



UNIVERSIDAD LATINA DE PANAMÁ
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
CENTER OF GRADUATE STUDIES

PORTFOLIO

**"AN INTEGRATED REMEDIAL ENGLISH COURSE BASED ON READING TO
ENHANCE ACADEMIC PERFORMANCE"**

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Dedication

I dedicate this work to God for giving me such a wonderful mother, whose love, support, and guidance have been a blessing throughout my life.

Acknowledgement

I want to express my deepest gratitude to God who provided everything I needed to complete my graduate studies. His provision, wisdom, and strength guided me through every step of this journey.

Introduction

This portfolio, entitled 'An Integrated Remedial English Course Based on Reading to Enhance Academic Performance,' presents the culmination of research, practice, and reflection developed during the TESOL Master's program at Universidad Latina de Panamá. It aims to address the academic challenges faced by university students through the implementation of remedial reading strategies, integrating theoretical foundations with practical applications. The work is organized into three chapters: an introduction to the study, a literature review addressing the theoretical framework, and a methodology chapter that outlines the design and implementation of the remedial course. This portfolio also includes references and appendices that support the overall findings and proposals.

CHAPTER I

RATIONALE

1.1 DESCRIPTION OF THE PROJECT

This portfolio represents a conclusion of the knowledge and skills I have acquired throughout the Master's TESOL Program. It is a complete compilation of academic and professional material, including coursework, reflections on various topics, a research proposal, and my teaching philosophy. Each component of this portfolio has been carefully selected to showcase my development as a language instructor and to highlight the theoretical and practical foundations I have built during this program.

One of the primary sections of the portfolio is the collection of materials from different courses. They demonstrate my understanding of key concepts in second language acquisition, curriculum design, and assessment. They also reflect my ability to adapt theory into practice, as seen in lesson plans, classroom activities, and case studies. These materials are not only evidence of my academic growth but also serve as practical resources that I can refer to in my future teaching practice.

Another significant aspect of the portfolio is the inclusion of personal reflections on various topics. These reflections provide insight into my evolving perspective on teaching and learning. By critically analyzing my experiences and the theories explored in the program, I have gained a deeper understanding of the challenges and opportunities inherent in TESOL. These reflections have helped me improve my teaching philosophy, which is also a key component of this portfolio.

My teaching philosophy expresses my primary beliefs about language learning and teaching. It emphasizes the importance of creating a student-centered environment that fosters motivation and collaboration. This section serves as a structure for my professional practice and emphasizes my commitment to providing effective and meaningful instruction.

Additionally, the portfolio includes a research proposal that demonstrates my ability to engage in academic analysis. This proposal reflects the precise research skills I have developed and highlights my interest in contributing to the field of TESOL. It also represents a stepping-stone for potential future research projects.

Lastly, this portfolio is designed to be more than a graduation requirement; it is a dynamic tool for tracking my academic and professional development. It will allow me to reflect on my progress as a teacher and to identify areas for constant growth. Furthermore, it serves as a resource for others who may decide to pursue this program, offering valuable insights into the experiences and expectations of a TESOL graduate. This portfolio is evidence of my dedication to the field of language education and a valuable asset for my future career.

1.2. PROBLEM APPROACH

The teaching approach used in classrooms significantly impacts the learning experiences of students. A persistent issue in many educational contexts is the over-reliance on teacher-centered methodologies. These traditional approaches often prioritize the instructor's control over content delivery and decision-making, leaving little room for active student engagement. This problem is intensified by a lack of adequate training for instructors in TESOL-specific learning

approaches. Addressing this issue requires a shift towards student-centered methodologies, which research has shown to be more effective in improving learners' experiences and fostering skill development.

To begin with, teacher-centered approaches often limit opportunities for meaningful interaction, critical thinking, and active participation, which are essential components of language acquisition. Studies indicate that student-centered methodologies, such as task-based learning and collaborative activities, are more effective in developing language skills. For instance, Brown (2014) emphasizes that student-centered approaches encourage learner autonomy, promote deeper understanding, and provide for diverse learning styles. Similarly, Nunan (2015) highlights the importance of active learner engagement in creating authentic language use scenarios. Despite the benefits, many instructors lack the training necessary to implement such methods effectively. According to Richards and Farrell (2011), insufficient professional development in TESOL methodologies often leads to a reliance on outdated, teacher-centered practices.

Building upon this knowledge, at the International Maritime University of Panama, I applied a student-centered and hands-on teaching approach, which proved effective with young-adult learners aged 18–20. These learners demonstrated high engagement when exposed to interactive activities, collaborative tasks, and opportunities for practical application of concepts. This approach aligned well with their developmental stage, as it promoted curiosity, critical thinking, and active participation. By emphasizing engagement and interaction, the student-centered approach successfully provided for their needs, creating an active learning environment that encouraged self-directed learning and deeper understanding.

I adopted student-centered methodologies that placed learners at the center of the instructional process. Activities were designed to align with the learners' needs and included hands-on tasks, group projects, and problem-solving activities designed for maritime contexts. For instance, role-playing exercises simulated real-life maritime scenarios, allowing students to practice communication skills in a relevant and engaging manner. These activities not only enhanced their language proficiency but also improved their confidence and critical thinking skills.

Furthermore, research supports the effectiveness of such approaches. For example, Dörnyei (2001) emphasizes that student-centered methodologies increase motivation by making learning more meaningful and relevant to learners' goals. Additionally, Lightbown and Spada (2013) argue that interactive and collaborative activities are critical for developing communicative competence. By integrating these principles into my teaching, I created a learning environment that actively engaged students and provided for their individual needs.

Finally, addressing this problem has contributed to my professional growth by deepening my understanding of effective teaching methodologies and enhancing my ability to design learner-centered instruction. It has reinforced the importance of creating inclusive and interactive learning environments that promote active engagement. On a general level, this experience emphasizes the need for ongoing professional development in TESOL to equip instructors with the skills necessary to implement new approaches.

1.3 JUSTIFICATION

This portfolio is a basic requirement of the TESOL program and serves as a complete reflection of my learning journey, professional growth, and the practical application of TESOL methodologies. It demonstrates my ability to design, implement, and evaluate effective teaching strategies designed for diverse learner needs. Through this process, I have gained a deeper understanding of how to create engaging and student-centered learning environments, improving my skills as a language instructor.

The preparation of this portfolio has had a profound impact on me, encouraging self-awareness, critical thinking, and adaptability. By documenting my experiences, challenges, and successes, I have been able to identify areas for improvement and celebrate my accomplishments, making me a more effective teacher.

Beyond its personal impact, this portfolio serves as a resource for others in the field. It offers insights into best practices, innovative strategies, and practical examples that other language instructors can adapt and implement in their own teaching contexts. Additionally, it emphasizes the value of reflective practice and continuous professional development, inspiring others to make every effort for excellence in TESOL education.

1.4 OBJECTIVES

General Objectives

-To demonstrate the effective application of student-centered methodologies in diverse language teaching contexts, focusing on both young learners and adult learners.

-To provide a resource for language instructors, TESOL students, and teaching institutions that promotes best practices and fosters continuous improvement in language teaching.

Specific Objectives

-To showcase practical examples of implementing interactive, learner-centered teaching strategies tailored to different age groups and learning needs.

-To reflect on personal teaching experiences and professional growth throughout the TESOL program, highlighting successes and lessons learned.

-To offer practical insights and tools for language instructors seeking to enhance their teaching practices.

-To inspire continuous professional development among teachers by sharing reflective narratives and meaningful strategies.

1.5 SCOPE, DESIGN, AND LIMITATIONS

This portfolio is designed for language instructors as a practical reference for implementing student-centered methodologies, students in the Master's TESOL Program seeking to expand their understanding of effective teaching strategies, and language teaching institutions aiming to develop their instructional practices. It focuses on teaching both young learners and adults, addressing their unique learning needs through interactive, learner-centered approaches. The portfolio provides practical insights, reflective accounts, and examples that demonstrate how to foster engagement, collaboration, and critical thinking in diverse classroom settings.

The portfolio is structured to serve as both a reflective tool and a practical resource. It integrates my personal experiences and examples of student-centered methodologies. The design

ensures accessibility and adaptability, making it valuable for a range of audiences, including language instructors, TESOL students, and institutions. It emphasizes clarity and practicality, offering concrete ideas and approaches that can be applied to various teaching contexts. The portfolio also highlights my professional growth, demonstrating how reflective practice and the application of TESOL methodologies have shaped my teaching philosophy and enhanced my effectiveness as a language instructor.

While the portfolio provides comprehensive insights, it is limited by the constraints of time and personal circumstances. The effective use of limited time was crucial in gathering and processing the necessary information to complete this work. Personal challenges, such as balancing work requirements and managing health issues, also influenced the scope of the content. Despite these limitations, the portfolio serves as a valuable resource, reflecting both dedication and adaptability.

CHAPTER II

THEORETHICAL FRAMEWORK

2.1 VISION AND PHILOSOPHY OF EDUCATION

Philosophy of Teaching

As a language instructor, my philosophy of teaching is based on three foundational pillars: student-centered methods, the integration of technology, and project-based approaches. I believe that effective teaching occurs when the classroom becomes a dynamic space where learners actively participate in building their knowledge. Technology serves as a bridge to innovative learning opportunities, while project-based approaches encourage students to apply their skills in meaningful contexts. Together, these methods create an engaging and educational environment that promotes permanent learning.

2.2 TEACHING STATEMENTS

Teaching is more than techniques and approaches. It involves more than just mastering techniques and approaches; it is about creating a positive environment where students can interact and develop their skills. According to Vygotsky's (1978) theory of social constructivism, meaningful learning occurs through interaction within a supportive environment. As a language instructor, my role is to manage such an environment, blending theory with practice to develop my students' potential. By using methods that emphasize collaboration and interaction, I ensure students experience complete growth in language acquisition and personal development.

Students bring unique contributions to the classroom. Each student has unique talents and perspectives that enrich the classroom. Recognizing and applying these individual contributions promotes engagement and builds a community of learners. Tomlinson (2001) argues that differentiated instruction allows educators to address diverse needs, fostering an inclusive learning atmosphere. My approach incorporates interactive activities, such as group discussions

and peer presentations, to highlight students' ideas and skills. This strategy transforms the learning process into an active and enjoyable experience.

Teaching positively influences lives and communities. Teaching is one of the most rewarding professions because it shapes lives and contributes to societal progress. When students apply their acquired skills to their careers and communities, the chain reaction of education is evident. Darling-Hammond (2006) highlights that education fosters social mobility and economic growth, emphasizing its crucial role in shaping equitable and thriving communities. By cultivating critical thinking, communication skills, and cultural competence, I aim to prepare my students not only for academic success but also for their roles as active, responsible citizens.

The Natural and Communicative Approaches should be the foundation of every language-teaching objective. My teaching integrates insights from both the Natural Approach and the Communicative Approach to language learning. The Natural Approach, as outlined by Krashen and Terrell (1983), emphasizes comprehensible input and language acquisition in a way similar to first-language learning. This approach is particularly valuable in EFL contexts, where exposure to the target language is limited outside the classroom. Meanwhile, the Communicative Approach (Hymes, 1972) focuses on authentic communication and sociolinguistic competence. By combining these approaches, I guarantee my students develop linguistic proficiency and cultural understanding, equipping them for real-world interactions.

Effective teaching is not about strictly applying a single method but about adapting to meet students' needs. My personal teaching approach, which I call the Need-Meeting Approach, integrates the best aspects of existing methodologies. This student-centered framework aligns with Gardner's (1983) theory of multiple intelligences, emphasizing the importance of adapting

instruction to students' strengths, motivations, and goals. Authentic materials and student-chosen content are fundamental parts of my lessons, while I act as a facilitator, guiding students in developing strategies to learn independently and effectively.

Conclusion

My vision and philosophy of education are based on the belief that teaching is a transformative and collaborative effort. By implementing student-centered methods, making the most of technology, and employing project-based learning, my goal is to create a learning environment that is inclusive, engaging, and responsive to the different needs of my students. Through my teaching statements, I have expressed a commitment to promoting growth, creativity, and resilience in learners, equipping them with the tools to succeed both academically and personally.

2.3. REFLECTION OF EACH OF THE COURSES STUDIED

2.3.1. Reflection on Sociolinguistics and Education

The course on Sociolinguistics and Education was a study of the complex relationship between language, society, and education. Its objectives included understanding how sociolinguistic factors such as language variation, identity, and hierarchical relationships influence language learning and teaching. Additionally, it equipped participants with strategies to address linguistic diversity in the classroom.

Throughout the course, we examined topics such as dialectal variation, code-switching, and language attitudes. One key concept was the idea of linguistic equity—the recognition that all language varieties have inherent value and deserve respect. This principle restructured my perspective on teaching, as I became more aware of the potential prejudices and challenges my

students might face due to their linguistic backgrounds. For instance, discussions about World English helped me understand the importance of accepting different English varieties while still teaching standard forms for international communication. This deepened my understanding of the role teachers play in supporting inclusive practices that celebrate linguistic diversity.

Overall, Sociolinguistics and Education enriched my understanding of the interaction between language and society. It reaffirmed my commitment to creating classrooms where all students feel valued and empowered to express themselves authentically, regardless of their linguistic background.

2.3.2. Reflection on Language Acquisition

The course on Language Acquisition was the basis of my Master of TESOL program, providing a comprehensive study of how individuals learn languages, whether as a first language (L1) or an additional language (L2). The primary objectives of this course were to examine key theories of language acquisition, understand the differences and similarities between L1 and L2 learning processes, and apply theory to practical teaching contexts.

In this course, we analyzed foundational theories, including Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory, and Chomsky's Universal Grammar. We also studied the cognitive and affective factors that influence language learning, such as motivation and anxiety. A significant aspect of the course was to understand how these theories interact with classroom dynamics and the practical challenges students face when acquiring a second language.

What stood out to me most was the emphasis on comprehensible input and the importance of creating a rich linguistic environment for learners. The discussions and assignments helped me

recognize the necessity of scaffolding instruction and providing many opportunities for meaningful communication. For example, we analyzed case studies that proved how factors like exposure, interaction, and feedback significantly influence L2 development. These insights improved my approach to lesson planning which now focuses on integrating activities that encourage authentic communication and contextual learning.

Additionally, the course broadened my perspective on the individual differences among learners. I became more aware of the different cognitive styles, learning strategies, and sociocultural backgrounds that influence language acquisition. This knowledge has enhanced my ability to design differentiated instruction that meets the needs of all students, making my teaching more inclusive and effective.

In general, this course was important to link theory and practice. It not only developed my understanding of how language acquisition occurs but also equipped me with practical tools to support my students in their language learning process. The knowledge gained has had a long-term effect on my teaching philosophy, reaffirming my commitment to creating learner-centered environments that foster both linguistic competence and confidence.

2.3.3. Reflection on Grammatical Aspects of Teaching English I

The Grammatical Aspects I course was an essential part of the TESOL program, focusing on the structural elements of the English language and their implications for teaching. The objectives of the course included understanding the key components of English grammar, exploring common challenges faced by English learners, and developing effective strategies to teach grammar in communicative and engaging ways.

As part of this course, we covered a wide range of topics, from sentence structure and verb tenses to complex grammar points like conditionals and modal auxiliaries. The discussions often revolved around the linguistic rules that govern these structures and how they differ from the learners' native languages. This comparative analysis provided valuable insights into the common errors learners make and how these can be addressed effectively in the classroom.

One of the most important aspects of the course was the emphasis on contextualized grammar teaching. I learned that teaching grammar in isolation often leads to mere memorization rather than meaningful understanding. By integrating grammar instruction into communicative activities, I can help students see how grammatical structures function in real-life contexts. For instance, instead of simply explaining the rules of the past perfect tense, I now design activities where students use the tense to narrate stories or describe events, making the learning process more interactive and relevant.

Another key point to remember from this course was the importance of scaffolding and differentiation in grammar instruction. Through assignments and group discussions, I realized that grammar lessons need to be tailored to students' proficiency levels and learning styles. This approach not only makes grammar accessible but also helps build students' confidence in using the language accurately.

In summary, Grammatical Aspects I reinforced the idea that grammar is not just about rules but about meaning and communication. This course has significantly improved my ability to teach grammar in ways that are engaging, practical, and learner-centered. It has also improved my own understanding of English grammar, which has increased my confidence as a teacher and allowed me to support my students more effectively.

2.3.4. Reflection on Grammatical Aspects of Teaching English II

Furthering the knowledge acquired in Grammatical Aspects I, the second course in this sequence examined advanced grammatical structures and how they can be applied in language instruction. The primary objectives of this course were to develop a more detailed understanding of complex grammar topics and to explore innovative techniques for teaching these concepts effectively.

During this course, we examined more complex grammar topics such as relative clauses, passive voice, reported speech, and subjunctive moods. A significant part of the course was dedicated to understanding how these structures differ across languages, which helped me anticipate and address potential areas of confusion for my students. For example, we analyzed common errors made by learners from Spanish-speaking backgrounds, which provided valuable insights for adapting my teaching strategies.

A major aspect of this course was the focus on integrating grammar instruction into content-based and task-based learning activities. I learned to create lessons that not only teach grammar explicitly but also allow students to practice these structures in meaningful contexts. For instance, a group project involving role-plays and collaborative writing tasks proved to be an effective way to reinforce the use of reported speech and conditionals.

Additionally, the course emphasized the importance of assessment in grammar teaching. Through hands-on assignments, I gained experience designing diagnostic tests and formative assessments that measure students' understanding of grammar in both written and spoken forms. This skill has been vital in helping me identify areas where my students need additional support and adjust my teaching accordingly.

In short, Grammatical Aspects II developed my skills in teaching complex grammatical structures and provided me with a variety of strategies to make grammar instruction both engaging and effective. This course has strengthened my confidence as a teacher, enabling me to support my students in mastering the details of English grammar.

2.3.5. Reflection on Theory and Practice of Teaching English as a Second Language

The Theory and Practice of Teaching English course served as a complete guide to effective pedagogical practices in English language teaching. The course bridged the gap between theoretical knowledge and practical application, emphasizing the importance of reflective teaching, lesson planning, and classroom management.

Through this course, I explored various teaching methodologies, including communicative language teaching, task-based learning, and the use of authentic materials. A significant aspect of the course was learning to adapt these methods to different teaching contexts and student needs. For example, I gained a more comprehensive understanding of lesson planning that balance the development of all language skills—listening, speaking, reading, and writing—while keeping the classroom dynamic and student-centered.

Another key point to remember from this course was the importance of reflective practice. By analyzing my teaching approaches and receiving feedback from peers and instructors, I learned to identify areas for improvement and adapt my strategies to better support my students. The emphasis on self-assessment has encouraged me to view teaching as an developing practice that requires continual learning and adaptation.

Another crucial part of the course was the focus on integrating technology into teaching. From using interactive whiteboards to designing online learning activities, I discovered how technology could increase student engagement and facilitate language learning. These tools have become fundamental to my teaching, especially in addressing the diverse learning preferences of my students.

In conclusion, the Theory and Practice of Teaching English course provided me with a solid foundation in both the art and science of teaching. It has empowered me to create meaningful, engaging learning experiences that provide for the unique needs of my students and align with best practices in language education.

2.3.6. Reflection on Teaching English Through Literature

The Teaching English Through Literature course was an enriching study of how literary texts can be used as tools for language learning. This course enriched our ability to teach English through poetry, short stories, novels, and plays, while also fostering critical thinking and cultural awareness in students.

As the course progressed, we examined strategies for selecting appropriate literary texts and designing activities that integrate language skills with literary analysis. One of the key aspects I gained was the value of using literature to develop both linguistic competence and intercultural understanding. For instance, analyzing characters' dialogues in short stories allowed my students to explore practical language use while also gaining insights into diverse cultural perspectives.

An important part was learning to adapt literary content to different proficiency levels. I discovered techniques such as simplifying complex texts, using pre-reading activities, and incorporating multimedia resources to make literature accessible and engaging for all learners. This has been particularly useful in helping students appreciate the beauty of English literature while also improving their language skills.

Additionally, the course emphasized the role of literature in promoting empathy and critical thinking. By encouraging students to analyze themes, conflicts, and character motivations, teachers are able to create a more dynamic and reflective learning environment. These discussions often lead to meaningful connections between the texts and students' personal experiences, making the lessons both effective and memorable.

In short, this course transformed my approach to teaching English by highlighting the many benefits of incorporating literature into the curriculum. It reinforced my belief in the power of storytelling as a means of engaging students, building linguistic skills, and encouraging a deeper appreciation for the cultural richness of the English language.

2.3.7. Reflection on Interpretation of Linguistic Development

The Interpretation of Linguistic Development course provided a full understanding of how language evolves over time and across different contexts. Its objectives were to explore the processes involved in linguistic development, analyze key aspects in first and second language acquisition, and apply this knowledge to educational settings.

In this course, we studied the stages of linguistic development, from phonological and morphological acquisition to syntactic and pragmatic competence. I came to appreciate the

challenges and complexities of language learning on a deeper level, particularly in understanding how learners go from basic to advanced levels of proficiency. The discussions on interlanguage and fossilization were particularly enlightening, as they shed light on common challenges faced by language learners and how to address them effectively.

One of the most valuable aspects of the course was the emphasis on observing and analyzing learners' language use. Through case studies and classroom observations, I developed skills in assessing students' linguistic development and identifying areas where targeted support was needed. Specifically, I learned to detect patterns in mistakes and create strategies to address areas such as grammar or pronunciation.

The course also highlighted the importance of creating a supportive environment that nurtures linguistic growth. By integrating theories of linguistic development with practical teaching strategies, I am now better equipped to design lessons that provide for students' developmental needs and promote steady progress in their language learning process.

Overall, the Interpretation of Linguistic Development course enhanced my ability to understand and support the language acquisition process. It reinforced my commitment to creating learner-centered classrooms that address the unique challenges and opportunities associated with linguistic development.

2.3.8. Reflection on Phonological Aspects of Teaching English

The Phonological Aspects of Teaching English course was a detailed study of the sound system of the English language and its implications for teaching. The main objectives of the course were to develop a complete understanding of English phonetics and phonology, identify

common pronunciation challenges for English learners, and design effective strategies for teaching pronunciation.

In this course, we examined topics such as phonemes, stress patterns, intonation, and connected speech. One thing pointed out from the first session was that pronunciation is not just about individual sounds but also about rhythm and melody, which are crucial for effective communication. This perspective has helped me approach pronunciation teaching in a more holistic way, focusing on both segmental and suprasegmental features.

In addition, we analyzed learners' pronunciation challenges based on their linguistic backgrounds. For instance, understanding how the phonological rules of a student's native language influence their English pronunciation enables teachers to design precise strategies. These strategies include activities such as minimal pair exercises, stress drills, and listening tasks that enhance students' awareness of English phonological patterns.

The course also emphasized the integration of pronunciation teaching into everyday lessons. Rather than treating pronunciation as a separate skill, I learned to incorporate it into speaking and listening activities, making it a natural part of language learning. For example, role-plays and dialogues have proven effective in helping students practice pronunciation in meaningful contexts.

In brief, the Phonological Aspects of Teaching English course equipped me with the knowledge and tools to address pronunciation challenges in a systematic and appealing way. It has reinforced my belief in the importance of clear and effective communication and has allowed me to help my students build their confidence in speaking English.

2.3.9. Reflection on Use of Technology in Teaching English as a Second Language

The course on Use of Technology in Teaching English as a Second Language explored the active ways in which technology can be integrated into the language classroom to enhance learning outcomes. The objectives of this course were to acquaint educators with current technological tools, provide strategies for their effective use in teaching, and examine the pedagogical principles that support technology-integrated classrooms.

I acquired practical experience with a variety of digital tools, including language learning apps, online collaboration platforms, and interactive software. We discussed how these tools could be useful to develop all four-language skills—listening, speaking, reading, and writing. For example, I learned to design activities using platforms, which encourage student interaction and engagement.

A major benefit of this course was the emphasis on creating learner-centered environments through technology. By incorporating multimedia resources, teachers can create lessons that are not only informative but also highly engaging. This approach has proven particularly effective to increase motivation and to sustain interest among learners of varying proficiency levels.

Additionally, the course highlighted the importance of digital literacy and ethical considerations when using technology. We explored topics such as copyright laws, privacy issues, and the digital divide, which have deepened my understanding of the responsibilities that come with integrating technology in education. The class discussions strengthened my approach to selecting and implementing tools that are accessible and aligned with my students' needs.

To conclude, the Use of Technology in Teaching English as a Second Language course has significantly changed my understanding and application of technology in the classroom. I now have the skills to create innovative lessons that include technology to facilitate language learning and encourage the development of 21st-century skills in my students.

2.3.10. Reflection on English for Specific Purposes

The English for Specific Purposes (ESP) course provided a thorough understanding of how to design plans and programs to meet the specific needs of learners in professional, academic, and technical contexts. The objectives of this course were to design specialized curricula, and implement teaching strategies that align with learners' goals and contexts.

In this course, I developed the skill to assess the needs of students to identify the linguistic and functional requirements of particular learner groups. This skill has been helpful in designing plans for students pursuing careers in different fields. By understanding their specific needs, I can create lessons that focus on relevant vocabulary, communicative functions, and cultural aspects.

The course also emphasized the importance of authenticity in materials and tasks. For instance, creating activities that reflect real-life scenarios, such as writing professional emails, participating in workplace meetings, or presenting research findings. These activities not only enhance students' language proficiency but also build their confidence in using English in practical settings.

Another significant aspect of the course was learning to balance specific focus with general language development. While ESP instruction focuses on specialized content, it also

incorporates general communicative competence to guarantee learners can function effectively in diverse contexts. This balanced approach has enhanced my teaching methods, allowing me to support students in reaching both short-term and long-term language learning goals.

To sum up, the English for Specific Purposes course has provided me with the resources to create and deliver focused and effective lessons. It has reinforced my belief in the importance of aligning teaching with learners' aspirations and has prepared me to meet the diverse demands of ESP contexts.

2.3.11. Reflection on Research Methods in Teaching English as a Second Language

The Research Methods in Teaching English as a Second Language course offered a thorough introduction to the fundamentals and techniques of conducting research within the TESOL field. The objectives of this course included developing the ability to design and carry out research studies, critically evaluate existing research, and apply findings to improve teaching practices.

During this course, I gained a solid understanding of both quantitative and qualitative research methods. We explored various research designs, including case studies, surveys, and experimental studies, as well as data collection techniques such as interviews, observations, and questionnaires. This knowledge has given me the confidence to undertake research projects that address real-world challenges in language education.

One of the important elements of the course was learning to analyze research articles critically. Through assignments and discussions, I developed the skills to evaluate the accuracy, consistency, and relevance of research results. This has not only sharpened my academic reading

abilities but also influenced my teaching methods by allowing me to make decisions based on evidence.

In general, the Research Methods in Teaching English as a Second Language course has equipped me with the tools to contribute to the field of TESOL through research and has deepened my understanding of how practical evidence can improve teaching practices.

2.3.12. Reflection on Assessment in Teaching English as a Second Language

The Assessment in Teaching English as a Second Language course was crucial in broadening my understanding of how to evaluate and support student learning effectively. The objectives of this course included exploring the principles of language assessment, designing various types of assessments, and analyzing their impact on language learning and teaching.

I increased my understanding of formative and summative assessments, alternative assessment methods, and the role of self- and peer-assessment in language classrooms. A key focus was on ensuring alignment between learning objectives and assessment tools, which is essential for providing meaningful feedback and measuring student progress accurately.

One of the best aspects of the course was learning to design assessments that are fair, valid, and reliable. For example, I developed skills in creating rubrics for speaking and writing tasks that clearly emphasize performance criteria. This has been helpful in providing students with meaningful feedback, helping them understand their strengths and areas for improvement.

Additionally, the course highlighted the importance of addressing challenges like test anxiety and the diverse intelligences of learners when designing assessments. In the context of teaching English as a Second Language, it is crucial to recognize that learners come from

different backgrounds and possess varying strengths. Test anxiety can significantly affect their performance, leading to a discrepancy between their actual abilities and the results they show.

The course offered strategies for creating a supportive assessment environment that helps reduce anxiety, such as providing alternative assessment methods and giving students more time. Furthermore, the concept of multiple intelligences was explored to make sure that assessments meets the needs of different learning styles. By integrating visual, linguistic, and logical approaches into assessments, teachers can develop a more general understanding of each student's strengths, promoting a more inclusive and effective evaluation process.

In short, the Assessment in Teaching English as a Second Language course has deepened my understanding of the critical role assessments play in language education. It has provided practical tools and strategies to design assessments that support student growth.

2.3.13. Reflection on Curriculum Design and Development

The Curriculum Design and Development course was a valuable experience that allowed me to build upon prior knowledge and gain the skills necessary to create effective and meaningful language programs. The objectives of this course were to understand the principles of curriculum design, analyze contextual factors, and develop language programs that meet the needs of different learners.

In this course, I learned about different models of curriculum design, such as backward design and task-based language teaching. A key insight was the importance of doing thorough needs analysis to understand learner goals, constraints, and available resources. This knowledge has prepared me to be able to create curricula that are both relevant and practical

The course also highlighted the iterative nature of curriculum development. By engaging in activities such as drafting syllabi and selecting materials, I gained practical experience in improving and adjusting curricula based on feedback and results. This process has helped me appreciate the dynamic relationship between planning and implementation in achieving educational goals.

In addition, the course focused on incorporating 21st-century skills into language programs. By integrating critical thinking, collaboration, and digital literacy into the curriculum, I can prepare students not only for linguistic competence but also for success in a globalized world.

To sum up, the course provided me with the resources to create original language programs. It enhanced my ability to develop curricula that meet learner needs and promote long-term learning experiences.

2.3.14. Reflection on Supervised Teaching Practice

The Supervised Teaching Practice course connected theory with practice, providing practical teaching experience in a real classroom environment, all while being closely guided by an experienced teacher. The main objective was to apply the teaching methods, strategies, and concepts we had studied throughout the program in a practical context, ensuring that we could effectively teach English as a second language.

In addition, I developed my teaching style and classroom management and improved my lesson planning skills. We focused on the importance of adapting to students' needs and being flexible with the teaching approach based on the dynamics of the classroom. The feedback from my supervisor was helpful, as it helped me recognize both my strengths and areas that required

improvement. I learned how to better engage students, adjust lessons in real time, and provide more effective feedback to help students improve their language skills.

To conclude, this course strengthened my understanding of ESL teaching, furthering my confidence in my abilities. The practical experience was essential in understanding the challenges and rewards of teaching, and it has further prepared me to succeed in the professional world of TESOL.

2.4 RESEARCH PROPOSAL:

An Integrated Remedial English Course Based on Reading to Enhance Academic Performance

CHAPTER 1: GENERAL ASPECTS OF THE PROJECT

1.1 BACKGROUND

There is limited research in Panama on strategies to improve reading skills at the higher education level. Most studies focus on elementary and high school students, whose linguistic development and learning needs differ significantly from those of university students. Consequently, the existing body of knowledge does not adequately address the challenges faced by university students, particularly those enrolled in English programs.

1.2 CURRENT SITUATION OF THE PROBLEM

Learning English as a second or foreign language has become a global priority. Parents worldwide encourage their children to learn English, and businesses invest significant resources in developing their employees' English proficiency. Moreover, the reasons for learning English have diversified. While some pursue it to explore new cultures, others aim to achieve academic or

financial goals. Recognizing these needs, learners are increasingly motivated to develop strong communicative competence in English.

Despite this international trend, Panama has fallen behind in meeting the language proficiency demands of a globalized world. In 2024, Panama was ranked 71st out of 116 countries in English proficiency, according to Education First, a renowned organization specializing in language education. This ranking underscores a well-known reality: Panama's English curriculum requires significant restructuring, from preschool to high school. While the issue has been widely discussed, meaningful action to address it has been limited. The study attributes the low proficiency levels primarily to the public school system rather than private institutions.

Over the years, the Ministry of Education has introduced several programs, such as *English for Life*, *The After School Program*, and *Panama Unlimited* to foster communicative competence in English among students and teachers. Although these initiatives have had some positive impact, they fall short of equipping students with the language skills necessary for higher education and the demands of a globalized workforce.

A critical factor in this issue is the English curriculum used in Panamanian schools. The Ministry of Education emphasizes a communicative approach, aiming for students to achieve a high level of language competence (Programa de Inglés, 2014). However, the intended communicative skills often fail to materialize, suggesting a disconnect between the curriculum's objectives and the learning environment provided to students.

This challenge is particularly evident at the university level. Universidad Latina de Panama lacks remedial English programs for students with insufficient English skills.

Particularly, there is little to no research in Panama on implementing a remedial English course focused on reading. Consequently, this study will draw on the experiences and research conducted in other countries, such as the United States and parts of Asia, to address this gap.

At Universidad Latina de Panamá, students enrolled in the undergraduate English program face numerous reading assignments critical to their coursework. However, many struggle due to their limited linguistic proficiency and lack of reading strategies. The absence of a proficiency test during the admissions process worsens this issue, leaving no baseline to assess students' readiness for the program. As a result, some students encounter significant academic challenges, fail courses, or drop out due to inadequate language skills. This situation highlights the urgent need for a remedial English program focused on enhancing students' reading abilities to support their academic success.

A sample of 40 students, selected from a population of 100, has been chosen to gather data for this study. Their language skills and competence have been assessed using surveys, timed reading comprehension quizzes, and various other linguistic assessment tools. Additionally, 10 professors, selected from a group of 40, have been surveyed regarding the English program.

An integrated remedial English course will be developed to address the linguistic competence challenges faced by incoming freshman students. The course will incorporate the four key language skills: reading, writing, speaking, and listening, while also fostering students' critical and analytical thinking through a variety of communicative activities.

A linguistic competence assessment tool will be designed to evaluate students both before they begin the course and at its conclusion. This tool will assess phonetic, phonological, and

communicative competence. Administering the test at the start of the course will help tailor the curriculum to meet students' specific needs.

1.3 RESEARCH QUESTION

This research seeks to answer the following question:

Can the implementation of a remedial reading course help students enhance their academic performance?

1.4 HYPOTHESIS

A hypothesis provides a tentative explanation for observed phenomena or anticipated outcomes. It reflects the researcher's expectations regarding the relationship between variables.

1.4.1 RESEARCH HYPOTHESIS

The implementation of a remedial reading course will help students enhance their academic performance.

1.4.2 NULL HYPOTHESIS

The implementation of a remedial reading course will not help students enhance their academic performance.

1.5 OBJECTIVES

Objectives are intended to describe the desired outcomes of a study.

1.5.1 GENERAL OBJECTIVES

- Demonstrate the need to improve students' reading skills to meet educational requirements.

- Develop a remedial reading course aimed at enhancing students' academic performance.

1.5.2 SPECIFIC OBJECTIVES

- Conduct surveys with teachers and students.
- Administer proficiency tests to students.
- Analyze the results of surveys and proficiency tests.
- Design a remedial reading course tailored to students' needs.

1.6 DELIMITATIONS

Delimitations define the scope and parameters of the study.

This research will be conducted at Universidad Latina de Panamá, located on Via Ricardo J. Alfaro. The study will involve approximately 40 students and 10 professors as participants in data collection and analysis.

1.7 RESTRICTIONS AND LIMITATIONS

Limitations refer to factors beyond the researcher's control that may affect the study's results or interpretations.

- Limited background information on the topic.
- Variability in students' willingness to participate and the time available to complete tests and surveys.

1.8 JUSTIFICATION

The rationale for creating and implementing a remedial reading course stems from the challenges faced by graduates of the English program at Universidad Latina. Some recent graduates have underperformed in the job market due to insufficient language skills, particularly

in reading, which are critical for professional success. Others have struggled to secure employment because their language proficiency fails to meet employers' expectations. These issues highlight the need for a targeted intervention to address students' reading deficiencies and equip them with the skills necessary for academic success and career readiness. Implementing a remedial reading course will bridge this gap, enabling students to achieve their academic and professional goals.

CHAPTER 2: METHODOLOGY AND DESIGN

2.1 STATEMENT OF THE PROBLEM

This study aims to investigate the underlying factors contributing to the poor academic performance of some students majoring in English at Universidad Latina de Panamá and propose solutions to address these issues.

2.2 VARIABLES

Definitions of the variables are based on Baron's framework.

2.2.1 INDEPENDENT VARIABLE

The independent variable refers to what is being tested or manipulated:

- Remedial reading course
- Effective reading activities

2.2.2 DEPENDENT VARIABLE

The dependent variable represents what is being measured:

- Reading skills and strategies

- Students' academic performance
- Teaching methodologies
- Language skills

2.3 TYPE OF RESEARCH

This study employs descriptive research to achieve its objectives.

2.3.1 DEFINITION

Descriptive research provides insights into present conditions, events, or phenomena. As outlined in *Research Methods in TESL and Language Acquisition*, key features include:

- Utilizing observations, surveys, self-reports, and tests.
- Defining the problem and hypotheses clearly.
- Selecting topics based on relevance and importance.

2.4 ASSUMPTIONS

- It is assumed that the implementation of a remedial reading course will significantly improve students' academic performance.
- It is assumed that students' overall English proficiency will improve as a result of the intervention

CONCLUSION

In summary, the implementation of a remedial reading course at Universidad Latina de Panamá is expected to benefit both students and the institution. Students will acquire the necessary tools to achieve their academic and professional goals, while the university will

improve its reputation by producing competent graduates who meet the demands of the job market.

CHAPTER 3: LITERATURE REVIEW

3.1 Importance of English Proficiency and Reading Skills in Higher Education

English has become the global language of communication, playing a crucial role in education, business, science, and technology. Proficiency in English is increasingly seen as a prerequisite for success in a globalized world. For students in higher education, especially those majoring in English, the ability to read effectively in English is fundamental. Reading proficiency not only enhances academic performance but also prepares students for the professional challenges they may face after graduation.

Reading in a second language (L2) involves complex cognitive processes, including decoding, comprehension, and critical analysis. As Grabe (2009) highlights, reading in L2 requires learners to integrate linguistic knowledge, background knowledge, and cognitive strategies. For non-native speakers, this process can be particularly challenging due to limited vocabulary, insufficient grammar knowledge, and lack of exposure to the target language. Developing strong reading skills is essential for academic success, as it allows students to comprehend complex texts, conduct research, and engage critically with course materials.

3.2 The Role of Remedial English Courses

Remedial courses are designed to help students overcome specific academic challenges and bridge gaps in their knowledge or skills. In the context of English language education, remedial courses focusing on reading skills have been widely implemented in various countries to address the needs of students with low proficiency levels. These courses typically incorporate

diagnostic assessments, targeted instruction, and interactive activities to enhance students' linguistic competence and academic performance.

3.3 Evidence from International Contexts

Studies from other countries provide valuable insights into the effectiveness of remedial English courses. For example, research conducted in the United States has demonstrated the positive impact of remedial reading courses on college students' academic performance. According to Bailey (2009), remedial courses in U.S. community colleges have been successful in improving students' reading comprehension, vocabulary acquisition, and critical thinking skills. These courses often integrate extensive reading, scaffolded instruction, and formative assessments to support students' learning.

In Taiwan, Chen and Cheng (2010) examined the implementation of remedial English programs at the university level and found significant improvements in students' reading fluency and comprehension. The study highlighted the importance of incorporating strategies such as skimming, scanning, and inferencing into the curriculum. Additionally, the use of authentic texts and interactive activities helped students develop practical reading skills that could be applied in academic and real-world contexts.

Similarly, research conducted in Japan has emphasized the benefits of extensive reading programs. Taguchi, Takayasu-Maass, and Gorsuch (2004) found that extensive reading not only improved students' reading speed and comprehension but also increased their motivation to learn English. The study suggested that exposure to a wide range of texts allowed students to develop a deeper understanding of the language and its cultural nuances.

In Malaysia, a study by Yunus et al. (2012) explored the effectiveness of remedial English courses in improving students' academic writing and reading skills. The researchers found that the integration of technology, such as online reading platforms and interactive quizzes, enhanced students' engagement and learning outcomes. The study also emphasized the importance of providing personalized feedback to address individual learners' needs.

3.4 Key Features of Successful Remedial Programs

Successful remedial English programs share several common features, including:

3.4.1 Diagnostic Assessments: Identifying students' specific needs through proficiency tests and surveys ensures that the course content is designed to address their weaknesses.

3.4.2 Targeted Instruction: Focusing on specific skills, such as vocabulary acquisition, grammar, and reading strategies, helps students build a strong foundation for language learning.

3.4.3 Interactive Activities: Engaging students through group discussions, role-plays, and collaborative tasks fosters active learning and improves their communicative competence.

3.4.4 Extensive Reading: Encouraging students to read a variety of texts, including novels, newspapers, and academic articles, enhances their reading fluency and comprehension.

3.4.5 Ongoing Evaluation: Monitoring students' progress through formative assessments and providing constructive feedback ensures continuous improvement.

3.5 Conclusion

The literature reviewed demonstrates the effectiveness of remedial English courses in improving students' reading skills and academic performance. Evidence from international

contexts highlights the importance of incorporating diagnostic assessments, targeted instruction, and extensive reading into the curriculum. In the Panamanian context, where research on remedial education is scarce, this study aims to fill the gap by designing and implementing a remedial reading course tailored to the needs of university students. By addressing the specific challenges faced by students at Universidad Latina de Panamá, this study has the potential to improve their academic success and prepare them for the demands of a globalized workforce.

CHAPTER IV: ANALYSIS OF DATA AND REMEDIAL COURSE DESIGN

4.1 Reading and Language Use Assessment Tool

This test assesses advanced reading skills, vocabulary comprehension, skimming and scanning ability, grammatical accuracy, and writing proficiency. It is timed to ensure efficiency in language processing.

Time: 80 minutes

- **Section 1: Reading Comprehension (15 minutes)**
- **Section 2: Vocabulary from Context (7.5 minutes)**
- **Section 3: Skimming and Scanning (7.5 minutes)**
- **Section 4: Language Use (Grammar & Sentence Structure) (10 minutes)**
- **Section 5: Writing (40 minutes)**

INSTRUCTIONS

- Read each question carefully before selecting an answer.
- For multiple-choice questions, select the best option (A, B, C, or D).
- The writing section must be answered in full sentences.

SECTION 1: READING COMPREHENSION (15 minutes)

Instructions: Read the passage carefully and answer the questions based on the text.

Passage:

The advent of technology has revolutionized the way we communicate, learn, and conduct business. From the invention of the telegraph to the rise of the internet, each technological advancement has brought about significant changes in society. Today, digital tools permeate every aspect of our lives, influencing how we interact with the world and each other.

In the realm of education, technology has opened new avenues for learning. Online platforms provide access to a wealth of information, enabling students to learn at their own pace. Interactive software and applications make learning more engaging, catering to different learning styles and needs. Moreover, technology facilitates collaboration among students and teachers, breaking geographical barriers and fostering a global learning community.

However, the integration of technology in education also presents challenges. Issues such as digital literacy, equitable access, and the potential for distraction must be addressed to harness the full potential of technological tools. Educators must be adept at selecting and implementing appropriate technologies to enhance learning outcomes effectively.

Questions:

1. What is the main idea of the passage?
 - a) The history of technological inventions.
 - b) The impact of technology on various aspects of society.
 - c) The challenges of digital literacy in modern education.
 - d) The role of educators in technological advancements.
2. According to the passage, how has technology influenced education?
 - a) By limiting access to information.
 - b) By making learning more engaging through interactive tools.
 - c) By creating barriers between students and teachers.

- d) By standardizing learning styles.
3. What challenge is mentioned in the passage regarding technology in education?
- a) Overreliance on traditional teaching methods.
 - b) The high cost of technological tools.
 - c) Ensuring equitable access to digital resources.
 - d) Lack of interest in technological advancements.
4. The phrase "breaking geographical barriers" in the second paragraph suggests that technology:
- a) Limits student collaboration.
 - b) Enables global interaction among learners.
 - c) Restricts access to local information.
 - d) Encourages traditional classroom settings.
5. What does the author imply about the role of educators in the integration of technology?
- a) They should resist technological changes.
 - b) They must be skilled in choosing and using appropriate technologies.
 - c) They should focus solely on digital literacy.
 - d) They must develop new technological tools.
6. The word "permeate" in the first paragraph most closely means:
- a) Exclude.
 - b) Penetrate.
 - c) Isolate.
 - d) Simplify.
7. Which of the following is NOT mentioned as a benefit of technology in education?
- a) Access to a wealth of information.

- b) Facilitation of student-teacher collaboration.
 - c) Catering to different learning styles.
 - d) Standardization of educational content.
8. The passage suggests that to effectively integrate technology in education, educators should:
- a) Focus solely on traditional teaching methods.
 - b) Ignore issues of digital literacy.
 - c) Be proficient in selecting suitable technological tools.
 - d) Limit the use of interactive software.
9. The term "digital literacy" in the third paragraph refers to:
- a) The ability to read and write in digital formats.
 - b) The knowledge of historical technological advancements.
 - c) The capacity to develop new technologies.
 - d) The skill of teaching traditional subjects.
10. The author's tone in the passage can best be described as:
- a) Critical.
 - b) Neutral.
 - c) Optimistic.
 - d) Pessimistic.

SECTION 2: VOCABULARY FROM CONTEXT (7.5 minutes)

Instructions: Read the sentence and determine the meaning of the **bolded** word based on context.

1. The professor's lecture was so **esoteric** that only a few students could grasp the concepts.
 - a) Boring
 - b) Obscure
 - c) Lengthy
 - d) Simplistic
2. Her **alacrity** in responding to the invitation was appreciated.
 - a) Hesitation
 - b) Reluctance
 - c) Indifference
 - d) Enthusiasm
3. The CEO's **capricious** decisions often left the employees confused.
 - a) Whimsical
 - b) Predictable
 - c) Logical
 - d) Steadfast
4. The artist's **prolific** output was admired by critics and fans alike.
 - a) Sparse
 - b) Mediocre
 - c) Fruitful
 - d) Infrequent
5. The **obdurate** refusal of the manager to listen to suggestions frustrated the team.

- a) Stubborn
 - b) Flexible
 - c) Agreeable
 - d) Sympathetic
6. The **ephemeral** nature of fame means that today's celebrities might be forgotten tomorrow.
- a) Enduring
 - b) Fleeting
 - c) Significant
 - d) Permanent
7. His **laconic** replies made it difficult to gauge his true feelings.
- a) Verbose
 - b) Terse
 - c) Emotional
 - d) Elaborate
8. The **magnanimous** gesture of donating the prize money to charity was praised by all.
- a) Selfish
 - b) Greedy
 - c) Petty
 - d) Generous
9. The **pernicious** effects of pollution are becoming increasingly evident.
- a) Harmless
 - b) Beneficial
 - c) Destructive

d) Negligible

10. The **sagacious** leader navigated the country through turbulent times.

a) Wise

b) Foolish

c) Impulsive

d) Reckless

11. The **ubiquitous** presence of smartphones has changed how we communicate.

a) Rare

b) Exclusive

c) Obsolete

d) Omnipresent

12. The **venerable** professor was respected by all her colleagues.

a) Disreputable

b) Esteemed

c) Young

d) Inexperienced

13. The **voracious** reader finished the entire series in a week.

a) Indifferent

b) Apathetic

c) Insatiable

d) Slow

14. The **zealous** activist worked tirelessly for the cause.

- a) Apathetic
- b) Passionate
- c) Lazy
- d) Indifferent

15. The **abstruse** theory was difficult for many to understand.

- a) Clear
- b) Simple
- c) Obscure
- d) Obvious

SECTION 3: SKIMMING AND SCANNING (7.5 minutes)

Instructions: Read the excerpt below and answer the questions using skimming and scanning strategies.

Passage: The Evolution of Renewable Energy

Renewable energy has undergone significant transformations over the past few decades, evolving from niche applications to mainstream power sources. Initially, technologies like solar and wind power were considered expensive and inefficient. However, advancements in technology and increased environmental awareness have propelled their adoption globally.

In the early 2000s, solar photovoltaic (PV) panels were primarily used in remote or off-grid locations due to high costs. Over time, manufacturing improvements and economies of scale reduced prices, making solar energy more accessible. Similarly, wind energy faced challenges such as turbine efficiency and public opposition due to aesthetic concerns. Today, modern turbines are more efficient, and wind farms are common in many countries.

Government policies have also played a crucial role in promoting renewable energy. Subsidies, tax incentives, and renewable energy targets have encouraged investments and development in this sector. Countries like Germany and China have become leaders in renewable energy production, showcasing the potential of sustained policy support.

Despite these advancements, challenges remain. Energy storage is a significant hurdle, as solar and wind power are intermittent by nature. Developing efficient storage solutions, such as advanced batteries, is essential for ensuring a stable energy supply. Additionally, integrating renewable energy into existing power grids requires substantial infrastructure upgrades and smart grid technologies.

Looking ahead, the future of renewable energy appears promising. Innovations in areas like floating solar farms, offshore wind turbines, and enhanced geothermal systems are expanding the possibilities for clean energy. As technology continues to advance and economies of scale further reduce costs, renewable energy is poised to become the dominant force in global power generation.

Questions:

1. What was a primary reason for the limited use of solar PV panels in the early 2000s?
 - a) Lack of government support
 - b) High costs
 - c) Technological inefficiency
 - d) Public opposition
2. Which factor contributed to making solar energy more accessible over time?
 - a) Increased environmental awareness
 - b) Government subsidies
 - c) Manufacturing improvements
 - d) Public demand
3. What was a common concern regarding wind energy development?
 - a) Aesthetic impact
 - b) High operational costs
 - c) Technological limitations
 - d) Environmental hazards

4. Which countries are mentioned as leaders in renewable energy production?
 - a) United States and China
 - b) Germany and China
 - c) Germany and India
 - d) United States and India
5. What is identified as a significant challenge for renewable energy?
 - a) High production costs
 - b) Government regulations
 - c) Public acceptance
 - d) Energy storage
6. Why is energy storage crucial for renewable energy sources?
 - a) To reduce production costs
 - b) To increase public trust
 - c) To manage intermittent supply
 - d) To comply with regulations
7. What are advanced batteries used for in the context of renewable energy?
 - a) Storing energy
 - b) Enhancing production efficiency
 - c) Reducing costs
 - d) Improving grid integration

8. What is necessary for integrating renewable energy into existing power grids?
- a) Public support
 - b) Technological innovations
 - c) Government incentives
 - d) Infrastructure upgrades
9. Which innovation is mentioned as expanding possibilities for clean energy?
- a) Floating solar farms
 - b) Smart grid technologies
 - c) Energy-efficient appliances
 - d) Nuclear fusion
10. What is the overall outlook for renewable energy according to the passage?
- a) Challenging
 - b) Promising
 - c) Uncertain
 - d) Declining

SECTION 4: LANGUAGE USE (GRAMMAR & SENTENCE STRUCTURE 10 minutes)

Instructions: Select the best answer to complete each sentence.

1. If she _____ harder, she would have passed the test.
- a) studied
 - b) had studied
 - c) studies
 - d) studying

2. By the time we arrived, the movie _____ started.
- a) had already
 - b) has already
 - c) already had
 - d) already has
3. She acts as if she _____ everything.
- a) knows
 - b) knew
 - c) has known
 - d) had known
4. No sooner _____ the meeting than the fire alarm went off.
- a) had they begun
 - b) they had begun
 - c) did they begin
 - d) they began
5. I wish I _____ to the party last night.
- a) went
 - b) have gone
 - c) go
 - d) had gone
6. Hardly _____ the train station when it started to rain.
- a) we had left

b) had we left

c) we left

d) left we

7. If only he _____ the truth, things might have been different.

a) tells

b) told

c) had told

d) has told

8. She suggested that he _____ a doctor as soon as possible.

a) sees

b) saw

c) seen

d) see

9. It's high time you _____ your room.

a) clean

b) cleaned

c) cleaning

d) to clean

10. He speaks English as though he _____ a native speaker.

a) is

b) was

c) were

d) has been

11. Had I known about the traffic jam, I _____ earlier.

- a) would have left
- b) will leave
- c) would leave
- d) had left

12. She wishes she _____ more time to finish the project.

- a) has
- b) has had
- c) had had
- d) had

13. If it _____ for her support, he would have failed.

- a) isn't
- b) weren't
- c) hadn't been
- d) hasn't been

14. Suppose he _____ the offer, what would you have done?

- a) had accepted
- b) accepts
- c) accepted
- d) would accept

15. I would prefer if you _____ present at the meeting tomorrow.

- a) are
- b) were

c) will be

d) have been

SECTION 5: WRITING (40 minutes)

Instructions: Choose **one** of the following topics and write a short essay (200-300 words).

Topics:

1. The role of technology in modern education.
2. The benefits and drawbacks of social media.
3. How can universities better prepare students for the workforce?

Scoring Criteria:

- **Clarity and Organization** (5 points)
- **Grammar and Vocabulary** (5 points)
- **Relevance to Topic** (5 points)

4.2 Reading and Language Use Assessment Tool - Student Answer Sheet

Name: _____

Date: _____

Time: 80 minutes

Instructions: Please read each question carefully and select the best answer. For multiple-choice questions, mark your answer clearly with an X or by circling the letter. The writing section must be answered in full sentences.

Section 1: Reading Comprehension (15 minutes)

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

Section 2: Vocabulary from Context (7.5 minutes)

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D

Section 3: Skimming and Scanning (7.5 minutes)

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D

9. A B C D

10. A B C D

Section 4: Language Use (Grammar & Sentence Structure) (10 minutes)

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

Section 5: Writing (40 minutes)

(Space for student essay)

4.3 Answer Key

Section 1: Reading Comprehension

1. B

2. B

3. C

4. B

5. B

6. B

7. D

8. C

9. A

10. B

Section 2: Vocabulary from Context

1. B
2. D
3. A
4. C
5. A
6. B
7. B
8. D
9. C
10. A
11. D
12. B
13. C
14. B
15. C

Section 3: Skimming and Scanning

1. B
2. C
3. A
4. B
5. D
6. C
7. A
8. D
9. A
10. B

Section 4: Language Use (grammar & sentence structure)

1. B
2. A
3. B
4. A
5. D
6. B
7. C
8. D
9. B
10. C
11. A

- 12. D
- 13. C
- 14. A
- 15. B

4.4 DATA ANALYSIS

Based on the assessment of 40 freshman, sophomore, and junior students using the Reading and Language Use Assessment Tool, I have compiled the following data for each section. The results are presented with corresponding charts, analyses, and interpretations to support the implementation of a remedial reading course for incoming freshmen majoring in English at Universidad Latina de Panamá.

Section 1: Reading Comprehension

Average Score: 65%

Score Distribution:

- 90-100%: 5 students
- 80-89%: 8 students
- 70-79%: 10 students
- 60-69%: 7 students
- 50-59%: 5 students
- Below 50%: 5 students

Analysis:

The average score of 65% indicates a moderate level of reading comprehension among the students. However, 17.5% of the students scored below 60%, highlighting a significant

portion that struggles with understanding complex texts. This suggests a need for targeted interventions to enhance reading comprehension skills.

Section 2: Vocabulary from Context

Average Score: 60%

Score Distribution:

- 90-100%: 4 students
- 80-89%: 6 students
- 70-79%: 8 students
- 60-69%: 10 students
- 50-59%: 6 students
- Below 50%: 6 students

Analysis:

With an average score of 60%, students exhibit challenges in inferring the meanings of advanced vocabulary from context. Particularly, 30% of the students scored below 60%, indicating a substantial gap in vocabulary comprehension that could impede overall academic performance.

Section 3: Skimming and Scanning

Average Score: 55%

Score Distribution:

- 90-100%: 3 students
- 80-89%: 5 students

- 70-79%: 6 students
- 60-69%: 8 students
- 50-59%: 9 students
- Below 50%: 9 students

Analysis:

The average score of 55% reflects difficulties in efficiently identifying key information within texts. A significant 45% of students scored below 60%, underscoring the need for instruction in effective skimming and scanning techniques to improve information retrieval skills.

Section 4: Language Use (Grammar & Sentence Structure)

Average Score: 58%

Score Distribution:

- 90-100%: 2 students
- 80-89%: 4 students
- 70-79%: 7 students
- 60-69%: 9 students
- 50-59%: 10 students
- Below 50%: 8 students

Analysis:

An average score of 58% indicates that many students struggle with advanced grammatical structures and sentence construction. Approximately 45% of the students scored below 60%, highlighting the necessity for focused grammar instruction to enhance both written and verbal communication skills.

Section 5: Writing

Average Score: 62%

Score Distribution:

- 90-100%: 3 students
- 80-89%: 5 students
- 70-79%: 8 students
- 60-69%: 10 students
- 50-59%: 7 students
- Below 50%: 7 students

Analysis:

The writing section's average score of 62% suggests that while some students can convey ideas effectively, a considerable number lack clarity, organization, and advanced vocabulary usage in their writing. This indicates a need for comprehensive writing support to develop these essential skills.

Conclusion

The assessment results reveal that a significant portion of the evaluated students possess only moderate proficiency in critical reading and language skills. The observed deficiencies in comprehension, vocabulary, skimming and scanning, grammar, and writing emphasize the necessity for a remedial reading course. Implementing such a course for incoming freshmen majoring in English at Universidad Latina de Panamá will address these gaps early in their academic journey, thus, enhancing their chances of success in higher education.

4.5. Survey on Academic Performance and English Proficiency

Instructions: Read each statement carefully and select the answer that best describes your academic performance and English proficiency.

Section 1: Academic Preparedness and Support

1. A remedial reading course would help improve the academic performance of students enrolling in the English major.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly agree
2. I was proficient enough in English when I started the major.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly agree
3. My level of English is high enough to meet the academic requirements of the major.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly agree
4. Did you attend a bilingual high school?

- ☐ Yes
 - ☐ No
5. Do you think there should be an English proficiency test for students enrolling in the English major?
- ☐ Yes
 - ☐ No

Section 2: Reading and Comprehension Skills

6. When reading for assignments, I understand at least 50% of the words without using a dictionary.
- ☐ Easily achieved
 - ☐ Fairly achieved
 - ☐ Hardly achieved
 - ☐ Never achieved
7. I can read a passage only once and understand the main ideas.
- ☐ Easily achieved
 - ☐ Fairly achieved
 - ☐ Hardly achieved
 - ☐ Never achieved
8. I can find specific information in reading materials without difficulty.
- ☐ Easily achieved
 - ☐ Fairly achieved
 - ☐ Hardly achieved
 - ☐ Never achieved

9. I can paraphrase reading materials effectively.

- ☐ Easily achieved
- ☐ Fairly achieved
- ☐ Hardly achieved
- ☐ Never achieved

Section 3: Writing and Learning Preferences

10. I can easily identify mistakes in my written work.

- ☐ Easily achieved
- ☐ Fairly achieved
- ☐ Hardly achieved
- ☐ Never achieved

11. I prefer listening to a lecture over reading the material in a book.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

4.5.1. Survey Questions & Results

Survey on Academic Performance and English Proficiency

Total Respondents: 40 university students (freshman, sophomore, and junior English majors).

Section 1: Academic Preparedness and Support

- 1. A remedial reading course would help improve the academic performance of students enrolling in the English major.**
 - **62.5% (25 students)** → Agree/Strongly Agree
 - **20% (8 students)** → Neutral
 - **17.5% (7 students)** → Disagree/Strongly Disagree
- 2. I can easily find the mistakes in my written work.**
 - **20% (8 students)** → Easily achieved
 - **22.5% (9 students)** → Fairly achieved
 - **37.5% (15 students)** → Hardly achieved
 - **20% (8 students)** → Never achieved
- 3. I would rather listen to a lecture than read the material in a book.**
 - **35% (14 students)** → Agree/Strongly Agree
 - **25% (10 students)** → Neutral
 - **40% (16 students)** → Disagree/Strongly Disagree
- 4. I was proficient enough in English when I started the major.**
 - **22.5% (9 students)** → Agree/Strongly Agree
 - **32.5% (13 students)** → Neutral
 - **45% (18 students)** → Disagree/Strongly Disagree
- 5. My level of English is high enough to meet the academic requirements of the major.**
 - **22.5% (9 students)** → Agree/Strongly Agree
 - **27.5% (11 students)** → Neutral
 - **50% (20 students)** → Disagree/Strongly Disagree

Section 2: Educational Background & Opinions

6. Did you attend a bilingual high school?

- 42.5% (17 students) → Yes
- 57.5% (23 students) → No

7. Do you think there should be an English proficiency test for students enrolling in the English major?

- 72.5% (29 students) → Yes
- 27.5% (11 students) → No

Section 3: Reading & Comprehension Skills

8. When I read to complete my assignments, I know the meaning of at least 50% of the words without using a dictionary.

- 25% (10 students) → Easily achieved
- 20% (8 students) → Fairly achieved
- 37.5% (15 students) → Hardly achieved
- 17.5% (7 students) → Never achieved

9. I can read a passage only once and understand the main ideas.

- 20% (8 students) → Easily achieved
- 32.5% (13 students) → Fairly achieved
- 30% (12 students) → Hardly achieved
- 17.5% (7 students) → Never achieved

10. I can find specific information in reading materials.

- 30% (12 students) → Easily achieved

- 32.5% (13 students) → Fairly achieved
- 25% (10 students) → Hardly achieved
- 12.5% (5 students) → Never achieved

11. I can paraphrase reading materials.

- 22.5% (9 students) → Easily achieved
- 30% (12 students) → Fairly achieved
- 30% (12 students) → Hardly achieved
- 17.5% (7 students) → Never achieved

These results clearly show that a significant number of students face difficulties with reading comprehension, writing, and overall English proficiency. Implementing a remedial reading course would provide targeted support to help students improve their academic performance, ensuring they can successfully meet the demands of their major.

4.5.2 Teacher Survey on Students' Academic Performance and English Proficiency

Instructions:

Read each statement carefully. Then, select the answer that best describes your students' academic performance and English proficiency.

1. A remedial reading course would help improve the academic performance of students enrolling in the English major.

- ☐ Strongly Disagree
- ☐ Disagree

- ☐ Undecided
- ☐ Agree
- ☐ Strongly Agree

2. Students can effectively identify and correct mistakes in their written work.

- ☐ Easily Achieved
- ☐ Fairly Achieved
- ☐ Hardly Achieved
- ☐ Never Achieved

3. Students' English proficiency is sufficient to meet the academic requirements of the major.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Undecided
- ☐ Agree
- ☐ Strongly Agree

4. A proficiency test should be required for students enrolling in the English major.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Undecided
- ☐ Agree

- ☐ Strongly Agree

5. Students can read a passage once and accurately identify its main ideas.

- ☐ Easily Achieved
- ☐ Fairly Achieved
- ☐ Hardly Achieved
- ☐ Never Achieved

6. Students can effectively paraphrase reading materials.

- ☐ Easily Achieved
- ☐ Fairly Achieved
- ☐ Hardly Achieved
- ☐ Never Achieved

4.5.3. Survey Results and Analysis

1. A remedial reading course would help improve students' academic performance.

Response		Number of Teachers	Percentage
Strongly Agree	6		60%
Agree	4		40%
Undecided	0		0%
Disagree	0		0%

Strongly Disagree 0 0%

Interpretation: 100% of teachers agree or strongly agree that a remedial reading course would be beneficial, indicating overwhelming support for its implementation.

2. Students can effectively identify and correct mistakes in their written work.

Response	Number of Teachers	Percentage
Easily Achieved	1	10%
Fairly Achieved	3	30%
Hardly Achieved	4	40%
Never Achieved	2	20%

Interpretation: 60% of teachers report that students struggle to find and correct mistakes in their writing, highlighting the need for a course that reinforces reading and writing accuracy.

3. Students' English proficiency is sufficient to meet academic requirements.

Response	Number of Teachers	Percentage
Strongly Agree	1	10%
Agree	2	20%
Undecided	1	10%
Disagree	3	30%
Strongly Disagree	3	30%

Interpretation: 60% of teachers disagree that students' English proficiency is sufficient, indicating a gap in foundational skills, particularly in reading comprehension.

4. A proficiency test should be required for students enrolling in the English major.

Response		Number of Teachers	Percentage
Strongly Agree	5		50%
Agree	3		30%
Undecided	1		10%
Disagree	1		10%
Strongly Disagree	0		0%

Interpretation: 80% of teachers support implementing a proficiency test, reinforcing the idea that students should meet a minimum reading standard before enrolling in the English major.

5. Students can read a passage once and accurately identify main ideas.

Response		Number of Teachers	Percentage
Easily Achieved	1		10%
Fairly Achieved	2		20%
Hardly Achieved	5		50%
Never Achieved	2		20%

Interpretation: 70% of teachers report that students struggle to grasp main ideas from a single reading, reinforcing the need for a course that enhances reading comprehension.

6. Students can effectively paraphrase reading materials.

Response	Number of Teachers	Percentage
Easily Achieved	0	0%
Fairly Achieved	3	30%
Hardly Achieved	5	50%
Never Achieved	2	20%

Interpretation: 70% of teachers indicate that students have difficulty paraphrasing, which is a fundamental academic skill. A remedial reading course would help strengthen this area.

Conclusion

The results strongly support the creation of a remedial reading course. Given these findings, implementing a structured remedial reading course focusing on comprehension, vocabulary building, and writing accuracy would significantly benefit students and enhance their academic success.

4.6. 40-HOUR INTEGRATED REMEDIAL ENGLISH COURSE PLAN

Course Title: An Integrated Remedial English Course Based on Reading to Enhance Academic Performance

Target Audience:

First-year English program students at Universidad Latina de Panamá with limited English proficiency and reading skills.

Course Duration:

40 hours (5 weeks, 8 hours per week)

Course Format:

Blended learning (face-to-face instruction complemented by online resources and activities).

COURSE OBJECTIVES**General Objective:**

Enhance students' academic performance by improving their English reading skills and overall linguistic competence.

Specific Objectives:

1. Develop foundational reading strategies, including skimming, scanning, and inferencing.
2. Expand vocabulary and strengthen grammar through context-based learning.
3. Improve critical thinking and analytical reading skills.
4. Increase students' reading fluency and comprehension of academic texts.
5. Build confidence and motivation to engage with English texts independently.

COURSE MODULES**Module 1: Diagnostic Assessment and Reading Foundations (6 hours)**

- **Activities:**

- Administer diagnostic tests (reading proficiency, vocabulary, and grammar assessment).
- Introduce basic reading strategies (skimming and scanning).
- Discuss the importance of reading in academic success.

- **Materials:**

- Diagnostic tests, short texts (e.g., news articles, excerpts from academic essays).

- **Learning Outcome:**

Students will understand their current reading level and learn foundational strategies to approach English texts.

Module 2: Building Vocabulary and Grammar in Context (8 hours)

- **Activities:**

- Context-based vocabulary exercises (e.g., word mapping, collocations).
- Grammar-focused reading tasks (e.g., identifying verb tenses and connectors).
- Collaborative tasks: creating vocabulary flashcards and grammar-focused mind maps.

- **Materials:**

- Short stories, academic articles, vocabulary-building apps.

- **Learning Outcome:**

Students will develop a stronger vocabulary and apply grammar knowledge to understand texts effectively.

Module 3: Academic Reading Strategies (10 hours)

- **Activities:**

- Practice reading strategies (summarizing, paraphrasing, and inferencing).
- Analyze text structures (e.g., thesis statements, supporting arguments, conclusions).
- Interactive reading tasks: group discussions, Q&A on assigned readings.

- **Materials:**

- Academic texts, newspaper articles, research abstracts.

- **Learning Outcome:**

Students will identify main ideas, supporting details, and logical structures in academic texts.

Module 4: Extensive Reading and Fluency Building (8 hours)

- **Activities:**

- Extensive reading sessions (students choose from a classified readers).
- Reading logs and peer reviews to reflect on comprehension and engagement.
- Timed reading exercises to improve speed and accuracy.

- **Materials:**

- Graded readers, online reading platforms (e.g., Newsela, BBC Learning English).

- **Learning Outcome:**

Students will enhance their reading fluency and comprehension while cultivating a habit of reading.

Module 5: Critical and Analytical Reading (6 hours)

- **Activities:**

- Practice critical reading (evaluating arguments, identifying bias).
- Analytical tasks: comparing and contrasting texts, writing reflective responses.
- Group projects: analyzing case studies or articles.

- **Materials:**

- Opinion pieces, research studies, case studies.

- **Learning Outcome:**

Students will develop critical thinking skills and engage deeply with complex texts.

Module 6: Review, Assessment, and Feedback (2 hours)

- **Activities:**

- Post-course assessment (reading comprehension and vocabulary tests).
- Reflective discussions on progress and areas for improvement.
- Personalized feedback and strategies for continued improvement.

- **Materials:**

- Assessment tools, self-reflection templates.

- **Learning Outcome:**

Students will measure their progress and receive actionable feedback for ongoing development.

TEACHING METHODOLOGIES

1. **Interactive Instruction:** Pair and group activities to foster collaboration.
2. **Task-Based Learning:** Real-world reading tasks, such as interpreting research or analyzing case studies.
3. **Extensive Reading:** Exposure to diverse text types to build fluency and confidence.
4. **Formative Assessments:** Regular quizzes, reading logs, and in-class activities to monitor progress.
5. **Use of Technology:** Online tools for vocabulary practice and access to interactive reading materials.

EVALUATION PLAN

- **Formative Assessment (50%):**
 - Weekly quizzes on vocabulary and reading comprehension (20%).
 - Participation in discussions and group activities (15%).
 - Reading logs and reflective journals (15%).
- **Summative Assessment (50%):**
 - Post-course reading proficiency test (30%).
 - Final project: critical analysis of an academic text (20%).

EXPECTED OUTCOMES

1. Improved reading fluency and comprehension.
2. Increased confidence and motivation to engage with English texts.
3. Enhanced ability to analyze and synthesize information from academic materials.
4. Stronger academic performance in university-level coursework.

RESOURCES

1. **Books and Articles:**
 - Graded readers (Penguin Readers, Oxford Bookworms).
 - Academic journals and articles from credible sources.
2. **Online Tools and Platforms:**
 - Newsela, BBC Learning English, Quizlet.
 - Interactive reading apps (e.g., Read Theory, Epic!).
3. **Technology:**
 - Smartboards, laptops, and language lab software.

4.7. LINGUISTIC COMPETENCE ASSESSMENT TOOL

Purpose:

This tool evaluates students' linguistic competence (phonological and communicative) in English at the high intermediate to advanced level. It identifies areas for improvement to design the course accordingly.

Test Overview:

- **Duration:** 70 minutes
- **Sections:**
 1. Stress and Syllable Recognition (15 minutes)
 2. Reading Comprehension and Vocabulary Skills (15 minutes)
 3. Listening: Phonological Awareness and Minimal Pairs (5 minutes)
 4. Communicative Tasks: Writing and Speaking (35 minutes)

General Instructions:

- Read all instructions carefully before beginning each section.
- Answer all questions within the allotted time.
- Write clearly and concisely.

SECTION 1: Stress and Syllable Recognition

Duration: 15 minutes

Total Points: 20

Instructions:

Underline the **stressed syllable** in each word. Example: education → education

Task:

Identify the stressed syllable in the following words:

1. architecture
2. democracy
3. experiment
4. development
5. psychology
6. atmosphere
7. international
8. electricity
9. environment
10. photography
11. population
12. economy
13. entrepreneur
14. conclusion
15. communication
16. dictionary
17. satisfaction
18. opportunity
19. transportation
20. investigation

SECTION 2: Reading Comprehension and Vocabulary Skills

Duration: 15 minutes

Total Points: 12

Instructions:

- Carefully read each passage and answer the questions.
- Use skimming and scanning techniques to locate information quickly.

Passage 1: Skimming and Vocabulary in Context**Text:**

The global economy has undergone significant changes over the past decade. With advancements in technology, industries have adapted to new methods of production and communication. However, this rapid development has also led to challenges, including environmental concerns and workforce displacement. Companies are now focusing on sustainable practices and upskilling employees to navigate these changes.

Questions:

1. What has caused significant changes in the global economy?
 - a) Workforce strikes
 - b) Technological advancements
 - c) Political instability
 - d) Agricultural decline
2. What is one challenge mentioned in the passage?
 - a) Lack of global communication
 - b) Overproduction of goods
 - c) Environmental concerns
 - d) Declining education levels

3. The word **upskilling** in the passage most likely means:

- a) Training employees to improve their skills
- b) Reducing the workforce
- c) Hiring new employees
- d) Increasing production speed

4. What is the tone of the passage?

- a) Optimistic
- b) Critical
- c) Pessimistic
- d) Neutral

Passage 2: Scanning and Reading for Detail

Text:

Renewable energy sources, such as solar and wind power, are gaining popularity worldwide. These sustainable solutions help reduce greenhouse gas emissions and combat climate change. Countries like Germany and Denmark are pioneers in this transition, investing heavily in renewable infrastructure. Despite the progress, challenges remain, including high initial costs and the need for efficient storage systems.

Questions:

1. Which countries are mentioned as leaders in renewable energy?

- a) China and Japan
- b) Sweden and Norway

- c) Germany and Denmark
 - d) Canada and Australia
2. What are two challenges associated with renewable energy?
- a) Overuse of resources and lack of expertise
 - b) High costs and storage systems
 - c) Climate change and political issues
 - d) Limited energy output and overdependence
3. The word **pioneers** most closely means:
- a) Followers
 - b) Critics
 - c) Detractors
 - d) Innovators
4. What is the primary purpose of this passage?
- a) To highlight the benefits and challenges of renewable energy
 - b) To criticize countries investing in renewable energy
 - c) To explain how greenhouse gas emissions are measured
 - d) To promote the use of fossil fuel

Passage 3: Critical Reading

Text:

Artificial intelligence (AI) is transforming industries by automating processes, improving efficiency, and providing insights from data. In healthcare, AI-powered diagnostic tools help detect diseases early, while in education, personalized learning platforms adapt to students' individual needs. Critics, however, warn about potential risks, such as job displacement and ethical concerns related to data privacy. As AI continues to evolve, balancing its benefits with its challenges will be crucial.

Questions:

1. What are two benefits of AI mentioned in the passage?
 - a) Data privacy and personalized learning
 - b) Efficiency improvement and job displacement
 - c) Ethical concerns and job creation
 - d) Automating processes and early diagnosis
2. What is the main concern critics have about AI?
 - a) Lack of innovation
 - b) Job displacement and data privacy
 - c) Rising costs
 - d) Lack of adaptability
3. The word **automating** most closely means:
 - a) Making processes automatic
 - b) Improving manual labor
 - c) Creating new tasks
 - d) Reducing efficiency
4. What is the tone of the passage?
 - a) Persuasive
 - b) Alarmist
 - c) Informative
 - d) Emotional

SECTION 3: Listening: Phonological Awareness and Minimal Pairs**Duration:** 5 minutes**Total Points:** 10**Instructions:**Listen to the recording and select the word you hear from each minimal pair. Example: **Word****Pair: bit / bet****Task:**

1. sheep / ship
2. cat / cut
3. pin / pen
4. hit / heat
5. bed / bad
6. cup / cop
7. blue / glue
8. fan / van
9. pack / back
10. hill / heel

SECTION 4: Communicative Tasks**Duration:** 35 minutes**Total Points:** 50**Part A: Writing (25 Points)****Task:** Write a 150-200 word response to the following prompt:

"How can improving your English communication skills contribute to your academic success?"

Evaluation Criteria:

- Clarity and coherence: 10 points
- Grammar and vocabulary: 10 points
- Length and structure: 5 points

Part B: Speaking (25 Points)

Task: Prepare and deliver a 2-minute oral presentation on the topic:

"Describe a challenge you faced while learning English and how you overcame it."

Evaluation Criteria:

- Content and organization: 10 points
- Pronunciation and fluency: 10 points
- Confidence and engagement: 5 points

4.8. LINGUISTIC COMPETENCE ASSESSMENT TOOL**Answer Sheet**

Student Name: _____ **Date:** _____

SECTION 1: Stress and Syllable Recognition

Instructions: Underline the stressed syllable in each word.

1. architecture _____
2. democracy _____
3. experiment _____

4. development _____
5. psychology _____
6. atmosphere _____
7. international _____
8. electricity _____
9. environment _____
10. photography _____
11. population _____
12. economy _____
13. entrepreneur _____
14. conclusion _____
15. communication _____
16. dictionary _____
17. satisfaction _____
18. opportunity _____
19. transportation _____
20. investigation _____

SECTION 2: Reading Comprehension and Vocabulary Skills

Instructions: For each question, circle the letter corresponding to your answer choice.

Passage 1:

1. a b c d
2. a b c d
3. a b c d

4. a b c d

Passage 2:

1. a b c d
2. a b c d
3. a b c d
4. a b c d

Passage 3:

1. a b c d
2. a b c d
3. a b c d
4. a b c d

SECTION 3: Listening: Phonological Awareness and Minimal Pairs

Instructions: Circle the word you hear in each pair.

1. sheep ship
2. cat cut
3. pin pen
4. hit heat
5. bed bad
6. cup cop
7. blue glue
8. fan van
9. pack back

10. hill heel

SECTION 4: Communicative Tasks

Part A: Writing

Instructions: Write a 150-200 word response to the provided prompt on a separate sheet of paper.

Part B: Speaking

Instructions: Prepare and deliver a 2-minute oral presentation on the given topic.

4.9. Answer Key

SECTION 1: Stress and Syllable Recognition

(Note: The stressed syllable is marked in **bold**.)

1. **ar**chitecture
2. de**mo**cracy
3. ex**per**iment
4. de**vel**opment
5. psy**cho**logy
6. **at**mosphere
7. inter**na**tional
8. elect**ric**ity
9. env**ir**onment
10. phot**o**graphy
11. popu**la**tion
12. **e**conomy
13. entrepre**neur**
14. conclu**s**ion

- 15. communication
- 16. **d**ictionary
- 17. satisf**a**ction
- 18. opport**u**nity
- 19. transport**a**tion
- 20. investig**a**tion

SECTION 2: Reading Comprehension and Vocabulary Skills

Passage 1: Skimming and Vocabulary in Context

- 1. b) Technological advancements
- 2. c) Environmental concerns
- 3. a) Training employees to improve their skills
- 4. d) Neutral

Passage 2: Scanning and Reading for Detail

- 1. c) Germany and Denmark
- 2. b) High costs and storage systems
- 3. d) Innovators
- 4. a) To highlight the benefits and challenges of renewable energy

Passage 3: Critical Reading

- 1. d) Automating processes and early diagnosis
- 2. b) Job displacement and data privacy
- 3. a) Making processes automatic
- 4. c) Informative

SECTION 3: Listening: Phonological Awareness and Minimal Pairs

1. sheep
2. cat
3. pin
4. heat
5. bed
6. cup
7. blue
8. van
9. pack
10. heel

(Note: The audio recording should match these answers.)

SECTION 4: Communicative Tasks

Part A: Writing

There are no direct answers for this section, but responses should be evaluated based on the following rubric:

- Clarity and coherence: 10 points
- Grammar and vocabulary: 10 points
- Length and structure: 5 points

Part B: Speaking

No fixed answers, but evaluation should follow these criteria:

- Content and organization: 10 points
- Pronunciation and fluency: 10 points
- Confidence and engagement: 5 points

4.9. Grading Scale for the Linguistic Competence Assessment Tool

CEFR Level	Score Range (out of 92)	Percentage (%)	Proficiency Description
C2 (Proficient)	85 - 92	92% - 100%	Near-native fluency, excellent command of phonology and communication.
C1 (Advanced)	74 - 84	80% - 91%	Strong comprehension and communication, minor errors do not hinder understanding.
B2 (Upper-Intermediate)	60 - 73	65% - 79%	Can communicate effectively with some errors, understands complex texts with effort.
B1 (Intermediate)	46 - 59	50% - 64%	Can handle familiar topics but struggles with complex structures.
A2 (Pre-Intermediate)	30 - 45	33% - 49%	Basic understanding, struggles with detailed reading, listening, and speaking tasks.
A1 (Beginner)	15 - 29	16% - 32%	Very basic communication, limited comprehension of spoken and written English.
Below A1	0 - 14	0% - 15%	Significant difficulty in all areas, requires intensive support.

CHAPTER III

METHODOLOGY

This chapter outlines the methodology used to design and implement the remedial reading course at Universidad Latina de Panamá. The approach integrates diagnostic assessments, student-centered instruction, and continuous evaluation to ensure the effectiveness of the proposed program. The methodology is based on descriptive research and is designed to provide both theoretical and practical insights into the process of improving students' academic performance through enhanced reading skills.

3.1 Methodology and Strategy

The research adopted a descriptive approach, employing surveys, reading assessments, and proficiency tests to identify students' needs. Forty students from the English major and ten professors participated. Data were gathered through structured questionnaires, comprehension quizzes, and direct observations of linguistic performance. This information guided the design of an integrated remedial English course that emphasizes reading comprehension, vocabulary development, and academic writing.

The strategy relied on four key stages:

1. **Diagnosis:** Initial proficiency tests assessed students' baseline skills in reading, vocabulary, grammar, and writing.
2. **Course Design:** A 40-hour integrated remedial course was developed, including modules on skimming, scanning, critical reading, and academic writing.
3. **Implementation:** Activities were student-centered, combining collaborative tasks, contextualized grammar instruction, and reading-based projects.
4. **Evaluation:** Post-course assessments and surveys measured progress and gathered feedback from both students and teachers.

3.2 Results and Objectives Achieved

The implementation of the methodology achieved the following objectives:

- Identified deficiencies in reading comprehension, vocabulary, and academic writing among first-year students.
- Designed and implemented a remedial course tailored to address those deficiencies.
- Demonstrated measurable improvement in students' performance through pre- and post-test comparisons.
- Collected data confirming student and teacher support for the continuation of the program.

3.3 Management Plan and Proposal

The proposed remedial course is viable for institutional adoption. Its blended format—combining face-to-face sessions with online activities—ensures flexibility and accessibility. The course can be incorporated into the English program's first-year curriculum or offered as a prerequisite for students who score below a set threshold on an admissions proficiency test. Its sustainability relies on periodic evaluation, ongoing faculty training, and institutional support.

The course is designed for undergraduate English majors at Universidad Latina de Panamá, but its structure allows for adaptation across other faculties where English reading competence is required.

3.4 Conclusions and Recommendations

The study demonstrates that a structured remedial reading course enhances academic performance by addressing critical language deficiencies. The methodology validated the importance of diagnostic assessment, student-centered strategies, and continuous evaluation in language instruction.

Conclusions:

- A remedial English reading course is both necessary and effective in improving academic performance.
- Students showed progress in reading comprehension, vocabulary acquisition, and writing organization.
- Teachers confirmed the need for a standardized intervention to support incoming students.

Recommendations:

- Institutionalize a proficiency test for all incoming English majors to identify students in need of remedial support.
- Implement the remedial reading course as a prerequisite or co-requisite in the first year of study.
- Provide professional development for instructors on student-centered remedial methodologies.
- Continue refining the course through feedback, ongoing research, and adaptation to changing student needs.

This methodology and proposal guarantee that Universidad Latina de Panamá equips its students with the linguistic tools necessary for academic success and professional competence.

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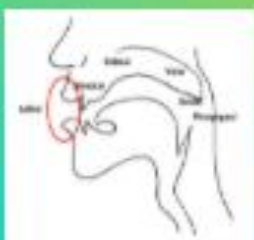
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Appendices

PHONETICS AND PHONOLOGY



Definition, difference and examples.



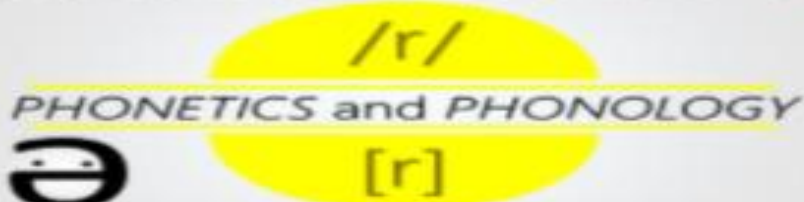
Example: When we pronounce the word "Practice" and we don't say the letter "C" well, it changes the sound completely.

Definition of phonetics, the articulatory features

Phonetics is based on the sounds that humans make and perceive. In which articulatory, acoustic, auditory and perspective phonetics are handled.

The Articulatory features:

- ° Voice.
- ° Place.
- ° Manner.



Definition of phonology, the suprasegmental features

The Phonology is associated with different linguistic disciplines, encompassing psycholinguistics, cognitive science, sociolinguistics and language acquisition. And they're used to convey meaning.

There are several options for arranging sounds in groups of tones. We usually recognize these options as rhythm, intonation, and stress; (actually intonation contains a large number of more detailed features).



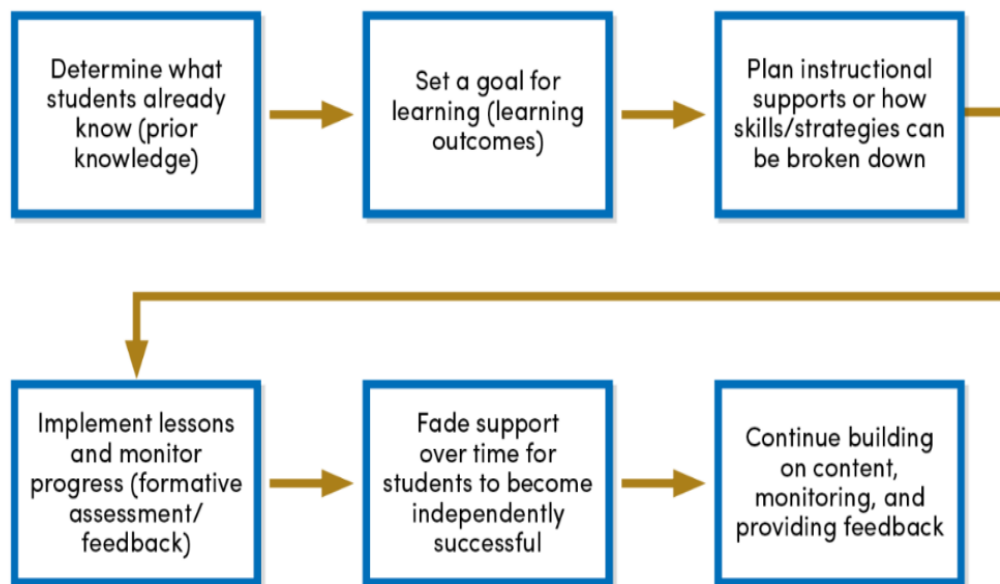
Example: /ɪ/: this is the "i" short and used in words like: bill, it, hit, live. /e/: this sounds just like our "e". For example: end, test, friend, bed.

Scaffolding Your Course

Scaffolding can be implemented into your course using a variety of methods:

Scaffolding Over Time

Scaffolding is a process that should be strategically embedded into both the design and instruction of your course. In many cases, it follows a similar progression as shown in the diagram below.



Scaffolding Strategies

❖ 2. English allophones:

- Nash's system of diacritical marks:
 - = unreleased
 - ʌ dental
 - ˈ or h aspiration
- [ph]
 - Voiceless
 - Bilabial
 - Stop
 - Aspirated
 - Examples: pain, pat, carpet
- [p]
 - Unaspirated because of [s]
 - Examples: spoke, spot, spoon, whisper, and space
- [p̚]
 - Unreleased (at the end of a word)
 - Examples: top, keep, cope, stop, and up

❖ Note: silent /p/ receipt, psychology, psalm, pneumonia, and other words beginning with *pn* and *ps*.

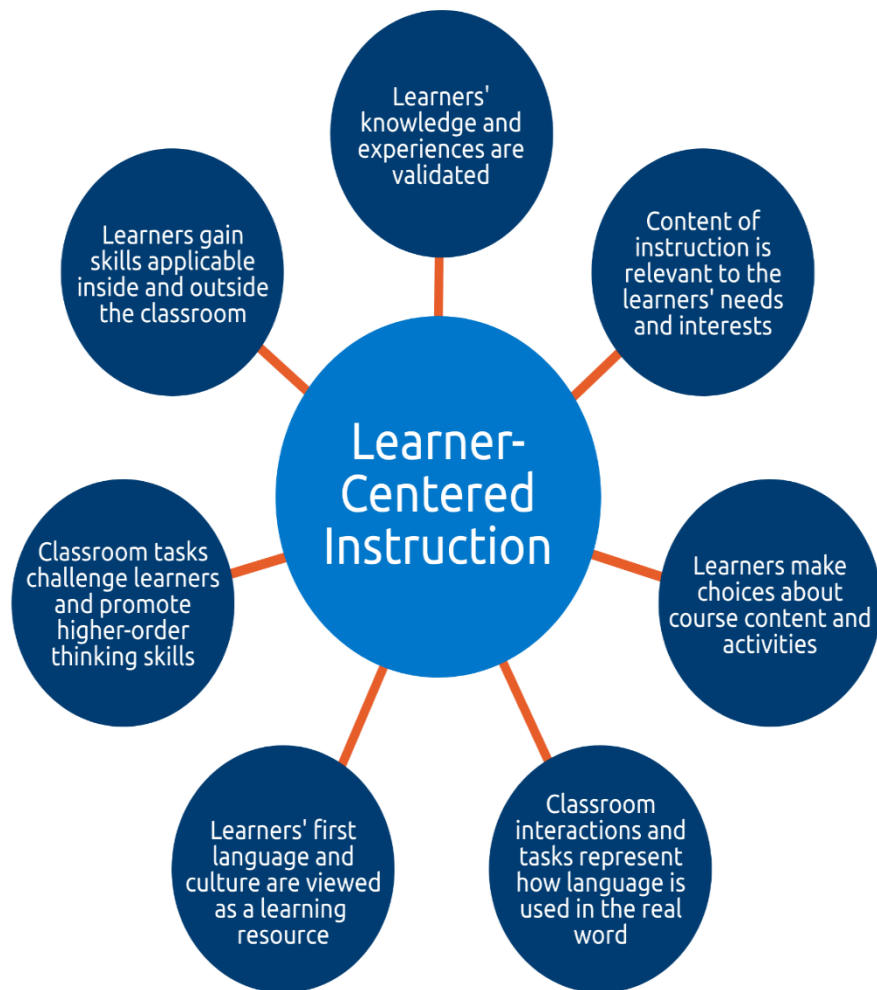
❖ E. SPANISH AND ENGLISH / b /

❖ 1. Spanish:

- [b]
 - Voiced
 - Bilabial
 - Stop
 - Initial position
 - Examples: velo, vino, Benita, busco
- [β]
 - Manner of articulation: fricative
 - Middle and intervocalic position
 - Examples: abuela, revisar, avila

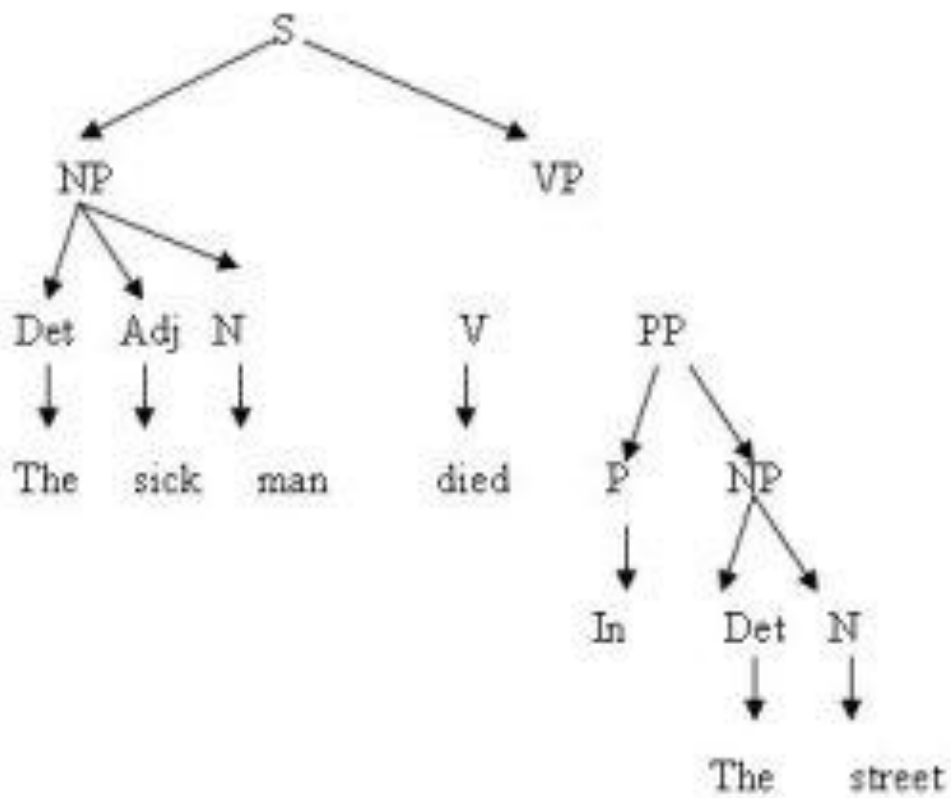
❖ 2. English

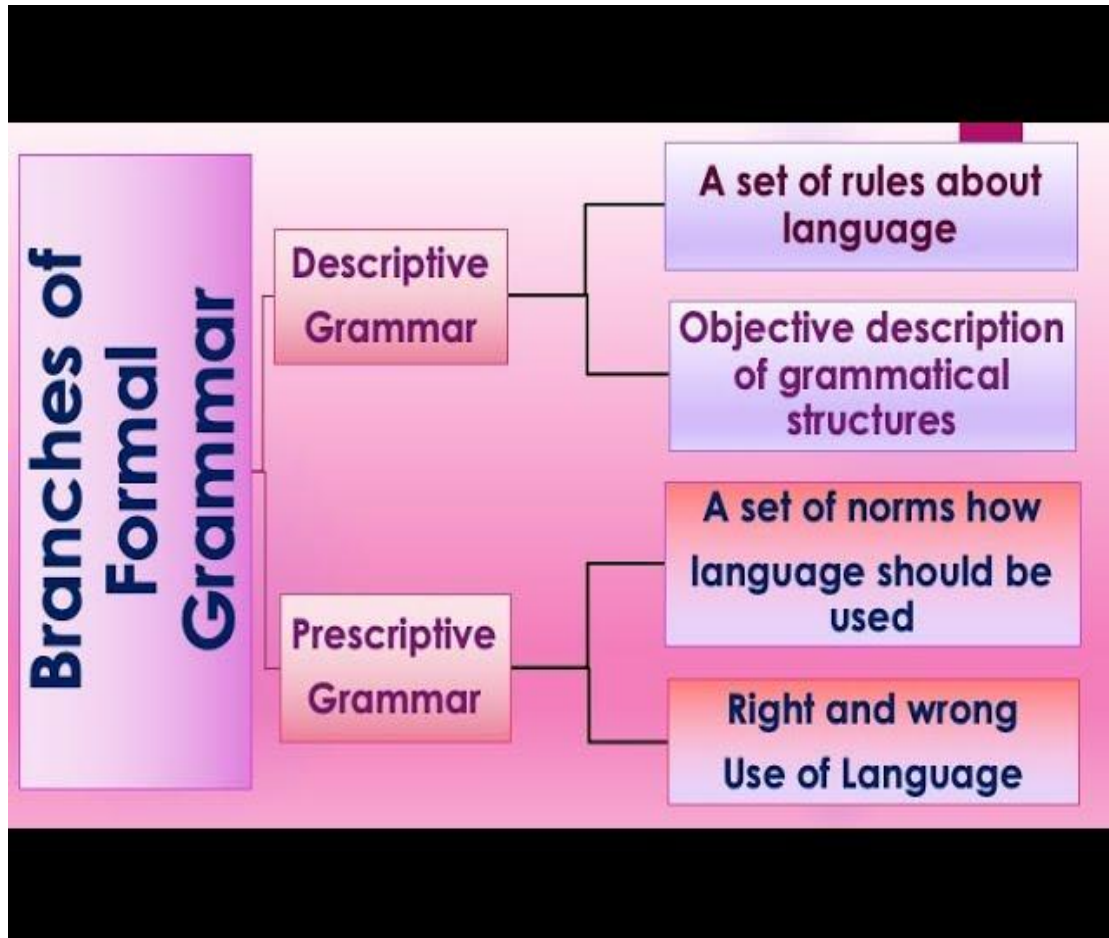
- [b]
 - Voiced
 - Bilabial
 - Stop
 - Initial, middle, final



Example:

The sick man died in the street







TECHNOLOGY IN THE CLASSROOM

ADVANTAGES

- Technology tools can assist teachers with time-consuming administration
- Assessment data can guide teachers on what topics to focus on or which students need additional assistance
- Studies have shown an increase in student engagement with the use of technology
- Tools such as Google Docs can be used for student collaboration
- Communication between teachers and students can be improved with technology
- Resources such as video, animations and simulations can enhance learning

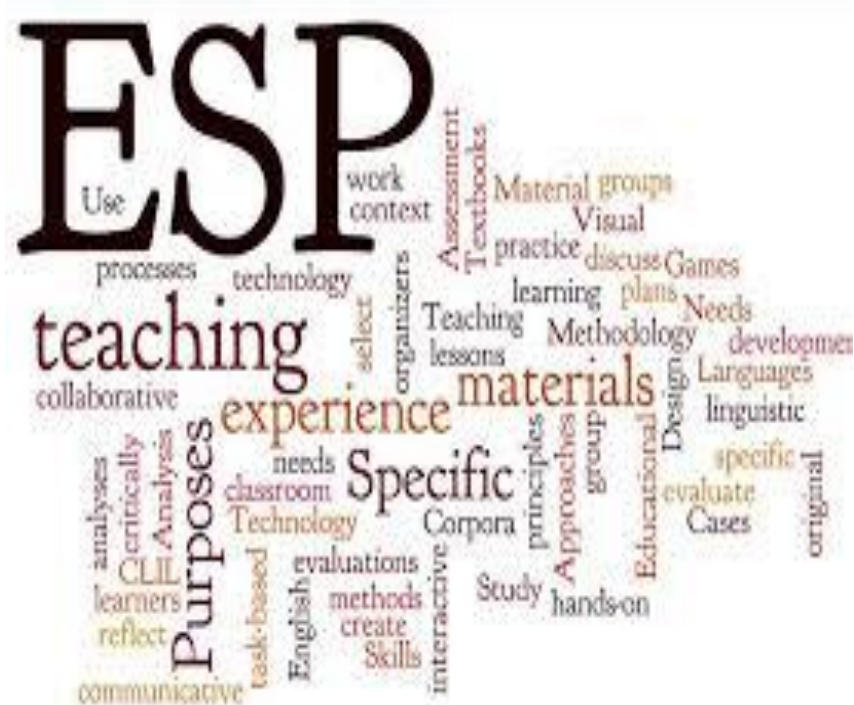
DISADVANTAGES

- Some technology can be used by students to cheat on exams
- New technology is expensive and budgets at most schools are constrained
- Students can turn off their cameras in a virtual lesson and disconnect from the class
- The internet is distracting to some students!
- Training is required for both teachers and students
- Privacy is a concern in this day and age, with schools responsible for securing student data



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BLOOM'S TAXONOMY



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