Introducing Public School Students to the Use of ESP

Francisco Ruiz Castro

Universidad libre
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Advisor: Alejandro Dávila

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Author: Francisco Ruiz Castro
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Description
This case study was conducted at a public school in Bogota, Colombia with ninth grade students. The purpose of this research was to introduce the students to the use of ESP in the field of Administration and Finance, through the design and application of task-based language activities implemented through the virtual platform Moodle. It was projected based on the students' needs of technical vocabulary in tenth and eleventh grade and the lack of time presented in the timetable of the school to develop a course in face-to-face sessions. With regard to the data collection techniques used, these include: interviews, class observation, and analysis of the students' artifacts (taken from each one of the activities done on Moodle, the statistics of the virtual platform and an oral presentation performed by the pupils). Reference to the results of the study, they showed that the learners improved their lexical knowledge, showing an evident progress, passing from a process merely based on labelling to a more complex one, that lead them to construct a network building of words that are interconnected. Additionally, the students increased their motivation through the implementation of collaborative virtual activities, developing cooperative skills, and improving their communicative and technological abilities.

Sources
Three main constructs formed the foundations for this study: the principles underlying Vocabulary Learning, the elements involved in Task-Based Language Activities Design and the features of the virtual platform Moodle and its use in language learning. The authors consulted to develop the construct about vocabulary learning were: Gairns & Redman (1986), Oxford, (1990), Hatch & Brown (1995), Nation (2001) and Thornbury (2007); regarding task-based language activities: Ellis (2003), Nunan (2004), and Van den Branden (2007) and for the use of the virtual platform were consulted: Sharma and Barret (2007), Dudeney & Hocly (2007), Perez, Barba, & Lopez (2010), Sánchez (2010), and
Buendía and Benllochh (2011). There were also presented some concepts about ESP based on: Dudley-Evans and St John (1998), Hutchinson and Waters (1987), Strevens (1988), Robinson (1991), and Wiley-Blackwell (2013). The case study approach followed was the one presented by Merriam (2009).

Content

Introduction

A public school in Bogota has held an agreement with SENA for several years, in which the school adopted as part of its media education six professional training programs or modalities. The students of the school, during the ninth grade, explore the technical programs in a subject called “Exploración de la modalidad”. Each technical program has its own contents, in which English is an essential part; SENA offers training in technical English in tenth and eleventh grade, but not in ninth grade, which is a necessity. The subject “Exploración de la modalidad” has a reduced numbers of hours per week (2 hours) within the school timetable. This situation did not allow the development of face-to-face lessons. The researcher proposed as a solution the design of activities implemented through a virtual program that covered the basics of technical vocabulary.

Research Question

To what extent the use of task-based language activities implemented through Moodle, foster the acquisition of technical vocabulary in a group of students of ninth grade in a public school?

Objectives

Main Objective

To determine the extent that the use of task-based language activities mediated by Moodle fosters the acquisition of technical vocabulary in ninth grade students in a public school.
Specific Objectives

To systematize the theoretical foundations about the vocabulary learning process, task-based language activities design and the features and use of the virtual platform Moodle.

To design task-based language activities following the vocabulary learning principles and implement them by using the tools and resources provided by the virtual platform.

To establish and implement a pedagogical strategy to train the students of ninth grade in the use of the virtual platform Moodle.

To characterize the acquisition of technical vocabulary by ninth graders through the observation and analysis of their products and artifacts.

Theoretical Framework

Vocabulary Learning

Thornbury (2007) establishes differences in vocabulary learning in L1 and L2 and presents three types of memory: the short term, working and long-term memory. He also points out a series of principles to ensure the knowledge is stored onto the long term memory: retrieval, spacing, pacing, use, motivation, cognitive depth, personal organizing, imaging, mnemonics, attention, and affective depth.


Hatch & Brown (1995) indicates five essential steps in vocabulary learning: encountering new words, getting the word form, getting the word meaning, consolidating word form and meaning in memory and using the word; as well as compensation strategies
when L2 learners do not have the vocabulary they need at a particular moment: avoidance, paraphrase, conscious transfer, appeal for assistance, and mime.

Oxford (1990) points out that there are six main categories of L2 learning strategies: Cognitive, metacognitive, memory-related, compensatory, affective, and social strategies.

Gairns & Redman (1986) presents some pedagogical implications derived from studies about the way the information is stored in the brain.

**Task-Based Language Activities Design**

Van den Branden (2007) defines a task as “an activity in which a person engages in order to attain an objective, and which necessitates the use of language”, meanwhile Nunan (2004), defines it as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”.

Van den Branden (2007) says presents one method for designing a task based on the analysis of the language learner needs. He also points out two main features of task-based syllabuses designed for primary and secondary education: the need to use the language as a means, not as an end and the reaching of a motivating goal and, along with Ellis (2003), and Willis (1996) establishes that the stages of a task are: introducing the task, the task performance, and the post-task phase.

Ellis (2003) introduces some criterial features of a task: a workplan, involves primary focus on meaning, involves real-world processes of language use, employs any of the four language skills, engages cognitive processes and has a clearly defined communicative outcome.

**The Virtual Platform Moodle**

Perez, Barba, & Lopez (2010) indicates that Moodle is a Dynamic virtual learning environment consisting of software packages for creating courses and Internet-based web
sites that is distributed as free software that has all the advantages of Web-based learning (WBL). They establish a classification of Moodle’s tools and resources: informative resources, interactive resources, telecollaborative resources and communication tools.

Sánchez (2010) points out that the main functions of virtual platforms are: the management of users, resources, materials and activities; the administration of the access, control and following to the learning process; the evaluations, the generation of reports, and the management of communication services such as discussion forums, videoconferences, etc.

Sharma and Barret (2007) introduces some advantages and opportunities when using technology for teaching a language: motivation, interactivity, interest, instant feedback provided by interactive materials is instant, and usually provides the opportunity to redo the exercises.

Buendía and Benlloch (2011) establishes some criteria for the design of virtual learning environments: the content, the activities, the interaction and the evaluation of learnings.

And finally, Dudeney & Hocly (2007) present some considerations about courses design for online learning: delivery mode, tasks design, materials, assessment and evaluation.

**Research Design**

The research methodology used to develop the study was the *Case Study*, which, according to Merriam (2009), is “an in-depth description and an analysis of a bounded system”. In the case of this study, the referred bounded system was a group of 75 students of ninth grade of a public school who took part in the virtual course *English Modality Exploration*. The students belonged to the afternoon shift, and were aged between 14 and 17 years old, 35 boys and 40 girls. They had studied general English for four hours a week
since the sixth grade, but none of them had received training in ESP. They were asked, in advance, if they had internet connection at home, 65 answered affirmatively, and the remaining 10 said that they could go to an internet café to realize the activities if they were asked to.

**Instructional Design**

The instructional design started with the selection of content, based of students’ needs (Van den Branden, 2007), followed by the choice of a task goal for each technical area, focused on meaning (Nunan, 2004) and continued with the design of the Pre-task, In Task and Post Task Activities (Van den Branden, 2007; Ellis, 2003; and Willis, 1996), which were adapted to the Platform Moodle for their implementation.

**Data Analysis**

The data analysis was made based on the statistical results presented by Moodle after the students have performed each activity, along with the observation and analysis of the students’ artifacts and one oral presentation.

**Conclusions**

The students used links to their L1 (Spanish) equivalent to appropriate the technical vocabulary, but this situation may lead the learners to fail to develop an independent L2 lexicon.

The mental association of images and terms was useful in the acquisition of vocabulary with concrete concepts, but not with abstract ones.

The use of communicative activities triggered the activation of principles to memorize the vocabulary (affective depth, use, cognitive depth and personal organizing).

The use of different types of tests contributed to help the students establish differences between close related terms (*mission, objectives*)
The use of the collaborative resources provided by Moodle for the work in groups developed cooperative skills among the students, stimulating the students’ motivation, which, at its time, stimulated the memorization of the terms.

**Recommendations**

A study could be carried out with the students who took part in the virtual course and continue their technical studies the next year in tenth grade, to confirm if the course actually produces a positive effect in the learning of ESP, as it is the assumption.

**Date of Preparation of Summary: April 5, 2016**
Introduction

The Colombian legislation establishes as objective of the *Educación media técnica* the preparation of the students for job performance in one of the sectors of production and services, and the continuity in the tertiary education (Law 115, 1994). Following these regulations, some higher learning institutions like the *Servicio Nacional de Aprendizaje* (from now on, *SENA*) offer training programs in agreement with the secretaries of education within a process known as “articulación”, that looks that the youngsters develop the specific necessary competences to continue their training throughout life and be inserted competitively in the world of work (Articulacion-con-la-media, n.d.).

Each technical program offered by SENA combined the technical competences with other type of skills named *competences of integrality*, that cover different aspects such as English, ethics, entrepreneurship, physical culture and occupational health.

Regarding the teaching of English, SENA has established two different mechanisms to impart it: one is by means of the implementation of virtual English courses and another one through face-to-face lessons imparted by *instructors* (English teachers with training in the specific technical aspects of each program).

The type of English instructed by SENA, where the vocabulary is related to a specific part of the scientific or technological knowledge is known as technical English.

Nation (2001) points out that the motivation for distinguishing technical vocabulary (that is an essential part in the technical English learning process) from other vocabulary is: “to identify words that will be particularly useful for learners with specific goals in language use” (p. 198). He also offers a definition for “technical words” as words that are “recognisably specific to a particular topic, field or discipline” (p. 198). He also establishes degrees of “technicalness” depending on how restricted a word is to a particular field or area.
In the linguistic world the technical English is better known as ‘English for Specific Purposes’ or ESP. Wiley-Blackwell (2013) establishes that “ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (p.10). This characterization contrasts with the definition of what is called “general English”, that is an approach to the teaching and learning of English intended to develop the communicative abilities of the learner in the foreign language, in no particular context.


For Hutchinson and Waters (1987) ESP is an approach rather than a product. For them, ESP does not involve a particular kind of language, teaching material or methodology; instead, there is a primacy of need.

In the same sense, Strevens (1988) indicates that ESP is designed to meet specific needs of the learner, is related in content to particular disciplines, occupations and activities; is centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse.

For her part, Robinson (1991) also highlights the primacy of need analysis in defining ESP. She indicates that ESP is ‘normally goal-directed’, and its courses are usually constrained by a limited time period and is taught to adults in homogenous classes, however, it could be used for learners at secondary school level as well, as in the case of the population of the current research study.

Dudley-Evans and St John (1998) indicate that there are some aspects that need to be taken into account regarding the teaching of ESP, like language issues (grammar, vocabulary, discourse and genre analysis), needs analysis, course design (including evaluation), and the role of teachers and students, among others. The authors also suggest that it should not be the responsibility of the ESP teacher to teach technical vocabulary, but it may be his duty to ensure that learners have understood technical language presented by a subject specialist.
One of the language issues mentioned above that has a significant relevance for the current research study is the one of the acquisition of vocabulary. Regarding this matter, researchers in the field have established differences in the way that the lexicon is built in the first and second language learners. Thornbury (2007) points out that when learning their first language, children acquire different skills to construct a complex web of words that are interconnected, meanwhile the second language learner tries to short-cut that process by simply mapping the words directly onto the mother tongue equivalent, but this process may generate an over-reliance on translation that lead the learners to fail to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their L1 equivalents, rather than directly. To avoid this, the author presents some alternatives to translation, such as illustrate or demonstrate the words. He indicates that the presentation of new language items should be followed by their practice to integrate the new knowledge into the existing one to help words move into one of the three types of memory, the long-term memory, that has an enormous capacity, and whose contents are durable over time. He points out that the use of tasks in which learners have to make decisions contribute to have the knowledge stored into the long term memory. The more of these task types that can be performed on a set of words the better. In the design of activities to develop the lexicon of learners, like in the case of the current research study, this fact is something that the English teacher must take into account.

Hatch & Brown (1995) indicate that second language learners appeal to compensation strategies when they do not have the vocabulary they need at a particular moment. Those strategies include: avoidance, paraphrase, conscious transfer, appeal for assistance, and mime.

Within the vocabulary learning process, some sub processes or steps have been identified by researchers. On the one hand, Nation (2001) establishes that there are three important general processes that may lead to a word being remembered: noticing, retrieval and creative use. Firstly, to notice a word implies that the learner gives attention to it. Secondly, if the word is retrieved, its memory will be strengthened; and thirdly, if the word has been noticed and retrieved, it can be used in a different context or way. On the other hand, Hatch & Brown (1995) present five essential steps in vocabulary learning:
encountering new words, getting the word form, getting the word meaning, consolidating word form and meaning in memory and using the word. These processes or steps may serve as a guide for the design of activities to foster vocabulary learning.

Oxford (1990) indicates that there are six main categories of L2 learning strategies: Cognitive, metacognitive, memory-related, compensatory, affective, and social strategies. From these categories, two are related to the acquisition of vocabulary: the memory-related and the compensatory strategies.

Gairns & Redman (1986) list among the practical implications derived from studies conducted about the way the information is stored in the brain, the need for meaningful activities in the classroom, the usefulness of imagery for illustrating meaning, rote learning, recycling, and the use of written storage systems for learners.

Furthermore, the vocabulary learning process has not escaped from the revolution originated by the use of computers in the teaching of languages or CALL (Computer Assisted Language Learning), as computers provide an effective way of practicing many principles of vocabulary learning, like spaced repetition and retrieval. Nation (2001) list among the advantages of computer-assisted vocabulary learning or CALV, that it can be used to take a curriculum design perspective, as it involves looking at the vocabulary content of the material, the presentation of the same, the monitoring of learners’ performance, the flexibility of the program in adapting to student needs, and the adaptation to environmental constraints like the amount of time available, among others.

Sharma and Barret (2007) point out some advantages and opportunities when using technology for teaching a language. They argue that the use of technology can be motivating. When playing language-learning games, the learners enjoy the tasks and recycle language. This is especially relevant when working with adolescents, as in the case of the current study. With multimedia exercises, learners can proceed at their own pace. Interactivity is another important advantage. Web-based exercises are usually more interesting than paper-based drills; they add variety to the class and offer the users the opportunity to review language in a different way; besides, the feedback provided by interactive materials is instant, and usually provides the opportunity to redo the exercises.
Currently, the web-based learning (WBL), born from CALL, is a widely used technology, given their ease of implementation, according to Perez, Barba, & Lopez (2010). These authors state that in recent years the WBL has evolved quickly thanks to the emergence of managing platforms of learning (LMS), such as Blackboard and Moodle, which have the advantage to allow the teacher create a virtual learning environment without having to be an expert in programming.

A specialized web page presents Blackboard as an industry-leading LMS, comprehensive and flexible, but expensive, whose cost depends on the number of licenses required. This virtual platform outstands in course creation as an instructor can upload and manage all the materials he needs, but if there is the need for extra training or implementation services are required, it may be difficult to find an expert on the issue. (Moodle vs BlackBoard – That is the Question, n.d.)

The publication states among the main features of this LMS: its custom branding, fields and functionality, exam engine, multiple delivery formats, administrative reporting, course catalog, data import/export, grading, individual plans, student portal, goal setting and skills tracking. They also indicate that the system lacks collaboration features and does not excel in email integration, but offers self-paced instruction methods and resource management.

Blackboard is the platform used by SENA to impart the virtual courses of English within the articulation programs.

Perez, et al. (2010), present Moodle as a dynamic virtual learning environment consisting of software packages for creating courses and Internet-based web sites that is distributed as free software. Sánchez (2010) adds that Moodle is distributed under a public license and that to access Moodle the user only needs a computer with a browser and a user account registered into the system. Besides, Sánchez (2010) list among the main functions of the LMS like Moodle: the management of users, resources, materials and activities; the administration of the access, control and following to the learning process; the evaluations, the generation of reports, and the management of communication services such as discussion forums, videoconferences, among others. These functions made of the LMS a
very valuable resource in the process of language acquisition, and in the case of the current study, the vocabulary acquisition.

Making a comparison between the two LMS, Blackboard and Moodle, it can be stated that one of the advantages of using Moodle is its cost, given that it is open source software, which means that its use is for free, except for some extra options. On the other hand, there is Blackboard, whose use is expensive, given the fact that its cost depends on the number of licences required. (Moodle vs BlackBoard – That is the Question, n.d.)

Regarding the design of virtual learning environments, Buendía and Benllochh (2011, cited by Alonso and Blázquez, 2012) state that the design of virtual formative actions must emphasize the development or creation of patterns of learning that consider as main elements: the content, the activities, the interaction and the evaluation of learnings.

In addition, Dudeney & Hocly (2007) present some considerations about courses design for online learning. They argue that questions about the delivery mode, tasks design, materials, assessment and evaluation need to be answered at the design stage.

Going a step further, Van den Branden (2007) add a new element at the discussion about the use of ICT to foster vocabulary learning: the use of task-based language activities. They state that “software for task-based learning should aim to bring about intensive learner involvement and motivation, and should confront the learner with relevant tasks that give rise to meaningful exchange and relevant focus on form”, indicating some of the advantages that the use of tasks brings over the CALV, as in the case of the current study.

Regarding this issue, Nunan (2004) provides a definition for communicative task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (p. 4). For their part, Van den Branden (2007), define task as “an activity in which a person engages in order to attain an objective, and which
necessitates the use of language” (p.4). Both definitions highlight the purpose of tasks of promoting communication rather than focusing in linguistic aspects.

Van den Branden (2007), that among the ways to design a task, one method is to analyze what a language learner needs to know, to state those needs, and, having them as a starting point, define the tasks. This approach to tasks design fits perfectly the definition of ESP that highlights the primacy of need (Hutchinson & Waters, 1987).

Some features enhancing language learning that task-based syllabuses designed for primary and secondary education should meet are: the need to use the language as a means, not as an end and the reaching of a motivating goal, as motivation is very important in learners of all ages, but it is especially relevant with primary and secondary school learners (Van den Branden, 2007).

Van den Branden (2007), Ellis (2003), and Willis (1996) present some stages in the performance of any task: introducing the task, the task performance, and the post-task phase.

Ellis (2003) lists among the criterial features of a task that it constitutes a workplan that involves a primary focus on meaning, involves real-world processes of language use, employs any of the four language skills, engages cognitive processes and has a clearly defined communicative outcome (p. 10).

Regarding task-based language education in vocational training, Van den Branden (2007) points out that the language used by science teachers, technical instructors and vocational trainers is exceedingly theoretical and complex, and as a result, the learners’ motivation to understand the experts’ instructions diminish. This situation is given to the fact that languages courses and subjects are treated as separate entities in the curriculum, so that the training of vocational skills is assigned to technical instructors while language is taught by language teachers. He posed a dual-track solution to this problem by combining a raising in the learners’ technical language proficiency and the teachers’ linguistic awareness (p. 114).
Now, once the previous theoretical considerations have been presented, it is possible to state the problem.

The public high school where the present research study took place has an agreement with SENA in which the school adopted as part of its media education six (6) professional training programs or modalities: Software Design, Administrative Assistance, Environmental Management, Dances, Musical Management and Payroll and Benefits.

The students of the school, during the ninth grade, explore the technical programs in a subject called “Exploración de la modalidad”, in which the six modalities are grouped in four areas: The area of Finances and Administration, covering the modalities Administrative Assistance and Payroll and Benefits; the area of Technology, covering the modality Software Design; the area of Natural Sciences and environment, covering the modality Environmental Management; and the area of Arts, covering the modalities Dances, and Musical Management.

In the subject “Exploración de la modalidad”, the ninth graders have a general overview on what each modality is about. This exploration allows the students to define their preferences towards a specific technical program, as well as to establish if they possess the necessary skills to have a good performance in it. At the end of the ninth grade, the students choose the modality they will follow in tenth and eleventh grade.

Each technical program has its own contents, in which the technical competences are combined with the competences of integrality (English, ethics, entrepreneurship, physical culture and occupational health). Although English is an essential part of the contents of the technical programs as it is one of the integrality competences, its teaching remained unattended at the school until 2014. The students of the different modalities needed training in this area, but SENA left that requirement in hands of the English teachers of the school, who did not possess the required technical knowledge to develop such training, given that “learners who know the scientific field may have little difficulty with technical words; a teacher who does not may have a great deal” (Nation, 2001, p. 203).

Consequently, and facing this situation, from 2014 on, SENA decided to impart the technical English training in two different ways: for the modalities Administrative
Assistance and Environmental Management, SENA sent English instructors (English teachers with training in ESP for each modality) and, for the modalities Software Design, Dances, Musical Management and Payroll and Benefits, SENA implemented some English courses developed through the virtual platform Blackboard; nevertheless, the subject “Exploración de la modalidad” remained offering an overview of what each modality was about, but without including the use of ESP, which was a necessity for the subject, according to the Coordinador de articulación, who, in an interview (see Appendix 5) informed that the school required support in the subject Exploración de la modalidad, in the ESP aspect.

(...)

In these moments we require that, we need to give a specific orientation to each one of the modalities with a curriculum and a syllabus that give support to the exploration of the modality in the technical English aspect for each one of the modalities that the student explores.

Original Spanish passage: Appendix 5: “Transcription of the interview to the Coordinador de articulación.”

This situation was confirmed by one of the English SENA instructors, who, in an interview (see Appendix 6: Transcript to the interview to the English SENA instructor of the modality Environmental Management) said that it would be very convenient that the students of the ninth grade are exposed to the vocabulary related to the technical part of the modalities that they will follow in tenth grade.

Consequently, the current research study emerged as a plausible solution to this situation. Taking into account the need of training that the ninth grade students have in the basics of technical vocabulary for each modality, and given the lack of time within the subject “Exploración de la modalidad” (2 hours a week), which did not allow the development of face-to-face lessons, it was proposed by the researcher, who works as an English teacher of the institution, the design of some activities implemented through a virtual program that covered the basics of technical vocabulary; furthermore, the Institutional Educativa Project of the school establishes that one objective of the institution for the ninth grade is the use of Information and Communication Technologies or ICTs to
employ activities that strengthen the communicative skills of the students in order to select one of the modalities offered by SENA:

Cycle IV: To foster autonomous processes that promote the motivation and interest for consultations, report presentations using ICTs, development of experience based activities that strengthen the communicative skills and the development of productive processes to identify, differentiate and analyze the knowledge established in the areas of the institutional secondary education syllabus, with the aim to select one of the modalities that the PEI offers in articulation with SENA, and, in this way, provide cognitive elements to guide the development of thought processes and the formulation of a life project.


Besides, taking into consideration the fact that the students of tenth and eleventh grade in four of the six modalities receive their training in ESP through the virtual Platform Blackboard, the researcher considered convenient to get the ninth grade students familiarized with the use of this type of software. As it was stated before, a virtual platform that shares some similarities with Blackboard is Moodle, which additionally has the advantage of being free open code software, it is to say, its use is for free, unlike Blackboard, whose use implies some cost. These facts made of Moodle a convenient option to implement the activities. Moreover, the use of task-based as methodology for teaching English was considered appropriate to frame the use of Moodle for teaching vocabulary, given the fact that its principles can be easily adapted to the use of the platform.

Regarding the state of the art of the subject matter of this research, several studies have been made concerning the use of task-based language activities and virtual platforms to foster vocabulary learning.
Among the international studies realized on the issue, Sarabi & Sahebi (2012) presents a research with Persian literature students in an Iranian University that looked to investigate the results of teaching vocabulary in ESP courses within the paradigm of task-based language teaching (TBLT). In the study, two homogenous groups of students were selected. In one of them, the ESP vocabulary were taught by following a traditional approach, meanwhile in the other it was taught by using the task-based approach. Teacher-made tests of technical vocabulary knowledge was administered at the beginning and at the end of the research. The results showed that the task-based approach was more effective in teaching technical vocabularies compared to the traditional one. The study suggests that one reason for these results lies in the collaborative and interactive nature of the task-based approach, where language use and language learning take place simultaneously. The cooperative nature of planning and report stages help students get feedback from the members of a task group and from the teacher, meanwhile, in the traditional approach the students work individually on the exercises, receiving feedback only from the tutor. The study claims that the existence of peers’ feedback provides a more relaxing and less threatening condition for learning foreign languages.

Rezapour, Gorjian, & Pazhakh (2012) show a study aimed at clarifying the effect of Podcast versus Moodle as Web-based Language Learning (WBLL) approaches on vocabulary development of Iranian Pre-intermediate EFL learners. To this end, the researchers posed null hypotheses addressing the two approaches. The participants were randomly assigned to one experimental group of Podcast, to another experimental group of Moodle, and to a control Group. All the subjects were given a vocabulary questions pre-test. During the study, the control group participants worked on vocabulary lessons provided by their conventional book, meanwhile the experimental groups work the same vocabulary in Podcast and Moodle websites respectively. At the end of the treatment the students presented a post-test vocabulary achievement test. The results of the study show how the Podcast group outperformed the other groups, meanwhile the Moodle group outperformed the control one. The study concludes that the students of the experimental groups were actively involved in the classroom, situation that favoured the vocabulary to be embedded into their long-term memory. It also adds that applying Podcast in teaching
lexical items created a stimulating environment for the participants that intensified their comprehension of the situations in which the vocabulary was presented.

At a local level, Villalobos (2012) presents an action research study showing the impact that a course mediated by Moodle had on the English level of a group of students of a physical education program in a private university. Among the conclusions posed by the researcher, he shows how the combination of the Content Language Integrated Learning (CLIL) principles and Moodle were determinant for the success of the course as the learners highlighted the relevance of the course since more of the modules dealt with their major, and the contents were presented in a motivating and didactical way. Regarding ICT, the author stresses the fact the use of ICT tools offer to both teachers and students, resources that help them develop their creativity, innovation, group work, autonomous learning, critical thinking, among others. He also suggests that the academy authorities of the university should be aware of the significant role technologies have in the major and that those tools should be implemented to support different processes in the classroom.

Guerrero (2013) conducted an action research study at a public school in Bogota, about the use of a blended course designed on Moodle to improve fifth graders’ English lexical knowledge and increase their autonomy. The results of the study show that the use of the course positively influenced the students’ language learning process, as it provided the learners with the opportunity to acquire vocabulary with accurate pronunciation. The virtual activities posted on the platform gave the learners the opportunity to manage and control their own independent practice and cooperate with one another, as was confirmed by the students’ parents, who indicated that the children showed feelings of commitment to helping each other to face difficulties. During the pedagogical intervention, the students were requested to practice in their free time, by carrying out online activities posted on the platform; therefore, the learners managed and controlled their independent practice. This fact gave them the opportunity to become more autonomous, depending less on the teacher and more on their own criteria. The author points out that the vocabulary activities implemented through the blended English course increased the students’ motivation. The learners stated how participating in different vocabulary activities (which were interesting for them) such as word searches, memory games, language games, songs and videos in the
virtual environment positively influenced their vocabulary learning process because they felt motivated to learn new words through practice and to use new terms to interact with others. At the end of the pedagogical implementation the students not only increased their English lexical knowledge through the development of online activities, but also acquired vocabulary related to technology, new knowledge and developed new abilities related to the use of technological tools.

Another study (Articulacion-con-la-media, n.d.) conducted in a public school to develop the acquisition of technical vocabulary in high school students by using ICTs was published by the Ministerio de Educación Nacional (MEN) from Colombia. The experience was carried out in a public school in Bogota that has an articulation program in agreement with SENA. The publication indicates that one of the ways in which students of the Accountancy modality learned to relate to the themes and vocabulary pertaining the technical area was through the use of virtual dictionaries, which the students became familiar with through the use of virtual tutorial sessions, where the pupils learned how to access to virtual dictionaries, extract relevant information from them and design their own virtual visual dictionaries with the vocabulary required by SENA. This study allowed the high school students access to the use of virtual tools in a didactical, meaningful and practical way, making a contribution to their academic future and professional development; develop abilities and skills in the search and selection of information from the contents of virtual tools that were written in a foreign language and which they tried to use according to their training in the commercial field; and develop technological skills for shifting printed texts (bilingual and monolingual dictionaries) to virtual ones (visual).

From the previous studies, it can be observed the different contributions that the use of task-based language activities and virtual platforms have made to the field of vocabulary acquisition. Nevertheless, none of them presents the results of combining the task-based approach with virtual platforms to foster vocabulary acquisition, specifically in the context of a secondary school and focused on technical vocabulary.
Research Question

To what extent the use of task-based language activities implemented through Moodle, foster the acquisition of technical vocabulary in a group of students of ninth grade in a public school?

Objectives

Main Objective

To determine the extent that the use of task-based language activities mediated by Moodle fosters the acquisition of technical vocabulary in ninth grade students in a public school.

Specific Objectives

To systematize the theoretical foundations about the vocabulary learning process, task-based language activities design and the features and use of the virtual platform Moodle.

To design task-based language activities following the vocabulary learning principles and implement them by using the tools and resources provided by the virtual platform.

To establish and implement a pedagogical strategy to train the students of ninth grade in the use of the virtual platform Moodle.

To characterize the acquisition of technical vocabulary by ninth graders through the observation and analysis of their products and artifacts.
Theoretical Framework

Three main constructs form the foundations for this research project: the principles underlying Vocabulary Learning, the elements involved in Task-Based Language Activities Design and the features of the virtual platform Moodle and its use in language learning (See Appendix 17: Theoretical Framework Mind Map).

The authors consulted to develop the construct about vocabulary learning were: Gairns & Redman (1986), Oxford, (1990), Hatch & Brown (1995), Nation (2001) and Thornbury (2007); regarding task-based language activities: Ellis (2003), Nunan (2004), and Van den Branden (2007) and for the use of the virtual platform were consulted: Sharma and Barret (2007), Dudeney & Hocly (2007), Perez, Barba, & Lopez (2010), Sánchez (2010), and Buendía and Benlloch (2011).

Vocabulary Learning

As the goal of the present research project is to foster the acquisition of technical vocabulary in ninth graders, it was necessary to revise the theoretical foundations behind the teaching-learning vocabulary process. The main part of the vocabulary learning section was based of Thornbury’s principles because his guidelines were followed to design the vocabulary activities implemented through the tasks.

The first concern to be faced when designing activities to develop the lexical knowledge is to determine the way vocabulary is learnt. Experts in the issue have established differences in the way that the lexicon is built in first and second language learners. Thornbury (2007) states that when learning their first language, children acquire different skills, such as labelling, or mapping words on to concepts; categorizing or recognizing that different words belong to a same category; and network building or constructing a complex web of words that are somehow interconnected (p. 18). These skills were taken into account to design the task-based activities for the current research study.
A second relevant matter concerning the differences between the development of a second language (L2) lexicon and that of the first language (L1) is that when learning a new word, the second language learner tries to short-cut the process of constructing a network of associations, and simply map the word directly onto the mother tongue equivalent (Thornbury, 2007, p. 19). This situation may constitute a problem because although translation has the advantage to be the most direct route to a word’s meaning, an over-reliance on translation may mean that learners fail to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their L1 equivalents, rather than directly (p. 77). This fact was made evident among the participants of the study at the beginning of the implementation of the tasks.

Thornbury (2007) poses as an alternative to translation: the illustration or demonstration of words. This can be done with concrete objects either by using real objects, pictures or mime. Nevertheless, some words such as abstract nouns may be quite difficult to present by using this way; instead, their meaning needs to be explained. An alternative way of conveying the meaning of a new word is to use other words. Non-visual, verbal means of clarifying meaning include: providing an example situation, giving several example sentences, giving synonyms, antonyms, or superordinate terms and giving a full definition. When using words to define other words is important that the defining words are within the learner’s current range (p.78).

Another issue that researchers in the field consider of great importance when talking about the vocabulary learning process is to understand the way the knowledge is stored in the brain. Thornbury (2007) points out that the way words are stored in the mind resembles a network or web, in a highly interconnected fashion called the mental lexicon, which can be understood as an overlapping system in which words are saved as double entries, one containing information about meaning and the other about form. Linked to this system are other areas of cognition, such as world knowledge and memory, so that the activation of a word triggers general knowledge and personal experiences that extend beyond the meaning of the word (p. 17).

Thornbury (2007) indicates that unlike the learning of grammar, vocabulary knowledge is a question of accumulating individual items, is a question of remembering.
He indicates that “researchers into the workings of memory customarily distinguish between the following systems: the short-term store memory, working memory, and long-term memory” (p. 23). The short-term store is the brain’s capacity to hold a limited number of information for periods of time up to a few seconds. Focusing on words long enough to perform operations with them is the function of the working memory. Many cognitive tasks such as reasoning, learning and understanding depend on working memory. In working memory, information is first placed, studied and moved about before being filed away for later retrieval. Unlike working memory, which has a limited capacity and no permanent content, long term memory has an enormous capacity, and its content are durable over time (p. 23).

About this matter, Gairns & Redman (1986) add that storing information in the long-term memory has its price, as the person needs to work hard to commit information to it, and requires a type of repetition that differs from the one used to store information in the short term memory (p. 87).

As far as the storage of information in the long-term memory concerns, researchers in the field agree that there is a series of principles that need to be observed. Among those principles they mention:

Repetition. It is essential for vocabulary learning because there are several aspects to know about each word and only one meeting with it is not enough to gain this information (Nation, 2001, p.74). One type of repetition that has a long-term effect is repetition of encounters with a word; the best way of memorizing is through repeated rehearsal of the material, at least seven times over spaced intervals (Thornbury, 2007, p. 24)

Retrieval. Nation (2001), establishes that there are three main processes that may lead to a word being remembered: noticing, retrieval and creative use. Noticing refers to the process in which the learner gives attention to an item and becomes aware of the word as a useful language item. This may occur when the student looks up a word in a dictionary, intentionally studies a word, guesses from context or receives a direct explanation of the word. A second major process is retrieval. Once the word is noticed, if that word is retrieved, its memory will be strengthened. The retrieval may be receptive or productive
and does not occur if form and meaning are presented simultaneously to the learner (p. 67). In addition, Thornbury (2007) points out that retrieval is a kind of repetition that makes more likely that a learner will be able to recall a word later (p. 24).

Spacing. A critical factor in the memorization of a word is the length of time that the memory of a previous meeting with the word lasts (Nation, 2001, p.68), so that it is better to distribute memory work across a period of time than to mass it together in a single block (Thornbury, 2007, p.24).

Pacing. Thornbury (2007) points out that as learners have different learning styles, they should be given the opportunity to pace their own rehearsal activities, such as organizing or reviewing their vocabulary (p. 24).

Use. Putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long-term memory, according to Thornbury (2007, p.25). For his part, Nation (2001) establishes that the use of a word may be the creative or generative. The generative use occurs when a word that has been met beforehand is subsequently used in a different way. This new encounter with the word makes that the student reconceptualize his knowledge about it. The generative process may also be receptive or productive. A word is used generatively if it is used in speaking in a different way from the original one used in the textual input, and it is used productively if the wanted vocabulary produces new uses of the word in new contexts (p. 68). Hatch & Brown (1995) point out that the final step in learning words is using them. The use of a word is a kind of guarantee that words and meaning will not dissapear from memory once they are learned (p. 390).

Motivation: Nation (2001) establishes that motivation and interest are important conditions for noticing, so that the teachers need to watch their learners carefully to determine what stories and topics may result interesting to them (p. 63); Thornbury (2007) adds that a strong motivation makes that the learner is likely to spend more time on rehearsal and practice, enhancing in this way the memory of a word (p. 25)

Along with the previous ones, Thornbury (2007) establishes other principles to ensure the knowledge get stored into the long-term memory, such as: cognitive depth: the more decisions the learners make about a word, and the more cognitively demanding the
decisions, the better the word is remembered; personal organizing: the judgements the learners make about a word are more effective if they are personalized; imaging: visualizing a mental picture to go with a new word, mnemonics: ‘tricks’ to help retrieve items that are stored in memory and that are not yet automatically retrievable, such as keywords; attention: a very high degree of attention correlate with improved recall. Words that trigger a strong emotional response are more easily recalled than other that do not; and affective depth: affective information is stored along with cognitive data, and play an important role on how words are stored and recalled) (p. 25).

The above mentioned principles were followed by the researcher in the design of the task-based activities of the current study, in order to make the learning of the technical vocabulary more efficient and meaningful for the participants. Furthermore, some decision- making tasks posed by Thornbury (2007) were also taken into consideration to guide the task design process. Those tasks are divided into the following types: identifying, selecting, matching, sorting, ranking and sequencing. The more of these task types that can be performed on a set of words, the better (p. 93).

Identifying words means finding them where they may otherwise be ‘hidden’ such as in texts. Some examples of tasks where learners have to identify items are those where they have to unscramble anagrams, or when they have to search for words in a ‘word soup’ (p. 94).

Selecting tasks involve both recognizing words and making choices amongst them. This may take the form of choosing the ‘odd one out’ (p 95).

A matching task involves first recognizing words and then pairing them with a visual representation, a translation, a synonym, an antonym, a definition, a collocation, etc. (p 97).

Sorting activities require learners to sort words into different categories. The categories can either be given or guessed (p 98).
Ranking and sequencing activities require learners to put the words into some kind of order. This may involve arranging the words on a line or the learners may be asked to rank items according to preference or ordering items chronologically (p. 98).

The previous decision-making tasks are principally receptive: learners make judgements about words but do not necessarily produce them. In production tasks the learners are required to incorporate the newly studied words into some kind of speaking or writing activity (p. 100).

The above mentioned processes served as a guide for the design of activities to foster vocabulary learning.

Different authors (Hatch & Brown, 1995; Nation, 2001; Thornbury, 2007) establish that there are two kinds of knowledge related to the learning of vocabulary: the receptive and the productive knowledge. With the receptive knowledge words are understood, while with the productive knowledge words are uttered. Receptive knowledge exceeds productive knowledge and usually precedes it (Thornbury, 2007, p. 15). For Nation (2001), receptive vocabulary use includes noticing the form of a word while listening or reading and recovering its meaning. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and generating the suitable spoken or written word form (p. 25). Hatch & Brown (1995) adds that an important point in the receptive/productive division of vocabulary is the fact that it suggests that there are different ways to know a word.

For her part, Oxford (1990) indicates that there are six main categories of L2 learning strategies (specific behaviors or thought processes that students use to enhance their own L2 learning): Cognitive, metacognitive, memory-related, compensatory, affective, and social strategies. From this series of strategies it is pertinent to highlight two of them that are related to the acquisition of vocabulary: The memory-related and the affective ones. Regarding memory-related strategies, she points out that this category help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to acquire and retrieve information in an orderly string, while other techniques create learning and retrieval via
sounds, images, a combination of sounds and images, body movement, mechanical means, or location. Memory strategies are often used for memorizing vocabulary and structures in initial stages of language learning, as it is the case of the current research study, but learners need such strategies much less when their vocabulary has become larger. In regards to affective strategies, such as identifying one’s mood, anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk, Oxford (1990) presents some research studies where they they have been shown to be significantly related to L2 proficiency and others in which they showed a negative link with some measures of L2 proficiency. She argues that one reason for these findings might be that as some students progress toward proficiency, they no longer need affective strategies as much as before. Over time there might be less need for affective strategies as learners progress to higher proficiency, but in low stages, the affective strategies play an important role. This fact is somehow related to the principle of affective depth posed by Thornbury (2007).

A final important matter to be faced regarding the vocabulary learning process was the one related to its evaluation. Thornbury (2007) indicates that an obvious reason for testing anything is to have a reliable means of knowing how effective a teaching sequence has been (p. 129). “Moreover, testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test” (p.129). This situation was observed among the participants of the study during the post-task stage, where their level of appropriation of the technical vocabulary was evaluated in different ways.

Thornbury (2007) suggests that the vocabulary covered in a preceding lesson should be evaluated at the beginning of the next one; otherwise, the opportunities of retaining the new vocabulary diminish (p. 130). He also indicates that formal testing may be required within specific stages of a course. Tests of vocabulary knowledge sometimes form a part of placement tests, or as a component of a diagnostic test in advance of planning a course programme. Such tests usually involve some attempt to measure extent of vocabulary knowledge. Tests of achievement at the end of a course, and of overall proficiency typically
include a vocabulary testing component. Vocabulary knowledge is sometimes targeted in tests of reading ability (p.130).

Most vocabulary tests target only one or two aspects of word knowledge (spelling, meaning, collocation, etc.) and can be realized receptively (in listening and reading) or productively (in speaking and writing). In some cases the context is provided, in others do not. No matter the type of test, something to take into account is its purpose and its likely effect on teaching, as well as to assure that the tests meet some features, such as validity, if the test assess what it is supposed to assess; practicality, if it is easy to administer; the backwash effect, if the test has a positive effect on learning and its reliability, if it provides consistent results, regardless the person who marks (Thornbury, 2007, p. 131).

Among the existent types of tests there are the multiple choice and the gap-fill ones. Thornbury (2007) establishes that some advantages of the multiple choice tests is that they are easy to score and design, and can be used with isolated words, words in a sentence context, or words in whole texts. However, this type of tests have been criticized because learners may choose the answer by a process of elimination, which does not constitute real knowledge of a word; they test recognition only, not the ability to produce the word; and they are not as easy to design as they might appear. An alternative to multiple choice is some form of gap-fill tests. Gap fill examinations require learners to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simple recognize it. Nevertheless, gap-fills require minimal production, so it is arguable whether they really test the learners’ ability to use the targeted words in context of their own creation. A more revealing test of productive vocabulary is to set learners the task of writing a whole text that includes the selected vocabulary items (p. 135).

When designing the post-task activities, the researcher of the current study looked to include the different types of tests mentioned above.
**Task-Based Language Activities Design**

Task Design is the second construct within the current research study. According to Van den Branden (2007), a task is ‘an activity in which a person engages in order to attain an objective, and which necessitates the use of language’ (p.4). There are several ways to design a task. One way is to analyze what a language learner needs to know, to state those needs, and, having them as a starting point, define the tasks. Another way is to derive the tasks from lists of language use situations, such as making a hotel reservation by phone, or asking a route description (p.27).

For his part, Nunan (2004) provides a definition for pedagogical task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (p. 4). He adds that the fact that the focus is on meaning does not imply that the form is not important.

In the design of tasks it is very important to consider the characteristics that they should fulfill. Van den Branden (2007) say that task-based syllabuses designed for primary and secondary education must take the learning needs of the target group as the starting point. They present two major features of tasks enhancing language learning:

1. The need to use the language as a means, not as an end. The final goal of a task must be to promote communication among pupils in the target language, and not just to make or fulfill some linguistic activities (p. 79).

2. To reach a motivating goal. Motivation is very important in learners of all ages, but it is especially relevant with primary and secondary school learners. It is understood as a general attitude towards learning the target language. When designing a task, this should be created in such a way that the learners want to perform and finish it. It should not be so simple that pupils do not find it somehow challenging, neither so complex that pupils feel they do not have the ability to complete it. An adequate balance is necessary (p.81).

Examples of tasks fulfilling these requirements are: the use of story lines, stimulating peer interaction tasks, writing completion activities, the use of different reading
introducing public school students to the use of esp

strategies, etc. Some of these sorts of tasks were employed in the vocabulary learning activities of this study.

For his part, Ellis (2003) indicates that among the criterial features of a task, the following should be considered:

Firstly, a task is a workplan, it is to say, a plan for learner activity that takes the form of teaching materials or activities that arise in the course of teaching (p. 9). This was one of the sense in which tasks were employed along this research study, as activities that emerged along the course.

Secondly, a task involves a primary focus on meaning. A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to develop L2 proficiency through communicating (p. 9). This is an issue that most of the authors writing on the topic present as a relevant characteristic of tasks.

Thirdly, a task involves real-world processes of language use. The workplan may require learners to engage in a language activity such as that found in the real world (p. 10), that is why that among the activities implemented in this study, it was looked to include situations where the students had to face real-world contexts and vocabulary.

Another feature of a task is that it can involve any of the four language skills. The workplan may require learners to: listen to or read a text and display their understanding, produce an oral or written text, or employ a combination of receptive and productive skills (p. 10). In the design of the activities for the tasks in this study, a combination of reading and writing was used.

The next criterial characteristic is that a task engages cognitive processes. The workplan requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task (p. 10). This is coherent with some of the principles to memorize words presented in the vocabulary learning section.

And finally, a task has a clearly defined communicative outcome. The workplan stipulates the non-linguistic outcome of the task, which serve as the goal of the activity for
the learners. The stated outcome of a task serve as the means for determining when participants have completed a task (p.10).

Regarding task-based language education in vocational training, Branden (2007) points out that the language used by science teachers, technical instructors and vocational trainers is exceedingly theoretical and complex, and as a result, the learners’ motivation to understand the experts’ instructions diminish. This situation is given to the fact that languages courses and subjects are treated as separate entities in the curriculum, so that the training of vocational skills is assigned to technical instructors while language is taught by language teachers. He posed a dual-track solution to this problem by combining a raising in the learners’ technical language proficiency and the teachers’ linguistic awareness (p. 114). This situation was evidenced in the high school where the current research took place, where the instructors of the modalities had the technical knowledge but lack the linguistical understanding, meanwhile to the English teachers happened an opposite situation, they had the linguistical knowledge, but not the technical one. The current research study looked to pose a solution for this issue by increasing the technical language proficiency of one of the English teachers (the researcher).

Turning to a new point, there is a very important issue to be taken into consideration when designing tasks: the stages of a task. Van den Branden (2007) propose some stages in the performance of any task: introducing the task, the task performance, and the post-task phase.

Introductions to tasks integrate three functions: motivating the learners to perform the task, preparing the learners to perform the task by discussing presupposed or useful knowledge of the world; organizing the performance phase by providing clear instructions on what the purpose of the task is, and how it should be performed. Introduction should not take more time than the task performance itself (p. 99).

During the performance of the task there must be a certain level of support from part of the teacher, nevertheless, this intervention should not result in a limitation of learner activity and initiative. The role of the teacher consists in guiding the learner’s problem-solving process (p. 102).
The post-task phase. Although tasks may ask for a specific outcome, it is necessary to remark that tasks are designed to create an environment in which learners are allowed to experiment with language, use it functionally and to make mistakes while doing so. Finding the correct solution may be a bonus, but learners do not necessarily have to find it in order to learn language (p. 104). Regarding the post-task phase, Willis (1996) points out that unlike the two previous stages, which are focused on the expression of meaning, this one is centered on linguistic features. The objective is to make the students recognize particular items of language forms according to their level and needs. After this analysis, the learners should perform a practice focused on form.

Now, regarding the use of ICT to implement tasks, Van den Branden (2007) indicate that “Software for task-based learning should aim to bring about intensive learner involvement and motivation, and should confront the learner with relevant tasks that give rise to meaningful exchange and relevant focus on form” (p. 137), and present some principles about it: The subject matter should be interesting and relevant; tasks are authentic in content and with regard to the interactional and cognitive process involved; multimedia offer multi-sensory support; the learner is in control of the interactive procedure; tasks have a problem-solving dimension, incite interaction, cater for different learning styles, and their structure, feedback and support do not interfere with the learner’s self-determined exploratory process (p. 137). These aspects were taken into consideration when adapting the tasks for its implementation in a virtual platform within the current research study.

**The Virtual Platform Moodle**

According to Sánchez (2010), Moodle is an application web framed within the Learning Management Systems (LMS) also known as e-Learning platforms or Virtual Learning Environment (VLE). The LMS are applications used to create and manage educative platforms or virtual environments where an institution, enterprise or educational center manage its educational resources provided by teachers and from where the access for the students is organized to allow the communication between teachers and students (p. 15).
The main LMS functions are: manage users, resources, materials and activities; administer the access, control and following to the learning process; make evaluations, generate reports, and manage communication services such as discussion forums, videoconferences, among others (Sánchez, 2010, p.16).

Moodle is freely distributed as *Free Software (Open Source)*, under a public license. It is a multiplatform web application (UNIX, Windows, Linux, etc.) whose access only requires a computer with a browser and a user account registered into the system (Sánchez, 2010, p. 16). This virtual platform also requires some hosting that, as in the case of the present research study, can be accessed without no payment if the numbers of students is low (less than 100 people).

Regarding the design of activities to be implemented in a virtual platform, Buendía and Benllochh (2011, cited by Alonso and Blázquez, 2012) argues that it must emphasize the development or creation of patterns of learning that consider as main elements the content, the activities, the interaction and the evaluation of learnings.

About the same issue, Dudeney & Hocly (2007) present some considerations about courses design for online learning. They argue that questions about the delivery mode, tasks design, materials, assessment and evaluation need to be answered at the design stage.

The *delivery mode* has to do with the form that the course is going to be implemented. The designer needs to decide if the course will be purely online or if it will include blended learning; the way the online components of the course will be delivered (by email, chat, VLE, etc.); which elements of the course will be synchronous, and which ones asynchronous; and if the delivery mode reflect the learners’ needs (p. 140). In the design of the virtual course for the current research study, due to the time restrictions, it was decided to implement the course in a virtual way mostly, including only one face-to-face session.

Regarding *task design and materials*, it has to be decided if the resources will be tailor-made or if existing Internet material will be used, the content should be attractively presented and varied, and combination of types of media (audio, video, text) can be employed as well as a range of communicative tools (forums, text/audio chat, email).
A combination of the previous elements was used in the design of this study (tailor-made and previously created Internet material, images and texts, chats and wikis) in order to provide a variety of activities to promote vocabulary learning among the ninth graders.

In regards to assessment and evaluation it must be established how the success of a course will be evaluated; if it will be evaluated as it is running (formative assessment, as in the case of this study) or only at the end (summative assessment); and how the learners’ coursework will be assessed and graded (p.141). All of the evaluation activities in this study were designed following the regulations presented previously for vocabulary learning development and then, they were adapted to be implemented in the virtual course.

Another important aspect in the study of the virtual platform Moodle is the analysis of its tools and resources. According to Pérez, Barba, & López, (2010), this learning environment brings the opportunity to combine texts, sound and images, both static and dynamic, through its learning objects. It also provides the students with contextualized communicative functions, attractive presentations and interactive exercises that allow the autonomous practice of certain contents. These tools and resources can be classified into four categories: informative resources, interactive resources, telecollaborative resources and communication tools (p. 31).

The informative resources are those ones that have as its main function to transmit information. The teacher is almost the only emitter and the students, the receptors. The contents are usually constituted by some kind of text supported by images and schemes. The informative resources in Moodle are: label, page, web page, URL and directory (Perez, et al., 2010, p. 32). The interactive resources are centered in the student, who has certain navigating control over the contents. The less linear the contents and the own navigation, the most interactivity there will be. The available interactive resources in Moodle are: lessons, questionnaires, SCORM (Sharable content object reference model), glossary and tasks (p. 34). The telecolaborative resources include the use of Forums, workshops and wikis (p. 35).
Along with the above mentioned tools, Moodle counts with communication tools, whose end is to facilitate and enrich the interaction among all the members of a virtual course (students/students teachers/students). Among others, the communication tools are: email, chat, messages, consultations and inquiries (Perez, et al., 2010, p. 36).

The tasks planned during the design stage of the current research study were created to be used with the resources and tools mentioned above. In some cases some adaptations should be made in order to implement them using the Moodle tools.

To close this section about the virtual platform Moodle and its characteristics, it is important to highlight the pros and cons of using technology for language teaching.

Sharma and Barret (2007) point out some advantages and opportunities when using technology for teaching a language. They argue that the use of ICT can be motivating. When playing language-learning games, the learners enjoy the tasks and recycle language. This is especially relevant when working with adolescents, as in the case of the current study. With multimedia exercises, students can proceed at their own pace. Interactivity is another important advantage. Web-based exercises are frequently more interesting than paper-based exercises; they add variety to the class and offer the users the opportunity to review language in a different way; besides, the feedback provided by interactive materials is instant, and usually provides the opportunity to redo the exercises (p. 10).
Research Design

The research methodology used to develop the study was the Case Study, as its definition fits perfectly the objective of the current research study. According to Merriam (2009), “a case study is an in-depth description and an analysis of a bounded system”. In the case of this study, the referred bounded system was a group of 75 students of ninth grade of a public school who took part in the virtual course English Modality Exploration. The students belonged to the afternoon shift, and were aged between 14 and 17 years old, 35 boys and 40 girls. They had studied general English for four hours a week since the sixth grade, but none of them had received training in ESP. They were asked, in advance, if they had internet connection at home, 65 answered affirmatively, and the remaining 10 said that they could go to an internet café to realize the activities if they were asked to.

The type of Case Study selected was the Observational one. An observational case study is one in which “the major data gathering technique is participant observation (supplemented with formal and informal interviews and reviews of documents) (Merriam, 2009). The participant observation was made through the students’ performance within the platform. The interviews were made to some teachers and students to gather some necessary information to implement the virtual course as it will be mentioned later, as well as the review of some documents (students’ artifacts and study plans). The requirement for permission to do the interviews was made to the major of the school (see Appendix 1), along with the corresponding models for each interview (See Appendices 2, 3 and 4). The interviews were semi-structured, and the participants were given the questions in advance.
Instructional Design

The first step in the design of the activities once the Literature Review was made, was the design of the web page within the virtual platform. As Moodle is *free open source* software, its use does not have any cost; nevertheless, a payment must be made to host the web page. However, some web pages such as [www.gnomio.com](http://www.gnomio.com) offer free host to web pages elaborated with Moodle, as far as the number of users is low, as in the case of this research study that did not exceed the hundred of students. In this context, the web page was created under the domain [https://franruca.gnomio.com/](https://franruca.gnomio.com/) and within this page, the course *Modality Exploration English* was created.

Following the organization of the subject *Exploración de la modalidad* at the school, in which the modalities are organized in four technical areas: *Finances and Administration, Technology, Natural Sciences and environment,* and *Arts*; it was considered convenient to divide the course *Modality Exploration English* in four modules, corresponding each module to each one of the modalities.

Once the modules were created, the next step was to decide on the content that would go in each one, it is to say, which vocabulary would be taught in each area. In this instance the researcher gathered relevant documents concerning this issue. In the case of the modality *Administrative assistance* the content was selected from an *English Learning Guide* (Appendix 9) provided by the *SENA* instructor. For the Modality *Environmental Management,* one of the students of tenth grade provided the study guides she used within her ESP lessons, where some specific vocabulary can be noticed (see Appendix 10). In the case of the other four modalities, it was found that that documentation simply does not exist as far as the ESP training is made through the virtual platform *Blackboard,* whose access was not allowed to the researcher, having to define the sort of contents students learnt in those modalities through interviews to the students of those modalities (see Appendix 7) or the technical *SENA* instructors (see Appendix 8).

Once those contents were established, the next step was to decide about how to implement them through the virtual platform. Following the task-based design principles
presented by Van den Branden (2007), it was decided that each module would contain pre-task, in task and post-task activities. In the same way, for the design of each activity the principles for teaching vocabulary presented by Thornbury (2007) were taken into account. All of this information was organized and presented in Chart 1.

<table>
<thead>
<tr>
<th>Area</th>
<th>Vocabulary Source</th>
<th>Task goal</th>
<th>Pre-task</th>
<th>In task</th>
<th>Post-task and Evaluation</th>
</tr>
</thead>
</table>
| Finances and Administration| English Learning Guide for the Modality Administrative Assistance.                | To found a company       | A nine question test where the students had to complete the definition of each key term.                                                | - Matching and association of images, key words and definitions.                                                                       | - Timed test to check students’ acquisition of the vocabulary.  
- Activity in groups where the students had to write the profile of the company.  
- Students promoted their companies in order to get some investors to them, by means of the design of a Power Point presentation.  
- Collaborative activity to identify the elements of the profiles of real companies through the web.  
- Individual activity to differentiate the elements of the profile of a company.                                                                 |
| Technology                | “The source code”: A list of words that the students of tenth grade of Software Design had to use since the | To design an Educational Web site | -Presentation and practice of the vocabulary related to the source code.                                                                | The students decide on the tools they will use within the web site, and the subject they will                                           | Students from different groups will enter the web page and realize the activities proposed by                                                                   |
### Chart 1. Vocabulary Source, Task Goal and Tasks Stages Designed for the Technical Areas

<table>
<thead>
<tr>
<th>Natural Sciences and Environment</th>
<th>Task Goal</th>
<th>Tasks Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops developed by tenth graders in the course of English of SENA the previous year</td>
<td>To develop an Environmental Awareness Campaign</td>
<td>Students will decide on the environmental problem they want to focus, and the way they will present it</td>
</tr>
<tr>
<td>Students will decide on the environmental problem they want to focus, and the way they will present it</td>
<td>Presentation of the Campaign in the framework of the environmental week</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts</th>
<th>Task Goal</th>
<th>Tasks Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary taken form the theoretical classes given by tenth graders the previous year</td>
<td>To design a video clip about Colombian music and dances.</td>
<td>Video clip design</td>
</tr>
<tr>
<td>Video clip design</td>
<td>Presentation of the best video clips in the framework of some national holiday celebration.</td>
<td></td>
</tr>
</tbody>
</table>

The registration of the students in the platform was made by the researcher, who collected the students’ email addresses and assigned them their usernames and passwords to enter to it. The first activity the students developed within the virtual environment was to make their personal presentation, by introducing themselves and uploading a picture. To do this, the researcher sent the students a tutorial (See Appendix 11), indicating step by step the way to do it. In the Appendix 12 a presentation of a student can be observed.
Data Analysis

In order to make the data analysis, all the information gathered was analyzed organizing it according to the three stages of a task proposed by Van den Branden (2007): *introducing the task, the task performance, and the post-task phase.*

The first area the students started working with was the one of *Finances and Administration.* Every week, for two months, the researcher sent an email containing the corresponding activity, sometimes containing a tutorial with further instructions for the realization of the activities (See Appendix 13). The objective in this area was to prepare the students in the use of specific vocabulary related to the field, such as: *company, business, mission, vision, objective, staff, job, organization chart, slogan and logo.* The student should be able at the end of the module of identifying the definition of each term, recognize them in real life material and use them in context with a purpose (the creation of a company).

The activities implemented in the task designed for the area *Administration and Finance* were made trying to fit the features of a task (Van den Branden 2007): “The need to use the language as a means, not as an end. The final goal of a task must be to promote communication among pupils in the target language, and not just to make or fulfill some linguistic activities”. That is why, the goal of the entire task was the creation of a company, focusing in the use of the language to perform the project, rather than in linguistic activities; but always keeping in mind the main goal of the study: the acquisition and appropriation of technical vocabulary.

The Pre-Task

The first activity implemented was the pre-task, following the stages proposed by Van den Branden (2007): *introducing the task, the task performance, and the post-task phase.*

“Introductions to tasks integrate three functions: motivating the learners to perform the task, preparing the learners to perform the task by discussing presupposed or useful knowledge of the world; organizing the performance phase by providing clear instructions
on what the purpose of the task is, and how it should be performed. Introduction should not take more time than the task performance itself.” The communicative goal of this first activity, the Pre-task, was to “prepare the learners to perform the task by discussing presupposed or useful knowledge of the world”, or, in other words, check the students’ previous knowledge of the topic, their understanding of the nine key words that would be used later in the creation of the company.

During the Pre-task the specific technical vocabulary to be worked during the whole task was presented. Thornbury (2007) establishes that when presenting a new word, both the form and the meaning should be presented in close conjunction in order to ensure a tight fit, and that one way of conveying the meaning of a word is to use other words like when giving a full definition. In the Pre-task the meanings of the key terms were presented by means of full definitions.

Thornbury (2007) says that there are two kinds of knowledge related to the learning of vocabulary: the receptive and the productive knowledge. With the receptive knowledge words are understood, while with the productive knowledge words are uttered. Receptive knowledge usually precedes productive knowledge. The Pre-task activity was designed to develop receptive knowledge of the vocabulary, the intention was to reach the understanding of the key words.

The Pre-task was planned to be a diagnostic test to “measure extent of vocabulary knowledge” (Thornbury, 2007). It consists of a nine question test where the students had to choose the definition of each key term between two possible answers. (Figure 1).

When analyzing the detailed statistics (Appendix 19) provided by Moodle of the answers given by the students during the Pre-Task, it can be noticed that the words students got correctly were those one whose form was similar to that one of their L1 (Spanish), such as company, slogan, mission, and objective; meanwhile in words such as organization chart, job and business the incorrect definitions were chosen more often. This situation confirms what is stated in the theory about the development of L2 lexicon, where “the second language learner is likely to short-cut the process of constructing a network of associations- and simply map the words directly onto the mother tongue equivalent”
(Thornbury, 2007). In this first introductory activity, the students “skipped” the construction of a network of associations to acquire the new vocabulary and rely more on the creation of links to their L1 equivalent. This situation may result in an over-reliance on translation and a failure to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their L1 equivalents, rather than directly.

![Pre-Task Activity](image)

**Figure 1. Question 1 of the Pre-task Test**

**In-Task Activities**

Activities 1 to 3 form part of the *performance of the task* or *in-task activities* (Van den Branden, 2007).

“During the performance of the task there must be a certain level of support from part of the teacher, nevertheless, this intervention should not result in a limitation of learner activity and initiative. The role of the teacher consists in guiding the learner’s problem-solving process.”

These activities follow the principle presented by Thornbury (2007) regarding the *Vocabulary learning tasks types* that are tasks in which learners make decisions about
words: identifying, selecting, matching, sorting, ranking and sequencing. The more of these task types that can be performed on a set of words the better.

The final goal of these tasks is “to set learners in order to help move words into long-term memory”.

The Activity 1 continued with the development of the receptive knowledge of the words, started in the Pre-task, whose purpose is to make the words to be understood, but, to avoid students over-rely on translation, as in the Pre-task, during the Activity 1 the key words were presented in a different way. According to Thornbury (2007), “an alternative to translation is to illustrate or demonstrate the words. This can be done with concrete objects either by using real objects, pictures or mime.” This is what was intended during the Activity 1. In an initial stage of this activity, students were asked to just look at images associated to each key word (Figure 2).

In a second stage, students were asked to associate each image to a key word definition. They were presented the image and had to choose between four possible key words definitions (Figure 3).

![Figure 2. Initial stage of the Activity 1](image-url)
Activity 1

Now try to remember which picture corresponds to each definition.

Choose.

Company: organization or institution dedicated to pursuing activities or commercial or economic objectives.
Organization chart: graphical representation of the structure of a business or organization. Represents departments and structures.
Slogan: memorable phrase used in a commercial context as a repetitive expression of an idea.
Mission: What the company intends to do and who is going to do. It is the reason for its existence.

Figure 3. Second stage of the Activity 1

In the Activity 1 the vocabulary learning task type chosen was the matching one. This type of task involves “first recognizing words and then pairing them with a visual representation, a translation, a synonym, an antonym, a definition, a collocation, etc.”

The results obtained in the Activity 1 (Appendix 20) show that the use of images help the association of terms and meanings in the case of concrete concepts (company, organization chart, slogan, etc.), meanwhile in the case of more abstract concepts (business, job, staff) it seems to be that the use of images is of little help to establish such association.

The Activities 2 and 3 were group activities. These activities were designed to develop the productive knowledge of the technical vocabulary. “With the receptive knowledge words are understood, while with the productive knowledge words are uttered” (Thornbury, 2007), thus, developing the productive knowledge of vocabulary implies not only the understanding of the words, but also their usage, looking to develop lexical skills. Unlike the previous activities, the Activities 2 and 3 were thought to promote communication among the students, following the principles of tasks posed by Chappelle & Hunston (2007): “The need to use the language as a means, not as an end. The final goal of
a task must be to promote communication among pupils in the target language, and not just to make or fulfill some linguistic activities”.

In the Activity 2 students had to create their own company and write its profile. They were asked to:

- Decide which type of product or service the company will offer.
- Invent the name of the company and design its slogan.
- Write the mission, vision, and objectives of the company.
- Decide about the staff of the company, who was going to be the boss, the secretary, the treasurer, etc. and design the organization chart.
- Decide if they will need employees, how many and which.

This information had to be uploaded in groups to the platform following the “Tutorial work in groups” guide (Appendix 18) by means of a Power Point Presentation or a Word file.

The Activity 3 was performed in a face-to-face session. It was a follow-up activity. Once the students created their companies (Activity 2), they were asked to promote them (Activity 3). They had to imagine they were invited as guests to a popular program named "Shark Tank" to get some investors for their company. They were asked to improve and correct their Power Point Presentations in order to present their companies in an attractive way, so that they could convince some potential investors (their classmates) to finance their business. They had to use the administrative terms they had already learnt (company, mission, vision, etc.) and be creative with their presentations.

To evaluate these activities, the teacher designed the Activity 2 and Activity 3 Evaluation Rubrics (See Appendices 14 and 15), where the Power Point presentations and the oral presentations were evaluated, checking that the students covered each one of the aspects of the profile of the company, paying special attention to the correct use of the key terms object of study. There were also some items related to the use of English (grammar, coherence, and spelling) and the presentation itself (attractive, interesting, not filled of
letters, appropriate use of images, etc.). The rubric for the Activity 3 also added some items addressed to test the oral presentations of the students, their creativity and their impact on their classmates (if they understood what each company was about and if they wanted to invest or not). These presentations were video recorded, and are available in the Appendix 24.

In the activities 2 and 3 it could be noticed that the use of a communicative activities triggered the activation of some of the principles to “ensure the material to be moved into the permanent long-term memory” (Thornbury, 2007). In the analysis of the Power Point Presentations and the corresponding oral performance, it could be observed that during the creation of the companies the students looked to reflect part of their personal stories: their hobbies, problematics, and dreams; which indicates that the students developed emotional links towards the activity, activating the principle of affective depth, which establishes that “affective information is stored along with cognitive data, and play an important role on how words are stored and recalled.” Other principles reached with the creation of the company were: use, cognitive depth and personal organizing. The principle of use is closely linked to the development of productive knowledge; this principle indicates that putting words to use, preferably in some interesting way, is the best way of ensuring they are added to the long-term memory. In the case of the Activity 2, students had to “put the words to work”, to create the profile of the company, not only “understand” them. Figure 4 shows the way one of the groups used the term “mission”, applying it to the specific goal pursued by their company.

Figure 4. Mission of one of the companies created by the students

The principle of cognitive depth establishes that “the more decisions the learners make about a word, and the more cognitively demanding the decisions, the better the word
is remembered.” The students were asked to use the key concepts to design the profile of the company making sure to follow the definitions previously studied, situation that demanded from them to be very cautious with the treatment given to each term.

The development of this principle can be observed better in the presentations the students made in the Activity 3, where they have to use their creativity in order to convince their partners to invest in their company. The students had to make several decisions to make their companies look more appealing. Appendix 21 shows one presentation that was particularly popular among the students and that follows a sequence to introduce the key words.

The principle of personal organizing says that “The judgements the learners make about a word are more effective if they are personalized”. As the product or service offered by the company was totally up to students, they had to organize them according to their own preferences and interests, making choices that reflected their exclusive “personal touch”. Figure 5 shows a personalized organization chart, where the students not only mention the jobs, but also assume a roll in it.

![Personalized Organization Chart](image)

**Figure 5. Personalized Organization Chart**

Another issue observed during the analysis of the presentations was that the students managed to establish differences between terms that were somehow related and presented difficulties with their conceptualization. During the previous activities it was observed that
some words, like job, staff, objectives and mission, showed to be misunderstood by the students. Regarding this issue, Thornbury (2007), establishes that “words that are too closely associated tend to interfere with each other, and can actually make the learning task more difficult; to avoid this is necessary to emphasize the differences rather than the similarities of words in a set.” For this reason, in the activities 2 and 3, the teacher asked the students to perform different actions with each one of these words, in order to get the students established differences in meanings among these terms. In the case of staff and job, there were two separated instructions addressed to established differences: regarding the staff, the students had to decide who was going to be the boss, the secretary, the treasurer, etc. and design the organization chart. In the case of jobs, the students had to say if they were going to need employees, how many and which.

The results observed in the presentations showed that the students made that differentiation. (Figure 6).

![Figure 6. Differentiation made by one of the groups between job and staff](image)

Activities 2 and 3 provided the students the opportunity to work in groups within the virtual platform for the first time, taking advantage of the telecollaborative resources that Moodle counts with.

Regarding this issue Guerrero (2013) points out that:
The virtual activities posted on the platform provided students with the opportunity to manage and control their own independent practice and to develop collaborative and cooperative work abilities. During the pedagogical intervention the students were requested to practice in their free time, by carrying out online activities posted on the platform; therefore, the students managed and controlled their independent practice. This increased the students' motivation and gave them the opportunity to become more autonomous in the sense that they were less dependent on the teacher and more dependent on their own criteria. The teacher and he parents of the students, through their perceptions, confirm that the students' developed their collaborative and cooperative work abilities during the independent practice (at home) and in the face to face sessions because they showed feelings of commitment to helping each other to face difficulties.

This fact was also observed in the current study during the oral presentations carried out within the Activity 3. The students organized themselves to perform their presentations, as well as they supported to one another during the activity, showing development of their collaborative and cooperative skills, which, at its time, increased their motivation towards the development of the task. This motivation is a very important issue in the performance of tasks and in the vocabulary acquisition process. Van den Branden (2007) establish that one feature of the tasks that enhances the language learning is that tasks try to reach a motivating goal. Motivation is very important in learners of all ages, but it is especially relevant with primary and secondary school learners. On the other hand, Sharma and Barret (2007) point out that the use of technology can be motivating when learning a new language as the learners enjoy the tasks and recycle language. Additionally, motivation is another one of the principles that must be followed to ensure the knowledge to be stored into the long-term memory, as far as a strong motivation makes that the learner is likely to spend more time on rehearsal and practice (Thornbury, 2007). In this way, it can be stated that the use of tasks using the telecollaborative resources provided by Moodle for the groups work stimulates the motivation of the students, fostering the long-term memory storage of the vocabulary object of study.
Post-Task Activities

Activities 4 to 6 constituted the Post-Task stage. In this stage the researcher wanted to test the extent the students acquire the technical language, bearing in mind that although tasks may ask for a specific outcome, they are designed to create an environment in which learners are allowed to experiment with language, use language functionally and to make mistakes while doing so. Although the acquisition of the technical vocabulary was the main goal of the study, during the Post-task it was looked to observe the management of the environment the students used to learn the vocabulary, it is to say, the use of the virtual platform. These observations were made by means of three different types of tests, the activities 4 to 6.

The Activity 4 was a formal test that looked to establish the level of the students’ acquisition of the technical vocabulary. It was timed: students were given 10 minutes to answer, and only could make one attempt. It was designed following the principles presented by Thornbury (2007) to make vocabulary tests, such as their validity, if the test assess what it is supposed to evaluate (in this case, if the students remembered the definition corresponding to each technical term); practicality, if it is easy to administer; the backwash effect, if the test has a positive effect on learning and its reliability, if it provides consistent results, regardless the person who marks. Thornbury (2007), also points out that there are different types of test; among them, the multiple choice ones, which are easy to score and design and test the recognition of meanings of words. The Activity 4 was a multiple choice one type. Figure 7 shows the first question of the test.

![Figure 7. First question of the Activity 4.](Activity4.png)
The Appendix 22 shows the detailed statistics of the results of the test of the Activity 4. Comparing these results with those obtained from the Pre-Task, it can be observed that some of them keep constant: those terms whose form is similar to that one of the students’ L1 were answered correctly, except for one (*mission*), whose results are lower than the ones obtained during the Pre-Task. On the other hand, the results show an improvement in the comprehension of some terms (*job, organization chart*) that initially represented problems for the students, suggesting that the activities performed after the Pre-Task contributed to a better comprehension of them.

Meanwhile the Activity 4 was an individual test, organized in a segregated way (without a context), the Activity 5, by the contrary, was a group, contextualized activity. Thornbury (2007) points out that “a revealing test of productive vocabulary is to set learners the task of writing a whole text that includes the selected vocabulary items”, and this was the intention when administering the test of the Activity 5.

The Activity 5 was also designed to take advantage of the telecollaborative resources offered by Moodle, in this case, the *wiki*.

A wiki is a collection of collaboratively authored web documents. Basically, a wiki page is a web page everyone in your class can create together, right in the browser, without needing to know HTML.

(Taken from the Moodle site, 2016)

In the Activity 5, the students browsed the internet, found the web sites of several companies, and identified in them: the name of the company, its mission, objectives, vision, organization chart, staff, slogan, the types of jobs they offer, and justified their answer according to the concepts learned in the previous activities (Why is that the mission? Why is that the vision? Etc.). They also had to indicate the web page where they took the information from. If they needed the definitions, they could check the file "Administration and Finance Key Terms Presentation" once again. All the group had to enter the virtual environment and write a part of the assignment. The platform registered the people who entered and contributed to the activity. Figure 8 shows one of the documents designed collaboratively by one of the groups.
It was looked that the Activity 5 was cognitively demanding, given that the students not only have to look for examples of companies profiles, but justify their answers, they had to indicate why determined statement was the vision of the company, and not the mission, etc. This was looked given that the more cognitively demanding a vocabulary task is, the more possibility there is that the vocabulary is moved into the long term memory (Thornbury 2007).

In the Activity 6 students were given some pieces of profiles of companies. They had to identify if the piece of profile were or not the mission, vision, slogan, organization chart, etc. of each company. To do this they had to check the "Administration and Finance Key Words Presentation File" to re-checked each definition. This activity was designed on the assumption that the more vocabulary is repeated, the more possibility it has to be moved into the long term memory. This was a very demanding activity, given the fact that some of the options provided in each question may fall into different categories (vision, objectives, etc.) so that students needed to be very careful about their choices. The Appendix 23 shows the detailed statistics of the answers given by the students in the Activity 6. There, it can be observed that the students finally managed to establish differences between close related terms (mission, objectives) evidencing a progress in their vocabulary learning development,
passing from a process merely based on labelling (like in the pre-task) to a more complex process, that lead them to develop a whole *network building* of words that are interconnected.
Conclusions

As a result of the analysis of the data collected throughout the implementation of the virtual course and the artifacts produced by the students, two main categories emerged which respond the research question and address the research objectives. The first category involves aspects regarding the acquisition of technical vocabulary, and the second one, aspects regarding the implementation of tasks through the virtual platform.

First Category: Acquisition of Technical Vocabulary

Regarding the acquisition of technical vocabulary, it was found that the initial strategy students used to appropriate the technical vocabulary was the development of links to their L1 (Spanish) equivalent, as in the case of words like company, slogan, mission, vision and objective, but this situation presented a potential problem, as far as the students may over rely on translation and fail to develop an independent L2 lexicon.

In the same aspect, it was found that the mental association of images and terms proved to be useful in the acquisition of vocabulary if the image represents concrete concepts, but it results of little help in the case of abstract concepts.

Another finding regarding the acquisition of technical vocabulary was that the use of communicative, productive activities (rather than receptive) proved to have a special relevance in the development of lexical knowledge, given the fact that these sort of activities triggered the activation of principles to “ensure the material to be moved into the permanent long-term memory”; as in the case of the principles of affective depth, use, cognitive depth and personal organizing.

A final finding in the acquisition of technical vocabulary was that the use of different types of tests contributed to some extent to help the students establish differences between close related terms (mission, objectives) evidencing a progress in their vocabulary learning process, passing from a process merely based on labelling (like in the Pre-task) to a more complex process, that lead them to develop a whole network building of words that are interconnected.
Second Category: Implementation of Tasks through the Virtual Platform

It was established that the first principle to be achieved in the design of tasks is the promotion of communication. During the study, it was observed that the use of activities that promote the development of communicative skills caused the activation of some of the principles to have the knowledge stored into the long-term memory (affective depth, use, cognitive depth and personal organizing), favoring the acquisition of the technical vocabulary. Additionally, it was established that the use of the collaborative resources provided by Moodle for the work in groups developed collaborative and cooperative skills among the students, stimulating the students’ motivation towards the tasks. Motivation, at its time, constituted a determining factor in this research, given that it is the second principle pursued in tasks design, and it is also another one of the principles that ensure the knowledge get stored into the long-term memory. So that, it can be stated that the use of the collaborative resources of Moodle contributed to achieve the two principles looked in tasks design: to promote communication and to increase motivation, and additionally, to the acquisition of new vocabulary for developing another one of the principles to ensure the knowledge get stored into the long-term memory.

It was also observed that the multiple resources offered by Moodle constituted a very useful and valuable element, as far as they were easily adapted to each one of the activities proposed during the different stages of the task, making that the students not only develop their lexical knowledge, but also their technological skills.

To sum up, and giving an answer to the research question *To what extent the use of task-based activities implemented through Moodle foster the acquisition of technical vocabulary in a group of students of ninth grade in a public school?*, it is possible to state that the use of task-based activities implemented through Moodle positively influenced the students’ acquisition of the technical vocabulary. Students improved their lexical knowledge, showing an evident progress, passing from a process merely based on labelling (like in the Pre-task) to a more complex process, that lead them to develop a network building of words that are interconnected. The students also increased their motivation through the implementation of collaborative virtual activities, developing collaborative and cooperative skills, and develop communicative and technological abilities.
Recommendations

The current research study presented some limitations, which let the doors open to further researches, but also leaves some recommendations to be taken into account in order to avoid those problems.

The first recommendation has to do with the flexibility in the schedule of the implementation of the research activities. Although there was a school schedule known beforehand by the researcher, there were also many unexpected and lasting school situations that limited the real time the researcher had to implement the activities. The activities were originally planned to develop the four modules, but, at the end, there was only time to develop the first one. The researcher will look to develop the four units completely during the next school year with the new generation of ninth graders and it is expected that the conclusions resulting from that implementation will enrich the findings obtained from the current research study.

For further investigations in the same issue and context, it is important for the tasks design to maintain an adequate balance between the activities focused on linguistic aspects and the ones devoted to promote communication, in order to develop both aspects in the learners; it is also important to have in mind that during the learning process the students are experimenting with the language and that the commitment of mistakes must be expected and seen as a part of the learning process.

Finally, a study could be carried out with the students who took part in the virtual course and continue their technical studies the next year in tenth grade, to confirm if the course actually produces a positive effect in the learning of ESP, as it is the assumption.
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Appendixes

Appendix 1: Requirement for permission to do the interviews

Bogotá, noviembre 6 de 2014

Señor

Carlos Rodríguez

Rector IED Kennedy

Respetado docente.

Como parte de mi propuesta de investigación de maestría del proyecto Introducing Public School Students to the Use of Technical English, que busca desarrollar un programa virtual dentro de la asignatura Exploración de la modalidad para introducir algunos fundamentos de inglés técnico a los estudiantes de grado 9° de la jornada tarde, requiero realizar algunas entrevistas a los instructores SENA de inglés, a los docentes de articulación y a algunos estudiantes de grado 10° de cada modalidad. El objetivo de dichas entrevistas es el de identificar las dificultades que presentan los estudiantes al iniciar su proceso de formación en inglés técnico en grado 10°. Los insumos de dichas entrevistas fundamentarán las bases sobre las cuales comenzaré a desarrollar el programa, por lo cual solicitó comedidamente su autorización para la realización de las mismas.

Atentamente:

Lic. Francisco Ruiz Castro

Doc. Inglés JT. IED Kennedy

Anexo: Modelos de entrevistas.
Appendix 2: Model of the interview to the English SENA Instructor

Modelo de entrevista a los instructores SENA de inglés

<table>
<thead>
<tr>
<th>Fecha de realización de entrevista</th>
<th>Noviembre de 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrevistador</td>
<td>Lic. Francisco Ruiz Castro, docente investigador del proyecto <em>Introducing Public School Students to the Use of Technical English</em>.</td>
</tr>
</tbody>
</table>
| Entrevistado                      | Nombre: ________________________  
Instructor SENA de inglés modalidad: ___________________ |

Francisco Ruiz (FR): Buenos días. Mi nombre es Francisco Ruiz y soy docente de inglés de la IED Kennedy en la jornada tarde. Estoy realizando un proyecto de investigación llamado *Introducing Public School Students to the Use of Technical English* como parte de mis estudios de maestría en didáctica del inglés en la Universidad Libre. El objetivo de este proyecto es el de desarrollar un programa virtual para introducir fundamentos de inglés técnico a los estudiantes de grado 9° de la jornada tarde en la asignatura de Exploración de la modalidad, por dicha razón me gustaría hacerle una entrevista para identificar las dificultades que usted ha encontrado en los estudiantes de grado 10° que están iniciando su proceso de formación en inglés técnico. Los insumos de esta entrevista fundamentarán las bases sobre las cuales comenzaré a desarrollar el programa, por lo cual es de suprema importancia para el proyecto conocer sus apreciaciones al respecto. Me podría decir su nombre por favor?

Entrevistado:

(FR): ¿Cuánto tiempo lleva laborando con los estudiantes de la IED Kennedy?

Entrevistado:

(FR): ¿Con qué modalidad(es) labora y en qué grados?

Entrevistado:

(FR): ¿Cómo se desarrolla el proceso de formación en inglés técnico en la modalidad? ¿Hay algún programa de estudios? ¿Se sigue alguna metodología específica?

Entrevistado:

(FR): ¿Qué se espera que los estudiantes sean capaces de hacer en inglés al finalizar el ciclo de estudios técnicos? ¿Qué habilidades y conocimientos específicos deberían desarrollar?

Entrevistado:

(FR): ¿Qué fundamentos o bases de inglés deberían tener los estudiantes al iniciar sus estudios de inglés técnico en grado 10°?
Entrevistado:

(FR): ¿Qué tan relevante es la adquisición de vocabulario técnico dentro del proceso de formación?

Entrevistado:

(FR): ¿Han tenido dificultad los estudiantes con la apropiación del vocabulario técnico? ¿Cómo se manifiesta esa dificultad?

Entrevistado:

(FR): ¿Qué otras dificultades ha observado que presentan los estudiantes en su proceso de aprendizaje de inglés técnico?

Entrevistado:

(FR): ¿Algún comentario final?

Entrevistado:

(FR): Muchas gracias por su colaboración
Appendix 3: Model of the interview to the students of the modalities

Modelo de entrevista a los estudiantes de modalidad

<table>
<thead>
<tr>
<th>Fecha de realización de entrevista</th>
<th>Noviembre de 2014</th>
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</tr>
</tbody>
</table>
| Entrevistado                      | Nombre: _______________  
Estudiante de la modalidad: _______________  
Curso: _____  Jornada: ____ |

Francisco Ruiz (FR): Buenos días. Mi nombre es Francisco Ruiz y soy docente de inglés de la IED Kennedy en la jornada tarde. Estoy realizando un proyecto de investigación llamado *Introducing Public School Students to the Use of Technical English* como parte de mis estudios de maestría en didáctica del inglés en la Universidad Libre. El objetivo de este proyecto es el de desarrollar un programa virtual para introducir fundamentos de inglés técnico a los estudiantes de grado 9° de la jornada tarde en la asignatura de Exploración de la modalidad, por dicha razón me gustaría hacerle una corta entrevista para identificar las dificultades que usted ha encontrado al iniciar su proceso de formación en inglés técnico. Los insumos de esta entrevista fundamentarán las bases sobre las cuales comenzaré a desarrollar el programa, por lo cual es de suprema importancia para el proyecto conocer sus apreciaciones al respecto. Me podría decir su nombre por favor?

Entrevistado:

(FR): ¿Qué modalidad sigue?

Entrevistado:

(FR): ¿Recibe usted clases de inglés técnico en la modalidad? ¿Con qué frecuencia?

Entrevistado:

(FR): ¿Cómo se desarrolla esa clase? ¿Es presencial/ virtual?

Entrevistado:

(FR): ¿Qué contenidos / temas ve?

Entrevistado:

(FR): ¿Qué actividades desarrollan durante la clase?

Entrevistado:

(FR): ¿Qué se espera que usted sea capaz de hacer en inglés al finalizar el ciclo de modalidad? ¿Qué habilidades y conocimientos específicos debería desarrollar?
Entrevistado:

(FR): ¿Ha tenido que aprender vocabulario técnico en inglés?

Entrevistado:

(FR): ¿Ha sido fácil o difícil el proceso de aprender ese lenguaje técnico? ¿Por qué?

Entrevistado:

(FR): ¿Tuvo alguna dificultad al iniciar sus estudios de inglés técnico en grado 10°? ¿Cuál?

Entrevistado:

(FR): ¿Qué ha sido lo más difícil que ha tenido que hacer en ese curso?

Entrevistado:

(FR): ¿Las clases de inglés del colegio (no las del SENA) le han ayudado para superar esas dificultades? ¿Cómo podrían ayudarle?

Entrevistado:

(FR): ¿Algún comentario final?

Entrevistado:

(FR): Muchas gracias por su colaboración.

Appendix 4: Model of the interview to SENA Instructors

Modelo de entrevista a los docentes de modalidad
Francisco Ruiz (FR): Buenos días. Mi nombre es Francisco Ruiz y soy docente de inglés de la IED Kennedy en la jornada tarde. Estoy realizando un proyecto de investigación llamado *Introducing Public School Students to the Use of Technical English* como parte de mis estudios de maestría en didáctica del inglés en la Universidad Libre. El objetivo de este proyecto es el de desarrollar un programa virtual para introducir fundamentos de inglés técnico a los estudiantes de grado 9° de la jornada tarde en la asignatura de Exploración de la modalidad, por dicha razón me gustaría hacerle una corta entrevista para identificar las dificultades que usted ha encontrado en los estudiantes de grado 10° que están iniciando su proceso de formación en inglés técnico. Los insumos de esta entrevista fundamentarán las bases sobre las cuales comenzaré a desarrollar el programa, por lo cual es de suprema importancia para el proyecto conocer sus apreciaciones al respecto. Me podría decir su nombre por favor?

Entrevistado:

(FR): ¿Cuánto tiempo lleva laborando con los estudiantes de la IED Kennedy?

Entrevistado:

(FR): ¿Con qué modalidad(es) labora y en qué grados?

Entrevistado:

(FR): ¿Los estudiantes de grado 10° de su modalidad reciben formación en inglés técnico? ¿De qué tipo (presencial/virtual)? ¿Hay algún programa de estudios?

Entrevistado:

(FR): ¿Sabe usted qué se espera que los estudiantes sean capaces de hacer en inglés al finalizar el ciclo de estudios técnicos? ¿Qué habilidades y conocimientos específicos deberían desarrollar?

Entrevistado:

(FR): ¿Algún comentario final?

Entrevistado:

(FR): Muchas gracias por su colaboración.
Appendix 5: Transcription of the interview to the Coordinador de articulación

FR: Francisco Ruiz
RM: Rafael Mosquera, Coordinador de articulación

FR: Buenas tardes.
RM: Buenas tardes.
FR: ¿Nos podría decir por favor su nombre y su cargo dentro del Colegio Kennedy?
RM: Mi nombre es Rafael Mosquera... yo tengo el cargo de coordinador de media técnica articulada con el SENA, específicamente.
FR: ¿Nos podría explicar en qué consiste el acuerdo de articulación con el SENA?
RM: Digamos que los acuerdos de articulación con el SENA, el último que se firmó, hay unos lineamientos que se firmaron en el año 2008 que establecen, digamos ... fue una actualización de los anteriores que establecen digamos, cuál es la finalidad de la articulación con el SENA, pues la Ley 115 en sus artículos 23, 27, establecen, digamos, los propósitos y la definición como tal de la media técnica, pero articulada y en ese orden de ideas, allí se establece que la articulación como tal de la media técnica se podrá hacer con instituciones de educación superior o con el Servicio Nacional de Aprendizaje. El colegio optó por hacerlo con Servicio Nacional de Aprendizaje por las garantías que brinda. Es una entidad oficial reconocida, existe, digamos, como tal desde 1957 y en ese orden de ideas, digamos, la tradición que lleva al colegio son 15 años ya con los procesos de articulación. El último acuerdo es el 01 del 2005, que, digamos, nos da el parámetro especial de 1.82 en la media, o sea, 0.46 más que lo normal que se le da para una institución académica y eso permite, digamos, que uno tenga una planta de personal por parte de la Secretaría de Educación especializados para orientar la formación técnica y en este caso, técnica laboral porque es una articulación con el SENA que está montado, digamos, su proceso de formación en competencias laborales.
FR: Bien, ¿qué modalidades están incluidas dentro de la articulación en el colegio?
RM: Tenemos 6 modalidades exactamente. Nosotras las hemos dividido en cuatro grandes áreas. La primera, digámoslo así, y la más antigua de todas, es la que nosotros llamamos Administración y finanzas, y esa comprende la modalidad de Técnico en Asistencia Administrativa y la otra es Técnico en nómina y prestaciones sociales. Esta entró este año a ser parte de la oferta educativa en media técnica articulada. La otra área que nosotros tenemos, y estoy hablando de más antigua a menos antigua, es la de Tecnología e informática, qué es la de Programación de Software, esa, digamos, que viene con nosotros ya hace unos 5 años; la de Asistencia Administrativa, nosotros llevamos 15 años trabajando con el programa, es la más antigua de todas; y hay otras dos áreas que es la de Ciencia
naturales y Medio ambiente, que esa comprende un área que se llama Técnico en manejo ambiental. Aspiramos que para el año entrante esté Técnico en Producción tecnológica de material vegetal. Este año no entró porque faltó firmar un acuerdo con el centro de Mosquera, qué es el que nos proveía, pese a que, pues, que ya, incluso ya habían enviado a la docente y estaba todo listo, pero tocó, digamos parar esa oferta porque faltaba un protocolo burocrático en la Secretaría de Educación para poder funcionar. El año entrante nos dijeron que probablemente el asunto sale y tendremos eso, por ahora tenemos solo Técnico en Manejo Ambiental. Esa área también o esa modalidad también con nosotros ya lleva cinco años. Hay otra modalidad u otra área que es nueva totalmente en nuestra oferta educativa, que es la de artes, y ahí en artes tenemos Técnico en interpretación musical, instrumentos funcionales, piano y guitarra; y la otra es, Danza, ejecución de la danza, que está funcionando en la tarde e interpretación musical en la mañana.

FR: Bien, dentro de esas modalidades se incluye la enseñanza del inglés técnico, ¿de qué manera se hace y qué tan relevante es esa enseñanza del inglés técnico?

RM: Sí, en todas, incluidas las nuevas que entraron, digamos que uno diría que en artes, claro, eso no…lo que pasa es que el técnico, en términos laborales, hoy en día necesita insertarse a un mundo global, totalmente global y globalizante, cada día, en términos de su proceso. ¿Eso qué significa? Que el trabajador o el empleado o el microempresario o el pequeño empresario para el cual es formado el técnico, para la Mipime, están formados para las Mipime.... y, en términos de creación de empresas para las Mipime, y en términos de empleo, sí para la pequeña y gran empresa también ; entonces, hoy en día, él necesita saber inglés porque es lo que le permite tranzar a nivel internacional, el inglés es uno de los idiomas más importantes en términos comerciales, e incluso la tecnología tú sabes que toda viene diseñada y traducida al inglés, sin importar el país donde se produzca; entonces digamos el tema de la influencia global del inglés es sumamente importante, por citarte un caso particular, digamos en puestos como los famosos VPO o los Converge, que son puestos, digamos, en términos de mercado y mercadeo, hoy en día se requiere mucho, y por ejemplo nuestros estudiantes de asistencia administrativa salen enseñados, o digamos, en términos de competencias, salen con las competencias para trabajar en ese tipo de empleos. En los programación de software, por decir algo, es sumamente necesario porque los lenguajes de programación, pues que cada día evolucionan más y más, pues tienen
montados en inglés, vienen diseñados en inglés, muy pocos están diseñados en español y los que están traducidos normalmente son lenguajes que ya tienden a ser anacrónicos. En el arte usted nace para crear empresa, o lo forman para crear empresa en todo el mundo artístico, y usted no solo va a vender a nivel Colombia sino a nivel internacional, y, a nivel de ciencias naturales, toda la buena literatura del medio ambiente y en procesos industriales ambientales están en inglés; en otras palabras, no solo se necesita del inglés para insertarse en el mercado, en términos de la labor, sino que también le sirve para continuar aprendiendo porque la mayoría de la producción, el conocimiento viene de países anglo hablantes.

FR: ¿Nos podría hablar un poco acerca de la materia Exploración de la Modalidad? ¿En qué consiste?

RM: La exploración a las modalidades que nosotros tenemos acá es una materia que viene funcionado hace más o menos tres años. Antes estaba en el currículo normal académico de cada una de las jornadas y dentro de la jornada académica, y se veía una hora en octavo y una hora en noveno, entonces pues se dieron cuenta que de pronto, dos años después, se dieron cuenta que no funcionaba y el año pasado dejaron dos horas en noveno, pero en el mismo currículo; finalmente se hizo una evaluación de esos tres años y nos dimos cuenta que realmente la materia estaba, primero mal orientada en términos curriculares y, segundo, estaban siendo orientadas por las personas que no..., digamos que no tenían el conocimiento ni metodológico del trabajo SENA, ni la metodología SENA de formación en competencias y también en la capacidad técnica para orientar en todas las modalidades.

¿Qué se hizo? Se colocó en contrajornada; entonces ahora el estudiante en grado noveno viene dos horas un día a la semana, en este caso lo pusimos para estar el día viernes, y el docente específico de cada modalidad le da clase a ese grupo durante un período, por áreas, ¿recuerdas que las modalidades están orientadas por las cuatro áreas? El de ciencias naturales ahí va a tener al docente de medio ambiente y el de tecnología que va a orientar esa formación durante un período. Al terminar esa orientación ahí hace una rotación, pero antes de hacer la rotación a la siguiente modalidad le hace una evaluación de salida. La evaluación consta de dos elementos, uno de conocimiento, que tiene un porcentaje, y otro de actitudinal, que lo evalúa el docente en clase y de una vez se califica, luego se monta una base de datos, y al final del año el estudiante tendrá cuatro evaluaciones sobre,
digamos, su desempeño o su desarrollo en cada una de las cuatro áreas, y finalmente ahí es donde se escoge a qué modalidad iría el estudiante. ¿Qué busca realmente la exploración de la modalidad? Primero, explorar preconceptos y habilidades de los estudiantes. Segundo, orientar al estudiante en términos metodológicos del proceso de trabajo SENA y el proceso de formación en competencias y cuarto, dar también algunos conocimientos básicos y generales sobre cada una de las modalidades de tal manera de que el estudiante, cuando se haga el proceso de selección, de una u otra forma sepa a qué aspectos apunta cada una de ellas, a qué se enfrenta. Finalmente a ese proceso de selección que se hace a final de año se le hacen algunos ajustes por parte de orientación, con base en unas entrevistas en profundidad, en caso de que se vea que el estudiante presenta problemas con crisis e vocación o tenga necesidades educativas especiales.

FR: ¿Dentro de Exploración de la modalidad está incluida la enseñanza del inglés técnico, digamos fundamentos de inglés técnico?

RM: No, pese a que nosotros vemos que todas las modalidades lo incluyeron, por eso los estudiantes hoy en día, por citarte un caso particular, asistencia administrativa y nómina, ellos tienen 10 horas a la semana de formación técnica, pero tienen que venir los sábados a formación en ofimática e inglés, sí? Y allá tienen que, en total cubrir 80 horas, 40 y 40 por cada año de formación, o sea 160 en toda la formación, sí? En todos los dos años de formación, 10 y 11. En el caso de los de ambiental, también es más o menos lo mismo. Ellos tienen que cubrir unos cursos más altos, ellos tiene que cubrir 80 horas. 80 horas anuales porque ellos solo ven inglés. La parte de ofimática se supone que la soporta el colegio. Y así digamos, cada una de las modalidades; los de artes ven la formación de 40 horas de inglés virtuales y los de software también tienen que hacer cursos virtuales de 40 horas. Terminan de que todos deben hacer cursos virtuales de 40 horas por lo menos u 80, en el caso anual, podemos hablar de 80 y 160 horas, de formación, en el proceso de formación y nosotros no la hemos incluido. Primera razón, pues primero digamos, que el programa apenas se está fortaleciendo, apenas empezamos a, digamos, a rediseñar el plan de estudios y miramos el modelo curricular que se venía planteando igualmente porque no había funcionado. O sea, la exploración a la modalidad no estaba cumpliendo con los propósitos que realmente debiera estar cumpliendo el área, que era: explorar la vocación del estudiante, dar unos preconceptos, explorar las habilidades y encausar al estudiante de
acuerdo a sus habilidades a la modalidad o al área de modalidad a la cual debiera estar. Eso por un lado. Y, segundo, no sé, pues consideramos que en estos momentos no tenemos nadie que nos soporte eso porque pues las docentes son fuertes en su formación disciplinar pero, digamos, que es como casi todos los colombianos tenemos debilidades en la formación en inglés, por eso, digamos, el SENA le ha apuntado durísimo a la formación técnica con énfasis en el inglés y los sistemas; para que salgamos con un profesional que se pueda insertar fácilmente en el siglo XXI. En estos momentos requerimos eso, requerimos que se le dé una orientación específica a cada una de las modalidades con un currículo y un plan de estudios que nos soporte la exploración de la modalidad en el aspecto del inglés técnico para cada una de las modalidades que explora el estudiante.

FR: Muchísimas gracias.

RM: A la orden, muchas gracias.

Appendix 6: Transcript to the interview to the English SENA instructor of the modality Environmental Management

FR: Francisco Ruiz

CG: Carlos Murillo, English SENA instructor of the modality Environmental Management

FR: Buenos días, ¿me podría decir por favor su nombre?

CG: Bueno, mi nombre es Carlos Enrique Gómez Murillo
FR: ¿Cuánto tiempo lleva laborando con los estudiantes de la IED Kennedy?
CG: Actualmente llevo ya 9 meses.
FR: ¿Con qué modalidades labora y en qué grados?
CG: Yo desarrolló la parte de inglés de las áreas del técnico en manejo ambiental. 
FR: ¿Y en qué grados?
CG: En los grados décimo y once.
FR: ¿Cómo se desarrolla el proceso de formación del inglés técnico en la modalidad?
CG: Bueno, la idea es que los muchachos tienen que hacer sus presentaciones finales de los proyectos que elaboran durante los dos años de proceso, en inglés, entonces, la idea es que los muchachos posean un nivel técnico en cuanto al manejo de las herramientas que maneja el programa; entonces que pueda desarrollar su presentación libremente y que esté familiarizado con ese inglés técnico que se maneja en la presentación en español, también lo pueda tener en inglés.
FR: ¿Hay algún programa de estudios?
CG: Sí, claro. Se manejan dos niveles. Esos son los niveles que maneja el SENA actualmente, presenciales, de 40 horas cada uno; obviamente, están divididos en: Inglés 1 e Inglés 2, cada uno con un grado de dificultad diferente.
FR: ¿Es una programa generado por el SENA?
CG: Sí, es un programa generado por el SENA.
FR: ¿Usted sigue alguna metodología específica?
CG: Pues el método comunicativo quizás es el que más nos importa y la intención totalmente es que ellos lo vean como una herramienta que les pueda servir en cuanto a la consecución de sus labores, tan pronto terminan su técnico y que les sea una herramienta en cuanto al desarrollo de sus carreras, sí? Entonces, la parte comunicativa coge totalmente peso porque la intención es de que los muchachos realmente manejen esto como una herramienta y que les ayude, les aporte y les enriquezca la carrera.
FR: ¿Qué se espera que los estudiantes sean capaces de hacer en inglés al finalizar el ciclo de estudios técnicos?
CG: Bueno, ¿qué se espera?, lo mínimo que se espera es que los muchachos puedan tener, dar información básica, acerca de ellos, acerca de sus carreras, que manejen, conozcan terminología de acuerdo a sus carreras, y obviamente, que se puedan expresar en lo más
mínimo, o en la forma básica, en un contexto determinado, de acuerdo a la situación que se le esté presentando en el segundo idioma.

FR: ¿Qué fundamentos o bases de inglés deberían tener los estudiantes al iniciar sus estudios de inglés técnico en grado 10?
CG: Pues la intención sería que los estudiantes tuviesen ya los conceptos básicos del manejo del lenguaje, ¿sí?, que tuvieran esas herramientas básicas, ya que muchas veces encontramos que los estudiantes están nulos; aunque, por lo menos digamos, en el grado 10, ellos están viendo presentes perfectos o las cláusulas relativas, muchísimas cosas que ellos, en realidad, poniéndolos en práctica, no saben nada de eso, o sea, digamos que hay un desfase entre lo que ellos están viendo en 10 y 11 y lo que realmente saben y pueden manejar.

FR: ¿Qué tan relevante es la adquisición de vocabulario técnico dentro del proceso de formación?
CG: Pues, total, pues en el momento que los niños se acerquen a una empresa, ya sea a hacer sus prácticas o a laborar como tal, muchos de los manuales, sobre todo en el sistema de manejo ambiental, vienen en inglés; hay muchas de las, por lo menos la norma, es una norma internacional, la que manejamos es la ISO 14001, y es una norma que viene en inglés, la cual le permite, cuando llega a una empresa, el desarrollar un sistema de manejo ambiental, entonces, es totalmente necesario que los muchachos conozcan la terminología que se maneja, porque obviamente, no es un lenguaje común el que maneja la norma, sino que es un lenguaje técnico, de palabras un poco más complejas, que los muchachos necesitan saber y conocer, para poder desarrollar mejor sus labores.

FR: ¿Han tenido dificultad los estudiantes con la apropiación del vocabulario técnico?
CG: No, dificultad no, en ningún momento, pues los muchachos siempre creo que están dispuestos a aprender, y la intención del curso nunca ha sido, o de los niveles de inglés, nunca ha sido, como llegar a, se parte de cero, es decir, nunca se llega a mirar qué es lo que se tiene, sino se llega a aportarles a lo que ellos tienen, entonces, se parte de cero en cuanto al nivel técnico y ya está, depende del estudiante, en cuanto como quiere continuar su proceso y como puede mejorar su proceso, pero en ningún momento se siente que hay una dificultad; depende obviamente, sí, es de la disposición y de la motivación que el estudiante pueda tener por la carrera que está estudiando.
FR: ¿Qué se podría hacer desde el colegio para, desde la asignatura de inglés del colegio, para aportarle a la modalidad técnica?
CG: Pues sería bueno que ellos desde el principio, o a finales de noveno, o los principios de noveno, tuvieran ese…, ese… ya, tengo entendido que desde noveno, ellos empiezan a escoger la modalidad, están enterados de la modalidad, entonces, sería importante que se les empezara a mostrar un poco la parte técnica o vocabulario relacionado con esto; pues es difícil, yo entiendo que, por lo menos, el Colegio Kennedy tiene varias modalidades, entonces sería casi… sería algo complejo, el que ellos, digamos, desde sexto, comiencen a ver un vocabulario, porque si son cinco modalidades, y no saben qué modalidad van a tener, tendrían que verlas todas, entonces es algo complejo; yo creería que en noveno ya, si en noveno sí ya se hizo una preselección, se empiece a trabajar con ellos, enterándolos de en qué consiste, y mostrándole mucho las terminologías que pueden llegar a manejar en el programa técnico.
FR: Bueno, muchísimas gracias.
CG: Listo.

Appendix 7: Transcript to the interview to a student of the modalities

FR: Francisco Ruiz
VM: Vanessa Macías, student of eleventh grade of the modality Software Programming

FR: Buenas tardes.
VM: Buenas tardes.
FR: ¿Me podrías decir tu nombre, por favor?
VM: Vanessa Macías.
FR: ¿En qué modalidad estás?
VM: Programación de software
FR: ¿Recibes clases de inglés técnico en esa modalidad?
VM: Hmm, específicamente la clase de inglés no la recibimos, pero tenemos que presentar un curso virtual en la modalidad, que certifique que tenemos 120 horas de éste.
FR: ¿Con qué frecuencia ves este curso?
VM: Lo hago yo en mi casa, tal vez casi siempre en las noches, diario.
FR: ¿Por cuánto tiempo has hecho el curso?
VM: Tienen que ser 120 horas, entonces el curso dura casi un mes, dos meses.
FR: Bueno, entonces me dijiste que el curso es virtual… ¿qué contenidos o temas ves en ese curso?
VM: Es muy general, no especifica relativamente lo que es de la modalidad, pero ayuda con ella.
FR: ¿Hay un curso único para todos los estudiantes?
VM: No es un curso único. Si yo ingreso a la modalidad de la plataforma y veo un curso disponible, yo escojo ese, pero mi compañero puede escoger otro. No es un curso en específico.
FR: ¿Qué actividades desarrollaste en el curso que escogiste?
VM: Es general, adjetivos, sustantivos, verbo y predicado, cosas de ese tipo.
FR: Pero, ¿qué actividades hicieron…, escuchar, leer algo, ver videos?
VM: Pasan el video y luego preguntan sobre el video, las actividades que hacen en el video, los utensilios que se utilizan en una mesa de trabajo, escuchar un audio y responder… así.
FR: ¿Qué se espera que tú seas capaz de hacer en inglés al finalizar la modalidad?
VM: Casi todo el código en la modalidad es en inglés, entonces, al final se supone que debo saber explicar las barras en inglés del código, para así certificarme.
FR: ¿Has tenido que aprender vocabulario técnico en inglés?
VM: Sí, debido a que diariamente utilizamos el código en inglés, entonces es específico saberlo.
FR: ¿Ha sido fácil o difícil ese proceso de aprender el lenguaje técnico?
VM: Es fácil porque, como ya dije, pues es usado casi todo el tiempo en la modalidad, entonces es mecánico aprenderlo.
FR: ¿Tuviste alguna dificultad al iniciar los estudios de inglés técnico, en grado décimo?
VM: Tal vez en grado décimo es un poco agobiador porque llega uno de golpe y no sabe cómo cogerlo todo, pero no fue tan difícil.
FR: ¿Qué ha sido lo más difícil que has tenido que hacer en ese curso de inglés?
VM: No, creo que todo es muy básico, pero… sí, todo es muy básico.
FR: ¿Las clases de inglés del colegio te han ayudado para superar las dificultades iniciales?
VM: No, creo que no, porque son muy aparte los temas que veo en el colegio a los de la modalidad.
FR: ¿Cómo podrían ayudarte las clases del colegio para esas dificultades?
VM: Pues, no sé, tal vez, viendo algo más relacionado con la modalidad.
FR: ¿Algún comentario final?
VM: No, pues no.
FR: Bueno, muchas gracias por tu colaboración.
VM: Gracias.

Appendix 8: Transcript to the interview to the SENA instructor of the modality Dances

FR: Francisco Ruiz
MB: Michel Betancourt, SENA instructor of the modality Dances

FR: Buenas tardes.
MB: Buenas tardes.
FR: ¿Me podría decir su nombre, por favor?
MB: Mi nombres es Michel Betancourt.
FR: ¿Cuánto tiempo lleva laborando con los estudiantes de la IED Kennedy?
MB: Llevo laborando aproximadamente ocho meses con ellos
FR: ¿Con qué modalidad labora y en qué grados?
MB: Yo laboro con la modalidad de Técnico en ejecución de la danza, con el grado décimo.
FR: ¿Los estudiantes de grado décimo de danzas reciben formación en inglés técnico?
MB: Sí, ellos al final del ciclo técnico, en el grado 11, deben demostrar que cursaron cuatro niveles de inglés, iniciando con el inglés principiante hasta el grado 3.
FR: ¿Es en modalidad presencial o virtual?
MB: Eso lo hacen virtualmente.
FR: ¿Hay un programa específico de estudios para eso?
MB: Sí, ese programa lo maneja ya el SENA directamente, enviándoles actividades a los chicos para que las vayan desarrollando.
FR: ¿Sabe usted qué se espera que los estudiantes sean capaces de hacer en inglés al finalizar el ciclo de estudios técnicos?
MB: La idea es que ellos pues tengan las bases necesarias, los principios básicos, para que se puedan, tal vez, comunicar y expresar, pues en el otro idioma.
FR: ¿Pero ese inglés es de tipo general, digamos, no es específico de la modalidad, digamos, no tiene nada que ver con el lenguaje técnico de la modalidad?
MB: No, es general. Es el curso general que hace el SENA para cualquier aprendiz de cualquier carrera, en cualquier modalidad.
FR: ¿Algún comentario final?
MB: No, pues que me parece súper importante el inglés en cualquier carrera, en cualquier modalidad, y ahora, pues sería muy chévere, que cualquier aprendiz lo aprovechara, pues ya que es de manera gratuita, y pues le ayuda mucho en su formación personal.
FR: Bueno, muchísimas gracias.
MB: Con gusto.
Appendix 9: English Learning Guide for the Modality *Administrative Assistance*

<table>
<thead>
<tr>
<th>Código:</th>
<th>Fecha: (Día – Mes – Año): 12 05 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional: Bogotá</td>
<td>Centro de formación: Centro de Servicios Financieros</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estructura curricular o Programa de Formación: Asistencia Administrativa</th>
<th>Duración en horas, etapa Lectiva: 880</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Duración en horas, etapa productiva: 440</td>
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<tr>
<td></td>
<td>Total en horas, de la Formación: 1320</td>
</tr>
<tr>
<td>Módulo de Formación: Comprender textos en inglés en forma escrita y auditiva</td>
<td>Duración en horas: 180</td>
</tr>
<tr>
<td>Unidad de Aprendizaje:</td>
<td>Duración en horas:</td>
</tr>
<tr>
<td>Modalidad(es) de formación: Presencial</td>
<td></td>
</tr>
</tbody>
</table>

Resultados de Aprendizaje: Comprender la idea principal en avisos y mensajes breves, claros y sencillos en inglés técnico, Leer textos muy breves y sencillos en inglés general y técnico, Encontrar...
2. INTRODUCCIÓN

Hablar el idioma Inglés es invaluable para el desarrollo empresarial y profesional de una persona. Las mejores oportunidades de trabajo, desde un empleo con salario medio hasta los más altos niveles ejecutivos, requieren el dominio del idioma Inglés, porque el personal administrativo, las máquinas, las técnicas que se utilizan, los libros, etc. todos se expresan o están en Inglés. El Inglés es el idioma más utilizado en el mundo entero, tanto en el ámbito del comercio como en el de los negocios y la investigación.

Si usted habla inglés, no sólo se abrirán muchas puertas en el trabajo y los negocios, sino que podrá tener acceso a libros especializados, a la Internet, a películas y videos recién salidos al mercado; a los materiales de enseñanza más actualizados concebidos con una didáctica avanzada, propia sólo de los países desarrollados.

3. PLANTEAMIENTO DE LAS ACTIVIDADES Y ESTRATEGIAS DE APRENDIZAJE

- With the key words, develop the exercises indicated by the teacher. Each word most appears at least twice in each paragraph.


- Describe the following terms according to the company that you created with your study group:

  Type of business, Purpose, Mission, Vision, Objectives, Policies, short review of the company, the reason why you decide to create this type of company.

- Develop a format for business documents that are listed below according to the company mentioned:


**4. EVALUACIÓN**

<table>
<thead>
<tr>
<th>EVIDENCIAS DE APRENDIZAJE</th>
<th>CRITERIOS DE EVALUACIÓN</th>
<th>TECNICAS E INSTRUMENTOS DE EVALUACIÓN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidencias de conocimientos</td>
<td>Pronuncia adecuadamente el vocabulario y modismos básicos del idioma. Sostiene conversaciones con vocabulario básico y técnico aprendido. Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. Elabora resúmenes cortos sobre textos sencillos, y con contenido técnico. Escribe o presenta descripciones de sí mismo, su profesión y su entorno.</td>
<td>Trabajo escrito</td>
</tr>
<tr>
<td>Evidencias de Desempeño</td>
<td>Análisis personal</td>
<td>capacidad de análisis, comprensión de lectura, redacción</td>
</tr>
</tbody>
</table>

**5. AMBIENTES DE APRENDIZAJE, MEDIOS Y RECURSOS DIDÁCTICOS**

- Aula
- Guía de Aprendizaje
- Taller

**6. GLOSARIO**

Elabore el Glosario de la presente guía.
7. BIBLIOGRAFÍA

- Diccionario en Inglés.

<table>
<thead>
<tr>
<th>Elaborado por: Alvaro Augusto O’Meara Sarmiento</th>
<th>Fecha</th>
<th>12</th>
<th>05</th>
<th>2012</th>
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<td>Ajustado por:</td>
<td>Fecha</td>
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</tr>
</tbody>
</table>
Appendix 10: Study Guides of a Tenth Grade Student of the Modality

*Environmental Management*
INTRODUCING PUBLIC SCHOOL STUDENTS TO THE USE OF ESP

1. Biodegradable ✗
2. Carbon dioxide ✓
3. Deforestation ✓
4. Disposable products ✓
5. Acid rain ✓
6. Climate ✗

- able to decay naturally and harmlessly. ✓
- rain which contains large amounts of harmful chemicals as a result of burning substances such as coal and oil. ✓
- the general weather conditions usually found in a particular place. ✓
- the gas formed when carbon is burned, or when people or animals breathe out. ✓
- describes an item that is intended to be thrown away after use. ✓
- the cutting down of trees in a large area; the destruction of forests by people. ✓

Deforestation is destroying large areas of tropical rain forest. ✓
Acid Rain: is one consequence of air pollution. When any fuel is burned, various chemicals are released into the air. Smoke from factories, which comes from a fire or a car that generates.

Biodegradable: is the product or substance that can be decomposed into natural chemicals by the action of biological agents such as sun, water, bacteria, plants, or animals.

Biocover: is the variety of living species that develop in a natural environment, as species of plants, animals, microorganisms, and their genetic material.

Carbon Dioxide: is a gas composed of 2 molecules of oxygen and carbon. It's the function they have in living beings and planet Earth.

Carbon Monoxide: is a colorless, odorless gas, not moving, found both in the air indoors and outdoors. It is produced from the combustion incomplete coal.

Climate: is the set of large and rapid climate disruptions caused by rising global temperatures. This is the important environmental problem facing humanity.

Deforestation: is change of a cover dominated by trees to one that lacks them. It is the removal of natural vegetation.

Disposable Products: product designed to make the single-use.

Drought (Droga): long period of dry weather.

Earthquake: Trembling or shaking of the earth's crust, caused by internal displacement, which is transmitted over long distances in waves.

Endangered Species: Animals in danger of disappearing.

Energy: action force.

Energy Conservation.
Label the pictures with the words below:

pollution, waste, bag, global warming, herbicide, ivory, box, environment, elephant, gun, tree, stump, ax, book, paper, bin, windfarms, power, refrigerator, tusk, recycling

Create short conversations about the environment using the vocabulary above and try to expand:

A: What environmental issue are you concerned about?
B: I'm concerned about global warming.
A: Why?
B: Because it causes the decrease of natural resources.
A: And what can we do about it?
B: Be careful about disposing solid waste!
Appendix 11: Tutorial: How to make your introduction in Moodle?

Good afternoon students. Welcome to the Modality Exploration English course.

The first thing you are going to do is to introduce yourself, and upload your picture.

To do that, please follow the next steps:

1. Go to https://franruca.gnomio.com/

2. Click on “Modality Exploration English”

3. Write your username and password and click on “log in”
4. Go to Administration > My profile settings > Edit profile

5. Write your introduction to the group

6. Click on User picture, and then, in the icon
7. Click on Upload a file and then in Seleccionar archivo. Select one picture in your pc.
8. Write your name in “Save as”. Click on “Upload this file”

9. Finally click on “Update profile”
   - Additional names
   - Interests
   - Optional

   Update profile

There are required fields in this form marked *.
And... ready! You’ve finished your first activity!
Appendix 12: Introduction of a Student in Moodle
Appendix 13: Tutorial Works in groups

Tutorial Work in Groups

Good morning dear students.

The work for this week is the Activity 2.

To do it, follow the next steps:

1. Go to https://franruca.gnomio.com
2. Log in “Modality Exploration English”
3. Go to “Administration and Finance”
4. Click on the file “Administration and Finance Key Words”. Download and read it.
5. In class you will be assigned to a group.
   With your group, do the paperwork to create your own company. Use the file downloaded in the point 4.
   - Decide which type of product or service the company will offer.
   - Invent the name of the company and design its slogan. Be creative.
   - Write the mission, vision, and objectives of the company.
   - Decide about the staff of the company, who is going to be the boss, the secretary, the treasurer, etc. and design the organization chart.
   - Decide if you will need employees, how many and which.
6. In a Power Point Presentation or in a Word file submit all the information required in point 5. You must decide if all the members of the group will upload different files or if you, as a group will upload one file with all the information. To do it, follow these instructions:

7.
   a. Go to https://franruca.gnomio.com
   b. Log in “Modality Exploration English”
   c. Go to “Administration and Finance”.
   d. Click on “Activity 2”.
   e. Click on Add submission
   f. Submit your Power Point Presentation or Word file by giving click on
   g. Click on and then on
   and finish with .
   h. A window like this will open:
Click on i. A window like this will open:

Once this assignment is submitted you will not be able to make any more changes.

Click on j. This window opens:

Submit assignment

Click on , and finish!
### Activity 2 Evaluation Rubric

<table>
<thead>
<tr>
<th>Aspects to evaluate</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td><strong>Company Profile</strong></td>
<td></td>
</tr>
<tr>
<td>Name of the company. Is the name of the company presented in a clear, explicit way?</td>
<td></td>
</tr>
<tr>
<td>Mission. Is the mission of the company stated according to the definitions provided in the previous activities?</td>
<td></td>
</tr>
<tr>
<td>Vision. Is the vision of the company stated according to the definitions provided in the previous activities?</td>
<td></td>
</tr>
<tr>
<td>Objectives. Are there objectives established among the vision of the company?</td>
<td></td>
</tr>
<tr>
<td>Staff. Is the name staff of the company presented in a clear, explicit way?</td>
<td></td>
</tr>
<tr>
<td>Jobs. Is there a description of the jobs needed for the company?</td>
<td></td>
</tr>
<tr>
<td>Organization Chart. Does the organization chart reflect what is stated in the staff and job sections? Is it coherent with the definition for organization chart provided?</td>
<td></td>
</tr>
<tr>
<td><strong>Use of English</strong></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar</td>
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</tr>
<tr>
<td>Coherence</td>
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<tr>
<td><strong>Presentation Style</strong></td>
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<tr>
<td>Easy to read and understand</td>
<td></td>
</tr>
<tr>
<td>Appropriate use of fonts size and color</td>
<td></td>
</tr>
<tr>
<td>Appropriate use of images and charts</td>
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### Appendix 15: Activity 3 Evaluation Rubric

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<tr>
<td>Name of the company. Is the name of the company presented in a clear, explicit way?</td>
</tr>
<tr>
<td>Mission. Is the mission of the company stated according to the definitions provided in the previous activities?</td>
</tr>
<tr>
<td>Vision. Is the vision of the company stated according to the definitions provided in the previous activities?</td>
</tr>
<tr>
<td>Objectives. Are there objectives established among the vision of the company?</td>
</tr>
<tr>
<td>Staff. Is the name staff of the company presented in a clear, explicit way?</td>
</tr>
<tr>
<td>Jobs. Is there a description of the jobs needed for the company?</td>
</tr>
<tr>
<td>Organization Chart. Does the organization chart reflect what is stated in the staff and job sections? Is it coherent with the definition for organization chart provided?</td>
</tr>
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<td><strong>Use of English (written)</strong></td>
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<td>Coherence</td>
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<td><strong>Presentation Style</strong></td>
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<td>Easy to read and understand</td>
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<td>Appropriate use of fonts size and color</td>
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Appropriate use of the visual aids
### Appendix 16: Activity 5 Evaluation Rubric

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<tr>
<td>Is the name of the company presented in a clear, explicit way?</td>
<td></td>
</tr>
<tr>
<td><strong>Mission</strong></td>
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</tr>
<tr>
<td>Is the mission of the company presented in a clear, explicit way?</td>
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</tr>
<tr>
<td>Is there a justification for having chosen that specific statement as the mission of the company?</td>
<td></td>
</tr>
<tr>
<td><strong>Vision</strong></td>
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</tr>
<tr>
<td>Is the vision of the company presented in a clear, explicit way?</td>
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<td>Is there a justification for having chosen that specific statement as the vision of the company?</td>
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<td><strong>Objectives</strong></td>
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<td>Are there objectives established among the vision of the company?</td>
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<tr>
<td>Is there a justification for having chosen those specific statement as the objectives of the company?</td>
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</tr>
<tr>
<td><strong>Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Is there a description of the staff of the company?</td>
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</tr>
<tr>
<td>Is there a justification for having chosen that description as the staff of the company?</td>
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<tr>
<td><strong>Jobs</strong></td>
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<tr>
<td>Is there a description of the jobs needed for the company?</td>
<td></td>
</tr>
<tr>
<td>Is there a justification for having chosen that description as the jobs needed for the company?</td>
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<tr>
<td><strong>Organization Chart</strong></td>
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<td>Is there a description of the organization chart of the company?</td>
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<tr>
<td>Is there a justification for having chosen that description as the organization chart of the company?</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
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</tr>
</tbody>
</table>
Appendix 17: Theoretical Framework Mind Map
Appendix 18: Tutorial Work in Groups

Good morning dear students.

The work for this week is the Activity 2.

To do it, follow the next steps:

1. Go to https://franruca.gnomio.com
2. Log in “Modality Exploration English”
3. Go to “Administration and Finance”
4. Click on the file “Administration and Finance Key Words”. Download and read it.
5. In class you will be assigned to a group.
   With your group, do the paperwork to create your own company. Use the file downloaded in the point 4.
   - Decide which type of product or service the company will offer.
   - Invent the name of the company and design its slogan. Be creative.
   - Write the mission, vision, and objectives of the company.
   - Decide about the staff of the company, who is going to be the boss, the secretary, the treasurer, etc. and design the organization chart.
   - Decide if you will need employees, how many and which.
6. In a Power Point Presentation or in a Word file submit all the information required in point 5.
   You must decide if all the members of the group will upload different files or if you, as a group will upload one file with all the information. To do it, follow these instructions:

   a. Go to https://franruca.gnomio.com
   b. Log in “Modality Exploration English”
   c. Go to “Administration and Finance”
   d. Click on “Activity 2”.
   e. Click on Add submission
   f. Submit your Power Point Presentation or Word file by giving click on
   g. Click on Upload a file and then on Seleccionar archivo
   h. A window like this will open:
Click on i. A window like this will open:

Click on Save changes

j. This window opens:

Submit assignment

Are you sure you want to submit your work for grading? You will not be able to make any more changes.

Click on Continue, and finish!
### Appendix 19: Detailed Statistics of the answers to the Pre-Task

#### Question: In this Pre-Task section you will check your knowledge about some useful key words you will use later to create your own company. Don’t worry if you don’t know all the answers, we’ll go over them later to help you understand each one.

**According to your previous knowledge, choose the correct answer.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Class statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A company is...</td>
<td>81.47% Checked this one.</td>
</tr>
<tr>
<td>An organization or institution dedicated to pursuing activities or commercial or economic objectives.</td>
<td>10.53% Checked this one.</td>
</tr>
<tr>
<td>A graphical representation of the structure of a business or organization. Represents departmental structures.</td>
<td>68.42% Checked this one.</td>
</tr>
<tr>
<td>A graphical representation of the structure of a business or organization. Represents departmental structures.</td>
<td>31.58% Checked this one.</td>
</tr>
<tr>
<td>A memorable phrase used in a commercial context as a repetitive expression of an idea.</td>
<td>90.11% Checked this one.</td>
</tr>
<tr>
<td>A group of persons, as employees</td>
<td>7.99% Checked this one.</td>
</tr>
<tr>
<td>The mission is...</td>
<td>81.56% Checked this one.</td>
</tr>
<tr>
<td>what the company intends to do and who is going to do it. It is the reason for its existence.</td>
<td>18.42% Checked this one.</td>
</tr>
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</table>
Appendix 20: Detailed Statistics of the answers to the Activity 1

<table>
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<td>Class statistics</td>
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<td>Question: Match the images to the corresponding definition</td>
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</tr>
</tbody>
</table>
Appendix 21: Presentation with a sequence designed to introduce the company

H.T.C is a company dedicated to the production of shoes for men and women, in order to meet the needs of customers by offering a shoe with design, comfortable and in the best materials.

MISSION
for him 2017 will become a leader and recognition in the production of footwear for men and women at national and international level, with the aim of providing the best service and quality of our products, achieving this be leaders in developing a super cool footwear.
Appendix 22: Detailed Statistics of the Activity 4

<table>
<thead>
<tr>
<th>Multichoice: 1</th>
<th>Class statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: What is business?</td>
<td>25.49% checked this one.</td>
</tr>
<tr>
<td>Answer: A person or corporation engaged in commerce, manufacturing, or a service.</td>
<td>25.49% checked this one.</td>
</tr>
<tr>
<td>Organization or institution dedicated to pursuing activities or commercial or economic objectives.</td>
<td>43.14% checked this one.</td>
</tr>
<tr>
<td>What the company intends to do and who is going to do. It is the reason for its existence.</td>
<td>23.53% checked this one.</td>
</tr>
<tr>
<td>A graphical representation of the structure of a business or organization. Represents departmental structures.</td>
<td>7.64% checked this one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multichoice: 2</th>
<th>Class statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: A company is...</td>
<td>81.63% checked this one.</td>
</tr>
<tr>
<td>Answer: An organization or institution dedicated to pursuing activities or commercial or economic objectives.</td>
<td>81.63% checked this one.</td>
</tr>
<tr>
<td>The stated aims and objectives of a business or other organization.</td>
<td>4.08% checked this one.</td>
</tr>
<tr>
<td>A memorable phrase used in a commercial context as a repetitive expression of an idea.</td>
<td>No one checked this.</td>
</tr>
<tr>
<td>A group of persons, as employees.</td>
<td>14.29% checked this one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multichoice: 3</th>
<th>Class statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: What is the definition for jobs?</td>
<td></td>
</tr>
<tr>
<td>Answer: A post of employment</td>
<td>42.65% checked this one.</td>
</tr>
<tr>
<td>A group of persons, as employees</td>
<td>36.17% checked this one.</td>
</tr>
<tr>
<td>Something intended to attain or accomplish; purpose; goal; target.</td>
<td>8.51% checked this one.</td>
</tr>
<tr>
<td>What the company intends to do and who is going to do. It is the reason for its existence.</td>
<td>12.77% checked this one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multichoice: 4</th>
<th>Class statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: The mission of a company is...</td>
<td></td>
</tr>
<tr>
<td>Answer: The company intends to do and who is going to do. It is the reason for its existence.</td>
<td>48.34% checked this one.</td>
</tr>
<tr>
<td>The stated aims and objectives of a business or other organization.</td>
<td>12.77% checked this one.</td>
</tr>
<tr>
<td>Something intended to attain or accomplish; purpose; goal; target.</td>
<td>31.91% checked this one.</td>
</tr>
<tr>
<td>A graphical representation of the structure of a business or organization. Represents departmental structures.</td>
<td>6.38% checked this one.</td>
</tr>
</tbody>
</table>
Appendix 23: Detailed Statistics of the Activity 6
Appendix 24: Students’ Presentations (Attached Video)