English Classes Enriched with Professional Tasks Improve Professional Communication in Psychology Students

By

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Presented as Partial Fulfillment for the Degree of

Magister de Estudios Superiores con Mención en Investigación e Innovación Pedagógica

Universidad Casa Grande
Guayaquil, March 2018

Abstract

This article reports the effect of a six-week classroom innovation which included adapting the textbook with authentic performance tasks to improve professional communication in thirty-three A2 level psychology students at a large public university in Guayaquil, Ecuador.   The innovation is based on the need to enrich university English as a Foreign Language (EFL) classes with professional activities to motivate and improve students' oral and written communication in order to fulfill the national graduation requirement of Level B2. Three textbook chapters were enriched with reading and writing activities related to bullying and included technical vocabulary and background information. Active learning strategies were used such as case studies, role – plays, videos and interviews to help students engage and learn professional English. This study used a mixed-method design. Quantitative results are based on the pre-post tests of thirty-three A2 level university students. The students individually read a case study and filled in a form at the beginning and end of the innovation. Results report the effect on use of technical vocabulary, comprehension of the case and clarity of communication. There was a positive impact on learning English by adapting textbooks and using the authentic performance tasks. Authentic career activities helped students' grades improve 58% overall with the most improvement in the areas of professional vocabulary and the clarity of the case recommendations. Qualitative data was collected through structured interviews of six students at the end of the innovation. The   article shares the methods used and results of the study.

Keywords: authentic tasks, active learning, adapting texts, EFL

**English as Foreign Language Classes Enriched with Professional Tasks
Improves Professional Communication in Psychology Students**

As English has become the world language for communicating, doing business, acquiring different professional and technological information, in countries where it is the foreign or second language, it is a priority to learn it well.   According to the seventh edition of Education First English Proficiency Index (EFEPI, 2017) , Ecuador has a low level of written and spoken English. Universities are interested in finding new strategies to help students acquire a second language; not just for students to have access to the new advances in their profession reported in English or on internet, but to meet Ecuadorian educational goals.   According to the Ministry of Education (2013), high school graduates are guaranteed to reach a minimum of a B1[1] level according to the Common European Framework (CEFR) and the Reglamento de Régimen Académico (RRA) a B2[2] level when they finish the university career.

In the Psychology Department at a public university in Guayaquil, Ecuador, where this study took place, the main objective for the English program is graduating students with a B2 level according to the Common European Framework of Reference (CEFR). This is the level in which students can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization. The psychology students have no opportunity to learn professional English, which is necessary to (1) participate professionally in international meetings and (2) to benefit from expert articles and conferences in English.

English teachers usually follow page by page the units of the commercial texts adopted by the institution; as this becomes a routine, the students lose interest and become passive in the learning process. The problem is partly the result of English speakers being hired without professional training in order to fulfill the great demand for teachers. Also,

most English teachers feel more confident following the research-based text page by page. Then there is pressure from parents and institutions to finish the book since many students buy their books. New strategies are needed to help students fulfill career and national requirements.

Enriching the English as a Foreign Language (EFL) courses with authentic professional tasks and adapting textbooks to real professional content could help solve this problem and might motivate learning. Bell (2007) emphasized that the absence of real-life situations, inappropriate methodology, the low level of English knowledge, lack of motivation and tools for didactical education make learning a hard task to accomplish. Ordoñez (2010) also indicated the best learning outcomes are those that relate to what professionals do in real life, those who know and use disciplinary knowledge. Both professional activities and adapted textbooks, strategies mentioned above, are the inner core to find solutions in this study. This article will describe the impact on learning English using professional tasks.

Literature Review

In order to look for solutions to help facilitate learning English connected to a career, literature was reviewed related to active learning, authentic tasks, content based learning and the adaptation of textbooks to the particular needs of students. The theory of active learning is defined as activities that students do to construct knowledge and understanding. Brame (2016) states a highly engaging technique is involving students in decision-making, which helps them to critically consider a challenging problem and encourages them to be creative in considering solutions.

Authentic performance tasks build motivation, improve learning and add meaningfulness to the study of English. Thus, as Ordoñez (2006) mentioned, "authentic tasks taken from real life motivate learning" (p.20). Another important aspect to promote learning

is authenticity. Personal experiences can lead to authentic learning which Ordoñez (2004)

defined as real or true learning. Moreover, the authenticity of a performance depends on the

relationship the student establishes between learning and themselves. (Ordoñez C. , 2010)

Activities taken from real life context make the process of learning meaningful, as it is

directly connected to their profession.

Stryker (1997) expressed that Content based instruction (CBI) implied the total

integration of language learning and content learning. Littlewood (2014) also says that

language learning goes beyond making sentences; it also implies the ability to use the

language for communicative purposes academically or professionally. English learning

should be connected straight forward to professional activities as both could facilitate the

acquisition of a new language faster and easier.

Adapting the textbook to the particular needs of the Psychology students is another

important strategy used to enrich EFL classes with professional activities. Ishihara (2010)

stated teachers should be critical appraisers of the materials they use in their classrooms so

that examples presented are natural and authentic. Of course, there are advantages and

limitations of adapting textbooks. Richards (2001) established that textbooks provide

structure and a syllabus for a program, and they also help standardize instruction. Thus,

textbooks can provide a core for the learning process and students can be evaluated. As there

are advantages, there are also limitations that teachers face using commercial textbooks,

which only contain EFL and general topics. Richards (2001) implied they might contain

inauthentic language and they may not reflect what students need. For this study, an

adaptation of the textbook was required in order to cover students' needs according to their

professional field, so they could connect the use of English with their personal experiences in

their field.

Moreover, making content and language more accessible to English Language

learners is not easy. Teachers need to provide a stimulating cognitive and affective

environment. As Rosen and Sasser (1997) state if teachers include a welcoming environment,

collaborative strategies, and the use of visual material, students' learning process improves

considerably as they feel more confident of the knowledge they acquire. Including these three

different strategies in the English learning process, will make students improve language

skills and strengthen knowledge.

Innovation

The innovation consisted of enriching text units of a B1 English coursebook with

authentic tasks related to the topic of bullying to engage students in learning and selecting

authentic material according to their career that will also enrich their professional vocabulary.

Considering that in the future many of the students will work as school psychologists, I hoped

to promote learning by enriching the text with authentic activities that a school psychologist

might carry out in a workday – mediate a bullying incident, write up the report and make

recommendations.

First students took the pre – test about a bullying case study. Then, bullying concepts,

types, examples and technical vocabulary were taught during the innovation classes. Two

bullying case studies were read and analyzed individually and in groups during classes to be

ready to fill out a report form individually about the case study. One of the two case studies

was a role – play in groups, which was recorded and uploaded to the web for further

reference for the other case studies. All the case studies except for the pre-post case study,

which was done by themselves, were worked in class individually and in groups.

Planning included adapting the text to correlate the bullying case with the language

and vocabulary objectives of the text unit, so the class would be able to pass the textbook

tests used by the university at the end of the semester. For example, the objective for Unit 9

was to fill in a medical report. The adapted activities required students to read about how to

solve problems and then brainstorm a list of real bullying problems.

Then, they were given a bullying case with a report form to analyze the technical words learned before completing it. After that they read the case individually and in small groups (4 or 5 people), they identified the main problem and tried to give solutions and recommendations individually. Instead of completing the medical report provided by the text, they completed a report as a Psychologist in a school should do and there was a discussion in the class to check the answers to the different steps of the Bullying record form to get the principal ideas of each one.

Instructional material

The instructional material was selected through a Google search for bullying material. The Pacer National Bullying Prevention Center website was chosen because it had suitable material for this intervention. The roleplays were appropriate because they were meant to be acted out in the classroom so the vocabulary level was proper. The roleplays dealt with different types of bullying in different contexts. Three bullying roleplays were selected from this website and used as case studies; one of them was used as the pre-post test. Additional material was created: the bullying report form, a word search sheet for new vocabulary and power point slides with information about bullying. The bullying cases were about different bullying types such as verbal bullying, relational bullying and bullying to disabled people.

<center>**Methodology**</center>

This innovation introduced professional tasks to promote learning English. The tasks simulated activities of a psychology department in a school. This helped create the environment for the students to learn English from a real career context. The innovation included strategies of active learning, authentic tasks, content-based learning and the adaptation of materials.

The principal objective of this innovation was to describe the impact on learning

English using professional tasks with fourth semester psychology students in a public

university in Guayaquil. The study focused on professional activities or content-based tasks

involving reading and writing in English. This study used a two-phase, mixed method design.

According to Hernández-Sampieri, Fernández-Collado and Baptista (2003) the two-phase

mixed method study could have a quantitative study of learning followed by a qualitative

study of participant perspectives. To describe the impact on learning English using

professional tasks, the results of a pre-post reading-writing test were analyzed with a rubric

and reported as means. To determine the participants' perspective towards the innovation,

structured interviews were conducted with six students at the end of the innovation and

analyzed qualitatively. The innovation took place over six weeks during the second half of

November 2015 through the first days of the month of January 2016.

Participants

The thirty-three psychology students involved in this process, during the second

semester in a public university of Guayaquil of the 2015-2016 school year, were in the

fourth semester of the major and the last level of English offered in their program. The

university program placed the students on an A2 level at the end of the third semester.

According to the Common European Framework A2 level indicates "an ability to express

oneself in familiar contexts" in English. I confirmed the A2 level of students by

personally comparing their ability to communicate with descriptors according to the CEFR

at the beginning of the course.

Instruments

Both quantitative and qualitative analysis were used to determine the effect of

using authentic tasks to motivate learning. The following instruments were used collect

and analyze data.

Bullying report form.   Data was collected with a pre-post test Bullying Report form

(See Appendix 1) developed by the teacher-researcher for this study. The pre-test was Week 1 and the post-test Week 6. The students had to read a bullying case study /role-play downloaded from the Pacer National Bullying Prevention Center and then fill out the Bullying Report form. The same case and form were used for both the pre and post tests.

The Bullying Report form was composed of four different sections. The first section consisted of six items to be filled with specific information about the bullying case study, the second section summarized pertinent details of the incident students have identified in the case, the third section was composed of the action or actions taken to solve the bullying problem, and the fourth section had the suggestions given by the students according to what they have learned in class previously about bullying.

Bullying case rubric. This rubric (See Appendix 2) was designed to analyze data collected with the Bullying Report Form. It was validated by a six colleague peer review of the rubric using the work of three students. Improvements in the rubric were made according to colleagues´ recommendations. The rubric used three performance indicators: Reading Comprehension, Professional Vocabulary, and Clarity of Suggestions. For each category, three levels of progress were determined: Initial progress, Fulfills Expectations and Exceeds Expectations. In the Reading Comprehension category, students were rated Initial Progress (1-4 points) when the content of the form did not always reflect understanding of the role-play and/or the form; students Fulfilled Expectations (5-7 points) if the content on the form was based on the role-play and the information on the form was appropriate and they Exceeded Expectations (8-9 points) if the content was based on the reading and was detailed. The maximum number of points was nine.

In the second category, Professional Vocabulary, the use of four new words or less, was rated as having Initial Progress; the appropriate use of five to eight new vocabulary words Fulfilled Expectations and the appropriate use of more than eight new vocabulary

words Exceeded Expectations.

In the last category, Clarity of Suggestions, students had Initial Progress when re-reading was required to understand the suggestions. They Fulfilled Expectations when their suggestions could be understood with one reading and if they were based on evidence presented in the case study. They Exceeded Expectations when the suggestions were precise, concise and easy to understand and were based on evidence.

Interview protocol.   The main objective of the interview was to determine the participants' perspective towards the classes enriched with professional tasks. Perspective was measured by the use of a structured interview with six participants. The participants were selected according to their final results in the quantitative study: two who Exceeded Expectations (eight or nine points out of nine), two whose grades Fulfilled Expectations (five to seven points) and two who had Initial Progress (three and four points over nine).

The Interview Protocol was composed of seven questions to learn their perspective of the innovation (See Appendix 3 Interview protocol). The students were sent the questions by Whatsapp messages to be answered individually and orally by voice note. Transcripts were made and analyzed using two categories: positive perceptions and challenges .

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Results

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Participant improvement

The following section, presents the overall results of the quantitative analysis of the data from the Bullying Report forms from the Week 1 pre-test and the Week 6 post-test. Results are also presented for the three sub-categories of Reading Comprehension, Professional Vocabulary and Clarity of Suggestions. Figure 1 Bullying Report Analysis: Overall Results reports overall change in filling out the bullying report forms. The class average for all three categories on the Pre-test was 3.76 out of 9 points and the Post-test was 5.94 indicating a 58% improvement at the end of six weeks.

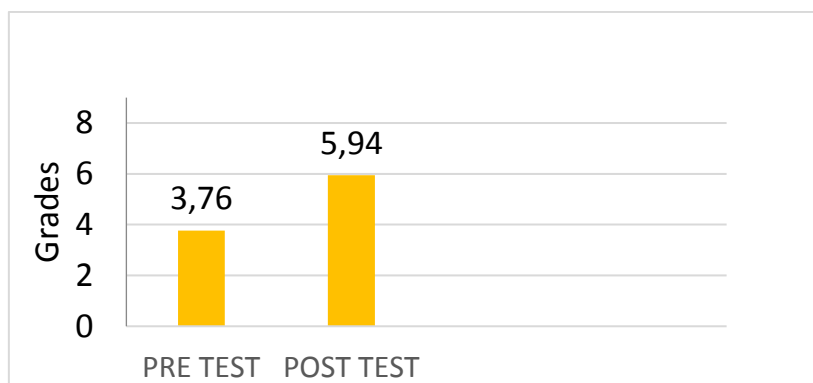Figure 1. Bullying Report Analysis: Overall results

Figure 2 reports the results for the three sub-categories. The sub-category Reading Comprehension indicates whether the students had understood the content of the bullying case by the appropriateness of content and the amount of details included while filling out the form. The maximum number of points per category was three. The pre-test average was 1.42 out of a possible 3 points and the post test average was 1.97 or an improvement of 39%.

Figure 2. Bullying Report Analysis: Sub-categories
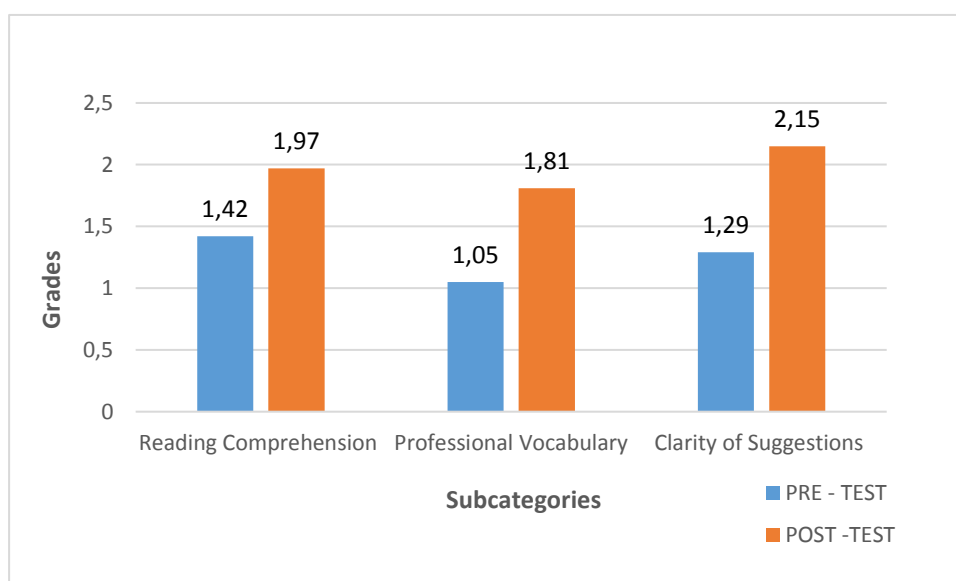
The results for the second sub-category Professional Vocabulary reports

improvement in the use of technical and professional vocabulary of Psychology introduced during class and in the cases. It referred to vocabulary that would help students understand better the bullying case and increase the use of new vocabulary when writing the general information. On the form, new vocabulary was used to classify the types of bullying, and describe the incidents and the actions taken. The pre-test average was 1.05 out of a possible three points and the post test average was 1.81 or an improvement of 72%.

The results for the third sub-category Clarity of Suggestions reports improvement in how clear, concise and precise the suggestions given by the students after reading the bullying case were. The suggestions should be easy to read, meaning understood with only one reading, and the suggestions were based on case evidence to fulfill the expectations provided for this sub - category. The pre-test average was 1.29 out of a possible three points and the post test average was 2.15 or an improvement of 67%.

Eighty percent of the students fulfilled (56 %) or exceeded (24%) expectations at the end of the innovation compared to only 24% before the English classes were enriched with professional activities.

Participant Perspective

The individual structured interview results show the perspective of the students related to their experience during the six week innovation. The structured interview consisted of seven questions answered by six students, organized into categories of Positive Perceptions and Challenges.

Positive perspective.   When considering whether they had learned something useful for their career during the bullying unit, all of the interviewed students agreed on this question. They expressed that they had learned interesting topics related to bullying and English. The interviewees considered they had learned a lot about bullying, including types, people   involved and psychological damage that can appear during different situations.

One of them learned that, "bullying is not only the person that commits it or receives it but witnesses that don´t do anything; also the fact that bullying cannot only be physical or verbal aggression but rejection" (S30).

Participants mentioned bullying case reports included during their classes were a resource for improving their development in their professional field. "…it is a great experience to combine English with topics referring to our career" (S31). Other students agreed that professional activities were a source of learning improvement. They appreciated the academic and career aspects of the innovation. "We have more contact with English…if we don´t practice, we would lose vocabulary, and as I said before, this and most of the books related to our career are in English" (S10).

For some of the students, during this innovation, it was the first time bullying was taught. "We have seen it in the news but not as we saw it during the English classes" (S10). A small group of the interviewed students indicated they had studied bullying in a different context, apart from classes; for example, making campaigns, but not as deep as it had to be taught as a part of a subject.

Interviewed students learned professional English. They said they can use this vocabulary when they are checking information in textbooks, scientific articles, and magazines, so it is easier to understand what is said about psychology. Interviewed students also determined that these professional activities during the English course were connected with their academic performance because "they encourage the students to continue learning and expand their knowledge" (S8).

The active methodology of the bullying unit was what they liked the most. The students were required to make decisions and be creative. Students considered making videos, role-plays, and expositions about bullying enriching for their career. "…learning new things I didn´t know, and classes were dynamic in general… I think it was an enriching unit"

(S30). These students focused on how they learned and the way they have improved since they just had the abilities of an A2 level at the beginning of the course. They realized that they have improved their English because it was connected with their career and it became meaningful.

Challenges.   Interviewed students considered filling out the report, organizing role–play groups and some grammar topics as the difficult activities during the innovation classes. Participants also mentioned filling out the report as a difficult task at first. "Using professional vocabulary that we learned in the report was…more complicated than any other task in the unit" (S30). Students found organizing themselves to role – play the case and record a video of it complicated. "The most difficult thing was the organization we had at the time of the group work to perform the activity" (S8). The English grammar topics also concerned students. These included third conditional, modals of deduction and relative clauses. Two students mentioned, "The grammar topic was complicated, but we could manage it quickly as classes passed by." (S10 and S16)

Discussion

The overall results showed students improved their professional communication through the enrichment of the English classes with professional activities. There was a 58% improvement at the end of the six weeks. They increased their knowledge in each of the three sub-categories. Reading Comprehension and Professional Vocabulary are more career related and Clarity of Suggestions refers mainly to the use of language.

The category which improved the most was Professional Vocabulary with a 72% improvement. Improvement in Professional Vocabulary and Reading Comprehension (39%) confirmed what Ordoñez (2004) stated that authentic tasks related to real life activities lead to improved learning and motivation. Students were more motivated after the innovation classes since both categories of Reading and Vocabulary are directly connected to their

major. Professional Vocabulary was introduced through motivating activities such as finding key words in a word search and using them in oral expositions. Reading Comprehension was developed by the constant reviewing of the two bullying cases through a variety of activities used in class.

The last category, Clarity of Suggestions improved 67% after the innovation. This category refers to the clarity of the recommendations the students gave on the bullying case form. This helped students develop their professional skills as well as their English , since they gave specific suggestions a psychologist should provide and the suggestions must be communicated clearly . So, according to the ideas of Stryker (1997) and Littlewood (2014), by combining language and content, students learned both.

Adapting the EFL text with authentic tasks helped students improve learning English as a foreign language because the tasks motivated them more than the routine book tasks. The tasks provided real life situations that required using English for professional purposes. Furthermore, Richards (2001) supports the idea to overcome the disadvantage of following commercial text books step by step by adapting textbooks to the students´needs.

According to Handelsman et al. cited by Brame (2016) "…the "real-world" nature of the problems can provide an incentive for students to dig deeply into the problems" (pg. 5). Working cases during the innovation classes, presenting oral expositions about bullying, making videos, suggesting recommendations, filling out professional forms and working in groups were active learning practices. These practices connected their English learning with topics related to their professional field. Thus, not only their English knowledge increased but the motivation to work better during the classes.

Finally, the results of this innovation support Richards and Rodgers' (2001) idea that when the classes are connected to their future professions, the students become more active. Active learning was developed during the classes with the use of different activities that

required crtitical thinking such as the analysis of the cases. Furthermore, this innovation contributes to the improvement of professional communication, including reading and writing skills. By enriching the English classes with real life situations and authentic academic language experiences connected to their career, English language and content based learning improved.

Conclusion

This innovation was inspired by the needs of the Psychology students to reach a B2 level according to the CEFR and to fulfill the national requirements for graduation. They also wanted to have access to seminars abroad and academic articles to accomplish their goals as professionals in the future. The lack of professional activities in the EFL classes, their slow progress in English and the lack of motivation to learn a second language made me wonder if using authentic professional activivities in class could support these goals. This idea was confirmed by the literature review. Therefore, the objectives of this research were to describe the impact on learning English of using professional tasks and to determine the participants´perceptions towards the enriched classes.

Though there are positive effects there are also limitations. In educational research two major limitations could be that this innovation cannot be generalized and that there was no control group. A control group would make the results more conclusive, however in this case, the action research was not intended to be generalized, but intended to benefit the teacher/researcher, the institution and its students. According to Burns (1999) this is classified as outcome validity. This idea relates to results which are successful within the context of the research. This innovation did have positive effects according to quantitative results of learning as well as the students responses in the interview. Their learning improved by 58% and the students believe that the use of the English language will benefit them not only in their academic development but also in their future jobs. They will be able to study

abroad and to attend classes online and have access to scientific texts related to Psychology. Having a control group would be a recommendation for future similar studies.

Even though the institution is benefited, it is difficult for English teachers without professional knowledge or experience adapting textbooks to make these changes. Universities should encourage teachers to make courses more meaningful with textbook adaptations and support them by offering workshops that introduce strategies to combine English with career activivities. Workshops could help combine text objectives with career topics.   Interviews revealed some interesting topics students would like to study about such as child abuse and family violence. These topics provide ideas for choosing or adapting commercial textbooks. Since teachers may not have professional knowledge of the career their students are following, topics of general interest or relevant current events could be used.

To conclude, the use of authentic performance tasks requiring decision making, content based learning and adapting textbooks to their professional needs created a new environment for the psychology students during their innovation classes. A future study could be based on adapting all of the units to professional needs and the use of a control group would lead to stronger conclusions. This experience made the author think of continuing investigating about EFL classes enhanced with authentic tasks as a tool to improve and enrich English classes, so they can be meaningful not only for students but for teachers.

Endnotes

[1] B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc

[2] B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.

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Appendix 1

Bullying record form

Date   _____   Time _____

Teacher   _____   Class _____

Names of students involved

_____

_____

Details of Incident

_____

_____

_____

Action Taken (Warning, Sanctions, Referral, Agreement, Mediation, Other)

_____

_____

_____

Signed Student   _____

 Teacher   _____

 Parent   _____

Suggestions for follow up   _____

_____

_____

Appendix 2

Bully Report Rubric

Total 9 points

Grade 8-9 = exceeds expectation   5-7 Meets expectation   1-4 Initial progress

	Initial progress 1 point	Meets expectations 2 points	Exceeds expectation 3 points
Content	The content of the form does not always reflect understanding the role play and/or form.	Content is based on the role play and the information on the form is appropriate.	The content is based on the reading and is detailed.
Professional vocabulary	Few or no new words are used. (0-4)	Appropriate use of several new vocabulary words. (5 to 8)	Appropriate use of many new vocabulary words. (- +8)
Clarity of communication	The form requires reading and reading to understand.	The form can be understood with one reading.	The form is precise, concise and easy to understand.

Appendix 3
Interview Protocol

<u>Objective:</u> **to determine the participants' perceptions towards the classes enriched with professional tasks.**
<u>Instructions:</u> **Participants have to answer 7 questions from a structured interview by voice note. Questions were sent by Whatsapp messages.**

1. Do you think English is necessary for your future success? Why? Why not?

2. Did you learn something useful to your career during the bullying unit?

3. Had you already studied about bullying in the university?

4. What other topics are interesting to you? Psychological impact on victims of earthquake for example? Have you studied about that?

5. Should the university continue adding professional activities to English courses? Why? or Why not?

6. What did you like most about the unit?

7. What was difficult for you?

Appendix 4

TEACHER: MARTHA SALAZAR
<u></u>
                UNIT PLAN (BACKWARDS DESIGN)

SUBJECT: ENGLISH 4

SUBJECT DESCRIPTION:

English 4 has been designed to strengthen students´ oral and written communication based on what they have been taught in the previous courses, so the students will be able to apply what they have learnt in their professional environment. It also offers the necessary knowledge for the students to establish when the use of it is appropriate by making interviews, group work or individual work.

SAMPLE DESCRIPTION:

University students from the fourth semester of the Psychology career in the University of Guayaquil; due to the university´s condition, the students have free access to technology and they also have the resources to do their investigations and practices within the given resources in the faculty.

NUMBER OF STUDENTS: 33 students
STRUCTURE: 6 sessions 2 hours each one (Total 12 hours)

UNIT PLAN (Backwards Design)
BULLYING
November – December 2015 – January 2016

Stage 1: IDENTIFY THE DESIRED RESULTS

Objectives For the CEFR (Common European Framework): Describe others experiences and events, dreams, hopes and ambitions; briefly give reasons and explanations of their opinions and plans based on cases. **For the Psychological Science Career:** Communicate by	**Transfer**	
	Students can use what **they have learnt** to… … Distinguish that opinions in a text, play,etc., are supported by facts. … Do different tasks based on the cases read during classes. … Manage technical vocabulary for conducting an interview and filling out a report.	
	Meaning	
	COMPREHENSIONS **1.** Talk about bullying: concept, causes and consequences. **2.** Figure out a puzzle within the professional vocabulary.	**KEY QUESTIONS** 1. What is bullying? 2. What are bullying´s causes and consequences? 3. Is the new

having conversations or reading cases to express personal opinions and interchange information about familiar topics.
For the subject:
Express your opinions and feelings speculating about what you have read, seen or heard about Bullying using logical thinking.
Openmind Book

3. Checking information about different cases.
4. Speculate about what you have read or heard.
5. Give your opinion about bullying.
6. Discuss logical thinking in the different bullying cases.

Acquisition

CONCEPTS
Bullying : Concept, causes and consequences.
Facts and Opinions.
Professional vocabulary

vocabulary important to figure out what is going on each bullying situation?
4. How has bullying influenced children, teenagers and young adults?
5. How has logical thinking and developing memory helped me solve bullying problems?

SKILLS
1. Express orally and written what they know about bullying.

2. Confirm information they know are real.

3. Check information according to their point of view.

4. Use technical vocabulary to describe situations involved in the cases presented

5. Fill out a Bullying report form.

6. Make open and closed questions to conduct an interview.

Stage 2: DETERMINE THE ACCEPTABLE EVIDENCE

EVALUATION CRITERIA	STUDENTS SHOW COMPREHENSION BY:	
Filling out a Bullying Report form with technical vocabulary from a case given to distinguish facts and opinions using logical thinking	50% AUTHENTIC PERFORMANCE **Fill out a form** about Bullying that has different types of questions and new vocabulary to distinguish that opinions in it are based on facts. **Sources registration** in a virtual portfolio, it should have the audios, videos and different documents that were relevant when you read and study the cases.	
• Reflective Commitment • Accomplishment • Lerning Evidence	30% OTHER EVIDENCES Groupwork: Oral Presentation about Psychologists who are related to Bullying . Make two videos: Role - play Bullying case Bullying Interview	20% AUTOEVALUATION AND REFLECTION • Portfolio about notes taken of the different classes and the analysis of the cases given.

Stage 3: LEARNING EXPERIENCES PLAN

In the **first session** the students will do the pre test in order to start applying my innovation the next session.
Next Innovation Class: Oral presentation about Psychologists who focused topics on Bullying.

-The **second session** corresponds to the oral presentations in groups about psychologists related to bullying. First, we have to read a text about geniuses to analyze facts and opinions and to distinguish that these opinions are supported by facts.

Then, we are also going to read an article about extraordinary people on page 68, from which we have the presentation related to Psychology, not to the topics given in the book.

On page 69, students are going to solve IQ puzzles, very similar to the ones applied by a psychologist.

Finally, they will complete the notes on the book and discuss two final questions given about the interview they heard (child prodigies).

Next Innovation Class: Make 2 videos: one of the Bullying case role – play and the other of conducting an interview between a psychologist and a person being bullied. (students are going to apply authentic performance using the life skills section of the unit)

-In the **third session**, they are going to work on new vocabulary about Bullying solving a word search puzzle. Next, we are going to find out the meaning of the words and use them in different sentences. They can work in groups, so the best group can get extra points
 After that, they are going to read slides about What Bullying is and its causes and consequences.

 Then, they are going to watch videos about the role – play they have recorded. After, we are going to discuss about the slides and create more about possible solutions to the problems they saw and heard in the videos.

Finally, we are going to analyze the questions of the interview and the answers children (students) gave to establish new ways of understandings according to their opinions supported by facts as students of psychology.

- In the **fourth session**, the students divided in 8 groups of 4 or 5 will present an exposition about bullying: types, roles, solutions and suggestions. It will take 5 minutes per group in a total of 40 minutes. They have the rubric before the presentation to know what I´m going to evaluate.

Then, I´m going to give them papers that include the case # 3 they are going to read, the bullying record form they have to fill in and the rubric for the report. Reading the text will take from 10 to 15 minutes, analyzing the rubric 5 minutes and filling out the form 15 minutes with a total of 35 minutes.

After that, we are going to discuss the answers of the form orally, to check if the topic is completely understood. This will take from 10 to 15 minutes.

Finally, they will know which answers were correct and they will take notes of what is not going on well. There is going to be peer evaluation in 5 minutes. The attendance will take 5 minutes, too.

-In the **fifth session** on page 91, they have a medical form which is related to the bullying form they have to complete, so they will think logically to solve different problems of the Bullying case given. They are also going to read a text about How to solve problems and then brainstorm a list of real Bullying problems and explain how logical thinking might help to solve them.

 First, they are going to be given a Bullying case with a report form, where we have to analyze the technical words learnt before to complete the form.

Second, they are going to read the case in small groups (4 or 5 people) and discuss what the main problem is and try to give solutions and recommendations.

Then, they are going to fill out the form with the things discussed after reading the case.

They have to decide which the incident is, what students are involved, which is or are the actions that should be taken and the suggestions for later.

Finally, we are going to discuss in the class the answers to the different steps of the Bullying record form to get the principal ideas of each one and find and apply suggestions given.

- In the **sixth session** the students will do the Post test in order to finish the innovation.