



The Use of Poster Sessions to Develop
Professionalism, Domain Five of the Ecuadorian
National English Teachers' Standards

Presented as a Requirement

for the Degree of Master in Higher Education Studies - Educational innovation and
Research

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Guayaquil, December 2016

Abstract

This study describes the presence of professional skills found in poster session proposals in order to consider the use of poster sessions for developing the skills required by the 2012 Ecuadorian Standards for English teachers, specifically related to the fifth domain professionalism. Thirteen poster session proposals for a national English teacher conference were analyzed to identify professional skills using the International Teaching English to Speakers of Other Languages (TESOL) Conference rubric to describe their academic quality, and Halleck and Connor's Coding Scheme Checklist to describe the TESOL proposal genre characteristics. The results provided evidence of the skills related to the Ecuadorian national standards for English teachers as well as their academic strengths and weaknesses. The poster session can be an effective strategy to help teachers become more proactive and autonomous in growing professionally. This study can be useful for English teachers working to meet the national standards and institutions wanting to explore new strategies to develop and implement the English Teachers' Standards.

Keywords: poster session, professionalism, standards, active learning, proposal, rhetorical moves.

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The widespread use of English in today's world is leading educational systems to analyze the level of this language proficiency in their countries. According to the EF English Proficiency Index (EF EPI)¹, in 2016 Ecuador occupies the 47th position among 72 countries, behind Latin American countries like Argentina, Chile and Peru, placing Ecuador among those with a low level of language proficiency (Education First, 2016). Ecuador just passed new policies, regulations and requirements for teachers in 2016; therefore, it is imperative to improve the quality of the teaching process and encourage the implementation of standards used for this purpose.

In order to improve programs, international educational organizations and systems have considered as necessary to implement the use of standards to guide improvements. TESOL International Association was the first to develop such international standards with its English as a Second Language (ESL) Standards for PRE-K-12 Students in 1997. According to Kuhlman and Staehr (2012), these standards are organized into five domains, that are Language, Culture, Instruction, Assessment and Professionalism; which was included as the fifth domain, as the

¹ The **EF English Proficiency Index (EF EPI)** is a report which attempts to rank countries by the average level of English language skills amongst adults. It is the product of EF Education First, a global language training company, and draws its conclusions from data collected via English tests available for free over the internet.

intersection of all domains because it drives all that teachers of English do and who they are. As stated by TESOL (2016), the goals of Domain 5 Professionalism include the capacity of teachers to keep current with new instructional techniques, research results, advances in the English as a Second Language (ESL) field, education policy issues; demonstrate knowledge in the field and participate actively in professional growth opportunities.

In 2012, the Ecuadorian Ministry of Education established its own standards for English teachers (Ministerio de Educación del Ecuador, 2012), based on the TESOL standards. For Ecuador, to establish the standards is just a first step to improve English teaching in the country. The real challenge to meet the standards and specifically improve professionalism is to develop in teachers an understanding of the voluntary, autonomous nature of professionalism even after graduating from university as part of a personal professional growth plan aimed at bringing about change and enhancing learning in the classroom.

Even though the standards in Ecuador were passed in 2012, most of the teachers do not know about them or how to accomplish them. According to an interview done by the author of this study to seven English teachers in Guayaquil, in April 2016, most teachers related professionalism with the state of having a professional degree and having values; only one teacher mentioned the need to keep current as part of the professional profile (see Appendix 3).

Most of the strategies used by teachers to improve professionalism are related to attending conferences/workshops, but this participation may be just passive learning and usually does not lead to change. However, a more active strategy to be used could be presenting at a poster session, which according to the

TESOL organization, (2016) is “a visually explanatory exhibit of ideas or results presented in an attractive and interactive way allowing short, informal discussion between the presenter(s) and attendees, as attendees circulate within the poster-session area” (see Appendix 2 – Pictures 1-2). A poster session reflects the theory of active learning at its best, since it is self-directed learning, improves student learning, and represents learning by doing/sharing. A poster session selects presenters by reviewing proposals, which are a one page summary or academic essay to be presented in visually in a poster.

The purpose of this study was to describe the professional skills found in poster session proposals; and their genre characteristics, defined as rhetorical moves² by Swales (1990). The proposals were part of a poster session presented at a Conference for English teachers in Guayaquil, Ecuador; organized by a local university. It took place from April 28th to April 30th, 2016.

Several studies have explored the academic benefits of poster sessions such as the development of academic skills needed for research processes (Adkins, 2012), the use of reflection (Stewart, 2008), and the integration of theory and practice (McNamara, 2010), but no studies have looked at poster sessions as a strategy to encourage teachers to meet English Teachers Standards, specifically Domain 5, the development of professionalism, in the country.

² The study of genres in terms of **rhetorical moves** was originally developed by [John M.] Swales (1981, 1990, and 2004) to functionally describe a part or section of Research Articles. This approach, which seeks to operationalize a text into particular segments, originated from the educational objective of supporting the teaching of academic writing and reading for non-native speakers of English.

Although, some universities in main cities such as Guayaquil, Quito and Loja have held poster sessions related to English Language Teaching, the results have not been published. According to SCImago Journal Rank (2015), which is a measure of scientific influence of scholarly journals that accounts for both the number of citations received by a journal and the importance or prestige of the journals where such citations originate; Ecuador published only four articles about language and linguistics in 2015.

LITERATURE REVIEW

Why should teachers or educational institutions use poster sessions?

Poster sessions present an interesting and useful way of developing academic skills and sharing academic information, thus are gaining acceptance worldwide (Rowe, 2009). In order to present a poster, interested teachers need to elaborate a proposal which is a 300 word academic essay summarizing the theory, aims, and support for their findings. The topic of the proposal is a classroom innovation or action research. The poster presenters are selected through a process of peer review.

Poster sessions first appeared in Europe as a logistical solution to a lack of time to present papers orally (Hess & Brooks, 1988), and have steadily gained popularity in the United States since their first national appearance at the 1974 Biochemistry/Biophysics Meeting (Davis, 1992); (Maugh, 1974). Poster sessions are used at scientific meetings as a way to share scientific information with the public, motivate discussion, and inspire research (Hess, Tosney, & Liegel, 2009). Additionally, poster sessions are being used to develop research and other

professional skills, according to Vujakovic (1995); and Wimpfheimer (2004) whose studies concluded that elaborating a poster is an effective means of developing both research skills and creative abilities.

According to Richards (2010), one aspect of professionalism involves becoming familiar with the standards the profession sets and having a desire to attain those standards. Professionalism does not end when the teacher finishes an undergraduate or graduate program. English teachers are professionals when they are autonomous and responsible for maintaining professional standards.

According to the Ecuadorian English teacher standards (2012), evidence of professionalism is when teachers keep current with new instructional techniques, research results, advances in the English as a Foreign Language (EFL) field, and when teachers work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for students and their families.

Poster sessions, EFL standards and the theory of active learning have very much in common. To present in a poster session, teachers need the skills stated in the standards; the ability to read and conduct classroom research, demonstrate knowledge of language teaching methods; and at the same time, teachers are serving as professional resources in their educational communities. Teaching standards are related to the theory of active learning because the standards contained in the fifth domain, professionalism, imply that English teachers must stay current, innovate in the classroom, read and conduct research, collaborate with others and be efficient with their teaching practices. The theory of active learning, according to Collins & O'Brien, (2011) is the process of keeping students

mentally, and often physically active in their learning through activities that involve them in gathering information, thinking, and problem solving. By elaborating a proposal, teachers are involved in authentic learning, because they need to show their own innovations or research, which is something real done by them as individual teachers or with a colleague. According to Michael (2006), "Learning involves the active construction of meaning by the learner" (p.160).

Poster session proposal quality can be analyzed by identifying moves or functional components of proposals that are basically genre characteristics defined by Swales (1990) as rhetorical moves. Halleck & Connor (2006) used genre analysis and the rhetorical moves developed by Swales to identify components of a successful TESOL proposal.

METHODOLOGY

This study describes the evidence in poster session proposals and posters of professional skills necessary to meet the national standards for English teachers. To describe the professional skills found, three instruments were used: the TESOL International Conference proposal rubric to evaluate proposals for professional academic skills, an adapted version of the rubric to evaluate the posters and Halleck and Connor's (2006) Rhetorical Moves Checklist to determine the presence or absence of TESOL proposal genre characteristics found in the one-page summaries of conference proposals.

Participants

In order to select the participants, there was a call for participation in which one hundred and ten in-service English teachers with academic degrees in

teaching English as a foreign language were invited via email to present an innovation or research in a poster session within a local congress for English teachers. Eighty of the teachers invited belong to the Go teacher program which is an Ecuadorian government program that sent English teachers to the United States to improve their English language and teaching skills. Twenty teachers were students from two local universities who were finishing a Master's program for English teachers; and ten teachers were English teachers in a local university. It was inferred that all selected teachers have the B2 level of English proficiency since they belong to master's degree level. B2 indicates that teachers can interact comfortably in a professional environment even though they still lack vocabulary.

The invitation was also spread through a social network to recruit participants through a website designed to offer support for the poster session. The site, available at <https://sites.google.com/site/posterproposalscongress2016/> , contained information about proposals, examples of posters and proposals, the evaluation criteria, dates, and guidelines to follow. The website was used to receive the proposals. The site was available for one month and it registered 360 visits. Twenty participants confirmed their attendance to the workshop and just eight participants attended. In regards to the proposals sent, thirteen teachers sent proposals.

The peer reviewers were four English teachers with experience presenting in poster sessions and peer reviewing proposals. The 12 selected presenters were all English teachers with experience in English as a Foreign Language, five of them have master's degrees in Teaching English and seven were currently in the

process of getting it. Two of the selected proposals were presented before at the TESOL Convention 2016. They were included as a way to help conceptualize poster sessions.

Instruments

Table 1 shows the close relationship between standards, instruments and poster sessions (proposals and poster presentation). Though the study is reporting results for Domain 5, a poster session can also provide evidence of the skills found in the other four domains.

Table 1. Relationship of National Standards and the Instruments to Determine Presence of Professionalism

Ecuadorian National Standards for English Teachers (Based on TESOL Standards) DOMAINS	Evidence of national standards Poster Session April 2016		Halleck and Connor (2006) Coding Scheme Checklist For analysis of rhetorical marks typical of academic writing found in TESOL proposals
	PROPOSAL RUBRIC (based on TESOL rubric)	PRESENTATION RUBRIC (adapted from TESOL rubric)	
1. Language Standard 1 1a3. Teachers demonstrate knowledge of the rhetorical and discourse structure as applied to the English language.	Written language is clear.	Spoken language is clear.	Rhetorical marks – Territory (context), previous research, gap, goal, means (methods) 1, means 2, outcomes, benefits, importance, competence claim of author
2. Culture			
3. Curriculum Development	Topic related to methods	Topic related to methods	Means 1, Means 2 (Methods)
4. Assessment	Self-assessment of teaching with rubric when writing proposal (reflection)	Reflection answering questions	

<p>5. Professionalism Standard 5 5a. Teachers demonstrate knowledge of history, research, educational public policy, and current practice in the field of EFL teaching and apply this knowledge to inform teaching and learning.</p>	<p>Topic is current Focused/appropriate Based on theory Supported by evidence Clear</p>	<p>Topic is current Focused/appropriate Based on theory Supported by evidence Clear</p>	<p>previous research, gap, goal, outcomes, benefits, importance, competence claim of author</p>
<p>5b. Teachers take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for students.</p>	<p>Teachers take advantage of professional growth opportunities, serve as community resources</p>	<p>Teachers take advantage of professional growth opportunities serve as community resources Interaction opens possibilities for collaboration</p>	

Proposals and posters were analyzed using the data collected through two rubrics: A Proposal Rubric and a Poster Rubric (both adapted from TESOL, 2013, see Appendix 4-5); to identify the presence of skills related to the national standards. A checklist based on the Halleck and Connor code scheme (Table 2) was used to analyze presence of genre characteristics.

The Proposal Rubric is a standard rubric used to analyze and select poster proposals for presentation at the annual international TESOL Convention. The objective of using this rubric was to determine not only the selected proposals, but to analyze the academic quality of proposals and posters. This rubric consists of five criteria: topic, purpose, theory, support and clarity of the poster proposal. Each of the five criterion has a maximum value of five, giving a maximum score of 25. Proposals were accepted with scores ranging from 17 to 25 or a minimum of 70% of the highest score. The criterion, Topic, measures the teachers' ability to stay

current with relevant or significant themes related to the field. The second criterion, Purpose, shows the teachers' ability to determine the objectives or outcomes that they want visitors to take away from their poster presentation. The third criterion, Theory, measures the connection between theory, practice or research and the content of the presentation. The fourth criterion, Support, measures how well the conclusions or recommendations were substantiated and finally, the last criterion, Clarity, measures the clarity of the proposal. The results were used to determine areas that needed to be developed or improved in order to help teachers meet the standards.

The Poster Rubric measured the quality of the poster presentation. The rubric considered the same five criteria, with minor changes related to the visual presentation of the content, due to the importance of catching the visitors' attention as well as presenting visually the results in a clear, logical manner. The posters were evaluated during the third and last day of the poster session by three reviewers who were professional educators attending the Congress. One was an international English teacher trainer and the other two were English program coordinators from local universities.

A **Checklist** based on The Coding Scheme for Conference Proposal Analysis developed by Halleck and Connor's (2006), was used to describe the presence of TESOL proposal genre characteristics identifying the rhetorical writing structures. The coding scheme was used to identify the existence and number of particular rhetorical moves of the proposals to determine the academic quality. Rhetorical moves are genre characteristics and refer to Territory (context),

Reporting Previous Research, Gap, Goal, Means 1 (methods), Means 2, Outcomes, Benefits, Importance, and Competence Claim (proposer's credibility). (Halleck & Connor, 2006). See Table 2 for definitions of categories to identify the existence and number of particular genre characteristics. Results from the analysis of proposals and posters identified strengths and weaknesses including rhetorical structures.

Table 2.- Coding Scheme for Conference Proposal Analysis (Halleck and Connor's, 2006)

<i>Operationalization of categories for conference proposal analysis</i>	
Category	Operationalization
Territory	Establishes physical and/or situational context of the activity
Reporting previous research (RPR)	Makes references to previous work, situating the current activity
Gap	In relation to theoretical or empirical territory, shows a lack of knowledge in the field; serves to motivate the study
Goal	States the aim and/or objective of the activity
Means 1	Specifies the methodology, procedures, plans of action, and tasks of the project
Means 2	Specifies the presentation's method and procedure—what is to be accomplished in a specified amount of time
Outcomes	Presents findings or achievements resulting from the study
Benefits	Explains and connects outcomes (intended/projected) to real world applications
Importance claim	States the urgent need for the proposed activity
Competence claim	States the proposer's credibility

Given its focus on proposals submitted to the TESOL Convention, the present study adopted the Halleck and Conner coding scheme to identify the presence of these moves in the selected proposals from this study and determine the strengths and weaknesses of the academic writing in order to make recommendations for the future.

POSTER SESSION

The study had two phases: Phase 1, Call for Proposals and Phase 2 the implementation of the poster session. Phase 1, included the process for selecting proposals through a website designed for the purpose, which presented the call for proposals and information about how to elaborate a poster proposal. There was also an optional workshop on how to elaborate proposals for interested teachers who wanted to participate.

Thirteen teachers sent their proposals. Eight of the thirteen teachers who sent their proposals belong to the group who attended the workshop; the other five did not attend the workshop; and from these five, two of them were teachers who had presented posters at previous conventions.

In Phase 2, there was the presentation of the 12 selected posters within the Congress for English Teachers and their evaluation using the poster presentation evaluation rubric. The posters were mounted on a 4-foot-by-8-foot display wooden board that includes the session title, and the participant's name. The posters were exhibited within the session for one hour all three days of the Congress.

RESULTS

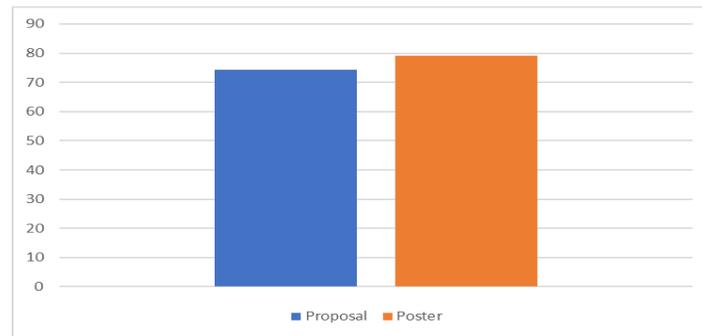
The results are evidence of the professional skills and genre characteristics found during the Conference.

Evidence of professional skills

Academic research and presentation skills - Proposals were analyzed using the TESOL rubric for proposals, which measured their academic quality. The maximum possible score was 25 and the minimum score for a proposal to be accepted was 17 (68%). The academic quality of proposals and poster

presentations, showed a slight difference. According to Figure 1, the average score for the proposals received was 74% and the average score for posters was 79%, which shows a slight difference.

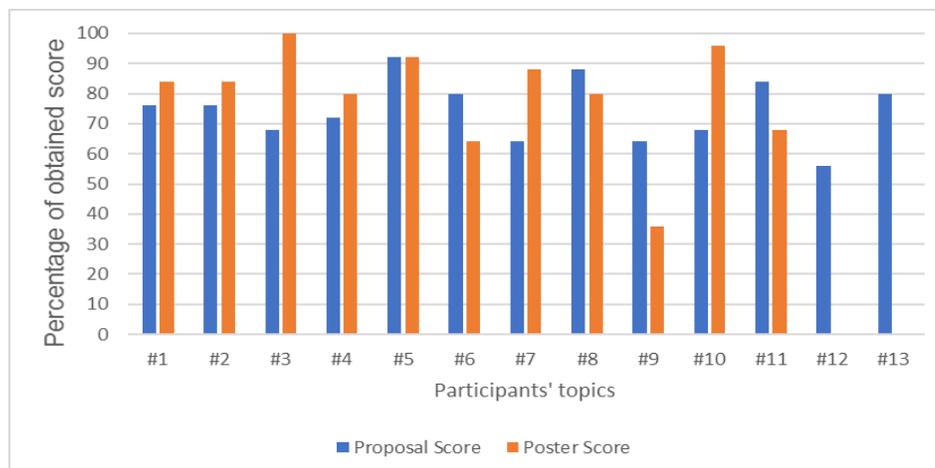
Figure 1 – Proposal and Poster Average scores



When comparing the individual scores (See Figure 2) the scores indicate a considerable improvement between the proposal and poster presentation for three presenters, a moderate improvement for four presenters and a decrease for three presenters. Two accepted proposals were unable to present with posters.

Proposal #12 was evaluated but not presented as a poster and proposal #13 was evaluated but not presented as a poster.

Figure 2 – Comparison Individual scores of Proposals and Posters



Comparing the results of the proposal and poster on Table 3, helps identify strengths and weaknesses where teachers need to improve.

Table 3 – Proposals and Posters Scores by Criteria

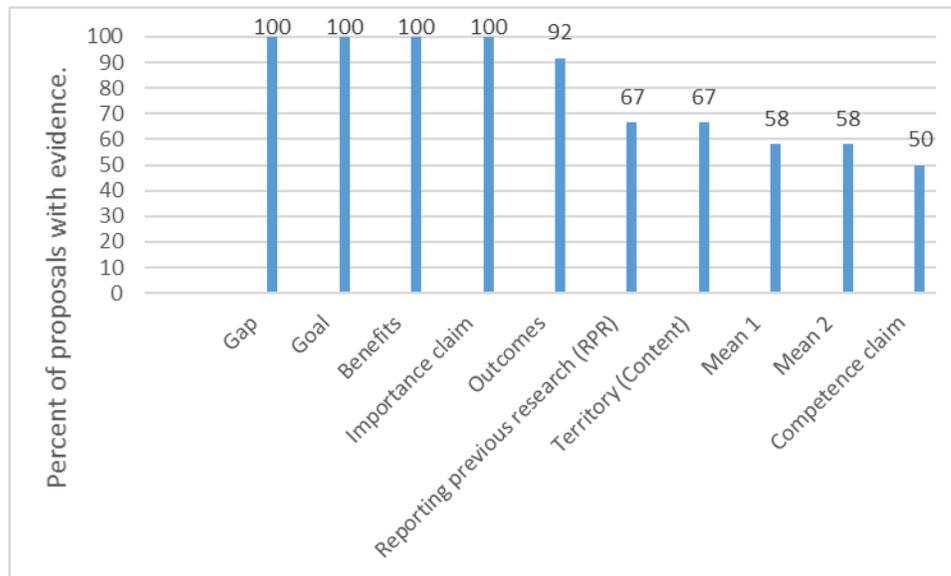
	Proposal	Poster
Topic	85 %	97 %
Purpose	78 %	84 %
Theory	64,6 %	76,2 %
Support	63 %	74,4 %
Clarity	69 %	74 %

Table 3 indicates that for the criterion Topic, the posters received the highest score of 4.85 (97%) and the proposals 4.36 (85%). That score indicates that the topics were judged to be current. The criterion Purpose obtained the second best score with proposals receiving 3.92 (78%) and posters 4.18 (84%). This refers to evidence of focusing objectives and participant outcomes. The proposals obtained 3.46 (69%) for Clarity and the posters 3.72 (74%). This means that both the proposals and posters needed to be clearer regarding the written and visual presentation of the content. The criteria Theory and Support were better understood in the poster presentation than in the written proposal, which showed that theory and support are criteria that teachers need to work on in order to relate and base their work on theories. The proposals obtained 3,23 (64,6 %) for Theory and the posters 3,81 (76,2 %), while Support criterion obtained 3,15 (63 %) in proposal and 3,72 (74,4 %) in posters.

Evidence of Genre Characteristics

The proposals were examined to identify the existence and number of particular genre characteristics or rhetorical moves of the proposals using the coding scheme from Halleck and Connor (2006). Figure 3 shows the results of the identified rhetorical moves as evidence of understanding genre characteristics.

Figure 3- Percent of proposals with evidence of moves



The rhetorical moves Gap, Goal, and Benefits were found in all the proposals (n=12, 100%), whereas, Territory and Reporting Previous Research were found in 67% of the proposals, the moves Mean 1 and Mean 2, which are related to methods, procedures, plan of actions that lead to the goal and the procedure to carry out the actual presentation, were found in 58% of the proposals, Outcomes were found in 92%; and the move Importance Claim was found in 50%.

The average number of moves found per proposal was eight out of ten (80%), see Appendix 11. The majority of the rhetorical moves fell under four types:

Gap, Goal, Benefits, and Importance Claim (n=12, 100%). N indicates the frequency of the move in the proposals; Outcomes was very frequent (n= 11; 92%), followed by Reporting Previous Research and Territory (n=8; 67%); Mean 1 and Mean 2 (n=7; 58%) and finally Competence Claims (n= 6; 50%).

Proposal overall results for academic performance using the Proposal Rubric showed a score of 18,6 (74%); while the results obtained through the identification of genre characteristics, which also measures academic performance, showed an average of 80% regarding the presence of the moves per proposal mentioned by Halleck and Connor.

Topics. When analyzing the topics in Table 4, there are three identified categories: assessment and curriculum, teaching strategies and using technology.

Table 4 – Proposal Topics

PROPOSAL TOPICS	TOPIC CATEGORIES		
	Assessment and Curriculum	Teaching Strategies	Using technology
1.- Rubrics as Authentic Assessment Tools Enhancing Writing and Speaking Skills	X		
2.- Augmented Reality applied as a learning strategy on ESL learners			X
3.- Self-Assessment of Oral Skills using Mobile Devices			X
4.- Basic English enriched with professional tasks improve professional communication		X	
5.-Literature Circles Motivate English Interaction in A1 University Students		X	
6.- Using Authentic Online Materials to Improve B1 Level Listening Proficiency			X
7.- Graphic organizers as cognitive strategies to promote independent EFL learners		X	
8.- Implementing Performance-Based Tasks as	X		

Summative Evaluations in EFL Classrooms			
9.- Trailers In Facebook: An Authentic Material To Motivate EFL Learning.			X
10.- Closing Comprehension Gaps Using Literature Circles: From Classics to Blockbusters		x	
11.- Professional Tasks Enrich Basic English for University Students		X	
12.- Teaching through English: documenting experiences and sharing.		X	
13.- Sustainability of National Standards through Peer-to-Peer Training		x	

Fifteen percent of the topics were related to the category Assessment and Curriculum, while 54% to Teaching Strategies and 31% to the use of technology.

DISCUSSION

The evidence of professional skills of the national English standards found in poster session proposals of this study includes the finding of the presence of genre characteristics of proposals. The genre characteristics called Goal or Objective was the one found in all the proposals of this study. This finding is similar to what Halleck & Connor (2006) found in their study, where the goal or objective of the proposal was the most frequently found genre characteristic when they were identifying specific genre characteristics of a successful proposal.

Results of this study show that Support, Theory and Clarity are the elements of proposals that teachers need to improve. This is important information to guide the improvements of the teachers' skills required by the national English standards, particularly to demonstrate ability to read and conduct classroom research.

The proposals of this study present findings which can be considered evidence-based teaching which is necessary to reflect on and improve instruction

and assessment practices according to domain fifth of the national English standards. According to Michael (2006) this evidence should be used to guide teacher's decision making about how to best help students learn.

This sort of teacher reflection on practice is evidence of teacher's active learning, which according to Collins & O'Brien (2011), is the process of keeping participants mentally, and often physically active in their learning through activities that involve them in gathering information, thinking, and problem solving.

According to national English teachers' standards, professionalism is present when teachers keep current with methods and knowledge. Findings in this study showed low presence of methods, procedures that lead to the goal of the proposals and procedures to carry out the presentation of results (mean₁ and mean₂=58%) in the proposals. Richards (2002) mentions that professionalism does not end when the teacher finishes an undergraduate or graduate program. Poster sessions give teachers the opportunity to continue learning about methods and how to implement them.

Timing is one of the limitations of this study since the call for proposals for the poster session process was carried out in three months during students' vacation time and teachers did not have time to carry out formal projects in their classrooms. They did not have time to intentionally connect theory and practice except by reflecting on past experiences. Teachers wanting to present posters should have at least a year in advance to carry out classroom innovations and research. Another limitation, may be the lack of information on guidance on writing proposals.

For future poster sessions, it is recommended to include all teachers with a degree in teaching, not just teachers with master's degrees, in order to motivate all teachers' participation.

CONCLUSION

Can poster sessions help English teachers to meet national standards? Yes, because they truly develop the professional skills. English teachers are not autonomous now, and poster sessions promote autonomy. According to Richards (2010), English teachers are professionals when they are autonomous and responsible for maintaining professional standards.

In order to write a poster proposal, teachers need to connect theory to practice, provide evidence of innovation and research; and express ideas clearly in English. This study found such evidence through the use of different qualities of academic communication skills such as 1) rhetorical moves that refer to the presence or absence of the genre characteristics found in the one-page summary of TESOL conference proposal and (2) academic research and presentation skills that TESOL looks for in proposals based on their rubric.

Poster Sessions should be used in professional development programs to guide the implementation of national English standards. Proposals can tell the teachers' areas of strengths and weaknesses. In the results found in this study, the teachers' strengths identified in the proposals were related to the description of the benefits of their study, objectives, the reason that motivated the study and the importance of the claim. The areas to improve were the omission of previous

research and context; the methods used to collect data and the low credibility of claims or results presented in the proposals. Besides this, poster sessions give teachers the opportunity to share their findings with other colleagues and educational community.

Since teachers have to meet the standards, universities and institutions need to help English teachers to reach them. The implementation of a poster session within educational institutions can be a useful strategy to help teachers identify skills they need to develop, and can be done through the promotion of academic events such as university conferences. Perhaps the Ministry of Education can include poster sessions in their programs for professional development to help teachers identify characteristics of the proposal genre and improve academic research and presentation skills. According to Halleck and Connor (2006), being able to identify and reproduce genre characteristics helps future presenters “attend to aspects of form, content and audience”.

Future research should include participants’ perspectives about presenting and writing a proposal and understanding the participant experiences when writing a proposal. Additionally, it would be interesting to analyze what universities or educational institutions are doing to help teachers meet the national standards.

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Appendices

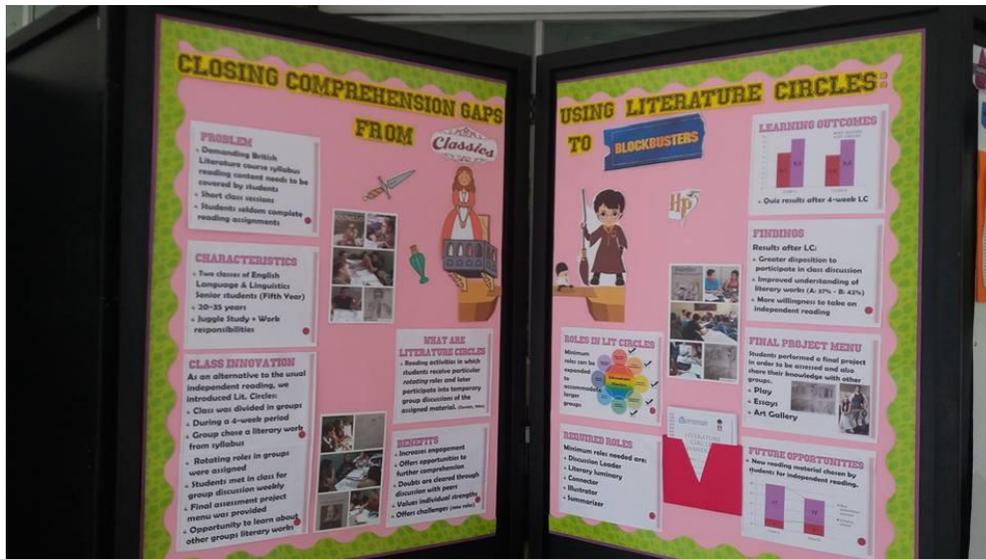
APPENDIX 1

PLAN AND SCHEDULE FOR THE POSTER SESSION PROCESS

Date	Time	Activity
27-02-2016	10h00 - 13h00	Workshop about Poster Sessions and Elaboration of Proposals Confirmation of Attendance to the Workshop
14-03-2016 to 21-03-2016		Send Proposal for Poster Presentations Use the link at the website Send your Proposal for Poster Session 2016
22-03-2016 to 10-04-2016		Selection process of proposals
11-04-2016		Response to selected participants
28-04-2016 to 30-04-2016	9h00 - 17h00	Católica University's III Congress for Teachers of English as a Foreign Language.
28-04-2016	10h00 - 12h00	Set up Posters
28-04-2016	12h15-13h15	Poster Presentations
29-04-2016	11h15-11h45	Poster Presentations
30-04-2016	14h00 -15h00	Poster Presentations
30-04-2016	16:00-17h00	Poster Certificate Awards and Recognition
29-04-2016	18:00-19h00	Take down Posters
30-04-2016	18:00-19h00	Take down Posters

APPENDIX 2

PICTURES OF THE POSTERS



Appendix 2 – Picture 1

Participant's poster presented at the III Congress for English teachers organized by Universidad Católica de Guayaquil



Appendix 2 – Picture 2

Poster Session at the III Congress for English teachers organized by Universidad Católica de Guayaquil

2.- Do you see yourself as a professional? Why or Why not?

BROAD CATEGORY

- SELF VIEW AS PROFESSIONAL

<p>Continue learning</p>	<p>- Of course. I am a professional. However, you never stop learning especially a teacher. We all have the mission to be updated and well-informed about educative and politics issues. -Yes, because I try to keep current</p>
<p>Having Values</p>	<p>- Yes. I work with responsibility, ethic, values and using the methodology and techniques that I have already learnt in UK. Additionally I am capable to continue learning and get the objectives that I want you have in my life. One of them is to become a Minister. - I think that I need to develop much more my skills. -Yes, I do. I work on getting the standard competences to be a good professional -yes. because all my life i have worked with responsibility I like to be on time in my job, and I enjoy learning everyday new techniques to teach. - I do see myself as a professional because I work hard to meet goals I have to achieve. - Yes. I work with responsibility, ethic, values and using the methodology and techniques that I have already learnt in UK. -yes, because i go to work and do everything in my hands to reach my objectives -Yes, i do, because, professional isn't mean to have a degree, if not who knows how to treat the rest of the people. -Of course, I am an English teacher. I'm a professional of education.</p>

3.- Have you established professional goals, accomplished them and then realized there were benefits because of that achievement? Or nothing changed?

BROAD CATEGORY

- REACTIONS TO PROFESSIONAL GOALS

	<p>- It depends on your perspective. For instance, once I decided to make my students increase the communicative</p>
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<p>Positive changes</p>	<p>skills such as speaking and writing. First, you know the real level by diagnostic. The statistics reveals the reality. Then, I applied some strategies in class to improve them and finally, I compared and noticed that tool had perfectly worked so I felt very happy because I could achieve the academic goal.</p> <p>- Yes. I stablished profesional goals. I studied abroad in the Go Teacher Program to work in a Public Institution to share muy knowledge and applied them with my students all that I learnt. Now I am in the process to get a permanent job. So my life changed for better. And I want to continue training and gaining experience to do my best at work.</p> <p>- Yes, of course, I continue working on those. I have realized those goals had good influence in my performance.</p> <p>-Yes, of course, every time I meet a goal I feel I've done an achievement.</p>
<p>Benefits</p>	<p>- yes. I have had the opportunity about improve my skills in the English teaching, and I have the opportunity of traveling to USA where i could learn more about culture.</p> <p>-Yes , and of course when you established your own and factible goals and you accomplish them, finally you are going to get benefits.</p> <p>-Yes, I have, in fact, many of them have given to me a lot of benefits, and there were things changed but even though I need more.</p> <p>-yes, evero scholar period is a challenge in some cases i accomplish what i planned</p> <p>-Yes, i have, my only professional goals is to improve my English and get a mastery , although it is difficult for my situation , to get a certificate B2, because i passed all the time,without any kind of practice.</p> <p>-Yes, I always establish my professional goals then I check and reflect them about my achievements.</p>

4.- In your experience, do teachers talk about being professionals or get together to plan what are they going to do to continue learning ?

BROAD CATEGORY

- TEACHERS ACTIONS TOWARDS PROFESSIONALISM

<p>Getting a higher degree</p>	<p>To be honest, few teachers get together to plan or discuss topics about how to improve the academic level of students. Just two or three do it, but I think it is rewardable because you will see the good results at the end of the term.</p> <p>Yes. Some teathers gathered to talk about Universities offering Magisters in English programs that we can participate. But firstable de have to get the B2 level in order to get in a program. So we are going to have some workshop to get that.</p>
<p>Getting the required proficiency level</p>	<p>Not all the time. the discussion topic is related to students` progress not about professionalism.</p> <p>Teachers plan to continue learning because the government has stablished a high level of English knowledge such as get the level B2 with the purpose of get a best quality of education.</p> <p>Plan what to do</p> <p>In my experience, English teachers mainly work for an income. Nothing else.</p> <p>yes, they do, there are teachers very interested to be professionals but there are others groups think that it is unnecessary to make an effort.</p> <p>there are few teachers, the ones who are new in the public field that think about it</p> <p>Nowadays, the majority of the teachers, only have time for planning or continuing learning.</p> <p>Everyday, I learn something new and I love reflecting about it.</p>

5.- What has helped you to get positive results in your teaching practice?

BROAD CATEGORY

- ACTIONS CONSIDERED AS GOOD TEACHING PRACTICE

<p>Be willing to learn</p>	<p>My comminment, my experience and I have learnt through the time we must be humble and be eager to learn, you must not never stop learning. I believe those qualities turn into a good teacher even though you still have five, six years in teaching. I love this career and I will still growing up professionally .</p> <p>Something that really helped me in my teaching practice is getting involve in education matters. To assist and participate in courses, workshops, Congresses, english</p>
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<p>Sharing</p>	<p>training, gathering with english native speakers and other english teachers to share experirnce and knowledge as well.</p>
<p>Keep current</p>	<p>According to me the best result is when I have done workshops with students and they feel challenged to think in groups and they work best.</p> <p>Establish my own goals The combination of my experience and studies. I always learn about new things. I have had put all my energy making my students to learn according to each one's pace. to check step by step the activities. always be positive no matter happens around so the students can see me as a friend and also teacher Provide my Students With Feedback and Get Students Working in group. Despite of lack of technology in my high school, the teachers skip this obstacle and we will try to get good results with our students in their scores.</p>

6.- What do you think teachers need in order to develop professionalism?

BROAD CATEGORY

- TEACHERS BELIEVES TO IMPROVE PROFESSIONALISM

<p>Keep learning</p>	<p>-They first must love what they really do. As far as I am concerned, many people can be a teacher but only few of them give their best and feel the professionalism. I think that going to seminars, workshops could be helpful to improve your teaching style.</p> <p>-In my opinion we teachers need more courses, workshop, congress, English training. In order to prepare us to get the B2 level and continue to achieve the magíster degree and as consequence we develop professionalism.</p>
<p>Having values</p>	<p>- More information about it and how to improve it. -i believe being responsible , honest , be on time in the job, and always work with passion . recognize the weaknesses</p>

<p>Attend to workshops</p>	<p>-To keep learning new strategies and improving their English as a language they can use for any activity. -to develop their individual skills. -to be more committed with their jobs -I think that Professionalism development can no longer just be about exposing teachers to a concept in a one-time workshop, or giving teachers basic knowledge about a teaching methodology, and most of the teachers development in an era of accountability requires a fundamental change in a teacher's practice that leads to increases different strategies in student learning in the classroom. - prepare themselves academically have international certificates attend congresses present proposals. - They have to have the knowledge, and share with other colleagues.</p>
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7.- Have you attended a Poster Session? If affirmative, which presentation can you recall from the Poster Session?

BROAD CATEGORY

- KNOWING ABOUT POSTER SESSIONS

<p>Know what poster sessions are</p>	<p>Yes, I went two years ago to the Catholic Univesity Seminar in 2014. I am sorry but I do not remember the name of the presentation but I remember it was good and I could attend again this year 2016.</p>
<p>Not knowing what poster sessions</p>	<p>No, I think I do not. I do not remember a Poster Session But I am interesting to attend it. No. no. No I haven't No, I haven't. no, I haven`t. no, i would like to know what it is about No, i haven`t attended a poster Session. Yes, I have. How to motivate students to read.</p>

APPENDIX 4

PROPOSAL EVALUATION RUBRIC

(Taken from TESOL 2013 Call for Proposals)

Evaluation criteria	Poor 1 point	Fair 2 points	Good 3 points	Very Good 4 points	Excellent 5 points
1. Topic is current and relevant	The topic is not current, and/or lacks importance or appropriateness to the field. It does not appear to be a worthwhile session.	The topic is only tangentially related to the field, not completely current or important to the field and/or to the potential audience. It may not be a worthwhile session.	The topic may not be completely current or groundbreaking, but it is relevant to the field and potential audience. It might be a worthwhile session.	The topic is current, important, and appropriate to the field and potential audience. It appears to be a worthwhile session.	The topic is cutting edge, relevant, ground-breaking, or significant to the field and potential audience. It appears to be a very worthwhile session
2. Purpose, participant outcomes, and session type	The proposal is inappropriate for the session type, and/or the objectives are not clearly stated or implied	The proposal may be appropriate for the session type. The objectives and participant outcomes may be too general or broad to be achievable.	The proposal is Generally appropriate for the session type. The objectives and participant outcomes are stated or implied but may lack sufficient focus.	The proposal is appropriate for the session type. The objectives and participant outcomes are clear.	The proposal matches the session type. The objectives and participant outcomes are very clear.
3. Theory, practice, and/or research basis	The proposal does not mention theory, practice, or research, or it is unclear how this session is connected to the field.	The proposal provides background references to theory, practice, and/or research, but it is not specific, or it does not relate the theory, practice, and/or research to the content of the presentation	The proposal refers somewhat to the theory, practice, and/or research on which the presentation is based in an understandable way and relates it to the content of the presentation.	The proposal refers clearly to the theory, practice, and/or research on which the presentation is based in a thorough and comprehensible manner and	The proposal refers specifically to the appropriate theory, practice, and/or research on which the presentation is based in a detailed, thorough, and comprehensible manner and

				relates it directly to the presentation content.	relates it directly to the presentation content.
4. Support for practices, conclusions, and/or recommendations	The proposal makes claims with no indication of the support for those claims.	The proposal makes some stated or implied reference to support, but it is not clear whether sufficient support will be provided for practices, conclusions, or recommendations.	The proposal give some indication as to how practices, conclusions, or recommendations will be substantiated.	The proposal provides details indicating that the practices, conclusions, or recommendations will be substantiated.	The proposal provides ample details indicating that the practices, conclusions, or recommendations will be well substantiated.
5. Clarity of proposal as indicator of presentation quality	The way in which the proposal is written suggests that the presentation may be poor	The way in which the proposal is written suggests that the presentation may be weak.	The proposal is adequately written but suggests that the presentation that may be uneven or of moderate quality.	The proposal is clearly written and suggests that the presentation will be of very good quality	The proposal is very well written and suggests that the presentation that will be of professional quality.
<p>Evaluation – 1-5 points</p> <ol style="list-style-type: none"> 1. Topic 2. Purpose 3. Theory 4. Support 5. Clarity <p style="text-align: center;">TOTAL</p> <p>Reviewer recommendation: (Reviewers will recommend or not recommend the proposal for the Congress Poster Session and will include reasons for the recommendation.)</p>					

APPENDIX 5

POSTER EVALUATION RUBRIC

(Taken and adapted from TESOL 2013 Call for Proposals)

Evaluation criteria	Poor 1 point	Fair 2 points	Good 3 points	Very Good 4 points	Excellent 5 points
1. Topic is current and relevant	The topic is not current, and/or lacks importance or appropriateness to the field. It is not a worthwhile poster.	The topic is only tangentially related to the field, not completely current or important to the field and/or to the potential audience.	The topic may not be completely current or groundbreaking, but it is relevant to the field and potential audience. It is a worthwhile poster.	The topic is current, important, and appropriate to the field and potential audience. It is a worthwhile poster.	The topic is cutting edge, relevant, ground-breaking, or significant to the field and potential audience. It is a very worthwhile poster.
2. Purpose, participant outcomes, and session type	The poster is inappropriate for the session type, and/or the objectives are not clearly stated or implied	The poster is appropriate for the session type. The objectives and participant outcomes are too general or broad to be achievable.	The poster is generally appropriate for the session type. The objectives and participant outcomes are stated or implied but may lack sufficient focus.	The poster is appropriate for the session type. The objectives and participant outcomes are clear.	The poster matches the session type. The objectives and participant outcomes are very clear.
3. Theory, practice, and/or research basis	The poster does not mention theory, practice, or research, or it is unclear how this session is connected to the field.	The poster provides background references to theory, practice, and/or research, but it is not specific, or it does not relate the theory, practice, and/or research to the content of the presentation	The poster refers somewhat to the theory, practice, and/or research on which the presentation is based in an understandable way and relates it to the content of the presentation.	The poster refers clearly to the theory, practice, and/or research on which the presentation is based in a thorough and comprehensible manner and relates it directly to the presentation content.	The poster refers specifically to the appropriate theory, practice, and/or research on which the presentation is based in a detailed, thorough, and comprehensible manner and relates it directly to the presentation content.
4. Support for practices, conclusions, and/or recommendations	The poster makes claims with no indication of the support for those claims.	The poster makes some stated or implied reference to support for practices, conclusions, or recommendations.	The poster give some indication as to how practices, conclusions, or recommendations are substantiated.	The poster provides details apporting that the practices, conclusions, or recommendations.	The poster provides ample details indicating how the practices, conclusions, or recommendations are substantiated.
5. Clarity of poster as indicator of presentation quality	The way in which the poster is written makes it difficult to understand.	The way in which the poster is written makes some parts difficult to understand.	The poster is adequately presented.	The poster is clearly written and easy to follow.	The poster is very well written and is professional.
Evaluation – 1-5 points TOTAL Reviewer recommendation: (Reviewers will select the three best scores to be recognized at the Congress final plenary.)					

APPENDIX 6

POSTER PROPORSALS TOTAL SCORES BY REVIEWERS

#	TOPIC	TOTAL REVIEWER 1	TOTAL REVIEWER 2	TOTAL REVIEWER 3	TOTAL REVIEWER 4	TOTAL REVIEWER 5	TOTAL AVERAGE	RECOMENDATI ON TO PRESENT
1	Rubrics as Authentic Assessment Tools Enhancing Writing and Speaking Skills	19	17	17	15	19	17,4	Accepted
2	Augmented Reality applied as a learning strategy on ESL learners	24	14	17	18	17	18	Accepted
3	Self-Assessment of Oral Skills using Mobile Devices	25	19	20	24	18	21,2	Accepted
4	Basic English enriched with professional tasks improve professional communication	23	14	17	18	23	19	Accepted
5	Literature Circles Motivate English Interaction in A1 University Students	15	20	16	18	20	17,8	Accepted
6	Using Authentic Online Materials to Improve B1 Level Listening Proficiency	25	19	17	17	16	18,8	Accepted
7	Graphic organizers as cognitive strategies to promote independent EFL learners	25	18	18	15	22	19,6	Accepted
8	Implementing Performance-Based Tasks as Summative Evaluations in EFL Classrooms	24	16	19	16	16	18,2	Accepted
9	Trailers In Facebook: An Authentic Material To Motivate EFL Learning.	21	18	16	24	17	19,2	Accepted
10	Closing Comprehension Gaps Using Literature Circles: From Classics to Blockbusters	23	20	15	23	21	20,4	Accepted
11	Professional Tasks Enrich Basic English for University Students	22	18	14	20	14	17,6	Accepted
12	Teaching through English: documenting experiences and sharing.	22	18	16	14	20	18	Accepted
13	Sustainability of National Standards through Peer-to-Peer Training	15	16	15	14	14	14,8	Not Accepted

APPENDIX 7

POSTER PROPOSALS BY CRITERIA

PROPOSALS	RUBRIC INDICATORS					
	TOPIC SCORE	PURPOSE SCORE	THEORY SCORE	SUPPORT SCORE	CLARITY SCORE	TOTAL SCORES
1.- Rubrics as Authentic Assessment Tools Enhancing Writing and Speaking Skills	5	4	3	3	4	19
2.- Augmented Reality applied as a learning strategy on ESL learners	5	4	4	3	3	19
3.- Self-Assessment of Oral Skills using Mobile Devices	5	3	3	3	3	17
4.- Basic English enriched with professional tasks improve professional communication	5	4	3	3	3	18
5.-Literature Circles Motivate English Interaction in A1 University Students	5	5	4	4	5	23
6.- Using Authentic Online Materials to Improve B1 Level Listening Proficiency	5	4	3	4	4	20
7.- Graphic organizers as cognitive strategies to promote independent EFL learners	5	4	2	2	3	16
8.- Implementing Performance-Based Tasks as Summative Evaluations in EFL Classrooms	5	5	4	4	4	22
9.- Trailers In Facebook: An Authentic Material To Motivate EFL Learning.	5	4	3	2	2	16
10.- Closing Comprehension Gaps Using Literature Circles: From Classics to Blockbusters	5	3	3	3	3	17
11.- Professional Tasks Enrich Basic English for University Students	5	4	4	4	4	21
12.- Teaching through English: documenting experiences and sharing.	4	3	2	2	3	14
13.- Sustainability of National Standards through Peer-to-Peer Training	4	4	4	4	4	20
AVERAGE INDICATOR	4,85	3,92	3,23	3,15	3,46	18,62
	1	2	4	5	3	

APPENDIX 8

POSTER PRESENTATIONS SCORES BY CRITERIA

POSTER PRESENTATIONS	RUBRIC INDICATORS						OBSERVATION
	TOPIC SCORE	PURPOSE SCORE	THEORY SCORE	SUPPORT SCORE	CLARITY SCORE	TOTAL SCORES	
1	5	4	4	4	4	21	
2	5	4	4	4	4	21	
3	5	5	5	5	5	25	GUEST PRESENTER
4	4	4	4	4	4	20	
5	5	5	5	4	4	23	2ND PLACE
6	4	4	2	3	3	16	
7	5	5	4	4	4	22	3RD PLACE
8	4	4	4	4	4	20	
9	2	2	2	1	2	9	
10	5	5	5	5	4	24	1ST PLACE
11	4	4	3	3	3	17	
12						0	NOT PRESENTED THE LAST DAY
13						0	NOT SELECTED TO PRESENT
AVERAGE INDICATOR	4,36	4,18	3,81	3,72	3,72	19,81	
	1	2	3	4	4		

APPENDIX 9

DOMAIN 5 STANDARDS

(Taken from the Ecuadorian in-service English Teacher Standards)

Domain 5. Professionalism and Ethical Commitment
Teachers keep current with new instructional techniques, research results, advances in the English as a Foreign Language (EFL) field, and education policy issues and demonstrate knowledge of the history of EFL teaching. They use such information to reflect on and improve their instruction and assessment practices. Teachers work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for students and their families.
General Standards Specific Standards
5.a. English as a Foreign Language Research, History and Legislation Teachers demonstrate knowledge of history, research, educational public policy, and current practice in the field of EFL teaching and apply this knowledge to inform teaching and learning.
5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.
5.a.2. Demonstrate knowledge of the evolution of laws and policy in bilingual and English as a foreign language (EFL) profession.
5.a.3. Demonstrate ability to read and conduct classroom research.
5.b. Professional Development, Partnerships, and Advocacy Teachers take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for students.
5.b.1. Participate in professional growth opportunities.
5.b.2. Establish professional goals.
5.b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for students in the school.
5.b.4. Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.
5.b.5. Advocate for students' access to academic classes, resources, and instructional technology.
5.b.6. Support students' families.
5.b.7. Serve as professional resource personnel in their educational communities.
5.c. Ethical Commitment Teachers promote active citizenship as stated in The Ecuadorian Constitution.
5.c.1. Educate students to practice the principles of active citizenship, e.g. those stated in the Ecuadorian Constitution as the Buen Vivir.
5.c.2. Know about national legislation and take action to protect and respect the rights of all students including those at risk.

APPENDIX 10

COMPARISON OF POSTER PROPOSAL RESULTS (P1) AND POSTER
PRESENTATION RESULTS (P2)

PROPOSALS	RUBRIC INDICATORS											
	P1 : Poster Proposal Results P2: Poster Presentation Results											
	TOPIC SCORE		PURPOSE SCORE		THEORY SCORE		SUPPORT SCORE		CLARITY SCORE		TOTAL SCORES	
	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2
1.- Rubrics as Authentic Assessment Tools Enhancing Writing and Speaking Skills	5	5	4	4	3	4	3	4	4	4	19	21
2.- Augmented Reality applied as a learning strategy on ESL learners	5	5	4	4	4	4	3	4	3	4	19	21
3.- Self-Assessment of Oral Skills using Mobile Devices	5	5	3	5	3	5	3	5	3	5	17	25
4.- Basic English enriched with professional tasks improve professional communication	5	4	4	4	3	4	3	4	3	4	18	20
5.-Literature Circles Motivate English Interaction in A1 University Students	5	5	5	5	4	5	4	4	5	4	23	23
6.- Using Authentic Online Materials to Improve B1 Level Listening Proficiency	5	4	4	4	3	2	4	3	4	3	20	16
7.- Graphic organizers as cognitive strategies to promote independent EFL learners	5	5	4	5	2	4	2	4	3	4	16	22
8.- Implementing Performance-Based Tasks as Summative Evaluations in EFL Classrooms	5	4	5	4	4	4	4	4	4	4	22	20
9.- Trailers In Facebook: An Authentic Material To Motivate EFL Learning.	5	2	4	2	3	2	2	1	2	2	16	9
10.- Closing Comprehension Gaps Using Literature Circles: From Classics to Blockbusters	5	5	3	5	3	5	3	5	3	4	17	24
11.- Professional Tasks Enrich Basic English for University Students	5	4	4	4	4	3	4	3	4	3	21	17
12.- Teaching through English: documenting experiences and sharing.	4		3		2		2		3		14	0
13.- Sustainability of National Standards through Peer-to-Peer Training	4	*	4		4		4		4		20	0
AVERAGE INDICATOR	4,85	4,36	3,92	4,18	3,23	3,81	3,15	3,72	3,46	3,72	18,6	19,8
POSITION OF CRITERION	1	1	2	2	4	3	5	4	3	4		

APPENDIX 11

RESULTS OF CODING SCHEME

PROPOSALS	Territory (context)	Reporting previous research (RPR)	Gap	Goal	Means 1	Means 2	Outcomes	Benefits	Importance claim	Competence claim	Number of moves
1	✓	X	✓	✓	X	X	✓	✓	✓	X	6
2	X	✓	✓	✓	✓	X	X	✓	✓	X	6
3	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	9
4	✓	✓	✓	✓	✓	X	✓	✓	✓	X	8
5	✓	✓	X	✓	✓	✓	✓	✓	✓	X	8
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
7	X	✓	✓	✓	X	✓	✓	✓	✓	✓	8
8	X	✓	✓	✓	X	✓	✓	✓	✓	✓	8
9	X	X	✓	✓	✓	✓	✓	✓	✓	X	7
10	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	9
11	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	9
12	X	X	✓	✓	X	X	✓	✓	✓	X	5
13	✓	X	✓	✓	X	X	X	✓	✓	X	5

APPENDIX 12

PROPOSALS

01

Rubrics as Authentic Assessment Tools Enhancing Writing and Speaking Skills

EFL/ESL teachers use rubrics for grading writing and speaking tasks, ignoring their benefits as authentic assessment tools that help students to get: well-timed feedback, self-reflection and higher-order thinking skills. The benefits of rubrics can be accomplished by restating objectives and involving L2 learners before, during and after a rubric application.

According to the national curriculum guidelines (2012), students need to develop a communicative proficiency in the main four skills. However, writing and speaking are the less-developed skills as a consequence of poor reading habits (INEC, 2012), nonexistent English exposition, and wrong-focused tools use to grade but not to assess. This poster session will evidence how students learn by doing and how changing roles provide benefits inside English classes. As EFL/ESL teachers, we have evidenced how rubrics are created without thinking on real students' skills, interests or needs. Consequently, rubrics become confusing and complicated to use. Our proposal is to present alternatives to involve teachers and students' during the elaboration and implementation of rubrics to get advantageous results. The goal of using authentic rubrics is to help students understand their own development in speaking and writing skills and create a student culture of self-assessment. In addition, the correct use of rubrics low students' affective filter which allow them to have a better performance. Moreover, students know what to expect since they know the objectives from the beginning and receive an effective feedback at any time. ELL improve their higher-order thinking skills because they clearly identify their strengths and weaknesses. Furthermore, rubrics help EFL/ESL teachers to determine priorities to differentiated instruction. In our study, we will show evidence of the positive results implementing authentic rubrics with students of an elementary school in the USA and a high school in Ecuador. Students become aware and critical of their performance demonstrating understanding of the task, they are confident on their works and well-disposed to continue working by identifying their strengths and weaknesses as we taught them to utilize rubrics before, during and after their performance. We will conclude this session by offering implications of the use of rubrics for EFL/ESL teachers in our context.

02

Augmented Reality applied as a learning strategy on ESL learners

During the process to acquire a new language, students feel frustrated at the moment to learn new vocabulary. Augmented Reality (AR), as an interactive and innovative mobile system, will be an effective tool for memorizing and recognizing action words. AR might be a significant learning strategy on ESL learners for studying vocabulary.

One important thing in the educational process is that educators must upgrade their academic knowledge based on teaching and learning. Teachers need to find new strategies to teach new words. Pictures, videos, drawings etc. are good traditional resources to introduce new words, however, educators have to incorporate a powerful tool that the majority of students use daily. Mobile devices are technological resources which contains academic applications for improving students' skills. Based on this theory, Santos et al (2016) state that "M-learning has gained popularity among students and educators for performing the everyday tasks in more flexible and comfortable style." Based on this statement, students may develop a personal learning environment through interaction and dynamic applications. Augment, Aurasma and others are visual applications to elaborate 3D formats in a real and virtual context. (Ogata et al.

2011) claim that "Context is important to vocabulary learning because students can use it for forming stronger associations between the new word and the objects in the real world." For this reason, our proposal is to introduce a modern and handheld application to recognize, memorize and improve students' skills in vocabulary. Learners will visualize in an interactive manner to study new words. Moreover, animation in a virtual and real style will help to catch the information provided. Students will boost their knowledge and motivation using technology inside and outside the classroom for learning new words. augmented reality will be a meaningful recourse on mobile devices for students. They may activate and enrich their lexicon in order to innovate and improve their learning style.

03

Self-Assessment of Oral Skills using Mobile Devices

This presentation reports the effect of an innovation using mobile devices to develop oral skills in A2 level university students. Using new vocabulary and grammar, students wrote and videoed dialogs which they uploaded to an e-portfolio for the purpose of self-assessment. Students reflected on progress and gained confidence speaking English.

Self-assessment helps professionals become lifelong, autonomous learners in a world where technology is rapidly increasing the knowledge base. This means that learners need to self-assess to focus learning. Current Ecuadorian Standards for In-service English teachers (2012) recognize this and encourage teachers to use "...self- and peer-assessment techniques when appropriate" in class. It is important for both teachers and students to become autonomous learners. (Standard 4.c.5)

This innovation is based on social constructivist theory where students gain the ability to mediate their learning through the guidance of a more knowledgeable other (Vygotsky, 1978; Lantoff, 2015). The goal of social constructivist theory is self-regulated learning. Also, the innovation is based on research in personalized learning and takes advantage of cell phones in the classroom. Now, more learning takes place outside the classroom via the internet and the use of technology can help personalize learning (Lerís, D. & Sein-Echaluce, M.L., 2011). Though cell phones can distract from learning, this innovation takes advantage of their presence to improve speaking skills through the ability to self-assess. (Kuznekoff, J. & S. Titsworth, 2013)

Students progress slowly in many English programs because they are passive and lack learning strategies. To solve these problems, this innovation used cell phones and other mobile devices to help students self-assess and improve their oral skills. Fourteen A2 level university students from different specializations wrote short dialogs in pairs with new vocabulary and grammar, which they videoed and uploaded to an e-portfolio. The students made nine videos and two self-assessments over the semester. The results indicate that students gained self-confidence and improved in their ability to self-assess and monitor their progress. This presentation includes the methodology used, the analysis of the results and tips for using cell-phone videos to self-assess progress.

04

BASIC ENGLISH ENRICHED WITH PROFESSIONAL TASKS IMPROVE PROFESSIONAL COMMUNICATION

This presentation reports the effect of an innovation using authentic performance tasks to improve professional communication in psychology students at the University of Guayaquil. Using technical vocabulary and background information about Bullying, students fill in a form after reading a case related to the topic for developing their professional communication.

The use of authentic performance tasks in addition to the basic English text helps students improve learning English as a foreign language because it provides real life, professional that will enhance the oral and written professional communication. Bednar A. cited by Duffy T. and Jonassen D. (1992. 6-7) "... learning goals should be determined from authentic tasks with more specific objectives resulting from the process of solving the real world tasks; the processes of learning should be modeled and coached for students with unscripted teacher's response..." This shows the tasks which are connected to real situations and are going to be learned better by the students. Teachers will help them develop their skills by the use of authentic tasks in classes.

The innovation is based on the need to enrich EFL classes with professional activities to motivate and improve students' oral and written communication. This also involves active learning from the students. The innovation used cases, role – plays, videos and interviews to help students engage and learn professional English. This is a six-week action research study based on the pre-post results of thirty-seven B1 university students from the Psychology Department of the University of Guayaquil. The students individually read a case study and filled in a bullying record form at the beginning and end of the innovation. Results report effect on use of technical vocabulary, comprehension of the case and clarity of communication. The poster will share the methods used and results of the study as well as ideas for incorporating professional, authentic tasks to the basic text.

05

Literature Circles Motivate English Interaction in A1 University Students

This presentation reports the impact of Literature Circles on A1 students' motivation for reading. Literature circles are a dynamic way to engage students in free-voluntary discussion groups where the students have different roles and activities to share. They are responsible for their partners understanding and the teacher's observation only.

Literature Circles are an innovation to improve the traditional Reading Club for A1 students at UPS University in Guayaquil. Literature Circles motivate them to read and discuss in groups without the teacher's participation in the discussion so they will feel free and comfortable to express ideas in the group. The impact on motivation to read was determined through pre-post results of the MRQ, a motivation survey designed by Wigfield & Guthrie (1997) which showed us the highest percentage in the category of reading for social purpose that confirms the conclusions of this research.

Since motivating reading is the focus of this innovation, Literature Circles use strategies for promoting motivation and curiosity such as a student choice and team collaboration. Collaboration is based on social constructivist theory that emphasizes learning through the social interaction (Vigotsky-1978, 57). Teamwork skills are developed in circle discussions and supported by individual activities for learning to facilitate the success of the group.

The A1 students in the Literature Circles selected four books to read during the semester and had a schedule for the discussion meetings in order to be prepared. Each group completed a set of role worksheets and followed instructions for the group. Students read the book at home and completed the worksheets before the meeting. During the discussion session, every participant had four or five minutes to share the activities done while they read at home. After that, the students completed a self-evaluation and a reflection. This presentation includes the results of this action research at UPS University and the materials and methods used. Suggestions for using Literature Circles in other settings will be provided.

06

Using Authentic Online Materials to Improve B1 Level Listening Proficiency

A study conducted among students of English at a university in Ecuador suggests teachers concerned with low Listening scores should ditch the coursebook CD and head to YouTube for effective, motivating practice material. Detailed case results will accompany tips on how best to exploit the potential of authentic online videos.

Older English teachers, including some coursebook authors, can remember a time when the idea of having an unlimited supply, within the (suitably equipped) classroom, of free, instantly available authentic listening material, augmented by video and classified by subject, would have seemed like science fiction. With online sites like YouTube, this is now a reality – arguably, one which the world of TEFL still needs to catch up with.

Proper use of such resources requires appreciation of their potential and special characteristics, and a little know how applicable to questions like video selection and the design of accompanying top-down and bottom-up activities. Visual aids will present the quantitative results of one successful experiment in this area, as measured by CEF-compliant “before” and “after” tests of listening proficiency and compared with a control group exposed only to standard (non-authentic) course materials. Separately, the presenters hope to engage participants with discussion on the apparent superior motivational capacity of routine use of authentic video as listening material – the increase in motivation and thus engagement on the part of the students being hypothesized as one of the main reasons for their enhanced achievement in this area – as well as addressing possible drawbacks and pitfalls.

The theoretical framework for this study derives from a comparison of the arguments for controlled, implicitly non-authentic coursebook listening texts - see e.g. Wong (2011), Hutchinson & Torres (1994), Allwright (1981), Lee (1997) and Skierso (1991), who argue the advantages of the coursebook from a broadly pragmatic point of view – versus Gilmore (2007) who finds that the language used in the non-authentic texts of coursebooks is limited and limiting, and that the use of authentic texts positively influences motivation, a view defended by the authors of this study.

07

Graphic organizers as cognitive strategies to promote independent EFL learners

This presentation targets to demonstrate how graphic organizers, as a part of cognitive strategies, allow EFL teachers to guide students to become independent learners. This session is grounded in different research-based studies, which validate their effectiveness for learners' internalization of knowledge to be applied in new situations and new fields.

Nowadays, Ecuadorian students are still used to be taught and not to be independent learners. However, the 21st century demands cognitive skills like the ability of comprehending, applying, analyzing and synthesizing that assist students to achieve higher levels of expertise. In Ecuador, it is believed that only in core subjects (as math, Spanish and literature, social studies, and natural science) students develop this kind of skills, but, in the course of learning a new language, learners go through complex cognitive processes. Those processes require that students use those skills to organize new knowledge and to get ownership of their learning.

According to Marzano (2007) "Graphic organizers are one of the most popular ways for students to represent the knowledge they have encountered in a critical-input experience." (p. 52). From that, learners can find in graphic organizers a study aid for their future learning experiences in any field. Furthermore, O'Malley and Chamot (1990), Richards, Platt and Platt (1992) and Cohen's (1990) studies have demonstrated the effectiveness of cognitive strategies such as graphic organizers to help EFL students: to reach learning autonomy, to develop cognitive skills and to master the language by facilitating the storage of knowledge in the long-term memory.

Teachers need to know how to effectively apply graphic organizers in their classroom practice in order to promote independent learning among their students so the aim of this poster session is to provide with a clear definition of cognitive learning strategies and graphic organizers. The attendees will get information about the process of how to deliver an EFL lesson including graphic organizers, they will observe examples of different types of graphic organizers for inductive analysis of language structure, vocabulary and reading comprehension. Finally, the attendees will be able to recognize the benefits of applying graphic organizers in EFL context.

08

Implementing Performance-Based Tasks as Summative Evaluations in EFL Classrooms

This poster presentation aims at informing EFL teachers about benefits of implementing performance-based tasks as an alternative to standardized and teacher made tests when assessing their students. In that sense, it also intends to provide examples of tasks that can be used for this purpose and how to implement them.

For years, the assessment of Ecuadorian EFL students' content knowledge and linguistics skills has been linked to traditional paper-and-pencil tests. Unfortunately, these tests do not allow students to demonstrate their real knowledge as they tend to create a stress frame that usually block students' minds leading them to achieve low scores. As an effort to change this panorama at the middle and high school level, the Ley Organica de Educacion Superior now states that the students' evaluations should include evaluation tools in different formats and not only the traditional written exams (LOEI, Registro Oficial N 417, 2011)

Considering this, this work aims at providing an overview about different tasks that EFL teachers can incorporate in their assessment practice. The strategies suggested in this research-based work are potential performance-based tasks that can enable EFL teachers to assess their EFL students' skills in an authentic way. These tools can assist EFL instructors to better meet their students' needs as they apply their knowledge working on real-life like tasks and, consequently, demonstrate their progress at the end of a study term. As stated by Herrera, Morales & Murry (2013) and O'Malley & Valdez (1996), the application of performance-based tasks as a form of assessment promotes the engagement of students in cooperative activities so that they can feel more confident and motivated when being assessed in this language. Similarly, performance-based assessment allows EFL teachers to challenge their students to use the language skills they have acquired throughout the teaching-learning process as they complete activities adapted to situations performed in the students' sociocultural context.

The poster will include pictures with examples of the performance-based tasks applied by the presenter and other illustrations with explanations of the benefits and the way they were implemented beneath them. It will also include brief descriptions of sound research related to the presentation. To conclude, presenting this topic will be enormously beneficial for EFL teachers as they will have the opportunity to become informed about an alternative type of summative evaluations to implement in their classrooms.

9

Trailers In Facebook: An Authentic Material To Motivate EFL Learning.

Trailers of learner's favorite movies posted in Facebook motivate students to interact in an electronic way enhancing EFL learning. Trailers are an authentic material that can be watched and enjoyed by learners and at the same time will productive skills development.

Web 2.0 tools can fundamentally change the way EFL learners use the Internet, from mostly information consumers to information creators and contributors (Yu-Chih Sun and Yu-Jun Chang, 2012). **Uploading a trailer of a favorite movie in a blog and doing activities in which students can practice electronic reading, listening and writing can break students' routine.**

Trailers of favorite movies can provide authentic and motivated material for our students at the same time. Lawler's theory stresses that the interaction occurs in the online environment is contributor to students' increasing motivation and interest. (Lawler, 1994 in Fageeh, 2011). Students upload a trailer every week or two weeks and write a few sentences about it. It will be shown examples of Facebook' post and comments. Students can post any freely and respectfully comment in their classmates' Facebook. They can add more information or a video link about the movie or its actors. In this way autonomy and comfortable lower affective filter environments will be stimulated.

There is not a grammar or spelling correction in the Facebook and student are conscious of that. Students decide if they want their Facebook to be read by the teacher. However, a general feedback that can guide students in their writing and speaking learning process will be given every 2 weeks.

At the final of the semester surveys about how motivated they feel with Facebook is done. At the beginning and final of the semester students also have an oral quiz in which in pairs they freely speak about a movie they want. A written quiz is also taken and students write about a movie and as much as they want. In this way productive skills will be assessed and fluency (number of words per composition) will be measured in order to get an idea of how the implementation of this tool also helps student's learning. **Consequently, it is seen how electronic interaction in Facebook can encourage our student's learning.**

#10

Closing Comprehension Gaps Using Literature Circles: From Classics to Blockbusters

College students often get burdened with extensive reading material when taking demanding literature courses. Literature circles are an alternative to help students tackle heavy reading loads while improving their overall comprehension of the text, by establishing cooperative temporary group settings defined by the assignment of rotating but equally challenging roles.

Teaching Literature to students is a demanding exercise which is sometimes deemed pointless as students get lost between non-practical reading tasks that do little to improve their learning outcomes. In this regard, the heavy reading load college students face, when tackling courses like British Literature, creates a workload problem that needs to be effectively addressed by teachers. In order to tackle this problem, literature circles offer teachers the possibility to distribute more evenly the material among students while keeping their motivation, interest, and ultimately comprehension levels high.

Developed by Daniels (1994) in Chicago, literature circles are activities in which students receive particular roles and are later brought into temporary group discussions of the assigned material. These sessions are meant to help them create a more cohesive understanding of the text in a cooperative way. A feature of literature circles is the idea of rotating roles each meeting, by using this students' interest is maintained longer and livelier discussions are encouraged.

This poster session will focus on the results achieved by two groups of English Language and Linguistics college students taking a British Literature course, who underwent a four-week period to cover both Classic literature included in the syllabus, as well as independent reading best sellers of their own choosing using a literary circle scheme. The implementation of Literature circles as a tool to improve reading comprehension and willingness will also be examined. The presenters will aim to explain how the distribution of roles in the Literature circles helped students better assimilate the often heavy reading material and increased their disposition to undertake even more demanding readings on their own. The process of implementation of literary circles in the classroom (including minimum required and extra roles) and how to establish final assessment project menus will also be covered.

#11

Professional Tasks Enrich Basic English for University Students

This presentation reports the effect of using authentic tasks in learning to write business emails in A2 level university students. Responding to customers emails is a task that businesspersons will have to face in their jobs. Results of this action research indicate the progress and the obstacles teachers might encounter.

One of the multiple professional situations that Administration students might encounter in their job is to develop e-commerce activities. The use of internet to respond e-mails has become an important resource in order to conduct negotiations and the lack of application of etiquette and rules of writing professionally in the business area may result in losing potential clients for the company.

Writing professional e-mails may be challenging for low English proficiency level students. They may struggle most with the use of appropriate vocabulary, grammatical rules, spelling and punctuation at the beginning but at the end of the process many positive outcomes occur. Adding authentic activities along with some conditions for learning as the literature suggests make the courses more meaningful as well as improve students' motivation for business writing. Ordoñez (2006) considers that students exposed to activities that reflect professional tasks could contribute to learning motivation.

This is an eight-week action research students based on the pre-post results of thirty-five A2 English level students from Business Administration faculty of a public university. Learners individually respond to e-mails for different business purposes and the results report the effect on the quality of the responses, the e-mail parts and its presentation. The poster will share method used, results of the study and ideas for integrating professional/ real life task to basic text.

#12

Teaching through English: documenting experiences and sharing.

Teachers face the challenge to provide students real life practice, outside the English class. Learners see little progress and use of studying English. Evidence shows Content and Language Integrated Learning (CLIL) extends exposure time and provides immediate reward, a consistent implementation in our context could benefit this reality.

Teaching subjects in English has been long discussed in the education community and from several experiences all kinds of results seem to be reported. Among the proposed methodologies, Content and Language Integrated Learning (CLIL) is well established in the European Union as part of their pedagogical model, studies qualify it as one of the most dynamic pedagogic trends in Language Teaching by Hüttner, Dalton-Puffer and Smith (2013), promoter of better performance in content and language by Chostelidou and Griva (2013), helping develop the experience of learning a language to a deeper extent by Mariño (2014), the approach in charge of providing suitable answers despite its possible limitations by Ravelo (2014), a potentially valuable lifelong learning training programme by Urmeneta (2013) and also as selective and overambitious by Bruton (2011).

At the moment, Ecuador is rated #38 in the English Proficiency test run by EF organization around the globe and despite different government initiatives there is still a lot to do to improve this situation, specially in Latin America. We face an important need for sustained practices and organized efforts that lead to enrich research in our context.

The session will present guidelines to recover information, design classes and share information based on the experience of implementing CLIL for specific topics of a subject, with low level students.

13

Sustainability of National Standards through Peer-to-Peer Training

In Ecuador, English language is taught as a foreign language starting primary school. Considering this, it is crucial to implement peer-to-peer training among English teachers in order to successfully achieve the EFL National Standards that the Ecuadorian Ministry of Education established in the National English Curriculum Guidelines in 2012.

This poster session aims to point out how to successfully achieve the Ecuadorian National Curriculum Overall Objectives by implementing Peer-to-Peer Training in schools, per districts or in community language centers. Due to the importance of having students learn a second language in an authentic environment, it is crucial to implement effective and innovative approaches that fulfill the academic expectations of English as a Foreign Language (EFL) learners in an Ecuadorian context. According to the Ecuadorian National Curriculum Specifications (2012) for EFL instruction in Ecuador, EFL instruction should be mainly based on the Communicative Language Teaching Method (CLT). In EFL instruction, the CLT method is used in order to support, guide and improve the English teaching-learning process by providing a set of methodological suggestions and adaptations that promote significant communicative competence (Savignon & Wang, 2003). By implementing successful peer-to-peer training in schools, per districts and/or within community learning centers, English language teachers will be able to share teaching experiences as well as different types of methodologies they use in everyday teaching. The poster session will explain how these encounters will positively affect teachers personally and professionally by motivating them to feel more confident with their teaching practices and their English language skills. They will also have the opportunity to reflect on their teaching skills and to learn from other teachers new tips regarding the new trends in teaching. Last but not least, these encounters will also provide teachers with an opportunity to practice English at a professional level that will eventually lead them to improve their level of language proficiency and to increase their confidence. All of this in favor to Ecuadorian EFL students and their successful language proficiency achievement.