2024-25 | Second Semester

INFORME DE LA COORDINACIÓN DE TUTORÍAS DE INGLÉS

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Second Semester 2024-2025

Introduction

During the second academic semester of the 2024–2025 academic year, notable progress continued in the development of students' language competencies through targeted tutoring, workshops, classroom outreach, and the creation of new academic modules under the English coordination at the Centro para el Desarrollo de Competencias Lingüísticas (CDCL). This semester, 11 new modules were designed specifically for students enrolled in the intensive English courses INGL 3003–3004, addressing foundational skills and supporting academic success at the intensive level.

Additionally, two workshops focused on public speaking skills were offered to further enhance students' oral communication. Promotional efforts included strategic classroom visits to inform students of the CDCL's services and encourage engagement. As a result of these outreach initiatives, the number of student visits to the CDCL increased by 47% compared to the previous academic year.

This growth was largely driven by the continued collaboration with Prof. José Ríos and Dr. Karen Zapata through the English Proficiency Development (EPD) program. Their integration of CDCL visits and module completion into their course structures provided students with valuable, complementary learning experiences. These achievements reflect an ongoing commitment to educational excellence and the reinforcement of academic support services through cross-departmental partnerships.

Activities and Achievements

Workshops and Seminars

During the second academic semester of the 2024–2025 academic year, the English coordination at the Centro para el Desarrollo de Competencias Lingüísticas (CDCL) continued to strengthen student support through targeted tutoring, workshops, outreach, and the development of new academic resources. This semester placed special emphasis on *oral communication skills*, as most INGL courses at the basic, intensive, and intermediate levels prioritized public speaking as a core component of their curriculum.

In response, the CDCL launched the workshop series *Mastering the Mic: Elevating Your Public Speaking Skills*, which addressed students' growing need for effective communication in academic and professional contexts. Feedback from faculty and student surveys had revealed that many students lacked confidence and practical strategies for public speaking. To meet this need, *two interactive workshops* were offered:

- **Session 1: "Speak with Confidence: Unlocking the Power of Public Speaking"**

  March 5, 2025 – Amphitheater 3, DMN, College of General Studies

  This dynamic session focused on helping students overcome anxiety, connect with their audience, and deliver messages with clarity and impact. *(Attendance: 51 students)*

- **Session 2: "Stage Presence: Building Confidence for Powerful Presentations"**

  March 19, 2025 – Amphitheater 6, DMN, College of General Studies

  This session emphasized effective body language, audience engagement, and cultivating a confident stage presence. *(Attendance: 34 students)*

New Modules and Evaluations

During the second semester of the 2024–2025 academic year, a series of instructional modules were developed specifically for students enrolled in the intensive English 3004 course. These modules were designed with the goal of strengthening key reading and analytical skills, following collaborative discussions with several professors who teach at this level. The intent was to address common areas of difficulty and provide targeted support to enhance students' comprehension and engagement with literary texts. The following modules were created as part of this initiative:

1. *Breaking Down a Story: Understanding Plot Structure*
2. *Setting the Scene: Time, Place, and Atmosphere*
3. *Identifying Main Ideas and Supporting Details*
4. *Vocabulary in Context: Unlocking New Words*
5. *Cause and Effect: How Events Are Connected*
6. *Character Development and Motivation*
7. *Recognizing Themes and Symbols in Fiction*
8. *Inference and Making Predictions*
9. *Point of View: Who Is Telling the Story?*
10. *Conflict and Resolution: What Drives the Story?*

11. *Narrative Tone and Mood: Feeling the Story*

These resources reflect a concerted effort to enhance the learning experience and ensure students are well-equipped to analyze and interpret literary texts effectively.

Student Participation and Visits to the CDCL

This semester saw a noticeable increase in student visits to the Center for the Development of Communication and Language (CDCL), a positive outcome attributed to targeted outreach efforts at the beginning of the term. As part of a strategic initiative, CDCL staff visited classrooms to promote the center's services directly to students, raising awareness about the academic support available to them.

This initiative was further strengthened through key collaborations with Dr. Karen Zapata, Intensive English Level Coordinator, and Prof. José Ríos, Student Services Coordinator. Their support helped integrate CDCL resources into the broader student support network, particularly for students enrolled in intensive English courses. The combined efforts significantly boosted student engagement and encouraged more learners to seek assistance in developing their communication and language skills.

| Student Services	Participants
In-person tutoring sessions offered:	197 students
Virtual tutoring sessions offered:	26 students
Text/Document/Work Revision	16 students
Modules and Evaluations	265 students
Workshops & Seminars	89 students
Other (English materials related to other classes)	141 students
Total:	**645 students**

Module Participation

The following data outlines the number of times each available module was completed by the students who visited the CDCL:

Modules	Number of Participants
Most Requested Modules	
Elements of Fiction	151 participations
The Writing Process	47 participations
Subject-Verb Agreement	11 participations
Writing in Active Voice	10 participations
Other Modules Completed	
Analysis of Non-Literary Texts:	7 participations
Structure of the Paragraph:	6 participations
Academic Writing:	6 participations
Revising and Editing Text:	5 participations
Critical Thinking and Active Reading:	4 participations
Strategies for Reading Literature:	3 participations
How to: Annotated Bibliography:	3 participations
E-Mail Etiquette: A Student's Guide:	3 participations
Public Speaking Techniques:	3 participations
Parts of Speech: Modifiers:	2 participations
Types of Sentence Structures:	2 participations
Direct vs Indirect Objects:	1 participations
The Essay Content and Structure:	1 participations
Modules with No Recorded Activity	
How to: Coherence and Cohesion in Writing	0 participations
Redundancy in Essays	0 participations
Module Without Assessment (no quiz):	
Writing and Speaking Anxiety	0 participations

The data reflects a strong interest among students in strengthening foundational skills in literary analysis (*Elements of Fiction*) and the writing process (*The Writing Process*), which aligns with the most common academic needs of students in general English courses. Moderate participation

was also observed in modules related to grammar and text structure, suggesting a demand for topics such as active voice, subject-verb agreement, and paragraph structure. On the other hand, some modules have shown no participation (*Coherence and Cohesion in Writing* and *Redundancy in Essays*), which may indicate the need for more active promotion, review of accessibility, or an evaluation of their relevance to the current curriculum.

Regarding tutoring sessions, there is a clear preference for the in-person format, with 94% of the sessions conducted face-to-face. This trend may reflect the need for direct interaction to better understand complex concepts or simply the students' accessibility to the university campus.

Student Participation by Module - CDCL (English Area)
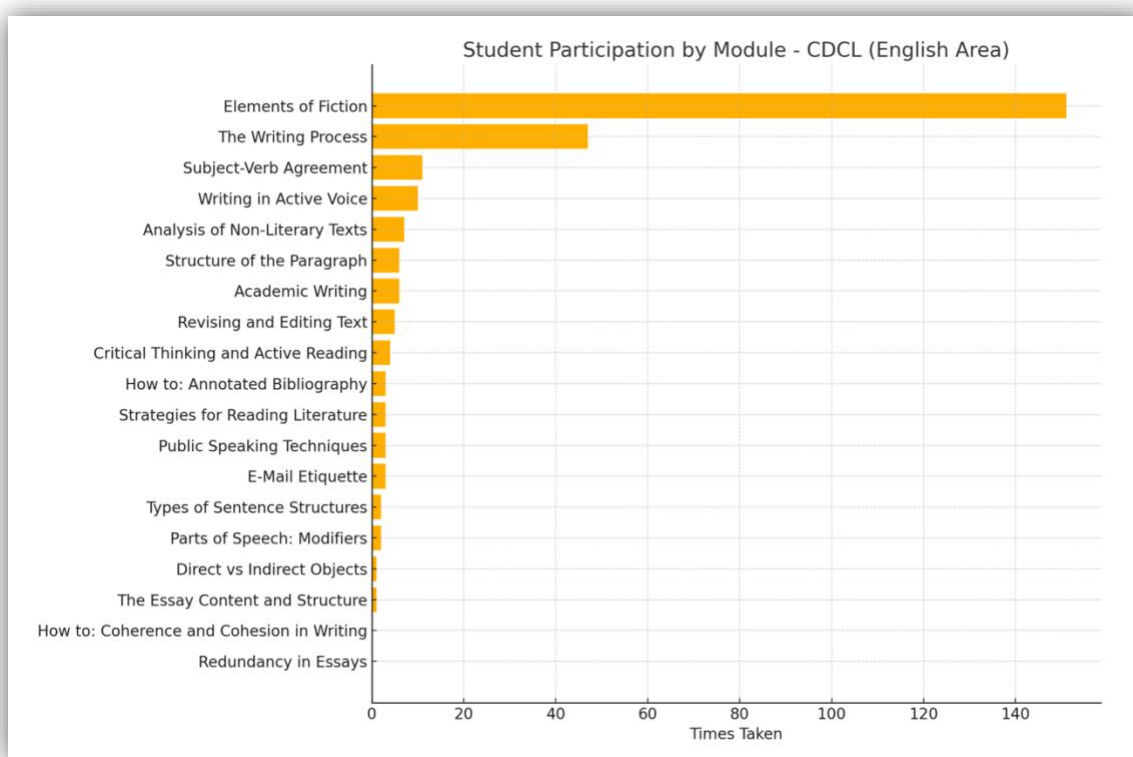
Recommendations

- **Targeted promotion of modules** with low or no participation, especially those that support key writing skills.
- **Collect student feedback** on the less-used modules to identify potential areas for improvement or redesign.

- **Continue to prioritize in-person tutoring** while increasing efforts to strengthen virtual options through flexible schedules and asynchronous alternatives.
- **Continuously monitor participation trends** to adjust the educational offerings to the real needs of the student population.

Resources Inventory

As part of ongoing efforts to improve the quality and accessibility of academic support, an inventory of all English learning materials currently available online for students was conducted during this semester. This resource audit aimed to identify existing tools, handouts, modules, and reference materials accessible through the CDCL's digital platforms. The purpose of this initiative was to evaluate the relevance, effectiveness, and alignment of these resources with current course objectives and student needs. The findings from this inventory will guide future updates, ensuring that materials remain pedagogically sound, user-friendly, and tailored to the evolving demands of the INGL curriculum. Additionally, the inventory highlighted areas where new resources are needed and where existing content should be revised or expanded, forming the basis for a more comprehensive and strategic content development plan.

Material/Resource	Mode
Grammar	
Deciphering Modals	Module
In, On, At: The Use of Prepositions	Module
Subject-Verb Agreement	Module
Prepositional Phrases	Module
Direct vs Indirect Object	Module
Types of Sentence Structures	Module
Parts of Speech: Focus on Modifiers	Module
Reading Strategies	
Critical Thinking and Active Reading	Module
Critical Thinking and Analysis	Module
Elements of Fiction	Module

Strategies for Reading Literature	Module
Main and Secondary Ideas	Module
Analysis of Non-Literary Texts	Module
Writing Strategies:	
Academic Writing	Module
Academic Writing	Webminar
The Essay Content and Structure	Module
The Art of an Engaging Hook	Module
Thesis Statements and Topic Sentences	Module
Transitions: Map and Compass	Module
Structure of the Paragraph	Module
Brainstorming and Outlining	Module
Skills for Note-Taking	Module
Personal Statement Guide	Module (No quiz)
Coherence and Cohesion	Module
How to Annotated Bibliography	Module
Redundancy	Module
The Written Review	Module
Revising and Editing Texts	Module
Monograph	Module
Writing Anxiety	Module
Writing in Active Voice	Module
Themes in Literature	Module
Literary Devices and Their Impact	Module
The Writing Process: Drafting and Revising	Module
Understanding Literary Genres	Module
Content Analysis	Module
Time Management in College	Module
Use of Connectors and Transitions in English	Module
Creative Writing	Module
Digital Literary	
Making the Most of WordReference	Module
Email Etiquette	Module
Oral Competency:	
Public Speaking	Module
Understanding Verb Tenses	Module
Creating an Effective Presentation	Module

Academic and Professional Preparation:	
Curriculum Vitae	Module (No Quiz)
Academic Opportunities	Module (No Quiz)
Research and Writing	
Types of Research	Module
How to Research Proposals	Module
How to Develop Research Questions	Module
Research: How to Argue, Cite and Explain	Module
The Research Process	Module
Ethics of Research	Module
How to: Writing an Undergraduate Dissertation	Module
Primary and Secondary Sources	Module
The ABCs of Research: Aims and Objectives	Infographic
The Benefits of a Literature Review	Infographic
Research Across Different Disciplines	Poster
Scientific Poster Layout	Poster

Future Plans for the 2025-2026 Academic Year

New Modules: Grammar

Looking ahead to the upcoming semester, we are planning to develop and implement between five to eight new instructional modules, with a primary focus on grammar. These modules will be designed to address key areas where students often need additional support, such as sentence structure, verb tenses, subject-verb agreement, and punctuation. In addition to creating new content, existing modules will be reviewed and updated to ensure they remain current, engaging, and aligned with course objectives.

Committed to fostering critical thinking, creative expression, and literary analysis from interdisciplinary and contemporary perspectives, the Center for the Development of Communication and Language Skills (CDCL) has scheduled a series of workshops and colloquia for the first academic semester of 2025–2026. Under the coordination of Dr. Gretchen Torres-

Cintrón (CDCL English Coordinator), these activities will feature the participation of esteemed faculty members, authors, and specialists. They are intended for students and members of the university community interested in deepening their linguistic and literary skills.

Student Evaluations

Student feedback reflects a strong sense of satisfaction with the English support services provided by the CDCL. Many students highlighted the quality of tutoring sessions, describing them as highly effective and engaging—whether conducted in person or virtually through Microsoft Teams. They appreciated the tutors' clarity, patience, and willingness to address individual learning needs. Students also found the English modules to be a valuable resource, noting that these materials reinforced and expanded upon what they were learning in their regular courses. However, some students pointed out that the process of requesting tutoring services could be improved. They explained that due to connectivity issues—particularly when using their cell phones—it was often difficult and time-consuming to complete the service request process online (authentication problems).

Workshops and Colloquia

Beyond Words: Critical Perspectives on Literature
Speaker: Prof. Eugene H. Speaks
Faculty of Humanities, UPR–Río Piedras
This colloquium offers an exploration of critical analysis as a tool for deep and interpretive reading of literary texts. Various theoretical currents and analytical methods will be examined to equip readers with tools that reveal the ideological, symbolic, and cultural layers embedded in literature.

Text Architecture: Creative Writing and Editorial Management

A two-part workshop:

Session 1 – Strategies for Creative Writing

Session 2 – From Creation to the Publishing Market

Facilitators:

- C.C. González, author of *The Curse of the Goddess* and *The Stolen Kingdom*
- Prof. Josué Rodríguez, recipient of Sagrado's Graduate Innovation Award – Creative Writing and author of *Insurrectas*
- Pabsi Livmar, winner of the 2017 El Barco de Vapor for her YA novel *El Visitante de las Estrellas*

This workshop will offer a comprehensive overview of the literary production process. The first session focuses on manuscript planning, development, and writing style, while the second explores professional publishing pathways in both traditional and independent platforms. It's an ideal opportunity for aspiring writers and literary creation enthusiasts.

Comics as Literature: The Narrative Art of Graphic Novels and Comic Strips

Workshop Leader: Dr. Gabriel Rodríguez

Graduate Program in Translation, UPR–Río Piedras

This workshop will examine comics and graphic novels as legitimate narrative forms within the literary field. Through a historical and critical approach, participants will analyze the evolution of visual and textual language in these works, along with their cultural relevance and ability to address complex themes through a hybrid aesthetic.

Reading Book Club

 "Fully Booked"

As part of the CDCL's ongoing efforts to promote dialogue, critical reading, and the development of communicative competence in English, the launch of the reading club "*Fully Booked*" is scheduled under the leadership of Dr. Gretchen Torres-Cintrón, CDCL English Coordinator. This club is envisioned as a dynamic and accessible space for university students

interested in sharing and exploring modern and contemporary English literature through multiple genres and perspectives.

The main goal of this initiative is to foster a love of reading, literary analysis, enriching conversation, and critical thinking in an informal yet intellectually stimulating setting. Initial participation is expected to include around 15 students, with the potential for future expansion. Meetings will be held once a month—specifically on the second Wednesday of each month—at the Centro Universitario facilities. Each session will feature a discussion of the "Book of the Month," selected democratically by the club members to ensure a diversity of voices, literary genres, and interests.

Conclusion

The second semester of the 2024–2025 academic year marked a period of strategic growth and academic innovation for the English coordination at the Centro para el Desarrollo de Competencias Lingüísticas (CDCL). Through a combination of newly developed instructional modules, targeted workshops, and reinforced outreach initiatives, the CDCL significantly expanded its reach and impact across the student population. The notable increase in student participation (in tutoring sessions and module engagement), reflects the effectiveness of these efforts and highlights the value students place on accessible, skill-oriented academic support.

Furthermore, the integration of public speaking workshops responded directly to curricular shifts in the INGL courses and demonstrated the CDCL's capacity to adapt to evolving instructional priorities. The completion of a comprehensive inventory of available English materials will serve as a foundation for future resource development, ensuring continued alignment with students' needs and course objectives.

Looking ahead, the planned expansion of grammar-focused modules and the introduction of literary colloquia and creative writing workshops signal a continued commitment to fostering critical thinking, communication skills, and creative expression. These initiatives reaffirm the CDCL's role as a dynamic academic hub, dedicated to enriching the university's linguistic and intellectual landscape.