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**Fostering Metacognition through a Remedial Course: Action Research with English for
Tourism Students**

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Dedication

To God, my husband Paolo, my parents Froilan and Patricia, and my sisters Itzel and Hilary whose support have made this achievement possible. My accomplishments are a result of their invaluable guidance, and, for that, I am deeply grateful.

From the bottom of my heart,

Valery

To my better half, Osmani and our beautiful children, Jose and Noelia.

This final graduation paper would not have been possible without your loyal support.

With love and gratitude,

Beatriz

To my family, Omar, Leticia, Mariel, and Yelany, and my dearest love, Josué. You all have accompanied me on this journey and encouraged me to be my best self.

All my love,

Sirleny

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Abstract

Learning English is essential for tourism students since it will allow them to communicate with tourists in their future workplaces. Metacognition can help these English for Tourism Purposes (ETP) students to become autonomous learners and succeed in this language learning process. This study addresses tourism students who have struggled passing the English courses that are part of their study program at a public university in the southern region of Costa Rica. This study seeks to identify how fostering metacognition through a remedial course can help ETP students implement it to aid their language learning. This qualitative study follows an action research design, which included observations, interviews, and artifact collection for gathering data about the plan of action implemented. The key findings suggested that the activities carried out during the ETP remedial course guided students to use metacognitive strategies (centering, planning, and evaluating your learning). However, the students lacked learner autonomy since they indicated that they do not plan or practice outside the English class. The data also revealed that students experienced emotions and language difficulties that hindered their learning development. Therefore, this study highlights that it is indispensable to incorporate metacognitive and meta-affective strategies in the language classroom for tourism students to enhance their English learning.

Key words: action research, autonomy, ETP, metacognition, remedial course

Resumen

Aprender inglés es esencial para los estudiantes de turismo, ya que esto les permitirá comunicarse con turistas en sus futuros lugares de trabajo. La metacognición puede ayudar a estos estudiantes a ser autónomos de su propio aprendizaje y tener éxito en este proceso. Esta investigación se enfoca en estudiantes de turismo que han tenido dificultades aprobando cursos de inglés de su programa de estudios en una universidad pública de la región sur de Costa Rica. Este estudio busca identificar cómo el fomento de la metacognición a través de un curso de nivelación puede ayudar a los estudiantes de inglés para turismo a ponerla en práctica para ayudar al aprendizaje del idioma inglés. El estudio cualitativo empleó un diseño de investigación acción que incluyó observaciones, entrevistas y recolección de artefactos para obtener datos acerca del plan de acción implementado. Los principales resultados sugirieron que las actividades llevadas a cabo durante el curso de nivelación de inglés con fines específicos para turismo guiaron a los estudiantes en la utilización de estrategias metacognitivas (centrar, planificar y evaluar su aprendizaje). Sin embargo, los estudiantes carecían de autonomía en su aprendizaje, ya que indicaron que no planificaban ni practicaban fuera de las clases de inglés. Los datos también revelaron que los alumnos experimentaron emociones y dificultades lingüísticas que obstaculizaban el desarrollo de su aprendizaje. Por lo tanto, este estudio sugiere que es indispensable incorporar estrategias metacognitivas y meta-afectivas en las clases de inglés para potenciar el aprendizaje de los estudiantes de turismo.

Palabras claves: investigación acción, autonomía, inglés para turismo, metacognición, curso de nivelación

I. Introduction

In the tourism industry in Costa Rica, English is essential for communicating with tourists that visit from different parts of the world and who may or may not be native speakers of English. Since English has become a lingua franca for international communication (Crystal, 2003; Seidlhofer, 2005), it is necessary to have a strong English program in higher education that prepares students majoring in tourism. Al-Tarawneh and Osam (2019) stated that every country should provide quality teaching at the university level to prepare students for their future workplace in the tourism field (p. 155), so that they can effectively fulfill their future language demands in their job duties. Quality training at the university level needs to ensure that tourism students develop strong communicative skills in English for Tourism Purposes (ETP); that is communicative skills that mirror the use of the language in their field. Gamboa Agüero and Rodríguez Rodríguez (2021) recommended that programs of university majors in Costa Rica should consider the professional profile, the sociocultural context of the profession, and the opinion of qualified professionals in the area to ensure that students obtain successful results when learning the target language (p. 127).

It is common for tourism programs in Costa Rica to incorporate English courses into their curriculum. A public university in the Southern Region of Costa Rica that offers the tourism mayor includes a total of six English courses, which are offered from the very beginning of the major and continue until students are in their third year. The English course syllabus establishes that students should reach a novice high proficiency level in their first course and an advanced level in the final one according to the American Council on the Teaching of Foreign Languages [ACFTL] proficiency guidelines.¹ However, ETP students at this institution encounter many difficulties in achieving the expected proficiency. In 2023,

¹ Information that reveals the name of the institution to which the tourism study plan belongs is omitted to ensure participant confidentiality.

approximately only 40% of the students enrolled in the English for Tourism 1 course passed it.² This situation is not new to the campus; as similar results have been obtained in previous years. This low passing rate demonstrates that students find it difficult to adjust to the proficiency requirements demanded in their English for Tourism program.

This situation occurs even though the education system in Costa Rica offers English classes throughout all school years from preschool to grade 12. In line with the Ministerio de Educación Pública (MEP, 2016), students should finish high school with a B1 level according to the Common European Framework of Reference [CEFR] (p. 5). The reality experienced with the tourism students suggests that first year students are not reaching the intermediate level that is expected upon graduating from high school. The context these students come from might contribute to this situation. High school students from peripheral areas in Costa Rica develop lower proficiency in English compared to students from the Metropolitan area (Quesada Pacheco et al., 2023, p. 23). The language proficiency test administered to graduating high school students in 2019 and 2021, revealed there are gaps regarding English teaching and learning that are the result of a disparities in pedagogical and physical resources (p. 24).

Completing their elementary and secondary education in institutions located in rural areas places students at a disadvantage. López Montero et al. (2014) and Arias Castro (2022) acknowledged that university students from rural areas encountered complications in English courses because their linguistic competence does not compare to the demands of English instruction in higher education. This position of disadvantage takes a toll on students' emotions as they find it hard to catch up with the new requirements. Mora Sequeira (2016) suggested that when teaching English to students from rural areas, the learning process should

² Approximate figures are provided when we offer statistical information about the institution to avoid revealing its name and ensure confidentiality.

involve the construction of self-image, the consideration of socio-affective factors in the classroom, and the ways of acting and reacting to learning. The above implies adopting flexible and integrative strategies that promote autonomy (p. 69). In the case of the students admitted into the tourism program, English is the area that they lag on the most. In fact, it is common to find students that are taking third or fourth level content courses related to tourism management but are still struggling with the first- or second-year English courses. For example, of the 12 students enrolled in fourth level in 2024, approximately 45% were behind with the English component.

Recently, the university, where the tourism students attend, established remedial courses as a means of intervention to deal with the deficiencies students have when entering their major. These are courses to prepare students for the demands they will encounter in future years (Alvarado-Bejarano & Quirós-Vargas, 2021; Haghiran Chaves & Rodríguez Coronado, 2022). The remedial course currently offered is a *general* English course that all students, who must take English as part of their curriculum, are offered. This means that this remedial course was generically designed for all students in any major who want to strengthen this area. This means that there is no course designed specifically for tourism students.

Against this backdrop, preliminary research (a needs analysis) was conducted in 2023 to examine this problem. This preliminary research corresponded to the first step in action research, which is diagnosis (Marshall et al., 2021, p. 33). The study was completed with first year ETP students who had failed the English for Tourism 1 course, and it sought to determine the necessities, lacks, and wants of these participants to design an ETP remedial course that could directly address the specific needs identified. The study revealed that these students entered the university with very poor knowledge of the target language, which caused lack of motivation and anxiety as they were not able to carry out the linguistic tasks assigned within their English courses. The findings of the needs analysis led to the proposal

of incorporating metacognition and learner agency to develop learner autonomy as a complement of linguistic instruction to develop language proficiency.

The educational setting where these students complete their major allows teachers to design remedial courses to strengthen areas considered necessary. Following along the concept of action research, after diagnosing, there is planning (Marshall et al., 2021, p. 33). Thus, planning an ETP remedial course was the next logical step in this action research. In this study, a remedial course is understood as a complementary course, that is additional to their study plan, for training purposes to prepare students to face the academic demands of language learning. In addition, metacognition is defined as “the knowledge about and regulation of the cognitive processes during learning and thus can be referred to as ‘learning about learning’ as well” (Haque, 2018, p.186). By planning a remedial course that reinforces language skills and metacognition through instruction of the core subject, ETP students can be guided to take control over their learning process while building strong linguistic foundations. This action research answered the following question: *How can fostering metacognition through a remedial course help ETP students implement it to aid their language learning at a public university in the southern region of Costa Rica?*

II. Theoretical Framework and Literature Review

This chapter includes the theoretical framework used to address the research problem and meaningful contributions to the topic. As a theoretical framework two theories are adapted: metacognition and learner agency. The literature review includes the importance of English for Tourism Purposes, higher education preparation through remedial courses, and metacognition in the ETP setting.

2.1 Theoretical Framework

The present study adopted metacognition and learner agency as theoretical frameworks in an ETP remedial course with tourism students. Both frameworks are learner-centered and seek to provide students with the tools necessary to take control of their learning process in the language classroom. Metacognition achieves this through prompting monitoring and regulation of one's learning (Silver, 2013, p. 10). On the other hand, agency suggests a dialogical process entailing intersubjectivity, social interaction, and communication (Emirbayer & Mische, 1998, p. 973). Through the principles that guide these two theories, it might be possible to adopt a pedagogical approach that allows students to exercise control over their learning environment and take action to respond to the demands of learning English as a foreign language in a university setting.

The concept of metacognition was firstly addressed by John Flavell in the 1970s. Flavell (1987) defined metacognition as “knowledge and cognition about cognitive objects, that is, about anything cognitive” (p. 21). In the early stages of his study of metacognition, Flavell (1979) divided metacognition into four types of phenomena: metacognitive knowledge, metacognitive experiences, goals or tasks, and actions or strategies (p. 906). Eventually, he narrowed it down to metacognitive knowledge and metacognitive experiences (Flavell, 1987, p. 21). He pointed out that metacognitive knowledge encloses knowledge of person variables (beliefs about what humans are like as cognitive individuals), task variables

(the nature of information and how to deal with it), and strategy variables (learning about cognitive strategies). On the other hand, metacognitive experiences are associated with those conscious, cognitive, and affective situations that students face when learning (pp. 21-24). Even though Flavell applied the term of metacognition to learning in general terms, he agreed that it “plays an important role in oral communication, oral persuasion, oral comprehension, reading comprehension, writing, and language acquisition” (p. 906).

Wenden (1998), one of the first researchers to work on metacognition in language learning, also highlighted the relevance of enhancing students’ metacognitive knowledge of their learning (p. 531). Similar to Flavell, Wenden indicated that metacognition encompasses metacognitive knowledge (the knowledge about learning), but she included another category of metacognition: metacognitive strategies or the skills to manage, direct, regulate and guide the learning process, which include planning, monitoring, and evaluating as language learning strategies (p. 519). Thus, students implement those strategies to regulate and reflect on their language learning.

Upon initiating higher education studies, agency takes on a crucial role for students. Learner agency refers to “an emergent capability that is intentional, self-generated, and has external sources of influence” (Code, 2020, p. 3). Learner agency emphasizes learner autonomy and self-regulation. According to Little et al. (2017), learner autonomy is willing, proactive, and reflective involvement in a person’s learning, which is essential because input alone cannot result in learning. However, since agency is a social-interactive event, the exercise and development of autonomy needs support from other learners (p. 2). Suggested ways to get a glimpse of learner autonomy include observable behaviors, for example, showing awareness of a learner’s self-directed learning (Curry et al., 2017; Ozer & Yukselir, 2023) or identifying metacognitive development (Koban Koç & Engin Koç, 2016; Uslu & Durak, 2022). In regard to self-regulation, Code (2020) stated that learners must select the

strategies to achieve the desired outcomes, and it can develop agency through continuous reflection and evaluation of their progress as they engage in tasks (p. 2). Students should prepare for reflection before, during, and after the learning experience.

To learn a new language, learners must rely on their agency, especially since second language acquisition is not as certain as first language acquisition. According to Pavlenko and Lantolf (2000), this can be a prolonged, agonizing and never-ending process of self-translation (p. 170). Li (2020) criticized that in the foreign language setting, instruction has remained somewhat teacher-controlled providing little room for developing learner agency despite its importance. Against that backdrop, she suggested it is possible to contribute to agency development by focusing on literacy skills instead of linguistic features of the target language, practicing culturally relevant teaching, promoting learner interaction, focusing on language production, and using a variety of assessments to engage students (p. 34).

In this research, we chose to combine the theoretical lenses of metacognition and learner agency because both contribute to learner autonomy. These were two weaknesses identified in the preliminary research. These constructs shaped the ETP remedial course created; therefore, this action research attempted to verify the ways the course helped the target learners. By joining both frameworks, it is possible to grasp a better understanding of the process underlying autonomous learning and providing informed support of student learning (Gao & Zhang, 2011, p. 26).

This action research sought to corroborate how through the ETP course the participants can become more aware and responsible of their language learning. As the action plan (a focus on metacognition through the ETP remedial course) was implemented and evaluated, students participated in tasks that involved centering, planning, and evaluating their learning. Students engaged in learner autonomy and self-regulation with the support of the instructor and class environment. As students got involved in these tasks, evaluation of

the action plan (the present research) took place to better understand how these two constructs, metacognition and learner agency, contributed to their language learning.

2.2 Literature Review

Importance of English for Specific Purposes in the Tourism Field

English has become a lingua franca thanks to globalization, reason why it is needed for communication around the world (Beshaj, 2015; Seidlhofer, 2005; Tonic, 2010). The importance of English expands even to digital formats where 80% of the information stored on the internet is in English (Beshaj, 2015, p. 11). As a result of this socio-political development, communicating in English adds value to a professional's qualifications in Costa Rica (Quesada Chaves & Zamora Cortés, 2019, p. 208). Therefore, it is essential to design English programs based on specific learners' needs to prepare them for their professional profiles (Gamboa Agüero & Rodríguez Rodríguez, 2021, p. 126). In fact, English for Specific Purposes (ESP) emerged due to this need (Beshaj, 2015; Hutchinson & Waters, 1987).

ESP is a learning-centered approach designed to meet English language learners' needs (Anthony, 2018; Barrantes Montero, 2009; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Uysal et al., 2018; Wahyu Nurhayat, 2019). This approach requires conducting a needs analysis to gather information about the learners' needs, learning styles, the methodology and materials to be employed in an ESP course, (Anthony, 2018; Hernández Herrero, 2008; Hutchinson & Waters, 1987; Quesada Chaves & Zamora Cortes, 2019; Sarmiento et al., 2018). The materials used in an ESP course should be authentic and based on real life situations (Dudley-Evans & St John, 1998; Ruiz-Navarrete, 2014), so that learners can perform activities similar to the ones they would do in their workplace. The curriculum also needs to include authentic activities that resemble what learners may perform in their

current or future jobs (Gamboa Agüero & Rodríguez Rodríguez, 2021; Hernández Herrero, 2008; Rodríguez, 2006; Uysal et al., 2018; Zahedpisheh et al., 2017).

ESP is divided into two branches, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Namtapi, 2022; Rodríguez, 2006; Tonić, 2010). In EAP, English is aimed at learners of a particular academic field; meanwhile in EOP, the aim is at learners who are working in a specific field (Tonić, 2010, p. 45). Studies have suggested that English for Tourism Purposes (ETP) belongs to both, the academic and occupational fields. During an ETP course, students are being prepared for the workplace whether or not they are currently working, in this way, the two branches of ESP are linked (Zahedpisheh et al., 2017; Tonić, 2010). Segura (2021) implemented and evaluated an EOP course in the Brunca Region which was addressed to hotel reception. He concluded that this course aided the tourism students to boost their abilities and confidence to carry out hotel reception tasks.

Different studies have suggested teaching methods (emphasis on listening and speaking), teaching materials (authentic and learner-centered), and learning strategies that are required in ETP courses (Al-Jarf, 2021; Cloudia Ho, 2020; Maican, 2014; Ruiz-Navarrete, 2014; Pinelopi, 2015). However, depending on the field that ETP students may encounter, the teacher should address other skills, not just listening and speaking. For example, a study revealed that, in a travel agency in Malaysia, the employees used English mostly in written form (Zahedpisheh et al., 2017, p. 88). All tourism majors require a proficient English level to successfully fulfill the duties of the field, which can become a challenge for students who do not initiate their major with a solid foundation in general English courses.

Preparation for Success in Higher Education through Remedial Courses

Previous studies have identified the need to level poorly prepared students entering diverse college programs (Hernández Cárdenas et al., 2021; Long & Boatman, 2013; Zhao et

al., 2022). Traditionally, students' lack of academic preparation has been addressed through remedial, developmental, or basic skills courses. These courses are designed to prepare students who do not have the required knowledge, skills, capacities, or conditions to continue studying in higher education (Bettinger & Long, 2007; Jiménez et al., 2016; Sandoval-Palis et al., 2020; Zhao et al., 2022). Remedial courses initiated in the seventeenth century in Harvard College, where some underprepared Latino students were assigned tutors to deal with some of their "deficiencies" and prepare them for the academic life (Bettinger & Long, 2007, pp. 69-70). The results of a study showed that remedial education successfully boosts students' academic achievement (Zhao et al., 2022, p. 711). On the other hand, Jiménez et al. (2016) mentioned that students that partake in this type of remedial or developmental courses are less likely to complete their studies. They concluded that remedial education is "a systemic black hole from which students are unlikely to emerge" (p. 1).

In the Costa Rican context, remedial courses have been a measure to bridge the gaps between high school preparation and university demands. As a means of dealing with this gap, some public universities offer remedial courses to assist students facing academic difficulties upon entering the university (Alvarado-Bejarano & Quirós-Vargas, 2021; Haghiran Chaves & Rodríguez Coronado, 2022). However, these courses frequently focus more on general English content and not on the students' specific needs as autonomous language learners and users. In the literature, no studies were found that involve the enhancement of metacognition through remedial courses for ETP students even though these two learning elements are essential to language learning.

Enhancing Metacognition in the ETP Setting

Learning strategies are essential for students to have a more regulated learning of the language. According to Oxford (2002), second language proficiency can be improved through the appropriate use of learning strategies. Oxford assured that there is a match

between high proficiency students and awareness of learning strategy use (p. 126). In her taxonomy of language learning strategies, Oxford defines metacognition as a learning strategy that implies knowledge about self-cognition and regulation (Brown & Smiley, 1977; Dennis & Somerville, 2023; Flavell, 1979; Haque, 2018). In this same line, Schraw (1998) associated regulation of cognition with planning, monitoring, and evaluating (pp. 114-115). Previous studies emphasized these three key elements by pointing out that metacognition allows students to plan strategies and tasks, monitor their learning, and evaluate their learning process and progress (Dieu & Dan, 2023; Ghapanchi & Taheryan, 2012; Mekuria et al., 2024; Oxford, 2002; Schraw et al., 2006, Wenden 1998). Planning, monitoring, and evaluating makes it possible to regulate the learning of the target language to facilitate such learning. Studies have revealed that metacognition influences students' improvement and success in their language performance (Forbes & Fisher, 2018; Hong-Nam & Leavell, 2006; Nosratinia, 2014; Raoofi et al., 2014; Su-Bergil, 2021; Teng, 2020).

Metacognition also enables students to manage their emotions by applying meta-affective strategies. Students should implement these strategies to develop positive emotions and attitudes, which in turn helps them to self-regulate their learning and increase motivation (Oxford, 2011, pp. 19, 24). Regulating motivation can be possible thanks to the relationship between metamotivational strategies and planning, organizing, and monitoring. As a result, four metamotivational strategy sets are created: paying attention to motivation, planning for motivation, organizing learning and obtaining resources for motivation, and monitoring and evaluating for motivation (Oxford, 2017, p. 340). In this sense, students can improve their second language learning by applying strategies that encompass both the affective and linguistic domain.

More specifically, the implementation of metacognition impacts the development of the four skills in English: listening, speaking, reading, and writing. Regarding listening and

speaking, researchers have found that metacognition is essential to promote oral and listening proficiency (Ghapanchi & Taheryan, 2012; Rahim & Katal, 2013). The same results have been obtained for written skills. Studies have demonstrated that metacognition improves language learners' writing (Al-Jarrah, et al., 2018; Al-Jarrah et al., 2019; Teng, 2020) and reading skills and performance (Aflah, 2017; Kane et al., 2014). In other words, if students become aware of their own learning and can regulate that learning when performing oral and written tasks, they might improve their language skills and become more independent students. Therefore, it is fundamental to know how to foster their metacognition so that they increase their autonomy to be successful learners (Ahmadi, 2013; Díaz Ramírez, 2014; Karastateva et al., 2010) through the teaching and practice of metacognition in the language classroom.

Lack of Research on Metacognition in ESP and ETP Settings

Prior research suggested that metacognition must be integrated in language programs so that students become skillful at learning the target language (Haque, 2018; Teng, 2020). Reaching metacognition in English Language Teaching (ELT) can be possible through teaching it explicitly, emphasizing on the application of strategies (Al-Jarrah et al., 2018; Birjandi, 2012; Li & Larkin, 2017; Oxford, 2002). Teachers can orient students to reflect on what they desire to accomplish and use monitoring, evaluating, and learning strategies (Anderson, 2002; Haukås, 2018). This can be achieved through questionnaires that elicit students' self-reflection, such as the Strategy Inventory for Language Learning (SILL) by Oxford (1990), which is one of the most well-known and reliable resources to assist learners and teachers with their metacognitive reflections (Haukås, 2018; Raoofi et al., 2014). As stated previously, the teaching of metacognition in the language classroom is essential for the students' success. It should not remain only in ELT but also be implemented in other areas

such as ESP. This can benefit students considerably since they can plan, monitor, and evaluate their learning of the language for specific purposes in both EAP and EOP contexts.

Metacognition plays an important role in the ESP field to allow students to become autonomous learners who assess, plan, and control their own learning process, which has a positive impact on students' learning of ESP (Ajideh, 2009; Phaiboonnugulkij, 2016; Pirsl et al., 2019). More specifically, research conducted in ETP settings has reported that metacognition positively influences students' performance and success in the target language (Dieu & Dan, 2023, Koeswiryo et al., 2023; Phaiboonnugulkij, 2018). Therefore, it ETP students ought to be guided to plan, monitor, and evaluate their learning in this specific context (Babiuk, 2018; Dieu & Dan, 2023; Phaiboonnugulkij, 2018).

Enhancing metacognition should be included in language remedial courses since these are a strategic starting point and space to encourage students to implement metacognition from the early stages of their higher education, which is one of the main purposes of this action research study. However, there is no prior study that addresses the effectiveness of remedial courses for developing metacognition. In the literature, a study was found that focused on metacognitive intervention as vehicle for training students in controlling, monitoring, planning, and evaluating their learning (Amzil, 2014), but it encompassed neither language learning nor ESP. All language courses should provide students with tools to become successful language learners.

III. Methodology

This chapter explains the research methodology used in the study to answer the research question. It indicates the methodological approach and design and describes the research context and participants, ethical considerations of the study, and the researcher positionality. Subsequently, it describes data collection methods and analysis procedures, and the trustworthiness procedures followed.

3.1 Research Paradigm, Design and Genre

This study sought to explore how an ETP remedial course fostered ETP students' use of metacognitive strategies, drawing from a social constructivist lens. Social constructivism advocates that to understand a situation, you should consider the complexity of views and the multiple meanings the participants may give to a phenomenon. Creswell (2009) and Denicolo et al. (2016) stated that social constructivism allows researchers to understand participants' perceptions of their realities, and since metacognition is multidimensional in nature, it is important to explore individual and social constructions. Drawing on this paradigm allows us to maintain a strong emphasis on the participants' personal meanings in relation to the research topic (Denicolo et al., 2016, p. 53). Through social constructivism, it is possible to engage in reflexive practice to interpret the lived experience of the participants by embracing their attitudes, beliefs, and behaviors, while also considering their interaction with others. These theoretical underpinnings are connected to the study because it is through the interaction between participants and researchers that knowledge is constructed.

We chose a qualitative research approach, so this study is descriptive and interpretive. This design is feasible to obtain in-depth information about values, opinions, behaviors, relationships within the context of language learning. For Creswell (2009), qualitative research functions as a way for exploring and understanding how individuals or groups give meaning to a social or human issue, which the researchers can interpret in the data analysis

phase (p. 4). Qualitative design also allows researchers to inquire into the participants' real-life contexts and lives to understand what they think about under certain situations, where the researchers take on the role of pursuing transparency, methodicalness, and adherence to evidence. Additionally, this research design makes it possible to draw insights from existing or new concepts to explain social behaviors (Yin, 2016, pp. 3, 9). In this study, it was fundamental to get to know the first-year tourism students' experiences and perceptions while attempting to learn English in the ETP remedial course. Therefore, qualitative research methods to collect data were also key to achieving this understanding.

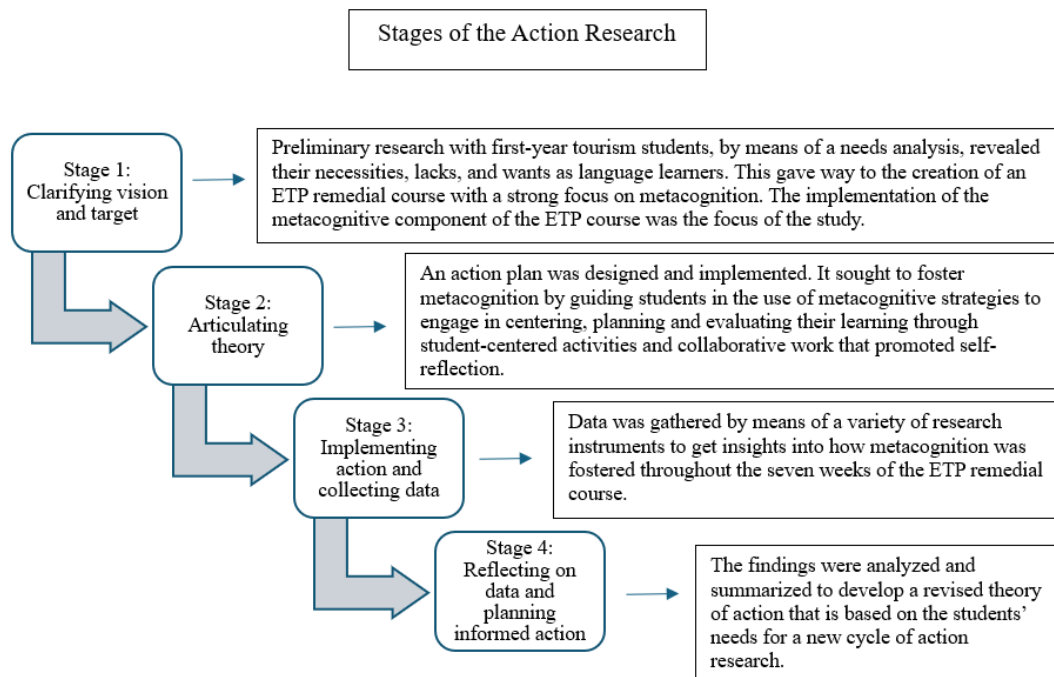
More specifically, this study followed an action research design, which includes an inquiry cycle where the researcher first poses a problem, takes action by planning and initiating the study, observes and collects data, reflects on the data and reports on it, and finally shares the findings and prepares for a second cycle of inquiry (Manfra, 2020; Marshall & Rossman, 2016; Sagor, 2011). As an initial step, we conducted a needs analysis which was a preliminary study that led to the identification of the ETP first-year students' specific language needs in a public university. To address those ETP students' needs, the most suitable qualitative critical genre is action research because it involves reflection, action planning, and evaluation of the teaching practice to make sustained change (Marshall & Rossman, 2016, p. 81), thus interrogating the context of practice and seeking deep change and enlightenment (Manfra, 2020, p. 11) in the EFL classroom.

This study followed the four-stage process designed by Sagor (2011) for teachers and school education teams: clarifying visions and targets, articulating theory, implementing action and collecting data, and reflecting on data and planning informed action (p. 6-7). Figure 1 describes the steps conducted for each stage. This research is framed as descriptive action research. Sagor explained that descriptive studies seek to understand the operative theory of action, which means to apprehend its workings (p. 9). At the end of the cycle, the

researcher can produce a plan for future action based on data about what has occurred for a forthcoming cycle.

Figure 1

Stages of the Action Research Design



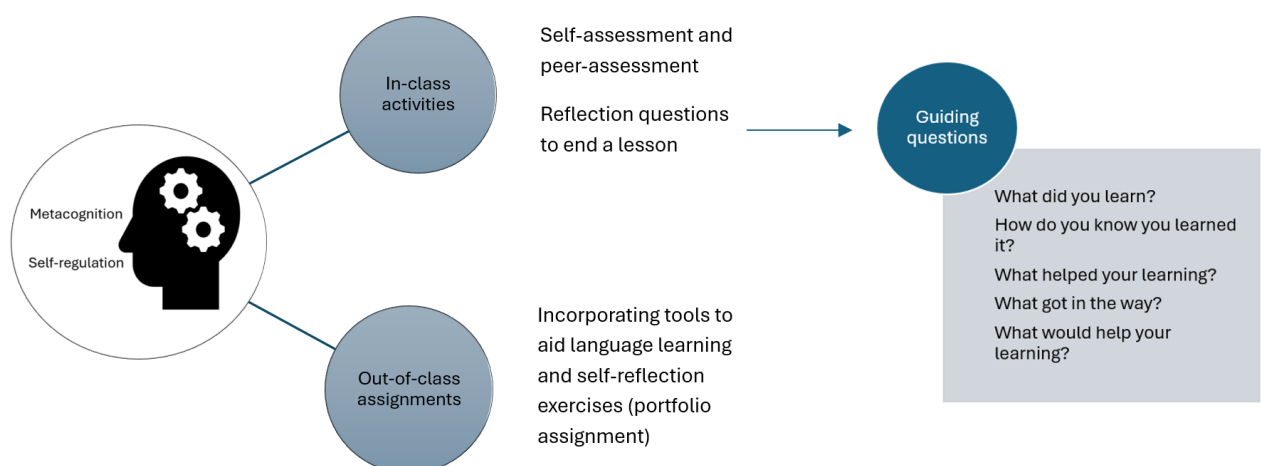
Note. Adapted from *The Action Research Guidebook: A Four-Stage Process for Educators and School*, by R. Sagor, 2011, Corwin.

Stage one of this action research, the needs analysis, was completed previously, and it made possible a reflection on the necessities, lacks, and wants of first year tourism students. A group profile (See Appendix A) was created based on the findings of the needs analysis that highlighted necessities that could be addressed through an ETP remedial course. The profile referred to necessities such as gaining confidence, using learning strategies to contribute to learner autonomy and agency, and developing time management skills. This information clearly enunciated our goal for the action research study; thus, metacognition became the target to be addressed to aid students' language learning.

As we moved on to stage two, we designed a plan for incorporating metacognitive knowledge and strategies as a strong component of the ETP remedial course. The plan incorporated in-class and out-of-class activities that addressed metacognition and self-regulation (See Figure 2). The metacognitive strategies selected were self-monitoring, self-evaluating, seeking practice, listening emphasis, overviewing and linking, planning, paying attention, setting goals and identifying objectives, listening focus and seeking practice. All these strategies follow the contributions of Oxford (2002; 2011), Schraw (1998), and Wenden (1998). Self-regulation was treated in-depth by following Code's (2020) principles in terms of students' autonomy to select the strategies to achieve their desired outcomes. For the in-class activities, the lessons included assessment exercises and reflection questions. These two types of activities were included in every class, ensuring that metacognition and self-regulation were always fostered. For the out-of-class activities, portfolio entries were assigned every week to aid language learning and reflection. These entries encouraged students to implement different strategies and perform language learning tasks. This ensured that students would engage in metacognition and self-regulation out-of-class to encourage learner autonomy.

Figure 2

Core Activities Included in the Action Plan



The aforementioned activities sought to articulate the students' needs with theory about language learning. This is what Sagor (2011) referred to as the articulation of theory of action to answer the research question generated in step one (pp. 6-7). Table 1 shows the action plan designed to proceed with the focus on metacognition during the ETP remedial course. Appendix B includes the materials used each week to develop this plan. Each week students were exposed to metacognitive strategies or self-reflection activities to foster metacognition use inside and/or outside the classroom; that is, while some activities were carried out during the class, others were assigned as asynchronous work.

Table 1

Action Plan to Foster Metacognition

Objective: Guide students in the use of metacognitive strategies to engage in centering, planning and evaluating their learning through student-centered activities and collaborative work that promotes self-reflection		
Week	Metacognitive Strategy	Activity
Week 1	Self-monitoring (initiated by peer assessment after a speaking activity) Self-Evaluating	Peer assignment: After receiving the feedback from their classmates, Ss work on the suggestions provided. Portfolio entry: My language learning history. In this entry student's reflection after completing a diagnostic test and talk about their experiences (positive and negative) as language learners.
Week 2	Self-Evaluating Seeking practice (using the shadowing technique)	Focus on self-correction by working on the mistakes pointed out by the teachers as overall feedback to the group. Ss write sentences correcting the mistakes they noticed they had made after listening to feedback regarding grammar, pronunciation or vocabulary. Portfolio assignment: Using the application Natural Reader (an artificial intelligence tool), students practice shadowing and record themselves as a strategy to work independently on pronunciation.
Week 3	Listening emphasis Overviewing and linking	Watch a video and identify new words for them Portfolio assignment: Build vocabulary by making a glossary of words chosen from the video by including images, definitions and contextual text in each entry.
Week 4	Planning	Portfolio assignment: Complete the Learning Strategy inventory by Rebecca Oxford. (Reflection of results will take

		place in week 7 using the graphs that illustrate students' strategy use)
Week 5	Self-monitoring	Self-assessment: Ss work in small groups. They are given a list of overall mistakes noted by the teachers to correct them in groups.
Week 6	Paying attention Self-monitoring	Ss review the pronunciation mistakes identified from the previous class and pointed out by Ts. Then, they have to write 3 words they learned during the class, 2 mistakes they made and 1 sentence using any of those words. Portfolio assignment: work on vocabulary building by making 5 sentences with words learned in class.
Week 7	Self-evaluating Setting goals and identifying objectives	Students complete the Wheel of Language Learning tool and engage in group discussion to self-reflect as language learners. They discuss why they have graded themselves as they have and explore areas of improvement. Portfolio assignment: Students will write a reflection that talks about their goals as language learners at a short, mid, and long term and self-reflect on their language learning strategy use.
Week 8	Seeking practice Listening Focus	Ss work in small groups. They discuss some questions to identify what cultural and heritage activities they enjoy doing. After that, some of them share their opinions in the main session. Portfolio assignment: Watch video answer comprehension questions
Week 9	Self-monitoring Seeking practice	Ss complete a self-assessment instrument through a Google form after presenting to assess their performance of a roleplay. Portfolio assignment: Ss create a tour package with an itinerary to practice the vocabulary seen in class that week
Week 10	Overviewing and linking	Students complete a post-test to assess their linguistic progress throughout the course. The test includes listening, writing and speaking skills which were the focus of the course.

The last two stages of the cycle, implementing action and collecting data and reflecting on data and planning informed action, are reported throughout this study. The final stage serves a starting point for a second cycle in action research inquiry. In this manner, action research features, such as being cyclical, flexible, and useful for participants and society (Marshall and Rossman, 2016, p. 505), can be fulfilled.

3.2 Research Context and Participants

The participants of this action research were first-year ETP students who studied at a rural university located in the southern region of Costa Rica. As explained earlier, the

students enrolled in the tourism major take English courses as part of their study plan. These students experienced difficulties passing the English courses offered in their first year in the university. This is a common phenomenon in the population that enroll in the tourism major due to the low proficiency level with which they graduate from high school. The participants had a hard time adapting to the demands of language learning in higher education. For example, in 2022, approximately 50% of the students enrolled in the first English for tourism course passed, and in 2023 the amount dropped to approximately 40%³. This problem has persisted even though the university offers English tutoring sessions and an optional general English remedial course before the school year begins to help prepare students for the demands that language learning entails in higher education institutions.

From 2018 to 2020, the poverty ranks registered in the Brunca region decreased, categorizing it as second in ranking from richest to poorest. However, this ranking is not directly related to an increase of employments but a rise in social assistance programs. In fact, this region has the lowest participation labor rate compared to the other regions of the country (Morales Aguilar & Fernández Montero, 2022, pp. 4, 7, 14). The socio-economic reality of students attending the institution where the study was conducted is not the exception; some come from remote rural areas and low-income families. In fact, the university is characterized by prioritizing the admission of students from vulnerable backgrounds and offering scholarships to most of them. Approximately 90% of the students who attend this institution receive financial aid via scholarships⁴.

Criterion sampling technique was implemented to choose the participants for the study. The three considerations were that participants were tourism students enrolled in the university

³ Information that reveals the name of the institution to which the tourism major belongs is omitted to ensure participant confidentiality.

⁴ Information that reveals the name of the institution to which the tourism major belongs is omitted to ensure participant confidentiality.

where the study took place, that they volunteered to participate in the ETP remedial course, and that they were still completing the first- or second-year English courses that the study plan entails. These criteria ensured that the action plan implemented through the ETP remedial course responded to the specific needs of the participants.

3.3 Ethical Considerations: Entry, Rapport, Confidentiality and Reciprocity

Both gatekeepers and participants were approached. We asked for entry permissions from the corresponding authorities of the institution where the ETP remedial course and the study were implemented. One of us has an employment relationship with the institution where the study took place, which eased familiarity with the process. Additionally, we provided the participants with information about the study. We asked the participants to sign a written consent form that ensured they understood that their participation was voluntary, and thus they could withdraw from the study at any time (see Appendix C). This form explained that the participants' confidentiality was guaranteed by avoiding any type of identifier. We informed the participants that pseudonyms were used to report findings.

As a way of building trust with the research participants, we explained the purpose, benefits, scope, and risks of the study. First, we indicated that the study included an ETP remedial course tailored to their needs. This course was designed to contribute not only to the participants' English language skills, but also to increase the autonomy with which they take charge of their own learning. The course lasted 10 weeks, and the participation was online in synchronous and asynchronous mode. Second, we explained that interviews, observations, and artifact collection were part of the data gathering process, and that these were built into the assignments and assessment instruments used during the ETP remedial course.

Regarding reciprocity, this research provided benefits for the tourism students and the institution. The first-year tourism students benefited because the ETP remedial course was the first one designed particularly for their needs. Through the ETP remedial course, we

provided students with scaffolding to improve their metacognition awareness and strategies. Likewise, the institution benefited because students got additional help to aid their language learning, thus possibly remedying the low passing rates. The benefits mentioned implied reciprocity as the study sought to have a positive and meaningful impact on the collaborating participants and institution. Voluntarily participating in the ETP remedial course implied students devoted time, effort, experience and knowledge as they shaped and informed the study while also gaining as language learners. In turn, we encouraged the participants to consider the influence the ETP remedial course could have on their language learning.

3.4 Researcher Positionality

We identify ourselves as Costa Rican, language learners, middle-class women from the southern region of the country. Moreover, we all follow the constructivist paradigm to understand the participants' perceptions of their own realities and help them become aware of their metacognition to boost their language learning. Although we all studied the same program on the same campus where the study is conducted, there are significant differences in our professional experience, academic background, and relationships with the study participants. For this reason, each of us provided our own positionality.

Valery started her journey of learning English in 2017. First, she obtained An English Minor degree and then continued with the Bachelor's degree in English Teaching from the same public university. While studying English, she realized how challenging learning a new language is. As a student, she had the opportunity to tutor students from other majors who took English courses and noticed that learning a second language was also difficult for them. While majoring in English teaching, she was an assistant in different investigation projects for four years. This made her realize the importance of conducting research to contribute to society, especially in English teaching. These experiences have motivated her to conduct research in the tourism field. Even though she has worked for the same institution where the

participants are studying, she considers herself an outsider since her work experience as an English teacher has been in a different learning context from the participants' context. However, she empathizes with the participants as foreign language learners who had previous language learning experiences before beginning their higher education studies. Regarding power dynamics, she must work around the power differences that exist since she will be one of the teachers in the ETP remedial course.

Beatriz considers herself from the southern part of Costa Rica since she has lived most of her life there and has grown as a professional in this rural area. In fact, she majored in English teaching and education in the same university where this study is taking place, and eventually started working there as well. This means that she is acquainted as an insider because she is from the same area as the participants. Nonetheless, she is also an outsider with the population that attends this higher education institution because she is at a different stage in her life as they are. As a researcher, she contributes to this study with both her cultural heritage and professional development. Currently, she holds a master's degree in education, and when she decided to complete a postgraduate degree in language teaching, she knew that she wanted to work with the tourism major since English represents one of the areas the students have more difficulty with. Having been the tourism coordinator, and an English instructor at the university, triggered her interest to inquire about students' language learning experience. This interest was accentuated by the fact that the year she began the master's program, the failing rates in English for tourism increased in comparison to previous years. She was intrigued by the causes and possible ways to best deal with this issue. She is aware that her position in the institution provides privileged access to certain resources, and it has an impact on students and their response when invited to be part of the study. This power differential was managed by building rapport with participants of the study.

Sirleny has worked as a teacher for more than two years. She started her language learning journey when she enrolled in the associate's program in English. During that time, she tutored kids from school and high school, and she realized that she enjoyed teaching. Hence, she decided to complete the Bachelor's degree in English Teaching. One of the main reasons she became interested in focusing research on ETP is that when she was in high school, she obtained a technical degree in tourism. This academic background helps her feel identify with the tourism students as they are initiating their journey as language learners to be able to work in the tourism industry. Even though she is still a student in the same institution as the participants, she considers herself an outsider because the participants' context and major are different from hers. Regarding power dynamics, she will be a teacher in the ETP remedial course.

3.5 Data Collection and Analysis

Three data collection methods were used in this action research: participant observations, semi-structured interview, and artifact collection. These techniques gathered qualitative data about the students' progress as they engaged in metacognition during the ETP remedial course to accompany their language learning process. The qualitative data collected through these instruments were analyzed via value and process coding.

Participant Observation

Participant observation was one of the research methods used to foster a deep and intimate understanding of what is happening in the classroom. Marshall and Rossman (2016) stated that, in participant observations, the researchers are both participants and observers because they are immersed in the setting, making it possible to experience the participants' reality (p. 288). We were involved with the participants as the teachers of the course. By taking notes of how students responded to metacognitive strategies and awareness during the

class, we could have a deeper understanding about these issues. A semi-structured format (see Appendix D) was used during the observations because it allowed us to gather information regarding the activities in the action plan that promoted metacognition. Meanwhile, the open section of the instrument permitted us to record information of events or situations that emerged during the class. This section was an opportunity to approach reflection in action. This was a space to engage in systematic reflection before, during and after practice. According to Manfra (2020), action research requires a systematic and intentional reflection of students' and one's own actions as this can lead to changes in practice because the teacher reconstructs, re-enacts, and recaptures the events in the classroom (p. 15). Reflection in action is a fundamental part of action research.

Interviews

Interviews with the students helped us explain, better understand, and explore their lived experiences about the development of metacognition. As participants expressed their ideas about the phenomenon in their own words, we obtained information that might not be revealed by any other data collection instruments, thus providing a deeper comprehension of their behaviors (Jackson & Rothney, 1961; Seidman, 2006). More specifically, one semi-structured interview (see Appendix E) was conducted because combining open-ended questions and theoretical driven questions (Galletta, 2013, p. 46) made it possible to gather data about the students' perceptions of their own experience while linking it with theoretical constructs.

Artifact Collection

Artifact collection made it possible to get in-depth insights about the topic under study. Artifact collection techniques are commonly used in qualitative research to obtain in-depth information about the values and beliefs of the participants. Researchers can suggest

participants create documents of their reflections and provide writing samples (Marshall & Rossman, 2016, p. 311). In our study, the students designed a portfolio to compile documents used as part of the remedial course to plan, evaluate, and regulate their learning. Additionally, they wrote learner's portfolio entries as self-reflection so that we could get a deeper understanding of their metacognition development. Also, materials used in class or designed by students as part of the learning experience, and a diagnostic test administered to obtain a brief overview of the students' linguistic ability were used as artifacts.

Data Analysis

The participant observations, interview, and artifact collection gathered qualitative data describing the participants' use of metacognition as language learners. This information was transcribed and organized on the platform Dedoose, which is a research and evaluation data analysis application. To analyze the qualitative data, we used two types of coding, specifically value coding and process coding. Value coding was used to label the values, attitudes and beliefs of what was important for the participants regarding language learning. Process coding was used to find information in the data about the actions students performed to engage in metacognitive actions (Saldaña, 2016). Inductive analysis was the approach used to organize the information first in codes, then in categories, and finally into themes.

The first step to identify the open codes was to highlight discrete parts in the textual data and assign a tentative label to it to summarize information. This label was a word or phrase. Axial coding was next. In this step, we drew connections between the codes from the previous stage by creating categories; that is, by grouping similar and tentative labels in a way that makes sense to explain how the remedial plan was allowing students to learn about metacognition. Finally, we went through a selective coding process where we joined various codes or categories together into one core category or theme. By following these steps, we were able to explore the information provided by the participants to determine the outcomes

of the study, thus generating ideas about how an ETP remedial course could foster metacognition in first-year tourism students. The analysis then consisted of a narrative that centered around the selective codes and provided analytic explanations about the categories identified in the data.

3.6 Trustworthiness

The criteria for trustworthiness encompassed credibility, transferability, dependability, and confirmability. Different strategies proposed by Schwandt et al. (2007) and Bloomberg and Volpe (2016) were employed for each component to help reduce researcher bias. For credibility, we used prolonged engagement and peer-debriefing. Prolonged engagement with participants was important to understand them better and to gain nuanced insights about their lived experiences. The action plan that accompanied this research lasted 10 weeks; allowing researchers sufficient time in the field for a deeper understanding of the participants' perspectives of the issue studied. Also, seeking peer-debriefing helped validate interpretations of the findings and minimize personal biases. Two experts in language teaching collaborated with this issue by having the role of tutor and reviewer throughout the research process. As for transferability, thick description was offered throughout the study by providing a detailed account of the research context, participants, and methods so readers can judge the applicability of the findings to their own setting. Dependability was addressed by keeping an audit trail of the procedures used during the data collection process. This facilitated transparency and traceability of the study by providing insights into potential biases. We addressed confirmability through reflexive journaling to keep records of personal thoughts, biases, and reflections. We also checked for consistency in the codes through inter-coder reliability when analyzing qualitative data derived from observation reports, interview transcripts, and artifact collection data. As this study included three researchers, we came to a consensus about the codes, categories, and themes created by means of an inductive analysis.

IV. Findings

This section reports on the findings derived from the reflection stage in this action research. We addressed three main themes established through the thematic analysis of the metacognition actions implemented in the ETP remedial course: evidence of metacognition use, emotions and learning struggles, and ETP students' linguistic weaknesses that require attention. The excerpts obtained from the participants are presented in the original language in which they were delivered, that is English or Spanish. The data collection and analysis were concurrent to the implementation of the course. Also, the findings analyzed in this report correspond to the first seven weeks, therefore, a final evaluation of the course is not included. However, following on Sagor (2011), the findings report seeks to provide insight on how to adjust future actions. So, we begin by providing a description of how ETP students engaged in metacognitive activities throughout the remedial course and their self-reflections as language learners. These insights can serve as a basis for future action.

4.1 Evidence of Metacognition Use

The activities implemented during the ETP course guided the students in the use of metacognitive strategies such as centering, planning, and evaluating your learning; however, there were times when students evidenced lack of planning or practicing the target language in more independent contexts. Oxford (2002, 2011, 2017) explained that metacognitive strategies help students manage themselves as learners, the learning process in general, and more specific learning tasks. To encourage the use of metacognition in the ETP remedial course, the action plan included activities like self-reflection inside and outside classroom, self-assessment, peer review, and/or joint discussion each week. These tasks promoted self-knowledge activities/exercises for students to think about themselves as language learners, choose strategies that fit their needs and interests, and decide on how to manage their own learning process.

4.1.1 Students Noticed Outcomes when they Centered their Learning

Students showed evidence of centering their learning by delaying speech production to focus on listening, overviewing and linking information, and paying attention. For example, during an interview, Gina mentioned how she suddenly realized that some phrases have become automatic because *“las he escuchado tanto que ya sé cómo van, ya sé la estructura”* [I have heard them so many times that I know how they go; I know the structure]. Gina explained that English was very hard for her at first because her linguistic level upon graduating high school was very low. She entered the university in the English Associate’s Program offered on campus but failed the first year. This demotivated her, and eventually, she decided to change her major to Tourism Management. She acknowledged that the time spent in the Associated Program allowed her to center her learning because, even though she failed the courses, she got an opportunity to just listen and pay attention to the target language. It was thanks to these efforts that she did not find the English for tourism course so difficult. Velásquez Jaramillo (2021) highlighted the value of listening as a means of learning a foreign language because it can increase students’ ability to notice, thus resulting in learning salient information about the target language (p. 131). This is what Gina was referring to. As she focused on listening, she was able to incorporate newly noticed information into her linguistic performance. Her previous experience helped her understand the importance that centering one’s learning can have for language development.

Through exposure to the target language, combined with guidance on regulating and overseeing learning activities, students took conscious control over their learning and noticed strategies that could work best for them. Tamara is a student that has repeated English courses in the tourism major. During the interview, she recognized that *“mi método es escribiendo, (...) yo tengo un algo que me cuesta mucho memorizar, entonces yo tengo que escribirlo (...) hasta que se quede”* [my method is writing, (...) Something about me is that it is very difficult

for me to memorize, so I must write it down (...) until I learn it]. Writing down key concepts helped her associate this information with upcoming tasks, so that eventually she could overview and link this information to new tasks in the target language. By talking about what helped her learning in class, students could become aware of how to regulate the learning process.

When asked to reflect on her learning in class, Ana expressed that using the vocabulary items was good for her. Ana is two years behind with the English component of the major. She has repeated English courses more than once. She explained that since she was listening and taking notes, when an exercise carried out in class implied using the new vocabulary “*yo ya no ocupé tanto la nota. Ya más o menos sabía cómo se escribían las palabras. Que significaban por lo menos*” [I didn't need the notes so much anymore. I knew more or less how the words were spelled. What they meant at least]. Her insights refer to overviews comprehensively to build the vocabulary needed and to associate it when production is required. In her statement, it is evident that this gave her confidence and reassurance that she is learning.

4.1.2 Insights into how Students Plan and Arrange for Language Learning

Planning and arranging correspond to a set of strategies that learners can employ to organize and plan their learning, to take more responsibility and action toward their personal goals as language learners. Dennis and Somerville (2023) highlighted the importance of fostering metacognition in higher education contexts because this is a stage in learners' life where they are required to take responsibility for their learning. By engaging in metacognition, students can get to know themselves better and have more control over their own learning process; thus, they become more autonomous learners (Olivares Garita & Brenes Sánchez, 2021; Haque, 2018). During the remedial course, students were asked to think about themselves as language learners, to set short-, mid-, and long-term goals, and decide on the

actions required to reach those goals. This provided insights into the goals and purposes they have in regard to the target language.

The students expressed having goals like “to graduate of the university”, to “pass my first year of university”, to “pass the English course”, to “write correctly”, “*poder mantener una conversacion en inglés sin errores*” [to have a conversation in English without mistakes], to “*be able to communicate without fear in English*”, “*formular más rapido y correctamete oraciones*” [to make sentences faster and more correctly], “*poder hablar super fluido y entender los audios cuando hablan rápido en un futuro,*” and “*leer y entender las preguntas*” [to be able to speak super fluently and listen to audios when there is very fast speech to read and understand questions]. While the first three set of goals in the list are more general in nature since they refer to completing the major, the rest are more focused on language learning. This last set of goals refers to communicating effectively in the target language.

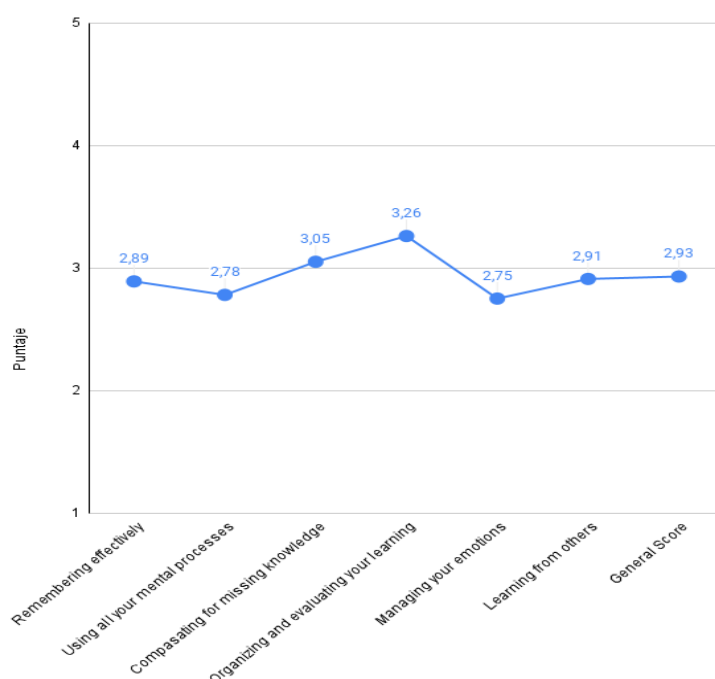
Whether for personal or linguistic purposes, students must commit to learning the second language. This commitment might be somewhat more complicated for those that just want to graduate since learning a second language is not indisputable, as is the first. On the contrary, attainment of the target language will depend much on the learner’s agency, particularly since the person has to decide on initiating “a long, painful, inexhaustive and, for some, never ending process of self-translation” (Pavlenko & Lantolf, 2000, p. 170). Language learning is different from learning other skills. It takes a lot of devotion and commitment because it implies making mistakes and being willing to learn from these mistakes. This is why the language learner must have clarity in the goals they wish to achieve as to not become discouraged. According to Little et al. (2002), agentic students will have a stronger sense of autonomy and agency as these are students that have “high aspirations, persevere in the face of obstacles, see more and varied options for action, learn from failures, and overall, have a greater sense of well-being” (p. 390).

In fact, this idea might provide some insight into why the course began with 30 students but ended with 10. Language learning requires perseverance. Some of the students that enrolled in the ETP remedial course decided to drop out because of the difficulties they encountered. Some students said they had some personal issues that made it difficult to continue attending, others said they just could not adjust to learning online, and others simply stopped attending altogether. This is a phenomenon also experienced in the tutoring classes that the university offers these students to help them advance in their language learning. Dropping out when they are offered help, even though they continue to have difficulty with the language, is a sign that they are not so determined to do what is needed to learn the language. They did not commit to the course even though they were offered extra credit for taking it in the English course they enrolled as part of the study plan. Reading over the goals set and the situation that occurred, it is possible to say that they are more attentive to passing the course than to seeking opportunities to advance as language learners.

It is also interesting to point out that among the goals for language learning reported by students, there was a desire to feel more confident when communicating in the target language, but even so, when asked about their use of language learning strategies, affective strategies scored the lowest (See Figure 3). In fact, when asked about specific actions they should take to reach their goals, affective strategies were not considered at all. This is evidence that the students have difficulty planning and arranging for language learning. Guidance is required to help them take more control over their learning.

Figure 3

Student's Self-rating on Language Learning Strategy Use



Note. Test Inventory of Language Learning Strategy Use taken from R. Oxford (1998). The tool suggests that a score from 1 to 1,4 means the strategy is never or almost never used, 1,5 to 2,4 means it is generally not used, 2,5 to 3,4 means it is used sometimes, 3,5 to 3,4 indicates that it is usually used, 4,5 to 5 indicates that it is always or almost always used.

Regarding more specific language learning aims that could be reached in the mid or short term, students mentioned that they would like to “learn vocabulary”, to “*mejorar todo lo que se pueda en términos de gramática*” [improve as much as possible in grammar], and to “be able to watch a whole movie in English without subtitles.” Some of the actions they proposed to reach their goals were to “search for online practices of the topics I’m lacking”, to “take time to learn”, to “read short notes in English and listen to music”, to “*repasar y practicar*” [review and practice]. By having students reflect on their language learning goals and how to achieve these, they practice metacognition. By encouraging students to use learning strategies like these, they are guided to take a more active role in managing and

controlling their learning; and according to Oxford (2011), this maximizes the outcomes of learning and thus results in better learners (p. 12).

Looking over Ana's case, it is interesting to see how she has been developing her metacognitive awareness. Ana is a student who is in her third year but is still taking English courses that correspond to year one of the tourism major. This is because she has repeated both English for Tourism 1 and 2. In the interview, she expressed that her experience learning English has not been a good one. She recalled that English was one of the reasons she wanted to enter the major. Before entering the university, she worked in a tourism center and was not able to communicate with foreigners, and she thought that the university would be a good way to overcome that language barrier. Ana showed a lot of interest in the course and was enthusiastic about completing all the tasks assigned.

Through the portfolio entries and class discussions, she expressed that writing notes down was an important way for her to memorize vocabulary. Then, when asked about her goals, she integrated this self-knowledge about memorizing by indicating that her goal was to be able to communicate in English, her objective was to "know a good amount of vocabulary," and an action she proposed for achieving this was "make my own dictionary of common words that I want to use." Metacognition allows learners to become aware of their own learning and regulate that knowledge when performing (Li & Larkin, 2017; Anderson, 2002). This may increase their language skills and enable them to be more efficient users of the target language.

4.1.3 Using Self-monitoring and Self-evaluating

During the ETP remedial course, students were encouraged to evaluate their learning by self-monitoring and self-evaluating. This set of strategies assists learners in checking their language performance by identifying and learning from errors when understanding and producing and by evaluating their overall progress. Through different activities and self-

reflection instruments, students were encouraged to monitor their cognition. Oxford (2011) recognized that when metacognitive knowledge and metacognitive regulation (that is the use of metacognitive strategies) cooperate effectively, metacognition is at its best (p. 46); hence the implementation of self-regulation during the ETP course. Mynard (2023) explained that to self-regulate one's learning, one needs the ability to reflect on purpose as to learn from the experience, thus recognizing the relationship between thinking, monitoring, and successful learning (p. 27). Some activities performed in class with the intention of promoting self-monitoring were checking for their own errors and making judgments about their performance through guided activities where the teacher would point out mistakes identified while performing a speaking or writing task. As a whole group, the students had to seek ways to correct the mistakes or use self-assessment scales.

The students recognized that feedback sessions followed by activities to self-correct were very useful because it gave them the opportunity to self-reflect while providing a sense of improvement. In fact, it was possible to observe that those students who had their cameras on focused and repeated after the teacher during these sessions. At times, the focus was on pronunciation, other times on grammar, while other moments on vocabulary, but this was delivered as a general comment to the whole group. This feedback activity was followed by another in which students were asked to self-correct the mistake they had noticed (See Figure 4). Then, in the last part of the lesson, where students were asked to reflect on the learning experience that day, some of the comments referred to how useful they considered the two activities described in Figure 4 had been.

Figure 4

Artifact Collection of Class Activities to Foster Self-reflection and Self-correction

Post task activity illustrating the notes used on a white board to discuss mistakes made during a speaking task



Example 1 Guancaste has a lot of nature.
Guanacaste has a lot of natural landscapes.

Example 2 The region of Limón has many beautiful beaches

Follow-up activity illustrating the self-corrections made by students regarding the ideas discussed in the post task activity



2-In my opinion, all Costa Rica has spectacular landscapes
In my opinion, Costa Rica has very beautiful beaches.

Note. Images designed from class material (whiteboard and collaborative worksheet)

One student said, “*Uno se equivoca tantas veces, que en la cuarta o quinta vez que intenta corregir, ya ve mejora*” [We make so many mistakes that on the fourth or fifth time that you try to self-correct, there is improvement]. Another student mentioned that having the opportunity to self-correct was important “*porque creo que lo estoy pronunciando bien. Ya la segunda vez que lo pronuncié, siento que lo pronuncié mejor*” [because I think that I am pronouncing it correctly. The second time I pronounced it, I felt I pronounced it better]. By pointing out mistakes to the whole group and reviewing them, it was possible to engage students in a self-reflection activity that also included self-correction. The students in the ETP course were still struggling to produce the target language at a sentence level. By reviewing grammar, vocabulary, or pronunciation, content was scaffolded enough for them to recognize some of the mistakes they had made. It seems that, due to their linguistic level, guidance in self-monitoring is still essential for them to build on the linguistic knowledge they have to improve their use of the language.

The ETP remedial course also included opportunities for students to make judgements about their performance using self-assessment instruments. These instruments allowed learners to identify their errors and to track their source. Some of their comments were: “I need to improve my pronunciation in English”, my weakness was “not helping my classmates with ideas for presentacions”, “(...) I don’t have vocabulary, an area for improvement is “speaking; pronunciation”. By becoming aware of the areas that they need to improve, students can become more strategic in deciding how they will deal with those errors.

For example, in an interview with Ester, a student who has managed to pass all the English courses, but who expressed finding English very difficult, she said that *“a la hora de uno estar hablando, usted ve como otros compañeros lo pronuncian y usted dice, fuepuchica, me hace falta pronunciarlo así!”* [when I am talking, I see that other classmates are pronouncing and I say, darn, I have to pronounce like that!]. Then she went on to explain that, to deal with the deficiencies she noticed, she tried to make time to prepare herself better. She said that she organized a study schedule for herself so, *“un día agarro como que todo y lo escribo en un cuaderno (...) y verdad estar en ese constante por decir así. Es que en inglés siento que es mucho memorizar, entonces estar repasando eso”* [one day I sit down and I write in a notebook (...) and, like, to constantly do this. It is because English, I feel is a lot about memorizing, so I have to constantly review this]. The actions described by Ester demonstrated how engaging in reflection about one’s learning can place a student at the center of the learning process, giving them more responsibility and control over their learning.

Students were also given multiple opportunities to self-evaluate their own language progress. This was carried out individually through the portfolio entries and in group discussions using self-reflection instruments where they could rate their current level on a scale from one to ten and discuss ideas on how to improve that score. During one of the

group discussions, Samanta mentioned that she felt that “*como estudiante, o como persona, esto del inglés, siento que sé un poco, pero no tanto, o sea. No es muy poco, pero tampoco mucho*” [as a student, or as a person, this thing with English, I feel that I know a little bit, but not too much. That is, I don’t have a one (referring to the 3 she assigned herself on the scale), but not that much more either]. Samanta’s words reflected that she acknowledged she had advanced as a language learner, but that there is still much more that she considered she needed to accomplish. In fact, in one of her portfolio entries, Samanta reported that her most positive experiences learning English had been what she had learned these years in the university. Samanta is a student from an indigenous community, and she has expressed that her previous experience learning English was very basic and that now she knows she can talk a little with others. Becoming aware of the small steps achieved as a language learner is important to keep working hard toward one’s goals. In the case of Samanta, she is already experiencing a three-year setback to her tourism study plan. Despite this, she is aware of her progress, and this contributes to her motivation to learn.

4.1.4 Failing to Use Metacognitive Strategies in more Independent Contexts

Even though the participants implemented some metacognitive strategies, there is still evidence of lack of interaction, practice, planning, and time management. Regarding interaction and practice, most students tended to have their cameras off during the ETP remedial course, and they were reluctant to participate in class. Ana and Tadeo were the only students who had their cameras on during almost all sessions and participated actively in class. In fact, they always showed interest in learning and improving. When it came to the reflective part about their learning, they usually shared their critical opinions leading to reflection about their metacognition.

Lack of interaction and practice were not only present during the lessons; the students affirmed that they did not have enough opportunities to interact with others outside class

time. Aldana, who is in the second year of the major but in the first year of English, indicated that lack of interaction with others is a negative experience she has had: *“me gustaría tener con quién practicar, no solo practicar sola o con prácticas en línea”* [I would like to have someone to practice with, not just practice alone or with online practices]. In an interview, Gina and Tamara made evident that they lack interaction and practice in English. Gina mentioned that even if she can interact orally with her classmates, they may not want to interact orally using the target language outside the classroom: *“no tengo como tantas personas tal vez y sí están los compañeros de uno, pero no todo mundo se va a prestar a decir sí, vamos a hablar inglés mientras estamos en la Universidad”* [I don't have many people to practice with maybe and yes, there are classmates, but not everybody is going to say yes, let's speak English while we are at the university]. Moreover, Tamara ascertained that she did not have any contact with the language outside her English class: *“el inglés yo lo uso solamente en el curso digamos cuando estamos recibiendo clases, es la realidad”* [I only use English in the course, let's say when we are taking classes, that's the reality]. This lack of interaction and practice demonstrated that the participants cannot fully implement the metacognitive strategy seeking practice opportunities. This can affect their language learning development since it is necessary to apply metacognitive strategies throughout the learning process to improve and succeed (Dieu & Dan, 2023, Koeswiryono et al., 2023; Phaiboonnugulkij, 2018).

Lack of planning and time management were the other two metacognitive strategies the students lacked. Ana and Tadeo, the most participative students in the ETP course, referred to their lack of planning when learning English. Ana mentioned that when she had to take the English course again, she lacked preparation: *“no me preparé porque yo la verdad en el corre corre de la U yo no me preparé yo llegué ahora y matriculé y yo dije, ok otra vez volvemos a inglés”* [I didn't prepare myself because the truth is that I only enrolled and said,

we'll go back to English again]. In the same line, Tadeo expressed that he does not prepare before taking an English course: “*cuando ponen tareas o cosas así, las hago y todo eso, cuando son los quizzes, estudio, pero por los otros [trabajos] no, solo voy a ver que me dan de materia*” [when homework is assigned or things like that, I do them. For the quizzes, I study, but for the other assignments I don't. I just go to see what they give me of subject matter]. Even though Ana and Tadeo seek opportunities to practice, they still need to organize their learning. This means, they could fully implement the metacognitive strategy of planning the learning which incorporates planning and seeking practice as two of its core elements. If the students plan their learning, they self-regulate their academic progress and, at the same time, planning can help them manage their time, which is another area that needs reinforcement.

Participants agreed that they lacked time management. Tamara and Sabina remarked that their time is limited when it comes to devoting it for English language practicing: “*No dedicar el tiempo suficiente para practicar porque son muchos los trabajos de los cursos y deberes en el hogar*” [Not dedicating enough time to practice because of too much coursework and homework] and “*no sacar suficientes horas para aprender independientemente*” [not taking enough time to learn independently]. Planning is an essential element of metacognition so that students can organize their time and prepare for upcoming tasks. At the same time, they can become autonomous students who get engaged in planning their own learning (Haque, 2018, p. 190) and are capable of identifying how, when, and where they achieve better learning outcomes. Therefore, it is indispensable to train ETP students to become autonomous learners while implementing metacognitive strategies.

4.2 Emotions and Learning Struggles

Our analysis indicated that emotions and learning struggles affected the ETP students' language learning development. During the interview and reflection entries, the participants

pointed out how certain emotions and learning struggles hindered their learning. Furthermore, throughout class observations, it was possible to identify that some students encountered difficulties while attempting to learn the language in the ETP remedial course.

4.2.1 Emotions Associated with Language Learning

The participants pointed out language anxiety and demotivation as emotions that hinder their efforts in language learning. A key finding from the study is that the students feel *fear* of making mistakes and speaking. For instance, Alejandra, who is in the first year of the tourism major, indicated that “*me de miedo en muchas ocasiones equivocarme*” [I am often afraid of making mistakes]. Feeling afraid of making mistakes causes Alejandra to be reluctant to participate in class. In the same portfolio entry, she mentioned, “*en ocasiones no hablo por miedo y por no saber tanto*” [sometimes I do not speak due to fear and lack of knowledge]. Learners can become unwilling to participate if they feel insecure; as Ahsan et al. (2020) alleged, students remain silent if they perceive that their classmates or teachers can criticize them (p. 110). Abbel is another participant who disclosed his fear of speaking. Abbel completed the first portfolio entry; however, he did not attend any class and provided no reasons. In that entry, Abbel classified “*miedo de hablar ante el público*” [fear of speaking in public] as a negative experience he has had when learning English. These negative experiences can cause the students to feel anxious when in contact with the language.

The emotions that the participants experience are associated with language learning *anxiety*, which is related to fear of communicating in the target language when learners feel that they can be judged (Cakici, 2016; Chaves-Yuste et al., 2024; Oxford, 2001). Anxiety can also “hinder learning and enjoyment of a foreign language” (Bajri & Elmahdi, 2024, p. 2222) and limit students’ confidence. In an interview, Ana recalled a moment where she felt insecure when she went to work in a house of an American doctor and she did not know that he was from the United States: “*él [the doctor] me hablaba solo inglés y yo me sentía mal,*

yo me sentía incómoda porque yo decía yo no” [the doctor spoke only English to me and I felt bad, I felt uncomfortable because I don't]. Another student who *lacked confidence* was Angie. During class, Angie demonstrated that she is skillful at speaking in English, and, in fact, she obtained a high score in the speaking part of the diagnostic test administered on the first class. However, she expressed that she is not “confident about her speaking”. Even though she could communicate in English successfully, she lacked positive self-reinforcement, which can be improved by implementing meta-affective strategies. These types of strategies can assist learners in having positive emotions and attitudes to stay motivated (Oxford, 2011, p. 24). These results may indicate that the ETP students can become more successful learners if they are able to manage the affective dimension to identify how and when they need to apply metacognitive strategies to lower anxiety, stay motivated, and gain confidence to support their learning process.

Another emotion that hindered the students’ language learning was *demotivation*. For example, Fabiola is four years behind in the English courses and has experienced negative feelings upon learning the language. In a reflection task, she expressed, “*uno siente que lo hizo muy mal y eso lo hace sentir mal emocionalmente*” [you feel you did very badly and that makes you feel bad emotionally]. Feeling emotionally unstable influences students’ motivation to learn the language. Likewise, in a group discussion during class, Alejandra mentioned that feeling demotivated affects her language learning development by saying “*el hecho de que no me gusta tanto el inglés hace que no tenga tanta motivación como siempre para poder desenvolverme...como que cuando no tengo motivación las cosas no me salen bien*” [the fact that I don't like English so much means that I don't have as much motivation as usual to be able to get by...like when I don't have motivation, things don't work out well]. If students have negative feelings about their language learning, their motivation can decrease (Oxford, 2001, p. 168), affecting the implementation of metacognitive strategies and

development of autonomy since motivation influences the use of metacognitive strategies (Schraw et al., 2006; Teng & Wu, 2024) and learner's autonomy (Díaz Ramírez, 2014, p. 64). Hence, improvements in language learning are necessary to increase motivation and enhance learners' autonomy.

The findings suggest that language development can help students become *emotionally stable*. For example, during a reflection activity where students had to rate the perception of their language development from 1 to 10, some of them related the improvement of language learning with their emotional *well-being*. For example, one said, “*Me vería manejando mis nervios y con más seguridad a la hora de hablar en inglés y sería diferente mi vocabulario, también me sentiría feliz.*” [I would see myself controlling my nervousness and being more confident when speaking in English and my vocabulary would be different. I would also feel happy]. Another student mentioned, “I think it would be great if my motivation improved, and if it did, I know I would start to feel very satisfied.” And a third expressed, “feeling that that area is complete at 10, would probably give me the motivation to try to complete the other areas.” Basically, they would perceive themselves as successful language learners if they could improve at least one of the language learning areas, specifically motivation.

Motivation is associated with language learning success. Indeed, for Tamara, learning English “*cambiaría mi vida ya que tendría un segundo idioma y no me sentiría tan mal emocionalmente*” [would change my life because I would speak a second language, and I would not feel so bad emotionally]. Moreover, Angie claimed feeling “motivated when I see that I'm understanding the subject.” This indicates that motivation constitutes an essential element in second language learning because motivation is a contributing factor to the success of this learning process.

Even though the participants recognized that emotional factors hindered their language learning, they indicated that the emotional strategy is the least used (see Figure 1). Implementing meta-affective strategies in language learning is fundamental because students can identify the emotional factors that affect their performance and start having positive beliefs about their learning development (Oxford, 2001, p. 168). Additionally, Oxford (2011) stated that “L2 learners are not just cognitive information-processing machines; instead, they are human beings with emotions, beliefs, attitudes, and motivations” (p. 63), so they must be aware of their affective needs to take control over their emotions to become effective language learners.

4.2.2 Struggles Related to Second Language Learning

Other aspects that affected the participants’ language development are lack of previous knowledge, misunderstanding of instructions, and connectivity issues. For example, in a portfolio entry about negative experiences when learning the target language, Alina reflected on the fact that she has not had enough contact with the language since “*realmente a lo largo de mi vida no he recibido mucho inglés es por eso que se me dificulta tanto*” [I haven't really received much English in my life and that's why it's so difficult for me]. Similarly, when Alejandra was asked why she found listening and speaking to be the most difficult sections of the diagnostic test, she answered, “*no tengo las bases muy desarrolladas*” [I do not have a well-developed foundation]. Unfortunately, not having the necessary background knowledge affects their learning development and success.

The participants also showed they struggled with understanding instructions and internet connectivity difficulties during the development of the ETP remedial course. In fact, in the field notes, it was described that “Ana asked for clarification. They did not understand very well the activity” and “Teachers were trying to help them to know what to do... how to assign roles and what they can say.” To cope with this situation, the teachers modeled almost

all the activities for the students to understand the instructions since this is an effective strategy for improving students' efficacy (Schraw et al., 2006, p. 115) and ensuring that they carry out the activities as planned. Connectivity issues was another difficulty the participants faced. In the final reflection of the first class, Tamara classified connectivity issues as a factor that got in the way of her learning that day. These learning struggles can make students feel anxious and stressed so their interaction and participation in class are hindered.

4.3 ETP Students' Linguistic Difficulties that Require Attention

ETP students have identified linguistic weaknesses that should be addressed by implementing metacognitive strategies in class to aid their language learning development. Although these students reported having encountered challenges in language learning, some indicated they have progressed.

4.3.1 Students' Linguistic Difficulties

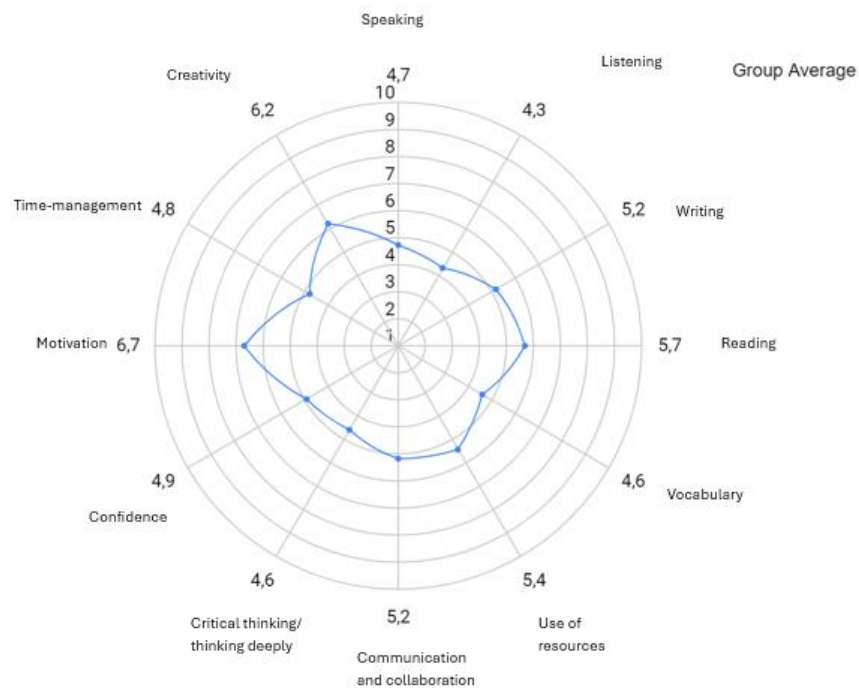
Through the reflections for the portfolio, the ETP students mentioned that they still face difficulties in listening, speaking, vocabulary, pronunciation, writing, and grammar. After completing a diagnostic test, the students wrote a reflection about that process. Sabina mentioned, "*Se me dificulta realizar la parte de listening, por que me cuesta entender algunas palabras en inglés.*" [It was difficult for me to do the listening part because I find it hard to understand some words in English]. Tamara added that "*Me costo entender lo de las fechas del audio porque como que lo dicen super rápido*" [I had a hard time understanding the dates on the audio because they say it super-fast]. To perform this task, both Sabina and Tamara focused on understanding the meanings of isolated words instead of inferring the general meaning. Consequently, they obtained a low grade in the diagnostic test. Oxford (2011) found that "effective listeners used a more top-down approach, which emphasized inference and coherence-detection, while ineffective listeners used a bottom-up, word-by-

word approach” (p. 251). Data revealed that by focusing on the meaning of just one word, students miss the general meaning of a text; therefore, to become effective listeners and improve their listening skill, it is necessary to focus on a top-down approach.

It was evident from the data that other skills requiring reinforcement are speaking, vocabulary, and pronunciation. As shown in Figure 5, when using the wheel of language learning, these students perceived having more difficulties in listening, speaking, and vocabulary. Referring specifically to speaking, after completing the diagnostic test, Gina expressed, “*me costó tratar dar sentidos a mis palabras al hablar en el audio*” [I had a hard time trying to make sense of my words when I spoke on the audio]. She also added that sometimes when she is speaking in English, she gets stuck and does not know what else to say. In the same line, Samanta shared a negative experience using the language. She mentioned that “*una de las experiencias más feas que he tenido es que intente decir algo en inglés y la otra persona no entiende*” [one of the worst experiences I've had is that I tried to say something in English and the other person didn't understand]. We can perceive that these students have struggled with speaking. One possible reason is that they need to learn more vocabulary for communication. Oxford (2011) stated that teaching vocabulary is required to avoid its inadequate use because that interferes with receptive and productive language skills (p. 255).

Figure 5

Group Average Score on Wheel of Language Learning



Note. Average score using the information provided by the students through the Wheel of Language Learning Instrument.

The study highlights that writing and grammar are two other areas where ETP students need to improve. Karla, who has repeated English courses, decided to join the ETP remedial course just to practice English since she is not currently enrolled in the English courses offered in the tourism major. She mentioned that her weakest area is writing. She said, “*se me dificulta mucho es a la hora de la escritura (...) o leer un párrafo*” [I find it very difficult when writing (...) or reading a paragraph]. She also believes that the English classes are too focused on grammar, writing, and reading, and that the classes should be more interactive and practical. Additionally, during the interview, Gina mentioned that there is a mismatch between the writing and grammar courses taught in the university. This participant remarked, “*¿qué hay que hacer ya en gramática? pues párrafos, sus oraciones (...) pero*

después vamos a writing y apenas nos están enseñando la 'sentence', que el sujeto, que el verbo, que el complemento..." [what do we do in grammar? Well, paragraphs, sentences, (...) but then we go to writing classes and they are just teaching us the sentence, the subject, the verb and the complement]. Moreover, Selena, who has also failed English courses, mentioned that "the grammar part is very difficult and confusing." Gina supported this comment by saying that "*a veces brincamos a cosas como (...) del pasado cuando todavía no hemos visto pasado*" [sometimes we jump to things like (...) the past when we have not studied the past yet]. It seems that these students pay more attention to grammar rules than to getting communication across. Oxford (2011) indicated that successful writers focus on communicating ideas instead of writing without making mistakes (p. 248). In another similar study, Gorlewski and Annable (2012) helped students to become more autonomous and self-conscious about their grammar mistakes while writing by asking them what mistakes they made and why. Little by little, students became aware of their mistakes and could correct them (metacognitive and cognitive strategies) (pp. 89-91). To become autonomous learners, these ETP students must focus on both conveying a message and being effective writers.

4.3.2 Evidence of Improvement

Even though many participants shared similar views regarding their challenges as language learners, they also reported they have progressed. Some participants emphasized that feedback has helped them improve. In a portfolio entry, Fabiola mentioned that "*errores pueden servir para mejorar*" [errors can aid improvement]. Gina agreed with Fabiola's statement because in the interview she expressed that speaking activities and teachers' corrections have contributed to her language learning. Moreover, nonstop practice is essential for improvement. In the interview, Ana highlighted that she "*he visto un progreso, yo siento que es la práctica constante, como practicar y practicar*" [has seen progress, I feel it's constant practice, like practicing and practicing]. This opinion was echoed by Gabrielle who

said, “continuous practice is essential to maintain and improve my skills.” ETP students indicated that seeking practice is a metacognitive strategy they implement. Other strategies listed in the portfolio entries were learning new words and practicing them with phrases, interacting with and listening to other people, creating a dictionary of ideas, and writing everything they want to learn.

In her study, Oxford (2002) remarked that students’ proficiency can be improved by applying adequate language learning strategies (p. 126), which requires digging deeper into metacognitive knowledge for students to face their current language difficulties. Combining explicit metacognitive knowledge and metacognitive strategies for completing tasks might lead to language learning effectiveness. Learners can “play active role in the process of learning, to manage and direct their own learning and eventually to find the best ways to practice and reinforce what they have learned” (Rahimi & Katal, 2012, p. 83). Therefore, metacognition should continue to be a priority in these ETP students’ language learning process so that they become effective language learners.

V. Discussion and Conclusions

This chapter discusses the major findings that provide response to the research question by building upon the existing literature. It provides information about each of the three major themes discussed in the findings, contributions to the field, limitations of the research, suggestions for further research, and conclusions.

This action research examined how fostering metacognition through a remedial course can help ETP students implement it to aid their language learning at a public university in the southern region of Costa Rica. As the first step in this study, preliminary research was carried out in 2023 to analyze the students' needs. The needs analysis revealed that students required more confidence, instruction on learning strategies that could contribute to their learner autonomy and agency, and time management skills. This information clearly enunciated our goal for the action research study; thus, metacognition became the target to be addressed to aid students' language learning. Based on these needs, the ETP remedial course was created, including a strong component of metacognition. The course was implemented over a period of 10 weeks during the second semester of 2024. The present study analyzed the implementation of said curriculum, with a focus on examining the effectiveness of incorporating language learning strategies that foster metacognition.

The findings of the study suggested that the activities performed during the ETP remedial course directed students to the application of metacognitive strategies (centering, planning, and evaluating your learning) to aid their language learning and gain autonomy. The in-class and out-of-class activities implemented helped them become aware of metacognitive strategy use. On the other hand, the study demonstrated that the students sometimes lack learner autonomy since they reported not planning or practicing English outside the classroom. They also highlighted the emotions and language difficulties that

impeded their learning and should be attended to by further implementation of metacognitive and meta-affective strategies.

5.1 Contributions to the Field

The metacognitive action plan aided the students in planning their learning in the short-, mid- and long-term. The findings suggested that not all the students were as committed as others with their role as language learners. When asked to set goals for themselves, some students reported interest in passing the English courses in their major to graduate, while others focused on how they wish to communicate effectively in the near or long-term in the target language. Not having a clear mindset that focuses on language learning can have setbacks on learner autonomy and agency, especially since becoming proficient a new language requires students to persevere when faced with obstacles (Little et al., 2002; Pavlenko & Lantolf, 2000). About goal setting, Phaiboonnugulkij (2018) reported in a study that there was a significant relationship between low and high proficiency tourism students and goal setting strategy. He found, in one lesson, that the goal setting strategy was mainly employed by the high/proficiency group (p. 95). Phaiboonnugulkij provided insights into how goal setting can be a significant factor among tourism students when engaging in language learning. Fostering metacognition, and specifically goal setting, might cause tourism students to become more engaged in their own learning and consequently become agentic students. Not all the participants in the study had clear goals, this can hinder their agency as language learners and block their disposition to thrive in this area.

In line with previous studies by Pirsl et al. (2019), Oxford (2017), Raoofi et al. (2014) and Velásquez Jaramillo (2021) having students evaluate their learning contributed to more control over their language needs. In the remedial course, students engaged in self-monitoring and self-evaluating using different instruments, accompanied by self and group reflection on the learning experience. Self-monitoring and self-evaluating helped ETP students develop a

sense of improvement when this was achieved, gain consciousness about the responsibility they bear as language learners, and establish a sense of control over how to address their language needs. That is, they can self-regulate now thanks to the self-reflection in which they engaged as part of the ETP remedial course. For example, Pirsal et al. (2019) concluded that by having students engage in self-evaluation, it is possible to create a “a dynamic, interactive environment” at levels such as “student and teacher, learner and learning, learning and knowledge, and knowledge and action” (p. 612). Similarly, other authors referred to how self-reflection causes students to evaluate their performance on a task and prepares them to make more educated choices about strategies used (Oxford, 2017; Raoofi et al. 2014; Velásquez Jaramillo, 2021). Our study confirmed the findings of previous research documenting that investing time in evaluating one’s learning encourages more conscious and self-regulated language learning.

The data collected indicated that it is fundamental to help tourism students to develop their autonomy since they still lack skills that aid language learning like planning and practice. This is aligned with the conclusions stated by Ahmadi (2013), Díaz Ramírez (2014), and Karastateva et al. (2010) regarding how language learners require autonomy to be successful. Ahmadi’s research is also consistent with this current study because both related the enhancement of learner autonomy with metacognitive strategy implementation. Even though these three studies addressed the development of autonomy in ESP classes, English for tourism was not the specific context. In fact, there is little research on autonomy in ETP settings. This means that the current study can be considered a starting point for promoting the use of metacognitive strategies aimed at developing autonomy in the ETP field.

In line with other studies, this research found that students’ emotions like insecurity, fear, and anxiety highly influence language learning. Specifically, this result is similar to Ahsan’s et al.’s (2020) study in the sense that both studies concluded that lack of confidence

interferes with students' language learning process. However, his research was oriented to EFL, not to ESP nor ETP. There are few studies around the influence emotions have on ESP students. Hu and Chen (2022) investigated how emotions impact ESP writing, emphasizing only one linguistic skill. This current action research contributes to existing literature since there are very few studies that consider the ETP or ESP students' affective dimension. The previous literature about ESP or ETP is mostly directed to investigating linguistic aspects that affect students' language learning rather than emotional factors. Additionally, this research benefited the participants because the emotions hindering their learning were considered during the ETP remedial course to help them overcome their difficulties.

The results of this study indicated that it is indispensable to regulate emotions when learning a second language. These findings are comparable to the contributions Oxford (2011) has made. She explained that implementing meta-affective strategies is fundamental for language learners to regulate their emotions. In her study, Oxford (2001) also concluded that negative feelings around one's learning can affect motivation. Likewise, in this current study it was identified that if students controlled their emotions and had positive thoughts around their learning through meta-affective strategy implementation, they could lower their language anxiety and increase their motivation. These are emotions that most participants have experienced due to learning struggles and linguistic difficulties. Therefore, these results can help the ETP students to understand the importance of implementing meta-affective strategies in their English language learning process to self-regulate such learning and become autonomous learners.

In line with previous studies, the current findings suggested that metacognition must be a priority for the ETP students. Ajideh (2009) made note of how autonomous learning and metacognitive strategies are essential for teaching and learning ESP. Other authors stated that metacognition enhances the four language skills, such as listening and speaking (Ghapanchi

& Taheryan, 2012; Rahim & Katal, 2013); writing (Al-Jarrah, et al., 2018; Al-Jarrah et al., 2019; Teng, 2020); and reading (Aflah, 2017; Kane et al., 2014). There is some overlap with the conclusions of Pešić's (2022) study because it focused on listening. The current research goes further by including all the language skills. This study contributes to the ETP field since there is limited literature on how metacognition enhances the linguistic aspects, and the existing studies only focus on one specific area. Thus, metacognition integrally aids students because it encompasses both the emotional and the linguistic dimensions of the learner.

5.2 Limitations of the study

Four limitations were found in this study. The first one was related to student dropouts. Taking part in the action research required the participants to dedicate at least four hours per week to the ETP remedial course offered. Not many tourism students were willing to dedicate these hours per week because of their already busy academic schedules. These students needed to devote extra time to attend classes and do assignments as well as become involved in the data collection process as participants of the study. This influenced their willingness to participate in the research, and even the ones who showed interest found it difficult to keep up the pace of the course and many of them decided to drop out. Student dropouts occurred even though they were informed about the benefits and scope of the research. The second limitation was that, since the instructors of the ETP remedial course were also the researchers, it is possible that the students withheld information that they would have shared with an outsider. This limitation was offset through anonymous evaluation instruments for students to reflect on their role as learners and their perspectives on the support received from the instructors of the course. The third limitation was that portfolio assignments were a main component of the data gathering process where the students were asked to self-reflect out of class time. However, there were weeks when most students did not complete those assignments. Additionally, since students were not accustomed to reflecting

on their learning, there were self-reflection activities where little participation took place. Finally, due to time constraints, the findings of the study do not include the data collected during the last three weeks of the course.

5.3 Suggestions for future research

Further research should investigate metacognition, emotions, and autonomy when learning a second language. It is necessary to examine the interrelationship among metacognitive strategies, meta-affective strategies, and autonomy to identify how these factors influence English language learning, specifically in the ETP field. Moreover, it is essential to delve into foreign language anxiety to understand its implications when learning the target language, mostly in contexts where English is not the focus but a requisite to graduate, which is the case with the tourism major. Future action research should also conduct follow-up interviews to collect data about the participants' perceptions upon the completion of an action plan's implementation.

5.4 Conclusions

The implementation of an ETP remedial course with a strong component of metacognition contributed to the tourism students since it allowed them to gain consciousness of their role as language learners. This increased awareness, in turn, helped them make decisions on how to approach their language learning and take control over their linguistic needs. However, they still require more guidance in developing learner autonomy especially since they sometimes resist engaging in activities such as interacting, practicing, planning, and managing time. By developing metacognition, learners can become more autonomous and strategic as language learners. Since metacognitive awareness and knowledge are key characteristics of successful language learners, teachers should explicitly address them in the language classroom by planning activities that foster metacognition.

By implementing metacognitive strategies in class, students can self-regulate to identify emotions that are influencing their language learning. This can be achieved by incorporating meta-affective strategies, such as activating supportive emotions, beliefs, and attitudes; paying attention to motivation; planning for motivation; organizing learning and obtaining resources for motivation; and monitoring and evaluating for motivation. As a result, students can deal with language anxiety that the learning process is provoking. Language learning encompasses both linguistic and emotional dimensions. For this reason, metacognitive and meta-affective strategies deserve a spotlight in the English lessons for tourism students by teaching students explicitly the benefits of the incorporation of metacognition in language learning and guiding them on how to implement metacognitive and meta-affective strategies.

VI. References

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VII. Appendices

Appendix A

GROUP PROFILE

according to Needs Analysis

WHO IS THIS COURSE FOR?

ETP students pursuing a degree in tourism management who seek to improve their communication skills in English. It is a valuable opportunity to strengthen basic language skills and explore strategies to aid language learning.

WHAT PREVIOUS EXPERIENCE DO STUDENTS HAVE WITH THE LANGUAGE?

- English in high school
- First-year university English courses for tourism students (a year or less)
- Some have taken private English classes in language institutes
- Some have repeated university English courses
- Some assisted to a university leveling course
- Some assisted to the university tutoring program
- Little contact with native speakers and out of class practice opportunities

WHAT DID THE NEEDS ANALYSIS REVEAL?

NECESSITIES

- All four language skills, with emphasis on speaking, listening and writing
- Intelligible pronunciation of words
- In-class activities that resemble more real-life situations similar to future workplace
- Build vocabulary and synonym repertoire
- Gain confidence as language learners to overcome emotional barriers
- Learn strategies that contribute to learner autonomy and agency
- Develop time management skills

LACKS

- Oral expression skills (in conversations and during presentations)
- Basic vocabulary to comprehend texts
- Pronunciation knowledge to engage in conversations
- Appropriate grammar to make coherent sentences

WANTS

- Asking or answering questions
- Use the verb "to be", irregular verbs, pronouns, conjunctions, connectors
- Interactive classes (games, oral presentations and conversations)
- Topics related to tourism (expressing like and dislikes, describing people and places, tourist activities, and foods, giving information and suggestions to tourists, asking and answering questions)
- Implement language learning strategies

Appendix B

Week 1

Self-Monitoring

T Tell something you like	
A Ask a question	
G Give a suggestion	

Self-Evaluation

Mi Experiencias Previas Aprendiendo Inglés

Luego de completar el diagnóstico responder:

¿Cuál parte me costó más? ¿Por qué será?
--

¿Cuál parte creo me fue mejor? ¿Por qué será?

Experiencias aprendiendo inglés <i>(Puede ser a lo largo de su vida)</i>	Reflexión Preguntas para guiarse: <i>¿Qué aprendí de esa experiencia positiva/negativa?</i> <i>¿Cómo esto me puede ayudar para mejorar como estudiante de inglés?</i>
Positivas:	
Negativas:	

Week 2

Self-Evaluation

Seeking Practice

Week 3

Listening Emphasis



Overviewing and linking

A graphic with a light green background and a dotted border. It is divided into two main sections. The left section is titled "ASYNCHRONOUS WORK" in bold orange letters and contains a list of three tasks: 1. Watch a short video about National Parks around the world. 2. Create a glossary of 10 unknown words. You can use CANVA. 3. Include images, definitions, and write a sentence. The right section is titled "LOOK AT THIS EXAMPLE" in bold green letters and contains a link "Glossary Example" with a blue arrow pointing to it. Below this, it says "Upload the glossary in your drive folder". The background features stylized green hills and a blue water drop.

Week 4

Planning

Inventario de Estrategias para el Aprendizaje de Idiomas

Instrucciones: Este formulario del Inventario de Estrategias para el Aprendizaje de Idiomas está dirigido a estudiantes de inglés como idioma extranjero. Por favor, lea cada afirmación y marque la columna de la respuesta (1, 2, 3, 4 o 5) que diga CUÁN CIERTA ES LA AFIRMACIÓN.

Responda en función de cómo le describe a USTED la afirmación. No responda cómo cree que debería ser, o lo que hacen otras personas. No hay respuestas correctas o incorrectas a estas afirmaciones. Si tienes alguna duda, comunícasela inmediatamente al profesor. Puede usar el grupo de WhatsApp del curso.

Parte A

1. Pienso en las relaciones entre lo que ya sé y las cosas nuevas que aprendo en inglés. *

- Nunca o casi nunca es cierto para mi
- Normalmente no es cierto en mi caso
- Es algo cierto en mi caso
- Normalmente es cierto para mi
- Siempre o casi siempre es cierto para mi

2. Uso palabras nuevas en inglés en una frase para poder recordarlas. *

- Nunca o casi nunca es cierto para mi
- Normalmente no es cierto en mi caso
- Es algo cierto en mi caso
- Normalmente es cierto para mi
- Siempre o casi siempre es cierto para mi

Week 5

Self-monitoring

Grammar	Pronunciation
16 September (on September 16th)	arrival
20 of December (December 20th)	Vacancies
31 of December (December 31st)	Hesitate
School Pacuarito (Pacuarito School)	View
Street Residencias del Sol (Residencias del Sol Street)	Minutes
I arrival a Saturday (I arrive on Saturday)	Departure
I need the make (I need to make)	Hotel
In from university (In front of the University)	Your
When you return your house (When do you return to your house?)	Thursday
27 of September (on September 27)	.com
You have children? (Do you have children?)	Visit
I will_____check (payment method) (I will pay with a check)	Payment
I am make a reservation (I want to make a reservation)	Special
The November 23 (on November 23)	Avenue
One kids (One kid)	Adults
Any adults (2 adults)	Our
Any Kids (no kids)	Would
Your located? (What Is your address?)	Name
What hour? (What time do you arrive?)	Date
What number? (What Is your cell phone number?)	Request
Room have (Do you have rooms?/ The room has)	Court

Week 6

Paying attention

3 NEW WORDS

Adventure / Hotel / . Com

Adventure / can / quieter

hoTEL / advenTure / zip-lining

method-minutes-adult

Vacancies-view-.com

Nature/Hotel/Court

Hotel/adventure/Adults

Method / Adventure / Vacancies

View Adults Vacancies

Emphasis - Scenic - Breathtaking

Adults, hotel, vacancies

2 MISTAKES I MADE

Hotel/ours/method

view - our

Hotel

hoTEL /

Hotel/ Adventure

Breathtaking

Minutes/ Vacancies

Would, Departure

AdvenTure

Hotel, Our, Method

1 SENTENCE USING A WORD LEARNED

The view is beautiful. There are many ADULTS in the hoTEL

I want to stay in that amazing hoTEL.

The hotel is only for Adult

I want to travel to Belize

I would like to see the whales in Marino Ballena

I would /wud/ like to travel Monte Verde

we must improve the emphasis on the pronunciation of words :)

Adults in the hotel have a lot of work.

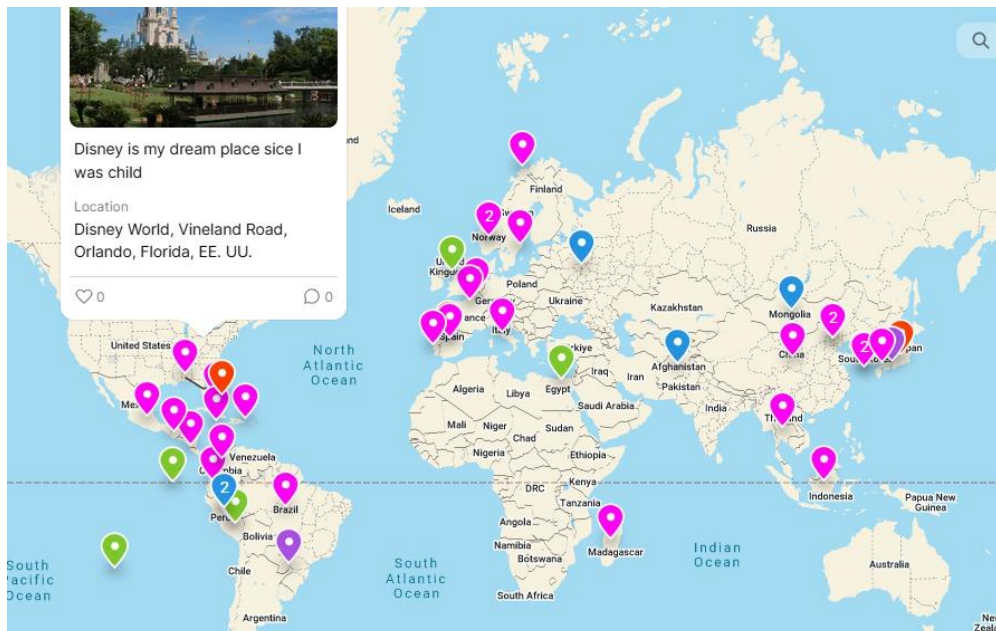
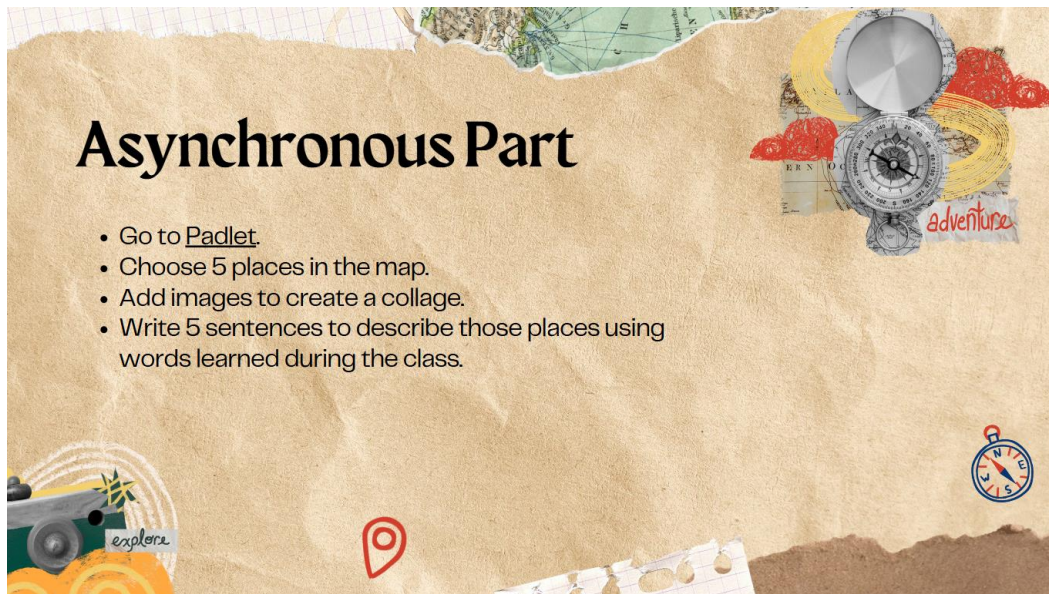
I would like to make a reservation at The Grand Hotel

I saw the hotel for 5 minutes and loved it

Self-monitoring

Asynchronous Part

- Go to [Padlet](#).
- Choose 5 places in the map.
- Add images to create a collage.
- Write 5 sentences to describe those places using words learned during the class.



Disney is my dream place since I was child

Location
Disney World, Vineland Road,
Orlando, Florida, EE. UU.

0

0

The map shows a world map with numerous location pins in various colors (pink, blue, green, orange) placed across different continents, including North America, Europe, Asia, and South America. A search bar is visible in the top right corner of the map interface.

Week 7

Self-evaluating

Valore su nivel de desarrollo en diferentes áreas del aprendizaje de idioma inglés *
en una escala de 1 a 10.

	1	2	3	4	5	6	7	8	9	10
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of resources (apps, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication and collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking/ thinking deeply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Setting goals and identifying objectives

Setting Your Goals

We are more likely to achieve our goals when we have positive feelings about them, so let's focus on positive experiences in this activity.

1. What do you like doing most in English?

2. What are some things (related to language learning) that you would LOVE to improve this year?

3. What is the target situation you want to achieve this year?

4. What is your big goal?

5. What is your small goal?

6. What is your strategy for improving this skill?

7. What resources will you use?

8. What activities will you do each week using the resources and the strategies?

9. How will you feel when you achieve your goal? (use Emojis 🥰 🌟 🙌 if you like to help you express your feelings).

Week 8

Seeking practice

FROM THE FOLLOWING LIST,
WHICH CULTURAL AND HERITAGE
ACTIVITIES DO YOU MOSTLY ENJOY
DOING? WHY?

1. Visiting museums, parks, or resorts.
2. Being part of parades or being spectator.
3. Going to festivals (eg. Public Festival of Palmares, diablitos party.) or going to farms.
4. Doing coffee tours or chocolate tours.
5. Visiting plantations or markets.



Listening Focus

Watch the [Video](#).

Answer the following questions based on the video. Only question 5 is answered based on your previous knowledge.

Question	Answer
1. What makes Costa Rica a unique country?	
2. How is Costa Rican culture represented in the video?	
3. What do you like the most about the activities people are doing?	
4. What do you like the least about the tours people are doing?	
5. If I want to know about Costa Rican culture, which places should I visit? Mention at least four places.	

Week 9

Self-monitoring

Self Assessment - Role play

Did I deliver the topic clearly? *

Not at all

Somewhat

Much

A great deal

Was the information explained well through the ideas shared? *

Not at all

Somewhat

Much

A great deal

Did I sound conversational (rather than reading or just "saying my lines")? *

Not at all

Somewhat

Much

A great deal

Seeking practice

Asynchronous Work

- Create an itinerary of 3 days in Costa Rica.
- Describe at least three adventure activities.
- Include pictures, recommendations, safety measures, duration, cost, difficulty...
- See [example](#).



Week 10

Overviewing and linking

Post-test

To measure your progress in the course, please complete the test. This test is going to be administered in three sections: Listening, Writing and Speaking. This is the LISTENING PART.

Getting ready to Role Play

You work in tourist information center. You are a travel agent. A customer wants to by a tour while he is visiting Tamarindo.

What should you do to help the tourist?



Appendix C

Consentimiento para participar en el estudio

Título: Enhancing Metacognition through Action Research: An ETP Remedial Course as Intervention

Equipo de Investigación: Valery Arguedas Barrantes, Beatriz Gamboa Sánchez y Sirleny Vargas García

Propósito del estudio y razón de su participación:

Un curso de nivelación de inglés es una buena oportunidad para guiar a los estudiantes en el desarrollo de la metacognición y la autonomía del aprendizaje. Mientras los estudiantes refuerzan sus habilidades lingüísticas, se les guía para que tomen el control de su proceso de aprendizaje mientras construyen bases sólidas. El propósito de la investigación-acción, en la cual se les invita a participar, es describir cómo el curso de nivelación puede mejorar la metacognición y la agencia del aprendizaje para responder a las necesidades de los estudiantes de primer año de turismo en una universidad pública de la región sur de Costa Rica.

Deseamos invitarle a formar parte de este estudio ya que usted es estudiante de primer año de turismo y está llevando los cursos de inglés como parte de su malla curricular. Es importante recalcar que este curso fue diseñado con los insumos de un grupo focal en el que usted participó en el año 2023. Por este motivo, su participación es fundamental.

Participación en el estudio:

- La participación es totalmente voluntaria. Puede aceptar participar en el estudio y cambiar de opinión más adelante.
- Su decisión de no participar no se tomará en su contra.
- Puede hacer todas las preguntas que desee sobre el estudio antes de decidirse.

Información de contacto:

Si tiene preguntas, inquietudes, quejas o cree que la investigación le ha perjudicado, puede hablar con el equipo de investigación o tutor:

Valery Arguedas Barrantes valery.arguedas.barrantes@est.una.ac.cr

Beatriz Gamboa Sánchez beatriz.gamboa.sanchez@una.cr

Sirleny Vargas García ana.vargas.garcia@est.una.ac.cr

Christian Fallas Escobar (tutor) christian.fallas.escobar@una.cr

Papel del participante en el estudio de investigación:

Si se ofrece voluntariamente a participar en el presente estudio, se le pedirá lo siguiente. Su participación en este estudio es estrictamente voluntaria, la información que proporcione será confidencial y podrá retirarse de este estudio en cualquier momento sin que ello tenga repercusiones negativas en su situación en el curso o en la Universidad Nacional.

Actividades a realizar por parte del equipo de investigación	Cuando	Medio	Su rol como participante
--	--------	-------	--------------------------

Observaciones en clase a) Tomar notas acerca de las interacciones en el aula enfocados en el desarrollo de la metacognición y práctica de la agencia del estudiante.	Segundo ciclo 2024	Zoom	Asistir a clases, participar activamente en las actividades sincrónicas y asincrónicas.
b) Grabar las interacciones de los estudiantes durante la clase.			
Recolección de Artefactos: Recopilación de tareas a través de un portafolio, un examen para monitorear el nivel lingüístico de los estudiantes y diarios autorreflexivos.	Segundo ciclo 2024	Google Docs	Conceder al investigador permiso para acceder a estos documentos.
Entrevistas Entrevistar individualmente a los participantes sobre sus experiencias en el curso de nivelación. Estas entrevistas se grabarán en audio o vídeo. Es necesario realizar una entrevista complementaria.	Segundo ciclo 2024	Zoom	Reunirse individualmente con las investigadoras para hablar de las experiencias en el curso de nivelación.

Privacidad del participante y confidencialidad del registro de investigación:

Sus datos no contendrán nada que relacione su identidad con su información. Todos los datos serán anonimizados inmediatamente después de su recolección mediante la asignación de seudónimos. Los datos resultantes de su participación podrán utilizarse en publicaciones y/o presentaciones, pero no se revelará su identidad.

Firmas

Su firma documenta su permiso para formar parte del estudio.

Nombre del participante: _____

Fecha: _____

Firma: _____

Appendix D

MPLA, Universidad Nacional

Course: Seminario 1

Professor: Christian Fallas Escobar

Students: Valery Arguedas Barrantes, Beatriz Gamboa Sánchez, and Sirleny Vargas García

Research: Enhancing Metacognition through Action Research: An ETP Remedial Course as Intervention

Instrument 3: Participant Observation

The objective of this observation is to record metacognitive strategies the teachers can observe that students use during class as well as a reflection about their learning.

General information:

Date: _____ Time: _____ Number of students: _____

Observer: _____

Classroom Observation

Criteria	Comments
The students make efforts to communicate in English during class.	
The students make efforts for self-correction after receiving feedback.	
The students ask questions to verify comprehension of the language.	

Field Notes:

Anticipated problems (complete before teaching the lesson)	What worked well? (complete after teaching the lesson)	What didn't work as expected? (complete after teaching the lesson)
What are some difficulties that students might face while implementing the lesson plan? •	What kind of activities, materials and/ or strategies enhance the implementation of the lesson plan? •	What kind of activities, materials and/ or strategies hinder the implementation of the lesson plan? •

Appendix E

MPLA, Universidad Nacional

Curso: Seminario 1

Profesor: Christian Fallas Escobar

Estudiantes: Valery Arguedas Barrantes, Beatriz Gamboa Sánchez, and Sirleny Vargas
García



El objetivo de esta entrevista realizada al inicio del curso de nivelación es recopilar información acerca de las percepciones y experiencias actuales de los estudiantes con su aprendizaje y desarrollo del idioma inglés.

Instrucciones: Responda lo solicitado.

1. ¿Cuál ha sido su experiencia aprendiendo inglés?
2. Describa cuándo y en qué circunstancias usa inglés en su vida diaria.
3. ¿Qué lo motivó a llevar este curso de nivelación de inglés para turismo?
4. ¿Qué desea usted lograr con este curso?
5. ¿Qué es lo que más ha contribuido a su aprendizaje del inglés?
6. ¿Qué es lo que más ha dificultado su aprendizaje del inglés?
7. ¿Cómo hace usted para monitorear su propio aprendizaje del idioma?
8. ¿Cómo se prepara usted cuándo sabe que va a llevar un curso muy difícil?
9. ¿Hay algo más que le gustaría contarme sobre lo que ocupa para mejorar su inglés?

Formulario de consentimiento para la entrevista inicial

Quiero agradecerle el tiempo que ha dedicado a reunirse conmigo hoy. Mi nombre es _____ y me gustaría conocer su opinión sobre percepciones y experiencias actuales de los estudiantes con su aprendizaje y desarrollo del idioma inglés. Esta entrevista puede durar alrededor de media hora. Grabaré el vídeo y el audio durante nuestra entrevista para evitar que se pierda información. Sus respuestas serán confidenciales. Esto significa que sólo serán compartidas con nuestro equipo de investigación, y que ninguna información utilizada a partir de esta entrevista le identificará como participante. Recuerde que no tiene por qué hablar de nada que le haga sentir incómodo o incómoda, y que puede terminar la entrevista cuando así lo desee.

¿Hay alguna pregunta sobre lo que acabo de explicar? _____

¿Está dispuesto a participar en esta entrevista? _____

¿Tengo su permiso para grabar esta entrevista? _____

Nombre y apellidos: _____

Firma: _____

Fecha: _____