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What Teaching Approach in an Online English Class is Effective in Improving Guatemalan Business Professionals' Oral Use of the Language

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WHAT TEACHING APPROACH IN AN ONLINE ENGLISH CLASS IS EFFECTIVE

IN IMPROVING GUATEMALAN BUSINESS PROFESSIONALS' ORAL USE OF

THE LANGUAGE?

By

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To my parents, husband, and children

TABLE OF CONTENTS

CHAPTER ONE

Introduction

I have lived in Guatemala for almost a decade and I am constantly meeting new people. Two of the most commonly asked questions in initial conversations are about what you do and where you are from. As soon as my new Guatemalan acquaintances find out that I am a native English speaker and an English teacher, another common follow up question is if I am available to tutor or teach them. Unfortunately this often results with us living too far apart to make it worthwhile due to horrible traffic conditions. I have often wondered what it would mean to tell these types of people yes, I have an online site and we can meet there at a mutually convenient time. Neither of us has to worry about traffic and they could meet with me from the comfort of the university, home, work, or a coffee shop. This has led me to explore the question at hand of, what teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?

An interest in languages, in different cultures, and in each person's personal life story all combine to make me a passionate English as a foreign language (EFL) teacher. I am captivated by the fact that the world is filled with people, each speaking different native language(s), some bilingual, trilingual or even multilingual and each one lives in a unique culture. I am passionate about helping others reach their full potential when learning English as a foreign language. Over the years, with my experience abroad, I have come to

realize that in many cases the barriers to learning are primarily due to a lack of affordability, qualified teachers, and options.

A prime example of this is the Central American country of Guatemala, my home for the past nine years. After obtaining experience working in schools, after-school programs, contractor work, and online, it never ceased to amaze me the options available for those who could easily afford it. For those not as well off financially, the options are very limited since they quickly and easily fall behind just trying to make ends meet. The world is becoming more and more competitive, and during my short amount of time in Guatemala I have seen the need for nearly perfect English proficiency, because it is a requirement in many jobs, especially now that outsourcing and call centers are becoming increasingly popular. The problem often is the lack of availability of courses for each person's individual needs at an affordable price.

I want to give Guatemalans the opportunity to learn English with native speakers like so many other people have around the world have. I want to provide small group classes (three to five people per class) with the belief that it will be easily affordable and designed specifically for them as English as a Foreign Language (EFL) learners, Spanish speakers, and that it will be culturally sensitive to meet their unique needs.

The Early Years

Ever since I was very young I have had an interest in people different than me. Different cultures, languages, societies, ways of living, and the unknown world have been nothing short of fascinating. Little did I know that these preferences I discovered early in life would lead me to another country, and immerse me in a different language, culture,

and society. I also found that it would be my privilege to help form successful business professionals locally in my new home as well as around the world. Those components along with a few others mentioned in the following paragraphs are what have brought me to dig deeper and continue to help change people's lives for the better in such a competitive world.

<u>Teaching Experiences</u>

At the age of seventeen, while still residing in Minnesota, United States, I began teaching Spanish to three to five year olds in a Montessori school located in Burnsville, MN. I also had a summer job designing curriculum for children with autism after my senior year of high school. I enjoyed both teaching and designing curriculum. Upon moving to Guatemala at the age of twenty I soon found myself thrown into a classroom of 9th graders a mere six weeks after I moved there. I was only three years older than some of the students and had no formal training as a teacher nor did I really know what I was doing. I held on to the hope that teaching was the thing for me and as a native English speaker it was easy to find a job, even without experience or a degree. It was the hardest, most challenging teaching experience of my life. I went on to teach various grades in elementary, teach at an all-girls school, tutor after school, teach after-school classes in English, work in an academy, and even work with a businesswoman who sent me to different businesses to teach professionals. After half a decade I had taught all ages, from three-year-olds to adults.

<u>Personal Discovery and Realization</u>

After so many vast experiences I found that my passion as a teacher was with the adult population. This was tremendously shocking to me as I always imagined myself teaching elementary aged children! I soon found myself teaching online on the side, and once my son was born it became the perfect source of income, allowing me to stay home and dedicate as much time as I could to him during his early years of life. I taught group classes and individual classes. I helped with translations and developed curriculum. It was a dream come true -- at least while it lasted. My students were from all over the world -- so many different cultures, languages, stories, and backgrounds. However, my company was soon absorbed by another company; my colleagues and I found ourselves without a job.

Losing my job was one of the hardest things that I have gone through, but it was also the best. Speaking with friends and family about what to do next was terrifying and many told me to start up my own online business. I, of course, laughed in their faces. Sure, I had the experience and I was just beginning my master's degree, but seriously? I could not stop toying around with the idea at the same time. It is something that I have had in the back of my mind since I started online teaching as a possibility, but actually making it reality seemed far-fetched. Everyone was soon telling me to go for it. I really did not know where to start and I still needed some sort of an income while I got it up and running if it ever did actually become a reality.

I did exhaustive searches trying to find that perfect online company to work for as my next adventure. I finally found the one my heart was set on and after some hassles and an

extensive hiring process I was soon employed. It was amazing to see how two different companies went at learning English online in such different ways. My first company's experience was more laid-back and let the teachers come up with ideas and the content. There were no specifications as to how to conduct the class. The second company's approach was structured. The content was provided and there were several different handbooks and procedures to follow. I also found myself exposed to a different type and style of learning for this very reason. Some students just wanted to chat with the teacher as if they were old friends. They could care less about the topic as long as they got the chance to practice their oral language skills. Other students wanted structure and a clear course of action to achieve their language learning goals. It was really opening my eyes to the different types of English language students and the different approaches to teaching them effectively. I had a feeling it was going to give me more insight and possibly take me to my own business someday in the distant future.

After comparing and contrasting my previous company to my current one I started to ask myself what it would take to have my own online English language learning site. Many companies already exist, and in my search for a new job I found that most are specific to certain countries or regions. For example, companies like to focus on Japan, China, South Korea, France, Spain, and the United States. I also came across one that was geared towards Spanish-speakers. But I could not find any for Guatemala and that piqued my interest. Would it be possible for me to offer online English classes to those who have asked and are eager to learn in a way that is specific to their needs and considerate of their culture? Through this capstone I would be able to learn more about finding or

developing my own curriculum to use teaching adults English online. The major plus would be the opportunity to focus on tailoring to the needs of Guatemalan students, a population dear to my heart, my second home, and to those deserving to benefit from classes that I have in mind.

Beginnings of a New Adventure

I chose to focus on English Language Learners (ELLs) located in Guatemala. These students can also be referred to as EFL learners as well, since they are located within a context where English is not spoken around them on a daily basis. Specifically, I have chosen to focus on providing these learners with the opportunity to learn oral English from and with native English speakers as their professors via an online website that adapts to their needs and learning within a small group context. The targeted group would be business working professionals.

This topic is important to me because I have been teaching and living in Guatemala for nine years now. As an educator I have seen how far behind Guatemala is compared to the rest of the world through my experience of working with many individuals online from all around the globe. In comparison with other countries, I feel like Guatemala is lacking adequate resources for learning English, and I would like to do something about it. English is taught in basically all schools and within the capital city and most people will find that almost everyone speaks English to some degree. At the same time, unless the students have the privilege of going to an expensive private school, the quality of English instruction is often poor. I would like to see adults having the chance to improve their level of English to help provide them with better opportunities in life. For most jobs

locally and abroad, it is a major asset to speak English and seems to be required more often than not now. The employees that speak and write English are often provided with opportunities that their non-English speaking counterparts do not have. Offering them affordable classes with native English-speaking teachers would be a dream come true and help push the country forward one step at a time.

The prospect of providing Guatemalan adults with the opportunity to learn English with native-speaking teachers from the comfort of their home or office at an affordable price is very attractive to individuals and businesses alike. Companies, as well as individuals, often look for these opportunities through local academies or even other online-learning sites, but without much success. I have spoken with several different company owners who have expressed their desire to have a more tailored program for their personnel. It is professionally significant to me because if there was a way I (as well as other educational professionals) could provide better opportunities for Guatemalans to learn English with native speakers, I would like to do something about it.

Possible Setbacks

Not every family in the country has a computer or an Internet connection. In Guatemala City, where I am looking at targeting professional individuals, the likelihood is higher. Most Guatemalans have a cellphone or two, and with many cell phone plans, social networking sites and email do not have an additional cost. Most businesses are willing to work with their employees while they are furthering their studies and often let employees use the internet after working hours. Due to this need for access to technology,

the targeted population will be working business professionals who live in or near the capital city.

There are several options available for curriculum when considering online classes. For example, students could be required to learn on their own in preparation for the oral class and it would serve as a review and practice time. Or, the session could be used as an introduction and practice for the upcoming activities that they would later complete on their own time. Or, it could be a combination of the previous two or a different approach altogether. It will now be up to me to find out what that answer is based on dedicated research.

Conclusion

In figuring out what to do for my capstone project nothing seemed more fitting than researching the very topic I have been wanting to dig into for over a year, but never really got around to working on -- researching the best strategies for Guatemalan adult professionals to learn English. I have over five years of experience teaching online working with a couple of different companies. I have observed and read a lot about motivation of learners, why online learning is often a better choice, and how to go about getting something started. I have also been living, working, and teaching Guatemalans for nine years which also gives me insight into what the average Guatemalan wants and does not want in regards to learning English in a culturally sensitive way.

During the research process I hope to delve into the different options available for a successful and affordable online English language learning site tailored to the needs of the urban Guatemalan population. I plan to assess and review the different options that

are available as online curriculum as well as books in print that could be used to complement the online oral language sessions.

I am very passionate about what I do and I would love to see Guatemala, my second home, move forward! My capstone was born and the quest to find the best curriculum for my own online English language learning business began!

In Chapter Two I will review several articles pertaining to my research question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* It will focus on four different areas that are considered the most important to answer my question which are: online learning setting, curriculum models, class size, adult learning, and Guatemalan culture. Chapter Three provides more in-depth plans about which curriculum model will be used. It also discusses the specific theories used, the development and implementation of a tool for collecting data from Guatemalan business professionals to identify their language needs, the setting, and the participants involved in this study. Chapter Four details the results I obtained for conducting my questionnaire which then led to develop the curriculum and Chapter Five presents and the conclusions that I have drawn from the entire process and Capstone.

CHAPTER TWO

Literature Review

In this chapter I review different resources that provide insight and background for my question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* In education it is important to constantly be looking for ways to improve the learning environment and options available to students. It is divided into five sections: online learning, curriculum models, class size, adult learning, and Guatemalan culture.

First, online learning will be assessed. Online learning is still relatively new, especially with language learning, and there a lot of components to take into account. Reviewing the different strategies, theories and suggestions relevant to online learning is essential to determining the best course of action for an oral curriculum.

Second, there will also be a review of curriculum models, to determine which would be the most appropriate to use with this specific group of students.

Third, class size in an online environment will be analyzed, with a goal of establishing the ideal number of students. This takes into account that they are adult learners, not children, and also the class size that best supports an atmosphere where interaction among peers is encouraged.

Fourth, andragogy (adult learning) will be reviewed. This will also take into account that they will be learning English as a Foreign Language (EFL), a verbal skill, rather than

intellectual knowledge. Since adults learn differently than children and adolescents, I will need to explore and determine the best practices for teaching an adult population, while at the same time taking into account the EFL and online context mentioned above. There is a lot to factor into providing these students with the best option virtually for their language acquisition.

Lastly, the Guatemalan culture will be reviewed due to the fact that the curriculum will be tailored to the Guatemalan people, taking into consideration their life styles, values, and culture. Most of the students will fall into the Ladino (non-Indian, Spanish speaking culture) group residing in the country, but I will also mention the other groups that would possibly take the classes as well.

Each of these sections will work together in helping to form and shape my opinion on the best curriculum options to be explored and reviewed while finding the best one for my particular target group.

Online Learning

Online learning, sometimes referred to as e-learning, is a form of distance education. Online courses are delivered over the Internet and can be accessed from a computer with a Web browser (Keystone College, 2015). Credible sources say that online learning is growing in an exponential way; according to Seufert (2002), this dramatic growth of e-learning is due to technology drivers, pedagogical advances and changing learning patterns, the demands of corporate training and the business aspect of e-learning as "window of opportunities".

In a study recently by Dewing (2012) there were three things that the participants reported as being beneficial in online learning and they were convenience, flexibility, and pacing (p. 79).

There are several websites and programs that already exist online such as Berlitz, Livemocha, Open English, and Rosetta Stone. The most recognizable one for Guatemalans is Open English due to the high frequency of announcements on the Internet, especially on social media sites, as well as repeated television commercials. Open English pinpoints the three factors that the participants in Dewing's study (2012) mentioned: convenience, flexibility, and pacing. Open English touches on convenience by letting its learners know that they can do it at any time from any location which also touches on flexibility since the learners get to choose when and where they study. The third attraction to this approach is the freedom to go at one's own pace, since there is no need to worry about ever missing a class and there are no requirements other than access to a computer with an Internet connection (Open English, 2015). On Open English's website in the About Us section it is stated that it is the leading online English school in Latin America with teachers who are all native English speakers (Open English, 2015). The company focuses on offering classes to students everywhere, not just in Latin America but in other parts of the world (Open English, 2015). Their focus on serving Spanish-speakers with native English speaking teachers appears to be something that draws students to them.

The use of the Internet in education is a trend that is here to stay. According to Sharma (2006), the Internet has transformed English language teaching through access to the

Web. When looking at language learning online, this is a positive asset to have. Sharma (2006) also stated that the Web offers opportunities for integrating texts, audio, and even video-clips into language courses. This makes the sites attractive to learners, making exercises, online tests, language games and much more available (p. 309). When looking at designing curriculum for a language course, it is great to know these options are available to include in a virtual classroom in order to enrich the language learning experience Perry and Pilati (2011) state,

> Online learning has become entrenched in the educational scene. It is only expected to grow during the coming years as more students demand it and as more faculty accept it. Despite the growth of online instruction and the unique needs it addresses, it has not achieved universal acceptance, and there are those who hold distance education to higher standards than traditional instruction. (p. 96)

Therefore it is important to note that there may be some hesitation to sign up for an online course. Although the demand is growing (Perry & Pilati, 2011), there are still many people uncertain to accept it, since it is often viewed as not being as reputable or having lower standards than the traditional instruction competition.

One of the advantages of online learning is its flexibility. This is a key one in terms of being able to choose the length that works best and the time that said studying takes place (Medford, 2004). In addition to this key advantage, online learning is also beneficial in the areas of facilitating self-directed learning and discussion between users as well as receiving automated assessment and feedback as put forth by Medford (2004).

Each of these advantages mentioned are important components that an online course should consider.

Not only is it good to look at the advantages, but it is important to take time to look over some of the issues that may arise while learning online. There could be technical problems such as multimedia malfunctioning, processor speed unable to keep up, and operating system issues, among others (Medford, 2004). Possible issues could also arise with the need to save files and not having the space or place to do so.

Online access via a PC, laptop, tablet, smartphone, or any other device that is compatible with the online learning site may be limited or nonexistent internet connection, which is a vital component to online learning (Medford, 2004). In planning on working with business professionals who are striving for better English in the workplace, with all of these possible issues to take into account, it would be advisable to make the program as simple and user- friendly as possible in order to prevent the majority of these from occurring.

<u>Curriculum Models</u>

Within a virtual classroom, just like any classroom, there needs to be a curriculum model to follow and use. In the following paragraphs four different models will be reviewed: the ADDIE model, the flipped classroom model, Understanding by Design (UbD), and Differentiated Instruction (DI).

The ADDIE Model is a five-step process used for developing instructional materials (Shelton & Saltsman, 2007). These five steps are: analysis, design, develop, implement and evaluate, which is what the acronym of the model refers to (Shelton & Saltsman,

2007, p. 14). According to Shelton and Saltsman (2007), "In the Analysis phase, course objectives are studied, gaps are examined, and the audience identified (p.15) ." Within this step it is important to recognize how this method will be adapted to an online setting as there are various factors that vary from a traditional classroom to a virtual one" (Shelton & Saltsman, 2007, p. 15). Next, design and development, which form the structure of the learning environment, must take place. In these two steps the syllabus should be created which includes details like contact information, course objectives, attendance requirements, late work policy, course schedule, orientation aids, grading scales/rubrics, communication practices, technology policy, and course design (Shelton & Saltsman, 2007, p.15). Once these two steps are complete, the following step is implementation which is where the instruction begins. Finally, evaluation should take place. They recommend that the instructor keep a journal, and also solicit feedback on instruction and course content (Shelton & Saltsman, 2007, p. 23).

The flipped classroom model is where teachers provide lectures beforehand, often via videos available on the Internet, and then do activities in class that traditionally would have been done for homework (Bernadette, 2012). This model teaches the student to learn and it also puts greater responsibility on the students since it then becomes their own responsibility to take charge of their learning (Bernadette, 2012). According to DeFour (2013) this method is appealing for several reasons. "It employs high-tech gadgets and online social networking popular among young people; students can pause and review parts of lectures they do not understand without stopping an entire class; and teachers can spend more classroom time on individualized instruction." Some possible

limitations to this method are needing access to computers and the Internet and creating the materials can be time-consuming for teachers (DeFour, 2013). This model is easily adaptable to many different kinds of students as it allows each individual to go at his/her own pace (DeFour, 2013). The way that this model could be applied online would be using these techniques to prepare for the oral session that would take place. Different forms of multimedia could be used to expose and introduce the topic for the day to the students beforehand then giving them time to practice and answer specific questions during the session.

Understanding by Design (UbD) focuses on the what and how of teaching (Tomlinson & McTighe, 2006, p. 2). Wiggins & McTighe (2005) advised that, "Curriculum should lay out the most effective ways of achieving specific results. The best designs derive backward from the learnings sought" (p. 14). It is valuable that we start with the end result in mind and then create the activities and necessary measures needed in order to achieve that goal. After framing the goals we must ask and consider the following as Wiggins & McTighe (2005) suggested: "What does it look like to meet these goals? What are the implied performances that should make up the assessment, toward which all teaching and learning should point?" The shift then focuses on having the end in sight and goes away from purposeless direction and planning (Wiggins & McTighe, 2005, p 17).

There are three stages that comprise the UbD framework. First, identify the desired results. Second, determine acceptable evidence. Third, plan learning experiences and instruction (Wiggins & McTighe, 2005, p 18). It can easily be compared to planning a

destination trip. By using a map and determining the best route to get there, it is easy to find the most effective and most efficient one (Wiggins & McTighe, 2005, p 19). This framework could be applied to this specific class by having the end result in mind and creating an effective curriculum that easily and directly reaches that goal.

Differentiated Instruction (DI) focuses on the whom in teaching (Tomlinson & McTighe, 2006, p. 3). According to Baldwin (2010), Tomlinson has identified three components of classroom instruction that can be differentiated to accommodate all learners, which are (1) content, (2) process, and (3) product, with differentiation based on the student's readiness, interest, and learning profile (p. 273).

Content takes into account standards and it must be determined what will be taught in the classroom. It can be a core concept of a lesson plan that includes adaptations to the difficulty level, quantity, or an alternative goal using the same materials. (Baldwin, 2010, p. 273). The process is how the content is taught and works with the different learning styles. The presentation is vital. Groupings should also be considered based on the needs of the students in the specific task or activity or topic (Baldwin, 2010, p. 273). Finally the product is how this learning is observed and evaluated. The teacher is in charge of designing products that will adapt to the different needs of the students and at the same time proving that the required content has been learned (Baldwin, 2010, p. 273). Baldwin (2010) advocated that, "The product should encourage students to think, integrate previous and newly learned content, and extend their thinking to reach toward the next concept to be learned "(p. 273).

While discovering what curriculum is the most suitable for Guatemalans learning English online it is important to keep in mind that they are learning English as a foreign language. Guatemala is an English as a Foreign Language (EFL) environment since the country's native languages are Spanish as the official language at 60% of the population and Amerindian languages at the other 40% (CIA, 2014). There are 23 officially recognized Amerindian languages, including Quiche, Cakchiquel, Kekchi, Mam, Garifuna, and Xinca (CIA, 2014). There is not the same amount of exposure to English in an EFL context as an ESL one and this is important to consider while discovering which curriculum would fit the online sessions the best since English is not spoken outside the classroom.

When developing curriculum for an online language course, each of these areas is important to take into consideration that have been reviewed, popularity, the advantages and disadvantages, curriculum models that are popular and being used in other sites, the pedagogy behind it, best practices and approaches to teaching to what work specifically for an online class setting. Additionally, it will be beneficial to take a look into the variety of class sizes available in order to draw conclusions on which one would be best for this particular course.

<u>Class Size</u>

After exploring online learning and curriculum models, class size comes into play. Currently, Massive Open Online Courses (MOOC) are gaining in popularity. Although MOOCs have only recently gained attention in the mainstream media, the term was coined in 2008 (Murray, 2013). Despite all the potential that MOOCs have, they will not

have a major impact on higher education until a number of issues have been dealt with. Hill (2012) identifies four potential problems that must be addressed: revenue models, course completion rates, credentialing, and authentication (Murray, 2013). Although over 100,000 students register for some of the popular content-based MOOCs, very few successfully complete them (Murray, 2013). The hope with this curriculum is to be encouraging and motivating to continue and not discourage it.

In many undergraduate courses there is an ever increasing ratio of students per professor, often giving the students very little interaction with an expert in their field of study/interest (Bogaard, Carey, Dodd, Repath, & Whitaker, 2005). Yet professors are constantly looking for the opportunity to work in smaller groups. The rationale behind this is the perception and the conviction that small group teaching is a particularly useful device to encourage critical learning and understanding of complex issues (Bogaard et. al, 2005). One of the goals for the students taking English classes online is that they think critically and internalize their learning in their own way. As stated, by providing them with a small group environment they will get a chance to make that reality.

One way at looking at the advantage of having a smaller class size is the ability to share in group discussions. According to Jaques (2003),

> Group discussions allow students to: negotiate meanings, express themselves in the language of the subject, establish closer contact with academic staff, can also develop the more instrumental skills of listening, presenting ideas, persuading, and working as part of a team. But perhaps most importantly, discussion in small

groups can or should give students the chance to monitor their own learning and thus gain a degree of self-direction and independence in their studies.

A small group setting allows this group discussion to happen naturally and consistently each time the class meets. Each student will be able to express himself/herself and have a voice in this class. (p. 492)

Allan Messinger, a German teacher for 32 years shares his personal account of small class size in the foreign language context. According to Messinger (2011),

I know that class size matters. At 25 students I could hear each student say something every day. Once the class grew to 35 that was impossible. In foreign language classes, you want to hear each student speak every day and you also want to check the grasp of new concepts. A class size of 25 does not guarantee success, but nothing does. (p. 18)

Even though a large or a small class may not guarantee success as Messinger stated, it is important to note that participation is important, especially in a language classroom. That personal voice that each student brings to the classroom is worth hearing and worth letting them learn to express themselves in another language that they may not be able to use as frequently outside the classroom as they wish.

There are many advantages to learning in a small group. Some of these advantages lie within the context of suitable activities for the group. Activities that are doable with a large group and a small group often differ greatly. There are many different activities that can be used where the professor acts solely as a facilitator, for example, round the group,

brainstorming, buzz groups, snowballing, cross over groups, role plays, among other games that enhance learning, making it meaningful and fun (Knox, 2011).

It gives the others an opportunity to learn from each other on a more personal level and also provides more occasions to interact directly with the professor. When considering small group classes for adult language learners online, it provides many benefits to the student, but the most important is that of more personalized instruction along with peer interaction.

<u>Adults Learning English</u>

According to Brumfit et. al (1978), "Adult language learners have come advantages over children, such as mature personality, many years of educational training, a developed intelligence, a determination to get what they want, fairly clear aims, and above all strong motivation to make as rapid progress as possible (p. 187)." All students bring along with them a unique background to the classroom, which can have a greater effect on the group, especially as it gets larger. It is important to remember that self-directed adults no longer have to conform to standards, grades in order to pass or graduate, specific requirements; they are free from the educational system, and parents no longer have a direct influence over their actions and choices when learning English (Brumfit, Pincas, & Broughton, 1978 p. 187). These adults now freely choose (in most cases) to participate and be part of an English class (Brumfit et al., 1978, p.187). The teacher's responsibility no longer lies in solely motivation of the students, but is able to focus more on his/her specific needs and goals in order to achieve them within the class (Brumfit et al., 1978, p.187).

Since the focus of this study is on acquiring oral English skills, an important aspect to include is diminishing the foreign accent. Many adult language learners struggle to identify what gives them their accent and what it implies to say they are intelligible by other native speakers while speaking in their second language. The accent prestige theory according to Fuertes, Potere, and Ramirez (2002) suggests that, the listener uses "a speaker's accent as a cue for judging characteristics of the accented speaker." It is suggested that listeners use accents to judge the speakers in terms of solidarity and status (Anderson, et. al, 2007). This leads to the idea that identifying a speaker by her/his accent alone provides opportunities for discrimination based on preconceived judgements the listener has based on the ethnicity as the accent prestige theory assumes (Anderson, et. al, 2007).

Adult language learners have several things to take into consideration such as motivation and specific goals they wish to achieve within a course. They must also determine within those goals if they are striving for accent reduction or if that is not important, among other areas they may wish to focus upon. In addition to looking at learning online, curriculum, class size, and adult language learners, we will now take a look at what it means to be Guatemalan and how that will affect the dynamics of these classes.

Guatemalans

In order to understand the Guatemalan students that will benefit from these classes it is important to note the two main ethnic groups that make up Guatemala. The people of Guatemala are subdivided into the basic social categories of *ladino* and *indígena*

(Hawkins, 1984, p. 9). The categories are conceptual opposites in several senses: race, social status, occupation, and education (Hawkins, 1984, p. 9). In a general sense, *ladino* is unmarked for status. A ladino can be either high or low status, a president or a peasant. *Indian* however, is marked as low status (Hawkins, 1984, p. 9).

    The Ladinos are found intermixed with indigenous, mestizo, or criollo groups. Advamen Inc. (n.d.) stated that,

> They (Ladinos) do not form communities identifying themselves as Ladino; rather they try to imitate or blend in with criollos or mestizos. Under the other definition of "Ladino," however, as "anyone with a non-Indian culture," many rural villages are characterized as "Ladino" by social scientists because they have no obvious indigenous cultural characteristics and, in particular, no indigenous language.

    Upon looking at the statistics for Guatemala we can see that Mestizo (mixed Amerindian-Spanish - in local Spanish called Ladino) and European make up 59.4% of the population (CIA, 2014). Additionally, 49.8% of the total population lives in urban areas with Guatemala City's population at 1.168 million (CIA, 2014).

    On the basis of cultural traits, the population is divided into two main ethnic groups—Ladinos and Maya (which parallels Hawkins classification). The Maya (indigena in Hawkins scheme), are the vast majority of the Indians in Guatemala, from several cultures; together they make up about 40% of the total population. The Ladinos comprise those of mixed Hispanic-Maya origin and make up 50-60% of the total population. They speak Spanish exclusively, are the more commercially and politically influential group, and they make up most of the urban population (Anderson, 2015).

Therefore it is important to learn more about the Ladinos as they will be making up a large portion of the student population, and quite possibly all the students. Hawkins (1984) states, "Ladinos conceive of themselves as fluid and adaptable. They are unrestricted and ideally (but only in contrast with Indians) above the law" (p. 11). Ladino's have open friendships, political affiliations that cover the whole nation, they link communities through marriage, and generally speaking the decision of a postmarital residence is conditional upon self-interest (Hawkins, 1984, p. 11). Their religious participation is a symbol of not only subordination but also restrictedness. Ladino men tend to give a lower profile, whereas it is deemed suitable and fitting for the women as they often play the role of being subordinate and submissive (Hawkins, 1984, p. 11). According to Cohen, Vandello, & Rantilla (1998),

> When anthropologists talk about cultures of honor and when we talk about a culture of honor here, we mean a culture in which male strength and power are highly valued and in which men are prepared to kill to defend their status as honorable men. (p. 262)

This type of manly honor is important in many societies, especially those without adequate law enforcement which describes Guatemala precisely (Cohen et al., 1998, p. 262).

Within this machismo culture it is also important to note that Guatemala is a shame-honor culture. Atherton (2013) described this type of culture as believing what other people think is much more powerful than what one thinks. This culture, according to Atherton (2013) is a result of the desire to preserve a person's honor and avoid shame to

the extent of anything else. This makes it appear as though lying and wrong-doing are acceptable and okay in order to avoid this shame. If someone else believes you committed a crime then you are punished if you actually did do it or are shamed if you did not (Atherton, 2013). If others do not believe that you committed the crime regardless of it you actually did or not it is considered not a problem and you can continue living your life as is (Atherton, 2013). This could possibly cause problems with dishonesty within the classroom. For example, a student did not complete the homework assignments, but since no one asks, the student finds that it is easy to get away with and may continue this behavior until caught. These students need structure and someone to keep them accountable in order to help them make progress. Culture is a very important component to take into account in language learning as it shapes the world these students live in.

Conclusion

Each of these different areas: online learning, curriculum, class size, adult learners, and Guatemalan culture are vital in composing the best one-month curriculum that answers my question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* My curriculum will target a limited segment of the population who are adults, Guatemalan nationals, EFL type English students, and online learners in small group learning settings, The key in making an effective curriculum will be to factor in all the variables I have identified.

Chapter Three goes more in-depth about which curriculum model is used and includes a discussion of class size and location along with the rationale behind it which will form

the month-long curriculum that I have created. It also discusses the specific theories used,

the development and implementation of a tool for collecting data from Guatemalan

business professionals to identify their language needs, the setting, and the participants

involved in this study.

CHAPTER THREE

Methodology

<u>Research Question</u>

In my experience within the virtual educational world of language learning I have found there to be a lack of programs easily available to different ethnic groups and specific populations. One of these populations is Guatemalans. I wanted to be able to develop a specific program and curriculum with them in mind by giving Guatemalans more of an opportunity to take advantage of online learning in a way that was beneficial and at the same time culturally sensitive.

In this chapter, I used the findings from the literature review in Chapter Two to help answer the question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* This chapter describes the rationale behind the curriculum model that I used to help Guatemalan business professionals improve their use of oral English through an online class. It also includes the specific theories used, the development and implementation of a tool for collecting data from Guatemalan business professionals to identify their language needs, the setting, and the participants involved in this study.

<u>Chapter Two Review</u>

In Chapter Two I reviewed articles pertaining to my research question, *What teaching approach in an online English class is effective in improving Guatemalan business*

professionals' oral use of the language? The literature review was divided into five sections that were considered the most important areas while working at answering my question. First, the online learning setting was reviewed and it demonstrated that this type of language course is up and coming, as well as flexible, making a virtual classroom a great location for the oral English classes. Second, curriculum models were evaluated to see if there was a current curriculum model that would fit the research question in a way could be used to develop a month-long curriculum.

Third, class size was assessed in order to determine which size would be the best choice for this specific setting. There was a large difference found in class size from Massive Open Online Courses all the way to one-on-one. In order to provide the students the chance to learn with others, but also develop a more personal relationship among each other it was determined that a smaller class size, three to five students would be best.

Fourth, exploring adult learning provided insight on how to teach a class for adult students. The specific components to take into account while teaching a class full of adults as the approach and strategies are different from that of a classroom with children or teenagers.

Fifth, the Guatemalan culture was looked at in order to gain more insight on the different socio-cultural aspects involved on how to teach this specific population. It was concluded that culturally sensitive strategies would be best in order to provide the students with a context that is appropriate for them and what they encounter on a daily basis.

<u>Research Paradigm</u>

The paradigm that was chosen for this project was curriculum development. I chose this paradigm since I was interested in developing an online oral English course to help Guatemalans learn English in an easy and accessible way which was, in my experience the least developed in the online language learning space. Many business professionals have hectic schedules and family responsibilities, among other commitments, which made it hard to attend an in-person class on a consistent basis; I wanted to provide this flexibility and convenience of place.

From my previous online teaching experience I found it intriguing that other than having several students from Mexico and Brazil, I hardly came across students from Latin America. I often wondered why this was the case. After living in a third-world country for many years I knew that cost as well as equipment, like a computer and reliable Internet connection, were a couple things that would set some people back. As technology started to grow and becomes more dominate in the world, it only seemed fitting that sooner or later Guatemalans would begin using online learning. I also wondered if this was the only reason I saw so few Latin Americans engaging in learning English online. In reflecting on my two very different online teaching experiences, I found that the more a program catered to a specific native language and/or culture, the more students were likely to stay engaged and complete the course. Also, the connection a teacher is able to make with his/her students, for example, living abroad, traveling, speaking their native language, understanding students' country/culture, made a huge difference. Online learning does not allow for that in-person, and often more personal,

interaction that a face-to-face classroom does; by using a teacher's experience and knowledge to make a connection it helped to show the students that they mattered. I also discovered that the more course-like the site runs (moving up levels, earning certificates, seeing progress) the more engaged the student stays as well. Giving feedback and providing them with certain language components to work on and perfect also motivated them whereas a class where it was just conversation did not seem to be worth the money. All of this led to the approach and model I wished to use in my curriculum development.

I decided to take a pragmatic worldview approach to my curriculum development. According to Creswell (2013), "Pragmatism as a worldview arises out of actions, situations, and consequences" (p. 10). The aim of this curriculum development was to be able to provide Guatemalans with a fitting option to learn oral English online in order to achieve more success and to be offered more opportunities in their line of work. Since this question was very specific to a certain population, a pragmatic approach was also the best choice to follow as it allowed freedom of choice, for example being able to choose the methods, techniques, and procedures of research that best meet their needs and purposes (Creswell, 2013, p. 11). Having had this flexibility, I was able to adapt to and cater to the needs of the Guatemalan business professionals.

Research Methods

In these paragraphs I will describe the pieces that I included in my curriculum development project. First was a needs assessment. I conducted a questionnaire that allowed me to assess the needs of some working Guatemalan adult business professionals who were required to have great oral English competence to thrive and move up the

corporate ladder, in hopes of attaining better positions and better pay. I assessed the

online options available towards them specifically. After looking at the vast differences

of class sizing from Massive Open Online Courses to one-on-one it was found that a

small, more personalized class, yet allowing the students to work and learn with others

would be best. It also appeared to be the most desired and sought out according to my

research. The more personal, the better. I have learned through face-to-face teaching

experience in Guatemala and in virtual classrooms with other Latin Americans that

working together is positive; students have expressed they feel they learn from both the

teacher and their classmates, enriching the experience even more than a one-on-one class.

In my previous experience working one-on-one with Latin Americans online, the

progress was a bit slower compared to my experience with group classes that included

Latin Americans. Therefore the design focused on an online group of three to five

students in an oral English language class based on previous experience and what I found

to work well for the specific population.

The second piece consisted of the actual development of a month-long curriculum of

oral English language classes for these adult business professionals. It was important to

note that in Guatemala payments for tuition type payments were generally made monthly,

at the end of the month. By providing a month-long curriculum the students were easily

in agreement with having a monthly payment. This also demonstrated that their cultural

norms were being considered. The curriculum was designed so that the classes met three

times a week for an hour each time. This meant that the focus was on Business English

and speaking within professional situations such as conferences, dealing with different

accents, telephone calls / teleconferences, and in-person meetings. For example, for a lesson on "Personal Presentations at a Conference" there were activities that included how to meet and greet in a business context, how to talk about oneself (including position and company), how to be able to make small-talk, and how to politely excuse oneself to go and meet others.

The goal of each class was that each student would be able to communicate effectively and as fluently as possible with a focus on vocabulary, pronunciation, and idiomatic expressions (culturally specific vocabulary). By going over different topics that were frequently found in these business professionals' line of work, they were able to make progress in their goal of being seen as more of an equal by their native English-speaking colleagues, making interactions and communication less stressful, helping to open up doors for different possibilities locally and abroad.

Finally once the survey was completed and the answers compiled, I wrote the curriculum. I used Understanding by Design (UbD) and Differentiated Instruction (DI) to create my curriculum in order to assure that both the quality of curriculum and instruction is at its best. UbD focused on the what and how of teaching, whereas DI focused on the whom (Tomlinson & McTighe, 2006, pp. 2-3). By combining these two frameworks I was able to help serve the specific population that I had in mind. These online oral English classes helped them improve their skills as business professionals and equip them to be able to outperform their competition.

Setting

    The setting for this curriculum development project was Guatemala City, Guatemala,

Central America with the teacher conducting the class from home. The actual classes

took place online. Technically the Guatemalan business professionals, who were those

people working in a business or company as means of earning a living, had the

opportunity to participate in their classes no matter where they were geographically

located, for example, on a business trip in the United States of America. Additionally

these professionals could have still been at work, at the university, at home, or any other

location that they saw fit to participate in their online oral English classes. The

requirement, of course, was to have access to an internet connection and a device that

supported it.

Participants

    The participants of this study were Guatemalan business professionals who were

working in Guatemala City. They were asked to read a consent letter in their native

language (Spanish) and upon agreeing to filling out the questionnaire they had to check a

consent box at the end. The demographics of these participants were: 12 males and 8

females. 85% of the participants surveyed were between 20 and 40 years old. Everyone

had at least a high school education and 50% have completed a licenciatura (equivalent of

a bachelor's degree in the USA) and one participant had even achieved a master's degree.

They were also English as a Foreign Language (EFL) learners. The only requirement was

that they be working for a company while taking the classes. Motivation to learn English

was not critical but was a great asset.

Methods

As mentioned previously, the curriculum development model followed an integration of Understanding by Design and Differentiated Instruction. After various personal teaching experiences online, I had seen several different approaches to online learning and none of them have fully convinced me as a teaching professional that they are complete and the most appropriate model to follow. The blended model and flipped classroom model were two that I highly considered, as traditionally UbD and DI are set up more for in-person instruction. I have also had experience with needs-based learning and although I have found it to be effective and thorough for one-on-one classes, they are more of a challenge for a group class. By using UbD and DI, I was able to create a base for the group classes and of course like any teaching professional would do, adapted it and modified it to fit the group's own needs.

A good language learning course generally embraces the productive skills of speaking and writing, and the receptive skills of listening and reading. As previously pointed out, this course focused solely on the productive skill of speaking. The students were exposed to all of the skill areas, but the emphasis was on the speaking skills. The rationale for this was that it is often the skill that is lacking the most, where intense work is needed, and where it is easiest to detect a non-native speaker from a native speaker. Fluency, intonation, enunciation, pronunciation, vocabulary, as well as commonly used expressions and idioms were covered. The students were expected to hold a conversation with a native speaker and to sound as native and natural as possible, which gave them a

near-native sounding accent and expressive competence as an employee (Anderson et al., 2007).

Tools

In regards to data collection I conducted a questionnaire for different business professionals to complete. The information provided me with the item that was most sought after in terms of improving oral English language abilities. Generally speaking, the shorter the questionnaire the more likely someone was to take the time to help another person out. The questionnaire had eleven questions and there are two forms, both located in the Appendix A in English and one in Spanish. The English version is for reference and the Spanish one was the one that was given to the business professionals in Guatemala City.

Summary

After taking a look at the outcome of the literature review from Chapter Two in order to answer my question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* The curriculum model was determined along with the rationale behind it which formed the month-long curriculum that I created. It also included the specific theories used, the development and implementation of a tool for collecting data from Guatemalan business professionals to identify their language needs, the setting, and the participants involved in this study.

Chapter 4 describes how these results have answered my question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* Chapter 4 assesses and analyzes the results of

my questionnaire which then led me to the creation of the month-long UbD/DI Unit Plan

structure. Even though the UbD/DI Unit Plan was selected it is important to note that it

does embrace qualities from the other models as well.

CHAPTER FOUR

Results

In this chapter I will describe how the results of my questionnaire answer my question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* Chapter Four is divided into two sections. In the first section I will focus on the questionnaire. I will describe how the data was collected, who was involved, and the overall patterns found in the participants' answers. In the second section, I will describe how, based on the questionnaire results and the literature review, a month-long curriculum was developed to reflect the answer to my research question.

Chapter Three Review

In Chapter Three I used the findings from the literature review in Chapter Two to help answer the question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* The chapter described the rationale behind the curriculum model that I planned to use to help Guatemalan business professionals improve their use of oral English through an online class. It also included the specific curriculum design theories used along with the development and implementation of the questionnaire for collecting data. The purpose of the questionnaire was to serve as a data collection tool for developing a profile of prospective business professional students located in Guatemala City.

Results of Data Collection with Questionnaire

A questionnaire of eleven items, in Spanish, was given to twenty business professionals located in Guatemala City. The results compiled from this questionnaire helped determine if the curriculum development model I had originally proposed in Chapter Three needed any adjustments in order to achieve the best month-long curriculum plan for Guatemalan business professionals.

The first section of the questionnaire focused on demographic data to find out more about who the students are as individuals. Of the twenty participants surveyed, 12 were male and 8 were female. 85% of the participants surveyed were between 20 and 40 years old. The sample population was a good turn out as most of these business professionals are still working hard to get ahead professionally. Everyone had completed high school (in Guatemala that means they have passed and introductory level of study in written English with some grammar) and 50% have completed a licenciatura (equivalent of a bachelor's degree in the USA) and one participant had even achieved a master's degree. Most of the business professionals that completed the survey marked that they spoke English at work on a daily basis less than an hour per day.

The next section dealt with motivation to take oral English language classes that are reimbursed by their company. One participant marked "somewhat motivated" and the rest marked "motivated" or "highly motivated" (see bar graph below).

Level of Motivation if Work Reimburses for Oral English Language Classes
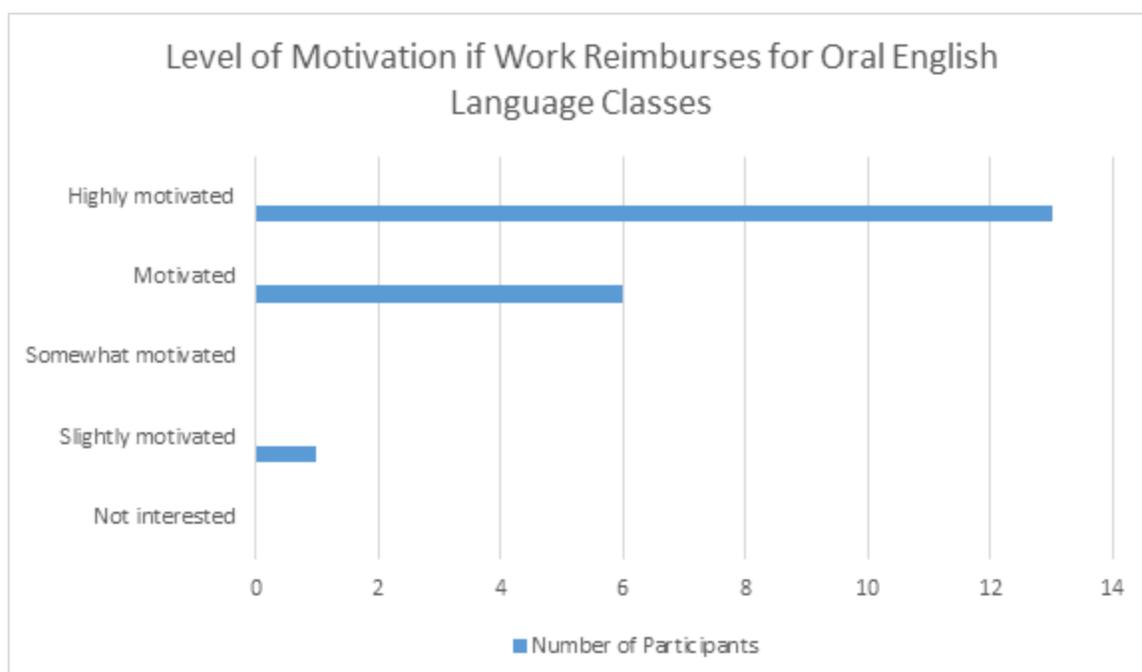
The next consideration for an online class was that of time, and what I found to be the most surprising from the questionnaires was the number of hours per week each participant was willing to take oral English language classes. As we can see from the bar graph below, the majority of the participants selected 3 or 5 hours per week. Based on the information gathered about the Guatemalan culture and my own personal experience, I found it best to plan three classes per week for an hour at a time, because it is difficult to have a business professional commit to an hour long class five days a week. While the most frequently indicated preference was five times a week, I considered this to be the participants' idealized situation, but not completely realistic. I have found that it is difficult to have a business professional commit to more than three hours a week. Therefore, the curriculum will start with three days a week and if it is found to be better to increase or decrease the number of hours per week after the month-long curriculum plan is finished, it could be changed depending on the specific needs of the group.
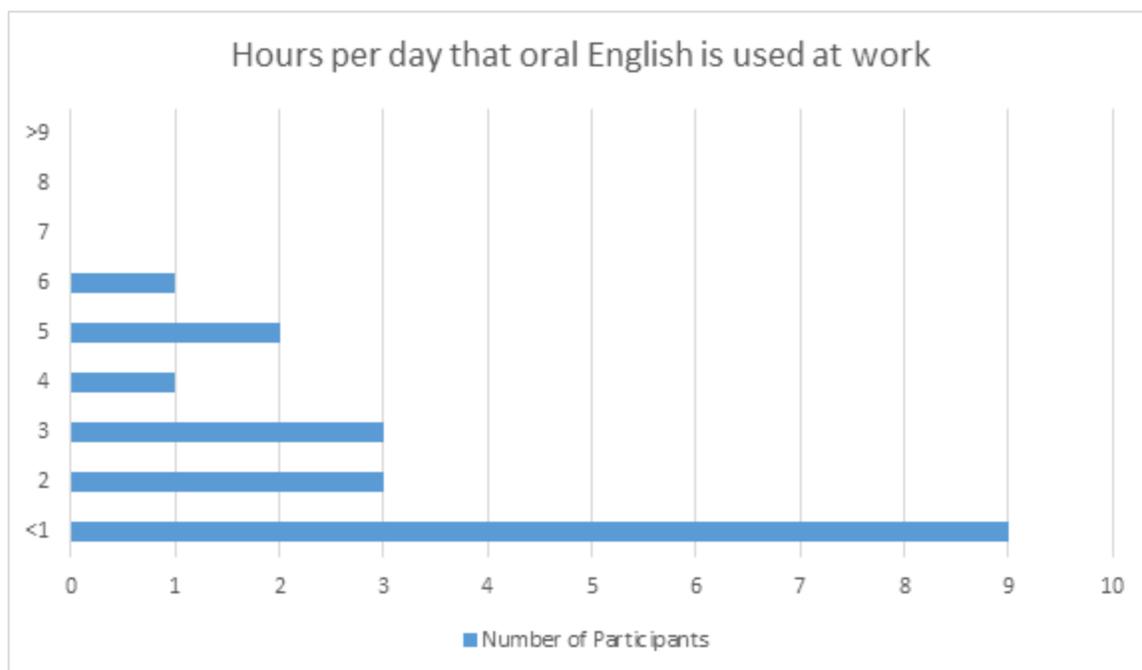
The participants self-reported that they learn best by best by speaking (16 participants), more than the next two modalities combined, that of using visual aids (6 participants) and reading (6 participants). This was helpful in determining if in fact an online oral English language class would be effective and based on the ways that the participants work best it would be highly effective. It would also be worthy to note that visual aids and reading activities could be incorporated to help include more learning styles.

The third section asked questions about their areas of expertise and areas needing work. Another key component to formulating an appropriate oral course is to know what business professionals indicate are the aspects of language learning they want to improve in the most. Of the six possibilities, the three predominant ones were vocabulary, pronunciation, and idiomatic expressions (culturally specific vocabulary). Based on this

preference, the curriculum plan has dedicated 15 minutes or more of the one-hour period to focus on one or more of these aspects.

Interestingly enough the questionnaire indicated that the area of English they felt that they have mastered the most was a tie between vocabulary and pronunciation (seven participants for each area with a total of fourteen). This was a bit surprising and seemingly contradictory as those two areas also appeared in the areas they felt they needed to improve upon the most. Upon taking a closer look it is important to note that grammar instruction is rather straightforward whereas vocabulary instruction is infinite, especially when taking into account regional variations. In regards to pronunciation, especially for adult learners, it is something that will take a lifetime to master. In this section one person wrote that he/she had no areas mastered and two participants left it blank. In conclusion, it still appears to be a good idea to cover vocabulary and pronunciation in the curriculum since there is always room for improvement and/or practice.

The questionnaire also explored business situations. The ones that were found the hardest to converse in when speaking English were: conferences, dealing with different accents, telephone calls / teleconferences, and in-person meetings. Since the curriculum will be a month-long and there are four different types of situations that stood out from the rest, each situation will become the theme for the week at the same time including the difficult areas that the participants would find useful to work on improving: vocabulary, pronunciation, and idiomatic expressions (culturally specific vocabulary).

The final question of the questionnaire was open ended with the objective of really discovering what each participant looked for and desired in an oral English language class. Please refer to Appendix B for a complete listing of the responses. Overall the common themes found were: to improve their (speaking) English level, accent, listening skills; to practice and have interaction with others; and to be able to converse, speak fluently, and learn about the culture. Each area will be touched on during the month-long course.

Not every participant followed directions and therefore the results cannot be considered complete. Some questions were left blank and in question 7 where each participant was supposed to mark two answers, some only marked one. Despite this minor setback there was still enough information to gather, assess, and help indicate what direction the curriculum plan should take and what areas of oral English it should embrace. There is a complete analysis of the questionnaire found in Appendix B with each question clearly stated followed by a graph or chart showing the results from the participants.

In question 11 the participants had the chance to write in what they looked for in an oral English class and there were some underlying answers found, but there was also a variety. This ties back to Chapter Two when it was found that one of the advantages of online learning is its flexibility. This is a key one in terms of being able to choose the length that works best and the time that said studying takes place (Medford, 2004). Students can decide when, where, how, and ultimately what they want to work on so those personal goals could easily and effectively be accounted for and work upon to help

them achieve exactly what they are looking for. Adult language learners have a more mature personality, many years of educational training, a developed intelligence, a determination to get what they want, fairly clear aims, and above all strong motivation to make as rapid progress as possible in comparison with children or younger learners (Brumfit et. al, 1978). When the adults are responsible and in-charge of their own goals and expectations it easily leads in for a smaller group setting since it allows group discussion to happen naturally and consistently. Each student will be able to express himself/herself and have a voice in this class (Jaques, 2003). Overall what the participants selected as answers in the questionnaire were fairly consistent with the information found in the literature review allowing the curriculum development plan to happen in an effective way.

Curriculum Development Plan

The development of the curriculum plan was determined both by research from Chapter Two and the results from the questionnaire. I used Understanding by Design (UbD) and Differentiated Instruction (DI) to create my curriculum in order to assure that both the quality of curriculum and instruction is at its best. The curriculum development plan has yet to be implemented, but what I believe is effective is the fact that it focuses on the what and how of teaching and to whom (Tomlinson & McTighe, 2006, pp. 2-3). I was able to incorporate "the what", business English topics that were found to be the most urgent based on the questionnaire; "the how", online classes three times a week an hour at a time; and "the to whom", Guatemalan business professionals looking to

improve their skills to become equipped to outperform their competition in the business realm.

Takeaways from the Curriculum Development Process

I learned how to apply theory to incorporate several components of a specific teaching situation and to create a curriculum plan for it. To begin with, after outlining a class, unit, or specific-length program there are many details to be decided. Students' needs and abilities must be taken into account as well as so many other factors like learning styles, time, previous exposure to English, among others, that it can seem alarming. I found that simply trying to incorporate different learning styles was often a challenge and that my own preferences for certain activities (or not) as well as my own personal learning styles, would sometimes hinder my judgment. As I continued to lay out and formulate the curriculum plan that would ultimately be ideal as possible, I found it easier to get past my own preferences as see what was best for the group as a whole. I had to take into account possible individual differences and also be prepared to make changes based on how the group actually works together.

Curriculum Development Process

A complete copy of my curriculum development plan can be found in Appendix C. When creating the UbD/DI unit plan based on the results found in the questionnaire, I found four underlying business situation themes that I could focus on: conferences, dealing with different accents, telephone calls / teleconferences, and in-person meetings. Since the curriculum is a month-long and there are four different types of situations that stood out from the rest, each situation will become the theme for the week at the same

time including the difficult areas that the participants would find useful to work on improving: vocabulary, pronunciation, and idiomatic expressions (culturally specific vocabulary). Since the UbD/DI unit plan is rather concise alone I would like to give an example of one week that I would plan to do with these intermediate students in order to get a better overview of what the individual classes would work like.

Within the UbD framework, there will also be some components taken from the flipped classroom model. In the flipped classroom model, teachers provide lectures beforehand, often via videos available on the Internet, and then do activities in class that traditionally would have been done for homework (Bernadette, 2012). This model encourages greater responsibility on the students'part to take charge of their learning (Bernadette, 2012). According to DeFour (2013) this method is appealing for several reasons. "It employs high-tech gadgets and online social networking popular among young people; students can pause and review parts of lectures they do not understand without stopping an entire class; and teachers can spend more classroom time on individualized instruction." This model is easily adaptable to many different kinds of students as it allows each individual to go at his/her own pace (DeFour, 2013). An example of this would be having the students complete preparation activities before the oral session takes place.

The following chart here shows how the classes would be structured in the first week. A complete outline of the four weeks that make up the month-long curriculum can be found in Appendix D.

Week One Plan

Monday	Wednesday	Friday
2 minutes: Welcome and introduction to the day's class	2 minutes: Welcome and introduction to the day's class	2 minutes: Welcome and introduction to the day's class
3 minutes: Question of the Day: What do you fear most when speaking in English at a conference?	3 minutes: Question of the Day: In what situation do you feel the most confident at an English-speaking conference?	8 minutes: Question of the Day: What is one area that you still need to improve on in a conference setting? Teacher and classmates give advice to student.
20 minutes: Presentation of Conference related vocabulary with pronunciation practice included: ● attend ● objective ● location ● take place in ● register ● take part in ● introduction ● closing ● question and answer session / time ● clarify ● decision ● interrupt ● proposal ● point out After going over the meaning and use of each vocabulary word students would have practice time to make sentences demonstrating internalization of them.	20 minutes: Appropriate small talk conversations ● Brainstorm what topics are appropriate and which ones are taboo. ● Does topic vary depending on the other person you are speaking with and why? ● What gestures are okay to use when speaking? ● What gestures should be avoided? ● How do you begin small talk? ● How do you excuse yourself to speak with another person?	15 minutes: Idiomatic expressions that could possibly be found in a conference setting. Presentation of idioms: ● compare apples to oranges ● drum up business ● generate lots of buzz ● hard sell ● reality check Students practice using the idioms in sentences to demonstrate internalization.
5 minutes: Watch the following video on YouTube:	25 minutes: Role-play ● Students will practice making small talk after they have checked-in to the conference and	15 minutes: Role-play ● Students are all attending a conference in New York City. They must make small talk among each other and include at least one idiomatic expression and three vocabulary words.

https://www.youtube.com/watch?v=sEp1tI32x8I 15 minutes: Discuss YouTube video ● Summarize in your own words what the video was about. ● How easy was the accent easy to understand? ● What does a conference mean? ● What types of conferences have you been to? 5 minutes: Watch the video again 5 minutes: Oral feedback and error correction 5 minutes: Review, Q&A session, and wrap-up	are waiting for the first speech to begin. ● Encourage variety of topics to be discussed and pronunciation will be corrected on the spot. 5 minutes: Oral feedback and error correction 5 minutes: Review, Q&A session, and wrap-up	5 minutes: Oral feedback and error correction 5 minutes: Review, Q&A session, and wrap-up

Next Steps

   I intend to implement my curriculum during 2016. Once I have three to five students

with an intermediate level or higher that are interested and a mutually convenient time

can be agreed upon, the classes would start. The unit plan is designed to last for one

month. Upon completion I would assess the students as detailed below to see if they met

the established goals, which are:

   ● The student will demonstrate how and when to correctly use idiomatic

      expressions (culturally specific vocabulary) while in diverse business situations.

The assessment used here will be role-plays as the student will accurately use the idiomatic expressions (culturally specific vocabulary) while participating in them.

● The student will demonstrate the ability to use appropriate vocabulary and correct pronunciation needed in the business setting. The assessment used here will be role-plays as the student will accurately use appropriate vocabulary and correct pronunciation in diverse business settings through the role-plays.

● The student will demonstrate a better understanding of different accents of American English speakers. The assessment will be correct take-aways from different situations (such as YouTube videos) used in class that present the students with different accents and their ability to respond correctly to what is being said.

● The student will understand their own roles and the roles of other participants in conferences, telephone calls/teleconferences, and in-person meetings. This assessment will take place through role-plays performed during class. Correct procedure will demonstrate that they understand.

In addition to assessing the students through the four goals, I will also assess the effectiveness of my curriculum. This will be done by analyzing the results of my students' assessment of the four goals and then going back and making the necessary changes in order to try it again with hopes of achieving the four goals, because curriculum development is an iterative process. I would also use a journal throughout the month. One of the strengths of the ADDIE model, which was analyzed in Chapter Two, is that it recommends that the instructor keep a journal, and also solicit feedback on

instruction and course content (Shelton & Saltsman, 2007, p. 23). This is a way that evaluation can take place to assess as the final step. These classes are principally based on students' wants and needs and by taking into account the student's feedback as well as the instructor's own experience it would be helpful in assessing if the unit plan was successful or not.

The amount of information that I intend to cover in the month is extensive, so it may not be possible to cover it all depending on the specific students present as well as the number of students in the group. If all the goals have been met and the students are also able to demonstrate internalization of their learning, I would assess it as successful and work on tweaking it for the next group.

Summary

Chapter Four summarizes the findings of the results from my questionnaire and how I used those findings to create my curriculum plan. It helped answered my question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* by giving me insight into what business professionals in Guatemala City are looking for in an online oral English class as well as the curricular design that was most suitable.

Chapter Five entails the concluding thoughts and what has been taken from this Capstone project as well as what has been learned during the process. Different items will be assessed in order to determine if they were as effective as possible, what could have been done differently, and what went as expected or better than expected.

CHAPTER FIVE

Conclusions

In this concluding chapter I will reflect on what I have learned throughout this process as a researcher, writer and learner while working on my question, *What teaching approach in an online English class is effective in improving Guatemalan business professionals' oral use of the language?* The chapter will be divided into four main sections. First, I will delineate what I learned as a researcher, writer and learner, including what I found to be the most interesting and surprising. Second, I will give an assessment of the literature review by stating what proved to be the most important in relation to my capstone, the new understandings and ties I have made to other areas, and how much agreement there is between my data from the questionnaire with the literature review. Third, I present an assessment of the possible implications and limitations of my study, and its findings will also be analyzed. I explain how I hope to relate my research project to not only my profession, but also to personal lifelong learning. I also hope that in the future others may benefit from it and would like to recommend a few things to them. Fourth, I give my final reflections and what I wish to emphasize for my reader to understand about my question and research.

<u>Learned as a Researcher, Writer and Learner</u>

Throughout this process I learned many important things that I know I will carry with me during both my professional career and my personal life. While doing research I was

pleasantly surprised at the amount of information available online and through non-traditional sources such as blogs and social media. Since these forms of internet communication have shaped our world in the recent years, and will most likely continue to do so, it was nice to discover that there are helpful and worthwhile things available in electronic media too!

I also discovered how my question and curriculum development were very unique. Similar things have been done in the past, but I was unable to find anything close to what I set out to do. This made me realize how much of a need there is for education not only in Guatemala, but around the world in many other countries, especially Third World ones. I did not have any specific surprises that jumped out at me; then again I went into this capstone project not knowing exactly what to expect or what I would ultimately find. I was simply looking for a way to serve a certain population in an area that I am passionate about.

This capstone has been my largest writing project ever. I have seen myself grow and learn more than I imagined while working on it. I am able to write in a more coherent way; I have gained confidence in my written communication to express my ideas in the academic world in a way that is effective and precise. In addition I am able to share my knowledge and passion about teaching English as a foreign language. It has been an extremely rewarding experience to create my own curriculum plan as I hope to use it as a starting point in my own personal business as well as other educational opportunities that may arise.

Revision of Literature Review

The most challenging section for me to write was the literature review. I spent more time on this chapter than any of the others, so this where I experienced significant personal growth and understanding. My first draft of Chapter Two and the final one are drastically different, and I could not be prouder of the final result.

Of the five different areas that I chose to include in the literature review (online learning, curriculum models, class size, andragogy and Guatemalan culture), I found that two of them were most important for this capstone: the curriculum models and the Guatemalan cultural aspects. The main reason for curriculum models to fall into this section was the vast amount of them available; it was a challenge to figure out which one would be ideal for my situation that embraces all of these areas. The Guatemalan culture information available was scarce and limited. It was difficult to find overviews of the educational system, descriptions of standard curriculum (especially in English), and statistics of school attendance. Each of these areas would have been very useful to have in order to understand more of the educational realm in Guatemala; where students come from and where they may likely go upon deciding to further their education. This would have allowed me to create each class with some more background knowledge in the specific area I wish to improve upon. On the other hand, it was easy to find information about the ethnic groups, languages spoken, and differences between the men and women roles in the machismo culture. All of this is important to know and be aware of, but it did not directly relate to what I needed to know in order to create this curriculum plan.

I believe if I had not had the experience of living here for many years and having a firsthand account with lots of experience, I would not have been able to find any information at all. Therefore being able to research, as little as I could, about this area made me thankful for the small amount that is published and also left me hoping that someone in the near future would take the time to write a book about this wonderful culture and people.

When I set out to go more in-depth with each of these areas, the idea was to tie them all together in order to help come up with the ideal curriculum plan to answer my question. I learned so much more in the process. It was easy to see connections between them and intertwine them and see how they effortlessly worked together. With each search it became easier to see how education embraces student differences, cultural components, learner's level and personality. Many of these are unknown or unpredictable until meeting the specific group. I could present a curriculum model and it might work perfectly based on the answers and personal experience used in the questionnaire for those students, but it might not be as successful (or even more successful) with the next group. This is something I believe non-educators often fail to take into account, that learning is a very personal process and individual experience.

Assessment of Limitations and Implications of Study

The questionnaire that I used in order to help me assess the target group of students and create the best possible curriculum plan was helpful; it backed up my literature review without a doubt. After doing the research and then conducting the questionnaire, I could easily see how the research was being confirmed with each question. The answers

that I sought from the participants gave me clear insight on how to design the curriculum

plan and how the research completely backed it up at the same time.

Some limitations that can be drawn from the questionnaire and final curriculum plan

are that the answers given were from a specific population and overall, a small number of

participants (20 people), so the results cannot be construed as definitive. As previously

stated, the curriculum was designed based on the literature review and answers found in

the questionnaire. It is logical to conclude that the curriculum plan would work well for

these twenty professionals, but if I were to interview another twenty my results may be

the same or drastically different. The limitation of course is the small number of

participants representing only a small section of Guatemala City, and Guatemala as a

whole. To be valid for a larger population, the questionnaire would need to be given to a

larger, more diverse population; different companies, different locations within the

capital, and different professions to name a few.

The implications that can be taken from this project for readers is that this may be the

perfect solution for teaching online oral English language classes to Guatemalans, but it

may not even be close to being accurate for other countries, cities, and/or cultures. The

next section will go into more detail about what could also be some implications for the

reader.

Final Reflections

As I reflect on this capstone project as a whole, my assumption is that it will benefit

me professionally as an educator as I set out to do, but my hope is that it may serve as a

reference point and inspiration for other EFL professionals looking to improve the

educational conditions within a specific population. In the future I see myself expanding more in foreign language instruction, seeing this as a foundation and starting point so that in the very near future I can create something functional and beneficial to Guatemalan business professionals in order to help them achieve personal and professional goals in an area that I am passionate about. If the curriculum plan is successful and found to have students achieving an 80% retention rate or higher, I could easily see myself expanding it into the rural parts of Guatemala and throughout Latin America as well. This could be measured with student feedback and tracking the students' progress through the course.

One of the main recommendations I have for others who wish to do something similar would be to really know the culture and/or people they wish to serve and educate. I found that research is often lacking for Third World countries, like Guatemala, in this project and what turns up is quite possibly outdated or not even painted accurately. There is so much more to learn and discover by experiencing the culture firsthand that it may need to be the first step before a successful curriculum plan can be developed. I do not believe I could have developed a desirable curriculum plan as well as I did for Guatemalan business professionals without living here and having professional experience in the country as well, especially with the population that I wish to work with and teach.

Maybe, readers may wish to do something within their own community with a population slightly different than they know and grew up in. If that is the case I would also recommend that they learn as much about their prospective students as possible and get actively involved in their community. Being able to understand who your students

are, where they come from, and what their career goals will be an important factor in being a successful educator.

I would also like to mention that an ideal curriculum plan or model can be made and it can still be unsuccessful. It is nonetheless a starting point and a continuing morphing process each and every day. It is likely that there will have to be some trial and error with the curriculum plan, and even if it is found to work well for one group the next group may need some more trial and error. Flexibility seems to be key in a successful classroom because the student gets to choose the length that works best and the time that said studying takes place (Medford, 2004). There most likely is not a perfect or ideal curriculum plan or model, but I believe the Understanding by Design (UbD) and Differentiated Instruction (DI) working hand-in-hand are the best fit in this particular situation. What I believe is effective is the fact that the combination of the two focuses on the what and how of teaching and to whom (Tomlinson & McTighe, 2006, pp. 2-3). It would not make a lot of sense in my professional opinion to just look at the "what" or the "whom" separately, so that is why these two work so well together as they embrace both, giving the design a complete approach as a professional educators we can work on getting as close to it as possible with each and every group and/or student.

Teachers should not get discouraged if the first time does not go well even though there were countless hours spent in striving for perfection. Teaching, just like learning, is a continuous process. I look forward to using the curriculum plan that I designed throughout the capstone process in the near future. I feel empowered, prepared, motivated, and excited about using my own work to help others achieve their goals, but I

also expect to continue learning more when it is actually implemented. I aspire to have

the opportunity to really see what is functional within the plan, and what may need to be

redone, improved upon, or changed. I look forward to continuing the journey!

APPENDIX A

Questionnaire

<u>English Version</u>

1. Underline your sex:

    Male   Female

2. Underline your age group:

    <19   20-30   31-40   41-50   51-60

        >61

3. Underline completed level of education:

    Middle School   High School   Bachelor   Master

        Other:_____

4. How many hours per day are you expected to use oral English in your job?

    <1   2   3   4   5   6   7   8   >9

5. How motivated would you be to take oral English classes if your company

    reimbursed you for them?

    a. Not interested

    b. slightly motivated

    c. somewhat motivated

    d. motivated

    e. highly motivated

6. How many hours per week would you be willing to take oral English classes?

    a. 1 hour

    b. 2 hours

    c. 3 hours

    d. 4 hours

    e. 5 hours

7. What way do you learn best? Underline two answers.

    a. by listening

    b. by reading

    c. by observing

    d. by speaking

    e. by writing

    f. using visual aids

8. What area of oral English do you feel you need to improve in the most? Underline

one.

    a. pronunciation

    b. intonation

    c. accuracy

    d. vocabulary

    e. idiomatic expressions (culturally specific vocabulary)

    f. enunciation

9. What area of English do you feel you master the most? Underline one.

    a. pronunciation

    b. intonation

    c. accuracy

    d. vocabulary

   e. idiomatic expressions (culturally specific vocabulary)

   f. enunciation

10. What business situations do you find the hardest to converse in when speaking

 English? Underline all that apply.

   a. Conferences

   b. Telephone calls / Teleconferences

   c. In-person meetings

   d. Online meetings

   e. Business travel (taxi, restaurant, directions, hotel, airport)

   f. Culture and customs

   g. Different accents

   h. Other: _____

11. What do you look for in an oral English language class?

   a. _____

<u>Spanish Version</u>

1. Subraye su sexo:

    Masculino   Feminino

2. Subraye su rango de edad:

    <19   20-30   31-40   41-50   51-60

    >61

3. Subraye el nivel de educación que haya completado:

    Basicos   Diversificado Licenciatura Maestría

    Otro:_____

4. ¿Cuántas horas por día está esperado utilizar inglés de forma oral en su trabajo?

    <1   2   3   4   5   6   7   8   >9

5. ¿Qué tan motivado estaría de tomar clases de inglés oral si su compañía se lo

    reembolsa?

    a. No interesado

    b. ligeramente motivado

    c. más o menos motivado

    d. motivado

    e. muy motivado

6. ¿Cuántas horas por semana estaría dispuesto tomar clases orales de inglés?

    a. 1 hora

    b. 2 horas

    c. 3 horas

    d.   4 horas

    e.   5 horas

7. ¿Cómo aprende mejor? Subraye dos respuestas.

    a.   oyendo

    b.   leyendo

    c.   observando

    d.   hablando

    e.   escribiendo

    f.   utilizando ayuda visual

8. ¿Cuál área de inglés siente que necesita mejorar más? Subraye una.

    a.   pronunciación

    b.   entonación

    c.   precisión

    d.   vocabulario

    e.   expresiones idiomáticas (vocabulario culturalmente específico)

    f.   enunciación

9. ¿Cuál área de inglés siente que tiene ya tiene dominado? Subraye una.

    a.   pronunciación

    b.   entonación

    c.   precisión

    d.   vocabulario

    e.   expresiones idiomáticas (vocabulario culturalmente específico)

      f.   enunciación

10. ¿En cuáles situaciones de negocios encuentra mayor dificultad al conversar

    cuando habla inglés? Subraye todas las que apliquen.

      a.   Conferencias

      b.   Llamadas telefónicas / Conferencias Telefónicas

      c.   Reuniones en persona

      d.   Reuniones Virtuales

      e.   Viajes relacionados con negocios (taxi, restaurante, indicaciones, hotel,

          aeropuerto)

      f.   La cultura y costumbres

      g.   Acentos distintos

      h.   Otro: _____

11. ¿Qué es lo que busca en una clase oral del idioma inglés?

      a.   _____

APPENDIX B

Questionnaire Results

1. Underline your sex:

   Male   12

   Female   8

2. Underline your age group:

   <19   0

   20-30   6

   31-40   11

   41-50   3

   51-60   0

   >61   0

3. Underline completed level of education:

   Middle School   0

   High School   9

   Bachelor   10

   Master   1

   Other:_____   0

4. How many hours per day are you expected to use oral English in your job?

<1	9
2	3
3	3
4	1
5	2
6	1
7	0
8	0
>9	0

5. How motivated would you be to take oral English classes if your company

   reimbursed you for them?

   a. not interested   0

   b. slightly motivated   1

   c. somewhat motivated   0

   d. motivated   6

   e. highly motivated   13

6. How many hours per week would you be willing to take oral English classes?

    a. 1 hour   2

    b. 2 hours   3

    c. 3 hours   6

    d. 4 hours   1

    e. 5 hours   8

7. What way do you learn best? Underline two answers.

    a. by listening   4

    b. by reading   6

    c. by observing   1

    d. by speaking   16

    e. by writing   3

    f. using visual aids 6

8. What area of oral English do you feel you need to improve in the most? Underline one.

    a. pronunciation   5

    b. intonation   1

    c. accuracy   1

    d. vocabulary   9

    e. idiomatic expressions (culturally specific vocabulary)   4

    f. enunciation   2

9. What area of English do you feel you master the most? Underline one.

      a. pronunciation 7

      b. intonation 1

      c. accuracy 2

      d. vocabulary 7

      e. idiomatic expressions (culturally specific vocabulary) 0

      f. enunciation 0

10. What business situations do you find the hardest to converse in when speaking

    English? Underline all that apply.

      a. Conferences 13

      b. Telephone calls / Teleconferences 7

      c. In-person meetings 7

      d. Online meetings 5

      e. Business travel (taxi, restaurant, directions, hotel, airport) 2

      f. Culture and customs 2

      g. Different accents 9

      h. Other: ____reading_____ 1

11. What do you look for in an oral English language class?

    Answers in no particular order (each bullet point indicates a participant):

- improve English level

- improve listening comprehension

- achieve fluency in the language

- practice

- understand and speak English

- effectiveness

- understand and pronounce

- practice and personalized instruction

- improve accent

- interaction

- learn about the culture

- learn to speak with fluency

- quick learning and understandable

- I am looking to learn the language in an easy way

- understand it easily

- not be afraid and speak

- development and learning

- learning with pronunciation

- perfecting pronunciation

- that it is dynamic and active participation between teacher and
  student

APPENDIX C

Curriculum Development Plan

UbD/DI Unit Plan

Intermediate Adult EFL Learners – Speaking

Duration: 1 Month (3 days per week – 1 hour long class)

Stage 1 - Desired Results

Established Goal(s):
·   The student will demonstrate how and when to correctly use idiomatic expressions
(culturally specific vocabulary) while in diverse business situations.
·   The student will demonstrate the ability to use correct vocabulary and
pronunciation needed in the business setting.
·   The student will demonstrate a better understanding of different accents of
American English speakers.
·   The student will understand their own roles and the roles of other participants in
conferences, telephone calls/teleconferences, and in-person meetings.

Understanding(s):	**Essential Question(s):**
Students will understand that . . .	· How do you interpret an idiomatic expression in English?
· Idiomatic expressions (culturally specific vocabulary) need to be taken as a whole – not word for word.	· How to you distinguish and understand different accents in spoken American English?
· Vocabulary and accents vary among the fifty states.	· What are appropriate greetings and closings in: conferences, telephone calls/teleconferences, and in-person meetings?
· There are different protocols for greeting and closing depending on the business environment (conferences, telephone calls/teleconferences, and in-person meetings)	
· There are ways to interrupt politely verbally and/or using gestures to ask for clarification while in a business setting.	· How do you interrupt someone when he/she is speaking and you need to excuse yourself?
· They need to choose appropriate topics for small talk according to the	· How do you ask for clarification when you are in a: conference, telephone calls/teleconferences, or in-person meeting?

business setting they are in. · Sometimes they will need to excuse themselves correctly due to a phone call, upcoming meeting, or any other emergency situation while attending or in a meeting.	· What are good topics for small talk before/during/after a business event?

Knowledge *Students will know . . .* · Correct procedures for interrupting during a conversation to ask for clarification. · How to choose culturally appropriate topics when conversing with an American. · How to start and end a conversation. · How to converse with speakers possessing different American English accents	**Skill** *Students will be able to . . .* · Hold a conversation with a coworker in English · Start and end a conversation appropriately in business settings · Express opinions and ideas while speaking · Pronounce vocabulary related to business situations adequately · Distinguish and use idiomatic expressions

Stage 2 - Assessment Evidence

Performance Task(s): · Real-life conversation with co-worker that includes starting and ending the conversation, asking for clarification at least once, and requesting to be excused to answer an important cell phone call while mid-conversation. · Mock conference session with classmates. · Mock telephone call with teacher playing the role of a co-worker · Role-play teleconferences with classmates	**Other Evidence:** · Understands humor during conversation · Demonstrates understanding of different American English accents, vocabulary, and idiomatic expressions

Stage 3 - Learning Plan

Learning Activities:
· Use K-W-L to assess student's prior knowledge and identify learning goals.
· Watch several YouTube videos depicting the correct procedure finish a conversation.
· Review appropriate small talk topics for discussion while having a professional (and formal) conversation.
· Review culturally appropriate gestures
· Create a list of ways to interrupt politely.
· Create a list of ways to ask for permission to attend to different types of emergencies
· Use different YouTube videos to expose students to a variety of American English accents
· Provide students with a list of idiomatic expressions that are likely to be present in business situations
· Review culturally specific protocols while in different business situations
· Review pronunciation of words on vocabulary list in addition to meaning
· Role-play conversations.

Adapted from: Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: Association for Supervision & Curriculum Development, 30.

APPENDIX D

Weekly Plans

Week One: Conferences

Monday	Wednesday	Friday
2 minutes: Welcome and introduction to the day's class	2 minutes: Welcome and introduction to the day's class	2 minutes: Welcome and introduction to the day's class
3 minutes: Question of the Day: What do you fear most when speaking in English at a conference?	3 minutes: Question of the Day: In what situation do you feel the most confident at an English-speaking conference?	8 minutes: Question of the Day: What is one area that you still need to improve on in a conference setting? Teacher and classmates give advice to student.
20 minutes: Presentation of Conference related vocabulary with pronunciation practice included: ● attend ● objective ● location ● take place in ● register ● take part in ● introduction ● closing ● question and answer session / time ● clarify ● decision ● interrupt ● proposal ● point out After going over the meaning and use of each vocabulary word students would have practice time to make sentences demonstrating internalization of them. 5 minutes: Watch the	20 minutes: Appropriate small talk conversations ● Brainstorm what topics are appropriate and which ones are taboo. ● Does topic vary depending on the other person you are speaking with and why? ● What gestures are okay to use when speaking? ● What gestures should be avoided? ● How do you begin small talk? ● How do you excuse yourself to speak with another person? 25 minutes: Role-play ● Students will practice making small talk after they	15 minutes: Idiomatic expressions that could possibly be found in a conference setting. Presentation of idioms: ● compare apples to oranges ● drum up business ● generate lots of buzz ● hard sell ● reality check Students practice using the idioms in sentences to demonstrate internalization. 15 minutes: Role-play ● Students are all attending a conference in New York City. They must make small talk among each other and include at least one idiomatic expression and three vocabulary

following video on YouTube: https://www.youtube.com/watch?v=sEp1tI32x8I
 	
15 minutes: Discuss YouTube video
  ● Summarize in your own words what the video was about.
  ● How easy was the accent easy to understand?
  ● What does a conference mean?
  ● What types of conferences have you been to?
 	
5 minutes: Watch the video again
 	
5 minutes: Oral feedback and error correction
 	
5 minutes: Review, Q&A session, and wrap-up
	have checked-in to the conference and are waiting for the first speech to begin.
	  ● Encourage variety of topics to be discussed and pronunciation will be corrected on the spot.
	
	5 minutes: Oral feedback and error correction
	
	5 minutes: Review, Q&A session, and wrap-up
		words.
		
		5 minutes: Oral feedback and error correction
		
		5 minutes: Review, Q&A session, and wrap-up

Week Two: Telephone calls

Monday	Wednesday	Friday
2 minutes: Welcome and introduction to the day's class 3 minutes: Question of the Day: What do you fear most when speaking by telephone in English? 20 minutes: Presentation of	2 minutes: Welcome and introduction to the day's class 3 minutes: Question of the Day: What topics are the easiest to discuss via telephone for you? What ones are the hardest?	2 minutes: Welcome and introduction to the day's class 8 minutes: Question of the Day: What are two areas that you still need to improve on when speaking by telephone? Teacher and classmates give advice to

telephone etiquette:	20 minutes: Appropriate ways to receive and make a telephone call in the business setting.	student.

telephone etiquette:
- greetings
- asking for information
- soliciting clarification
- providing information
- closings
- leaving a message

5 minutes: Watch the following videos on YouTube:
https://www.youtube.com/watch?v=8gkuDAV41bc

https://www.youtube.com/watch?v=TkSzFKy5q1k

https://www.youtube.com/watch?v=YQWpB90BPX8

15 minutes: Discuss YouTube video
- Summarize in your own words what the videos were about.
- What tips did you take away from the videos?
- What did you learn?
- How can you personally apply what was mentioned?

5 minutes: Watch the video again

5 minutes: Oral feedback and error correction

20 minutes: Appropriate ways to receive and make a telephone call in the business setting.
- How to make a call
- How to receive a call

25 minutes: Role-play
- Students will practice making a call to their other classmates.
- Several different situations will be looked at (for example, meeting times, upcoming event, soliciting a new product, etc.)

5 minutes: Oral feedback and error correction

5 minutes: Review, Q&A session, and wrap-up

student.

15 minutes: Idiomatic expressions and phrases that could possibly be discussed over the phone. Presentation of idioms:
- ASAP
- back to square one
- ballpark number
- call it a day
- cut corners
- fifty-fifty
- game plan

Students practice using the idioms in sentences to demonstrate internalization.

15 minutes: Role-play
- Students will practice receiving a call from their other classmates.
- Several different situations will be looked at (for example, meeting times, upcoming event, soliciting a new product, etc.)
- Incorporate at least one new expression/idiom

5 minutes: Oral feedback and error correction

5 minutes: Review, Q&A session, and wrap-up

5 minutes: Review, Q&A session, and wrap-up		

Week Three: Teleconferences

Monday	Wednesday	Friday
2 minutes: Welcome and introduction to the day's class	2 minutes: Welcome and introduction to the day's class	2 minutes: Welcome and introduction to the day's class
3 minutes: Question of the Day: What is a teleconference? How does it differ from a telephone call and a conference? How is it similar?	3 minutes: Question of the Day: What is the biggest challenge for you in a teleconference?	8 minutes: Question of the Day: What is one area that you still need to improve on in a teleconference setting? Teacher and classmates give advice to student.
20 minutes Go over basic teleconference etiquette: ● http://www.corbinball.com/articles_technology/index.cfm?fuseaction=cor_av&artID=1809 ● Then ask students if there is anything else that should be added to the list.	20 minutes: Continue to talk about teleconference etiquette. ● Minding your manners: Teleconference Etiquette ● http://www.dummies.com/how-to/content/minding-your-manners-teleconference-etiquette.html	15 minutes: Teleconference Vocabulary words: ● absent ● address ● adjourn ● agenda ● AOB ● hold on ● hang up ● wrap up ● turn over ● log in ● Website used: http://www.englishtrackers.com/english-blog/conference-calling-in-english/
7 minutes: Watch the following video on YouTube: https://www.youtube.com/watch?v=L7YA2M2WFJI	25 minutes: Role-play ● Students will have a teleconference about an assigned topic that is related to an important situation in their own job. ● Encourage teleconference etiquette throughout	Students practice using the vocabulary words in sentences to demonstrate internalization.
11 minutes: Discuss YouTube video ● Summarize in your own words what the video was about.		

● How easy was the accent easy to understand? ● What is your impression of a teleconference? 7 minutes: Watch the video again 5 minutes: Oral feedback and error correction 5 minutes: Review, Q&A session, and wrap-up	the role-play. 5 minutes: Oral feedback and error correction 5 minutes: Review, Q&A session, and wrap-up	15 minutes: Role-play ● Students have a teleconference at work at the last minute. ● Must use proper etiquette as well as incorporate vocabulary words correctly. 5 minutes: Oral feedback and error correction 5 minutes: Review, Q&A session, and wrap-up

Week Four: In-person meetings

Monday	Wednesday	Friday
2 minutes: Welcome and introduction to the day's class 3 minutes: Question of the Day: What has been your experience with in-person meetings in English so far? 20 minutes: Presentation of Conference-related vocabulary expressions: Watch: https://www.youtube.com/watch?v=_xAklPmvnqo 15 minutes: Discuss YouTube video ● After viewing the video ask if there	2 minutes: Welcome and introduction to the day's class 3 minutes: Question of the Day: What is the easiest for you in an in-person meeting? The hardest? 20 minutes: Opening a meeting ● small talk ● welcome ● introductions ● roll-call ● objectives ● Website: https://www.englishclub.com/business-english/meetings-opening.htm	2 minutes: Welcome and introduction to the day's class 8 minutes: Question of the Day: What is one area that you still need to improve on in an in-person meeting? Teacher and classmates give advice to student. 15 minutes: Gestures -- what to do and what not to do during a meeting ● Use website to guide conversation: http://www.businessinsider.com.au/a-guide-to-the-hand-gestures-that-could-make-or-break-

are any questions or doubts with anything they saw ● What did you take away from the video? ● What was helpful? ● What was confusing? 10 minutes: Make a list of other useful expressions used during in-person meetings 5 minutes: Oral feedback and error correction 5 minutes: Review, Q&A session, and wrap-up	20 minutes: Closing the meeting ● wrapping up ● reminders ● thank you's and congratulations ● follow-up ● Website: https://www.englishclub.com/business-english/meetings-closing.htm 5 minutes: Oral feedback and error correction 10 minutes: Review, Q&A session, and wrap-up	your-next-meeting-2014-6 15 minutes: Role-play ● Students conduct a mock in-person meeting incorporating appropriate gestures as well as using correct expressions and procedures learned during the week. 5 minutes: Oral feedback and error correction 5 minutes: Review, Q&A session, and wrap-up

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