

# LATITUDE

MULTIDISCIPLINARY RESEARCH JOURNAL



## **Latitude: Multidisciplinary Research Journal**

La revista Latitude es una publicación anual publicada en inglés y español en formato digital que presenta las reflexiones e investigaciones desarrolladas por docentes, estudiantes y miembros de la comunidad académica alrededor del mundo. La revista promueve el diálogo interdisciplinar y multidisciplinar en las diversas áreas del conocimiento.

### **MISIÓN**

Divulgar las reflexiones e investigaciones desarrolladas por los docentes investigadores, estudiantes y miembros de la comunidad académica desde una perspectiva multidisciplinaria.

### **VISIÓN**

Ser una revista indexada y arbitrada con reconocimiento a nivel nacional e internacional por las contribuciones de los docentes investigadores, estudiantes y demás miembros de la comunidad académica.

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## Presentación

Quality Leadership University presenta a la comunidad educativa el volumen 10, correspondiente al año 2017 de la revista *Latitude: Multidisciplinary Research Journal*, número en el que se publican tres investigaciones exploratorias y cuatro ensayos desarrollados por los docentes del departamento de inglés y estudiantes de la Maestría en Lingüística Aplicada con Especialización en TESOL (Teaching English to Speaker of Other Languages).

Esta publicación inicia con el artículo titulado *English Language Learner's Perception of Using Digital Games and L2 Willingness to Communicate*; su autora, Yesenia González, desarrolla un estudio de carácter exploratorio el cual analiza la percepción de los estudiantes cuya segunda lengua es el inglés, en torno al uso de juegos digitales para el desarrollo de competencias comunicativas en este idioma. Para el desarrollo de esta investigación, la autora aplicó una encuesta a 42 estudiantes quienes recibieron positivamente la implementación de los juegos digitales como herramienta de aprendizaje; no obstante, tal como demuestra la autora en su estudio, el uso de esta herramienta no tuvo un impacto directo en la disposición de los participantes para el desarrollo de las competencias comunicativas orales en el idioma inglés.

En el segundo artículo de este número, *Perfil y Motivaciones para Aprender Inglés de los Participantes de un Curso de Inglés para Adultos*, su autor, Ricardo Acosta, analiza las principales características, habilidades lingüísticas a desarrollar e intereses para aprender de las personas que participan de cursos de inglés para adultos. A partir del desarrollo de una encuesta dirigida a 124 participantes de los cursos de inglés para adultos ofrecidos en Quality Leadership University el autor demuestra un grado significativo de correspondencia entre lo que se ofrece en los cursos de inglés y las competencias lingüísticas que desean desarrollar los estudiantes.

En el artículo titulado *Perception of English Teachers on the Use of Technology in Teaching English as a Foreign Language*, su autor, Jesús Gutiérrez, analiza la percepción de los docentes en torno al uso de la tecnología para la enseñanza del inglés como lengua extranjera. Este estudio se realizó en tres escuelas públicas, tres escuelas privadas y tres institutos para la enseñanza del idioma inglés. Los docentes seleccionados participaron en un taller de dos horas en el que se enfatizó en las ventajas del uso de las tecnologías en la enseñanza del idioma inglés como lengua extranjera. Para la realización de dicho estudio los participantes tomaron una encuesta con el objetivo de determinar la utilidad en la aplicación de tecnologías para la enseñanza del idioma inglés.

En la segunda sección de la revista *Latitude* se presentan cuatro ensayos publicados por los estudiantes de la Maestría en Lingüística Aplicada al Inglés con especialización en TESOL. En el primer ensayo, el autor Alejandro Bernal analiza el artículo titulado “*The Critical Period Hypothesis reconsidered: Successful adult learners of Hungarian and English*”, escrito por Marianne Nikolov y publicado en la revista *International Review of Applied Linguistics in Language Teaching* en el año 2000. Bernal resalta los aportes realizados por el estudio de Nikolov, en el proceso de enseñanza y aprendizaje y en la evaluación de los estudiantes adultos de inglés como segunda lengua.

El segundo ensayo publicado en esta sección fue escrito por Afranio Herrera, quien analiza el artículo *A study of the motivational patterns of learners of English for academic and professional purposes*, escrito por Shahid Abrar-UL-Hassan. De acuerdo con Herrera, el estudio tiene dos objetivos: el primero de ellos, determinar si los participantes de los programas de inglés con fines académicos y profesionales poseen motivaciones intrínsecas y/o extrínsecas para el aprendizaje del idioma inglés y el segundo es analizar cómo el tipo y el nivel de motivación influyen en el proceso de aprendizaje de los estudiantes de los programas de inglés con fines académicos y profesionales. Herrera demuestra a través del análisis del estudio de UL- Hassan cómo los diversos tipos de motivación juegan un rol trascendental en el proceso de enseñanza y aprendizaje de los estudiantes de inglés. Para Herrera, el trabajo de UL- Hassan logra demostrar la importancia de la armonización de las herramientas pedagógicas y materiales didácticos utilizados en el proceso de enseñanza con los tipos y niveles de motivación de los estudiantes de inglés.

El tercer ensayo lleva por título *Analysis of Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities*. En este, su autor, Rusbeth Vergara, analiza de manera detallada los aportes del estudio realizado por Fiona Copland, Sue Garton and Anne Burns, quienes estudian los principales desafíos en el proceso de enseñanza del inglés a jóvenes en el contexto nacional y global. Vergara señala que este estudio utilizó un enfoque metodológico mixto desarrollado a partir del uso de diversos instrumentos tales como encuestas, las cuales fueron completadas por un total de 4,459 docentes alrededor del mundo, observaciones y entrevistas realizadas en cinco escuelas primarias de Italia, Corea del Sur, Colombia, Tanzania y Emiratos Árabes Unidos. El estudio de Copland, Garton y Burns demuestra cuán importante es que los docentes de inglés implementen amplias y diversas metodologías para la enseñanza del idioma inglés que logren impactar de manera positiva en el proceso de enseñanza y aprendizaje de estudiantes con múltiples inteligencias.

Finalmente, la autora Rosalba Bryan, en el ensayo titulado *Analysis of Task-based language learning and teaching: An action-research study*, explora los principales aportes del estudio adelantado por Megan Calvert and Younghee Sheen en torno al uso de la investigación-acción en el aula de clases y en qué medida puede evaluarse la efectividad de esta estrategia pedagógica. Bryan analiza de manera detallada las estrategias metodológicas utilizadas por los autores en su estudio, así como los aportes y limitaciones de esta investigación. Bryan enfatiza además que la labor docente debe abocarse a la creatividad en el diseño de tareas y actividades que sean cónsonas con los contenidos programáticos, las necesidades de los estudiantes y al mismo tiempo que mantengan a los estudiantes comprometidos con las actividades desarrolladas al interior de la clase.

## Presentation

Quality Leadership University presents to the education community the 2017 issue of *Latitude: Multidisciplinary Research Journal*. In this new issue of *Latitude*, we present three articles, all of them products resulting from the first Seminar in TESOL Research held at QLU between the last semester of 2016 and the first semester of 2017.

This issue of the journal begins with the article entitled *English Language Learners' Perception of Using Digital Games and L2 Willingness to Communicate*. This paper reports on an exploratory study into the perception of using digital games and L2 willingness to communicate of English language learners. Forty-three participants divided into two groups completed a survey on their perceived language competence as well as their position towards digital games.

The article *Perfil y Motivaciones para Aprender Inglés de los Participantes de un Curso de Inglés para Adultos* is about a study that was conducted among the participants of the adult English courses at Quality Leadership University (QLU). It describes the profile of those who enter these courses, what skills they want to develop in English and their reasons for doing so. The results obtained in the study are expected to serve as input for the updating and development of the curriculum of English programs in the range of \$300 per level, as well as reference for future studies in programs of greater or lower cost range of investment.

In the article *English Language Learners' Perception of Using Digital Games and L2 Willingness to Communicate*, Jesús Gutiérrez analyzes the perception of English teachers on the use of technology in teaching English as a foreign language. As part of this research, three public schools, three private schools and three language institutes were selected. English teachers participated in a two-hour workshop about using technology to teach English as a foreign language. After using the tools that were explained in the workshop, teachers had to take a survey to determine if they thought that technology had helped them to teach their students and if they thought it was important to organize more workshops to improve their knowledge.

In the second section of *Latitude*, four essays published by the students of the Masters in Applied Linguistics with a specialization in TESOL of the 2017 cohort are presented. In the first essay, Alejandro Bernal analyzes the article entitled *The Critical Period Hypothesis reconsidered: Successful adult learners of Hungarian and English* written by Marianne Nikolov and published in the *International Review of Applied Linguistics in Language Teaching* in 2000. Bernal highlights the contributions made by Nikolov's study to the understanding of the teaching and learning process and in the evaluation of adult students of English as a second language.



The second essay published in this section was written by Afranio Herrera, who analyzes the article A study of the motivational patterns of learners of English for academic and professional purposes written by Shahid Abrar-UL-Hassan; according to Herrera, the study has two objectives, the first of which is to determine if the participants of the English programs for academic and professional purposes have intrinsic and/or extrinsic motivations for learning the English language, and the second is to analyze how the type and level of motivation influences the success of students in English programs for academic and professional purposes. Herrera demonstrates through the analysis of the UL-Hassan study how the different types of motivation play a pivotal role in the teaching-learning process of English students, so the pedagogical tools and teaching materials used in the teaching process must be consonant with the types and levels of student motivation.

In the third essay, entitled Analysis of Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities, its author, Rusbeth Vergara, analyzes in detail the contributions of the study conducted by Fiona Copland, Sue Garton and Anne Burns, who study the main challenges in the process of teaching English to young people in national and global context. Vergara notes that this study used a mixed methodological approach developed from the use of various instruments such as surveys, which were completed by a total of 4,459 teachers around the world, observations and interviews conducted in five primary schools in Italy, South Korea, Colombia, Tanzania and United Arab Emirates. Vergara shows that the study by Copland, Garton and Burns demonstrates how important it is that English teachers be exposed to the various methodologies for teaching English that have a positive impact on the teaching and learning process of students with multiple intelligences.

Finally, Rosalba Bryan, in the essay entitled Analysis of Task-based language learning and teaching: An action-research study, explores the main contributions of the study carried out by Megan Calvert and Younghee Sheen. It is about the use of action-research in the classroom and to what extent the effectiveness of this pedagogical strategy can be evaluated. Bryan explores in detail the methodological strategies used by the authors in their study, as well as the contributions and limitations of this research. Bryan emphasizes that teaching should focus on creativity in the design of tasks and activities that are consistent with the programmatic content, the needs of students and at the same time keep students engaged with the activities developed within the classroom.



# English Language Learners' Perception of Using Digital Games and L2 Willingness to Communicate

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## Abstract

This paper reports on an exploratory study into the perception of using digital games and L2 willingness to communicate of English language learners. Forty-three participants divided into two groups completed a questionnaire on their perceived language competence as well as their position towards digital games. Then, they received thirty hours of English instruction that included the use of digital games. These games were designed to facilitate learning of new concepts being taught during regular class time while encouraging the use of the L2 orally. The participants received a second questionnaire after the treatment to assess their perception of the digital games and their effects on their speaking ability. The participants expressed to be more engaged in the digital gamified activities than in those that follow a more “traditional” approach. Most participants reported to have positive feelings towards the inclusion of these tools in their language instruction. However, the participants failed to see how their use of the oral language during these activities for communication increased. Thus, results indicate that while the use of digital games was perceived positively among the participants, it did not significantly increase their willingness to use oral communication in the L2. It is recommended that these activities be integrated in the language class as part of regular instruction to add variety, but their effects on improving the speaking ability remain inconclusive.

Key words: English Instruction, Language, Learners, Oral communication, Digital games.

## Resumen

Este informe de investigación presenta los resultados de un estudio de corte exploratorio en torno a la percepción del uso de juegos digitales y la disposición de los estudiantes de inglés como segunda lengua para comunicarse en este idioma. Cuarenta y tres participantes divididos en dos grupos completaron un cuestionario sobre lo que consideraban como sus competencias lingüísticas, así como su posición en cuanto a los juegos digitales. Posteriormente, los estudiantes encuestados recibieron treinta horas de clases que incluían el uso de juegos digitales. Estos juegos fueron diseñados para facilitar el aprendizaje de nuevos conceptos que se enseñan durante el horario regular de clase mientras se fomenta la comunicación oral de los estudiantes de inglés como segunda lengua. Una vez los estudiantes estuvieron familiarizados con el uso de los juegos digitales, los participantes recibieron un segundo cuestionario con el objetivo de evaluar su percepción de los juegos digitales y sus efectos en su habilidad para comunicarse oralmente. En la encuesta los participantes expresaron estar más comprometidos en las actividades digitales gamificadas que en aquellas que siguen un enfoque más “tradicional”.

La mayoría de los participantes reportaron positivamente la inclusión de estas herramientas en la enseñanza del inglés. Sin embargo, los participantes no vieron cómo durante el uso de los juegos digitales sus competencias de comunicación oral aumentaban o se fortalecían. Por lo tanto, los resultados indican que si bien el uso de juegos digitales fue percibido positivamente por los participantes, no aumentó significativamente su disposición a comunicarse en inglés. Se recomienda que estas actividades se integren en la clase de idiomas como parte de la instrucción regular para agregar variedad, pero sus efectos en la mejora de la capacidad comunicativa oral no son concluyentes.

**Palabras clave:** Enseñanza en inglés, idioma, estudiantes, comunicación oral, juegos digitales.

## INTRODUCTION

It is widely acknowledged that mastery of the English language gives nonnative speakers a competitive edge. In Panama, where the demands of its economic growth and multicultural diversity are reflected in its academic offerings, it is not surprising that parents choose to enroll their children from a very young age in language institutes. It is believed that being able to speak a foreign language, particularly English, allows people to access better academic and professional opportunities, which is one of the reasons people devote their time and energy to learning the language. While there are many great programs for learning English on the market, the reality is that little has changed regarding the teaching methodology, which is why it is not surprising to see people expressing their inability to communicate in the foreign language. In this regard, the introduction of Information and Communication Technologies (ICT) into the curriculum has allowed teachers to bring the gap between the classroom and the outside world closer by providing more appealing content that is relevant to the learners. Now, as much as the language institutes in Panama offer a somewhat immersive environment and an interesting approach, the learners have limited opportunities to be in contact with the L2 outside class. In class, affective factors, such as a low self-perceived competence, fear of making mistakes, and anxiety also prevent learners from using the language orally as much as they should. Therefore, their opportunities to use the language meaningfully, and especially develop their speaking ability, are reduced.

In order to provide learners a safe way to practice the language, digital games – through PCs or mobile devices – emerge as an opportunity to interact with the foreign language in a meaningful way. That being said, it is the premise of the researcher that by gamifying the activities that learners have to perform in and out of the classroom it is possible to engage them in class work and increase their willingness to communicate in the L2. In general, motivating students is not easy, as motivation itself is based on a variety of factors in which no single approach will work all the time and with all the students (Jackson, 2011 p. 18); however, Reinders and Wattana (2014, p. 103) have identified some factors that teachers should consider and can manipulate in order to improve motivation to participate and encourage meaningful language use, such as cultivating group cohesiveness, lowering students' anxiety, and making lesson content interesting and relevant among others. These factors can be addressed through the inclusion of digital games in academic activities.

According to Wright, Betteridge, and Buckby, games are entertaining, engaging, and often fun, activities in which learners play and interact with others. They are a great aid in language learning since they promote sustained interest and work (2006, pp. 1-2). More specifically, digital games provide the added value of technology to language learning; Godwin-Jones states these games provide a rich opportunity to connect with young learners who have limited interest in formal education, since digital gaming already plays a major role in their lives of many of them (2014, p. 9).

By using digital games in the classroom, teachers can address student's engagement in class work in a more appealing environment for teenagers. Also, L2 fluency and willingness to communicate could be improved since the learners would be interacting in an activity that is often associated with feelings of pleasure and entertainment. Sykes adds that another value of digital games is that they offer a way to overcome challenges such as intercultural competence, pragmatics, and learning and performance strategies which can be difficult to address via other means (October 2013, p. 32).

In this regard, digital games, especially simulation games are a great resource in fields such as medicine, military, construction, aviation, service companies, etc.; however, in education there is still some reticence to implement them. Godwin-Jones (2014) identified and analyzed recent developments in the area of digital games and language learning, and offered some insights on the practical and pedagogical obstacles in the way of incorporating games in language lessons. Still, more studies are needed before digital games can be used in Panamanian schools and incorporated in the lesson plan as valid learning resources. It is expected that this study can address some of the concerns regarding the perception that digital games have little value as educational resources.

The use of digital games in education has already been documented in ELT research. In the same way, L2 willingness to communicate, although a very relative new concept that is linked to motivation, has been documented. However, recent research on the effects of using digital games on students' willingness to communicate is scarce.

Peng (2006) researched about the relationship between L2 willingness to communicate (WTC) and integrative motivation and whether integrative motivation was a strong predictor of L2 WTC. 174 Chinese medical college students (average age 18.8 years) participated in this study. They were administered a two-part questionnaire that was previously designed and used in other studies, measured L2 WTC inside the classroom and integrative motivation. Data collected were statistically analyzed using SPSS. The findings suggested that L2 WTC correlates with integrative motivation and that in an EFL context, motivation – a powerful driving force – stimulates L2 learning and L2 communication. Similarly, Knell and Chi (2013) also performed a cross-sectional study of the roles of motivation, affective attitudes, and willingness to communicate in an immersion program. In this case, the participants were Chinese primary (immersion / non-immersion) students of a language institute, grades 4 to 6. Much like the older participants in the study cited before, these children had to take surveys in order to examine a variety of affective variables important to L2 learning. They also took the oral language and reading achievement tests. Again, the results indicated that willingness to communicate and perceived communication competence were strongly related to success in English proficiency.

Schaaf (2012) carried out an action research project to compare Digital-Based Game Learning (DBGL) activities with effective-research based learning strategies in order to identify differences in student engagement and time-on-task behavior. The games selected were those browser-based games that met lesson objectives, whereas the alternative learning strategies selected were those interactive, stimulating, and engaging for students. The participants of this study were approximately 280 students in grades 3 to 5 (ages eight to eleven years) in 12 different homerooms from a public school. The researcher selected them due to their level of maturity, honesty, and attention span.

These students were assigned to either a control or experimental group, and administered the treatment over eight lesson cycles during which they were observed and surveyed. After data were collected and analyzed, the author concluded that DBGL does promote student engagement and should not be considered a waste of school time or a meaningless task. Finally, Schaaf recommended that DGBL should be included in lesson plans when appropriate to provide a fun and engaging experience for learners.

In another study, Chick (2014) investigated L2 gaming and learning practices in young people's everyday lives in a twelve-month exploratory study in East Asia context. In her multiple case study approach, she set out to study how Chinese-speaking gamers practice autonomous learning and explore their practices of digital gaming and L2 learning out of class. Chick applied Benson's four dimensions of out-of-class learning – location, formality, locus of control, and pedagogy – to better establish the contributions of L2 gaming to L2 learning. She also added a fifth dimension – trajectory – to reflect gaming practice management over time. The participants of this study were selected from a population of Year 1 Chinese-speaking undergraduates in an English-medium Hong Kong university who had been contacted via participation call. One hundred and fifty-three students responded, but only the fifty students who explicitly reported using digital games for L2 learning in their applications were interviewed in depth. Following the interviews, the researcher selected ten gamers to participate in the one-year study. The participants, six males and four females came from China, Malaysia and Hong Kong; they all spoke either Cantonese or Mandarin as their first language and learned English as an L2. As for their game preferences, eight of them regularly played English-language games, two preferred Japanese-language games. For data collection, she included gaming sessions, stimulated recall, focus group discussion, individual interviews and online discussion forums. Chick concluded that L2 language learning is not completely incidental, especially when the gamer applied learning strategies learned from school to L2 gaming. Additionally, she observed that the most improvement occurred in vocabulary learning and that in the absence of clear instruction or pedagogy progress in L2 learning was restrained. Overall, she concluded that digital gaming facilitated language learning both by interaction with the game and with other gamers, through paratext and language learning advices.

Reinders and Wattana (2014) conducted research to establish the effects of digital game playing on students' willingness to communicate in the L2. The participants were a group of thirty Thai learners of English as a foreign language enrolled in a University language course of different L2 proficiency levels, and limited use and exposure to English outside the classroom. All of the participants had experience in playing computer games; additionally, they were sufficiently proficient in synchronous communication and typing skills necessary to engage in interaction during game play.

The study was carried out in a 15-week course of English for information technology that was designed and taught by one of the researchers. The classes met for 180 minutes a week divided in two sessions, and twenty percent of each class hours was used for playing. The game selected was slightly modified to make it suitable for language learning. This game emphasized interaction among the players through text or voice chatting and between players and the game through controlled dialogues which the participants have to answer by typing a reply. The researchers administered a series of questionnaires to assess the students' perception on their willingness to communicate, anxiety, confidence, and perceived communicative competence before and after the treatment. Their results suggested that digital game play had a positive effect in the language learning process.

The participants reported feeling more willing to interact during game play, were more confident to talk to others and ask for help. They were also less anxious, not as concerned about making mistakes, and their self-perceived communicative confidence increased. Overall, they considered that game play developed their L2 fluency.

## METHODS

### Research Questions

The purpose of the study was to investigate the English language learners' perception of using digital games to promote the use of the target language in class. Therefore the research question is How do English language learners perceive the use of digital games on their L2 willingness to communicate?

### Definition of Willingness to Communicate

Willingness to communicate (WTC), has been defined by MacIntyre, Clément, Dörnyei, and Noels (as cited in Dörnyei and Ryan, 2015) as the "learners' psychological readiness to initiate communication given the choice and opportunity". WTC is considered to be between having the competence to use the language and actually using the language. Building on this, in the present study the construct WTC is defined as the learners' intention to engage in communication using the L2 at a particular situation. The intention can be determined by the perception of willingness to use the target language for oral communication, and communicative self-confidence feelings in the L2 derived from low anxiety levels and sufficient levels of self-perceived language competence in the target language. These factors are considered key since it is expected that digital games provide a non-threatening environment that will promote language use. Digital games is any game that is played using an electronic device. In this study, digital games are interactive activities (challenging and entertaining) that are designed by the instructor to facilitate learning English.

## **Instruments**

Two sets of questionnaires were developed by the researcher to identify 1) the learners' perception of digital games; and 2) the learners' perception of their own language proficiency and readiness to use the target language in communicative tasks. It was important to determine how learners perceived themselves as the literature suggests that there are many reasons that affect a person's willingness to communicate in a L2. The questions were structured in a five-point Likert scale. These questionnaires were administered before the treatment and again at the end of the thirty hours of language instruction. The games selected for this study were designed using two online platforms: Kahoot! and Quizlet. Kahoot! is a free game-based platform which was used to create formative assessment in the form of games. These games were played using the learners' cell phones. Quizlet is an online flashcard generator that helps students learn the definition of a word, learn how to spell it, and play games with a set of flashcards. It creates practice tests that consist of true and false, matching, multiple choice, and fill-in-the-blank as well. Several games were automatically generated using this tool and the learners played using the desktop computers in the lab.

These two platforms allowed the researcher to produce activities that were connected to the content being taught while providing the visual appeal, interactivity, and immediate feedback that comes with playing games. Moreover, these activities were used as part of the regular set of educational resources in the lesson plan.

## **The Participants**

There were forty-three second-year students participating in the study divided in two groups: the morning group had nineteen (19) students of which twelve (12) were girls and seven (7) were boys, whereas the afternoon group had twenty-four (24) students, nineteen (19) girls and five (5) boys.

They were teenagers aged sixteen or seventeen. Besides, they were all students from top public institutions in the city and they have an average GPA of 4.0 or higher in their schools. Moreover, all the students are Panamanians and their language proficiency is at the intermediate level. They had positive feelings about the use of technology in class and learning English. Finally, they were used to working in groups, pairs, and individually, and were willing to participate in all class activities suggested by their instructor / researcher.

## **The course**

The study was carried out while the participants were taking English classes under the communicative approach. The class met from Monday to Friday and each session lasted one hundred and twenty (120) minutes; hence, in a week the students received ten (10) hours of English instruction. Lessons are focused on a topic, and tasks are proposed in order to achieve the communicative objective as well as the language objective set.



The inclusion of the digital games was implemented during 25% of the class session and were part of the formative assessment of the class. In the case of the activities that involved the tool Kahoot!, the learners had to answer questions about class content by reading a statement or watching a video and then selecting the correct answer from four different options. For these activities, the learners worked in groups so they could discuss orally the best answer as a team before choosing one of the options. Kahoot! was selected specifically because it allowed group work and was highly engaging and interactive. Besides the instructor / researcher had complete control over the content that was created. As for Quizlet, the learners were encouraged to work on new vocabulary by going through the games that were generated by the platform. These games often included matching term and definition, typing the correct word, or selecting the correct definition all before time was up. By playing with the vocabulary through the computer, memorization of new terms and definitions was expected to be more enjoyable and that it would allow the participants to advance at their own pace.

These games were part of the ongoing formative assessment of one unit of the program on the topic of cultural awareness, and the participants played the games at different times during the instruction. The unit covered five lessons and the main pedagogical objective was to have the learners to understand the purpose and importance of guidelines and etiquette rules when interacting with others. By introducing the digital games along with more traditional resources, the participants could practice the vocabulary and language skills in a fun way. Additionally, it was expected that these activities would lower the affective filter, thus providing them with a non-threatening environment that would encourage more active participation.

## RESULTS

In the first questionnaire, the participants were asked to identify their willingness to use the L2 in different situations in the classroom and rate them on a scale from “totally unwilling” to “totally willing.”

Their answers suggested that the learners perceived classroom interactions as important sources of opportunities for engaging in oral communication.

Table 1. Willingness to use the L2 in class.



	Totally unwilling	Somewhat willing	Neutral	Very willing	Totally willing	Mean Scores
Talk to my classmates about class activities and assignments.	0,00%	5,88%	35,29%	20,59%	38,24%	3,91
Talk to my classmates about topics not related to the class.	5,88%	8,82%	47,06%	11,76%	26,47%	3,44
Ask for permission to do activities outside the classroom.	0,00%	5,88%	26,47%	14,71%	52,94%	4,15
Express ideas, feelings, and opinions about class related topics.	0,00%	5,88%	17,65%	35,29%	41,18%	4,12
Ask questions about	0,00%	8,82%	17,65%	23,53%	50,00%	4,15

class related activities to complete in the classroom.							
Talk to my teacher about topics that are not related to the class.	8,82%	5,88%	35,29%	23,53%	26,47%	26,47%	3,53
Listen to my classmates speak in English.	3,03%	0,00%	12,12%	27,27%	52,94%	57,58%	4,36
Read instructions or texts aloud voluntarily.	6,06%	3,03%	18,18%	24,24%	41,18%	48,48%	4,06
Start conversations with my classmates in English, even if said conversation is not part of the class work.	2,94%	5,88%	20,59%	35,29%	41,18%	35,29%	3,94
Respond to my classmates in English when I am addressed in that language, even if is not part of the class work.	2,94%	5,88%	5,88%	41,18%	41,18%	44,12%	4,18

Additionally, the participants were asked to rate the situations they identified themselves with on a scale from “completely disagree” to “completely agree.” These statements were devised to assess the learners’ communicative self-confidence, covering anxiety and self-perceived communicative competence. From their answers, it could be observed that fear of negative evaluation was the main reason for not using the L2, followed by speaking nervousness, low linguistic proficiency, and finally low L2 self-confidence.

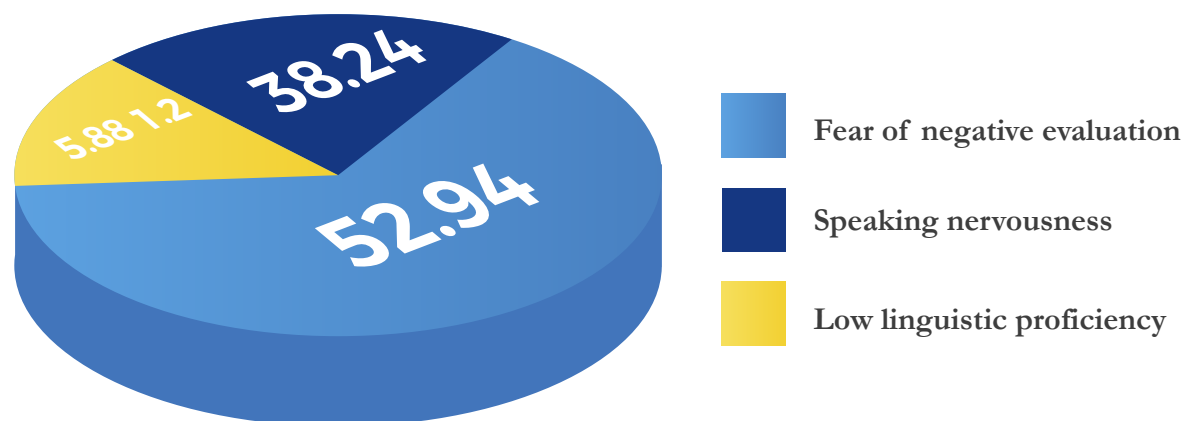
Table 2. Level of confidence using the L2.

	Completely disagree	Disagree	Indifferent	Agree	Completely agree	Mean Scores
I worry about making mistakes in front of my teacher/classmates.	17,65%	0,00%	20,59%	52,94%	8,82%	3,35
In general, I find it easy to communicate myself in English.	0,00%	8,82%	38,24%	35,29%	17,65%	3,62
In general, I understand what my teacher/classmates say to me in English	0,00%	2,94%	5,88%	44,12%	47,06%	4,35
I feel nervous when I have to talk in English in front of my teacher/classmates.	14,71%	8,82%	26,47%	38,24%	11,76%	3,24
I believe that my teacher/classmates cannot understand me due to my poor language skills.	26,47%	29,41%	14,71%	23,53%	5,88%	2,53
I believe I know enough vocabulary to complete class activities.k.	0,00%	11,76%	14,71%	52,94%	20,59%	3,82
I can express myself easily in English about any topic I choose.	2,94%	17,65%	32,35%	32,35%	14,71%	3,38
I only participate in class when I am sure I have the right answer.	11,76%	29,41%	14,71%	38,24%	5,88%	2,97
I believe that participating in class helps me improve my fluency.	0,00%	0,00%	8,82%	26,47%	64,71%	4,56

Table 2. Level of confidence using the L2.

I prefer the activities that do not require talking in English in front of my classmates.	45,45%	18,18%	30,30%	6,06%	0,00%	1,97
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Figure1. Main reasons behind L2 Unwillingness to communicate



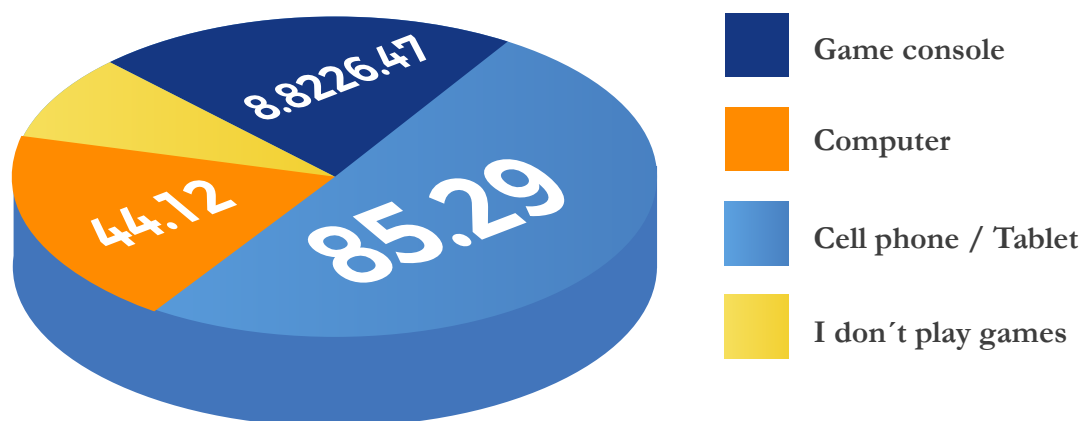
When inquired about their digital playing habits for leisure time, the participants revealed that they engaged in this form of games at different frequency levels.

Table 3. Frequency of use of digital games for leisure time

	Never	Rarely	Sometimes	Usually	Always	Mean Score
Use of digital games for leisure time	0,00%	25,81	38,71	16,13	19,35	3,29

The participants were asked about their preferred platform for playing digital games. It was not surprising that their answers revealed they the majority usually play these games on their cell phones or tablets.

Figure 2. Type of device preferred for playing digital games.



In the second questionnaire, the participants were asked some of the reasons why they considered the playing the digital games were appealing to them.

Table 4. Reasons digital games are appealing to learners.

<b>There is a goal to achieve</b>	<b>84,85%</b>
<b>I can collect points, rewards, etc.</b>	<b>42,42%</b>
<b>It's random</b>	<b>6,06%</b>
<b>The story presented is interesting.</b>	<b>51,52%</b>
<b>It has good graphics and effects.</b>	<b>48,48%</b>
<b>I have several opportunities to obtain my goal.</b>	<b>6,06%</b>

The participants were asked to select what they believed was improved in their learning process as a result of playing digital games in class. Their answers indicate they considered that the digital games were beneficial to the process.

Table 5. Aspects improved by playing digital games in class.

<b>attention</b>	<b>35,29%</b>
<b>assimilation and retention of information</b>	<b>52,94%</b>
<b>organization</b>	<b>17,65%</b>
<b>creativity</b>	<b>47,06%</b>
<b>analysis</b>	<b>64,71%</b>
<b>Information-searching skills</b>	<b>35,29%</b>
<b>decision-making skills</b>	<b>52,94%</b>
<b>problem-resolution skills</b>	<b>58,82%</b>

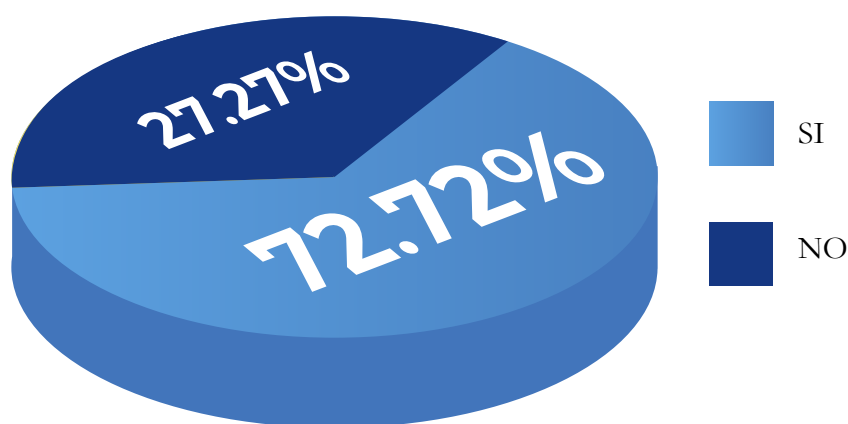
On a more personal level, the learners answered how they perceived that playing digital games in class could benefit them based on how they felt after the class sessions. Interestingly, the participants did not see learning in a fun way as the main benefit of using this type of activities in class.

Table 6. Benefits of playing digital games in class.

<b>Help pass time</b>	<b>61,76%</b>
<b>Improve self-esteem</b>	<b>14,71%</b>
<b>Improve learning</b>	<b>55,88%</b>
<b>Make friends</b>	<b>41,18%</b>
<b>Reach learning goals</b>	<b>44,12%</b>
<b>Learn in a fun way</b>	<b>5,88%</b>
<b>There is not a benefit</b>	<b>0,00%</b>

Finally, on the question about using digital games in class most participants expressed that these games should definitively be a part of the strategies used to facilitate learning in class while a minority considered they should not.

Figure 3. Should digital games be included in class?



The reasons in favor suggest that they believe these games offer an atmosphere that is conducive to learning. Comments such as “si es para aprendizaje están bien” (If it is for learning, it’s OK) and “si porque tal vez a los estudiantes que no saben pueden aprender a utilizar este tipo de juegos y podrían aumentar su desarrollo intelectual” (Yes, because maybe students don’t know that they can learn how to use this type of games and improve their mental development), support this idea. Other comments like “si puede ser, depende del juego que utilices” (It could be, it depends on the game used) and “si porque ayudarían a mejorar la unión y comunicación del salón” (Yes, because [digital games] could help improve the bonds and communication in the classroom) also favor the use of these strategies in class.

On the other hand, reasons against using games suggest that learners believe playing games are not suitable or appropriate for the academic setting “Sería útil pero como es en la escuela no resultaría” (it could be useful but since it is in the school it wouldn’t work), “no porque a la escuela vamos a estudiar” (no because we go to school to study). Other reasons given by learners to be against using games are that digital games may in fact become distractors: “no porque podrían entretener a los estudiantes”(no because they could distract students); or they are not appealing to everybody: “no porque hay personas que no les gusta y también puede darse el caso de que las personas lo hagan como una obligación y no como un medio para aprender” (no because there are people who don’t like them and also it could happen that people play them because they have to and not as a way to learn).

## DISCUSSION

Willingness to communicate in a L2 is defined as the readiness to engage in conversation when opportunity arises. In this study, it was observed that the participants were able to identify such opportunities as they present in the classroom; yet it seems other factors influence the actual decision to initiate or maintain oral communication in the L2. According to Alemi, Tajeddin, Mesbah, (2013) individual differences (proficiency level, length of studying, being abroad, and communicating with foreigners) have a partial effect on willingness to communicate (WTC). In the study on WTC of EFL learners in a Turkish context, Öz, Demirezen, and Pourfeiz (2014) found out that indicated that communication competence and communication apprehension were strong predictors of WTC while motivational factors indirectly influenced it. Cameron (2014) identified the following factors as strong influencers of WTC: self-perceived competence, personality, anxiety, motivation, and the importance of English with studying Iranian permanent migrants EFL students in New Zealand. Cameron concluded that the factors that affected these learners' WTC were mostly dynamic rather than stable predispositions. In the present study the lack of confidence is not driven by feelings of self-perceived low language proficiency, but by affective factors such as fear of making mistakes in front of others and anxiety. While the literature suggests the factors behind the unwillingness to communicate in a L2 are varied and most likely rooted on the learners' low linguistic competence, in this case the reasons for not using the language orally had to do with the affective component.

Participants showed interest in activities that included the use of technology in class. They expressed that presenting language through digital was new to them. Overall, the activities that included the use of technology to promote friendly competition – Kahhot! – were the most engaging. When the participants were in the computer lab and worked individually on gamified activities (using Quizlet), they reported positive feelings towards the resource as well. Participants also reported that the inclusion of games in the language instruction has helped them memorize vocabulary and social language better. Observation of the participants' performance during the activities that included digital games indicated that the presence of gamified instruction did not seem to increase the spontaneous use of the target language significantly.

In fact, in some cases engaged participants tended to switch to their mother tongue more often (perhaps because winning or losing was involved). Also, it was observed that when new language was presented through games the vocabulary recall was better, but again not significantly. It is important to highlight that even though the learners received the inclusion of digital games in the class work positively, their feelings towards these activities are still mixed. They expressed that not all games are appropriate for the classroom; however, they can have a positive effect in the group dynamics. Moreover, they also reported that not everybody likes playing games and that it would defeat any educational purpose. These suggest that instructors must identify the participants' learning styles before introducing digital games into the classroom because they are still viewed more as ways to pass time than considered for their educational value. At this point of the study it seems that digital games seem to work better for promoting autonomous learning. This is beneficial for teachers of large groups and/or mixed abilities classes. It is suggested that further studies are conducted on this topic to better understand the effects of digital gamified instruction in language learning, particularly on the affective component.

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# PERFIL Y MOTIVACIONES PARA APRENDER INGLÉS DE LOS PARTICIPANTES DE UN CURSO DE INGLÉS PARA ADULTOS

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**Decano Honorario**

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## **Abstract**

One of the main problems in the development of effective English programs is lack of knowledge and/or attention to the profile and motivations of the participants to learn that language. For the purpose of obtaining knowledge on this topic, a study was conducted among the participants of the adult English courses at Quality Leadership University (QLU). It describes the profile of those who enter these courses, what skills they want to develop in English and their reasons for doing so. The results obtained in the study are expected to serve as input for the updating and development of the curriculum of English programs in the range of \$300 per level, as well as reference for future studies in programs of greater or lower cost range of investment.

**Key words:** profile, English courses, adults, language skills, interests

## **Resumen**

Uno de los principales problemas en el desarrollo de programas de inglés efectivos es la falta de conocimiento y/o de atención al perfil y las motivaciones de los participantes para aprender dicha lengua. Con el propósito de obtener conocimientos sobre este tema, se llevó a cabo un estudio entre los participantes de los cursos de inglés para adultos de Quality Leadership University (QLU). En el mismo se describe el perfil de quienes ingresan a dichos cursos, qué habilidades desean desarrollar en inglés y las razones para hacerlo. Se espera que los resultados obtenidos en el estudio sirvan de insumo para la actualización y desarrollo del currículo de programas de inglés en el rango de los \$300 por nivel, así como de referencia para futuros estudios en programas de mayor o menor rango de costo de inversión.

**Palabras clave:** perfil, cursos de inglés, adultos, habilidades lingüísticas, intereses

## INTRODUCCIÓN

En Panamá un alto porcentaje de la población adulta no cuenta con una preparación adecuada en la lengua inglesa a pesar de haber tomado múltiples clases de inglés durante su etapa escolar y/o universitaria, por lo cual ahora recurren a diversas ofertas de cursos de inglés para adultos disponibles en el país, con la esperanza de lograr desarrollar competencia comunicativa y fluidez en dicha lengua. Para poder brindar una formación en inglés que óptimamente desarrolle las destrezas lingüísticas y responda a las principales necesidades y objetivos para aprender dicha lengua de los participantes de cursos de inglés para adultos, se hace necesario identificar no solo quiénes son estos adultos, qué edades tienen, dónde viven y/o trabajan, sino también conocer qué quieren aprender en inglés, qué habilidades lingüísticas-escuchar, hablar, leer, escribir-están interesados en desarrollar, por qué y/o para qué (con qué fin).

El objetivo de esta investigación ha sido evaluar las principales características, habilidades lingüísticas a desarrollar e intereses para aprender la lengua de las personas que participan de cursos de inglés para adultos.

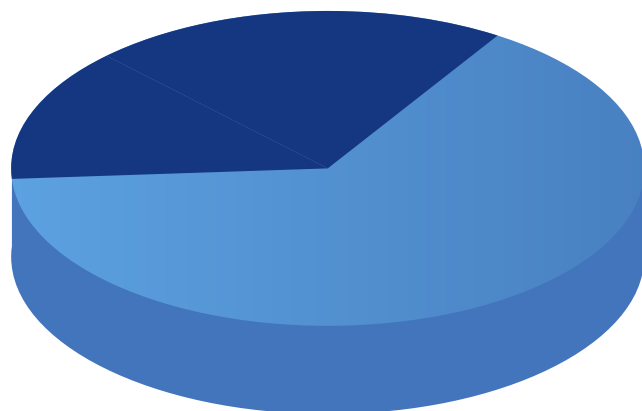
## MÉTODO

Una encuesta de opción múltiple, enmarcada en un paradigma cuantitativo, llevada a cabo entre 124 participantes de los cursos de inglés para adultos ofrecidos en Quality Leadership University, permitió recabar valiosa información sobre las características de la población que asiste a dichos cursos de inglés.

## RESULTADOS

Entre los hallazgos sobre los participantes del estudio destacan los siguientes: 65.8% son del sexo femenino y 34.2% del sexo masculino; 57.4% tienen edades entre 22 y 40 años; 48.7% reside en Panamá Centro, 19.1% en Panamá Oeste, 17.4% en San Miguelito, 9.6% en Panamá Este, 4.3% en Panamá Norte, y 0.9% en Colón; los grados de escolaridad más altos culminados son doctorado 0.9%, maestría 32.7%, especialización (posgrado) 7.3%, licenciatura 36.4%, técnico universitario 5.5%, escuela secundaria 16.4%, escuela primaria 0.9%; 55% culminaron sus estudios secundarios en colegios privados y 45% en colegios públicos de Panamá principalmente, Colón, el interior del país y el extranjero. Las Figuras 1, 2 y 3 siguientes muestran los resultados de sexo, edad y lugar de residencia respectivamente.

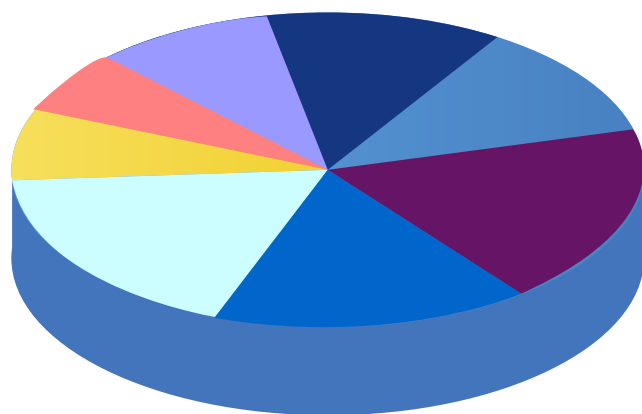
¿Cuál es su sexo?



Femenino Masculino

Figura 1. Sexo de los participantes de los cursos de inglés de QLU

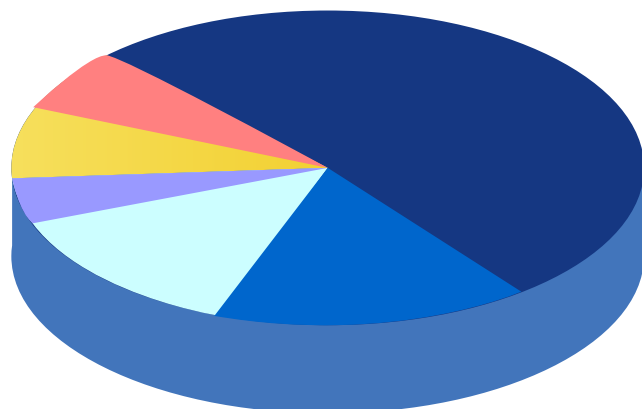
¿Cuál es su rango de edad?



17 a 21 años 22 a 26 años 27 a 31 años  
36 a 40 años 40 a 44 años 45 a 49 años  
31 a 35 años 50 o mas años

Figura 2. Edades de los participantes de los cursos de inglés de QLU

En este momento, ¿en donde reside?



Panamá Centro San Miguelito Panamá Norte  
Panamá Este Panama Oeste Colón

Figura 3. Lugar de residencia de los participantes de los cursos de inglés de QLU

El 61.7% de los encuestados labora en empresas privadas, el 18.1% en instituciones del gobierno y el porcentaje restante tiene negocio propio u otras fuentes de ingreso; las posiciones de trabajo más populares son empleado 36.2%, supervisor 18.1%, gerente 17% y jefe 9.6%; 26.9% ganan entre \$1000 y \$1500, 21.5% menos de \$1000 y 51.6% arriba de \$1500. A continuación la Figura 4, donde se ilustran los porcentajes de las posiciones de trabajo.

¿En qué nivel se podría clasificar su posición de trabajo?

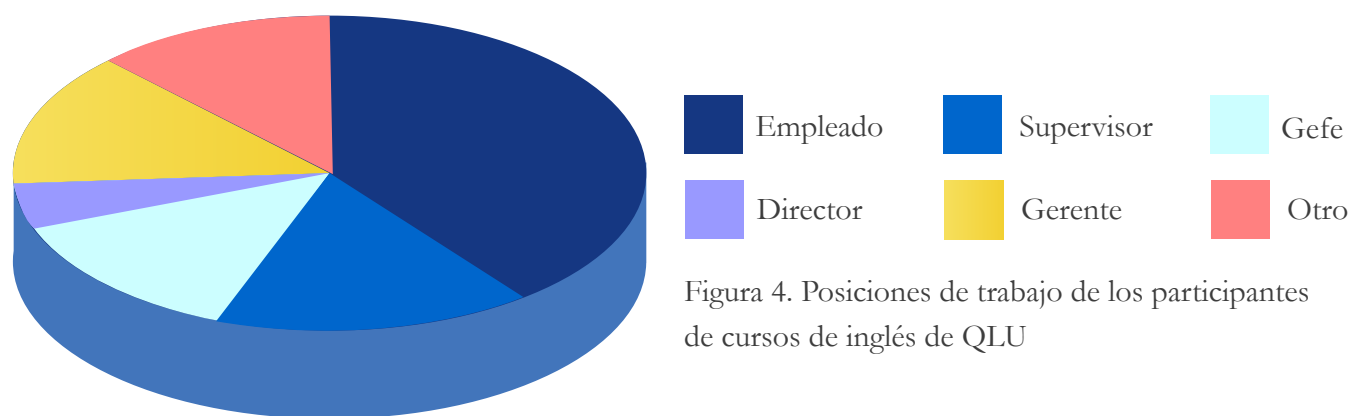


Figura 4. Posiciones de trabajo de los participantes de cursos de inglés de QLU

En cuanto a la habilidad/destreza lingüística (entender, hablar, leer, escribir) más importante para los encuestados en lo que respecta al aprendizaje del inglés, un 78.8% contestaron que es la de hablar, seguida lejanamente por escuchar 14.4%. Por otro lado, al grupo de habilidades/destrezas lingüísticas al que los encuestados consideran se le debe dar mayor importancia en el aprendizaje del inglés es al que involucra las cuatro, escuchar, hablar, leer y escribir 62.5%, seguido de escuchar y hablar 37.5%. Las Figuras 5 y 6 a continuación muestran estos resultados.

En su opinión ¿Cuál habilidad es la más importante en lo que respeta al aprendizaje del inglés?

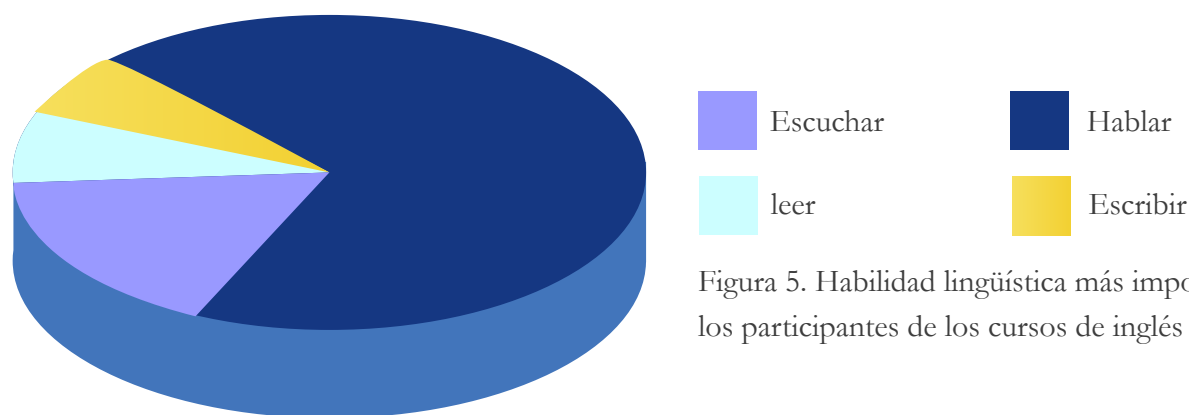


Figura 5. Habilidad lingüística más importante para los participantes de los cursos de inglés de QLU

En su opinión ¿A qué grupo de habilidades se le debe dar mayor importancia en lo que respecta al aprendizaje del inglés?

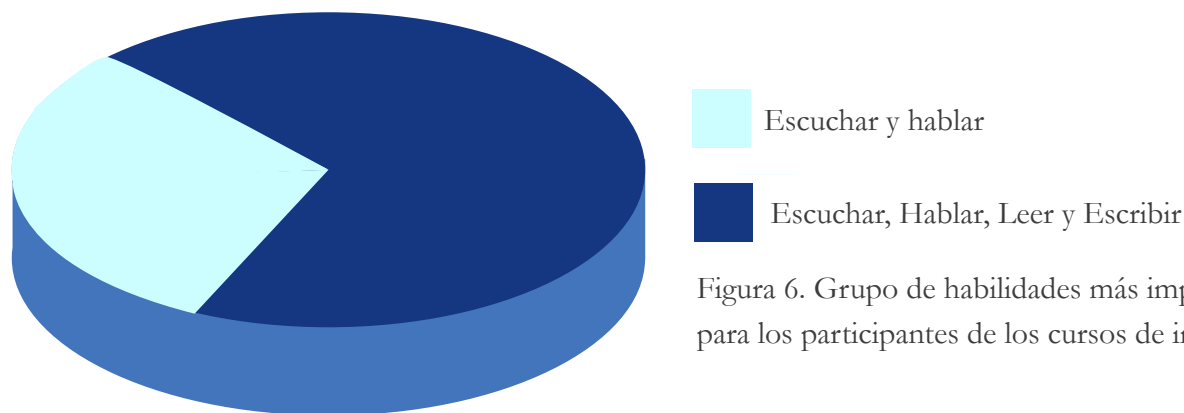


Figura 6. Grupo de habilidades más importante para los participantes de los cursos de inglés de QLU

En cuanto a cómo pagan la inversión de sus cursos de inglés, el 73.2% de los que respondieron la encuesta lo hace con recursos propios, al 20.6% la empresa o institución del gobierno donde labora se la paga y el resto lo hace a través de becas, préstamos, apoyo familiar o canjes.

Las razones principales por las que los encuestados están estudiando inglés son: tienen estudios terminados pero necesitan un buen inglés para acceder a mejores oportunidades de desarrollo profesional 27.2%; quieren/necesitan entender, hablar, leer y escribir bien el inglés porque es necesario para conseguir un buen empleo 21.4%; quieren/necesitan entender, hablar, leer y escribir bien el inglés por razones personales 16.5%; consideran que saber bien el inglés es necesario en estos tiempos 14.6%. La Figura 7 siguiente ilustra las principales razones por las que los participantes de los cursos de cursos de inglés de QLU estudian dicho idioma.

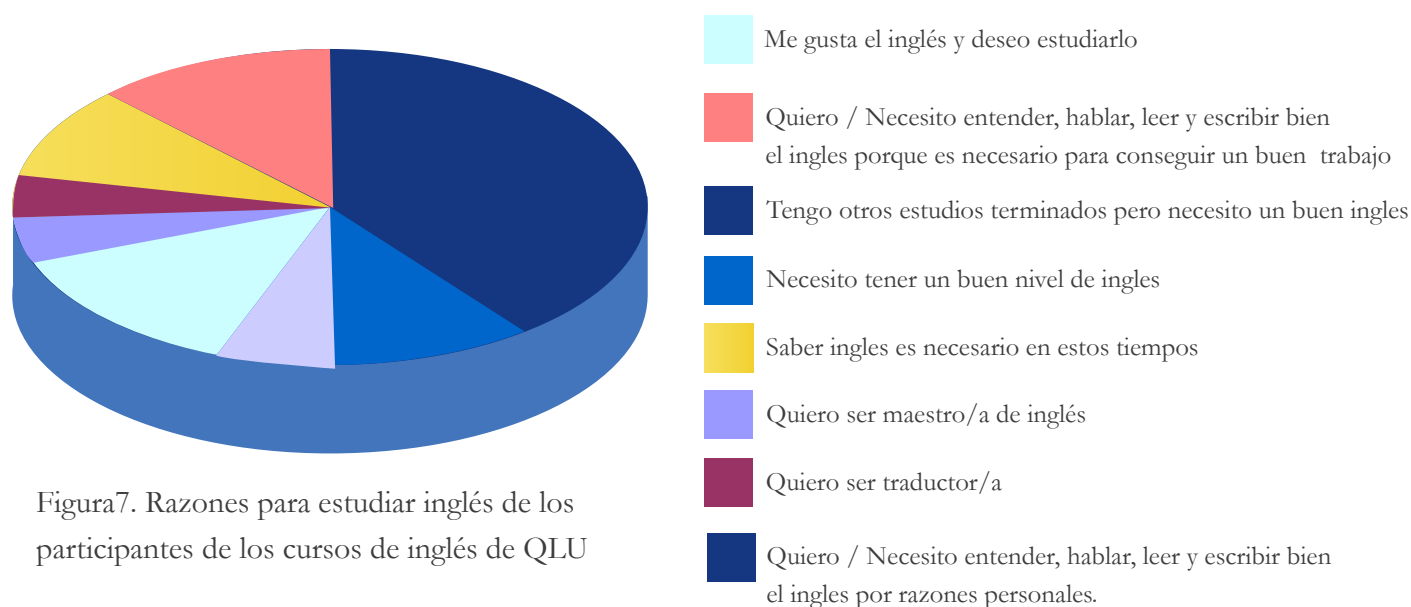


Figura 7. Razones para estudiar inglés de los participantes de los cursos de inglés de QLU

## CONCLUSIONES

Un análisis explicativo, descriptivo a partir de los datos recolectados de los participantes de los cursos de inglés para adultos de QLU, nos permitió llegar a las siguientes conclusiones: la mayoría de los participantes son del sexo femenino, en una proporción de 3 a 2; más de la mitad pertenece al grupo de los llamados “millennials” o generación Y (tienen entre 21 y 38 años); en su mayoría residen en Panamá Centro, seguido de San Miguelito y Panamá Oeste; casi tres cuartas partes de ellos tienen estudios universitarios; culminaron sus estudios secundarios en colegios particulares en una pequeña proporción por encima de los colegios públicos; tres de cada cinco laboran en empresas privadas; la mitad tienen posiciones de empleado o algo similar frente al resto que son desde supervisores hasta dueños de su propio negocio; aproximadamente la mitad gana menos de \$1500 al mes; la habilidad lingüística independiente más importante para ellos es la de hablar y cuando se trata de un grupo de habilidades consideran que el grupo más importante es el que incluye las cuatro habilidades, escuchar, hablar, leer y escribir; más de tres cuartas partes de los participantes pagan la inversión de los cursos de inglés con recursos propios o con préstamos, becas, canjes o el apoyo económico de familiares. Cabe resaltar que estas personas principalmente están tomando cursos de inglés porque tienen estudios terminados pero necesitan un buen inglés para acceder a mejores oportunidades de desarrollo profesional; quieren/necesitan entender, hablar, leer y escribir bien el inglés porque es necesario para conseguir un buen empleo; quieren/necesitan entender, hablar, leer y escribir bien el inglés por razones personales; y/o consideran que saber bien el inglés es necesario en estos tiempos.

La información recaudada en los cursos de Quality Leadership University permite tener un pantallazo de la realidad en los cursos de inglés para adultos de un rango de precios similar al de estos, de \$300 por nivel. Así mismo, los datos recolectados son valiosos para la toma de decisiones en cuanto a cambios tendientes a lograr un alto grado de correspondencia entre lo que se ofrece en los cursos y lo que los estudiantes esperan y/o necesitan.



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# Perception of English teachers on the Use of Technology in Teaching English as a Foreign Language

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## Abstract

The objective of this study was to study the perception of English teachers on the use of technology in Teaching English as a Foreign Language (TEFL). In order to achieve this goal, three public schools, three private schools and three language institutes were selected. English teachers participated in a 2-hour workshop for using technology to teach English as a foreign language. After using the tools that were explained in the workshop, teachers had to take a survey to determine if they thought that technology had helped them to teach their students and if they thought it was important to organize more workshops to improve their knowledge. It was determined that 100% of teachers are willing to participate in professional development courses and they think it is important to do it but they do not attend those courses because of their work schedule. This research concluded that it is necessary to make some decisions to make the use of technology in class successful.

Key words: Teaching and Learning process, Technology, Foreign Language, English, Knowledge, Skills.

## Resumen

El objetivo de este estudio fue analizar la percepción de los profesores de inglés sobre el uso de la tecnología en la enseñanza del inglés como lengua extranjera. Para lograr este objetivo, se seleccionaron tres escuelas públicas, tres escuelas privadas y tres institutos de idiomas. Los profesores de inglés participaron en un taller de 2 horas para usar la tecnología para enseñar inglés como idioma extranjero. Después de usar las herramientas que se explicaron en el taller, los maestros tuvieron que realizar una encuesta para determinar si pensaban que la tecnología les había ayudado a enseñar a sus estudiantes y si pensaban que era importante organizar más talleres para mejorar sus conocimientos. Se determinó que el 100% de los maestros están dispuestos a participar en cursos de desarrollo profesional y piensan que es importante hacerlo, pero no asisten a esos cursos debido a su horario de trabajo. Esta investigación concluyó que es necesario tomar algunas decisiones para hacer que el uso de la tecnología en clase sea exitoso.

**Palabras clave:** proceso de enseñanza y aprendizaje, tecnología, inglés como segunda lengua, conocimiento, habilidades.

## INTRODUCTION

Technology plays a very important role in people's lives, and sometimes people do not even notice how they depend on the use of it not only for work but also for regular activities such as communication and transport. Education is no exception; technology has been part of the learning process for a long period of time. Especially in foreign language Learning in which the use of cassettes, cd's, projectors became normal in the classrooms and were once seen as state of the art. Governments in different countries have realized how important the use of technology in education is and Panama is not the exception. That is why the federal education policy in Panama dictates that schools must promote the use of technology in class and that teachers should be trained in order to do that. (Ley Organica de Educación, 2004). But some teachers do not use technology to teach English, even though their schools offer different resources that might help them. Some of the reasons why they do not do it are that they do not know how to implement it, they think technology is not useful, they also think their students know more than they do and they do not like technology so they do not use it (Dudeney & Hockly, 2007). However, it has been determined that technology is useful to achieve learning goals. According to Stevenson and Liu (cited in Lin et al, 2016), students who have used Social networks sites in their classes have not only improved their vocabulary but also increased their confidence to use the L2. However, the responsibility of using information and communication technology (ICT) is not only on the government but on the teachers, who will be in charge of planning their classes. Therefore, it is important to determine whether teachers consider technology will help them achieve their goals or moreover if they will be able to use these tools successfully; If there were a teacher who is afraid of using technology in class, school administrators and the government could help them realize how technology should be used for them to achieve their goals.

This research tried to study the perception of English teachers on the use of technology in Teaching English as a Foreign Language. It also tried to determine how important technology is for teachers when planning and the aspects that should be taken into account to develop professional development programs (PDP) for teachers. It is highlighted that professional development may affect not only teachers' capabilities but also their abilities and the way they observe technology (Karimi, 2011). The questions that this research tried to answer were:

- 1.- What do teachers think about using technology for language teaching?**
- 2.- Do teachers believe they can use technology successfully without any instruction?**
- 3.- What aspects are important to take into account in order to design a successful technology training for English language teachers?**

Hafner, Chik and Jones (2015) highlight the importance of digital tools and express that those tools represent improvement and transformation when it comes to strategies and frameworks. The authors also highlight that teachers need to receive some training for them to understand the benefits of using technology in class. On the other hand, Levin and Wadmany (2008) express that teachers need to realize how important technology is but when teachers finally do that, they also realize the incongruity that exists between teachers, resources and the objectives that programs.

## METHODOLOGY

Initially, this study was going to be developed under the experimental approach since teachers had to complete a survey before the program starts, then they would receive a treatment (which is the workshop), subsequently, they would use the tools they learned in their classes and finally another survey was going to be conducted with the purpose of finding out how teachers perceived the use of technology and the training they had received. Nevertheless, due to the lack of time and activities that had been schedule by the institutes that were chosen, it was changed to mixed methods, so teachers attended the professional development, then they took a survey and after that, they were interviewed.

Teachers were invited to attend a two-hour workshop in which they received some training on how to use two specific technological tools (Kahoot and Playpossit) in their classes in order to practice the four skills (writing, reading, speaking and listening), increase vocabulary and assess students' performance. Afterward, they were asked to include the tools in their plans and use them with their students for two weeks (teachers were told that they were able to call the researcher in case they have any drawback). Then, by the end of the period (two weeks), the survey was conducted and after that teachers were asked some questions in order to determine their perception after the use of technology in their classes.

## RESULTS

When it comes to the age range, most of the participants (62.51%) were between 20 and 40 years old. Consequently, it was expected that they knew how to work with technology or at least that they felt motivated to do it. Most of the participants had more than 5 years of experience (6-10 years 28% / 11-20 years 44%) and they expressed they were interested in attending the workshop because they had realized students needed to be treated differently. So, teachers have realized that the reality at schools, regarding students' interests, are different from before. 90.63% had received a bachelor degree on education and most of them (68.75) had attended professional development courses. However, during the interview they expressed that those courses had not fulfilled most of their expectations since they turned to be repetitive. On the other hand, some participants (36.71%) believe that planning technologies based on technology is time consuming. Consequently, they try not to do it. Regarding planning, some teachers think they have little idea about planning with technology (34.72%) and others have some idea (46.44). Still, it is obvious teachers need counseling on planning with technology to learn how to use it successfully. 100% of participants expressed they would like to attend courses for learning how to use technology. Nevertheless, the number of participants that attended the workshops that were delivered was less than 50%. Moreover, teachers from some schools expressed they could not attend the workshops because they were busy, or they had things to do at their schools. Regarding the support from school administrations, 60.71% of teachers said that schools support the use of technology and try to offer capacitation. Nonetheless, this is contradictory because when they were introduced, most of them said that children at their schools are not allowed to use cell-phones during class time. Furthermore, some of the schools expressed they could not participate in the workshops because they had to work on specific activities.

## DISCUSSION

It is obvious that teachers believe they need to attend professional development programs. It is also obvious they are willing to do it but it is a different story when it comes to their “reality”. It is necessary to raise awareness among teachers since most of them expressed they were willing to participate in the program, but they did not attend the workshop because of different causes. On the other hand, teachers expressed during the interviews they tried to use the tools that were given to them, but it was difficult due to the lack of time they had at the end of the term. It is very important to keep a journal of the process and teachers’ opinions so reflections can bring ideas and changes for the success of the program.

It was determined that some teachers had some idea of the use of technology but during interviews they expressed they had realized they needed to improve the way they were doing using those tools with their students. Teachers also realized that students might have gotten, in one way or another, too familiar with the strategies so it is also necessary to receive more information for teachers not only to adapt activities but to avoid boredom from students. It is important to highlight that time is a factor that is important because this process of implementation make teachers realize corrections that should be implemented, and they might need some counseling or help which in some opportunities was not given on time or given at all. And this is another aspect that is important to highlight because it was determined that the it is necessary to create a group in charge of helping those teachers who are trying to use technology in class. Sometimes teachers have doubts and they need people who have time enough to help them and answer the possible questions or doubts they might have that is why there must be a “group” of specialists in charge of helping teachers on technology and giving “on time” counseling. Planning a “technology professional development” program is a good and necessary idea but it requires time, money and people who work on the organization of the idea and supervise not only the progress of participants but the problems that might appear.

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## Analysis of “The Critical Period Hypothesis reconsidered: Successful adult learners of Hungarian and English” by Marianne Nikolov

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M. Nikolov’s article appeared in the *International Review of Applied Linguistics in Language Teaching* in January, 2000. In it, the author does not directly state the research questions, but the following may be inferred: a. Can some adults who started SLA after puberty achieve native-like proficiency? b. What motivated them and what strategies did they use?

Before the evidence is explained, it is worth mentioning how the sampling was conducted. The instrument that the author used was an interview. In this interview, the participants had to talk about their language learning experiences. After that, they had to describe an embarrassing moment in their life or a happy moment they remembered with pleasure. Finally, they had to read out loud an authentic passage in the target language. These samples were recorded on tape, and then some children, students and teachers were to identify whether the speaker was a native or not.

Two studies were conducted: one of them was in Hungarian and the other one was in English. In the Hungarian study, there were a couple of participants who were identified as native speakers of Hungarian by most of the judges. This means that some adults really can achieve native-like proficiency because most judges were deceived by their barely noticeable or even non-existent accent. It is worth mentioning that these good speakers learned Hungarian without instruction; one of them learned through books and other kinds of exposure she could get. The other participant learned Hungarian by guessing meaning from context when he listened to BBC programs on the radio, and he got so good at impersonating news reporters that he still does it.

Interestingly, of all the judges, children were the most accurate when identifying the non-native speakers. Teachers, albeit more critical, were deceived the most. It is important to keep in mind that each individual judge had different standards or evaluated differently, which might have affected the results. In fact, there were some native speakers who were mistaken for non-native speakers.

Regarding the motivation of the participants, it varied greatly from person to person, but it was concluded that they had intrinsic motivation to improve their language proficiency. They would take any opportunity to practice using the target language.

This article, like any other in the field, has both weaknesses and strengths. Regarding the strengths, it can be said that the use of different language styles (e.g. embarrassing moment, reading aloud, learning experience) was appropriate to have more variety in the samples since a non-native speaker might speak well, but not necessarily read well. Having different kinds of judges was also appropriate because they had different ways to identify non-native speakers; thus, they worked as a stricter “filter” of sorts. However, this can also be considered a weakness because the standards were too broad and varied to have a clear assessment.



Another weakness is the length of the voice samples; they were too short to determine whether the speaker was native or not, not to mention the quality of the recording was also not clear enough in some cases. Another weakness from this study is the definition of proficiency. The author does not explain exactly what it means for the study, and it seems to be focused on accent rather than proficiency. Therefore, there is a clear weakness in a central definition of this study.

One thing that we could learn from this article is the fact that adults can achieve a good pronunciation and intonation level so long as we find ways to aid them; for instance, they might need more instruction than younger learners, but they can achieve high proficiency, nonetheless. They can even reach a high level by themselves as shown by this article. Another thing that we could learn a weakness because the standards were too broad and varied to have a clear assessment.

from this article is to provide diverse ways to assess learners, which can include authentic materials to have them be exposed to “real life” language.

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## **Analysis of “A study of the motivational patterns of learners of English for academic and professional purposes” by Shahid Abrar-UL-Hassan**

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Shahid Abrar-UL-Hassan's article first appeared in TESOL Journal in 2013. In it, the author deals with two research questions: a. Do participants in English for academic and professional purposes (EAPP) programs have one or both types of motivation (intrinsic and extrinsic)? b. How do the type and level of motivation influence on EAPP learners' success? This research tries to measure the types and levels of motivation in EAPP learners. The researcher designed this study in the following way.

The sample was 37 out of 58 international students, male and female. He used opportunistic sampling, which means that he used the population that he had available. It was an exploratory survey, cross-sectional design. The self-report questionnaire was used to collect data. Participants responded statements related to their motivation. Section 1 asks demographic information, while section 2 determined the type of motivation, and section 3 measured the degree of motivation (low, medium, high).

For the first seven items, which measured extrinsic motivation, and where 1 meant strongly agree, item 4: English is essential for success in the program of study got the strongest agreement, followed by item 1: to improve English reading and writing for professional purposes and 6: for professional growth and moving to high career positions. These facts reveal the participants' extrinsic motivation.

The statements from 8 to 14 measured intrinsic motivation. The ranges were between 1.97 and 2.32, near 2 indicates agree which is positive. The 11th statement, to be better educated and feel confident, got the strongest agreement. This means that the participants were also intrinsically motivated. The analysis showed that the participants were intrinsically and extrinsically motivated; the percentage of both motivations was 83.7

In relation to degree of motivation, it was rated on the 4-point scale: extremely important (high), important, medium, unimportant/ extremely unimportant (low). Most of the statements ranged from 1.73 to 1.95. It is near 2 of the scale. This leads us to think that most of them consider their program important; this means medium degree of motivation. Finally, the results indicate that 28 participants (75.6%) had both kinds of motivation (on a medium degree). This evidence also shows us that both types of motivation overlap and they are not separate. This way the two research questions proposed by the author were answered in relation to the participants in EAPP programs.

This research study has some strengths. Since the participants were taking part in a specific program, their answers were reliable, taking into account the numbers, level of education and genders. Besides that, it focuses on very specific aspects of motivation. Nevertheless, it also has weaknesses, such as the fact that its results cannot be generalized because it involves a specific group of students; all of them are professionals who are studying different majors, so they already have high objectives in their lives, and it is a very good university. It is not easy to measure motivation since it is a very subjective matter and it is based on participants' emotions during the research.

In an EFL program, this kind of research is important because we cannot neglect the motivation aspect, either intrinsic and extrinsic. We need to make our students aware of the importance of the English language. Since motivation may vary in time, we need to understand that sometimes our students may be very highly motivated and other times less so. It also helps us to make decisions to adapt our programs if they may not be motivating our students enough.

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## **Analysis of “Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities” by Fiona Copland, Sue Garton, and Anne Burns**

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This article of F. Copland, S. Garton, and A. Burns appeared in the journal TESOL Quarterly in 2014. It may be inferred that in their study the authors deal with the following research questions: a. What do teachers think about the challenges of teaching English to young people? b. What are the challenges we can experience globally and locally in teaching English?

The evidence that the authors showed to answer the research questions was collected through a mixed-methods approach, including a survey, which was completed by 4,459 teachers worldwide, and case studies, including observations and interviews with teachers, in five different primary schools in five different countries. A great number of challenges emerged as factors affecting large numbers of teachers in different educational contexts, namely, teaching speaking, motivation, differentiating learning, teaching large classes, discipline, teaching writing, and teaching grammar.

The authors provided evidence in the article to answer the first research question. Training in new language teaching methodologies is the aspect ranked as the most important globally. Smaller classes, better access to new technologies, and more hours of English attracted similar numbers of responses and were also considered important by teachers. On the other hand, fewer tests and examinations is considered the least important factor in improving learning and teaching to a noticeable extent.

In addition, the specific challenges which were perceived by teachers as most important were speaking, discipline, motivation, differentiation, writing, grammar and class size.

The second question of this study was: What challenges are experienced by teachers of young learners globally and locally?

Regarding the evidence presented in the article in response to the second research question, we can mention that results from quantitative data were in line with global responses, and that teachers across all five countries indicated that fewer tests and examinations were least likely to improve learning and teaching. Also, relatively compatible was the importance given to training in language teaching methodologies. Italy, the UAE, Colombia, and South Korea all ranked this factor as first or second. For teachers in these four countries, better access to resources such as textbooks and materials was similarly ranked to the global response. The exception was Tanzania, where teachers ranked this factor second, probably because even basic resources are scarce in many primary classrooms.

Teachers in Italy, the UAE, and Colombia show similar attitudes to better access to new technologies, ranking it either second or third. Also, the small classes' factor shows considerable variation against the global survey and among the five countries.

In the global survey, improvement to one's own level of English was ranked sixth, whereas three of the five countries (South Korea, Tanzania, and Colombia) ranked it third and Italy ranked it first.

The results from case studies show that in Colombia, teachers highlighted developing speaking as the greatest challenge. In Italy, teaching speaking was reported as the greatest challenge, with 52 responses global trend. In South Korea, differentiation attracted most comments, which overwhelmingly focused on proficiency level. In Tanzania, speaking was again identified as the greatest challenge. In the UAE, differentiation attracted most attention.

Let us now focus on the weaknesses and the strengths of the study. The cross-sectional survey drew on non-probability convenience sampling (non-probability sampling represents a group of sampling techniques that help researchers to select units from a population that they are interested in studying). A core characteristic of non-probability sampling techniques is that samples are selected based on the subjective judgement of the researcher, rather than random selection (i.e., probabilistic methods), which is the cornerstone of probability sampling techniques. In relation to this study, opportunistic sampling is a disadvantage; opportunity sampling or convenience sampling is a type of nonprobability sampling where participants are selected based on naturally occurring groups. For example, let's say you want to study sharing behavior of preschool children. Instead of taking a random sample of preschool-aged children, you decide to visit your local preschool and select a class of preschoolers as your sample.

The survey reflects reported practices only and cannot claim to be representative because of the unevenness of responses across countries. This non-probability convenience sampling also does not provide a standard ratio of respondents to the number of employed primary school teachers in a country.

As to strengths, this study clearly shows why some language teachers have different difficulties and weaknesses when teaching a second language in schools at the beginning of their lives as working professionals. Also, countries with diverse cultures and teaching models were used, allowing for a comprehensive and comprehensive study.

Teachers should learn about language teaching methodologies; through this study we have learned that universities are not preparing teachers with enough methodologies for teaching language. It is important that teachers are supported in developing skills and confidence in teaching parts of the curriculum, because this study identified the productive skills of speaking and writing of students as problematic.

Teacher education programmers should include basic classroom management skills in setting up, monitoring, and giving feedback on pair and group work; the kind of speaking and writing activities that are most effective with particular age groups and levels; and peer teaching that practices implementing speaking in the classroom. All of this will facilitate the teaching-learning process of a foreign language and will make the educational work easy, interesting and fun.

Training in teaching writing skills should also consider the kind of writing young learners should do. We learned through this study that students present many difficulties in writing the language they are learning and that is why we must seek new teaching- learning strategies for this area of the knowledge.

Teacher education should also focus on strategies for maintaining discipline, managing large classes, and developing motivation since these are problems that are affecting the teaching of a foreign language at a global level according to the findings of the study of Copland, Garton, and Burns.

How to work with mixed level students, with students with learning difficulties, and with learners who are from challenging backgrounds should be part of any primary teacher training, since through this study we learned that there are teachers who do not know how to teach a foreign language to children with special educational needs. They also find it difficult to teach mixed-level students and students from challenging backgrounds.

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## Analysis of “Task-based language learning and teaching: An action-research study” by Megan Calvert and Younghee Sheen

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Calvert and Sheen’s article appeared in the journal *Language Teaching Research* in March 2015. In their study, the authors attempt to answer the following research questions: a. How can we use action research to improve the tasks in Task Based Language Teaching (TBLT)? b. How can teachers with limited experience and resources in task-oriented activities create some that engage the learners, fit their needs, and meet the learning goals? c. How can teachers evaluate the effectiveness of task-oriented activities?

This action research project was very challenging. Here, the teacher recorded and shared her experience designing a task for a course of English for occupational purposes, “English for hotel and food service workers”. The students (13) in this class were refugees looking to work in the hospitality and restaurant industries. First, none of the learners had prior experience in the food service or hospitality industries. Second, they had different educational backgrounds, English proficiency, and cultural and cognitive barriers. Third, the teacher had no direct instruction in TBLT or the use of tasks in her teaching. However, she designed a task for this course.

All the steps for an action research project were followed in this study. The first action was to design and implement a task-based activity in the classroom, then observe and reflect on the outcome. As expected, because of the teacher’s lack of experience in the field of TBLT and her challenging group of students, the first time, the activity wasn’t successful. On the contrary, it was full of misunderstandings and frustration. This first task just had 26% of accurate responses and most of the comments from the students on this activity were negative. The reason is that the first task was too complex for the students, didn’t take into consideration their cultural and cognitive barriers, and had insufficient scaffolding.

After reflecting on the results received from the first task, another action was taken. The first task had to be improved. It was necessary to review the code complexity of the instructions and take into consideration cognitive difficulties and cultural barriers. The instructions were structured in a clear way, more explicit teacher instructions were given, cognitive and cultural difficulties were taken into consideration, and the facilitating role of the teacher was improved. In the process of reflection, the teacher examined the results, discussed them with more experienced colleagues at her school, and studied relevant literature on TBLT. Also, there was additional practice with the language itself prior to beginning the task to level up the students’ knowledge on the vocabulary and expressions they needed to use in the task. After the improvements, when a second task was implemented, it received a score of 91.7% accurate responses and no negative comments.

The first task was improved and showed its effectiveness. The results on the second task (modified first task) demonstrated that a teacher with limited experience and resources in task-oriented activities was able to create, evaluate and improve tasks through critical examination and reflection.

The teacher's successful implementation of the modified task also led to positive changes in how she viewed task-based teaching. Although creating effective task-based activities can be time consuming, it was very rewarding to discover that through collaboration between teachers and students, improvement in learning activities can be achieved. Therefore, action research has been proved to be very beneficial to solve problems in the classroom and to improve the tasks in TBLT.

Some strengths of the study are the following, the article was well structured, and the author backed up her research with a good literature review. This was a good way to obtain detailed information on how to adjust task-based activities to improve the outcome of learning activities and it was a learning experience for both the teacher and the students as well.

As to weaknesses, the following two stand out. The conclusion of the article should have included the fact that teachers need to look at their students' needs, cultural and educational background before designing task-based activities or any kind of classroom activities. Not only the teacher's total lack of knowledge on task-based activities, but in basic steps for designing didactic materials created a great deal of unnecessary misunderstanding and frustration for the students in the first task.

The author revealed that in the first task she wasn't sure if the only pair of students that were able to complete the first task accurately received (or not) extra help from the teacher assistant. For this reason, data from some students (the low-literacy pair of students) were excluded entirely from this study. These revelations make it difficult to determine the objectivity, validity and reliability of the results in this study. The problem is that how can we be sure that the data (in both tasks) and findings were not manipulated (interfered) if this action research was carried out in the teacher's classroom and with only one group of students. Validity and generalizability of action research could be improved if the study is clearly carried out with the collaboration of teachers (at least more than one teacher and more than one group of students) who face the same problems.

Creating effective TBLT lesson plans with engaging activities could represent a big challenge for teachers but through action research we can create and evaluate our own task-based activities. Teachers will always have problems to overcome in their classroom and it is better to solve them with collaboration. Sometimes you can rely on research and online resources, but not all the time you have exactly what you need to meet your students' needs and your lesson goals at the same time.

More than once, we need to look for solutions ourselves and take advantage of our experience and creativity to design tasks or activities that are appropriate for the lesson and students' needs, and at the same time keep our students engaged in the classroom activities. However, most of the time, we don't share the solutions we find due to lack of time to discuss, document and reflect on what we are doing. This study, where a teacher becomes the researcher and finds solutions for an issue in the classroom, encourages us to do the same in our classrooms and share this information with peers and decision makers in our educational institutions. We can all make the difference, one teacher at a time.



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## **NORMAS EDITORIALES DE LA REVISTA LATITUDE: MULTIDISCIPLINARY RESEARCH JOURNAL.**

La revista Latitude: Multidisciplinary Research Journal, afiliada a Quality Leadership University con ISSN-L 2644-4038 es una publicación anual en formato digital que presenta las reflexiones e investigaciones desarrolladas por docentes, estudiantes y miembros de la comunidad académica alrededor del mundo. Actualmente la revista se encuentra en proceso de indización proyectada para el año 2020.

La revista Latitude publicará artículos científicos, estudios de casos, reseñas de libros, revisiones literarias, ensayos y ponencias presentadas en congresos nacionales e internacionales en inglés y español. Todos los trabajos deberán ajustarse a los parámetros presentados a continuación.

### **Lineamientos editoriales**

1. Artículos científicos. Tanto de naturaleza cuantitativa como cualitativa serán entregados siguiendo la estructura presentada a continuación:

- 1.1. Título en español y en inglés
- 1.2. Resumen en español y en inglés (de 200 a 300 palabras)
- 1.3. Palabras clave en español y en inglés (máximo cinco palabras)
- 1.4. Introducción (en esta sección se incluirá la revisión literaria/antecedentes)
- 1.5. Métodos
- 1.6. Resultados y análisis
- 1.7. Discusión
- 1.8. Bibliografía
- 1.9. La extensión mínima de 3000 y la extensión máxima será de 6000 palabras.

2. Ensayos. La revista Latitude contempla, pero no se limita a las siguientes categorías de ensayos: escritos de opinión fundamentada en español o reflective papers en inglés, ensayos científicos y ensayos literarios. Todos los ensayos serán desarrollados teniendo en cuenta la siguiente estructura:

- 2.1. Introducción
- 2.2. Desarrollo
- 2.3. Conclusiones
- 2.4. Bibliografía
- 2.5. La extensión mínima de 1000 y la extensión máxima será de 3000 palabras.

3.Casos de Estudio. La revista Latitude contempla la publicación de casos de estudio, que corresponden a una descripción de situaciones, circunstancias o fenómenos sociales que por su particularidad merecen ser estudiados. La revista contempla, pero no se limita a los casos de estudio en el ámbito empresarial, educativo o de corte etnográfico. La revista Latitude incluirá las notas de enseñanza de los casos publicados. No se aceptarán los casos de corte ficcional.

- 3.1. Introducción
- 3.2. Marco teórico
- 3.3. Caso
- 3.4. Discusión o reflexión final
- 3.5. Preguntas de discusión
- 3.6. Referencias bibliográficas
- 3.7. Anexos

4.Reseñas. Las reseñas son textos narrativos de corte literario o científico que analizan la contribución de una publicación reciente a un área del conocimiento. La estructura de las reseñas será:

- 4.1. Datos bibliográficos de la obra reseñada: apellidos iniciales y nombre del autor, año de publicación, título de la obra, ciudad en donde fue publicado el libro reseñado y nombre de la editorial.
- 4.2. Síntesis del contenido de la obra analizada: en esta sección el autor deberá abordar las ideas principales plasmadas a lo largo de los capítulos del libro.
- 4.3. Comentarios: en esta sección, el autor deberá plasmar su análisis sobre la obra, particularmente la contribución de esta al área del conocimiento.
- 4.4. La extensión mínima será de dos páginas y la extensión máxima será de cuatro páginas.
- 4.5. La extensión mínima de 1000 y la extensión máxima será de 3000 palabras.

5. Revisiones literarias. Los balances bibliográficos o revisiones literarias corresponden al análisis crítico de la producción científica en torno a un problema de investigación o campo de estudio. Las revisiones de literatura proporcionan al lector un amplio panorama tanto de las posturas tradicionales en torno a la temática de estudio como en torno a las recientes publicaciones que hayan propuesto una perspectiva innovadora en torno a la disciplina.

- 5.1. Introducción
- 5.2. Metodología
- 5.3. Discusión y análisis de resultados
- 5.4. Conclusiones

## 5.5. Bibliografía

5.6. La extensión mínima de 1000 y la extensión máxima será de 3000 palabras.

6. Ponencias presentadas en congresos nacionales e internacionales: Las ponencias corresponden a las comunicaciones escritas presentadas por investigadores en congresos, simposios, conferencias o seminarios de corte científico a nivel nacional e internacional. Las ponencias sometidas a evaluación del Comité Editorial de Latitude serán inéditas, no deben haber sido publicadas en ningún medio escrito, como por ejemplo las memorias de congresos, simposios o conferencias. La estructura de las ponencias sometidas a evaluación del equipo editorial de Latitude serán:

6.1. Introducción

6.2. Métodos

6.3. Resultados

6.4. Conclusiones

6.5. La extensión mínima de 1000 y la extensión máxima será de 3000 palabras.

## Normas básicas para la publicación de los artículos en la revista Latitude

1. Hoja tamaño carta

2. Márgenes de 3 centímetros

3. Texto justificado

4. Doble espacio

5. Letra Times New Roman 12

6. Referencias en estilo APA

7. Nota: todos los cuadros, gráficas, ilustraciones, fotografías y mapas utilizados incorporados al texto y apéndices deberán presentarse en formato editable y además deberán ajustarse a los lineamientos establecidos en las normas editoriales de la revista Latitude.

8. Los cuadros, gráficas, ilustraciones, fotografías y mapas deben aparecer referenciados en el texto, presentados en formato editable. Deben estar, asimismo, titulados y numerados secuencialmente. El autor deberá especificar su ubicación en el artículo; en la parte inferior del cuadro, gráfica, ilustración, fotografía y mapa el autor mencionará la fuente. En el caso de que el artículo incorpore ecuaciones, el autor mencionará su ubicación exacta en el texto.

9. Es responsabilidad del autor entregar al Comité Editorial de la revista Latitude el permiso correspondiente para la publicación de las imágenes que así lo requieran. El autor además asumirá los costos de las ilustraciones, fotografías o mapas utilizados que así lo requieran.

## Normas editoriales de la revista Latitude

1. Los artículos, reseñas, ensayos y revisiones literarias presentadas al Comité Editorial de la revista Latitude serán enviados en formato electrónico docx al correo [latitude@qlu.pa](mailto:latitude@qlu.pa). Los tipos de publicación enviados al Comité Editorial de la revista podrán ser en torno a cualquier disciplina y área del conocimiento.
2. Los artículos, reseñas, ensayos, estudios de caso y revisiones literarias sometidas a revisión y evaluación del Comité Editorial de la revista Latitude serán inéditos, no deben haber sido publicados en ningún otro medio de difusión digital o físico ya sea en los idiomas en los que publica la revista Latitude o en cualquier otro idioma. El artículo no deberá estar bajo consideración para ser publicado en otra revista.
3. En caso de que el artículo científico o ensayo haga parte de un proyecto de investigación que se esté desarrollando o se haya desarrollado previamente, el autor deberá mencionar el proyecto de investigación desarrollado.
4. En caso de que el artículo, ensayo o reseña crítica hayan sido aceptadas, el autor deberá firmar una carta de cesión de derechos; este documento será proporcionado por el Comité Editorial de la revista.
5. En el primer pie de página del artículo, el autor deberá incluir sus datos: nombre, afiliación institucional y correo electrónico.
6. El lenguaje utilizado en el texto debe ser sencillo, coherente y conciso.
7. En caso de utilizar por primera vez una abreviatura deberá colocarla entre paréntesis y en adelante utilizar solo la abreviatura.
8. Todos los gráficos, cuadros, tablas e imágenes deberán ser debidamente enumerados.
9. Todos los artículos cumplirán con las normas editoriales de la revista, siendo este el primer criterio de aceptación de los artículos.

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## Lista de Comprobación

Antes de enviar el documento que desea someter a evaluación del Comité Editorial de la revista Latitude, el autor o autores procederán a verificar el cumplimiento de los siguientes parámetros que se presentan a continuación.

Descripción	SI	NO
Documento en formato Word		
Fuente Times New Roman 12		
Páginas enumeradas		
El artículo, ensayo, estudio de caso, reseña, revisión literaria presentada cumple con el estilo de citación APA		
Todas las gráficas, cuadros, ilustraciones y fotografías incorporados al texto están debidamente enumerados		
El tipo de texto enviado bien sea en formato de artículo científico, revisión literaria, reseña bibliográfica deberá ajustarse a las normas editoriales de la revista.		

## Proceso de evaluación de artículos

1. Todos los artículos serán enviados a la dirección de correo electrónico [latitude@qlu.pa](mailto:latitude@qlu.pa)
2. Una vez se haya verificado que el documento cumple con las normas editoriales de la revista Latitude, se procederá a enviar este documento a dos evaluadores expertos en la disciplina previamente escogidos por el editor de la revista. Esto se hará con la finalidad de llevar a efecto un proceso de evaluación de doble ciego, en el que los evaluadores no conocen la identidad ni la afiliación institucional de los autores de los artículos y los autores desconocen la identidad de los evaluadores.

3. Los evaluadores tendrán un período máximo de tres semanas para enviar sus comentarios y recomendaciones sobre los artículos evaluados; para que el artículo sea publicado ambos evaluadores deberán recomendar su publicación. Los artículos aceptados con recomendaciones por parte de los evaluadores serán enviados al autor(es), quien(es) tendrá(n) un período de hasta cuatro semanas para el envío del artículo con las correcciones sugeridas. En el caso de los artículos que hayan sido rechazados por al menos uno de los pares evaluadores, el autor o autores una vez hechas las correcciones debidas podrá(n) someter nuevamente el artículo a la consideración del Comité Editorial, para su publicación en una edición posterior de la revista.
4. Una vez recibidos todos los artículos con los cambios sugeridos por los evaluadores, se procederá al envío por escrito de una nota en la que se establezca la aprobación y próxima fecha de publicación del artículo.
5. Una vez notificados los autores de la aprobación del artículo, éstos deberán enviar la versión final del artículo incorporando las recomendaciones y comentarios de los evaluadores al Comité Editorial de la revista Latitude: Multidisciplinary Research Journal en la fecha estipulada en la carta de aprobación.
6. Una vez hayan sido enviados los artículos en su versión final al Comité Editorial de la revista, se procederá a la diagramación y tiraje del volumen.