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Collaborative Oral Presentations as a Strategy to Evaluate English in Mexican High Schoolers

Presentaciones Orales Colaborativas como Estrategia para Evaluar el Inglés en Estudiantes Mexicanos de Bachillerato

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ABSTRACT

This study took place in a Mexican high school that faces difficulties to evaluate speaking skills. Therefore, the investigation's purpose was to describe how collaborative oral presentations for evaluation improve foreign language educational experience. A qualitative approach was embarked on following an action research design since such methodology is applied when addressing education problems in a systematic, cycled, and self-reflective manner. Data analysis was conducted by coding and categorizing information collected through participant observation and documents from educational practice. Results revealed how collaborative presentations allowed a transformative speaking skill evaluation, plus they also contributed to improve the English language teaching-learning experience. In conclusion, oral presentations fulfilled the absence of an institutionalized evaluation, reason for which other teachers are welcomed to undertake this strategy; however, findings may vary according to their contexts.

KEY WORDS:

Ability, education, language instruction, learning process, linguistic research.

RESUMEN

Este estudio se llevó a cabo en un plantel de bachillerato mexicano que enfrenta dificultades para evaluar habilidades orales. Por lo tanto, el objetivo de la investigación fue describir cómo las presentaciones orales colaborativas para la evaluación mejoran la experiencia educativa en lenguas extranjeras. Se embarcó en un enfoque cualitativo siguiendo un diseño de investigación-acción ya que tal metodología es aplicada para abordar problemas educativos de manera sistemática, cíclica, y autorreflexiva. El análisis de datos se realizó mediante codificación y categorización de información recopilada por medio de observación participante y documentos de práctica educativa. Los resultados revelaron cómo las presentaciones orales colaborativas

permitieron una evaluación transformativa de la habilidad oral, además también contribuyeron a mejorar la experiencia de enseñanza-aprendizaje del idioma inglés. En conclusión, las presentaciones orales cumplieron con la ausencia de una evaluación institucionalizada, razón por la cual otros docentes son bienvenidos a emprender esta estrategia; sin embargo, los resultados pueden variar según sus contextos.

PALABRAS CLAVE:

Habilidad, educación, enseñanza de idiomas, proceso de aprendizaje, investigación lingüística.

INTRODUCTION

Evaluation in general is a complex matter, but again, it is a must do for educationalists if a good quality of education is to be ensured. Under that perspective, this paper shares how the collaborative oral presentation is a magnificent tactic to implement as a strategy for evaluating English speaking skills. The experience to be shared took place in a Mexican high school part of an institution with the name of Colegio de Bachilleres del Estado de Sinaloa (COBAES).

According to a diagnosis carried out in academy meeting with a participation from teachers and principals, the high school's context meets the following characteristics: students are between 14-18 years old, their interests focus on activities associated with playing video games, chatting on cell phones, social network interaction, watching movies, and listening to music in Spanish, English, or other languages. At the same time, most families are classified to be in a middle-class level where both parents work; what is more, some teenagers are part of a dysfunctional household having divorced or separated progenitors. Only few adolescents live in ideal socioemotional as well as infrastructural conditions.

Currently, there is a strong problematic to address evaluation of the English subject in general. As of now, COBAES has an established procedure based on an application of standardized tests; nevertheless, these exams only tackle listening, reading, and up to some degree they also evaluate writing skills. Hence, the problem is that such examinations leave aside oral abilities, which in turn puts teaching-learning processes at odds since activities planned and implemented on a daily basis require speaking products. Thus, an evaluation activity was needed so that adolescents could be offered formative assessment and feedback according to their performance, providing an opportunity for a better educational experience.

The problem at stake is a vital aspect when considering the English subject's main goal. Institutionally, COBAES pursues to consolidate and develop in students an ability to communicate at the intermediate proficiency level described in the Common European Framework of Reference for Languages (CEFR), which contributes to achieve high school graduates' profile stated by Dirección General de Bachillerato and the Dirección de Coordinación Académica (DGB/DCA, 2018). Therefore, the present teacher-researcher thought of implementing collaborative oral presentations throughout a school year as an evaluation strategy for the speaking skill.

Therefore, the object of study for this investigation is defined as the use of collaborative presentations as a strategy to evaluate speaking skills of Mexican high schoolers in a way that it can be described how such tactic improved the English language and learning experience. Concurrently, a central research question was posed as follows, how do collaborative presentations which evaluate speaking build up the educative experience? In this manner, the main purpose was to describe in what way collaborative oral presentations for evaluation ameliorate foreign

language educational experience.

A tentative answer for the interrogative was formulated, which may as well be alluded as a proposition, potential solution, or working hypothesis (Ary et al., 2010; Cohen et al., 2018; Stringer, 2007). Collaborative oral presentations allow a pertinent evaluation of speaking skills on high schoolers since it gives place to feedback through formative assessment. However, such activity must go along with a qualitative evaluative instrument to guide learners in self-evaluating their performance when speaking. This strategy does not only bring down the absence of an institutionalized oral evaluation, but it also enhances English language teaching and learning experiences; plus, teenagers can be assessed in a way that they are provided with information that allows an identification and improvement of their areas of opportunity.

Oral presentations and communicative competence

According to Ochs (1979), an oral presentation is a conference or lecture given by a teacher or student. Moreover, this activity is defined by Harmer (2007) and Surkamp & Viebrock (2018) as a prepared talk in which learners make a presentation on a pre-selected topic and where, if possible, they should present it with the help of notes instead of reading right of texts.

There are several studies that serve as a parting point to see how oral presentations develop speaking skills. For example, Riadil (2020) found out the way in which such pedagogical activity promotes a learning of grammar, vocabulary, use of register, and other communicative strategies. Other professionals discovered in what manner oral presentations develop positive attitudes on learners towards English language learning since they have a freedom to choose materials, plan, and prepare themselves for speaking in front of an audience (Mohammed-Albloly, 2020). Additionally, Liang & Kelsen (2018) report that the collaborative aspect in this strategy plays an important role, especially for those students who possess an extroverted personality; plus, pupils feel more motivated when recurring to collaboration as well as preparedness as anxiety issues that arise are counter attacked.

On another part, it is vital to conceptualize communicative competence from a theoretical viewpoint. For such case, Hymes (1972) sees it as a capability to put a set of skills on the move to transmit messages that integrate humanistic elements. Furthermore, the expert claims how this competence incorporates attitudes, values, motivations, and conduct codes that are acceptable in a social group. Therefore, it is a sociocultural matter which follows norms that could be qualified as appropriate or inappropriate.

Other researchers like Almanza-Reyes et al. (2019) have a concurrent perspective on the definition of communicative competence, seeing it as an ability to transmit information from one person to another. Furthermore, such competence goes beyond linear processes by implicating intelligible interaction which employs different codes and means circumscribed to sociocultural values.

In education, the competence approach locates the oral presentation as a performance type of evaluation used to assess pupils in an integrative way (Luoma, 2004). Equally, language assessment experts such as Brown (2004) argue that oral presentations are considered an extensive form of evaluation which measures speaking skills. However, such process requires educator support, planning, as well as organization. Furthermore, this task goes through phases that entail *preparation, implementation,* and *evaluation*.

Preparation phase. At this moment, various aspects related to organization are communicated

or accorded by teachers together with students. Some details that may be covered are setting dates, number of team members, topic choice or distribution, materials to be used, field or documentary research, organization of information, expectations, and evaluation instrument. Moreover, learners may rehearse scripts and use evaluation criteria to evaluate themselves (Harmer, 2007; Ochs, 1979).

Implementation phase. This step contemplates the installation of materials and participation of an individual student or team. It is at this moment when learners carry out their presentation. In addition, it is advised that pupils introduce participants, use simple vocabulary, strive a good tone of voice, and maintain eye contact during their participation. Simultaneously, teachers should take note of the strengths as well as those areas of opportunity identified throughout the activity such as: organization, material used and creativity, content covered, among others (Harmer, 2007; Torres-Maldonado & Girón-Padilla, 2009).

Evaluation phase. At this point, it must be remembered that the objective is to evaluate oral competence comprehensively and fairly in a formative or summative way. For this matter, there ought to be an evaluation instrument that facilitates an acknowledgement of desired expectations (Brown, 2004). Additionally, Sakiroglu (2020) suggests how feedback plays a very important role during such evaluation. For this, it is advisable to begin providing feedback that informs learners of their strengths, then proceed to areas of opportunity that could be improved; finally, the result should be given (Tobón-Tobón, 2018). Plus, observations might be reinforced with additional comments from classmates or even the same lecturers.
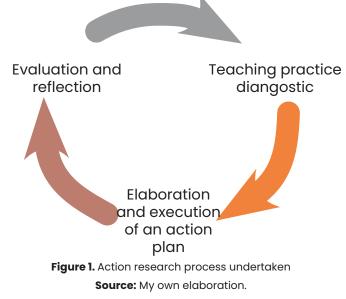
METHODOLOGY

The study was carried out following a qualitative approach undertaking an action research design. A main reason for applying action research is that it is used when an investigation process takes place during praxis by planning an intervention and acting in a cycled, systematic, and self-reflexive dynamic with an intension to reduce the degree of a problem or enhance professional practice, in this case, English language teaching-learning processes (Carr & Kemmis, 1986; Cohen et al., 2018; Norton, 2009; Stringer, 2007).

Moreover, this investigation design was tied to a critical educational science where action research appealed to qualitative techniques for data collection and information analysis in a dialectical approach (Carr & Kemmis, 1986). Such methodology allows the use of participant observation along with documentary analysis for inquiry processes (Stringer, 2007); some revised documents were attendance lists, rubrics, and academic tutoring records.

As far as sampling goes, specialists indicate that action research is an inclusive, liberating, and democratic methodology that aims at an emancipation and improvement of practice, where actors cannot be excluded from a transformative intervention (Carr & Kemmis, 1986). For this reason, all the present teacher-researcher's students were considered participants, which is related to non-probability convenience-purposive sampling (Ary et al., 2010; Cohen et al., 2018). What is more, experts stipulate that when the intervention is implemented within a normal learning environment an informed consent is not required (Stringer, 2007); notwithstanding this aspect, it is worth mentioning that the investigation process involved no harm or risk for learners. In such case, 361 teenagers, 180 males and 181 females between 14-18 years old formed part of this study.

PROCEDURE

Quite a few action research models that can be undertaken exist (Cohen et al., 2018), but because of the circumstances which bear this investigation the following phases were carried out (figure 1): 1) teaching-practice diagnostic, 2) elaboration and execution of an action plan, 3) evaluation and reflection.

Evaluation and reflection

Teaching practice diangostic

Elaboration and execution of an action plan

Figure 1. Action research process undertaken
Source: My own elaboration.

During the first phase, observation records were analyzed as well as documents related to teaching practice. Registrations were escalated to creating codes, categories, and memos that would allow a qualitative analysis based on frequent reflection of language evaluation. These constant observations led to come up with a diagnosis, working hypothesis, and a justification for action research as the proper methodology for this investigation.

The second phase entailed devising an action plan as well as implementing it throughout 2020-2021 school year. Such plan set two major actions to be executed: 1) design oral evaluation, and 2) Evaluate oral presentations. For this step, the orientations given by Kemmis et al. (2014) were regarded since these experts see planning as a collective negotiated rationale towards a main goal.

The third phase regarded an evaluation of the strategy and its impact on English language teaching-learning experience. On this behalf, it is fundamental to highlight that the action research cycle was carried out two times during the 2020-2021 school year in order to overcome obstacles that came across throughout the intervention. Again, participant observation records as well as documentary analysis was effectuated by coding, memo-writing, and creating categories which consequently led to scientifically validate study findings.

Materials

The intervention necessitated an organized as well as defined way to collect information. In that case, the following documents took part of the strategy implementation and reflective practice.
- 10 attendance lists where students' assignments were also registered
- 6 academic tutoring reports
- Digital participant observation records
- Rubrics

The main resource used to evaluate collaborative oral presentations was an analytical rubric. Surkamp & Viebrock (2018) as well as Brown (2004) argue that a rubric, or evaluation matrix, is an ideal instrument which can measure the achieved level of communicative competence. Nonetheless, with an intension of having a friendly evaluation (not congested with information and requirements), only three mastery levels and five elements to be evaluated were considered (Figure 2).

Criteria	Performance		
	Unsatisfactory	**Satisfactory**	**Excellent**
Creativity	Does not present or use materials such as poster board, flip chart paper, or colored pictures.	Uses materials like poster boards, flip chart papers, or colored pictures.	Employs materials that are eye-catching in the presentation such as poster board, flip chart paper, pictures, prints, cutouts, or colored drawings.
Coherence and clarity	Does not carry out presentation or uses linguistic structures and vocabulary with many errors that do not allow the interpretation of the messages expressed orally or in writing.	Uses linguistic structures as well as vocabulary with some errors, allowing some incoherence and misinterpretation of the messages expressed both orally and in writing.	Employs linguistic structures as well as vocabulary correctly, so that the messages expressed, both orally and in writing, are coherent and clear.
Organization	Does not perform or presents late. Also, does not follow teacher suggestions or instructions. Skips introduction or does it inappropriate-ly. Presentation is out of context.	Presents in a timely manner or a bit late. Also, does not follow every suggestion or instruction. Presentation is somewhat disorganized.	Presents in a timely manner according to instructions and suggestions. Presentation is carried out in an organized way (Introduction, development, conclusions).
Tone of voice	Tone of voice does not allow to understand messages at all.	The tone of voice used allows to hear the presentation clearly, but at some moments it does not.	Uses a tone of voice that allows entire audience to hear clearly.
Observations			

Figure 2. Evaluation rubric for oral presentations. **Source:** My own elaboration

RESULTS

The findings hereunder are result of an emancipating and reflective practice according to action research cycles which improved the teaching-learning experience in English with an evaluation of speaking skills through collaborative oral presentations.

Teaching-practice diagnostic

Data analysis was carried out of documents such as observation records, attendance lists where students' assignments were registered, and academic tutoring. This analysis allowed the identification of codes which were grouped and categorized as lack of feedback, evaluation absence, and strategy.

Lack of feedback. Notwithstanding adolescents constantly make oral participations in their regular English classes, there is an identified need for a more profound assessment of the speaking skill. Moreover, students do not have a chance to demonstrate their overall acquired communicative competence; consequently, seldom moments exist during educational practice to provide in-depth feedback that contributes towards learners' progress in speaking skills.

Evaluation absence. There has not been an official initiative to evaluate speaking abilities in English. In addition, institutional evaluations have only aimed at measuring reading, listening, and up to some extent writing skills. This puts at disadvantage the teaching-learning process since learners may be highly benefited from feedback that comes together with an oral examination; even more so, one as a professor can identify adolescents' common or particular areas of opportunity with an intension of enhancing their communicative competence.

Strategy. There are many activities which can be applied to evaluate speaking (Brown, 2004). However, based on the fact that this educational context is conformed of numerous groups, it was decided for the collaborative oral presentation as a strategy for speaking evaluation.

Elaboration and execution of the action plan

There are some models of action research planners, but only the ones proposed by Ary et al. (2010) and Stringer (2007) were considered to execute this intervention (figure 3).

Main goal: To enhance the English teaching-learning experience by implementing collaborative oral presentations as an evaluation strategy giving learners proper feedback in order to improve their speaking skill.						
Objective	**Tasks**	**Person in charge**	**Start**	**Finish**	**Location**	**Resources**
1. Design oral evaluation.	a) Agree oral evaluation strategy. b) Create evaluation instrument.	Teacher-researcher and students.	September 2020.	December 2020.	Online.	Rubric template, computer, and internet.
2. Evaluate oral presentations.	a) Carry out evaluation and feedback.	Teacher-researcher and students.	September 2020.	June 2021.	Online.	Rubric template, computer, and internet.

Figure 3. Action research planner.
Source: Adapted from Ary et al. (2010) and Stringer (2007).

During the strategy implementation, records were made in participant observation formats as well as in official documents that are used on a rutinary teaching practice, integrating attendance lists, tutoring reports, and rubrics.

First implementation, observations, and reflections. This step was put through from September–October 2020. At first, an agreement was reached to evaluate speaking. For such matter, there were a few options for adolescents to think thoroughly: a conversation between 2 or 3 students, an interview carried out by the teacher, or a collaborative oral presentation. Concurrently, most learners opted for oral presentations since they had a chance to choose a topic of their interest and carefully plan how it could be presented. Simultaneously, an evaluation rubric was created together with high schoolers with an intension of meeting face validity (Brown, 2004). Support as well as personalized tutoring was offered to help with pronunciation and coherence of information.

At first, high schoolers were nervous during presentations but at the same time they were motivated to exhibit their final product. As a teacher, the present researcher took note of two major points: strengths and weaknesses. After each presentation, oral and written feedback was given according to Tobón-Tobón (2018), that is, by initially telling teams what they did well, then letting them know their areas of opportunity, and finally giving them a score. In addition, observation records made allowed a self-reflection on how this strategy was a pertinent mode of evaluating speaking; nevertheless, although few students did well, many showed a strong need to improve pronunciation, creativity, and get familiar with evaluation conditions.

Second implementation and adjustments to the strategy. This modification was carried out every two months for the rest of the school year. Issues identified during the first implementation of the action research cycle were reflected upon through a group discussion with teenagers. As a result, the scoring rubric was reviewed along with steps to be followed for a good collaborative oral presentation. Additionally, the present teacher-researcher offered learners an opportunity to send him their texts via WhatsApp so as for him to provide a pronunciation model on how such information ought to be read throughout their participation.

Although the outcome was not perfect, results were much better. In point of fact, more adolescents arranged material including PowerPoint and creative poster papers. Additionally, some adolescents showed a significant improvement on their pronunciation, especially those who followed the teacher's recommendation of asking for support through WhatsApp.

Again, oral and written feedback was given allowing a dialectical approximation that fostered a critical thinking on students regarding their activity. Still, a few teams continued to reflect a necessity of enhancement towards pronunciation skills, creativity, and familiarity with the rubric. Thus, group discussions kept on being held as they offered a chance for giving general feedback to the whole class on the main areas of opportunity found during oral presentations. Therefore, this action research cycle continued during the school year.

As it can be seen, this is an endless action research cycle that not only did it allow the teacher-researcher to reflectively identify areas of opportunity which emerged during the collaborative oral presentations, but it also proposed a way to reduce problematics related to this strategy.

Evaluation and reflection

Qualitative analysis was put through to evaluate the impact of collaborative oral presentations for oral evaluation on the English teaching-learning experience. Participant observation

records plus documents such as attendance lists where learner's assignments were registered, academic tutoring reports, and scoring rubrics allowed coding and an emergence of theoretical categories that resembled *motivation, better pronunciation, creativity,* and *learning experience improvement* which in turn led to theorize as follows.

Collaborative oral presentations permit an evaluation of speaking skills on high schoolers since they empower feedback that fosters a formative assessment. Furthermore, such activity must go along with a qualitative rubric to orient learners. This strategy enhances the English language teaching-learning experience as students are motivated by working with their classmates; it develops their creativity; and they are benefited in their foreign language learning. In addition, oral presentations give place to an assessment which allows an identification and enhancement of areas of opportunity, a fundamental information for every professor to have at hand when planning a way for class improvement.

The main categories discovered throughout data analysis are described hereunder.

Motivation. High schoolers have shown much more enthusiasm towards English language learning during oral presentations seeing that this activity is a chance to prove and enhance their speaking and collaboration abilities. Additionally, the oral presentation has fostered students' self-motivation for personal and academic improvement.

Therefore, it is feasible to evaluate speaking competence through collaborative oral presentations. Moreover, this intervention contributed to the disciplinary competence in communication which aims at developing an ability in learners to communicate in a foreign language through a logical spoken discourse that is congruent with the communicative situation. In addition, it developed a capability in students to use Information and Communications Technology (ICT) for research, learning material production, or transmission of content (DGB/DCA, 2018). Also, other generic competences that are promoted with this strategy were as well identified, such as a capacity of proposing ways to solve a problem or develop a team project by defining a course of action with specific steps.

Better pronunciation. Most high schoolers showed progress on their pronunciation in second opportunities they had for presentations. This was thanks to the aid provided with voice notes sent to them through WhatsApp modeling the pronunciation of the text they needed to read. Still, students were given delayed feedback on the pronunciation errors made during their participation.

Creativity. Most learners showed an improvement on creativity on second opportunities they were given to do their presentations. The feedback provided allowed them to learn how to better organize information whether this was presented in a digital format or hand made.

Learning experience improvement. One of the major benefits was that it was observed how the teaching-learning experience was greatly ameliorated. Two main aspects were identified for this to happen: collaboration and feedback. The former played a crucial role in the educational experience since adolescents were highly motivated to participate in companion with their classmates; plus, feedback allowed students to identify their strengths and areas of opportunity.

Discussion

Notwithstanding the intervention offered support and guidance, not all students responded to it. However, this does not mean that this strategy was a complete failure; on the contrary, other ways for oral evaluation were considered, for instance, learners' daily oral participation in class.

On another part, this activity is considered a learning opportunity for the student seeing that interdisciplinarity is promoted where some subjects play a crucial role. For instance, research-based learning as well as the use of ICT are fostered to translate or interpret information in a correct and more animated way, as other studies have shown (Moulton et al., 2017).

Another facet found in other studies is how confidence is promoted through collaborative oral presentations (Torres-Maldonado & Girón-Padilla, 2009). Likewise, researchers have observed the way fear to talk in front of an audience is reduced since students build more security and feel more motivated as they prepare themselves for participation, similar to the discoveries made throughout this intervention. Furthermore, this strategy may be conceived as a challenge that encourages learners to do better than others, not only in the communicative aspect, but also during the organization and creativity in used materials. Additionally, it can be perceived how collaborative work is favored as a contribution from each team member is needed.

On the other hand, the intervention carried out had some control over students, but this does not need to be the case for other scenarios. The activity can be arbitrated, in other words, teachers would define topics, procedures, and materials. It may also give learners certain openness by controlling only some participation aspects, such as the material or themes to be presented. Additionally, this strategy could be implemented in a completely free controlled environment by letting learners making decisions and taking responsibility of the whole process.

CONCLUSIONS

In short, it can be interpreted that both the central question and general purpose of this investigation were achieved. Thus, the theoretical hypothesis comes to be postulated as, collaborative oral presentations offer an opportunity to evaluate speaking skills on high schoolers since they give place to high quality feedback based on preestablished criteria agreed by teachers and learners and outlined in an evaluation instrument, that is, a qualitative rubric, which at the same time guides learners in self-evaluating their performance. This strategy also ameliorates the English language teaching and learning experience on students fostering motivation, better pronunciation, creativity, and constant reflection on behalf of the teacher-researcher.

This investigation process may continue to expand the applications of collaborative oral presentations. On that matter, some follow-up investigating questions are posed, how can the planning phase of an oral presentation be used to evaluate the writing abilities in order to improve the foreign language teaching-learning experience in Mexican high schoolers? Or in what other ways could English-speaking competence be evaluated in groups with lots of students? These and more interrogatives may be created, but it is up to teacher-researchers to think on their areas of opportunity on their specific work context.

It is necessary to emphasize that an absolute or universal truth is not being established through this work as it is strictly attached to the critical educational science paradigm. Nonetheless, other teacher-researchers may opt to implement the collaborative oral presentation if their work conditions are alike, but the results of this study are in no way generalizable, that is, if other

investigators decide to carry out this strategy, they might get the same, better, or worse results; nevertheless, that will greatly depend on the professors' audacity as well as on the educational scenario.

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1. Title: in English and in Spanish.

2. Summary (in English and in Spanish, 150 words), containing the following aspects:
a) **Introduction:** This section describes the context where the research was carried out, reason why the topic was selected, importance of the study, reason why the research was carried out.
b) **Purpose:** Here the writer states and explains the research objectives, intentions, questions or hypothesis.
c) **Research method:** In this part, the author mentions and justifies the research method that was selected, describes briefly the subjects, the context and the research procedures, as well as the instruments that were used for the data and information collection.
d) **Product:** Here, the writer presents the main findings, the degree to which the research objectives were reached and the answers to the research questions.
e) **Conclusion:** This section suggests the importance of the findings, considering the contribution to the theory, the research area and professional practice and suggest practical uses as well as possible applications for further research.

3. Body of the article:
Key words. - Five, **in English and in Spanish.**
a) **Introduction:** Present the research topic area, studied theme, and the research study, mentioning if it is: descriptive, explanatory, evaluative, correlational, interpretative, ethnographic, etc. Also, emphasize the research problem or topic.
b) **Literature review:** Present the main terms, concepts, and theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented. The references should not be more than 10 years old.
c) **Research methodology:** Describe the research approach: qualitative, quantitative or mixed.
d) **Describe the research method**: case study, longitudinal research, transversal research, experimental research, cuasi-experimental research, etc. Describe the **data type** (describe and justify the data base, or universe, or sample, etc.) Characterize the **subjects** (describe the

participants in the research). **Context** (describe the geographic and the institutional context where the research was carried out). **Instruments** (describe the research instruments used to collect information and data). Data analysis methods (describe and justify the quantitative, qualitative or mixed methods).

e) **Main findings.** Synthesize, present, interpret and argue the most significant results found.

f) **Main limitations of the study** (related to the geographical or institutional context or knowledge area where the conclusions or suggestions could be applicable).

g) **Main applications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.

h) **Conclusions.** Describe the main conclusions generated from the answers to the research questions.

Topics for the articles:

1. Learning and teaching processes.
2. Professional competencies development.
3. Teaching methodology based on constructivist principles.
4. Alternative language learning theories.
5. Curriculum design: design of language programs or language courses.
6. Design, selection and adaptation of language teaching materials.
7. Language learning evaluation.
8. Language and culture.
9. Research and professional development.
10. Educational technology in languages.

Format:

- Title using Arial font, size14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

Length of the articles:

- 8 to 12 pages containing text (from 3000 to 5000 words approximately)
- 1-2 pages containing references (using the American Psychological Association APA format)

Languages: The articles can be written in English, French, German, or Spanish.

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A los aspirantes interesados en cursar la **Licenciatura en Letras Inglesas** (Modalidad Online) a participar en el Concurso de Selección para el ingreso al Ciclo Escolar 2021-2022 - Semestre Febrero 2022, presentando el examen de admisión que se realizará mediante cita en el area de control escolar de nivel superior, conforme a los siguientes:

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