss will find some of the most common questions about skills and qualifications asked in job interviews and their answers. Ss have to flip the given cards to find the questions and their corresponding answers. T shares the link to access the exercise via the Zoom chat. Source: https://wordwall.net/resource/62462484/common-skills-and-qualifications-questions-asked-in-job After 10 minutes, Ss return to the main room and T randomly asks them to orally share their answers. T provides feedback on their answers. T models the activity and explains how to use the platform beforehand.	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

	Useful language: - Where do you want me to click? - Click on A2				
1.2. ...correctly role-play a conversation between a department manager and a job candidate by reading it aloud.		R & S		<p align="center">Pre-task</p> In pairs and in breakout rooms, Ss read a conversation between a department manager and a job candidate aloud (Handout 1). They read the conversation twice, switching roles. Note: Lead T and assistant T model the activity beforehand. While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback. If necessary, general feedback will also be given in the main room.	20'
1.3. ...properly exchange information about their skills and qualifications by interacting with their peers.	Useful Language: - I majored in <u>business computing engineering</u> . - I have a certification in <u>programming languages such as JavaScript, HTML5, and CSS</u> . Also, I'm certified in <u>cybersecurity</u> . - Well, in my previous job I had the opportunity to <u>lead a team in different projects efficiently, so I</u>	W		<p align="center">Main task</p> Context and task: After having the first job interview with the Human Resources manager, the manager of the department that Ss want to work in called them to have their second job interview, which will be based on their skills and qualifications. Their job interview is coming up. Ss must be prepared and attend the job interview. Planning/Organizing: Individually, Ss plan and organize what to include in their responses to some of the most common questions about skills and qualifications asked in job interviews: 1. What did you major in? 2. What are some additional certifications you have? 3. What are your skills? 4. How many languages can you speak? 5. What's your English level? 6. What are 3 of your strengths? 7. What is one of your weaknesses? Ss use the given useful language and vocabulary related to skills, weaknesses, and strengths in Handout 2. They can write their ideas in their notebooks/computers. While Ss work, T answers questions and provides feedback (if necessary).	20'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.4. ...appropriately show understanding of their mistakes in relation to pronunciation, vocabulary, and grammar by correcting them.	would say that I'm very good at <u>project management and teamwork</u> . Also, I'm a <u>strong decision maker</u> and a <u>complex problem solver</u> .	S		Rehearsing: In pairs and in breakout rooms, Ss practice asking and answering questions about skills and qualifications. Each S takes turns to be the manager and the job candidate. They switch roles.	20'
	- I can speak <u>three languages: Spanish, English, and French</u> .	S		Interacting: In the main room and in pairs, Ss exchange their skills and qualifications. One S asks the questions, and the other S answers them. Then they switch roles.	20'
	- I have an <u>intermediate English level</u> .	S		T monitors Ss' performance. Note: If time allows, all Ss will role-play.	
	- I'm very good at <u>communicating with people</u> , and I <u>consider myself a well-organized and adaptable person</u> .	S			
	- Let's see... I'm a <u>perfectionist person because I like things to go well all the time</u> , but I have to <u>understand that we always make mistakes and that we can learn from those mistakes</u> .	S			
				Post-task: T shows a template called <i>Learning from our Mistakes</i> (Handout 3), and he asks Ss to correct their mistakes concerning pronunciation, vocabulary, and grammar. T asks Ss some questions like: - What is the correct pronunciation of <i>majored</i> ? - How would you say "colaborativo"?	5'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

				- How would you correct the sentence "I'm very good at solve problems?" T writes the answers given by Ss on the template and provides them with feedback.	
1.5. ...accurately identify information about skills and qualifications from a résumé by completing a chart.		R & W		Asynchronous Session Analysis: Individually and asynchronously, Ss read Christopher's résumé. They complete the given chart (Handout 4) with the corresponding information taken from the résumé.	20'
1.6. ...properly talk about a job candidate's skills and qualifications by recording an audio.		S		Practice: Ss play the role of Christopher. Then they record an audio answering the given questions and using the information they have about him. Ss can use the online voice recorder called Vocaroo https://vocaroo.com/ or any other app/software to record the audio. Ss send their audios to both Ts via email.	30'

Observations: _____

Matching pairs

Common Questions About Skills and Qualifications Asked in Job Interviews































Tap a pair of tiles at a time to reveal if they are a match.

Activity Title

Common Questions About Skills and Qualifications Asked in Job Interviews

Pairs of identical items Pairs of different items

- | | | |
|----|---|--|
| 1. |   What did you major in? |   I majored in business computing engine |
| 2. |   What are some additional certifications |   I have a certification in programming la |
| 3. |   What are your skills? |   Well, in my previous job I had the oppo |
| 4. |   How many languages can you speak? |   I can speak three languages: Spanish, E |
| 5. |   What's your English level? |   I have an intermediate English level. |
| 6. |   What are 3 of your strengths? |   I'm very good at communicating with pe |
| 7. |   What is one of your weaknesses? |   Let's see... I'm a perfectionist person be |



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

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Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 3: Handout #1

Pre-task 1

Instructions: In pairs and in breakout rooms, read aloud the conversation between a department manager and a job candidate. Read the conversation twice, switching roles.

Conversation Between a Department Manager and a Job Candidate

Manager: Hi, pleased to meet you. I'm (your name).

Candidate: Hi, I'm (your name). Pleased to meet you, too.

Manager: Thanks for being here.

Candidate: Sure! Thanks for the opportunity.

Manager: Okay, let's get started. *What did you major in?*

Candidate: I majored in business computing engineering.

Manager: Interesting! Now, tell me, *what are some additional certifications you have?*

Candidate: I have a certification in programming languages such as JavaScript, HTML5, and CSS. Also, I'm certified in cybersecurity.

Manager: Awesome! I would like to know a little bit about your skills, so tell me, *what are your skills?*

Candidate: Well, in my previous job I had the opportunity to lead a team in different projects efficiently, so I would say that I'm very good at project management and teamwork. Also, I'm a strong decision maker and a complex problem solver.

Manager: Very well! And... *how many languages can you speak?*

Candidate: I can speak three languages: Spanish, English, and French.

Manager: Alright. Now, *what's your English level?*

Candidate: Well, I could say that I have an intermediate English level.

Manager: That's good! It would be interesting to know about your strengths, so in your opinion, what are 3 of your strengths?

Candidate: Of course! I'm very good at communicating with people, and I consider myself a well-organized and adaptable person.

Manager: That's great! I have one last question for you: *what is one of your weaknesses?*

Candidate: Let's see... I'm a perfectionist because I like things to go well all the time, but I have to understand that we always make mistakes and that we can learn from those mistakes.

Manager: Well, thank you, (your classmate's name). You can expect a call from us in the next 5-10 business days with the result of your application.

Candidate: Thank you very much!



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Unit 3: Handout #2

Some of the Most Common Questions About Skills and Qualifications Asked in Job Interviews

1. *What did you major in?*

I majored in business computing engineering.

2. *What are some additional certifications you have?*

I have a certification in programming languages such as JavaScript, HTML5, and CSS. **Also, I'm certified in** cybersecurity.

3. *What are your skills?*

Well, in my previous job I had the opportunity to lead a team in different projects efficiently, **so I would say that I'm very good at** project management and teamwork. **Also, I'm** a strong decision maker and a complex problem solver.

4. *How many languages can you speak?*

I can speak three languages: Spanish, English, and French.

5. *What's your English level?*

I have an intermediate English level.

6. *What are 3 of your strengths?*

I'm very good at communicating with people, **and I consider myself** a well-organized and adaptable person.

7. *What is one of your weaknesses?*

Let's see... **I'm** a perfectionist because I like things to go well all the time, **but I have to understand that we always make mistakes and that we can learn from those mistakes.**

Interview Question: What are your skills?

Personal Skills and **Professional Skills**

- Critical-thinking
- Problem-solving
- Oral and written communication
- Leadership
- Time management

- Marketing
- Presentation competency
- Computer literate
- Other languages
- Research expertise

indeed

Taken from: <https://www.indeed.com/career-advice/resumes-cover-letters/best-resume-skills>

Interview Question: What are your strengths and weaknesses?

Example Weaknesses and **Example Strengths**

- Self-critical
- Lacking confidence
- Difficulty asking questions
- Lacking experience
- Procrastination

- Leadership
- Interpersonal skills
- Technical skills
- Persistence
- Organization

indeed

Taken from: <https://www.indeed.com/career-advice/interviewing/interview-question-what-are-your-strengths-and-weaknesses>

Context and task:

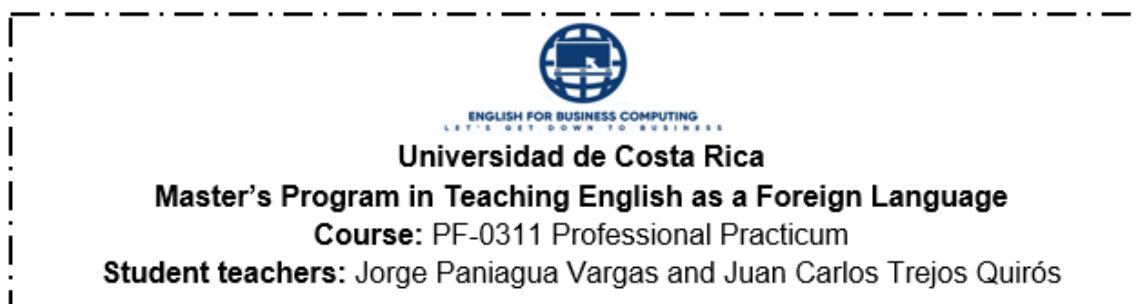
After having the first job interview with the Human Resources manager, the manager of the department you want to work in called you to have your second job interview, which will be based on your skills and qualifications. Your job interview is coming up. You must be prepared and attend the job interview.

Planning/Organizing:

Instructions: Individually, plan and organize what to include in your responses to some of the most common questions about skills and qualifications asked in job interviews:

1. What did you major in?
2. What are some additional certifications you have?
3. What are your skills?
4. How many languages can you speak?
5. What's your English level?
6. What are 3 of your strengths?
7. What is one of your weaknesses?

Remember: Use the given useful language and vocabulary in this handout.



Unit 3: Handout #3

Learning from our Mistakes

Week 11 (October 24)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica


Master's Program in Teaching English as a Foreign Language

Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 3: Handout #4

Instructions: Individually and asynchronously, read Christopher's résumé and complete the chart below (p. 2) with the corresponding information.

<p>Christopher Morgan</p>  <p>Contact</p> <p>Address: 177 Great Portland Street, London W5W 6PQ</p> <p>Phone: +44 (0)20 7666 8555</p> <p>Email: christoper.m@gmail.com</p> <p>LinkedIn: linkedin.com/christopher.morgan</p> <p>Languages</p> <ul style="list-style-type: none"> English – C2 Spanish – B2 German – A2 <p>Hobbies</p> <ul style="list-style-type: none"> Writing Sketching Photography Design 	<p>Summary</p> <p>Senior Web Developer specializing in front end development. Experienced with all stages of the development cycle for dynamic web projects. Well-versed in numerous programming languages including HTML5, PHP OOP, JavaScript, CSS, MySQL. Strong background in project management and customer relations.</p> <p>Skill Highlights</p> <ul style="list-style-type: none"> Project management Strong decision maker Complex problem solver Creative design Innovative Service-focused <p>Experience</p> <p>Web Developer - 09/2015 to 05/2019 Luna Web Design, New York, USA</p> <ul style="list-style-type: none"> Cooperate with designers to create clean interfaces and simple, intuitive interactions and experiences. Develop project concepts and maintain optimal workflow. Work with senior developer to manage large, complex design projects for corporate clients. Complete detailed programming and development tasks for front end public and internal websites as well as challenging back-end server code. Carry out quality assurance tests to discover errors and optimize usability. <p>Education</p> <p>Bachelor of Science: Computer Information Systems - 2014 Columbia University, NY, USA.</p> <p>Certifications</p> <p>Programming Languages: JavaScript, HTML5, PHP OOP, CSS, SQL, MySQL (2019). Google Ads Search (2018).</p> <p>References</p> <p>Lydia Robinson, Project Manager, Web Design Consultants, 246 Fifth Avenue, New York, USA, NY 10001 lynda.robinson@intel.com / (212) 203-4522</p>
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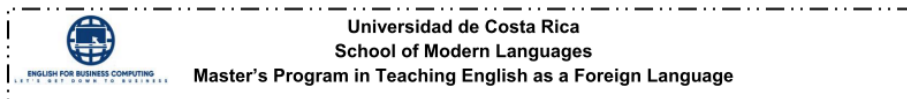
Christopher's Skills and Qualifications	
Major	
Certifications	
Skills	
Languages	
English level	

Instructions: Pretend you are Christopher. Then record an audio answering the given questions and using the information you have about him. Use the useful language and vocabulary studied in today's lesson.

Some of the most common questions about skills and qualifications asked in job interviews:

1. What did you major in?
2. What are some additional certifications you have?
3. What are your skills?
4. How many languages can you speak?
5. What's your English level?

You can record your audio using the voice recorder called Vocaroo <https://vocaroo.com/> or any other app/software. Send your audios to both Ts via email to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr



Lesson Plan – Week 12

Course: PF-0311 Professional Practicum	Lead teacher: Jorge Paniagua Vargas	Assistant: Juan Carlos Trejos Quirós	Term: II Semester, 2023 Date: October 31, 2023
Unit 3: Go! The Future is Now			
Goal 1: ✓ By the end of the unit, the business computing students will be able to appropriately participate in a job interview by providing personal information and background, skills, qualifications, and work experience.			
General Objective: 1. By the end of the lesson, the students will be able to accurately provide information about their work experience by interacting with their peers in a simulation of a job interview.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...properly recognize the meaning of some of the most common questions about work experience asked in job interviews by completing a conversation.		R		<p style="text-align: center;">Warm-up</p> <p>In pairs and in breakout rooms, Ss work on a drag and drop game using Genially. In this game, Ss read an incomplete conversation between a team lead (TL) and a job candidate. They complete this conversation by dragging the questions to the most appropriate blank.</p> <p>T shares the link to access the game via the Zoom chat. Source: https://view.genial.ly/653bf23a390bcc00113d0d6e</p> <p>While Ss work in breakout rooms, they use the given useful language (Handout 1) and T visits them to monitor their performance and answer questions.</p> <p>After 10 minutes, Ss return to the main room and T randomly asks them to orally share their answers using the given useful language (Handout 1). T provides feedback on their answers.</p> <p>T models the activity and explains how to use the platform beforehand.</p>	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.2. ...correctly role-play a conversation between a team lead and a job candidate by reading it aloud.		R & S		<p style="text-align: center;">Pre-task</p> <p>In pairs and in breakout rooms, Ss read a conversation between a team lead (TL) and a job candidate aloud (Handout 2). They read the conversation twice, switching roles.</p> <p>Note: Lead T and assistant T model the activity beforehand.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback. If necessary, general feedback will also be given in the main room.</p>	20'
1.3. ...properly exchange information about their work experience by interacting with their peers.	<p>Useful Language:</p> <ul style="list-style-type: none"> - Can you tell me a little bit about your work experience? - Could you tell me about a difficult situation that you faced at work? - What is your greatest achievement at work? - How would your previous boss describe you? 	W		<p style="text-align: center;">Main task</p> <p>Context and task: After having the first two job interviews, Ss have been shortlisted and now they will have an interview with the team lead (TL) of the IT department at Intel. This interview will be based on their work experience. Their job interview is coming up. Ss must be prepared and attend the job interview.</p> <p>Planning/Organizing: Individually, Ss plan and organize what to include in their responses to some of the most common questions about work experience asked in job interviews:</p> <ol style="list-style-type: none"> 1. Can you tell me a little bit about your work experience? 2. Could you tell me about a difficult situation that you faced at work? 3. What is your greatest achievement at work? 4. How would your previous boss describe you? <p>Ss complete the conversation in Handout 3 with their ideas and use the given useful language in this handout.</p> <p>Note: To give context to the conversation, Ss also answer the questions below. Those questions were studied in the two previous classes:</p> <ol style="list-style-type: none"> 1. What can you tell me about yourself? 2. What can you tell me about your education? <p>While Ss work, T answers questions and provides feedback (if necessary).</p>	20'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.4. ...appropriately recognize the correct uses of the prepositions <i>in</i> , <i>at</i> , and <i>on</i> in sentences by selecting the right option.		S		<p>Rehearsing: In pairs and in breakout rooms, Ss practice asking and answering the questions about work experience. Each S takes turns to be the team lead and the job candidate. They switch roles.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback.</p>	20'
		S		<p>Interacting: In the main room and in pairs, Ss role-play the conversation switching roles.</p> <p>T monitors Ss' performance and provides feedback using Handout 4 (Learning from our Mistakes).</p>	20'
		R		<p>Post-task: Individually and in the main room, Ss play a trivia game using Genially. In this game, Ss read some incomplete sentences. Then, they complete those sentences by selecting the correct option (<i>in</i>, <i>at</i>, or <i>on</i>).</p> <p>Source: https://view.genial.ly/653c13ac1e40f4001126885b</p> <p>T shares the game on the screen and randomly asks Ss for the correct answer. For example:</p> <ul style="list-style-type: none"> - What option completes this sentence, Isaac? <p>Likewise, T asks other Ss if they agree or disagree with their peer's answer.</p> <p>T provides feedback on Ss' answers.</p>	5'
1.5. ...accurately identify personal and work experience information of a job candidate by completing a chart.		R & W		<p style="text-align: center;">Asynchronous Session</p> <p>Analysis: Individually and asynchronously, Ss read a description of Michelle's work experience. They complete the chart given (Handout 5) with the corresponding information taken from the description.</p>	20'
1.6. ...properly talk about a job candidate's personal and work experience information by recording an audio.		S		<p>Practice: Ss play the role of Michelle. Then they record an audio answering the given questions and using the information they have about her.</p>	30'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

				Ss can use the online voice recorder called Vocaroo https://vocaroo.com/ or any other app/software to record the audio. Ss send their audios to both Ts via email.
--	--	--	--	---

Observations: _____

Fill in the blanks by dragging the questions to their corresponding blanks.

TL: Good afternoon, nice meeting you. I'm Lauren, the TL of the IT department at Intel.

Candidate: Good afternoon, I'm Andrew. Nice meeting you, too.

TL: Thanks for being here. **Candidate:** Sure! Thanks for the opportunity.

TL: Since you did well in the previous interviews, today I will be asking you some questions mainly related to your work experience, but first, what can you tell me about yourself?

Candidate: Well, I'm from Pérez Zeledón. I'm twenty-nine years old and I like playing video games and reading books and comics.

TL: Really? I like playing video games, too. Now, what can you tell me about your education?

Candidate: I majored in business computing engineering. I studied at the University of Costa Rica, and I graduated in 2020. I also have some certifications in programming languages such as Python, Java, and C++. In addition, I'm certified in robotics.

TL: Great! Let's talk now about your work experience, so _____?

Candidate: Well, I worked at HP as a business computing engineer for three years, and as part of my responsibilities, I designed web pages and software.

TL: Very well! And... _____?

Candidate: In my last job, I was working on a project that was behind schedule. I was feeling a lot of pressure from my manager to get things back on track. I had to work late nights and weekends to get the project finished on time. It was a difficult situation, but I learned a lot about time management and project planning.

TL: Alright. Now, _____?

Candidate: I think my greatest achievement was during my last job as a business computing engineer. I was in a situation in which a client was very unhappy with a project's results, so I sat down with the client and listened to their concerns. Then I did some research and came up with a few possible solutions. After presenting these options to the client, we were able to come to a resolution that satisfied both parties.

TL: Awesome! I have one last question for you: _____?

Candidate: Let's see... In my last performance review, my former manager described me as creative, dedicated, and organized. For example, I was always trying to find ways to simplify processes to make them more efficient. I know that she appreciated that about me.

TL: Well, thank you, (your classmate's name). You can expect a call from us in the next 3-5 business days with the result of your application.

Candidate: I look forward to hearing from you. Thank you very much!

can you tell me a little bit about it

what is your greatest achievement at work

how would your previous boss describe you

could you tell me about a difficult situation that you faced at work

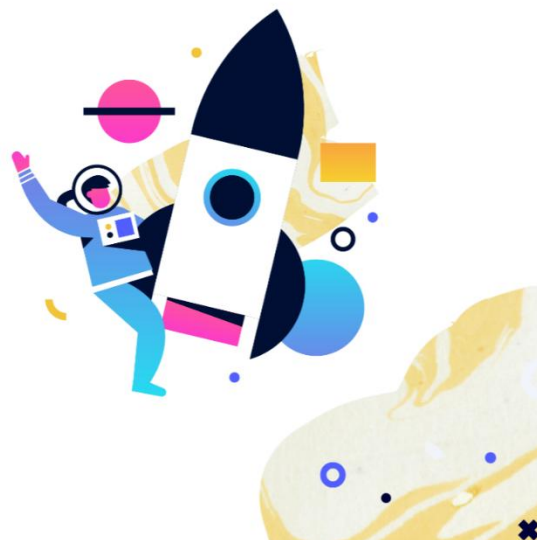


In, at, or on?

Trivia

Choose the right answer to complete each sentence.

START





Question 1/8



He's a cybersecurity analyst _____ IBM.

in

on

at



Question 2/8



I majored _____ mechanical engineering.

in

at

on

Question 3/8

My professor studied _____ Oxford University.

on

in

at



Question 4/8

My best friend graduated _____ 2017.

at

in

on



Question 5/8



I'm certified _____ SCRUM.

on

in

at



Question 6/8



She works _____ Google.

in

on

at



Question 7/8



In my previous job, I worked _____ different projects.

on

in

at



Question 8/8



I faced many difficult situations _____ work.

in

on

at



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Unit 3: Handout #1

Warm up

Instructions: Here is some **useful language** to interact with your classmate(s) in the breakout rooms and to give your answers in the main room.

Useful Language

- **The question** *What is your greatest achievement at work?* **fills in the first/second/third/fourth blank.**
- **The answer to the question** *How would your previous boss describe you?* **starts with** I think that....



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Unit 3: Handout #2

Pre-task 1

Instructions: In pairs and in breakout rooms, read aloud the conversation between a team lead (TL) and a job candidate. Read the conversation twice, switching roles.

Conversation Between a Team Lead and a Job Candidate

TL: Good afternoon, nice meeting you. I'm (your name), the TL of the IT department at Intel.

Candidate: Good afternoon, I'm (your name). Nice meeting you, too.

TL: Thanks for being here.

Candidate: Sure! Thanks for the opportunity.

TL: Since you did well in the previous interviews, today I will be asking you some questions mainly related to your work experience, but first, *what can you tell me about yourself?*

Candidate: Well, I'm from Pérez Zeledón. I'm twenty-nine years old and I like playing video games and reading books and comics.

TL: Really? I like playing video games, too. Now, *what can you tell me about your education?*

Candidate: I majored in business computing engineering. I studied at the University of Costa Rica, and I graduated in 2020. I also have some certifications in programming languages such as Python, Java, and C++. In addition, I'm certified in robotics.

TL: Great! Let's talk now about your work experience, so *can you tell me a little bit about it?*

Candidate: Well, I worked at HP as a business computing engineer for three years, and as part of my responsibilities, I designed web pages and software.

TL: Very well! And... *could you tell me about a difficult situation that you faced at work?*

Candidate: In my last job, I was working on a project that was behind schedule. I was feeling a lot of pressure from my manager to get things back on track. I had to work late nights and weekends to get the project finished on time. It was a difficult situation, but I learned a lot about time management and project planning.

TL: Alright. Now, *what is your greatest achievement at work?*

Candidate: I think my greatest achievement was during my last job as a business computing engineer. I was in a situation in which a client was very unhappy with a project results, so I sat down with the client and listened to their concerns. Then I did some research and came up with a few possible solutions. After presenting these options to the client, we were able to come to a resolution that satisfied both parties.

TL: Awesome! I have one last question for you: *how would your previous boss describe you?*

Candidate: Let's see... In my last performance review, my former manager described me as creative, dedicated, and organized. For example, I was always trying to find ways to simplify processes to make them more efficient. I know that she appreciated that about me.

TL: Well, thank you, (your classmate's name). You can expect a call from us in the next 3-5 business days with the result of your application.

Candidate: I look forward to hearing from you. Thank you very much!



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Unit 3: Handout #3

Some of the Most Common Questions About Work Experience Asked in Job Interviews

1. *Can you tell me a little bit about your work experience?*

I worked at HP as a business computing engineer for three years, and as part of my responsibilities, I designed web pages and software.

2. *Could you tell me about a difficult situation that you faced at work?*

In my last job, I was working on a project that was behind schedule. I was feeling a lot of pressure from my manager (situation) to get things back on track (task). I had to work late nights and weekends to get the project finished on time (action). It was a difficult situation, but I learned a lot about time management and project planning (results).

3. *What is your greatest achievement at work?*

I think my greatest achievement was during my last job as a business computing engineer. I was in a situation in which a client was very unhappy with a project's results (situation), so I sat down with the client and listened to their concerns (task). Then I did some research and came up with a few possible solutions (action). After presenting these options to the client, we were able to come to a resolution that satisfied both parties (results).

4. *How would your previous boss describe you?*

In my last performance review, my former manager described me as creative, dedicated, and organized. For example, I was always trying to find ways to simplify processes to make them more efficient. I know that she appreciated that about me.

Context and task:

After having your first two job interviews, you have been shortlisted and now you will have an interview with the team lead (TL) of the IT department at Intel. This interview will be based on your work experience. Your job interview is coming up. Be prepared and attend the job interview.

Planning/Organizing:**Instructions:**

- ✓ Individually, plan and organize what to include in your responses to some of the most common questions about work experience asked in job interviews:
 1. Can you tell me a little bit about your work experience?
 2. Could you tell me about a difficult situation that you faced at work?
 3. What is your greatest achievement at work?
 4. How would your previous boss describe you?

- ✓ Additionally, answer the questions below. Those questions were studied in the two previous classes:
 1. Can you tell me a little bit about your work experience?
 2. Could you tell me about a difficult situation that you faced at work?

- ✓ Complete the conversation below with your own ideas and use the given useful language in this handout.

Conversation Between You and a Team Lead

TL: Good afternoon, nice meeting you. I'm, the TL of the IT department at Intel.

You: Good afternoon, I'm Isacc. Nice meeting you, too.

TL: Thanks for being here.

You: Sure! Thanks for the opportunity.

TL: Since you did well in the previous interviews, today I will be asking you some questions mainly related to your work experience, but first, *what can you tell me about yourself?*

You: Well, I'm from _____. I'm _____ years old and I like _____.

TL: Really? I like, too. Now, *what can you tell me about your education?*

You: I majored in _____. I studied at _____, and I graduated in _____. I also have some certifications in _____. In addition, I'm certified in _____.

TL: Great! Let's talk now about your work experience, so *can you tell me a little bit about it?*

You: Well, I worked at _____ as a business computing engineer for _____ and as part of my responsibilities, I _____.

TL: Very well! And... *could you tell me about a difficult situation that you faced at work?*

You: In my last job, **(situation):** _____ **(task):** _____ **(action):** I had to _____. It was a difficult situation, but I **(results):** _____.

TL: Alright. Now, *what is your greatest achievement at work?*

You: I think my greatest achievement was during my last job as a business computing engineer. I was in a situation in which **(situation):** _____, so **(task):** _____ **(action):** _____ **(results):** _____.

TL: Awesome! I have one last question for you: *how would your previous boss describe you?*

You: Let's see... In my last performance review, my former manager described me as _____. For example, _____ I know that she appreciated that about me.

TL: Well, thank you, You can expect a call from us in the next 3-5 business days with the result of your application.

You: I look forward to hearing from you. Thank you very much!



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Unit 3: Handout #4

Learning from our Mistakes

Week 12 (October 31)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



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Unit 3: Handout #5

Instructions: Individually and asynchronously, read the description of Michelle's work experience, and complete the chart with the requested information.

Michelle's Work Experience

Good morning! I'm Michelle Smith, I'm from Ciudad Neily, and I'm thirty years old. I like playing sports and spending time outdoors. I worked at Apple Inc. as a business computing engineer for two years, and as part of my responsibilities, I tested and designed software for the HR department. Today, I will tell you a little about my greatest achievement.

I think my greatest achievement was during my last job as a business computing engineer. The hiring department had difficulty locating specific files and managing documents, especially during busy periods, and this ate up too much time. So, I thought there was room for improvement with employee file management. I wanted to increase productivity and efficiency, and in the end, save time spent on looking for documents. I decided to take initiative and implement a new team HR document management software, and one that could also centralize file management within the department, streamline onboarding, and also help with other small tasks. In the end, our timesheets indicated that the time spent looking for files and documents had been reduced by 5-10 hours.

Michelle's Personal and Work Experience Information

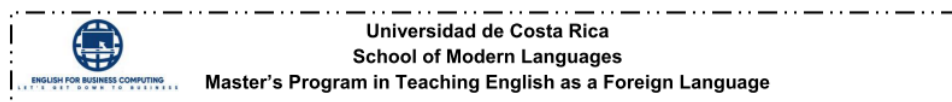
Name	
Age	
Address	
Hobbies	
Work experience (place, duration, responsibilities)	
Greatest achievement (situation, task, action, results)	

Instructions: Pretend you are Michelle. Then record an audio answering the given questions and using the information you have about her. Use the useful language studied in today's lesson.

Common personal and work experience information questions asked in job interviews:

1. What can you tell me about yourself?
2. Can you tell me a little bit about your work experience?
3. What is your greatest achievement at work?

You can record your audio using the voice recorder called Vocaroo <https://vocaroo.com/> or any other app/software. Send your audios to both Ts via email to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr



Lesson Plan – Week 13

Course: PF-0311 Professional Practicum	Lead teacher: Juan Carlos Trejos Quirós	Assistant: Jorge Paniagua Vargas	Term: II Semester, 2023 Date: November 07, 2023
Unit 3: Go! The Future is Now			
Goal 1: ✓ By the end of the unit, the business computing students will be able to appropriately participate in a job interview by providing personal information and background, skills, qualifications, and work experience.			
General Objective: 1. By the end of the lesson, the students will be able to accurately provide information related to their work experience, skills, and achievements at work by interacting with their peers in a simulation of a job interview.			

Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...properly recognize the structure of some of the most common questions asked in job interviews by rearranging them.	Vocabulary 1. What can you tell me about yourself? 2. What can you tell me about your work experience? 3. What is your greatest achievement at work? 4. What are your skills? 5. How do you manage stressful situations? Useful Language: - I'm done. - I'm ready.	R		Warm-up Individually, Ss work on an Unjumble game using WordWall.net. In this game, Ss read some of the most common questions asked in job interviews, but these questions are jumbled. Then Ss drag and drop the words in the given questions to properly rearrange them. Note: In this exercise, Ss will see the answers to the given questions, so they can use those answers as hints. T shares the link to access the game via the Zoom chat. Source: https://wordwall.net/resource/63223245 T shares useful language via the Zoom chat, so Ss can use it to let T know when they have finished. While Ss work in the main room, T answers questions if any. After 10 minutes, T randomly asks Ss to read their answers. T provides feedback. T models the activity and explains how to use the platform beforehand.	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.2. ...correctly role-play a conversation between a department manager and a job candidate by reading it aloud.		R & S		<p style="text-align: center;">Pre-task</p> <p>In pairs and in breakout rooms, Ss read a conversation between a department manager and a job candidate aloud (Handout 1). They read the conversation twice, switching roles.</p> <p>Note: Lead T and assistant T model the activity beforehand.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback. If necessary, general feedback will also be given in the main room.</p>	20'
1.3. ...properly exchange information about their work experience, skills, and achievements by interacting with their peers.	<p>Useful Language:</p> <ul style="list-style-type: none"> - What can you tell me about yourself? - What can you tell me about your work experience? - What is your greatest achievement at work? - What are your skills? - How do you manage stressful situations? 	W		<p style="text-align: center;">Main task</p> <p>Context and task: Ss are applying for a job as business computing engineers. They already had their first general interview with an HR representative. A week later, the manager of the department that they want to work in called them to arrange the second interview. Now, their job interview is coming up. Ss must be prepared and attend the job interview.</p> <p>Planning/Organizing: Individually, Ss plan and organize what to include in their responses to some of the most common questions asked in job interviews:</p> <ol style="list-style-type: none"> 1. What can you tell me about yourself? 2. What can you tell me about your work experience? 3. What is your greatest achievement at work? 4. What are your skills? 5. How do you manage stressful situations? <p>Ss complete the conversation in Handout 2 with their ideas and use the given useful language in this handout.</p> <p>While Ss work, T answers questions and provides feedback (if necessary).</p> <p>Rehearsing: In pairs and in breakout rooms, Ss practice asking and answering the questions about work experience, skills, and achievements. Each S takes turns to be the department manager and the job candidate. They switch roles.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback.</p>	20'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.4. ...appropriately complete the answers to some job interview questions by using the correct infinitives and gerunds in a multiple-choice exercise.		S		<p>Interacting: In the main room and in pairs, Ss role-play the conversation, switching roles.</p> <p>T monitors Ss' performance and provides feedback using Handout 3 (Learning from our Mistakes).</p> <p>Post-task: Individually and in the main room, Ss play a trivia game using Genially. In this game, Ss read some incomplete sentences. Then they complete those sentences by selecting the correct form of the verbs (infinitive or gerund).</p> <p>Source: https://view.genial.ly/65450f6870a6fd0012a27818</p> <p>T shares the game on the screen and randomly asks Ss for the correct answer. For example: - What option completes this sentence, Isaac?</p> <p>Likewise, T asks other Ss if they agree or disagree with their peer's answer.</p> <p>T provides feedback on Ss' answers.</p>	20'
1.5. ...accurately identify information related to work experience, skills, and achievements of a job candidate by completing a chart.		R & W		<p style="text-align: center;">Asynchronous Session</p> <p>Analysis: Individually and asynchronously, Ss read Teresa's cover letter to identify specific information about her. They complete the chart given (Handout 4) with the corresponding information taken from the cover letter.</p> <p>Practice: Ss play the role of Teresa. Then they record an audio answering the given questions and using the information they have about her.</p> <p>Ss can use the online voice recorder called Vocaroo https://vocaroo.com/ or any other app/software to record the audio. Ss send their audios to both Ts via email.</p>	20'
1.6. ...properly talk about information related to work experience, skills, and achievements of a job candidate by recording an audio.		S			30'

Observations: _____

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

Unjumble Common Questions Asked in Job Interviews



Drag and drop words to rearrange each sentence into its correct order.

*I'm from Coto
Brus. I'm thirty-three
years old.
I like programming
and listening to music.
I majored in business
computing engineering.*

about yourself me you can tell What?

I worked at 3M as a business computing engineer for two years, and as part of my responsibilities, I provided IT support to different departments.

tell What can your experience work me about you?

I think my greatest achievement was during my last job as a business computing engineer. I was in a situation in which...

greatest work at is your achievement What?

*I would say that
I'm very good at
taking initiative.
Also, I'm creative
and a team player.*

your skills What are?


*I always see
stress as a motivator.
I use the pressure
to stay focused on
my tasks and produce
work more efficiently.*

do you stressful How situations manage?

LET'S PRACTICE

INFINITIVES AND GERUNDS

Start



**CHOOSE THE
RIGHT OPTION!**

I will ask you some questions
_____ to know you better.

getting > to get >

SENTENCE 2

**I'M 25 YEARS OLD AND I
LIKE _____.**

cooking > cook >



SENTENCE 3

I met with my manager _____
how I can contribute to the team.

discussing



to discuss



Sentence 4

I decided _____ for another job.

looking



to look

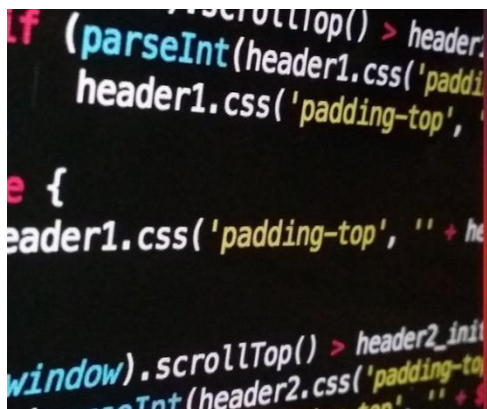


SENTENCE 5

I consider that I'm good at _____ decisions.

making

to make



SENTENCE 6

As a back-end developer, I really enjoy _____.

to program

programming

INFINITIVES

An infinitive is *to + verb*. For example: to work, to program, to study, etc. We use them:

-After some verbs like *decide, like, want, need*, etc.
She wanted **to work** at a multinational company.

-To explain a reason or purpose for doing something.

We are in this meeting **to program** some code that the client needs urgently.

-After question words (what, when, where, how, who)

I'm not sure when **to study** for the test.

-After adjectives

It's important **to learn** languages.

GERUNDS

A gerund is a *verb + ing*. For example: working, programming, studying, etc. We use them:

-After some verbs like *finish, enjoy, like*, etc.
We finished **working** at 5:00 p.m.

-After prepositions like *in, at, on, from, for*, etc.
I'm bad at **programming** in C++.

-As the subject of the sentence.

Studying Portuguese is one of my hobbies.

VS



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Unit 3: Handout #1

Pre-task 1

Instructions: In pairs and in breakout rooms, read aloud the conversation between a department manager and a job candidate. Read the conversation twice, switching roles.

Conversation Between a Department Manager and a Job Candidate

Manager: Good morning, pleased to meet you. I'm (your name), the manager of the IT department at Google.

Candidate: Good morning, I'm (your name). Pleased to meet you, too.

Manager: It's a pleasure to be with you in this interview.

Candidate: I really appreciate the opportunity.

Manager: After the interview with HR, you were selected to continue with the process. In this interview, I will be asking you some questions to know a little bit more about you. Let's get started. *Can you tell me about yourself?*

Candidate: Well, I'm from Coto Brus. I'm thirty-three years old. I like programming and listening to music.

Manager: Interesting! Now, *what can you tell me about your work experience?*

Candidate: I worked at 3M as a business computing engineer for two years, and as part of my responsibilities, I provided IT support to different departments.

Manager: Great! Let's talk now about your *greatest achievement at work*. *Can you tell me a little bit about it?*

Candidate: For sure! I think my greatest achievement was during my last job as a business computing engineer. I was in a situation in which the hiring department had difficulty locating specific files and managing documents (**situation**), so I met with the HR department to discuss ways in which we could improve productivity and efficiency (**task**). Then I decided to implement a new team HR document management software (**action**). In the end, our timesheets indicated that the time spent looking for files and documents had been reduced by 5-10 hours (**results**).

Manager: That sounds wonderful! Now, I have another question for you. *What are your skills?*

Candidate: In my previous job I had the opportunity to design different programs to improve process efficiency, so I would say that I'm very good at taking initiative. Also, I'm creative and a team player.

Manager: Awesome! I have one last question for you: *How do you manage stressful situations?*

Candidate: Let's see... To be honest, I always see stress as a motivator. I use the pressure to stay focused on my tasks and produce work more efficiently.

Manager: Well, thank you, (your classmate's name). We will call you in the next 3-5 business days to continue with the process.

Candidate: I'll be looking forward to it. Thank you very much!



ENGLISH FOR BUSINESS COMPUTING
LET'S GET DOWN TO BUSINESS

Universidad de Costa Rica

Master's Program in Teaching English as a Foreign Language

Course: PF-0311 Professional Practicum

Student teachers: Jorge Paniagua Vargas and Juan Carlos Trejos Quirós

Unit 3: Handout #2

Some of the Most Common Questions Asked in Job Interviews

1. *What can you tell me about yourself?*
Well, I'm from Coto Brus. I'm thirty-three years old. I like programming and listening to music.
2. *What can you tell me about your work experience?*
I worked at 3M as a business computing engineer for two years, and as part of my responsibilities, I provided IT support to different departments.
3. *What is your greatest achievement at work?*
I think my greatest achievement was during my last job as a business computing engineer. I was in a situation in which the hiring department had difficulty locating specific files and managing documents (situation), so I met with the HR department to discuss ways in which we could improve productivity and efficiency (task). Then I decided to implement a new team HR document management software (action). In the end, our timesheets indicated that the time spent looking for files and documents had been reduced by 5-10 hours (results).
4. *What are your skills?*
In my previous job I had the opportunity to design different programs to improve process efficiency, so I would say that I'm very good at taking initiative. Also, I'm creative and a team player.
5. *How do you manage stressful situations?*
To be honest, I always see stress as a motivator. I use the pressure to stay focused on my tasks and produce work more efficiently.

Context and task:

You are applying for a job as a business computing engineer. You already had your first general interview with an HR representative. A week later, the manager of the department that you want to work in called you to arrange the second interview. Now, your job interview is coming up. You must be prepared and attend the job interview.

Planning/Organizing:**Instructions:**

- ✓ Individually, plan and organize what to include in your responses to some of the most common questions asked in job interviews:
 1. What can you tell me about yourself?
 2. What can you tell me about your work experience?
 3. What is your greatest achievement at work?
 4. What are your skills?
 5. How do you manage stressful situations?

- ✓ Complete the conversation below with your own ideas and use the given useful language in this handout.

Conversation Between You and the Manager

Manager: Good morning, pleased to meet you. I'm _____, the manager of the IT department at Google.

Candidate: Good morning, I'm _____. Pleased to meet you, too.

Manager: It's a pleasure to be with you in this interview.

Candidate: I really appreciate the opportunity.

Manager: After the interview with HR, you were selected to continue with the process. In this interview, I will be asking you some questions to know a little bit more about you. Let's get started. *Can you tell me about yourself?*

Candidate: Well, I'm from _____. I'm _____ years old. I like _____.

Manager: Interesting! Now, *what can you tell me about your work experience?*

Candidate: I worked at _____ as a business computing engineer for _____, and as part of my responsibilities, I _____.

Manager: Great! Let's talk now about your *greatest achievement at work*. *Can you tell me a little bit about it?*

Candidate: For sure! I think my greatest achievement was during my last job as a business computing engineer. I was in a situation in which _____

(situation), so _____ **(task)**.

(action) _____ **(results)**.

Manager: That sounds wonderful! Now, I have another question for you. *What are your skills?*

Candidate: In my previous job I had the opportunity to _____, so I would say that I'm very good at _____. Also, I'm _____.

Manager: Awesome! I have one last question for you: *How do you manage stressful situations?*

Candidate: Let's see... To be honest, _____. I use the pressure to _____.

Manager: Well, thank you, _____. We will call you in the next 3-5 business days to continue with the process.

Candidate: I'll be looking forward to it. Thank you very much!



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Unit 3: Handout #3

Learning from our Mistakes

Week 13 (November 07)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



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Unit 3: Handout #4

Instructions: Individually and asynchronously, read Teresa's cover letter, and complete the chart with the requested information.

Dear Ms. Kathy,

I am writing you to submit my resume for the position of Business Computing Engineer. My bachelor's degree in Business Computing Engineering and two years of experience as a computer engineer have taught me the skills that I need to be a good fit at your organization.

My professional experience includes two years as a business computing engineer for Liberty Technologies. During this time, I oversaw the production of wireless routers, circuit boards, and CPU motherboards, and I considered quality assurance to be my most important responsibility. I think that my dedication to quality and respect for my employer's standards are two qualities that will help me make an impact at Seismic Technologies.

Here are some highlights of my skills and achievements:

- ⇒ Earned bachelor's degree in Business Computing Engineering from University of Costa Rica
- ⇒ Helped create and implement quality assurance SOP
- ⇒ Implemented regular testing and maintenance program for all components of the production process
- ⇒ Increased employer's quality efficiency percentage by 5 percent in 2022
- ⇒ Stayed abreast of latest hardware trends and implemented knowledge in product innovation process

I think that one of the qualities that sets me apart from other candidates is my mental flexibility. I can use logic and reasoning to solve complex problems, and I can use creative thinking during innovation brainstorms. If you think I would be a good fit for your organization, then please do not hesitate to contact me for an interview. Thank you for your consideration.

Sincerely,
Teresa T. Roper

Adapted from: jobhero.com

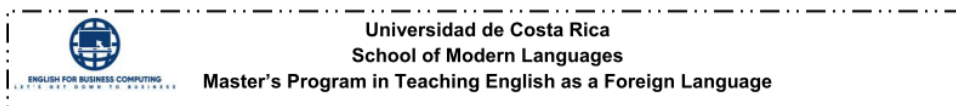
Teresa's Information	
Name	
Work experience (place, duration, responsibilities)	
Skills and achievements	

Instructions: Pretend you are Teresa. Then record an audio answering the given questions and using the information you have about her. Use the useful language studied in today's lesson.

Common questions asked in job interviews:

1. What can you tell me about yourself?
2. What can you tell me about your work experience?
3. What are your skills and achievements?

You can record your audio using the voice recorder called Vocaroo <https://vocaroo.com/> or any other app/software. Send your audios to both Ts via email to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr



Lesson Plan – Week 14

Course: PF-0311 Professional Practicum	Lead teacher: Jorge Paniagua Vargas	Assistant: Juan Carlos Trejos Quirós	Term: II Semester, 2023 Date: November 14, 2023		
Unit 3: Go! The Future is Now					
Goal 1: ✓ By the end of the unit, the business computing students will be able to appropriately participate in a job interview by providing personal information and background, skills, qualifications, and work experience.					
General Objective: 1. By the end of the lesson, the students will be able to accurately provide information related to their education, work experience, and strengths and weaknesses by interacting with their peers in a simulation of a job interview.					
Specific Objectives The students will be able to...	Language	Skills	Strategies	Procedures	Time
1.1. ...properly recognize the answers to some of the most common questions asked in job interviews by selecting the correct option.		R		<p>Warm-up</p> <p>Ss individually play a game using Kahoot. In this game, Ss read some of the most common questions asked in job interviews and some possible answers to those questions (two options per question). They choose the option that properly answers each question.</p> <p>T shares the link and PIN to access the game via the Zoom chat. Ss can also scan the QR code that appears on the screen.</p> <p>Source: https://kahoot.it/</p> <p>After every question, T provides feedback on Ss' responses and answers their questions (if any).</p> <p>T explains how to use the platform beforehand.</p>	15'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.2. ...correctly read a conversation between a team lead and a job candidate by role-playing it.		R & S		<p style="text-align: center;">Pre-task</p> <p>In pairs and in breakout rooms, Ss read a conversation between a team lead (TL) and a job candidate aloud (Handout 1). They read the conversation twice, switching roles.</p> <p>Note: Lead T and assistant T model the activity beforehand.</p> <p>While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback. If necessary, general feedback will also be given in the main room.</p>	20'
1.3. ...properly exchange information about their education, work experience, and strengths and weaknesses by interacting with their peers.	<p>Useful Language:</p> <ul style="list-style-type: none"> - What can you tell me about yourself? - What can you tell me about your education? - What can you tell me about your work experience? - Why did you leave your last job? - What is your greatest strength? - What is your biggest weakness? - Could you tell me about a stressful situation that you faced at work? 	W		<p style="text-align: center;">Main task</p> <p>Context and task: Ss are applying for a job as business computing engineers. They already had their first two interviews and they have been shortlisted. Now they will have an interview with the team lead (TL) of the software development department at J&G Solutions. Now, their last job interview is coming up. Ss must be prepared and attend the job interview.</p> <p>Planning/Organizing: Individually, Ss plan and organize what to include in their responses to some of the most common questions asked in job interviews:</p> <ol style="list-style-type: none"> 1. What can you tell me about yourself? 2. What can you tell me about your education? 3. What can you tell me about your work experience? 4. Why did you leave your last job? 5. What is your greatest strength? 6. What is your biggest weakness? 7. Could you tell me about a stressful situation that you faced at work? <p>Ss complete the conversation in Handout 2 with their ideas and use the given useful language in this handout.</p> <p>While Ss work, T answers questions and provides feedback (if necessary).</p> <p>Rehearsing: In pairs and in breakout rooms, Ss practice asking and answering the questions about education, work experience, and strengths and weaknesses. Each S takes turns to be the team lead (TL) and the job candidate. They switch roles.</p>	20'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

1.4. ...appropriately recognize the correct use of the simple past tense by selecting the right option.		S		<p>While Ss work in breakout rooms, T visits them to monitor their performance, answer questions, and provide feedback.</p> <p>Interacting: In the main room and in pairs, Ss role-play the conversation switching roles.</p> <p>T monitors Ss' performance and provides feedback using Handout 3 (Learning from our Mistakes).</p> <p>Post-task: Individually and in the main room, Ss play a trivia game using Genially. In this game, Ss read some of the most common questions asked in job interviews and some possible answers to those questions. Then Ss answer each question by selecting the option that has the correct form of the verb in past tense.</p> <p>Source: https://view.genial.ly/654e76b3b28f2e00111fcb5b</p> <p>T shares the game on the screen and randomly asks Ss for the correct answer. For example:</p> <ul style="list-style-type: none"> - What is the correct answer, Isaac? <p>Likewise, T asks other Ss if they agree or disagree with their peer's answer.</p> <p>T provides feedback on Ss' answers.</p>	20'
1.5. ...accurately identify information related to work experience, education, and strengths and skills of a job candidate by completing a chart.		R & W		<p style="text-align: center;">Asynchronous Session</p> <p>Analysis: Individually and asynchronously, Ss read Jane's cover letter to identify specific information about her. They complete the chart given (Handout 4) with the corresponding information taken from the cover letter.</p>	20'
1.6. ...properly talk about information related to work experience, education, and strengths and skills of a job candidate by recording an audio.		S		<p>Practice: Ss play the role of Jane. Then they record an audio answering the given questions and using the information they have about her.</p> <p>Ss can use the online voice recorder called Vocaroo https://vocaroo.com/ or any other app/software to record the audio. Ss send their audios to both Ts via email.</p>	30'

Ss = students / T = teacher / Ts = teachers / S = speaking / L = listening / R = reading / W = writing

What can you tell me about yourself?



I worked for Officespace
for 5 years as a
programmer.



I'm from Osa. I'm 32 years
old, and I love hiking and
surfing.



What can you tell me about your education?



▲ I majored in computer science in 2017 and I'm also certified in UX/UI.



◆ I designed new software to improve the efficiency of administrative tasks.



What can you tell me about your work experience?



▲ I'm a very proactive team player, and I'm very good at communicating.



◆ I worked for 3M for two years as a full-stack developer.



Why did you leave your last job?



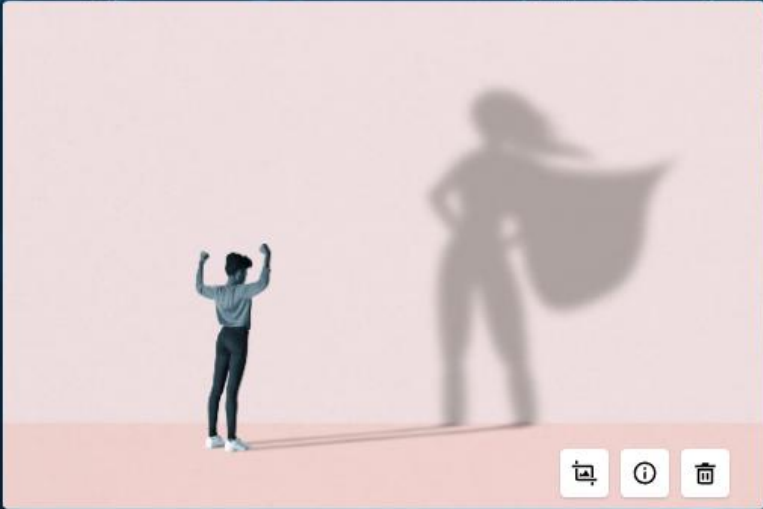
To be honest, I didn't like my boss. He was very arrogant and lazy.



I think I am ready for a new challenge and to learn new things.



What is your greatest strength?

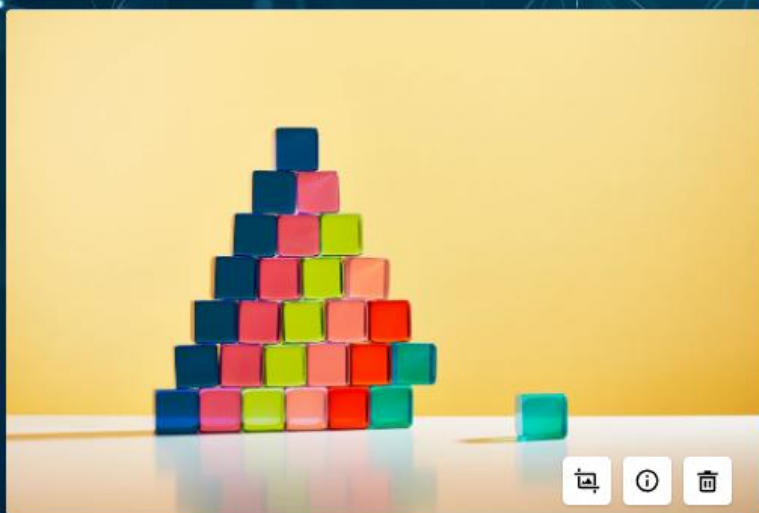


A person in a grey shirt and dark pants stands on a light-colored floor, looking up at their shadow. The shadow is a superhero figure with a cape, standing with hands on hips. The background is a light pink wall. The entire scene is framed within a dark blue interface with a network pattern on the right side.

I can work under large amounts of pressure, and I try to meet my deadlines.

I am more intelligent than most people, and this allows me to learn fast.

What is your biggest weakness?



▲ I am self-critical, but I am learning to accept that we all make mistakes.



◆ I am very lazy and I procrastinate a lot, especially in the mornings.



Could you tell me about a stressful situation that you faced at work?



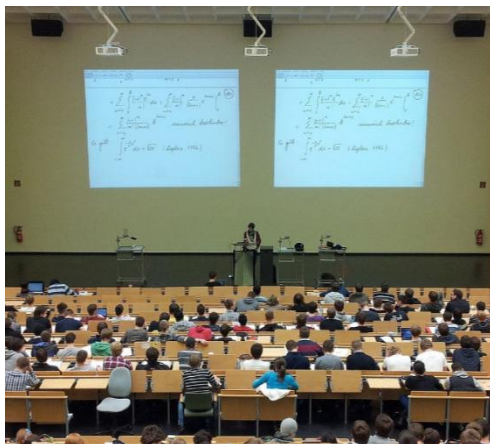
▲ Once a customer was angry and I decided to stop communicating with him. ○

◆ I once had lots of work, but I used a planner to organize my tasks. ✓

LET'S PRACTICE

SIMPLE PAST

Start



CHOOSE THE RIGHT OPTION!

Where did you study?

I study at UCR. >

I studied at UCR. >

SENTENCE 2

WHAT DID YOU MAJOR IN?

I majored in Business Computing Engineering. >

I major in Business Computing Engineering. >



SENTENCE 3

What can you tell me about your work experience?

I work as a front-end developer for 9 months. >

I worked as a programmer for 6 months. >



Sentence 4

What did you do in your previous job?

I design web sites. >

I developed video games. >



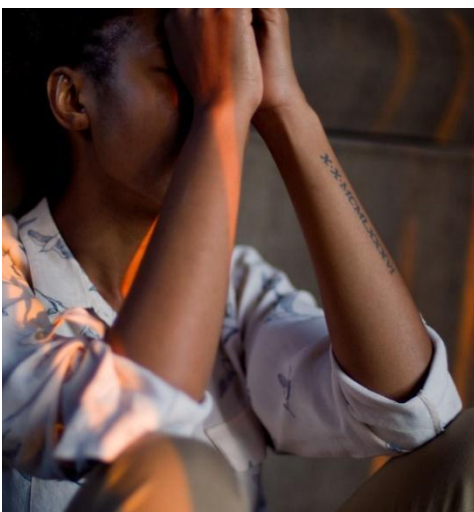
SENTENCE 5

Why did you leave your last job?

I quit my last job because I didn't have opportunities to grow professionally.



I leave my last job because I had to commute every day for 3 hours.



SENTENCE 6

Could you tell me about a stressful situation that you faced at work?

I once have to meet very tight deadlines and I have to work overtime...



I once met with some clients who were angry about some bugs in their software...





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LET'S GET DOWN TO BUSINESS

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Unit 3: Handout #1

Pre-task 1

Instructions: In pairs and in breakout rooms, read aloud the conversation between a team lead (TL) and a job candidate. Read the conversation twice, switching roles.

Conversation Between a TL and a Job Candidate

- TL:** Good afternoon, I'm glad to meet you. I'm (your name), the TL of the software development department at J&G Solutions.
- Candidate:** Good afternoon, I'm (your name). I'm glad to meet you, too.
- TL:** For me, it's a pleasure to have this interview with you.
- Candidate:** Thank you! It's a pleasure for me, too.
- TL:** After your first two interviews, you have been shortlisted, so we are going to continue with the process. Let's begin. *What can you tell me about yourself?*
- Candidate:** Well, I'm from San Vito. I'm twenty-six years old. I like cycling and cooking.
- TL:** Interesting! Now, *what can you tell me about your education?*
- Candidate:** I majored in business computing engineering. I studied at the University of Costa Rica, and I graduated in 2019. I also have some certifications in programming languages such as SQL, JavaScript, and Ruby. In addition, I'm certified in cloud security.
- TL:** That's amazing! Let's talk now about your *work experience*. *Can you tell me about it?*
- Candidate:** For sure! I worked at EPIC Software Development as a business computing engineer for three years, and as part of my responsibilities, I offered continuous support from back-end to front-end in the development of new software.
- TL:** That sounds wonderful! Now, I have another question for you. *Why did you leave your last job?*
- Candidate:** To be honest, I quit my last job because I want a job with better career growth opportunities.
- TL:** I understand! Now, I would like to know about your strengths. Please, tell me, *what is your greatest strength?*
- Candidate:** I would say that my greatest strength is my ability to multitask. This strength has allowed me to become more efficient by finding creative ways to complete different tasks all at once.
- TL:** That's awesome! What if we now talk about your weaknesses? *Could you tell me what your biggest weakness is?*
- Candidate:** Let's see... I think my greatest weakness is that I sometimes have trouble saying "no" to requests (weakness). In the past, this made me feel stressed (consequence). To help myself improve in this area, I use a project management app to visualize how much work I have (solution).
- TL:** I got your point! I have one last question for you: *could you tell me about a stressful situation that you faced at work?*
- Candidate:** Definitely! During my time as a business computing engineer, my company had a massive increase in clients, and we all had to work more (situation). I immediately planned a system to manage my projects (action). This helped me sort them based on their urgency and assign each task a timeline I could handle (results).
- TL:** Well, thank you, (your classmate's name). We will call you in the next 3-5 business days to tell you if you were selected for the position.
- Candidate:** Thank you very much! I hope to hear from you soon.



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Unit 3: Handout #2

Some of the Most Common Questions Asked in Job Interviews

1. *What can you tell me about yourself?*
I'm from San Vito. I'm twenty-six years old. I like cycling and cooking.
2. *What can you tell me about your education?*
I **majored in** business computing engineering. I **studied at** the University of Costa Rica, and I **graduated in** 2019. I **also have some certifications in** programming languages such as SQL, JavaScript, and Ruby. In addition, I'm **certified in** cloud security.
3. *What can you tell me about your work experience?*
I **worked at** EPIC Software Development as a **business computing engineer for three years**, and as **part of my responsibilities**, I **offered continuous support from back-end to front-end** in the development of new software.
4. *Why did you leave your last job?*
I **quit my last job because** I want a job with better career growth opportunities.
5. *What is your greatest strength?*
I **would say that my greatest strength is** my ability to multitask. This strength has allowed me to become more efficient by finding creative ways to complete different tasks all at once.
6. *What is your biggest weakness?*
My **greatest weakness is that** I sometimes have trouble saying "no" to requests (**weakness**). In the past, this made me feel stressed (**consequence**). To help myself improve in this area, I use a project management app to visualize how much work I have (**solution**).
7. *Could you tell me about a stressful situation that you faced at work?*
During my time as a **business computing engineer**, my company had a massive increase in clients, and we all had to work more (**situation**). I immediately planned a system to manage my projects (**action**). This helped me sort them based on their urgency and assign each task a timeline I could handle (**results**).

Context and task:

You are applying for a job as a business computing engineer. You already had your first two interviews and you have been shortlisted. Now you will have an interview with the team lead (TL) of the software development department at J&G Solutions. Now, your last job interview is coming up. You must be prepared and attend the job interview.

Planning/Organizing:**Instructions:**

- ✓ Individually, plan and organize what to include in your responses to some of the most common questions asked in job interviews:
 1. What can you tell me about yourself?
 2. What can you tell me about your education?
 3. What can you tell me about your work experience?
 4. Why did you leave your last job?
 5. What is your greatest strength?
 6. What is your biggest weakness?
 7. Could you tell me about a stressful situation that you faced at work?

- ✓ Complete the conversation below with your own ideas and use the given useful language in this handout.

Conversation Between a TL and a Job Candidate

TL: Good afternoon, I'm glad to meet you. I'm _____, the TL of the software development department at J&G Solutions.

Candidate: Good afternoon, I'm _____. I'm glad to meet you, too.

TL: For me, it's a pleasure to have this interview with you.

Candidate: Thank you! It's a pleasure for me, too.

TL: After your first two interviews, you have been shortlisted, so we are going to continue with the process. Let's begin. *What can you tell me about yourself?*

Candidate: Well, I'm from _____. I'm _____ years old. I like _____.

TL: Interesting! Now, *what can you tell me about your education?*

Candidate: I majored in _____. I studied at _____, and I graduated in _____. I also have some certifications in _____. In addition, I'm certified in _____.

TL: That's amazing! Let's talk now about your *work experience*. *Can you tell me about it?*

Candidate: For sure! I worked at _____ as a business computing engineer for _____, and as part of my responsibilities, I _____.

TL: That sounds wonderful! Now, I have another question for you. *Why did you leave your last job?*

Candidate: To be honest, I quit my last job because _____.

TL: I understand! Now, I would like to know about your strengths. Please, tell me, *what is your greatest strength?*

Candidate: I would say that my greatest strength is _____.

TL: That's awesome! What if we now talk about your weaknesses? *Could you tell me what your biggest weakness is?*

Candidate: Let's see... I think my greatest weakness is that I _____.

(weakness) In the past, _____ **(consequence)**. To help myself improve in this area, _____ **(solution)**.

TL: I got your point! I have one last question for you: *could you tell me about a stressful situation that you faced at work?*

Candidate: Definitely! During my time as a business computing engineer, _____ **(situation)**. _____ **(action)**. _____ **(results)**.

TL: Well, thank you, _____. We will call you in the next 3-5 business days to tell you if you were selected for the position.

Candidate: Thank you very much! I hope to hear from you soon.



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Unit 3: Handout #3

Learning from our Mistakes

Week 14 (November 14)

Pronunciation:

✓

Vocabulary:

✓

Grammar:

✓



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Unit 3: Handout #4

Instructions: Individually and asynchronously, read Jane's cover letter, and complete the chart with the requested information.

Dear Mr. Johnson,

I am writing to apply for the position of business computing engineer at your organization. With more than 5 years of experience in the field, I have a strong understanding of computer engineering principles and a proven track record of success in designing and troubleshooting hardware and software systems.

I have extensive experience in developing, debugging, and testing firmware and software for embedded systems. I possess a solid understanding of computer architecture and operating systems, and I am able to think outside the box to troubleshoot and solve complex technical problems. I also have experience designing and building custom computer systems, as well as configuring and managing networks.

I have a Bachelor's degree in Business Computing Engineering from the University of Costa Rica. During my studies, I gained further insight into the field of computer engineering, and I was able to apply my theoretical knowledge to a range of projects, from developing a light-weight operating system to creating a low-cost, high-performance computer.

I am a highly motivated self-starter and I believe in continuously learning and developing my skills. I am also able to work as part of a team, as well as independently. I am confident that my experience and knowledge of the field make me an ideal candidate for the position.

Thank you for your time and consideration.

Sincerely,
Jane Casanova

Adapted from: <https://resumaker.ai/>

Jane's Information	
Name	
Work experience (duration and tasks)	
Education (university and major)	
Strengths and skills	

Instructions: Pretend you are Jane. Then record an audio answering the given questions and using the information you have about her. Use the useful language studied in today's lesson.

Common questions asked in job interviews:

1. What can you tell me about yourself?
2. What can you tell me about your education?
3. What can you tell me about your work experience?
4. What are some of your greatest strengths and skills?

You can record your audio using the voice recorder called Vocaroo <https://vocaroo.com/> or any other app/software. Send your audios to both Ts via email to receive feedback. jorge.paniaguavargas@ucr.ac.cr / juan.trejosquiros@ucr.ac.cr