E-Teacher Professional Development Workshop
University of Maryland, Baltimore County and
University of Oregon, Summer 2012

Teaching Reading and Writing: Developing EFL Adult Learners’ Metacognitive Strategies
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This project describes a workshop called “Teaching Reading and Writing: Developing EFL Adult Learners’ Metacognitive Strategies” which will take place at “Centro Venezolano Americano.” It includes content gained during the E-teacher Scholarship Program - ELC 688 Methods 1 (02) Winter 2012 - University of Maryland Baltimore County - through the U.S. Department of State. The potential participants will be the in-service EFL teachers in Caracas-Venezuela from “Centro Venezolano Americano” and the “Army Language School” interested in increasing their student's competency levels in these areas. At the end of the workshop, trainees will return to their respective language institutes with the insight and tools necessary to empower their students with instructional methods which will help them develop metacognitive strategies in the EFL classroom. This workshop will be extended to other language institutions upon request to have all fellow teachers in the region benefit from this educational teacher training workshop.

Host: Language Institute “Centro Venezolano Americano” (CVA) Downtown

Participants: 40 in-service teachers, new and experienced, and 10 teacher-trainers from CVA, and 8 EFL teachers from the “Army Language School”

Program: 1 day Professional Development Workshop. (4 hours)

Schedule: October 9, 2012

Goals: The goals of this Workshop are:
• Introduce participants to the concept of strategies in EFL.
• Enhance participants' understanding on the importance of metacognitive strategies in the process of Reading and Writing.
• Enable participants to help EFL students in their institutions develop the use of conscious reading and writing strategies
Problem Identification
In Caracas, Venezuela, many in-service EFL teachers have not received proper training in teaching reading and writing. In other cases, teachers are reluctant to change traditional paradigms of language teaching and learning such as the audio-lingual method which overemphasizes repetition out of context. The reason for this is that the curriculum in Venezuela is restricted to instruction but not strategic instruction or creativity, and in the end, teachers end up being traditional language instructors accustomed to this type of teaching approach. As a result, many students do poorly, fail over and over, and do not accomplish their language goals due to the fact that a great emphasis is placed on reading and writing assessment but not instructional approaches they can actually use to overcome this problem.

Contextual Analysis
The “Centro Venezolano Americano”, better known as CVA, will host this conference in cooperation with the US Embassy in Caracas. CVA is a language institute which offers different types of English language courses to adults, teenagers and kids. They also conduct training for new and in-service teachers on a regular basis to enhance their teaching proficiency. Consequently, the workshop on instructional strategies for teaching reading and writing will help students and teachers benefit from the insights gained during the professional development courses and therefore make a change in the traditional education system in Venezuela.

Learner Analysis
The trainees for this program will be in-service EFL teachers from the host language institute CVA and the “Army Language School” in Caracas. At CVA, there are approximately 40 in-service teachers, new and experienced, and 10 teacher-trainers, and at the Army Language Schools there are 8 English teachers who will take part in this event as well. Additionally, students and coordinators will also be able to attend the workshop. Regarding the data for the development and implementation of this workshop, it was collected by personal interviews and rubrics on students’ performance, based on information gathered from colleagues at the “Army Language School” as well as from ex-colleagues from CVA and different workshops and conferences which have been held throughout the city of Caracas.

Content Analysis
In Caracas, Venezuela, many teachers need to update their methodology and use the latest approaches to language teaching and learning. The traditional way of teaching is what prevails and students are becoming individuals who are receivers of information and not successful language users. The content of the project will be specifically intended to highlight the strategies EFL learners can turn to when reading and writing. For example, strategies such as top down, bottom up and vocabulary building in reading comprehension will be addressed as well as planning, drafting, revising and editing in writing. The idea is to start from the very beginner level so that the students are prepared to meet, face and overcome future difficulties they may encounter in these areas as they progress in their English courses.

Delivery Analysis
The training will be delivered as a face to face workshop. It is important to mention that the content will be based on adaptations from materials taken from the online Methods I course offered by UMBC through the U.S. Department of State E--Teacher Scholarship Program and from the E-Teacher Professional Development Program held at the University of Maryland Baltimore County, 2012. A power point presentation and a handout with references for further personal research will be provided and separate worksheets with sample exercises will be given throughout the workshop. The main intention of the workshop is to enrich participants’ knowledge of Best Practices in TESOL by having them discuss key points and work in groups or in pairs so as to carry out sample reading and writing tasks which exemplify the strategies being explained.
**Project Plan**

In Caracas, Venezuela, schools and language institutes start their classes in September and this is a convenient opportunity to start the process of approval for the workshops at CVA and recruitment of program participants. By doing this, October 9, 2012 will be the target date to conduct this workshop at CVA Downtown. It is crucial to point out that arrangements will have already been made for this workshop to be done appropriately and avoid any untimely inconvenience.

**Design**

EFL teachers should have an understanding about the use of strategies in the reading and writing process to help their students develop their competency and proficiency not only in these areas but also in all areas of language. Participants will get a feel for what strategies are and how they can have an impact on adult learners to improve and become successful language users. They will engage in discussions, group work, pair work, and will have active participation to express their ideas so as to reach conclusions about the most effective and useful instructional strategies teachers can use in class.

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<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
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<td>1. By the end of the first activity teachers will be able to identify and define the characteristics of bottom up strategies for reading comprehension with 100% accuracy.</td>
<td>Reading strategies&lt;br&gt;• What the word strategies refer to&lt;br&gt;• What bottom up strategies are&lt;br&gt;• The effectiveness of bottom up strategies when reading</td>
<td>• Group work&lt;br&gt;• Reading aloud</td>
<td>• Explain and summarize reading text</td>
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<td>2. By the end of the second activity the teachers will be able to identify and define the characteristics of top down strategies for writing with 100% accuracy.</td>
<td>Reading strategies&lt;br&gt;• What top-down strategies are. Steps to apply top-down strategies&lt;br&gt;• How effective top-down strategies can be in reading&lt;br&gt;• Disadvantages of overusing some specific top down strategies</td>
<td>• Text on Halloween&lt;br&gt;• Group work&lt;br&gt;• Making new words from affixes</td>
<td>• Summarize and explain the text&lt;br&gt;• Explaining the meaning of new words through affixes</td>
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<td>3. By the end of the third activity participants will be able to explain what metacognition is and explain the steps to follow before reading a given text.</td>
<td>Reading strategies&lt;br&gt;• The role of metacognition&lt;br&gt;• Knowledge&lt;br&gt;• Awareness</td>
<td>• Group discussion on the importance and advantages of having a systematic sequence of steps to follow in a process</td>
<td>• Explaining how a systematic process applies to reading comprehension</td>
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<td>4. By the end of the forth activity the trainees will be able to describe planning as the first step to the writing process and give examples of suggested activities.</td>
<td>Writing strategies&lt;br&gt;• What writing refers to&lt;br&gt;• The first step to follow when writing&lt;br&gt;• Activities used for the planning stage</td>
<td>• Brainstorming ideas related to food&lt;br&gt;• Writing a 5 line paragraph in one minute using three words from the brainstorming</td>
<td>• Reading a paragraph and explaining why these activities are considered the first step to writing</td>
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5. By the end of the fifth activity participants will be able to describe the second stage to the writing process.

6. By the end of the sixth activity participants will be able to define the editing process of writing.

7. By the end of the seventh activity trainees will be able to use different suggested activities after the writing process is finished.

Rationale for Sequence
The topics and activities are designed to follow this specific sequence so as to elicit previous knowledge and have participants retrieve their perceptions and experience in teaching reading and writing. The workshop is divided in two sessions, one to address reading first and then writing. Each session starts with the philosophy behind these skills so as to have participants shed light on some common beliefs and traditions about reading and writing. This step is important to understand why the correct use of strategies throughout the reading and writing process will lead our students to succeed.

Development
Participants will experience how an awareness of audience helps in the writing process. For example, they will have to write two quick notes in 30 seconds - one for a girl/boyfriend and another for a boss. The time will allow for participants to write more real examples since not enough time is given for revision. Also, participants will be asked to explain how the notes differ in the use of language and how they decided to use different registers and why. This activity is meant to have trainees realize that the audience is crucial in terms of language, clarity of message, and content and organization. among other elements.

1. Gain attention
Participants will be asked to work in groups and define the word strategies and why it is important to use strategies in a given process. After 2 minutes participants will be asked to share their ideas out loud with other groups. Next, participants will be asked to continue working in groups and discuss for 2 minutes whether or not the use of strategies should be a conscious or an unconscious process and then share their ideas. This opening activity will serve as a bridge to lead participants into how the use of strategies should be a conscious process and a positive element to successful accomplishment of objectives.

2. Inform learners of objectives
Participants will be shown in a power point presentation the objectives to be achieved during the presentation. This power point presentation includes both the reading and writing content based on strategies to be developed throughout the workshop.
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<td>3. <strong>Stimulate recall of prior learning</strong></td>
<td>To stimulate recall of previous learning, participants will be asked to work in pairs and ask each other what activities requiring the use of strategies they can think of and give examples of those they have taken part in before. Later, they will be asked to share their thoughts with all the trainees present. Then the trainer will give a personal example of how often children playing video games make use of strategies and do not rely on language alone.</td>
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<td>4. <strong>Present the content</strong></td>
<td>The content will be divided into two sessions. The first session will address reading strategies such as bottom up and top down. The second session will address the use of writing strategies such as drafting, where students will be asked to write two different notes for two different people so as to raise awareness of how important the audience is regarding the use of register among other elements in the writing process. At the end of this activity, the use of strategies will be highlighted as a systematic process leading to our students' success.</td>
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<td>5. <strong>Guide learning</strong></td>
<td>The trainer will play the role of moderator and facilitator by giving instructions, solving doubts, explaining, organizing and guiding group and pair discussions throughout the training session before and after each task or activity.</td>
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<td>6. <strong>Elicit performance</strong> &lt;br/&gt; <strong>(practice)</strong></td>
<td>Participants will play an active role during the entire workshop. They will be asked to work in groups and pairs and discuss key concepts to come to conclusions which will be shared with other groups. For example, one of the activities they will carry out in the reading session has to do with the role of rich schemata and previous knowledge. They will be given a Halloween text to exemplify this idea, and before reading it, they will be asked to say what they know about Halloween and what vocabulary related to it they can recall.</td>
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<td>7. <strong>Provide feedback</strong></td>
<td>After each of the activities during the workshop, the trainer will have each group or pair share their ideas with other groups and receive feedback on their own ideas. Each group or pair will have an opportunity to respond to other groups’ questions and doubts. Additionally the trainer will share his comments and reflect with the trainees at the end of each activity to provide solid foundation for each instructional strategy being discussed, practiced or used in the workshop.</td>
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<td>8. <strong>Assess performance</strong></td>
<td>To assess performance, the goal is to evaluate each stage of the workshop through the trainees’ reflections and comments. Participants are expected to work in groups, share thoughts, and reflect upon the information and activities carried out to make sure the objectives are being accomplished. Additionally, at the end of the workshop, a final evaluation based on a questionnaire will be given to measure to what extent the workshop on reading and writing strategies accomplished its goals.</td>
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<td>9. <strong>Enhance retention and transfer</strong></td>
<td>During the entire workshop, participants will be asked to use and reflect on real life examples directly related to reading and writing, along with other examples to illustrate the importance of strategies. Trainees will be encouraged to transmit ideas learned with colleagues. In addition, materials, handouts as well as the power point presentation with references used during the workshop will be given to participants, who at the same time, will be invited to share them with their institution, colleagues, and coordinators.</td>
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**Implementation Checklist**

**Items**
- Sheets of paper
- Pens
- Pencils
- Erasers
- Readings on Halloween
- Markers
- Glue
- Cardboard
- Text for mechanics exercise
- List of words

**Tasks**
- September 17, 2012 write letter to ask for permission at the Army Language School to attend to workshop at CVA. Also arrange for colleagues to attend as well.
- September 18, 2012 write letter to the USA Embassy in Caracas to ask for CVA’S approval to host the workshop at their language institute.
- After approval start the workshop arrangements
- October 1, 2012 informing trainees about upcoming instructional workshop
- October 2, 2012 gathering materials for workshop, handouts, readings, photocopying, etc.
- October 3, 2012 prepare the conference room for workshop.
- October 8, final arrangements for workshop
- October 9, 2012 conduct workshop

**Evaluation**
The final evaluation will be carried out through a questionnaire personally designed by the trainer. The table below shows the aspects the instructor will use to prepare questions in this survey to assess the trainees’ experience during the workshop and determine to what extent the implementation of this training session on reading and writing strategies had an impact on their methodology and approach to teaching.

Evaluations:
- What trainees learned
- Trainees’ change of perception in the use of instructional strategies
- Trainees’ new perception on the process of teaching reading and writing
- Trainees’ concerns
- What trainees suggest

**References**