

# **ARMY POLYTECHNIC SCHOOL**

**DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**“CREATION OF THE LANGUAGE CENTER AT UNIVERSIDAD  
ESTATAL DE BOLIVAR, A CURRICULAR DESIGN PROPOSAL”**

**by**

**Estuardo Napoleón Moreta Prado**

**and**

**Luis Armando Quishpe Hipo**

A dissertation submitted in partial fulfillment of requirement for the degree of Bachelor in  
Applied Linguistics in the Department of Languages of the Army Polytechnic School

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**OCTOBER 2007**

**QUITO – ECUADOR**

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2007**

## **CERTIFICATION**

We certify that the present research work was carried out in its entirety by: Estuardo Napoleon Moreta Prado and Luis Armando Quishpe Hipo as a research submitted in partial fulfillment of requirements for the degree of Bachelor in Applied Linguistics in English Program at Army Polytechnic School as a requirement previous to obtain the title.

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Dr. Raúl López A.  
**DIRECTOR**

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**OCTOBER 2007**

**QUITO - ECUADOR**

## **ACKNOWLEDGEMENTS**

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We should thank our thesis advisor Professors Dr. Raúl López A and Dr. Oswaldo Villa T for their valuable input and time invested in being readers and advisors for this document, specially to Dr. Raúl López A who has provided invaluable input and assistance throughout our thesis research. This document would not be possible if his guidance was not there. His dedication is our outmost recognition and we pray to our lord to give him lots of happiness and health for many years to come.

Many, many thanks.

Luis A. Quishpe H.

Estuardo N. Moreta P.

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Signature

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Signature

# **DEDICATION**

## TO MY PARENTS

Isidoro M. Moreta C.

María H. Prado B.

Who were always next to me all time during my live and especially in my University's career.

## TO MY WIFE AND SON

María del Pilar Paguay P.

Patrick Armando

Who were next to me all time and with your patience and love they always encourage to go ahead in order to end my career.

## **SUMMARY**

Because English is widely spoken, it has often been referred to as a "global language", the 'lingua franca' of the modern era. While English is not an official language in many countries, it is currently the language most often taught as a second language around the world. Some linguists believe that it is no longer the exclusive cultural sign of "native English speakers", but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language for aerial and maritime communications, as well as one of the official languages of the European Union, the United Nations, and most international athletic organizations, including the International Olympic Committee.

Books, magazines, and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences. In 1997, the Science Citation Index reported that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

The main problem was; the teaching-learning process of the English language at Universidad Estatal de Bolívar is applied only in the first academic year of all university's faculties without a curricular program in this scope. Therefore there are a very high percentage of teachers and students have their English limited. In addition, the University doesn't have a Language Center that leads to improve the achievement of the student's skills in the use of the English language or other languages.

The present research work was a SOCIAL SURVEY technique because the research group was in touch with the reality in order to obtain reliable information in systematic and ordered way according to the research objectives. This information determined the students' needs of Universidad Estatal de Bolívar for foreign language learning, thereby thy demand for English learning as a second language. The information gathering technique that was used in

the present work was the SURVEY. The QUESTIONNAIRE was used as an instrument of information gathering from a primary source. They were elaborated taking in consideration the formulated objectives in the research. This instrument was based on indicators to each question that allowed us to get real data.

Our research work was a Descriptive study type. This study belongs to the no experimental research group. It is a transverse design. This type of Investigation allowed us to know the existent needs at the University in order to elaborate and structure a curricular development proposal for the creation of the Language Centre.

The population was divided in two stratum, students and teachers. For that reason, 1300 students and 90 teaching staff of the Universidad Estatal de Bolívar constituted the population of subjects in the project. So, the total population was 1390 people within the University.

The sample was related with the objectives of the project and population characteristics. 306 Students and 74 teachers were the sample in this research. However, the sample was the probabilistic stratified type whose analysis units or sample elements was selected aleatorily to make sure that each element has the same probability of being chosen, this is why we used the procedure of systematic selection of sample elements.

This investigation was carried out with all students and teachers in the campus of the Universidad Estatal de Bolívar, placed in Guaranda city, Alpachaca sector, Bolívar province.

The Process and analysis of the information were carried out as follows: First, we proceed to tabulate and validate the data information to detect errors or omissions in a manual way. Second, we began to order the data by means of tables and pictures. They were made of particular way for each indicator of every question object of the research work. Third, the tabulation as the classification of the information was executed making use of the Descriptive

Statistics such as: number of frequencies of the data and percentages. Next, we proceeded to define the data presentation. Once defined the information, we represented it by means of the use of GRAPHICS, what facilitated the understanding of the results upon the analysis of the same ones, which was sustained.

In addition, the hypothesis was tested by means Inferential Statistics using the “chi-square” what allowed us to reject the null hypothesis because the value of  $X^2_{cal} = 5.68$  is bigger than the value of  $X^2_{tab} = 3.84$ . For that reason, the alternative hypothesis was accepted.

The present research work allow us to give a pedagogical tool for English Language Teaching at Universidad Estatal de Bolivar by means of the implementation of a Language Center that will be use for the students as listening tool to improve their speaking ability as well as other language abilities such us listening, reading and writing supported in English programs designing according to the students needs. The students will get an English proficiency diploma at the end of the courses. It will be mandatory to the university's students as requirement to get a degree at this University.



# INDEX

## CREATION OF THE LANGUAGE CENTER AT UNIVERSIDAD ESTATAL DE BOLIVAR, A CURRICULAR DESIGN PROPOSAL.

	Page
<b>SUMMARY</b> .....	<b>v</b>
<b>INTRODUCTION</b> .....	<b>1</b>
<b>Chapter I</b>	
<b>Problematic contextual frame</b>	
<b>1. Project characteristics</b> .....	<b>4</b>
1.1 Situational diagnostic .....	4
1.2 Place realization .....	7
1.3 Problematization .....	7
1.4 Research problem .....	8
1.5 Justification .....	8
1.6 Legal base .....	10
1.7 Project feasibility .....	12
1.8 Objectives .....	12
1.8.1 General objective .....	12
1.8.2 Specific objectives .....	13
1.9 Study of market .....	13
1.9.1 Population and Sample .....	13
1.9.2 Information analysis .....	14
1.9.3 Conclusion .....	15
1.9.4 Suggestion .....	15
1.10 Purpose of the research work .....	15
1.11 Hypothesis .....	16
1.11.1 Statements .....	16
1.11.2 Independent Variable .....	16
1.11.3 Dependent Variable .....	16
1.12 Variables working out .....	16
1.12.1 Independent Variable .....	16
1.12.2 Dependent Variable .....	17
<b>Chapter II</b>	
<b>Theoretic frame</b>	
<b>2. Generalities</b> .....	<b>19</b>
2.1 The education .....	19
2.1.1 Historic description .....	20
2.1.2 Education philosophy .....	21
2.1.3 Education objectives .....	23
2.2 The origins of language curriculum development .....	24
2.3 Historical background .....	24
2.4 Assumptions underlying early approaches to syllabus design .....	25
2.5 From syllabus design to curriculum development .....	26
2.5.1 The quest for new methods .....	26

2.5.2	Communicative language teaching .....	27
2.5.3	Emergence of a curriculum approach in language teaching.....	28
2.6	Needs analysis .....	30
2.6.1	The purpose of needs analysis .....	30
2.6.2	What are needs? .....	31
2.6.3	The users of needs analysis.....	31
2.6.4	The target population .....	32
2.6.5	Administering the needs analysis.....	33
2.6.6	Procedures for conducting needs analysis.....	33
2.6.7	Designing the needs analysis.....	37
2.6.8	Making use of the information obtained .....	38
2.7	Situation analysis.....	38
2.7.1	Societal factors.....	39
2.7.2	Projects factors .....	39
2.7.3	Institutional factors .....	40
2.7.4	Teacher factors .....	40
2.7.5	Learner factors .....	41
2.7.6	Adoption factors .....	42
2.7.7	Profiling the factors identified in the situation analysis .....	42
2.8	Planning goals and learning outcomes .....	43
2.8.1	The ideology of the curriculum .....	43
2.8.1	Stating curriculum outcomes.....	44
2.8.2	Non-language outcomes and process objectives.....	46
2.9	Course planning and syllabus design .....	47
2.9.1	The course rationale .....	47
2.9.2	Describing the entry and exit level .....	47
2.9.3	Choosing course content .....	47
2.9.4	Determining the scope and sequence.....	48
2.9.5	Planning the course structure.....	49
2.9.6	Preparing the scope and sequence plan.....	50
2.10	Providing for effective teaching.....	50
2.10.1	The institution.....	50
2.10.2	The teachers .....	52
2.10.3	The learning process.....	55
2.11	The role and design of instructional materials .....	55
2.11.1	Authentic versus created materials .....	55
2.11.2	Textbooks.....	56
2.11.3	Evaluating textbooks .....	56
2.11.4	Adapting textbooks.....	56
2.11.5	Preparing materials for a program.....	57
2.11.6	Managing a materials writing project.....	57
2.11.7	Monitoring the use of materials .....	57
2.12	Approach to evaluation .....	58
2.12.1	Purposes of evaluation.....	59
2.12.2	Issues in program evaluation .....	60
2.12.3	Procedures used in conducting evaluations.....	60

## **Chapter III**

### **3. Methodology**

3.1	Technique and type research .....	65
3.2	Population and sample .....	66
3.3	Fielding .....	68
3.4	Instruments of data collection .....	68
3.5	Processing and analysis .....	68

## **Chapter IV**

### **Testing of the Hypothesis**

#### **4. Testing of the Hypothesis .....71**

4.1	Process.....	71
4.1.1	System of Hypothesis .....	71
4.1.2	Statistical estimation .....	72
4.1.3	Level of significance and criteria rule .....	72
4.1.4	Rejection Zone .....	73
4.2	Calculate of the chi-square test $X^2$ .....	73
4.3	Decision.....	74
4.4	Conclusion .....	74

## **Chapter V**

### **Information Analysis**

#### **5. Information analysis.....75**

5.1	Survey analysis .....	75
5.1.1	Question 1 .....	75
5.1.2	Question 2.....	76
5.1.3	Question 3.....	77
5.1.4	Question 4.....	78
5.1.5	Question 5.....	78
5.1.6	Question 6.....	79
5.1.7	Question 7.....	80
5.1.8	Question 8.....	81
5.1.9	Question 9.....	81
5.1.10	Question 10.....	82
5.2	Conclusions .....	83
5.3	Recommendations.....	83

## **Chapter VI**

### **Alternative proposal**

#### **6. Alternative proposal .....84**

6.1	Background .....	84
6.1.1	Significant aspects .....	85
6.2	Objectives.....	85
6.2.1	General objective .....	85

6.2.2	Specific objective .....	85
6.3	Language Center of the Universidad Estatal de Bolivar .....	86
6.3.1	Vision .....	86
6.3.2	Mission .....	86
6.4	Curricular design Methodology application in the English proficiency program .....	87
6.4.1	Macro-curricular level .....	87
6.4.1.1	Diagnostic .....	88
6.4.1.1.1	Program characterization .....	88
6.4.1.1.2	Problems identifications .....	94
6.4.1.1.3	Occupational field .....	100
6.4.1.1.4	Requirements of the program .....	101
6.4.2	Mezo-curricular level .....	102
6.4.2.1	Information data of the program .....	103
6.4.2.2	Curriculum .....	103
6.4.2.3	Contents of the program .....	109
6.4.3	Micro-curricular level .....	144
6.4.4	Curricular Evaluation System .....	144
6.4.4.1	Evaluation rules .....	144
6.4.4.2	Educational evaluation .....	146
6.4.4.3	Evaluation of the curriculum .....	148
<b>Conclusions .....</b>		<b>149</b>
<b>Recommendations .....</b>		<b>150</b>
<b>Bibliography .....</b>		<b>151</b>
<b>Annexes .....</b>		<b>154</b>

# INTRODUCTION

The Ecuadorian education system is based on a system of educational reform which began in 1998. It was intended to improve the archaic system, eliminate education by memorization, and develop logical and creative thinking. The educational reform has been partially successful but requires much more time and follows up to truly create change.

A West Germanic language originating in England is the L1 (First Language) for most people in different countries around the world. It is used extensively as a L2 (Second Language) and as an official language throughout the world. Modern English is sometimes described as a world lingua franca. Over 370 million people speak English as their L1. In addition, English is the dominant international language in communications, science, business, aviation, entertainment, and diplomacy and also on the Internet.

The global reach of the British Empire is the primary reason for the language's initial spread far beyond the borders of England. Following World War II, the economic and cultural influence of the United States increased and English permeated other cultures, chiefly through development of telecommunications technology. Moreover, it was the influence of the United States that was the decisive factor in the post World War II displacement of French by English as the primary language of global diplomacy.

The CONUEP approved the creation of the Universidad Estatal de Bolívar on June 20, 1989 by means decree No. 32 H. Congreso Nacional. The Ecuador's President signed the executed on June 29, 1989 and published in the Official Register No. 225 on July 4, 1989. However, the Statute of the University was approved for the CONUEP on November 12, 1992. It was established in Guaranda City.

The **general objective** in the present research work is to implement a Language Center as a listening tool for Foreign Language Teaching at

Universidad Estatal de Bolívar in order to improve the achievement of students' abilities in the use of the foreign language supported in a course planning and syllabus design according to the Ss' needs to facilitate its operation. Besides, the main **specific objective** of this research is to develop the speaking ability within the students as well as other language abilities in the use of the English Language by means of listening as a pedagogical tool in this learning process. In order to achieve the research objectives we introduce the research problem in the following statement: ***“THE IMPLEMENTATION OF THE LANGUAGE CENTER IMPROVES THE ACHIEVEMENT OF THE Ss’ THAT WILL USE LISTENING AS A TOOL TO DEVELOP SPEAKING”*** which investigation opens to us to find out the main factors in order to solve the introduced problem.

In reference to the **Methods and Procedures**, we used the Survey technique and the Questionnaires in order to get primary information. They were applied at the University campus located in the city of Guaranda. We use as population 1300 students and 90 teachers which are the staff of this university. The sample was a probabilistic stratified type, 306 students and 74 teachers.

We used chi-square test as a statistical hypothesis test in order to accept or reject the null hypothesis. In this research the null hypothesis was rejected because the  $X^2_{cal}=5.68$  was bigger than  $X^2_{tab}=3.84$ , so that the alternative hypothesis ***“there is a difference in the speaking ability as well as the other language abilities”*** was accepted.

We applied the Questionnaire as instrument of information gathering in order to look for information that opens to us to design an English curricular proposal. These questionnaires were applied to students and teachers of the University.

In reference to **ANALYSIS AND INTERPRETATION OF THE RESULTS**, its development brought together the different empirical information attained in the field information, through quantitative and qualitative methodologies focused

on conceptual theories that open to us the establishment and verification of the hypotheses. The results of our research are shown in charts and tables.

In reference to **CONCLUSIONS AND RECOMMENDATIONS**, after the analysis process we focused some conclusions and recommendations on the problem investigated. There are a very high percentage of teachers and students have their English limited: For that reason, they demand to learn English as an L2 (Second Language). Therefore, Universidad Estatal de Bolívar should implement a Language Center that the students will use, as a listening tool to develop the English speaking skill as well as other language abilities supported in an English proficiency program according to the Ss' needs.

The **ALTERNATIVE PROPOSAL** is an alternative idea of designing a curricular English program as a pedagogical tool to the benefit the students with the use of Language Center at the University, taking on account the program, that is to improve Ss' abilities in the use of the English language such as, listening, speaking, reading and writing. Consequently, their English language acquisition can be exercised in their professional life by means of uses of new methodologies and techniques that were used in their formal studies of the English Language. This way, we satisfy students' needs at the Universidad Estatal de Bolívar and its zone of influence.

# CHAPTER I

## PROBLEMATIC CONTEXTUAL FRAME

### 1. PROJECT CHARACTERISTICS

Being the Education part of the social researches, we should indicate that the present research work gives a pedagogical tool to Universidad Estatal de Bolívar for Foreign Language Teaching. Nowadays English is a universal language to communicate around the world, this research work helps students from UEB to get an integral and professional knowledge through using English activities, skills, methodologies, and resources to communicate fluently in this subject.

### SITUATIONAL DIAGNOSTIC

The aim of the present diagnostic was to identify key factors that might positively or negatively affect the implementation of the Language Center in the Universidad Estatal de Bolívar. We applied the “SWOT” technique to do this diagnostic because it involves internal and external examination such as *strengths, weaknesses, opportunities* and *threats* respectively. This analysis might determine the existence or successful operation of the Language Center. (See scheme)



## INTERNAL CONDITIONS

The new technology

Administrative  
development

Building facilities

Policies for renewal  
programs



**STRENGTHS**

Low economical budget

The programs don't cover  
the social demand

Teacher and students  
have their English limited

There isn't a Language Center



**WEAKNESSES**



**U.E.B**



**OPPORTUNITIES**



Foreign and local  
technology, science and  
culture development

Agreements with  
foreign universities

Relationship of the  
University with the society

Agreements with  
Non-government  
organizations

**THREATS**



Economical depression of  
the country

Proliferation of superior  
educational institutes

High percentage of abandonment  
in secondary level

Very limited communication in  
English language with  
organizations, universities and  
groups of English spoken

## ENVIRONMENTAL CONDITIONS

The automation of the productive processes, support of the CONESUP, continuous training of the teachers staff, own and modern equipment to the administrative departments, a modern English lab, the policies to encourage academics change, permanent revision of its curricular program, research and post graduate department are the main strengths. At the same time, the working in social programs with the Bolivar province, cultural diffusion toward the world through the Non-government organizations, international policies of investigation, Internet system, scholarships to students, teachers staff, financial resources from non-government organization, International agreements with foreign universities, international scholarships, national and international teacher's academic exchange are the main opportunities that we should consider in doing this research work.

In addition, the main threats are: the economic depression of the country; proliferation of superior educational institutes; a high percentage of abandonment of the secondary level in Ecuadorian education; limitation in the interlocution with foreign social groups, a very limited use of English hinders the attainment of many international agreements with foreign public and private organizations and universities. And the main weaknesses are: limited economical budget, teachers and students have their English limited, a little coverage of academic offer in front of the social demand, the lack of an English program to the students, the lack of the specialized academic staff in the use of the English language. **ANNEX "A"**.

On the other hand, the implementation of the Languages Centre at the University might not be fulfilling without taking on account what happens on its area of influence, in the country and world. However, others factors apart from learner needs are relevant to design a program that facilitate its operation. The analysis of factors in the context of a plan is made in order to assess their potential impact. These factors are: political, social, economical, cultural, institutional, learners, teaching, and environmental. **ANNEX "B"**.

For this reason, if the University implements the Language Center, the students will use it as a listening tool to develop the speaking ability as well as

other abilities such as listening, reading and writing. Its basis and methodological process start with the needs analysis of the learners in order to solve weaknesses and threats.

## **PLACE OF REALIZATION**

The present research work is taken place at Universidad Estatal de Bolívar, located in the city of Guaranda.

## **PROBLEMATIZATION**

There are a very high percentage of students and teachers have their English limited. The University teaches English language only in the first academic year in all schools. This deficiency hinders the institutional, academic, professional, and administrative development of the University. This investigation has detected the need how to implement a Language Center as listening tool in the University for Foreign Language Teaching which use develop the language skills and satisfy the students' need of pre-graduate and postgraduate schools in this academic area.

In addition, we have detected the following problems:

- The international scholarships have not been achieved in the best way because of very limited use of English language
- The staff doesn't take advantage of the physical facilities of the University

## **RESEARCH PROBLEM**

THE IMPLEMENTATION OF THE LANGUAGE CENTER IMPROVES THE ACHIEVEMENT OF THE Ss' THAT WILL USE LISTENING AS A TOOL TO DEVELOP SPEAKING.

The present research work is designed to give a pedagogical tool to develop the macro communicative abilities in the use of the foreign language such as listening, speaking, reading and writing and cover the students' expectations for Foreign Language Learning

## **JUSTIFICATION**

With the progress of globalization in the economy and society the university's students ought to acquire communicative skills in the English language because it has become a common international language to live in the 21<sup>st</sup> century. English language is studied and spoken by up to a billion people around the world, to at least a basic level. English language is considered as a *lingua franca* in the modern era. However, English is not an official language in many countries as in our country. It is currently the language most often taught as a *second language* around the world therefore this language is absorbing aspects of cultures worldwide and another fields such as: international treaty; for aerial and maritime communications; official languages of the European Union, the United Nations, and most international athletic organizations, and sciences.

On the other hand, books, magazines, and newspapers written in English are available in many countries around the world. This way, the English language has become a very important issue both in terms of future professionals and the further development of Ecuador as a nation.

At this time, there is a very high percentage of teachers and students have their English language limited because of there isn't a Language Center for Foreign Languages Teaching. However, the students' expectation is the use of the English language. This way, this present research work gives the feasibility to implement a Language Center as a Listening tool at the University in order to develop the students' speaking abilities in the use of the foreign language as well as other language abilities.

Listening is an essential part of the communication process. Students should spend the majority of each school day listening and much of what they know will be acquired through listening. It is essential that students have opportunities to practice the behaviours of effective listeners. Listening is more than hearing; comprehending spoken language involves process-oriented thinking skills. Because listening involves the use of language and thought, the ability to listen effectively develops as students' language abilities develop and mature.

Developing effective listening abilities cannot be left aside. Active listening experiences should be structured into daily life activities. Students should learn to value listening when it is given a prominent role in the English language classroom and when it is meaningfully integrated with their speaking, writing, and reading experiences. Students become active listeners when they deliberately attend to the speaker's message with the intention of immediately applying or assessing the ideas or information.

Exposure to oral English is very important for ESL students, who need to hear the language spoken in meaningful contexts in order to acquire it. Their receptive (listening) language abilities precede their expressive (speaking) language abilities, so they need to spend a great deal of time listening before and as they develop their speaking abilities.

Oral communication is a vital component of the English language and provides the base for growth in listening, reading and writing abilities. Orally consists of both verbal and nonverbal communication. It is important that teachers recognize that nonverbal communication is culture specific, and be aware of the differences that may exist across cultures when students express themselves nonverbally. As learning and applying the skills of oral English are so closely related, the language center should be a place where the use of spoken language is sensitively supported and where active listening is developed and valued.

Talk enables students to make connections between what they know and what they are learning, and listening helps them to acquire knowledge and explore ideas. Talk can be immediate and spontaneous, or planned and deliberate. Confidence and enthusiasm are critical factors in oral language development, and because much oral language is immediate, it involves taking risks. Student learning is most effective when there is a relationship of mutual trust, when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal situations.

The implementation of the Language Center will provide benefits for the university students such as: it maintains permanent contact with the language; their knowledge upgraded in this field over the base of human values cultivation; the constant personal and professional development; and their influence in our society to increase human potential to the university and to the country in general.

## **LEGAL BASE**

In order to develop the present research work we are protected by the followings legal corps:

- 1) The Art 1 for the Creation Law of the Universidad Estatal de Bolívar which establishes: *“if there were financial funds, establish other colleges, schools and centers that satisfy the requirements of this region of the country”*<sup>1</sup>.
- 2) Art. 4 of the Universidad Estatal de Bolívar statute decrees: *“our mission is to be a Center of the province and country development by means of whole formation trough of its schools and centers...”*<sup>2</sup>.
- 3) The CONESUP, in the Superior Education Law (SEL); Chapter VII; of the Superior Education National System Academia Regime in its ART. 44

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<sup>1</sup> General Secretary of the Universidad Estatal de Bolívar, Guaranda, April 2, 2002

<sup>2</sup> Universidad Estatal de Bolívar Statute, Section 3<sup>a</sup>, Art. 4, page 10

decrees: *“give foreign language proficiency knowledge...to all Ecuadorian institutions that make up the Superior Education National System”*<sup>3</sup>.

- 4) The CONESUP, Transitory Dispositions; No 27- decrees: *“The Superior Education National System Institutions have a 4-year period since its law’s decree. So that their graduates carry out the demands to accredit foreign language proficiency knowledge demanded in article 44 of this law”*<sup>4</sup>.
- 5) In ordinary session of the University, the Honorable Counsel on Jun 12, 2004, decrees: *“The engineer, Gabriel Galarza, as Rector of the Universidad Estatal de Bolívar, was who propose the creation of the language center, as the project reforms of this University creation approved by unanimity”*<sup>5</sup>.

The University Honorable Counsel DECREES:

- a. Create the Language Center.
  - b. The English language teaching into language center.
  - c. Take the projects to create of the language center.
  - d. The attending to the Language Center will be mandatory to all students of the university.
  - e. The proficiency certificate will be a requirement to get a degree at the university
  - f. The enrollment cost will be approved by the University.
  - g. The staff will be admitted by English language tests.
  - h. The Rector’s Office will be in charge of the administrative part, the Vice-rector Office and Academic commission will be in charge of the academic part.
  - i. The organism and authorities will analyze and propose the creation of other centers and programs to the University Honorable Counsel and the project reforms that consider according to the valid legal norms.
- 6) The University Honorable Counsel on Dec 20, 2005, in ordinary session approved: *“To approve the economical commission report: a) To create the*

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<sup>3</sup> Superior Education Law, Chapter VII, Art. 44

<sup>4</sup> Superior Education Law, Transitory Disposition No.27

<sup>5</sup> General Secretary of the Universidad Estatal de Bolívar, Guaranda, Jun 12, 2004

*Language Center; b) To assign 10,000.00 (TEN THOUSAND DOLLARS) in order to attend the Language Center creation”.*

## **PROJECT FEASIBILITY**

The feasibility of the present research work is based on the following reasons:

- It is properly budgeted and financed by the Universidad Estatal de Bolívar with its own resources by means the optimization of the same ones.
- It looks to fulfill the student's needs of the different schools of the University.
- The Art 1 for the Creation Law of the Universidad Estatal de Bolívar which establishes: *“if there were financial funds, establish other colleges, schools and centers that satisfy the requirements of this region of the country”.*
- The curricular programs are always checked according to the students and university needs by the staff of the Planning Office.
- There is an evident interest of the authorities to establish great academic bonds with the society
- The university has plenty building facilities to implement a language Center
- The university has an English Lab with a new technological equipments
- The potential users of the Language Center are the students from the different university's schools

## **OBJECTIVES**

### **General Objective**

To implement a Language Center as a listening tool for Foreign Language Teaching at Universidad Estatal de Bolívar in order to cultivate listening ability and develop speaking ability as well as other language abilities what will allow improving the achievement of the university's students in the use of the foreign language supported by a course planning and syllabus design according to the Ss' needs to facilitate its operation.



### 1.8.2 Specific Objectives

- To find out Ss' needs referred to what language they will prefer.
- To develop speaking ability.
- To cultivate listening ability
- To teach how to listen in L2
- To design syllabus to the English language courses

## 1.9 STUDY OF MARKET

This study has opened to us to get accurate information of the educational potential users of the Language Center on its zone of influence and occupational places to the students at the end of the English course.

### 1.9.1 Population and Sample

The different school students of the Universidad Estatal de Bolívar constituted the population in the third academic year, at a present learning mode. The formula used to obtain the study sample was the following:

$$n = \frac{PQ \times N}{(N - 1) \frac{e^2}{k^2} + PQ}$$

Formula key:

**n** = Simple size

**PQ** = Population Constant Variance (0.25)

**N** = Population's size (300)

**e<sup>2</sup>** = Acceptable error 5 % (0.05)

**k<sup>2</sup>** = Acceptable constant error (2)

We applied this formula to the sample that we had in order to proceed to determine the value. In this formula, we will base to select the applied survey.

$$n = \frac{(0.25) \times (300)}{(300 - 1) \frac{(0.05)^2}{2^2} + 0.25}$$

$$n = \frac{75}{(299)(0.000625) + 0.25}$$

$$n = \frac{75}{(0.19) + (0.25)}$$

$$n = \frac{75}{0.44}$$

$$n = 170$$

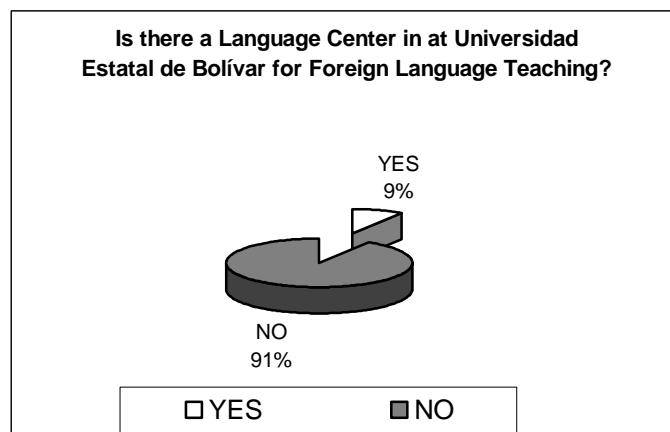
The sample in this study was 170 students

### 1.9.2 Information Analysis

The data collection instrument was based in a question with its indicator being its facilitators of this study: **YES**; **NO**. These indicators open to us to get real data. Once done and tabulated the information from the survey, we proceeded to do analysis;

Question 1:

***Is there a Language Center in at Universidad Estatal de Bolívar for Foreign Language Teaching?***



Once done the analysis, we determined that the 91 % the surveyed students said that Universidad Estatal de Bolívar does not have a Language Center; and a 9 % said that it has one based on the Educational Sciences College because it gives the English bachelor degree. As a result of this analysis, we can see a great percentage of the students of this University consider that this Institution should have a Languages Center to teach foreign languages.

### **1.9.3 Conclusion**

- There is not a Language Center in the University
- The potential users will be the students from the different pre-graduate and post-graduate schools of this University
- The students at the end of the foreign language course could work in different fields such us: translator of informal documents; teacher in school and high schools as assistants; tour guides; secretary in foreign enterprises; secretary in private and public departments; clerk in hotels, airports, ports and agencies

### **1.9.4 Suggestion**

- The University should implement a Language Center for Foreign Language Teaching
- The University should plan foreign language courses to the different pre-graduate and post-graduate schools.

## **1.10 PURPOSE OF THE RESEARCH WORK**

The present research work is designed to give a pedagogical listening tool to Universidad Estatal de Bolívar to develop speaking ability of its students in the use of the foreign language as well as the other language abilities supported by a program courses according to the students' need that will allow

to fulfill CONSESUP's disposition to all Universities to issue Proficiency Diplomas at the end of the English or other language courses.

## **1.11 HYPOTHESIS**

### **1.11.1 Statement:**

“The implementation of the Language Center used as a tool improves Ss' abilities in the use of the foreign language, such as listening, speaking, reading and writing”

### **1.11.2 Independent variables**

- The implementation of the Language Center used as a tool

### **1.11.3 Dependent variables**

- Achievement
- Speaking abilities
- Foreign language abilities
- Needs analysis
- Parameters for determining the necessary skills level for a proficiency program
- Curriculum

## **1.12 Variables working out**

### **1.12.1 Independent Variable**

The implementation of the Language Center used as a tool

*(Please see the next page)*

DEFINITION	DIMENSIONS	ITEMS	INDICATORS
<p><b>Language Center</b></p> <p>It is a place of learning where one can study the use of a foreign language with a curricular program that satisfies the learner needs</p>	Program definition	<p>HOW DO YOU CONSIDER LEARNING A FOREIGN LANGUAGE?</p> <p>WHICH LANGUAGE WOULD YOU LIKE TO LEARN?</p>	<p>Very Useful Useful Not useful</p> <p>English French Portuguese Italy German</p>
	Teacher profile	HOW OFTEN DOES THE TEACHER SPEAK ENGLISH IN THE CLASSROOM?	<p>Very often Often Sometimes Hardly ever Never</p>
	Schedule	HOW MUCH TIME WOULD YOU SPEND DAILY TO LEARN ENGLISH?	<p>1 hour 2 hours 3 hours 4 hours</p>
	Material	WHAT TYPE OF MATERIALS DO YOU USE IN LEARNING ENGLISH?	<p>Texts Modules Pamphlets Audio-visual Nothing</p>
	Way to learn	WHAT IS THE BEST WAY OF LEARNING ENGLISH?	<p>One to one Group Living in an English Social Culture</p>

### 1.12.2 Dependent Variable

Ss' abilities in the use of the foreign language, such as listening, speaking, reading and writing"

*(Please see the next page)*

DEFINITION	DIMENSIONS	ITEMS	INDICATORS
<p><b>Speaking ability</b></p> <p>Speaking is a productive skill. It is a more complicated task to fulfill.</p>	<p>Listening as a tool</p>	<p>HOW DO YOU CONSIDER THE USE OF THE ENGLISH LAB IN FOREIGN LANGUAGE LEARNING?</p> <p>HOW OFTEN DO YOU HAVE TROUBLE UNDERSTANDING ENGLISH SPEAKING?</p> <p>HOW OFTEN DO YOU GO TO THE ENGLISH LAB?</p> <p>HOW OFTEN DO YOU HAVE DIFFICULTY INTERACTING WITH NATIVE SPEAKERS OF ENGLISH?</p>	<p>Very Useful Useful Not useful</p> <p>Very often Often Sometimes Rarely Never</p> <p>Always Often Sometimes Never</p> <p>Always Often Sometimes Never</p>

# **Chapter II**

## **Theoretical frame**

### **2 Generalities**

The country's educational leaders agree that a better technology, new strategies, revamped curriculums and increased budgets are needed to better prepare students for the future. For higher levels of education, the National Higher Education Council (CONESUP) is a representative body responsible for directing and regulating universities and technical institutes which purpose is to consolidate the higher level education system and ensure that these organizations are providing quality programs that covers the needs of the current internationalized world. This system will encourage exchange programs with foreign universities because it will help create international education standards.

#### **2.1 The education**

“Education” is a term often used to refer to formal education. The word's broader meaning covers a range of experiences, from formal learning to the building of understanding and knowledge through day to day experiences. Ultimately, all that we experience serves as a form of education. Thereby the Education is a discipline, a body of theoretical and applied research relating to understanding and improving the processes of teaching and learning. It draws on other disciplines such as psychology, philosophy, computer science, linguistics, neuroscience, sociology and anthropology.

The 90% of Ecuador's (13 million people approximately) are literate. Ecuador is fundamentally well-prepared with 54 universities and numerous undergraduate schools to educate its people. However, it had obstacles to overcome before it may raise the quality of its educational institutions. The main challenge of our education is creating a correlation between all levels of education in order to better prepare students for the real world.

### **2.1.1 Historical Description**

The Ecuadorian education system is based on a system of educational reform which began in 1998. Part of the reform stated that environmental education should be included as an integral part of education into all subjects and not be taught as an individual subject.

### **Background of the English Language**

English is an Anglo-Frisian language brought to southeastern Great Britain in the 5th century AD by Germanic settlers from various parts of northwest Germany (Saxons, Angles) as well as Jutland (Jutes). Prior to the invasion of Britain by these Germanic tribes, the native Britons spoke an early form of Brythonic (the ancestor of Modern Welsh). Celtic languages survived in parts of the island not colonized by the invaders: Scotland, Wales, Cornwall, and, to some extent, Cumbria. The dialects spoken by the invaders eventually coalesced to a degree and formed what is today called the Old English language, which resembled some coastal dialects in what are now northwest Germany and the Netherlands. Later, it was influenced by the related North Germanic language Old Norse, spoken by the Vikings who settled mainly in the north and the east coast down to London, the area known as the Danelaw.

Then, they came the Norman Conquest of England in 1066. For about 300 years following, the Norman kings and the high nobility spoke only Anglo-Norman, which was very close to Old French. A large number of Norman words found their way into Old English, leaving a parallel vocabulary that persists into modern times. The Norman influence strongly affected the evolution of the language over the following centuries, resulting in what is now referred to as Middle English. During the 15th century, Middle English was transformed by the Great Vowel Shift, the spread of a standardized London-based dialect in government and administration, and the standardizing effect of printing. Early Modern English can be traced back to around the time of William Shakespeare.



### **2.1.2 Education Philosophy**

The philosophy of education is the study of the purpose, nature and ideal content of education. Related topics include knowledge itself, the nature of the knowing mind and the human subject, problems of authority, and the relationship between education and society. At least since Rousseau's time, the philosophy of education has been linked to theories of developmental psychology and human development.

Fundamental purposes that have been proposed for education include:

1. The enterprise of civil society depends on educating young people to become responsible, thoughtful and enterprising citizens. This is an intricate, challenging task requiring deep understanding of ethical principles, moral values, political theory, aesthetics, and economics, not to mention an understanding of who children are, in themselves and in society.
2. Progress in every practical field depends on having capacities that schooling can educate. Education is thus a means to foster the individual's, society's, and even humanity's future development and prosperity. Emphasis is often put on economic success in this regard.
3. One's individual development and the capacity to fulfill one's own purposes can depend on an adequate preparation in childhood. Education can thus attempt to give a firm foundation for the achievement of personal fulfillment. The better the foundation that is built, the more successful the child will be. Simple basics in education can carry a child far.

#### **The nature, origin and scope of knowledge**

A central tenet of education typically includes "the imparting of knowledge." At a very basic level, this purpose ultimately deals with the nature, origin and scope of knowledge. The branch of philosophy that addresses these and related issues is known as epistemology. This area of study often focuses on analyzing the nature and variety of knowledge and how it relates to similar

notions such as truth and belief. While the term, *knowledge*, is often used to convey this general purpose of education, it can also be viewed as part of a continuum of knowing that ranges from very specific data to the highest levels. Students must be able to connect new information to a piece of old information to be better able to learn, understand, and retain information. This continuum may include notions such as data, information, knowledge, wisdom, and realization.

## **Teaching**

It is now widely recognized that the most important factors in any teacher's effectiveness are the interaction with students, the knowledge and personality of the teacher. The best teachers are able to translate information, good judgment, experience, and wisdom into a significant knowledge of a subject that is understood and retained by the student. Teachers need the ability to understand a subject well enough to convey its essence to a new generation of students.

The goal is to establish a sound knowledge base on which students will be able to build as they are exposed to different life experiences. The passing of knowledge from generation to generation allows students to grow into useful members of society. The main role of a teacher is to teach the students the core knowledge accumulated over centuries of human experience well enough for them to understand and retain enough of this knowledge to be able to continue to build on it and, at least in part, understand how the world works.

## **Schooling**

Schooling occurs when society or a group or an individual sets up a curriculum to educate people, usually the young. Schooling can become systematic and thorough. Sometimes education systems can be used to promote doctrines or ideals as well as knowledge, and this can sometimes lead to abuse of the system.

### 2.1.3 Educational Objectives

In order to get the objectives of the Ecuadorian education, we should avail all resources that have our country, producing knowledge, capacitating, environment conserve and defending the Ecuadorian land.

“The objectives of the Ecuadorian Education are”<sup>6</sup>:

- a) To preserve and to encourage the values of the Ecuadorian people, cultural identity and origin into the Latino-American and worldwide ambit.
- b) To develop the physic capacities, intellectual, making and critic of the student, respecting your personal identity to contribute the moral, politic, social, cultural and economic transformation of the country.
- c) To procure the knowledge, defense and availing optima of the resources of the country.
- d) To give the enough knowledge of the real Nation in order to get the integration social, cultural and economic of the people and undeveloped overcome in all its aspects.
- e) To stimulate the investigation, making activity and responsible in the work, the solidarity human principle, and feeling of the social cooperation.
- f) To attend the pre-school, school, high school, literacy and the social, civic, economic promotion and cultural of the margin sectors.
- g) To impel the investigation and preparation in the areas: technique, handicraft, and artistic.

In order to fulfill with all objectives of the education, The Ministry of Education, Culture, Sports and Recreation will promote the active and dynamic participation of the Public and private Institutions of the community in general.

All these objectives are indispensable into de Ecuadorian education. Just need a big promotion address to the teacher in order to give enough Knowledge and permanent practice of these objectives. However, no all the objectives are responsible of the teachers. These are responsible of the government

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<sup>6</sup> Superior Education Law, Chapter III, Art. 3

authorities too. So, these objectives should apply in right way and might plan others according our actually needs.

## **2.2 The origins of language curriculum development**

Language curriculum development is an aspect of a broader field of educational activity known as curriculum development or curriculum studies. Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated. Language curriculum development refers to the field of applied linguistics that addresses these issues. It describes an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language programs.

## **2.3 Historical background**

The history of curriculum development in language teaching starts with the notion of syllabus design. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. Thus the syllabus for a speaking course might specify the kinds of oral skills that will be taught and practiced during the course, the functions, topics, or other aspects of conversation that will be taught, and the order in which they will appear in the course.

Syllabus design is the process of developing a syllabus. Curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group of learners, to develop aims and objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that result from these processes. Curriculum development in language teaching as we

know it today began in the 1960s, though issues of syllabus design emerged as a major factor in language teaching much earlier.

## **2.4 Assumptions underlying early approaches to syllabus design**

We can now examine the assumptions behind the approaches to syllabus design that emerged in the first part of the twentieth century and in the process reveal the limitations that subsequent directions in syllabus design sought to address.

### **The basic units of language are vocabulary and grammar**

Although the role of speaking and pronunciation were not ignored during the actual teaching of a language, the priority in planning was vocabulary and grammar and these were seen as the main building blocks of language development. Once some system and order could be introduced into these areas through careful syllabus planning and specification it was believed that language teaching could be put on a more rational and sound basis.

### **Learners everywhere have the same needs**

The focus on language teaching was on “general” English, hence the title of West’s word list. It was believed that the core vocabulary of the general service list together with a grammatical syllabus of the type Hornby elaborated would serve as the basis for almost all language courses.

### **Learners’ needs are identical exclusively in terms of language needs**

No matter whom the learners are or the circumstances of their learning, it is assumed that mastery of English will solve their problems. The goal of English teaching is to teach English – not to teach them how to solve their problems through English.

### **The process of learning a language is largely determined by the textbook**

The primary input learners received to the language learning process was the textbook, hence the importance of the principles of selection and gradation as ways of controlling the content of the textbook and facilitating language learning.

## **The context of teaching is English as a foreign language**

Most of the earlier work by Palmer, West, and Hornby on the development of lexical and grammatical syllabuses was done in contexts where English was a foreign language, that is, where students studied English as a formal subject in school but had no immediate need for it outside the classroom. The classroom and the textbook provided the primary input to the language learning process, hence the goal of syllabus developers was to simplify and rationalize this input as far as possible through the processes of selection and gradation.

## **2.5 From syllabus design to curriculum development**

### **2.5.1 The quest for new methods**

The teaching of English as a second or foreign language became an increasingly important activity after World War II. Immigrants, refugees, and foreign students generated a huge demand for English courses in the United Kingdom, Canada, the United States, and Australia. The role of English as language of international communication had expanded rapidly by the 1950s. There was much greater mobility of peoples as a result of growth in air travel and international tourism. English was increasingly important in international trade and commerce. The role of English was supported by the growth of radio, film and television. White (1988, 9) comments:

Whereas in medieval times English was the language of an island nation and French was the language of a continental one, in the twentieth century English has become the language of the world thanks to the linguistic legacy of the British Empire, the emergence of the USA as an English-speaking superpower and the fortuitous association of English with the industrial and technological developments of the nineteenth and twentieth centuries.

All of these developments supported the need for a practical command of English for people in many parts of the world rather than an academic mastery of the language as one might acquire in a typical school course.

The initial response of the English-language teaching profession was to explore new directions in methodology. It was assumed that in order to meet the changing needs of language learners, more up-to-day teaching methods were needed that reflected the latest understandings of the nature of language and of language learning. Linguistics was a source of theories about the organization and structure of language and these were eagerly applied in the course of new “scientifically based” teaching methods. The 1950s and 1960s in language teaching were hence times of methodological excitement. In Britain, applied linguists developed a methodology that drew on the oral approach that had been developed in the twenties and thirties linked to a careful graded grammatical and lexical syllabus. The methodology had the following characteristics:

- A structural syllabus with graded vocabulary levels
- Meaningful presentation of structures in contexts through the use of situations to contextualize new teaching points
- A sequence of classroom activities that went from Presentation, to controlled Practice, to freer Production (the P. P. P method)

This became known as the *situational approach* or the *structural-situational approach* or *Situational Language Teaching* and was the mainstream teaching method in British language teaching circles from the 1950s.

### **2.5.2 Communicative language teaching**

The emergence of ESP with its emphasis on needs analysis, as a starting point in language programme design was an important factor in the development of current approaches to language curriculum development. A second influence was the communicative approach to language teaching that emerged in the late 1960s and 1970s as a replacement for the structural-situational and audio-lingual methods. Communicative language teaching (CLT) is a broad approach to teaching that resulted from a focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of the language. The 1970s was a period when everyone

was “going communicative,” although precisely what was meant by that varied considerably. CLT was not so much a change in method as a set of changes in assumptions about the nature of language, the nature of goals, objectives, and the syllabus in language teaching, and a search for an appropriate methodology in the light of these changes.

CLT was a response to changes in the field of linguistics in the 1970s, as well as a response to the need for new approaches to language in Europe as a result of initiative, by groups such as the council of Europe. Linguistics moved away from a focus on grammar as the core component of language abilities to a consideration of how language is used by speakers in different contexts of communication. The capacity to use language appropriately in communication based in the setting, the roles of the participants, and the nature of the transaction was referred to as *communicative competence*. Applied linguists sought to apply this notion to language teaching. Whereas a grammatical syllabus is based on the notion of *grammatical competence* - the knowledge people have of a language that underlies their capacities to produce and organize sentences in the language- a different type of syllabuses would be needed to teach communicative competence.

### **2.5.3 Emergence of a curriculum approach in language teaching**

The term *curriculum studies* refers to a very broad field of inquiry that deals with what happens in schools and other institutional institutions, the planning of instruction, and the study of how curriculum plans are implemented. A curriculum in a school context refers to the whole body of knowledge that children acquire in schools. Rodgers (1989, 26) comments:

A syllabus is which prescribe the content to be covered by a given course, from only a small part of the total school program. Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them to learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

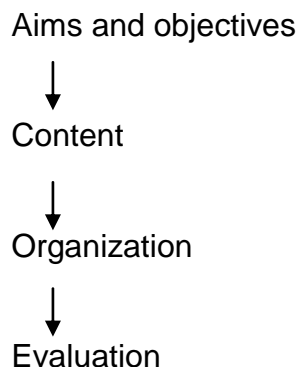


One of the most important statements on the nature and process of curriculum development was made by Tyler in 1949 in a book that brought about a revival in curriculum studies throughout the 1950s. His approach is summarized on the first page:

Four fundamental questions must be answered in developing any curriculum plan of instruction. These are:

- (1) What educational purposes should the school seek to obtain?
- (2) What educational experiences can be provided that is likely to obtain these purposes?
- (3) How can these educational experiences be effectively organized?
- (4) How can we determine whether these purposes are being attained?

This was sometimes reduced to an even simpler model:



As Lowton (1973) pointed out, this rather naïve view of the curriculum process not really intended by Tyler himself, whose book was a response to his observation that many teachers seemed unable to explain what the goals of their teaching were, except in the most general way. If asked to explain their objectives, they might say, “We are trying to produce well-educated and well-rounded students.” Such a statement, however, does not help to identify the kind of teaching that might contribute to this goal of the kind of learning that would result from it. Tyler argued that educational objectives should describe learner behaviour (not teacher behaviour) and should identify what changes have come about in learners as a result of teaching. Tyler’s model or variations

of it soon penetrated wide areas of educational thought and practice and curriculum and training manuals were soon full of models such as the following (Inglis 1975):

1. NEED		2. PLAN	
Aims	Objectives	Strategies	Tactics
3. IMPLEMENTATION		4. REVIEW	
Methods	Techniques	Evaluation	Consolidation

## **2.6 Needs analysis**

One of the basic assumptions of curriculum development is that a sound educational programme should be based on an analysis of learners' needs. Procedures used to collect information about learners' needs are known as needs analysis. Needs analysis is a distinct and necessary phase in planning educational programmes emerged in the 1960s as part of the systems approach to curriculum development and was part of the prevalent philosophy of educational accountability (Stufflebeam, McCormick, Brinkerhoff, and Nelson 1985).

### **2.6.1 The purpose of needs analysis**

Needs analysis in language teaching may be used for a number of different purposes, for example:

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student.
- To help determine if an existing course adequately addresses the needs of potential students.
- To determine which students from a group are most in need of training in particular language skills.

- To identify a change of direction that people in a reference group feel is important.
- To identify a gap between what students are able to do and what they need to be able to do.
- To collect information about a particular problem learners are experiencing

The first step in conducting a need analysis is therefore to decide exactly what its purpose or purposes are. Needs analysis has to be carried out as part of the delivery of the course. Goals, content, and the teaching approach are shaped by information collected during the teaching of the course.

### **2.6.2 What are needs?**

The term *needs* is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivation, lacks, constraints, and requirements (Brindley 1984, 28). Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do. This suggests that needs have objective reality and are simply there waiting to be identified and analysed.

### **2.6.3 The users of needs analysis**

A needs analysis may be conducted for a variety of different users. For example, in conducting a needs analysis to help revise the secondary school English curriculum in a country, the end users include:

- Curriculum officers in the ministry of education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and materials.
- Teachers who will teach from the new curriculum.
- Learners, who will be taught from the curriculum.
- Writers, who are preparing new textbooks.

- Testing personnel, who are involving in developing end-of-school assessment.
- Staff of tertiary instructions, who are interested in knowing what the expected level will be of students exiting the schools and what problems they face.

In the case of needs analysis conducted by a private institute of language needs of trainee accountants in international accounting firms, the target users might be:

- Trainers responsible for designing training programs and materials.
- A funding body, such as the local professional society for accountants who are interested in seeing a concrete product as an outcome of their funding.
- Employers who are interested in improving the job performance of new staff.

#### **2.6.4 The target population**

The target population in a needs analysis refers to the people about whom information will be collected. Typically, in language programs these will be language learners or potential language learners, but others are also often involved depending on whether they can provide information useful in meeting the purposes of needs analysis. For example, in conducting a needs analysis to determine the focus of an English program in public secondary schools in an EFL context, the target population might include:

- policy makers
- ministry of education officials
- teachers
- students
- academics
- employers
- vocational training specialists
- parents
- influential individuals and pressure groups
- academic specialists

- community agencies

### **2.6.5 Administering the needs analysis**

Planning a needs analysis involves deciding who will administer the needs analysis and collect and analyse the results. Needs analyses vary in their scope and demands, from a survey of a whole school population in a country to a study of a group of a thirty learners in a single institution. Sometimes a team of personnel is assembled specifically for the purpose of doing the analysis; at other times two or three interested teachers may be the only ones involved. For example, in a needs analysis of the language needs of non-English-background students:

- the research team made up of two academics and a research assistant
- colleagues in different departments who discussed the project and reviewed sample questionnaires
- students who piloted the questionnaires
- academic staff of the university who administered some of the questionnaires
- secretarial supported involved in preparing questionnaires and tabulating data

In some language programmes, informal needs analysis is part of a teacher's ongoing responsibilities.

### **2.6.6 Procedures for conducting needs analysis**

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. Since any one source of information is likely to be incomplete or partial, a *triangular approach* (i. e., collecting information from two or more sources) is advisable. Many different sources of information should be sought. For example, when a needs analysis of the writing problems encountered by

foreign students enrolled in American universities is conducted, information could be obtained from the following sources:

- samples of student writing
- test data in student performance.
- reports by teachers on typical problems students face
- opinions of experts
- information from students via interviews and questionnaires
- analysis of textbooks teaching academic writing
- survey or related literature
- examples of writing programs from other institutions
- examples of writing assignments given to first-year university students

Procedures for collecting information during a needs analysis can be selected from among the following:

### ***Questionnaires***

Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large number of subjects, and they obtain information that is relatively easy to tabulate and analyse. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities, and attitudes and believes.

Questionnaires are either based on a set of structured items (in which the respondent chooses from a limited number of responses) or unstructured (in which open-ended questions are given that the respondent can answer as he or she chooses).

A disadvantage of questionnaires, however, is that the information obtained may be fairly superficial or imprecise and will often need follow-up to gain a fuller understanding of what respondents intend. It should also be recognised that there are many badly designed questionnaires in educational research, and it is advisable to become familiar with the principles of good questionnaire design to ensure that the information obtained is reliable. Piloting

of questionnaires is essential to identify ambiguities and other problems before the questionnaire is administered.

### ***Self-ratings***

These consist of scales that students or others use to rate their knowledge or abilities. (Self-ratings might also be included as part of a questionnaire.) For example, a student might rate how well he or she can handle a job interview in English. The disadvantage of such an instrument is that it provides only impressionistic information and information that is not very precise.

### ***Interviews***

Interviews allow for a more in-depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups. An interview may often be useful at the preliminary stage of designing a questionnaire, since it will help the designer get a sense of what topics and issues can be focused on in the questionnaire. A structured interview in which a set series of questions is used allows more consistency across responses to be obtained. Interviews can be conducted face-to-face or over the telephone.

### ***Meetings***

A meeting allows a large amount of information to be collected in a fairly short time. For example, a meeting of teachers on the topic “students’ problems with listening comprehension” might generate a wide range of ideas. However, information obtained in this way may be impressionistic and subjective and reflect the ideas of more outspoken members of a group.

### ***Observation***

Observation of learners’ behaviour in a target situation is another way of assessing their needs. For example, observing clerks performing their jobs in a bank will enable the observer to arrive at certain conclusions about their language needs.

However, people often do not perform well when they are being observed, so this has to be taken into account. In addition, observation is a specialized skill. Knowing how to observe, what to look for, and how to make use of the information obtained generally requires specialized training.

### ***Collecting learner language samples***

Collecting data on how well learners perform on different language tasks (e.g., business letters, interviews, telephone calls) and documenting the typical problems they have is a useful and direct source of information about learners' language needs. Language samples may be collected through the following means:

- *Written or oral tasks*: Examples of student written or oral work are collected.
- *Simulations or role plays*: Students are given simulations to carry out and their performance is observed or recorded.
- *Achievement tests*: Students are tested for their abilities in different domains of language use.
- *Performance tests*: Students are tested on job-related or task-related behaviors, such as "how well a job interview can be carried out in English."

### ***Task analysis***

This refers to analysis of the kinds of tasks the learners will have to carry out in English in a future occupational or educational setting and assessment of the linguistic characteristics and demands of the tasks. For example, a hotel employee might have to perform the following tasks in English:

- greet hotel guests
- inquire about their accommodation needs
- inform them of accommodation available at the hotel
- help them to make a suitable choice of accommodation
- handle check-in procedures



### ***Case studies***

With a case study, a single student or a selected group of students is followed through a relevant work or educational experience in order to determine the characteristics of that situation. For example, a newly arrived immigrant might be studied for three months, during which time the student keeps a log of his or her daily language experiences in English, the situations in which the language is used, and the problems he or she encounters. Although it is generally not possible to generalize from a case study, it provides a very rich source of information that may complement information obtained from other sources.

### ***Analysis of available information***

In any situation where a needs analysis is needed, a large amount of relevant information is generally available in various sources. These include:

- books
- journal articles
- reports and surveys
- records and files

An analysis of available information is normally the first step in a needs analysis because there are very few problems in language teaching that have not written about or analyzed somewhere.

#### **2.6.7 Designing the needs analysis**

Designing a needs analysis involves choosing from among the various options discussed above and selecting those that are likely to give a comprehensive view of learners' needs and that represent the interests of the different stakeholders involved. Decisions have to be made on the practical procedures involved in collecting, organizing, analyzing, and reporting the information collected. It is important to make sure that the needs analysis does not produce an information overload.

### **2.6.8 Making use of the information obtained**

The results of needs analysis will generally consist of information taken from several different sources and summarized in the form of ranked lists of different kinds. For example, it might result in lists of the following kind:

- situations in which English is frequently used
- situations in which difficulties are encountered
- comments most often made by people or learners' performance
- frequencies with which different transactions are carried out
- perceived difficulties with different aspects of language use
- preferences for different kinds of activities in teaching
- frequencies of errors made in different types of situations or activities
- common communication problems in different situations
- suggestions and opinions about different aspects of learners' problems
- frequencies of linguistic items or units in different texts or situations

### **2.7 Situation analysis**

The goal of needs analysis is to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of language course.

Situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made in order to assess their potential impact on the project.

These factors may be political, social, economic, or institutional. Situation analysis complements the information gathered during needs analysis. It is sometimes considered as a dimension of needs analysis, and can also be regarded as an aspect of evaluation.

### **2.7.1 Societal factors**

Second or foreign language teaching is a fact of life in almost every country of the world. Yet countries differ greatly in terms of the role of foreign languages in the community, their status in the curriculum, educational tradition and experience in language teaching, and the expectations that members of the community have for language teaching and learning.

The position of foreign languages in the school curriculum is neither strong nor secure. More promotion of foreign language teaching is consequently needed, and there is a greater interest in novel teaching methods. In examining the impact of social factors on language teaching, therefore, the aim is to determine the impact of groups in the community or society at large on the program. These groups include:

- policy makers in government
- educational and other government officials
- employers
- the business community
- politicians
- tertiary education specialists
- educational organizations
- parents
- citizens
- students

### **2.7.2 Projects factors**

Curriculum projects are typically produced by a team of people. Members of the team may be specialists who are hired specially for the purpose, they may be classroom teachers who are seconded to the project for a fixed period of time, or the project may be carried out by teachers and other staff of a teaching institution as part of their regular duties. Projects are completed under

different constraints of time, resources, and personnel, and each of these variables can have a significant impact on the project.

The following project factors need to be considered:

- Who constitutes the project group and how are they selected?
- What are the management and other responsibilities of the team?
- How are goals and procedures determined?
- Who reviews the progress of the project and the performance of its members?
- What experience do members of the team have?
- How do members of the team regard each other?
- What resources do they have available and what budget to acquire needed resources?
- What is the time frame of the project? Is it realistic or more or less time needed?

### **2.7.3 Institutional factors**

A language-teaching programme is typically delivered in an institution such as university, school, or language institute. Different types of institutions create their own “culture,” that is, settings where people interact and where patterns emerge for communication, decision-making, role relations, and conduct. Schools are organizations and they develop a culture, ethos or environment, which might be favourable or unfavourable to encouraging change and the implementation of innovations.

### **2.7.4 Teacher factors**

Teachers are a key factor in the successful implementation of curriculum changes. Exceptional teachers can often compensate for the poor-quality resources and material they have to work from. But inadequately trained teachers may not be able to make effective use of teaching materials no matter how well they are designed. In any institution, teachers may vary according to the following dimensions:

- language proficiency
- teaching experience
- skill and expertise
- training and qualifications
- morale and motivation
- teaching style
- beliefs and principles

### **2.7.5 Learner factors**

Learners are the key participants in curriculum development projects and it is essential to collect as much information as possible about them before the project begins. Numan (1989, 176) comments:

The effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specifications of the official curriculum. Among relevant learner factors therefore are the following:

- What are the learners' past language learning experience?
- How motivated are the learners to learn English?
- What are their expectations for the programme?
- Do the learners' views on language teaching reflect any culturally specific factors?
- Are they a homogeneous or a heterogeneous group?
- What type of learning approach do they favour (e.g., teacher-led, student-focused, or small-group work)?
- What type of content do they prefer?
- What expectations do they have for the roles of teachers, learners, and instructional materials?
- How much time can they be expected to put into the program?
- What learning sources will they typically have access to?

### **2.7.6 Adoption factors**

Any attempt to introduce a new curriculum, syllabus, or a set of materials must take into account the relative ease or difficulty of introducing change into the system. Curriculum changes are of many different kinds. They may affect teachers' pedagogical values and beliefs, their understanding of the nature of language or second language learning, or their classroom practices and use of teaching materials. The following questions therefore need to be asked of any proposed curriculum innovation:

- What advantages does the curriculum change offer? Is the innovation perceived to be more advantageous than current practices?
- How compatible is it? Is the use of innovation consistent with the existing beliefs, attitudes, organization, and practices within a classroom or a school?
- Is the innovation very complicated and difficult to understand?
- Has it been used and tested out in some schools before all schools are expected to use it?
- Have the features and benefits of the innovation been clearly communicated to teachers and institutions?
- How clear and practical is it? Are the expectations of the innovation stated in ways, which clearly show how it can be used in the classroom?

### **2.7.7 Profiling the factors identified in the situation analysis**

The goal of situation analysis is to identify key factors that might positively or negatively affect the implementation of a curriculum plan. This is sometimes known as a SWOT analysis because it involves an examination of "a language programme's internal *strengths* and *weaknesses* in addition to external *opportunities* and *threats* to the existence or successful operation of the language program" (Klinghammer 1997, 65). These can be summarized in the form of a list and the profile developed for discussion within the project team, ministry, funding body, or institute.

## **2.8 Planning goals and learning outcomes**

### **2.8.1 The ideology of the curriculum**

In developing goals for educational programmes, curriculum planners draw on their understanding both of the present and long-term needs of learners and of society as well as the planners' beliefs and ideologies about schools, learners, and teachers. These beliefs and values provide the philosophical underpinnings for educational programmes and the justification for the kinds of aims they contain.

#### **Academic rationalism**

This justification for the aims of curriculum stresses the intrinsic value of the subject matter and its role in the developing the learner's intellect, humanistic values, and rationality.

#### **Social and economical efficiency**

This educational philosophy emphasizes the practical needs of learners and society and the role of an educational program in producing learners who are economically productive. People can improve themselves and their environment through a process of rational planning. Social, economic, and other needs of society can be identified and planned for "by task analysis, by forming objectives for each task, and by teaching skills as discrete units".

#### **Learner-centeredness**

This term groups together educational philosophies that stress the individual needs of learners, the role of individual experience, and the need to develop awareness, self-reflection, critical thinking, learner strategies, and other qualities and skills that are believed to be important for learners to develop. Within this tradition, *reconceptualists* emphasize the role of experience in learning.

## **Social reconstruction**

This curriculum perspective emphasizes the roles schools and learners can and should play in addressing social injustices and inequality. Curriculum development is not seen as a natural process. Schools likewise do not present equal opportunities for all, but reflect the general inequalities in society. Schools must engage teachers and students in an examination of important social and personal problems and seek way to address them. This process is known as “empowerment”. Teachers must empower their students so that they can recognize unjust systems of class, race, or gender, and challenge them.

## **Cultural pluralism**

This philosophy argues that schools should prepare students to participate in several different cultures and not merely the culture of the dominant social and economic group.

### **2.8.1 Stating curriculum outcomes**

#### ***Aims***

In curriculum discussions, the terms *goal* and *aim* are used interchangeably to refer to a description of the general purposes of a curriculum and *objective* to refer to a more specific and concrete description of purposes. We will use the terms *aim* and *objective* here. An aim refers to a statement of a general change that a programme seeks to bring about in learners.

#### ***Objectives***

Aims are very general statements of the goals of a programme. They can be interpreted in many different ways.



Objectives have the following characteristics:

- They describe what the aim seeks to achieve in terms of smaller units of learning
- They provide a basis for the organization of teaching activities
- They describe learning in terms of observable behaviour or performance

The advantages of describing the aims of a course in terms of objectives are:

- They facilitate planning: once objectives have been agreed on, course planning, materials preparation, textbook selection and related processes can begin.
- They provide measurable outcomes and thus provide accountability: given a set of objectives, the success or failure of a programme to teach the objectives can be measured.
- They are prescriptive: they describe how planning should proceed and do away with subjective interpretations and personal opinions.

### **Criticisms of the use of objectives**

***Objectives turn teaching into a technology.*** It is argued that objectives are linked to an efficiency view of education, that is, one based on the assumption that the most efficient means to an end is justified. There is a danger that curriculum planning becomes a technical exercise of converting statements of needs onto objectives.

***Objectives trivialize teaching and are product-oriented.*** By assuming that every purpose in teaching can be expressed as an objective, the suggestion is that the only worthwhile goal in teaching is to bring about changes in student behaviour.

***Objectives are unsuited to many aspects of language use.*** Objectives may be suitable for describing the mastery of skills, but less suited to such things as critical thinking, literary appreciation, or negotiation of meaning.

## Competency-based program outcomes

An alternative to the use of objectives in program planning is to describe learning outcomes in terms of competencies, an approach associated with Competency-Based Language Teaching (CBLT). CBLT seeks to make a focus on the outcomes of learning a central planning stage in the development of language programmes.

### The nature of competencies

Competencies refer to observable behaviours that are necessary for the successful completion of real-world activities. These activities may be related to any domain of life, though they have typically been linked to the field of work and to social survival in a new environment. A unit of competency might be a task, a role, a function, or a learning module. These will change over time, and will vary from context to context.

#### 2.8.2 Nonlanguage outcomes and process objectives

A language curriculum typically includes other kinds of outcomes apart from language-related objectives of the kind described above. If the curriculum seeks to reflect values related to learner centeredness, social reconstructionism, or cultural pluralism, outcomes related to those values will also need to be included. Because such outcomes go beyond the content of a linguistically oriented syllabus, they are sometimes referred to as *non-language outcomes*.

- social, psychological, and emotional support in the new living environment
- confidence
- motivation
- cultural understanding
- learning about learning
- clarification of goals
- access and entry into employment, further study, and community life

## **2.9 Course planning and syllabus design**

A number of different levels of planning and developing are involved in developing a course or a set of instructional materials based on the aims and objectives that have been established for a language programme.

### **2.9.1 The course rationale**

A starting point in course development is a description of the *course rationale*. This is a brief written description of the reasons for the course and the nature of it. The course rationale seeks to answer the following questions:

Who is this course for?

What is the course about?

What kind of teaching and learning will take place in the course?

The course rationale answers these questions by describing the beliefs, values and goals that underlie the course.

### **2.9.2 Describing the entry and exit level**

In order to plan a language course, it is necessary to know the level at which the programme will start and the level learners may be expected to reach at the end of the course. Language programs and commercial materials typically distinguish between *elementary*, *intermediate*, and *advanced* levels.

### **2.9.3 Choosing course content**

The question of course content is probably the most basic issue in course design. Given that a course has to be developed to address a specific set of needs and to cover a given set of objectives, what will the content of the course look like? Decisions about course content reflect the planners' assumptions about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning.

## **2.9.4 Determining the scope and sequence**

### ***Scope***

Decisions about course content also need to address the distribution of content throughout the course. This is known as planning the scope and sequence of the course. *Scope* is concerned with the breadth and depth of coverage of items in the course, that is, with the following questions:

What range of content will be covered?

To what extent should each topic be studied?

### ***Sequence***

The sequencing of the content in the course also needs to be determined. This involves deciding which content is needed early in the course and which provides a basis for things that will be learned later level. Sequencing may be based on the following criteria.

#### ***Simple to complex***

One of the commonest ways of sequencing material is by difficulty level. Content presented earlier is thought to be simpler than later items. This is typically seen in relation to grammar content, but any type of course content can be graded in terms of difficulty.

#### ***Chronology***

Content may be sequenced according to the order in which events occur in the real world.

#### ***Need***

Content may be sequenced according to when learners are most likely to need it outside the classroom.

### ***Prerequisite learning***

The sequence of content may reflect what is necessary at one point as a foundation for the next step in the learning process.

### ***Whole to part or part to whole***

In some cases, material at the beginning of a course may focus on the overall structure or organization of a topic before considering the individual components that make it up. Alternatively, the course might focus on practicing the parts before the whole.

### ***Spiral sequencing***

This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them.

## **2.9.5 Planning the course structure**

The next stage in course development involves mapping the course structure into a form and sequence that provide a suitable basis for teaching. Some of the preliminary planning involved will have occurred while ideas for course content were being generated. Two aspects of this process, however, require more detailed planning: *selecting a syllabus framework* and *developing instructional blocks*. These issues are closely related and sometimes inseparable but also involve different kinds of decisions.

### ***Selecting a syllabus framework***

A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content.

## ***Developing instructional blocks***

So far we have described the processes used to make decisions about the content of a course as well as its syllabus framework. A course also needs to be mapped out in terms of instructional blocks or sections. An instructional block is a self-contained learning sequence that has its own goals and objectives and that also reflects the overall objectives for the course. Instructional blocks represent the instructional focus of the course and may be very specific (e.g., a single lesson) or more general (e.g., a unit of work consisting of several lessons).

### **2.9.6 Preparing the scope and sequence plan**

Once a course has been planned and organized, it can be described. One form in which it can be described is a scope and sequence plan. This might consist of a listing of the module or units and their contents and an indication of how much teaching time each block in the course will require. In the case of a textbook it usually consists of a unit-by-unit description of the course cross-referenced to the syllabus items included.

### **2.10 Providing for effective teaching**

Curriculum development processes as they have been described so far are essential resources in helping schools achieve their goals. The other principal educational resource is teaching itself. Quality teaching is achieved not only as a consequence of how well teachers teach but through creating contexts and work environments that can facilitate good teaching.

#### **2.10.1 The institution**

##### ***The organizational culture***

The organizational culture of a school refers to the ethos and environment that exists within a school, the kinds of communications and

decision making that take place, and the management and staffing structure they support. A school's organizational culture is revealed in the way the following questions are answered:

- What are the school's goals and mission?
- What is the school's management style?
- What shared values do staff have?
- What are the decision-making characteristics of the school?
- What roles do teachers perform?
- How are teaching and other work planned and monitored?
- What provision is made for staff development?
- How are courses and curriculum planned?
- How receptive is the school to change and innovation?
- How open are communication channels?

### ***Quality indicators in an institution***

Language teaching institutions vary greatly in terms of how they view their educational mission. Some schools hopefully the majority are committed to providing quality educational services. They have a clearly articulated mission. They take seriously the development of a sound curriculum and set of programmes, hire the best available teachers, and provide quality instruction and the kinds of support teachers need to achieve their best.

Dimension of quality:

- A sense of mission
- A strategy plan
- Quality assurance mechanisms
- A sound curriculum
- Flexible organizational framework
- Good internal communication
- Professional treatment of teachers
- Opportunities for teacher development

### ***The teaching context***

The last set of factors that affect the quality of teaching in a program relate to the institution context in which teachers work

- Size and staff structure
- Equipment
- Support staff
- Teacher work space
- Teacher resource room
- Teaching facilities
- Class size

#### **2.10.2 The teachers**

Many things can be done to create a context for good teaching, but it is teachers themselves who ultimately determine the success of a programme. Good teachers can often compensate for deficiencies in the curriculum, the materials, or the resources they make use of in their teaching.

#### ***Skills and qualifications***

Language teaching institutions vary greatly in the type teachers they employ. In some situations, there may be a choice between native speakers of English and non-native speakers of English with varying levels of English-language proficiency. Within both groups there may be further choices possible based on teaching experience and professional qualifications in TESL/TEFL.

#### ***Support for teachers***

If teachers are expected to teach well and to develop their teaching skills and knowledge over time, they need ongoing support. This may take a number of forms:

- Orientation
- Adequate materials



- Courses guides
- Division of responsibilities
- Further training
- Teaching release
- Mentors
- Feedback
- Rewards
- Help lines
- Review

### **The teaching process**

The focus here is on the teaching practices that occur within a programme, how these can be characterized, and how quality teaching can be achieved and maintained.

### ***Teaching model and principles***

#### ***Model***

Roberts (1998, 103) compares two teaching models implicit in many languages programs: The *operative* model and the *problem-solving* model:

In an “operative” model the teacher is restricted to meeting the requirements of a centralized system. In the case of the “problem solver” model, a decentralized curriculum gives teachers greater autonomy in making educational decisions.

#### ***Principles***

Teachers teach in different ways. Teachers bring to teaching their own personal beliefs and principles and these help to account for how they interpret their role in the classroom as well as differences in the way they teach.

Teachers' principles are a product of their experience, their training, and their beliefs.

### ***Maintaining good teaching***

It results from an active, ongoing effort on the part of teachers and administrators to ensure that good teaching practices are being maintained. The following are strategies that address this issue.

- Monitoring
- Observation
- Identification and resolution of problems
- Shared planning
- Documentation and sharing of good practices
- Self-study of the program

### ***Evaluation teaching***

It is essential that teachers' performance be regularly reviewed. This involves the development of an appraisal system. An appraisal system may have several different purposes:

- to reward teachers for good performance
- to help identify needs for further training
- to reinforce the need for continuous staff development
- to help improve teaching
- to provides a basis for contract renewal and promotion
- to demonstrate an interest in teachers' performance and development

The purpose of the appraisal will determine the type of appraisal that is carried out.

- Developing the appraisal system
- The focus of appraisal
- Conducting the appraisal

### **2.10.3 The learning process**

Learning is not the mirror image of teaching. The extent to which teaching achieves its goals will also depend on how successfully learners have been considered in the planning and delivery process. The following factors may affect how successfully a course is received by learners:

- Understanding of the course
- Views of learning
- Learning styles
- Motivation
- Support

### **2.11 The role and design of instructional materials**

Teaching materials are a key component in most language programmes. Whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

#### **2.11.1 Authentic versus created materials**

When plans regarding the role of materials in a language programme are made, an initial decision concerns the use of authentic materials versus created materials. *Authentic materials* refer to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes. *Created materials* refer to textbooks and other specially developed instructional resources.

### **2.11.2 Textbooks**

Commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching.

### **2.11.3 Evaluating textbooks**

With such an array of commercial textbooks and other kinds of instructional materials to choose from, teachers and others responsible for choosing materials need to be able to make informed judgements about textbooks and teaching materials. Evaluation, however, can only be done by considering something in relation to its purpose. A book may be ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the programme, it is easy to teach, it can be used with little preparation by inexperienced teachers, and it has an equal coverage of grammar and the four skills. The same book in a different situation, however, may turn out to be quite unsuitable. It contains too little material; it is not sufficiently challenging for teachers and students, and has elements in it (such as grammar syllabus) that are not needed in the programme.

### **2.11.4 Adapting textbooks**

Most teachers are not creators of teaching materials but providers of good materials. Dudley-Evans and St. John (1998, 173) suggest that a good provider of materials will be able to:

1. Select appropriately from what is available
2. Be creative with what is available
3. Modify activities to suit learners' needs
4. Supplement by providing extra activities (and extra input)

### **2.11.5 Preparing materials for a program**

In cases where institutionally developed materials are being considered for a language program, both the advantages and disadvantages of setting up a materials development project need to be carefully considered at the outset.

#### ***Advantages***

Advantages of building a materials development component into a programme include:

- Relevance
- develop expertise
- reputation
- flexibility

#### ***Disadvantages***

Disadvantages also need to be considered before embarking on materials development.

- cost
- quality
- training

### **2.11.6 Managing a materials writing project**

Materials writing projects are of different scopes and dimensions. Some may be the responsibility of an individual teacher; others may be assigned to a team of writers.

### **2.11.7 Monitoring the use of materials**

No matter what form of materials teacher make use of, whether they teach from textbooks, institutional materials, or teacher-prepared materials, the materials represent *plans* for teaching. They do not represent the process of

teaching itself. As teachers use materials they adapt and transform them to suit the needs of particular groups of learners and their own teaching styles. These processes of transformation are at the heart of teaching and enable good teachers to create effective lessons out of the resources they make use of.

Monitoring may take the following forms:

- Observation
- Feedback sessions
- Written reports
- Reviews
- Students' reviews

## **2.12 Approaches to evaluation**

This involves an examination of the context in which the programme occurs, of the goals, syllabus, and structure of the course, and how this can be planned and developed, as well as analysis of the teaching and learning that takes place during the course.

The overall and interlinked system of elements (i.e., needs, goals, teachers, learners, syllabuses, materials, and teaching) is known as the second language curriculum. However, once a curriculum is in place, a number of important questions still need to be answered. These include:

- Is the curriculum achieving its goals?
- What is happening in classrooms and schools where it is being implemented?
- Are those affected by the curriculum (e.g., teachers, administrators, students, parents, employers) satisfied with the curriculum?
- Have those involved in developing and teaching a language course done a satisfactory job?
- Does the curriculum compare favourably with others of its kind?

### **2.12.1 Purposes of evaluation**

Weir and Roberts (1994) distinguish between two major purposes for language programme evaluation, programme accountability, and programme development. Accountability refers to the extent to which those involved in a programme are answerable for the quality of their work. Accountability-oriented evaluation usually examines the effects of a programme or project at significant end points of an educational cycle and is usually conducted for the benefit of an external audience or decision maker. Development-oriented evaluation, by contrast, is designed to improve the quality of a programme as it is being implemented.

#### ***Formative evaluation***

Evaluation may be carried out as part of the process of programme development in order to find out what is working well, and is not, and what problems need to be addressed. This type of evaluation is generally known as *formative evaluation*.

#### ***Illuminative evaluation***

Another type of evaluation can be described as *illuminative evaluation*. This refers to evaluation that seeks to find out how different aspects of the programme work or are being implemented. It seeks to provide a deep understanding of the processes of teaching and learning that occur in the programme, without necessarily seeking to change the course in any way as a result.

#### ***Summative evaluation***

A third approach to evaluation is the type of evaluation with which most teachers and programme administrators are familiar and which seeks to make decisions about the worth or value of different aspects of the curriculum. This is known as summative evaluation. Summative evaluation is concerned with

determining the effectiveness of a programme, its efficiency, and to some extent with its acceptability.

### **2.12.2 Issues in program evaluation**

Weir and Roberts (1994, 42) propose a wide view of evaluation that is characterized by:

- a need for both insider and outsider commitment and involvement to ensure adequate evaluation
- a central interest in improvement, as well as the demonstration of the “product value” of a programme or project or their components
- an associated commitment to a deeper professional understanding of the process of educational change, as well as the results of that change
- systematic documentation for evaluation purposes both during implementation and at the beginning and end of the programme or project’s life
- a willingness to embrace both qualitative and quantitative methodology appropriate to the purpose of evaluation and the context under review

These principles raise the following issues in the evaluation process.

- The audience for evaluation
- Participants in the evaluation process
- Quantitative and qualitative evaluation
- The importance of documentation
- Implementation

### **2.12.3 Procedures used in conducting evaluations**

#### **Tests**

**Advantages:** tests can provide a direct measure of achievement, particularly if they are based on student performance, that is, they are criterion reference.



***Disadvantages:*** It is not always easy to be sure those changes in learning as measured by tests are direct result of teaching or are linked to other factors.

### **Comparison of two approaches to a course**

Two different versions of a course might be taught and the results as measured by student achievement compared. The comparative approach seeks to compare the effects of two or more different teaching conditions. It measures the efficiency of the curriculum by comparing the effectiveness of two different ways of teaching it.

***Advantages:*** the comparative approach seeks to control all relevant factors and to investigate factors rigorously.

***Disadvantages:*** This approach usually imposes artificial constraints on the teacher.

### **Interviews**

Interview with teachers and students can be used to get their views on any aspect of the course. Normally, structured interviews provide more useful information than unstructured interviews.

***Advantages:*** In-depth information can be obtained on specific questions.

***Disadvantages:*** Interviews are very time-consuming and only a sample of teachers or students can normally be interviewed in depth; hence the representativeness of their views may be questionable

### **Questionnaires**

These can be used to elicit teachers' and students' comments on a wide range of issues.

**Advantages:** Questionnaires are easy to administer and information can be obtained from large numbers of respondents.

**Disadvantages:** Questionnaires need to be carefully designed if they are to elicit unbiased answers, and information may be difficult to interpret

### **Teachers' written evaluation**

Teachers can complete a course evaluation using a structured feedback form that elicits comments on all aspects of the course.

**Advantages:** Teachers are in good position to report on a course and a well-designed evaluation form provides information quickly in a way that is easy to summarize.

**Disadvantages:** The information obtained may be impressionistic and biased, because it presents only the teacher's point of view.

### **Diaries and journals**

Teachers can keep an ongoing record of their impressions and experiences of a course. Diaries provide a narrative record of things the teacher does, problems encountered, critical incidents, time allocation, and other issues.

**Advantages:** Diaries and journals provide relatively detail and opened information and can capture information that may be missed by other means

**Disadvantages:** it is difficult to decide how to use the information obtained. Diaries are impressionistic and unsystematic. They also require cooperation and a time commitment on the part of the teacher.

### **Teachers' records**

Use can be made of available written records of courses, such as reports of lessons taught, material covered, attendance, students' grades, and time allocation.

**Advantages:** Records can provide a detailed account some aspects of the course

**Disadvantages:** Not all of information collected may be relevant.

### **Student logs**

Students might be asked to keep an account of what happened during a course, how much time they spent on different assignments, how much time they allocated to homework and other out-of-class activities.

**Advantages:** Provides the students' perspective on the course and gives insights that the teacher may not be aware of.

**Disadvantages:** Requires of cooperation of students and time commitment.

### **Case study**

A teacher can conduct a case study of a course or some aspect of a course. For example, the teacher might document how he or she made use of lessons plan throughout a course, or trace the progress of a particular learner.

**Advantages:** Case study provides detailed information about aspects of a course, and over time of accumulated information from case studies can provide a reach picture of different dimensions of a course

**Disadvantages:** The information collected may not be typical or representative, and studies are times-consuming to prepare.

### **Audio- or video recording**

Lessons can be recorded to provide examples of different teaching styles and lesson formats.

**Advantages:** Recordings can provide a rich account of teaching in real time and record information that is difficult to document in other ways.

**Disadvantages:** The presence of the recording instrument or person making the recording can be disruptive and can bias data. Good recording is difficult to set up.

## **Observation**

Regular observation of classes may be made by other teachers or a supervisor. Observation is usually more useful if it is structured in some way, such as giving a specific task to the observer and by providing procedures for the observer to use (e.g., checklists or rating scales).

**Advantages:** Observers can focus on only observable aspect of the lesson and can provide an objective eye, identifying things that may not be apparent to the teacher.

**Disadvantages:** The observer's presence may be intrusive.

# Chapter III

## METHODOLOGY

### 3 Methodology

#### 3.1 Technique and Type Research

##### Technique

The present research work is a SOCIAL SURVEY because the research group was in touch with the reality in order to obtain reliable information in systematic and ordered way according the research objectives. This information determined the students' needs referred to learn foreign language.

##### Type of Research

Our research was a Descriptive study. According to Danhke, 1989: *“the purpose of the Descriptive studies look for to specify the properties, the characteristics and the important profiles of people, groups, communities, or any other phenomenon that he/she undergoes an analysis”*<sup>7</sup>.

In addition, this study belongs to the no experimental research group. It is a transverse design. *“the descriptive transverse designs have as objective the incidence and the values in that they are manifested to investigate one or more variables (inside the quantitative focus) or to locate, to categorize and to provide a vision of a community, an event, a context, a phenomenon or a situation (to describe it, as their name indicates it, inside the qualitative focus)”*<sup>8</sup>.

So, according to above describe, The Descriptive Investigation allowed us to know the existent needs in the University in order to implement a Language Center for Foreign Language Teaching.

---

<sup>7</sup> Hernández, Roberto. Metodología de la Investigación, Third Edition. Page 117

<sup>8</sup> Ibid. Page 273

## 3.2 Population and Sample

### Population

The population was divided in two stratum, students and teachers. For that reason, 1300 students and 90 teachers at Universidad Estatal de Bolívar constituted the population of subjects in the project. So, the total population was 1390 persons of the University.

STRATUMS	POPULATION
TEACHERS	90
STUDENTS	1300
TOTAL	1390

### Sample

The sample was related with the objectives of the project and population characteristics. The Descriptive Statistic was used.

The formula used to obtain the sample in this research work was the following:

$$n = \frac{PQ \times N}{(N - 1) \frac{e^2}{k^2} + PQ}$$

Formula key:

**n** = Simple size

**PQ** = Population Constant Variance (0.25)

**N** = Population's size

**e<sup>2</sup>** = Acceptable error 5 % (0.05)

**k<sup>2</sup>** = Acceptable constant error (2)

**Students**

$$n = \frac{(0.25)(1300)}{(1300-1)\frac{(0.05)^2}{(2)^2} + 0.25}$$

$$n = \frac{325}{(1299)\frac{(0.0025)}{(4)} + 0.25}$$

$$n = \frac{325}{1299(0.000625) + 0.25}$$

$$n = \frac{325}{0.811875 + 0.25}$$

$$n = \frac{325}{1.061875}$$

$$n = 306.06238$$

$$n = 306$$

**Teachers**

$$n = \frac{(0.25)(90)}{(90-1)\frac{(0.05)^2}{(2)^2} + 0.25}$$

$$n = \frac{22.5}{(89)\frac{(0.0025)}{(4)} + 0.25}$$

$$n = \frac{22.5}{89(0.000625) + 0.25}$$

$$n = \frac{22.5}{0.055625 + 0.25}$$

$$n = \frac{22.5}{0.305626}$$

$$n = 73.61963$$

$$n = 74$$

The sample was the probabilistic stratified type whose analysis units or sample elements was selected aleatorily to make sure that each element has the same probability of being chosen. This is why we used the procedure of **systematic** selection of sample elements. This procedure implied to select inside a population **N** a number of elements starting from an interval **K** that was determined by the population's size and the sample size. So that we have:

$$K = \frac{N}{n}$$

Formula Key:

**K** = (systematic selection interval)

**N** = (population)

**n** = (sample)

$$K = \frac{1300}{306}$$

$$K = 4.24$$

$$K = 4$$

$$K = \frac{90}{74}$$

$$K = 1.2$$

$$K = 1$$

### Chart resume of the population and sample research

<b>STRATUMS</b>	<b>POPULATION N</b>	<b>SAMPLE n</b>	<b>INTERVALS K</b>
STUDENTS	1300	306	4
TEACEHRS	90	74	1
<b>TOTAL</b>	<b>1390</b>	<b>380</b>	<b>5</b>

### 3.3 Fielding

The present research work was applied to all students and teachers of Universidad Estatal de Bolívar at the campus placed in the city of Guaranda, Alpacaca sector, Bolívar province.

### 3.4 Instruments for data collection

#### Information gathering technique

The information gathering technique that was used in the present research work was the SURVEY.

#### Instruments of information gathering

The QUESTIONNAIRE was used as an instrument of information gathering from a primary source. They were elaborated taking in consideration the formulated objectives in the research. This instrument was based on indicators to each question that allowed us to get real data.

### 3.5 Processing and analysis

#### Tabulation

We proceed to code each article once fulfilled the phase of data gathering and with the certainty that this is of reliable quality. We assigned a



number to each item. After that, we proceed to tabulate and validate the data information to detect errors or omissions in a manual way.

### **Data Classification**

Once the tabulation finished, we began to order the data by means of tables and pictures. They were made of particular way for each indicator of every question object of the research work.

### **Data Processing**

The tabulation as the classification of the information were executed making use of the Descriptive Statistics such as: number of frequencies of the data and percentages

### **Data Presentation**

The information gave the support to sustain the execution of the objectives outlined for this research. After that, we proceeded to define the data presentation. Once defined the information, we represented it by means of the use of GRAPHICS, what facilitated the understanding of the results upon the analysis of the same ones, which was sustained.

### **Data Analysis**

The analysis to be made was fulfilled by means of the Descriptive Statistics for each indicator of each question taken individually. It was interpreted in a descriptive way in such a way that responded to the objectives outlined in the research, what allowed us to materialize the implementation of the Language Center in the University for Foreign Language Teaching (FLT). Moreover, this let us to find out the students' need to design English proficiency program in order to give English proficiency diploma that will be a requirement to get a degree in this University.

In addition, the hypothesis was tested by means Inferential Statistics using the “chi-square”. We reject the null hypothesis if the value of  **$X^2_{cal}$**  is bigger than the value of  **$X^2_{tab} = 3.84$** .

### **Results Presentation**

The research results presentation was made through a written, clear and concise report.

# Chapter IV

## TESTING THE HYPOTHESIS

### 4. Testing the Hypothesis

The present research work is looking for practical solution to our research's problem. We need to know with accuracy whether the implementation of the Language Center used as a tool in the Universidad Estatal de Bolívar improves Ss' abilities in the use of the foreign language, such us listening, speaking, reading and writing. In order to solve this problem we established a null hypothesis and an alternative hypothesis.

We tested the hypothesis null by means of a chi-square test. Generally speaking, the chi-square test is a statistical test used to examine differences with categorical variables and therefore the results of the test let you know the degree of *confidence* you can have in accepting or rejecting a *hypothesis*.

Basically, the chi square test of statistical significance is a series of simple mathematical formulas that compare the observed frequencies of teachers and students opinions with the frequencies we would expect. Our null hypothesis is that: "*there is no difference in the speaking ability as well as the other language abilities*".

#### Process

##### 4.1.1 System of Hypothesis

#### Statement:

**H<sub>3</sub>:** The implementation of the Language Center used as a tool improves Ss' abilities in the use of the foreign language, such us listening, speaking, reading and writing.

## Null hypothesis

**Ho:** There is no a difference in the speaking ability as well as the other language abilities.

*Statistical model*

**Ho:**  $X^2_{cal} \neq X^2_{tab} \rightarrow X^2_{cal} - X^2_{tab} \neq 0$

## Alternative hypothesis

**Hi:** There is a difference in the speaking ability as well as the other language abilities.

*Statistical model*

**Hi:**  $X^2_{cal} = X^2_{tab} \rightarrow X^2_{cal} - X^2_{tab} = 0$

### 4.1.2 Statistical Estimation

We got the information after apply the investigation. It was applied to two samples to the testing hypothesis where we got frequencies. We apply the Chi-squared test ( $X^2$ ) that permit determined what the observed frequencies are adjusted to expect or theory frequencies. We apply the following formula:

$$X^2 = \sum \frac{(\int o - \int e)^2}{\int e}$$

### 4.1.3 Level of significance and critical rule

One-tailed test

$\alpha = 0.05 = 5 \%$

Scored data / mixed factorial ANOVA

### Degree of freedom (df=1)

$$df = (r - 1) (k - 1)$$

$$df = (2 - 1) (2 - 1)$$

$$df = 1$$

$$X^2 \text{ critical } (gl = 1, \alpha = 0.05) = 3.84$$

### Rejection zone

$$Ho: R (Ho): X^2 \geq /3.84/$$

We will reject the null hypothesis if the value of  $X^2_{cal}$  is bigger than the value of  $X^2_{tab} = 3.84$

### Calculate of the Chi-square Test ( $X^2$ )

STRATUS	CATEGORIES		TOTAL
	There is difference	There is no difference	
STUDENTS	256	50	306
TEACHERS	53	21	74
TOTAL	309	71	380

Chart of the Observed Frequencies

After that, we calculated the expected frequencies in following way:

$$ef = \frac{(total - row)(total - colum)}{(total - frequency)}$$

$$ef_{11} = \frac{(306)(309)}{380} = \frac{94554}{380} = 248.83$$

$$ef_{12} = \frac{(306)(71)}{380} = \frac{21726}{380} = 57.17$$

$$ef_{21} = \frac{(74)(309)}{380} = \frac{22866}{380} = 60.17$$

$$ef_{22} = \frac{(74)(71)}{380} = \frac{5254}{380} = 13.83$$

STRATUS	CATEGORIES		TOTAL
	There is a difference +	There is no a difference -	
STUDENTS	256 (E11 248.83)	50 (E12 57.17)	306
TEACHERS	53 (E21 60.17)	21 (E22 13.83)	74
TOTAL	309	71	380

Chart of the Expected Frequencies

**Table of observed and expected frequencies**

INDICATOR	O F	E F	(O-E)	(O-E) <sup>2</sup>	[(O-E) <sup>2</sup> /E]
+/STUDENT	256	248.83	7.17	51.41	0.21
+/TEACHER	53	60.17	-7.17	51.41	0.85
-/STUDENT	50	57.17	-7.17	51.41	0.90
-/TEACHER	21	13.83	-7.17	51.41	3.72
			<b>Chi-square</b>	<b>Cal X<sup>2</sup> =</b>	<b>5.68</b>

### Decision

The calculated value of the  $X^2_{cal} = 5.68$  is bigger than the value  $X^2_{tab} = 3.84$ . So the null hypothesis is rejected

### Conclusion

In this research, the null hypothesis was rejected and therefore the Alternative Hypothesis: *"There is a difference in the speaking ability as well as the other language abilities"* was accepted.

# Chapter V

## INFORMATION ANALYSIS

### 5. Information Analysis

The research work was applied to the students and teachers of Universidad Estatal de Bolivar, placed in Guaranda in order to determine the university's needs that allow implementing a Language Center for Foreign Language Teaching. The University' students will use the Language Center as a listening tool to develop their speaking ability. The following graphics describe the results of each questions that was done to two stratums (students – teachers) according to the variables. **ANNEX "C"**

#### 5.1 Survey analysis

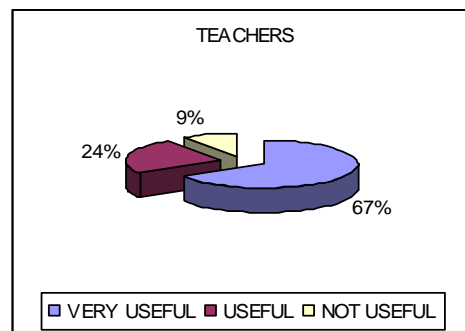
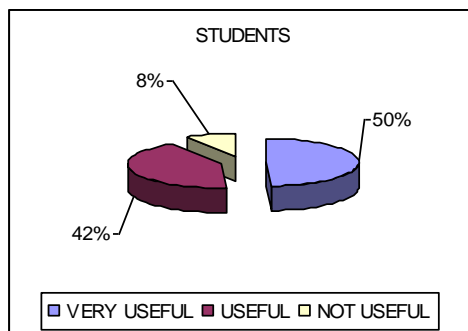
##### 5.1.1 Question No. 1

**HOW DO YOU CONSIDER LEARNING A FOREIGN LANGUAGE?**

**Picture No. 1**

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
VERY USEFUL	150	49
USEFUL	130	18
NOT USEFUL	26	7
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



When we did the analysis we have determined 50 % of the students and 67 % of the teachers consider very useful to learn a foreign language. 42% of the students and 24% of the teachers consider useful to learn a foreign language. And, the 8% of the students and 9% of the teachers consider not useful to learn a foreign language.

As a result of this analysis, we see the greatest percentage of the students and teachers want to learn a foreign language. So they need a program that allows learning a foreign language.

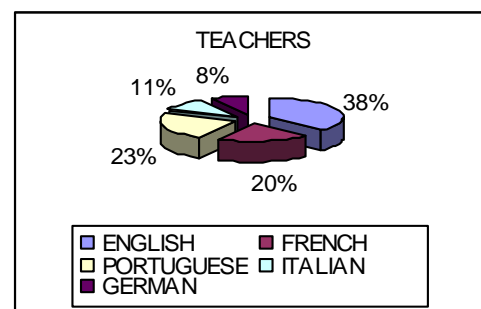
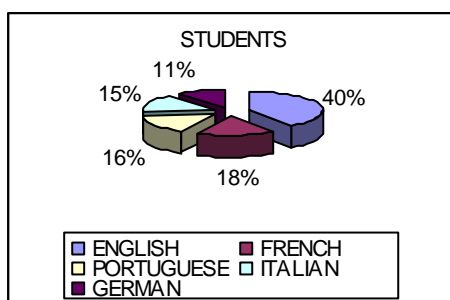
### 5.1.2 Question No. 2

**WHICH LANGUAGE WOULD YOU LIKE TO LEARN?**

**Picture No. 2**

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
English	123	28
French	55	15
Portuguese	49	17
Italian	45	8
German	34	6
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



According to this question, as the graphic shows the majority of students and teachers prefer to learn English. Nowadays, English is a universal language.



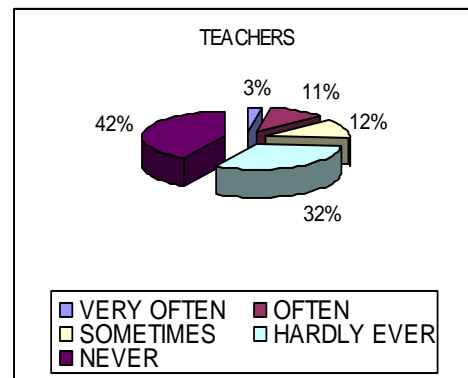
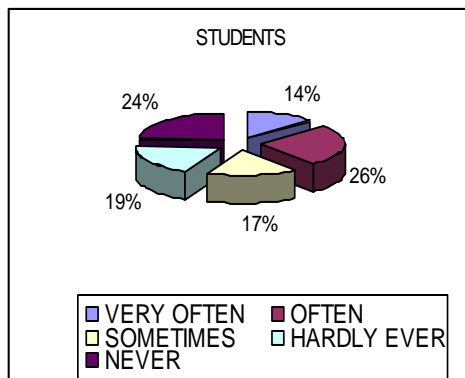
### 5.1.3 Question No. 3

## HOW OFTEN DOES THE TEACHER SPEAK ENGLISH IN THE CLASSROOM?

Picture No. 3

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
VERY OFTEN	42	2
OFTEN	79	8
SOMETIMES	53	9
HARDLY EVER	58	24
NEVER	74	31
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



The results show the following:

	Students	Teachers
➤ Very often	14 %	3 %
➤ Often	26 %	11 %
➤ Sometimes	17 %	12 %
➤ Hardly ever	19 %	32 %
➤ Never	24 %	42 %

24 % of the students and 42 % of the teachers' staff state that the teachers never speak English in your classes. Nevertheless, 26 % of the students point out that the teachers often use the English language in your classroom. With these results, the Universidad Estatal de Bolivar's Authorities should look for a mechanism in order to implement the Language Center.

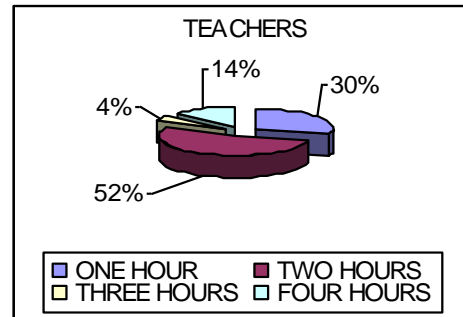
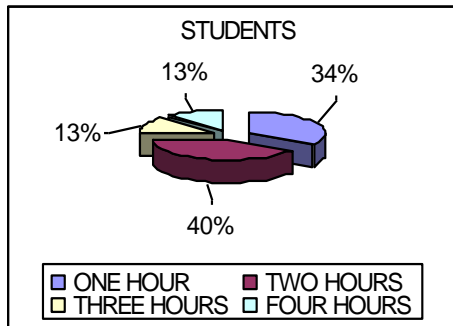
5.1.4 Question No. 4

**HOW MUCH TIME WOULD YOU SPEND DAILY TO LEARN ENGLISH?**

Picture No. 4

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
ONE HOUR	104	22
TWO HOURS	124	39
THREE HOURS	39	3
FOUR HOURS	39	10
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



40 % of the students and 52 % of the teachers of the survey sample would spend two hours daily each week in order to learn English language. These results should be considered in the curricular planning.

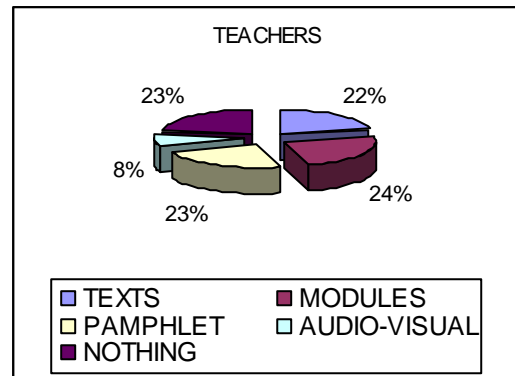
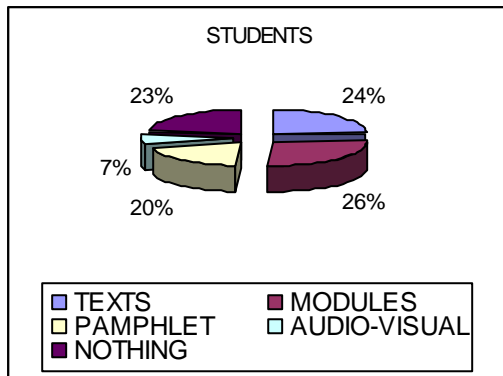
5.1.5 Question No. 5

**WHAT TYPE OF MATERIALS DO YOU USE IN LEARNING ENGLISH?**

Picture No. 5

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
TEXTS	74	16
MODULES	82	18
PAMPHLET	60	17
AUDIO-VISUAL	20	6
NOTHING	70	17
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



The results of this question show the following:

	Teachers	Students
➤ Texts	22 %	24 %
➤ Modules	24 %	26 %
➤ Pamphlet	23 %	20 %
➤ Audio-visual	8 %	7 %
➤ Nothing	23 %	23 %

These percentages point out the modules and pamphlets as materials of knowledge resource are used in teaching-learning process. However, the texts are recommended in this process as a knowledge resource.

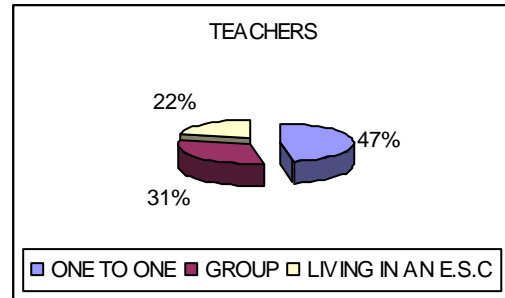
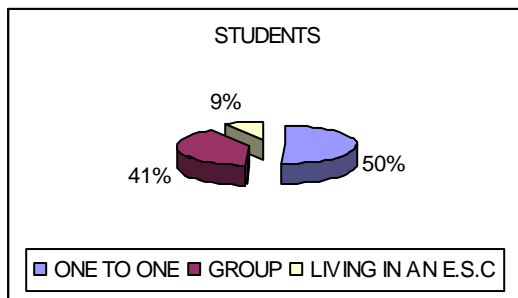
#### 5.1.6 Question No. 6

**WHAT IS THE BEST WAY OF LEARNING ENGLISH?**

**Picture No. 6**

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
ONE TO ONE	155	35
GROUP	124	23
LIVING IN AN ENGLISH SOCIAL CULTURE	27	16
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



Here in this graphic we see the majority of learners and teachers want to learn English in the **one to one** way.

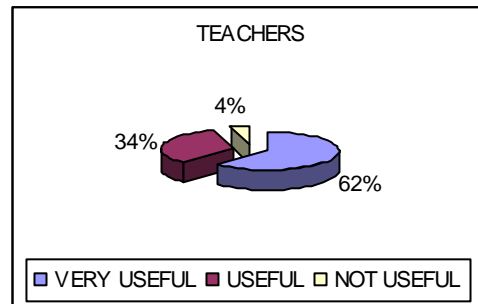
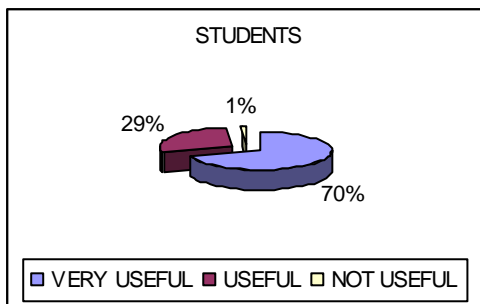
### 5.1.7 Question No. 7

**HOW DO YOU CONSIDER THE USE OF THE ENGLISH LAB IN FOREIGN LANGUAGE LEARNING?**

Picture No. 7

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
VERY USEFUL	215	46
USEFUL	88	25
NOT USEFUL	3	3
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



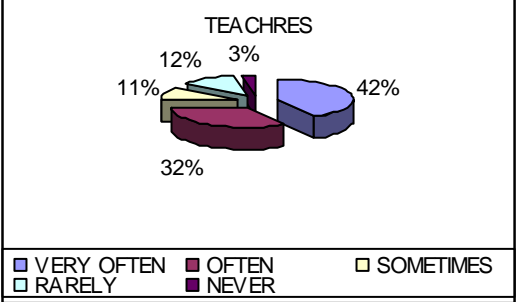
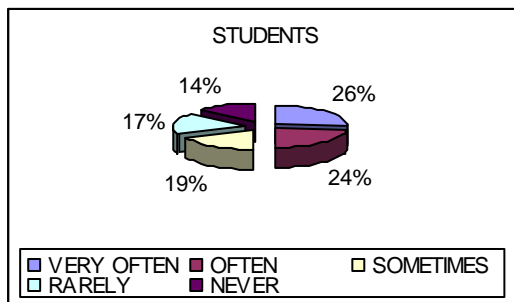
The survey sample determinates that 70 % of the learners and 62 % of the teaching staff believe that the use of an English lab is very useful for foreign language learning. This lab will permit all of them to improve the speaking ability.

5.1.8 Question No. 8

**HOW OFTEN DO YOU HAVE TROUBLE IN UNDERSTANDING SPOKEN ENGLISH?**

Picture No. 8

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
VERY OFTEN	79	31
OFTEN	74	24
SOMETIMES	58	8
RARELY	53	9
NEVER	42	2
TOTAL	306	74



The results show the following:

	Teachers	Students
➤ Very often	26 %	42 %
➤ Often	32 %	24 %
➤ Sometimes	11 %	19 %
➤ Rarely	12 %	17 %
➤ Never	3 %	14 %

As a conclusion we can see that the majority of teachers and students have troubles in comprehending spoken English.

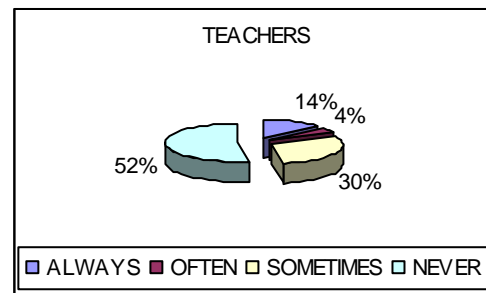
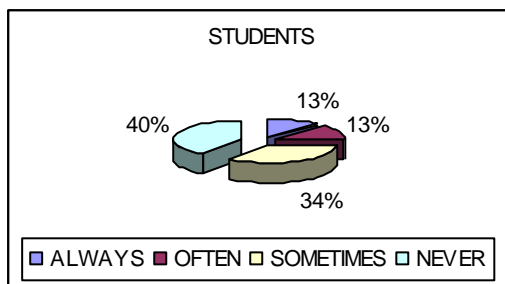
5.1.9 Question No. 9

**HOW OFTEN DO YOU GO TO THE ENGLISH LAB?**

**Picture No. 9**

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
ALWAYS	39	10
OFTEN	39	3
SOMETIMES	104	22
NEVER	124	39
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



At the graphic we can clearly see that most of the teachers and students don't go to an English lab, the reason is that there is no an English lab. The others that say they go to the lab it is because they have access in other places.

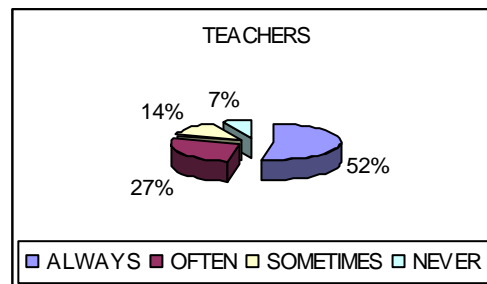
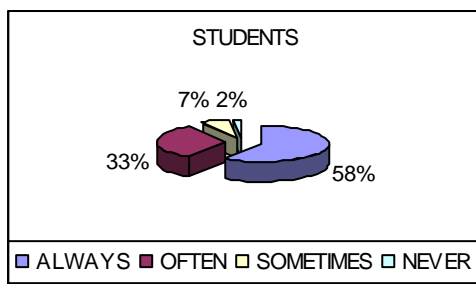
**5.1.10 Question No. 10**

**HOW OFTEN DO YOU HAVE DIFFICULTY INTERACTING WITH NATIVE SPEAKERS OF ENGLISH?**

**Picture No. 10**

CATEGORIES	STRATUMS	
	STUDENTS	TEACHERS
ALWAYS	180	39
OFTEN	100	20
SOMETIMES	20	10
NEVER	6	5
TOTAL	306	74

Source: Questionnaire  
Done by: Authors



The results are almost the same as above in 9. The majority of teachers and students have troubles in interacting with English speaking people.

## 5.2 Conclusions

- The University needs to implement a Language Center for Foreign Language Teaching to improve language skills in the English use.
- The alumni demand to learn a foreign language because it will be very useful in their professional life
- There are a very high percentage of teachers and students have their English very limited
- A very high percentage of teachers and students demand to learn English as a second language (L2) because nowadays, it is consider a universal language around the world

## 5.3 Recommendations

- The University's students should use the Language Center as listening tool in order to improve English speaking abilities and others language abilities such us listening, reading and writing.
- The Language Center should design an English program according to the students' need to its operation.
- The university should spread out the English learning on its influence zone

# Chapter VI

## ALTERNATIVE PROPOSAL

### 6. Alternative Proposal

#### Background

The Universidad Estatal de Bolívar decrees the Language Center creation on Jun 12, 2004, in order to cooperate to promote the values knowledge and ethic and moral reinforcement to get authentic citizen committed with the society real impulse.

All universities are influenced for the globalization in the progress and development countries. The UEB as an advanced university is into the impact that the globalization produces. For that reason, the programs and curricular grid should be always changed according to the technological and scientific advances with International standards.

The English Language Teaching as apart of the educational system of the UEB in all academic advances, especially in technological and scientific advances in the English learning. This program is based into the Common European Framework which standardizes the study and languages learning that determine knowledge, abilities, skills and values that the students should know and development in four phases:

**Basic**

**Intermediate I**

**Intermediate II**

**Advanced**

The Language Center of the UEB will give an English proficiency certificate when the students end its program. It will allow having the enough capacity in order to approve different English exams.



### **6.1.1 Significant aspects**

The students of this University will be the basis of our society. Their participation will be the keystone in the development of our country.

#### ***Human formation***

The students in Social and psycho affective field learn to value their origins in order to get a real social integration. They make use of their own, familiar and social strengths.

#### ***Technical formation***

The learners will cope with the new technological challenges according to the new century that permit to develop all language skills.

#### ***Social formation***

The learners will support directly in our country's social development. At the same time, they could socialize our culture with foreign people.

## **OBJECTIVES**

### **6.2.1 General Objectives**

To contribute by means English language teaching to the integral education to the future graduated at Universidad Estatal de Bolivar through the usage of activities, techniques, methodologies and resources that allow communicating in the work place and in particular with the society in general

### **6.2.2 Specific Objectives**

- To understand, to interpret, and to use oral English
- To related visual cues in a variety of contexts and media.

- To read a variety of informational texts for different purposes, using a range of reading strategies effectively.
- To communicate clearly in writing for a variety of purposes and audiences.
- To understand and value their own cultures
- To appreciate the variety of languages and cultures in The United States of America and British
- To demonstrate social and cultural competence in a wide range of situations.

## **LANGUAGE CENTER OF THE UNIVERSIDAD ESTATAL DE BOLIVAR**

The Language Center of the UEB is born of the necessity of offering an English proficiency program that allow to their students develop the speaking ability as well as others skills such as listening, reading and writing in short period of time.

### **6.3.1 Vision**

To be one of the Centers of Languages leaders in the community with a high university level based on the constant innovation of the design of their curriculum, teaching methods, professional development; and cultural exchange.

### **6.3.2 Mission**

The Centre provides international standardized language learning opportunities for all students, academic staff and members of the University as well as other users enable to lead the new style communication and globalization beyond the national boundary inner academic and professional scope and to serve the local, regional and national communities related to English language use. Also, the Centre supports the teaching of languages in the various Faculties of the University. At the same time, The Centre advises

and assists in the development of language teaching and learning appropriate to the needs of the various Faculties of the University.

#### **6.4 CURRICULAR DESIGN METHODOLOGY APPLICATION IN THE ENGLISH PROFICIENCY PROGRAM**

Curricular design is the process of planning, execution, evaluation and curricular improvement that it is structured didactically, respecting what the person needs to know, to know how to make, to be and to know how to be; according to the demands of the profession, the same one that facilitates the formation of competitions that you/they are developed along the academic program, guiding this way their preparation for the life.

It is a creative process by means of which the curriculum is obtained, it implies: to define bases or design approaches, to systematize, sequential, to control; in this process it is necessary to lean for a rationalization of the learning process.

In the Curricular Design they are considered the following levels:

- Macro-curricular level
- Mezzo-curricular level
- Micro-curricular level

##### **6.4.1 MACRO-CURRICULAR LEVEL**

The macro-curricular level is the first phase of the Curricular Design in that Professional's Pattern is determined which requires the labor market. Professional's Pattern is characterized determining the Professional and Occupational Profile, starting from the skills learning of the language, necessary for the efficient solution of professional problems in English language communication.

#### **6.4.1.1 Diagnostic**

##### **6.4.1.1.1 Program Characterization**

#### **History of the program**

In becoming of the humanity's history and by the light of the study of the different ones "civilizations" that have had their presence in the high points of the human being's development, their influences, conquests, dominances and subjections of a civilization to another; the language or any other means of communication played a fundamental paper from the beginning of the diverse and older civilizations like the Egyptian, going by the Roman one and the several big east empires and occident. They were the languages those that were constituted in fundamental base of this historical facts, and it was given this way becoming until it arrived the XIX century, when the English Empire in its great peak with the Crown Real British took a bigger protagonist in the world and they undertook a global expansion in which the English language played a fundamental part of this influence, the same one that stays until today for the domain of the United States of America like superpower.

The English language constituted the means of communication of more or less twenty million people; presently about three hundred fifty million people exist and approximately about four hundred twenty millions use it as second language. At world level seventy percent of radio stations transmits programs in the English language; more than sixty percent of the correspondence so much in paper as via electronic he/she makes it to him in this language. This has determined that the English language tacitly has become the universal language, since it uses it to him in international relationships, in the education, in business, in the science and technology.

Our country obviously could not stay to the margin of this integration. Not adopting a politics of learning of English in the national population would be to work against the socioeconomic, cultural and political progress of our country; it is for this and other reasons that the authorities of the Ministry of

Education decided to introduce to the "curriculum" the general program of the secondary education, English's subject in 1951, under the presidency of the Dr. Galo Plaza Lasso.

From the year of 2000, for the directive of the UEB initiative begins to study the option of imparting the English language and in agreement with the Art. 1 of the Creation Law of this university. So that, In ordinary session of the University, the Honorable Counsel on Jun 12, 2004, resolved: *"The engineer, Gabriel Galarza, as Rector of the Universidad Estatal de Bolívar, was who propose the creation of the language center, as the project reforms of this University creation approved by unanimity"*. And the University Honorable Counsel on Dec 20, 2005, in ordinary session resolved: *"To approve the economical commission report: To create the Language Center and to assign 10,000.00 (TEN THOUSAND DOLLARS) in order to attend the Language Center creation"*.

## **Place of the program into the local, regional and international environment**

### **➤ Local environment**

#### ***Human resources***

Guaranda city is the area of immediate influence of the Language Center. It has a young population since 48.3% are less than 20 years old.

#### ***Building resources and Urban Infrastructure***

The Language Center is placed in the campus of the Universidad Estatal de Bolívar. It is located in Guaranda city. The building and facilities welcome the students that want to study in this educational center. Besides, it has a modern English Lab that will be a support to operate the Languages Centre.

## **Cultural Resources**

Their main cultural manifestation is the "Carnival of Guaranda" as a demonstration of our Andean roots. A lot of foreign people come to this party. The Universidad Estatal de Bolívar is in charge of its organization. So the staff and students of the Language Center will share information with all English speaking people.

### ➤ **Regional environment**

In 1992, The Ministry of Education began to take to effect a deep Curricular Reform regarding the teaching of the English Language, through the "CRADLE" project. This project through a ministerial order has as objective to standardize and to return more efficient to the knowledge than it is imparted in English's matter in all the fiscal schools, publics and fiscomisionales of secondary education of the whole country. The obvious conclusion is that to satisfy the growing demand of shares to study English it owed it to him and it should be satisfied with the innovation of new materials and methodologies.

### ➤ **International environment**

A Curricular development proposal for the creation of the Language Centre at Universidad Estatal de Bolívar will encompass at present and future challenges. Technically, it will fit. **"ANNEX B"**

## **Educational Potential Demand Analysis related with the program**

For the academic year 2005-2006 the graduated in the Bolívar province were 1,637 students, in the majors of modern humanities (62.6 %), Business and Management (23.2 %), Industrial Technique (6.6 %), Agricultural (6.6 %) and Arts (1%). In relation with the sex is very significant to see that a large numbers of bachelors are men (52.11 %) and women (47.89 %). Being in modern humanities the men graduated number (75 %), and women (51 %). As

a consequence, this population will be the users of the University. So they will attend to the Language Center, too.

Bolívar province has 64 High Schools with its own educational system and infrastructure for all points. Most of the educational establishments are fiscal, a small part is fiscal-independent and in a smaller scale they are independent ones.

Only, two universities give English Language teaching by means of their Languages Center or Institutes such as:

Support Center No. 12 "Guaranda" Army Polytechnic School ESPE-MED. *Mode:* at a distance. *Addressees:* students starting from 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, levels high school and the Army Polytechnic School; and public in general. *Advantages:* its price is cheaper than other universities. Furthermore, they train to its students to reach the official certificates in English language by means a present tutorial program. It also has a study plan that mixes successfully the traditional learning with the top technology. *Certificates:* English Language Proficiency, four semesters. *Disadvantages:* people do not have enough money to attend to this university

*Universidad Técnica Particular de Loja (Centro Asociado de Guaranda).* *Mode:* at a distance. *Addressees:* only UTPL at a distance student. *Advantages:* they try to mix the traditional learning with the top technology by means ON LINE programs, that it the virtual tutor. Furthermore, it has a register program to three months. *Certificates:* Linguistic Aptitude, four semesters. *Disadvantages:* people do not have enough money to attend to this university because the register is the most expensive one

The student demand of the Languages Centre will respond to the variety of academic programs that offers the university and it will be covered for the students of the different schools that form this Superior Educational Institution at a present learning mode. **ANNEX "D"**.

## **Projection of the program**

The following program is based into International standard according to the Common European Framework considering the educative model of the UEB: Constructivism, Systemic and Prospective.

By the hour's numbers of study to the 8 levels, the students will get B1 English knowledge into the Common European Framework. Besides, the Language Center might offer vacation courses such as:

- Basic Level (reading, listening and speaking)
- Intermediate Level (reading, listening and speaking)
- Basic Level (Active Listening)
- Courses in order to approve International Certification

## **Determination of the entrance profile**

The student will enter to the Center of languages of the UEB should have as prerequisite having finished the high school and because in most of schools and high schools of the Guaranda city and Bolívar province they are dictated English's subject, the students have a basic knowledge of the language, reason for the one which in the Center of languages the program will begin starting from the beginning level.

### **Basic Level (A1)**

**Listening:** In this skill, the student can recognize familiar words and very basic phrases concerning him/herself, family and immediate concrete surrounding when people speak slowly and clearly.

**Reading:** they can understand familiar names, words and very simple sentences



**Spoken Interaction:** They can interact in a simple way provided the other is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say.

**Spoken Production:** They can use simple phrases and sentences to describe where they live and people they know.

**Writing:** The students can write a short, simple postcard. They can fill in forms with personal details.

For new students that possess knowledge of the English language they could take a diagnostic exam previous to the payment of the respective tariffs in order to be located in the corresponding level according to the scale of valuation of the Language Center with international standard according to the Common European Framework.

### **The program definition**

The English language Program has Eight (8) study Levels, at the end of the program, the student will get the English Proficiency Certificate; this Certificate guarantees to have knowledge of the language B1 according to the Common European Framework. This means that:

- They can understand the main points of clear standard input on familiar matters regularly encountered in work, schools, leisure, etc.
- They can deal with most situations likely to arrive whilst traveling in an area where the language is spoken
- They can produce simple connected texts on topics which are familiar or of personal interest
- They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanation for opinions and plans.

The program has eight (8) levels of 72 hours each level; 64 hours of study and 3 hours of exams and 5 hours of review, giving a total of 576 hours; with the one, the program carry out 4 credits of 16 hours each level. It gives a total of 32 credits to the English proficiency program. The English Language Center offers an Intensive program at present mode of 2 hours daily each level during 2 years.

#### **6.4.1.1.2 Problems identification**

##### ***Problems related to the Program***

A little handle of the communicative abilities (listening, speaking, reading, and writing) in English language is the main problem for the staff and students in at Universidad Estatal de Bolívar. Besides, there is not a curricular program design to the teaching-learning process. So, it does not allow improving the achievement students' skills in a foreign language use.

##### **Program Graduated Needs**

The graduated should have mastery in English language use. They should handle in a correct way the macro abilities skills in English language (listening, speaking, reading and writing) in the daily life. However, they should always practice and use the English language all the time.

<b><i>Understanding, speaking and writing needs</i></b>		
		<b>INDEPENDENT USER B1</b>
<b>UNDERSTANDING</b>	<b>Listening</b>	They can understand the main points of clear standard input on familiar matters regularly encountered in work, schools, leisure, etc. They can understand the main point of many radio or TV programs on current affairs, topics of personal or professional interest when delivery is relatively slow and clear.
	<b>Reading</b>	They can understand text that consists mainly of high frequency everyday or job-related language. They can understand the description of events, feelings and wishes in personal letters
<b>SPEAKING</b>	<b>Spoken interaction</b>	They can deal with most situations likely to arise whilst traveling in an area where the language is spoken. They can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life
	<b>Spoken production</b>	They can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. They can narrate a story or related the plot of a book or film and describe their reactions
<b>WRITING</b>	<b>Writing</b>	They can write simple connected texts on topics which are familiar or of personal interest. They can write personal letters describing experiences and impressions.

## **Program Needs**

The areas of the knowledge can be undefined in virtue that each one of them can constitute in particular a sphere of action of the domain 'the broad sectors of social life in which social agents operate. For major categories relevant to language learning/teaching in use: the educational, occupational, public and personal domain', of a user or of an instruction course for the purposes of the inter-learning.

AGENT	DOMAIN
<b>Personal</b>	In which the person concerned lives as an private individual, centered on home life with family, and engages in individual practices such as reading for pleasure, keeping a personal diary, pursuing a special interest or hobby, etc.
<b>Public</b>	In which the person concerned acts as a member of the general public, or for some organization, and is engaged in transactions of various kinds for a variety of purposes
<b>Occupational</b>	In which the person concerned is engaged in his or her job or profession
<b>Educational</b>	In which the person concerned is engaged in organized learning, especially within and educational institution.

## Identification of skills in the English language program

### *Listening*

Listening is a complex process in which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. Understanding oral language is essential to the learning process, so students require strategies for becoming accurate, effective listeners. When students are made aware of the factors that affect accurate listening, the levels of listening, and the components of the listening process, they are more likely to recognize their own listening abilities and engage in activities that prepare them to be effective listeners. Students can extend their listening abilities most efficiently when listening instruction is integrated into their speaking, writing, and reading activities, and when it is structured as pre-listening, listening, and post-listening experiences.

Learners can understand longer stretches of speech and lectures and follow complex lines of argument provided the topic is reasonable familiar. They can understand most TV news and current affairs programs.

## ***Speaking***

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world. The speaking process includes activities that occur prior to, during, and after the actual speaking event.

### **Pre-speaking: Planning and Organizing**

Just as pre-writing precedes drafting, pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below.

- To choose a speaking topic
- To determine purpose
- To determine audience
- To determine format:

### **Speaking: Going Public**

Speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking.

## **Post-speaking: A Time for Reflection and Setting Goals**

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought.

When students have reflected upon their own speaking performance, peers may be invited to comment. Peers may comment through a structure similar to a writing conference and may give oral feedback, written feedback, or a combination of the two. Conferences may be guided by specific questions determined by the teacher or may take the form of conversation between peers.

## **Supporting and Managing the Speaking Process**

Students' speaking skills develop best in dynamic interactive learning environments, where enough time is provided for them to share and listen to a variety of ideas. A safe, comfortable, and relaxed atmosphere is critical for the development of productive talk in the classroom for all students and is particularly important for those students who may come from backgrounds that differ from the classroom norm.

Classrooms should be places where students can ask and answer meaningful questions and in which the teacher and students are co-learners, collaborating with one another to communicate ideas and information. Different group sizes (pairs, small groups, and large groups) provide opportunities for students to practice the different thinking and oral skills unique to each configuration.

Assessment of speaking should be continuous and take into account both process and product. A variety of assessment techniques that consider students' knowledge, skills, and attitudes should be used.

Teachers may collect anecdotal notes, use checklists, or use audio or videotapes to collect data about students' speaking abilities. This data can then

be used during conferences or interviews with students about their performance and progress. Specific assessment suggestions are provided with each of the speaking and listening activities included later in this section of the curriculum guide.

Learners have a good range of vocabulary for matters connected with his/her field in most general topics. Lexical accuracy is generally high that has acquired a clear and natural, pronunciation and intonation.

### ***Reading***

Learners can read correspondence relating to my fields of interest and easily understand the essential meaning. They can understand specialized articles outside my field, provided. They can use a dictionary to confirm terminology. They can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and type of text. Have a broad reading vocabulary. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

### **Writing**

Good grammatical control, occasional minor flaws in sentence structure may occur but can often be corrected in retrospect. Can produce clearly intelligibly continuous writing which follows standard lay out in paragraphing conventions

### **Profile of the student that end the program**

The student at the end of the program (8 levels) should approve in his/her final evaluation an “Advanced Level – B1” according to the Common European Framework.

The students with this level can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

The students of the Proficiency English language will be able to interact from an essentially practical perspective and applied as much as possible to the mark of interpersonal and professional relations, impelled by theories, cultural behaviors, it will maintain a venturesome aptitude, being identified with the environment and with this contributing to the development of the country; it will also manage a permanent perspective of quality and excellence.

#### **6.4.1.1.3 Occupational Field to proficiency students**

The students of the Languages Center can work in different fields, which have a narrow relation with their English knowledge once ending their proficiency program; such as:

- Translator of informal documents
- Tour guides
- Secretary in foreign enterprises
- Clerk in hotels
- Clerk in airports
- Clerk in ports
- Clerk in travel agencies

#### **6.4.1.1.4 Requirements of the Program**



## Identification of the Human Resources

The teachers of the Proficiency English program should know the English Language to B2 level according to the Common European Framework. This means that: they can understand the main ideas of complex text on both concrete in abstract topics, including technical discussion in his/her films of specialization. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speaker quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a view point on a topical issue given the advantage and disadvantage of various options.

They should have a solid formation into the constructivism model, communicative focus and active techniques in order to teach language. Besides, the teachers should have the following main abilities: to be an excellent communicator, capacity of leadership, capacity to adapt to the technological changes and to have easiness to work in team.

## Identification of the Technical resources

TECHNICAL RESOURCES				
DESCRIPTION	UNITS	PRIORITY		
		CLOSE	MEDIATE	LONG TERM
Multimedia Lab	1	X		
Reading and video Lab	1	X		
Audio Lab	1	X		

## Identification of the financial resources

Ord	Description	Budget	Financing source
1	Human resource	150.000	Budget (2007-2008)
2	Technical resource	250.000	Budget (2007-2008)
3	Language Center creation	10.000	Budget (2005-2006)

## **Requirements priority**

### *Close requirements*

- Multimedia lab
- Reading and video lab
- Audio lab

### *Mediate requirements*

- Video lecture lab

### *Long term requirements*

- Own building to the Language Center of the Universidad Estatal de Bolívar

## **6.4.2 MEZZO-CURRICULAR LEVEL**

The Mezzo-curricular level is the second phase of the process of Curricular Design in which the Plan of Studies is determined, defined as the didactic expression of the profession whose content is in the process of professional formation, to conceive the widespread abilities, the nuclei of knowledge and values that facilitate to proficiency student future in the solution of more general problems and frequent that are in the base of its knowledge, with a creative level.

The structure of the Plan of Studies is a consequence of how it is analyzed and it decomposes the formation of the English proficiency student object of the program for its appropriation, through the English program in skills and semesters; which is necessary to decompose them in macro abilities in order to design the Unit plan and Lesson plan.

### 6.4.2.1 Information Data of the program

<b>PROGRAM NAME:</b> PROFICIENCY					<b>DEPARTMET:</b> LANGUAGE CENTER
<b>SUBJECT:</b> ENGLISH					<b>KEY:</b> <b>CREDIT:</b> 32
<b>TYPE:</b> COURSE					<b>HOURS:</b> 72
<b>CHARACTER:</b> COMPULSORY FOR GRADUATION					<b>TIME:</b> 2 YEARS
<b>EPC CYCLE</b>	<b>Levels</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Credit Value</b>	<b>Prerequisites</b>
1 Beginning	I – II	Open	EPAUEB	8	
2 Intermediate I	III – VI	Open	EPBUEB	8	EP 1 Beginning
3 Intermediate II	V – VI	Open	EPCUEB	8	EP 2 Intermediate I
4 Advanced	VII – VIII	Open	EPDUEB	8	EP 3 Intermediate II

### 6.4.2.2 Curriculum

**Definition:** *“The planned and guided learning experienced and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences, under the auspice of the school, for the learners’ continuous and willful growth in personal social competence”*<sup>9</sup> (Daniel Tanner, 1980)

#### Profiles

These profiles are determined by the Common European Framework

#### **Basic User “A”**

- **Beginning**      **A1**                      A1.1 – A1.2                      I – II Level

<sup>9</sup> [www.missioncollege.org/depts/esl](http://www.missioncollege.org/depts/esl)

Learners can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction needs of a concrete type. Can introduce him or her-self and others and can ask and answer questions about personal details such as where he or she lives, people he/she knows and things he/she has. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

- **Intermediate I**    **A2**                    A2.1 – A2.2                    III – IV            Level
- **Intermediate II**    **A2.2+**                    A2.2.1 – A2.2.2                    V – VI            Level

Learners can understand sentences and frequently used expressions related to areas of most immediate relevance. They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### ***Independent User “B”***

- **Advanced**                    **B1+**                    B1.1 – B1.2                    VII – VIII            Level

Learners can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. They can produce simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

## Curricular Design Criteria of spoken language use

QUALITIES				
RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
Has enough language to get by, with sufficient vocabulary to express him/herself hesitation and circumlocutions on topics such as family, hobbies and interest, work, travel, and current events	User reasonable accurately a repertoire of frequently used 'routines' and patters associate with more predictable situations	Can give going compressible, even though pausing for grammatical and lexical planning and repair is very evident, specially in longer stretches of free production	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what some one has said to confirm mutual understanding	Can link a serious shorter, discrete simple elements into a connected, linear sequence of

## Curricular design grid of the Language Center Department

### *Annex "E"*

## Curricular design grid of the English Proficiency Program

### *Annex "F"*

## Methods and techniques for English teaching

The method to use into the classroom is the Communicative Approach. In this method, the students participate in active way and they discover the knowledge step by step during the teaching-learning process. In addition, this method use active techniques of learning where the students are very active (speaking mentality). They work in groups, pairs and individual in front of their classmates. So, The PPP (presentation, practice, production) technique and the regulation ARC (accurate, restrictive, clear) are applied in the class.

## **LEARNING EXPERIENCES**

### **a. Language Centre Methodology**

- Oral report according to the level
- Writing report according to the level

### **b. Suggesting methodologies to the course**

- Communicative Approach
- Total Physical Response
- Community Language Learning
- Whole Language
- Multiple Intelligences
- Task-Based Language Teaching

### **c. Suggesting Didactic Strategies to the course**

- Brainstorming
- Games
- Icebreakers
- Pronunciation
- Reading
- Tests
- Quiz
- Home works
- Role plays
- Debates
- Work groups

## **EVALUATION METHODOLOGY**

### ***Objectives***

- To give to the Proficiency Program teacher a tool of easy understands in order to evaluation students.

- To apply the ongoing evaluation and all of them are over 20 points

### ***Partial evaluations***

- The teacher will be responsible to enter the students' scores into the scores system and give this print.
- The teacher will evaluate homework, oral and write lessons, reading book according to four macro abilities of the language
- The teacher will take two partial exams at the end of the three units in each level
- The teacher will enter the average scores each 3 units (1-3). The same way with the others units and so on.

### ***Type exams***

- At the beginning of the each semester, the teacher will apply a diagnostic pre-test. At the same time, the teacher will apply a diagnostic post-test at the end of the semester.
- The students will take two O.P.I exams (Oral Proficiency Interview). The first will take at the middle of the level with your principal teacher. And the Second OPI exam will be taken by other teacher at the end of the level. In addition, its score will be over 20 points each.
- At the end of each 6 units, the students will take a standard evaluation based over studied contents.

### ***Weighing up Score***

- Two partial exams, 3 units each: 20 % (4 points)
- At the end of the each level one final exam: 40 % (8 points)
- Oral report: two OPI exams 30 % (6 points)
- Writing report: 10 % (2 points)

The mandatory score will be 14/20 in order to pass each level

## OPERATIONS ELEMENTS

### **General statements**

- This course is compulsory for graduation to the University students
- This compulsory course emphasize strong core program in four strands: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

### **Resources stock**

- Skyline Collection
- Jack C. Richards, Approaches and Methods in Language Teaching, Cambridge University Press, 2001.
- Random House Webster's College Dictionary, New York, 2000

<b>Space:</b> Classrooms	<b>Laboratory:</b> listening and speaking	<b>Laboratory:</b> Multimedia
<b>Number of students:</b>	<b>Minimum:</b> 5	<b>Maximum:</b> 15
<b>Devices:</b> TV, Recorder, DVD	<b>Furniture:</b> desks, boards	
<b>Others:</b> computers, internet; interactive software; native speakers; TV cable, news paper, and magazines in English language.		

### **Cost**

- \$ 80 USD by students each level:  $1300 \times \$ 80 = 104,000.00$  USD
- Teachers Staff: \$ 6 USD by hour class
- This cost will be regulated and establish by the University Council

### **Checking procedures**

- The minimum attendance to the course will be 80 %
- The minimum score to pass each level will be 14 / 20



- To permit the exam of the proficiency certificate: YES
- The students will get a Proficiency certificate at the end of this course
- Desirable profile of the teacher: Licentiate in English as a Second Language

### ***Schedule***

- Attendance: two hours daily
- Schedule: Monday to Thursdays: 07:00 to 12:00; and 14:00 to 21:00 p.m.

### **CONTENTS OF THE PROGRAM**

**UNIVERSIDAD ESTATAL DE BOLIVAR**

**LANGUAGE CENTER**

1. **INFORMATION DATA**                      **NIVEL: I (Units 1- 6)**  
Area :        **Language**                      Semester: \_\_\_\_\_  
Subject:     **English**                        Hours : 72 Hours
- TEXT:** Skyline No. 2 (Student Book, Work Book, CDs audio)  
**AUDIO-VISUAL MATERIAL:** Skyline 2 (fist part)  
**PROFESSOR:** \_\_\_\_\_

2. **LEARNING OBJECTIVES**

Students will develop the four skills in the use of the English language such us listening, speaking, reading and writing ability.

2.1 **Oral and Visual Communication**

**General Objective:**

By the end of this level, students will:

- Participate in oral learning tasks and engage in social interaction in the classroom;
- Use high-frequency words and simple sentence patterns to communicate meaning

**Specific Objective:**

**Developing Fluency in Oral Communication**

By the end of this level, students will:

- Demonstrate an understanding of classroom directions and activities, and of key vocabulary;
- Understand and respond to a short, simple story, either told or read aloud
- Give and respond to straightforward directions and instructions

**Developing Accuracy in Oral Communication**

By the end of this level, students will:

- Use basic conversational vocabulary in the school and community environment

- Use subject-predicate (noun-verb) word order, the verb *to be*, simple verb tenses, negatives, questions, plurals, pronouns, and common contractions

### **Using English in Socially and Culturally Appropriate Ways**

By the end of this level, students will:

- Respond to teachers and peers with an appropriate degree of formality in most classroom situations;
- Use gestures and facial expressions to bridge gaps in English-language knowledge;
- Use polite forms for greetings and leave-takings in formal and informal situations

### **Developing Media Knowledge and Skills**

By the end of this level, students will:

- View, listen to, and read media works to obtain information and to complete assigned tasks

## **2.2 Reading**

### ***General objective***

By the end of this level, students will:

- Read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;
- Use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance

### ***Specific objective***

#### **Reading and Responding**

By the end of this level, students will:

- Read language-experience stories composed by the class, and identify or read aloud specific words or sentences;
- Follow simple written instructions
- Extract information from signs, advertisements, notices, timetables, and maps relating to the school and community environment

#### **Developing Vocabulary**

By the end of this level, students will:

- Demonstrate comprehension of the vocabulary and phrases common in the print environment of the school and community
- Determine the meaning of unfamiliar words, using pictures and illustrations

### **Using Reading Strategies for Comprehension**

By the end of this level, students will:

- Identify the letters of the Roman alphabet in both print and script;
- Decipher new words, using phonics and simple sound patterns as aids;
- Use alphabetical order in tasks such as searching the telephone book and learner dictionaries

### **Developing Research Skills**

By the end of this level, students will:

- Locate key information in telephone books, maps, and monolingual learner and bilingual dictionaries;

## **2.3 Writing**

### ***General Objective***

By the end of this level, students will:

- Write in a variety of forms, with teacher guidance;
- Use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.

### ***Specific Objective***

#### **Relating Purpose to Form**

By the end of this level, students will:

- Create individual and group language-experience stories
- Write short, structured compositions of personal relevance

#### **Developing Accuracy in Written Communication**

By the end of this level, students will:

- Write legibly, using the Roman alphabet, in cursive and printed form;
- Write simple assertive, interrogative, and imperative sentences;
- Use simple verb tenses, plurals, pronouns, count nouns, adjectives, and basic prepositions, with teacher guidance;
- Use the negative construction in simple sentences

## **2.4 Social and Cultural Competence**

### ***General objective***

By the end of this level, students will:

- Demonstrate a beginning awareness and appreciation of U.S.A and U.K's regional and cultural diversity;
- Demonstrate adaptation to some key teacher expectations and school routines.

### ***Specific objective***

#### **Developing Citizenship Awareness and Skills**

By the end of this level, students will:

- Demonstrate knowledge of basic facts about U.S.A and U.K

### **3. CONTENT AND TIME**

In the First Level the Skyline Text 2 will be used. The assigned class time hours are 64 plus 3 hours for evaluation and 5 hours for review.

#### **UNITS ASSIGNED**

Units 1 through 6 of book Skyline 2 will be studied during this period. There are also 3 hours dedicated to review units 1 to 2, 3 to 4 and 5 to 6.

#### ***ANNEX "G"***

### **4. DIDACTIC STRATEGIES**

- Retell key events, ask questions, express opinions and preferences;
- Frequently used verbs; names of articles of clothing, foods, places in the community;
- Express likes and dislikes;
- Rising intonation at the end of a question;
- In a library or gymnasium, in small-group discussions;
- Report the weather as forecast on television; compile sports scores from the newspaper
- Fill in the blanks; circle the correct answers fill in the blanks; circle the correct answers

**UNIVERSIDAD ESTATAL DE BOLIVAR**

**LANGUAGE CENTER**

1. **INFORMATION DATA**                      **NIVEL: II (Units 7- 12)**  
Area :        **Language**                      Semester: \_\_\_\_\_  
Subject:     **English**                        Hours : 72 Hours

**TEXT:** Skyline No. 2 (Student Book, Work Book, CDs audio)

**AUDIO-VISUAL MATERIAL:** Skyline 2 (Second part )

**PROFESSOR:** \_\_\_\_\_

2. **LEARNING OBJECTIVES**

Students will develop the four skills in the use of the English language such as listening, speaking, reading and writing ability.

2.1 **Oral and Visual Communication**

**General Objective:**

By the end of this level, students will:

- Demonstrate some awareness of different levels of formality in social interaction;
- Obtain key information from media works.

**Specific Objective:**

***Developing Fluency in Oral Communication***

By the end of this level, students will:

- Describe personal experiences;
- Participate in conversations by responding to specific questions, using short phrases;
- Use some major forms of non-verbal communication, common courtesies, and variations in tone of voice in English.

***Developing Accuracy in Oral Communication***

By the end of this level, students will:

- Express feelings in a variety of contexts, using suitable vocabulary;
- Imitate some key English stress and intonation patterns.

***Using English in Socially and Culturally Appropriate Ways***

By the end of this level, students will:

- Obtain a teacher's attention in a courteous manner;

- Use an appropriate speech volume in different settings;
- Take turns in conversations and classroom discussions.

### ***Developing Media Knowledge and Skills***

By the end of this level, students will:

- Follow teacher presentations in the computers

## **2.2 Reading**

### **General objective**

**By the end of this level, students will:**

- Use some key reading strategies for decoding and comprehension, with teacher guidance;
- Find specific information in straightforward reference materials, with teacher guidance.

### **Specific objective**

#### ***Reading and Responding***

By the end of this level, students will:

- Read and retell simple stories, using a variety of strategies;
- Select, read, and respond to abridged and modified material;

#### ***Developing Vocabulary***

By the end of this level, students will:

- Use dictionaries to clarify word meanings;
- Include key conceptual vocabulary in personal word lists for classroom study

#### ***Using Reading Strategies for Comprehension***

By the end of this course, students will:

- Demonstrate comprehension of some simple language forms or patterns used in texts, such as simple verb tenses, adjectives, question forms, negatives, plurals, common contractions, and basic prepositions of location and direction;
- Use punctuation and capitalization to determine meaning.

#### ***Developing Research Skills***

By the end of this course, students will:

- Locate key facts in informational texts designed or adapted for beginning learners of English.

## 2.3 Writing

### General Objective

By the end of this course, students will:

- Use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.

### Specific Objective

#### *Relating Purpose to Form*

By the end of this level, students will:

- Write basic personal information on simple forms;
- Compose short messages

#### *Developing Accuracy in Written Communication*

By the end of this level, students will:

- Use periods and question marks at the end of sentences, and apostrophes in commonly used contractions;
- Spell frequently used words from classroom and personal word lists;

## 2.4 Social and Cultural Competence

### General objective

By the end of this level, students will:

- Demonstrate adaptation to some key teacher expectations and school routines.

### Specific objective

#### *Developing Citizenship Awareness and Skills*

By the end of this level, students will:

- Demonstrate respect for cultural differences in U.S.A and U.K by showing courtesy and sensitivity to others;
- Communicate information about various cultures.

## 3. CONTENT AND TIMING

In the Second Level the Skyline Text 2 will be used. The assigned class time hours are 64 plus 3 hours for evaluation and 5 hours for review.

### UNITS ASSIGNED

Units 7 through 12 of book Skyline 2 will be studied during this period. There are also 3 hours dedicated to review units 7 to 8, 9 to 10 and 11 to 12.



## **ANNEX “G”**

### **4. DIDACTIC STRATEGIES**

- Provide a missing word in a predictable pattern such as noun-verb-adverb;
- Recognize proper nouns
- Sequence and provide captions for a series of photo-graphs of a class activity or field trip;
- Follow a model to produce a simple journal entry;
- Fill in an application form for a public-transit pass;
- Write simple questions, notes, and greetings;
- Names, countries, months;
- Headings, titles, dates;
- Identify the regions, provinces, territories, and capital cities, also provide information about common U.S.A and U.K customs and holidays;

**UNIVERSIDAD ESTATAL DE BOLIVAR**

**LANGUAGE CENTER**

1. **INFORMATION DATA**                      **NIVEL: III (Units 1- 6)**  
Area :        **Language**                      Semester: \_\_\_\_\_  
Subject:     **English**                        Hours : 72 Hours
- TEXT:** Skyline No. 3 (Student Book, Work Book, CDs audio)  
**AUDIO-VISUAL MATERIAL:** Skyline 3 (First part )  
**PROFESSOR:** \_\_\_\_\_

2. **LEARNING OBJECTIVES**

Students will develop the four skills in the use of the English language such as listening, speaking, reading and writing ability.

2.1 **Oral and Visual Communication**

**General Objective:**

By the end of this level, students will:

- Participate in conversations on familiar topics in some social situations;
- Recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
- Understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used

**Specific Objective:**

***Developing Fluency in Oral Communication***

By the end of this level, students will:

- Maintain face-to-face conversations on familiar topics;
- Determine meaning by requesting clarification and restating information when necessary;
- Listen to others and stay on topic in group discussions;
- Offer and respond to greetings, introductions, invitations, farewells, compliments, and apologies

***Developing Accuracy in Oral Communication***

By the end of this level, students will:

- Use, in simple contexts, some key vocabulary learned in other subject areas

- Restate important information from presentations that include visual aids

### ***Using English in Socially and Culturally Appropriate Ways***

By the end of this level, students will:

- Use and respond appropriately to common non-verbal signals
- Exchange information about cultural variations in non-verbal communication

### ***Developing Media Knowledge and Skills***

By the end of this level, students will:

- View, read, and listen to media works to obtain information and complete assigned tasks

## **2.2 Reading**

### **General objective**

By the end of this level, students will:

- Respond to a range of short fiction and non-fiction texts, using a variety of strategies;
- Choose reading materials for study and personal enjoyment, with teacher guidance;
- Demonstrate knowledge of English vocabulary related to classroom studies;

### **Specific objective**

#### ***Reading and Responding***

By the end of this level, students will:

- Demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners

#### ***Developing Vocabulary***

By the end of this level, students will:

- Use context and familiar vocabulary in texts to infer the meaning of new words;
- Use vocabulary-acquisition strategies

#### ***Using Reading Strategies for Comprehension***

By the end of this course, students will:

- Extract information from specific features of text

- Demonstrate comprehension of teacher-prepared texts and summaries
- State the main idea of individual passages that contain familiar vocabulary;

### ***Developing Research Skills***

By the end of this course, students will:

- Locate information in subject-specific non-fiction sources

## **2.3 Writing**

### **General Objective**

By the end of this course, students will:

- Write in a variety of forms;
- Use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;

### **Specific Objective**

#### ***Relating Purpose to Form***

By the end of this level, students will:

- Write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;
- Write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;

#### ***Applying the Writing Process***

By the end of this course, students will:

- Generate and organize ideas for writing, using graphic organizers provided by the teacher;
- Compose a first draft of a simple composition

#### ***Developing Accuracy in Written Communication***

By the end of this level, students will:

- Compose a short paragraph containing simple and compound sentences;
- Use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
- Use a variety of simple sentence patterns in their writing;

## **2.4 Social and Cultural Competence**

### **General objective**

By the end of this level, students will:

- Demonstrate understanding of and respect for the wide variety of cultures and languages in U.S.A;
- Demonstrate knowledge of a variety of facts about U.S.A culture, geography, and history;

### **Specific objective**

#### ***Developing Citizenship Awareness and Skills***

By the end of this level, students will:

- Describe the three levels of government in Canada and the electoral process for each, and identify the main political parties;
- Compare the regions of Canada with respect to their major economic activities;
- Compare and contrast the traditions and behavioral norms of a number of cultures

## **3 CONTENT AND TIMING**

In the Third Level the Skyline Text 3 will be used. The assigned class time hours are 64 plus 3 hours for evaluation and 5 hours for review.

### **UNITS ASSIGNED**

Units 1 through 6 of book Skyline 3 will be studied during this period. There are also 3 hours dedicated to review units 1 to 2, 3 to 4 and 5 to 6.

### ***ANNEX "G"***

## **4. DIDACTIC STRATEGIES**

- Determine movie schedules, transportation arrival and departure times, store opening and closing times
- Add emphasis to certain words; use intonation to express surprise
- Explain how to solve a mathematics problem;
- Pictures, charts, models;
- Gestures, handshakes, eye contact;
- Discuss the gestures, facial expressions, or conventions of eye contact of various cultures;
- Conventions for making requests, interrupting, leave-taking

- School announcements, television and radio news, newspaper advertisements
- Completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response
- Explain a preference for a book; participate in a literature study group or informal class discussion

**UNIVERSIDAD ESTATAL DE BOLIVAR**

**LANGUAGE CENTER**

1. **INFORMATION DATA**                      **NIVEL: IV (Units 7- 12)**  
Area :        **Language**                      Semester: \_\_\_\_\_  
Subject:      **English**                        Hours : 72 Hours
- TEXT:** Skyline No. 3 (Student Book, Work Book, CDs audio)  
**AUDIO-VISUAL MATERIAL:** Skyline 3 (Second part )  
**PROFESSOR:** \_\_\_\_\_

2. **LEARNING OBJECTIVES**

Students will develop the four skills in the use of the English language such as listening, speaking, reading and writing ability.

2.1 **Oral and Visual Communication**

**General Objective:**

By the end of this level, students will:

- Communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
- Use appropriately some features of language that indicate different levels of formality in English;
- Demonstrate comprehension of key information from media works.

**Specific Objective:**

***Developing Fluency in Oral Communication***

By the end of this level, students will:

- Use the telephone to obtain some specific information
- Use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
- Use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, and stating opinions;
- Use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings

***Developing Accuracy in Oral Communication***

By the end of this level, students will:

- Ask others the meaning of words for clarification;
- Use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency.

### ***Using English in Socially and Culturally Appropriate Ways***

By the end of this level, students will:

- Demonstrate knowledge of appropriate verbal behavior in a variety of contexts

### ***Developing Media Knowledge and Skills***

By the end of this level, students will:

- View, read, and listen CD-ROMs about U.K

## **2.2 Reading**

### **General objective**

By the end of this level, students will:

- Read texts with familiar content or vocabulary, using a variety of reading strategies;
- Choose appropriate resources from pre-selected materials for use in teacher-directed assignments.

### **Specific objective**

#### ***Reading and Responding***

By the end of this level, students will:

- Read and respond to a variety of materials selected for study and pleasure
- Use classroom, school, and local libraries to find reading materials for study and personal enjoyment.

#### ***Developing Vocabulary***

By the end of this level, students will:

- Maintain a vocabulary notebook or list for various subject areas

#### ***Using Reading Strategies for Comprehension***

By the end of this course, students will:

- Skim text with familiar vocabulary or content for overall comprehension
- Scan text with familiar vocabulary or content for specific information;
- Demonstrate comprehension of syntactic cues with teacher guidance.



### ***Developing Research Skills***

By the end of this course, students will:

- Use a graphic organizer provided by the teacher to extract information from pre-selected texts

## **2.3 Writing**

### **General Objective**

By the end of this course, students will:

- Use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work

### **Specific Objective**

#### ***Relating Purpose to Form***

By the end of this level, students will:

- Respond appropriately to written questions based on familiar academic content

#### ***Applying the Writing Process***

By the end of this level, students will:

- Use simple word-processing software to compose and edit pieces of writing;
- Use simple graphics software to format and embellish pieces of writing.

#### ***Developing Accuracy in Written Communication***

By the end of this level, students will:

- Use vocabulary-acquisition strategies to spell words correctly;
- Check spelling, using a variety of resources;
- Use capitals for proper nouns, commas to separate items in lists, and quotation marks for direct speech, with some consistency.

## **2.4 Social and Cultural Competence**

### **General objective**

By the end of this level, students will:

- Participate in some school and community activities;
- Demonstrate adaptation to school norms, key teacher expectations, and classroom routines.

### **Specific objective**

#### ***Developing Citizenship Awareness and Skills***

By the end of this level, students will:

- Demonstrate awareness of the variety of languages in the community and school environment ;
- Communicate information about current events.

### **3. CONTENT AND TIMING**

In the Fourth Level the Skyline Text 3 will be used. The assigned class time hours are 64 plus 3 hours for evaluation and 5 hours for review.

#### **UNITS ASSIGNED**

Units 7 through 12 of book Skyline 3 will be studied during this period. There are also 3 hours dedicated to review units 7 to 8, 9 to 10 and 11 to 12.

#### **ANNEX "G"**

### **4. DIDACTIC STRATEGIES**

- Check learner dictionaries; recognize common prefixes, suffixes, and word families; use knowledge of common sound-symbol relationships and dictionary pronunciation guides to aid in pronouncing new words
- Headings, margin notes, glossaries, charts, diagrams, photos;
- Through completion of cloze passages related to the content of text;
- Find the main idea; determine the author's purpose;
- Locate key information in a mathematics problem expressed in narrative form;
- Possessives, verb phrases, comparatives, progressive tenses, and conjunctions
- Math posters, natural science series, abridged biographies;
- To find examples or supporting details
- Writing short sentences or phrases; by completing graphic organizers.
- Charts, webs, and timelines
- Knowledge of prefixes, suffixes, and word families;
- Learner dictionaries, word lists, spell checkers
- Compare gender roles, schooling, family structures

**UNIVERSIDAD ESTATAL DE BOLIVAR**

**LANGUAGE CENTER**

1. **INFORMATION DATA**                      **NIVEL: V (Units 1- 7)**  
Area :        **Language**                      Semester: \_\_\_\_\_  
Subject:     **English**                        Hours : 72 Hours
- TEXT:** Skyline No. 4 (Student Book, Work Book, CDs audio)  
**AUDIO-VISUAL MATERIAL:** Skyline 4 (First part )  
**PROFESSOR:** \_\_\_\_\_

2. **LEARNING OBJECTIVES**

Students will develop the four skills in the use of the English language such as listening, speaking, reading and writing ability.

2.1 **Oral and Visual Communication**

**General Objective:**

By the end of this level, students will:

- Initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions;
- Communicate orally, using a variety of the conventions of English grammar with some accuracy;

**Specific Objective:**

*Developing Fluency in Oral Communication*

By the end of this level, students will:

- Initiate and take part in conversations on a range of topics in a variety of social situations;
- Use tone of voice and gestures to clarify meaning in conversations;
- Initiate and participate in informal conversations with English-speaking peers;
- Participate in group work, cooperative games, and teamwork

*Developing Accuracy in Oral Communication*

By the end of this level, students will:

- Use common grammatical patterns with some accuracy

*Using English in Socially and Culturally Appropriate Ways*

By the end of this level, students will:

- Determine appropriate language use in a variety of social contexts

*Developing Media Knowledge and Skills*

By the end of this level, students will:

- Respond through discussion to a variety of media works;
- Identify some features of language used in advertisements to market various products to specific audiences

## **2.2 Reading**

General objective

By the end of this level, students will:

- Choose and read books at the appropriate reading level for a variety of purposes;
- Demonstrate knowledge of subject-specific terms;

Specific objective

*Reading and Responding*

By the end of this level, students will:

- Read and respond to a variety of fiction and non-fiction materials selected for study and pleasure
- Identify a writer's or character's point of view in short novels;

*Developing Vocabulary*

By the end of this level, students will:

- Demonstrate knowledge of some key specialized terms in different subject areas

*Using Reading Strategies for Comprehension*

By the end of this course, students will:

- Extract information from specific features/sections of grade-level texts
- Recognize patterns of word structure and derivation and use them to determine meaning

*Developing Research Skills*

By the end of this course, students will:

- Select appropriate materials for research on classroom topics and for career planning
- Compare information from various sources for classroom research

## 2.3 Writing

### General Objective

By the end of this course, students will:

- Write in a variety of forms for various purposes and audiences;
- Use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization

### Specific Objective

#### *Relating Purpose to Form*

By the end of this level, students will:

- Make notes in some detail as preparation for writing on familiar topics;
- Compose stories, poems, and dialogues;
- Write expository paragraphs related to classroom assignments or on topics of personal interest;

#### *Applying the Writing Process*

By the end of this level, students will:

- Revise first drafts to clarify ideas and improve organization;
- Link simple paragraphs about a central idea, using common transition words to indicate relationships such as sequence of events or points of comparison;
- Edit their own writing, with attention to specific language features identified by the teacher

#### *Developing Accuracy in Written Communication*

By the end of this level, students will:

- Use a variety of simple, compound, and complex sentences in their writing;
- Use appropriately, and with some accuracy, common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions;
- Use passive voice, conditionals, and adverb and adjective phrases in some written work;
- Use a colon before a list of items;

## 2.4 Social and Cultural Competence

### General objective

By the end of this level, students will:

- Use knowledge of Canadian culture and history in school and social situations

Specific objective

*Developing Citizenship Awareness and Skills*

By the end of this level, students will:

- Explain the relationship between some important aspects of geography and history and current U.S.A

### **3. CONTENT AND TIMING**

In the Fifth Level the Skyline Text 4 will be used. The assigned class time hours are 64 plus 3 hours for evaluation and 5 hours for review.

#### **UNITS ASSIGNED**

Units 1 through 7 of book Skyline 4 will be studied during this period. There are also 3 hours dedicated to review units 1 to 2, 3 to 4 and 5 to 6.

#### **ANNEX "G"**

### **4. DIDACTIC STRATEGIES**

- Stress key content words to specify meaning stress key content words to specify meaning
- Ask questions to clarify a point; elaborate and/or modify statements to find a basis for agreement
- Introduce a topic by asking a question; summarize key points
- Make subject and verb agree; make verb tenses consistent; make possessive pronouns agree with antecedents
- To show sequence, to compare and contrast
- At a school assembly, on the sports field, in a movie theatre
- Role-play different styles of greetings and apologies to peers or teachers; role-play a telephone conversation making an appointment with a friend, a school counselor, and a prospective employer.

**UNIVERSIDAD ESTATAL DE BOLIVAR**

**LANGUAGE CENTER**

1. **INFORMATION DATA**                      **NIVEL: VI (Units 8- 12)**  
Area :        **Language**                      Semester: \_\_\_\_\_  
Subject:     **English**                        Hours : 72 Hours  
**TEXT:** Skyline No. 4 (Student Book, Work Book, CDs audio)  
**AUDIO-VISUAL MATERIAL:** Skyline 4 (Second part)  
**PROFESSOR:** \_\_\_\_\_

2. **LEARNING OBJECTIVES**

The students will develop their oral presentation skills and acquire study skills that will enhance their ability to learn the use of language.

2.1 **Oral and Visual Communication**

**General Objective:**

By the end of this level, students will:

- Use appropriately a variety of features of formal and informal communication in English;
- Create and analyze a variety of media works.

**Specific Objective:**

***Developing Fluency in Oral Communication***

By the end of this level, students will:

- Use a variety of strategies to participate in small-group discussions
- Use appropriate openings and closings in oral presentations;
- Use an outline provided by the teacher to take point-form notes on main ideas from classroom oral presentations.

***Developing Accuracy in Oral Communication***

By the end of this level, students will:

- Use some transition words and phrases to link ideas

***Using English in Socially and Culturally Appropriate Ways***

By the end of this level, students will:

- Recognize and begin to use the style of language appropriate to business transactions, job interviews, and formal meetings.

***Developing Media Knowledge and Skills***

By the end of this level, students will:

- Compare information about current events and issues from more than one media source
- Create a video commercial or print advertisement using features of language appropriate for the intended audience

## **2.2 Reading**

### **General objective**

By the end of this level, students will:

- Read for specific purposes, with teacher guidance;
- Locate and evaluate resource materials for guided research and career exploration, with teacher guidance.

### **Specific objective**

#### ***Reading and Responding***

By the end of this level, students will:

- Describe the function of various story elements in short works of fiction
- Identify elements of style appropriate to various text forms

#### ***Developing Vocabulary***

By the end of this level, students will:

- Use dictionaries and a thesaurus to build vocabulary

#### ***Using Reading Strategies for Comprehension***

By the end of this course, students will:

- Demonstrate comprehension of passages containing complex verb forms, with teacher guidance

#### ***Developing Research Skills***

By the end of this course, students will:

- Take notes from a variety of sources, using graphic organizers such as charts and tables as a guide

## **2.3 Writing**

### **General Objective**

By the end of this course, students will:

- Arrange ideas in logical order and present them in linked sentences and simple paragraphs;



- Use a variety of sentence patterns and conventions of standard English with some accuracy in written work.

### **Specific Objective**

#### ***Relating Purpose to Form***

By the end of this level, students will:

- Write personal and business letters, using appropriate conventions for salutations and closings;
- Organize personal information, using a simple resume format.

#### ***Applying the Writing Process***

By the end of this course, students will:

- Use word-processing software to compose and edit their writing;
- Use graphics software to format and embellish their writing.

#### ***Developing Accuracy in Written Communication***

By the end of this level, students will:

- Use parentheses to insert an explanation or afterthought into a sentence;
- Use correct spelling and punctuation for common abbreviations;
- Use learner dictionaries, thesauri, and spell checkers to develop vocabulary and to check the accuracy of spelling;
- Use some visual features of text for emphasis

## **2.4 Social and Cultural Competence**

### **General objective**

By the end of this level, students will:

- Respond appropriately in most teaching and learning situations

### **Specific objective**

#### ***Developing Citizenship Awareness and Skills***

By the end of this level, students will:

- Demonstrate understanding of and sensitivity to the wide variety of cultures and languages in U.S.A and U.K
- Initiate and participate in conversations about current events and issues

## **3. CONTENT AND TIMING**

In the Sixth Level the Skyline Text 4 will be used. The assigned class time hours are 64 plus 3 hours for evaluation and 5 hours for review.

## **UNITS ASSIGNED**

Units 8 through 12 of book Skyline 4 will be studied during this period. There are also 3 hours dedicated to review units 7 to 8, 9 to 10 and 11 to 12.

## **ANNEX "G"**

### **4. DIDACTIC STRATEGIES**

- Repetitions and synonyms, non-standard spellings such as *late*
- Television and newspaper accounts of the same event
- Create an advertising campaign for the student council
- Salutations and closings
- Footnotes, chapter summaries, tables, illustrated figures
- Sections of grade-level texts containing the past-perfect tense, passive verbs, or conditional structures
- Select the career pamphlets or databases that are most relevant for a particular research purpose
- *first, next, then, both*
- Tense consistency, subject-verb agreement, use of articles
- Italics, boldface, and underlining
- Explain the benefits and challenges of living among diverse cultures

**UNIVERSIDAD ESTATAL DE BOLIVAR**

**LANGUAGE CENTER**

1. **INFORMATION DATA**                      **NIVEL: VII (Units 1- 7)**  
Area :        **Language**                      Semester: \_\_\_\_\_  
Subject:     **English**                         Hours     : 72 Hours
- TEXT:** Skyline No. 5 (Student Book, Work Book, CDs audio)  
**AUDIO-VISUAL MATERIAL:** Skyline 5 (First part)  
**PROFESSOR:** \_\_\_\_\_

2. **LEARNING OBJECTIVES**

Students will develop the four skills in the use of the English language such as listening, speaking, reading and writing ability.

2.1 **Oral and Visual Communication**

**General Objective:**

By the end of this level, students will:

- Communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
- Use the elements of English grammar with increasing accuracy in speech;

**Specific Objective:**

***Developing Fluency in Oral Communication***

By the end of this level, students will:

- Respond to and use some implicit commands and messages;
- Recognize and use a variety of conversational strategies;
- Use a variety of communication strategies to bridge gaps in their English-language knowledge;
- Use the pronunciation, stress, rhythm, and intonation patterns of spoken English with accuracy most of the time;
- Participate in classroom discussions and oral presentations;

***Developing Accuracy in Oral Communication***

By the end of this level, students will:

- Provide a summary of a group discussion or an activity;

- Use a variety of transition words and phrases in classroom discussions and oral presentations to express relationships such as comparison, contrast, sequence, and cause and effect;
- Follow complex sequences of instructions

***Using English in Socially and Culturally Appropriate Ways***

By the end of this level, students will:

- Analyze social contexts to determine the appropriate type of language to use;
- Recognize and respond appropriately to verbal and non-verbal cues
- Use formal and informal styles of language appropriately

***Developing Media Knowledge and Skills***

By the end of this level, students will:

- Respond to a wide variety of media works through discussion and comparison of their own and others' reactions to the works;
- Identify strategies used in different media to influence specific audiences;
- Analyze media productions to identify different media perspectives on social and cultural issues;

**2.2 Reading**

**General objective**

By the end of this level, students will:

- Read and respond to literature, with teacher guidance;
- Use a range of strategies to build vocabulary;

**Specific objective**

***Reading and Responding***

By the end of this level, students will:

- Identify some common cross-cultural themes in literature;
- Identify and explain literary elements and devices in teacher- selected texts
- Make inferences about a writer's point of view or a character's actions;

***Developing Vocabulary***

By the end of this level, students will:

- Use a variety of strategies to build vocabulary

### ***Using Reading Strategies for Comprehension***

By the end of this course, students will:

- Recognize the elements and purposes of different forms of texts and participate in discussions about them;
- Skim texts for main ideas and overall organization;
- Scan texts for specific information

### ***Developing Research Skills***

By the end of this course, students will:

- Use knowledge of a variety of conventions of formal texts to locate information
- Compare ideas and information from a variety of sources for guided research projects

## **2.3 Writing**

### **General Objective**

By the end of this course, students will:

- Write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
- Use the writing process to prepare final drafts, with teacher guidance;

### **Specific Objective**

#### ***Relating Purpose to Form***

By the end of this level, students will:

- Write to carry out assignments in different subject areas;
- Write for career-related purposes;
- Select and use appropriate forms for personal and creative writing

#### ***Applying the Writing Process***

By the end of this course, students will:

- Write a passage of three or more paragraphs to develop a central idea;
- Use transition words and a variety of sentence patterns to express relationships such as comparison and contrast;
- Edit to improve writing style

#### ***Developing Accuracy in Written Communication***

By the end of this level, students will:

- Spell words accurately in final drafts, including subject- specific terms;

- Use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
- Use the semicolon to separate main clauses in a list of ideas;

## **2.4 Social and Cultural Competence**

### **General objective**

By the end of this level, students will:

- Demonstrate understanding of the rights and responsibilities of living in Canada;

### **Specific objective**

#### ***Developing Citizenship Awareness and Skills***

By the end of this level, students will:

- Participate in discussions about important social and political documents;
- Identify and use the skills needed to seek assistance in the school and community;

## **3. CONTENT AND TIMING**

In the Seventh Level the Skyline Text 5 will be used. The assigned class time hours are 64 plus 3 hours for evaluation and 5 hours for review.

### **UNITS ASSIGNED**

Units 1 through 7 of book Skyline 5 will be studied during this period. There are also 3 hours dedicated to review units 1 to 2, 3 to 4 and 5 to 6.

### **ANNEX “G”**

## **4. DIDACTIC STRATEGIES**

- Indirect requests and orders such as: *Would you like to rewrite that?*, meaning *You should rewrite that*; *Is that where the dictionaries go?*, meaning *Please put the dictionaries away*
- Opening formulas such as *How are you?*, attention-getting phrases such as *Excuse me*, turn-taking signals such as *I'd like to add*, and closing formulas such as *I've got to go now*
- Ask for clarification; paraphrase; use facial expressions and gestures to convey meaning
- Verb tenses, negatives, adjectives, adverbs, conjunctions, articles, and prepositions of time, direction, and location

**UNIVERSIDAD ESTATAL DE BOLIVAR**

**LANGUAGE CENTER**

1. **INFORMATION DATA**                      **NIVEL: VIII (Units 8 - 12)**  
Area :        **Language**                      Semester: \_\_\_\_\_  
Subject:     **English**                        Hours : 72 Hours
- TEXT:** Skyline No. 5 (Student Book, Work Book, CDs audio)  
**AUDIO-VISUAL MATERIAL:** Skyline 5 (Second part)  
**PROFESSOR:** \_\_\_\_\_

2. **LEARNING OBJECTIVES**

Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills

2.1 **Oral and Visual Communication**

**General Objective:**

By the end of this level, students will:

- Use appropriate language and non-verbal communication strategies in a variety of situations;
- Create, analyze, and interpret a variety of media works.

**Specific Objective:**

***Developing Fluency in Oral Communication***

By the end of this level, students will:

- Take notes from classroom presentations, using a written outline or graphic organizer as a guide;
- Express and support a point of view in classroom discussions;
- Use formal speech for oral classroom presentations.

***Developing Accuracy in Oral Communication***

By the end of this level, students will:

- Use important elements of English grammar with increasing accuracy;
- Correct some common grammatical errors in their own speech.

***Using English in Socially and Culturally Appropriate Ways***

By the end of this level, students will:

- Use some idioms and slang where appropriate;

- Use polite forms to negotiate and reach consensus in small- group tasks;
- Recognize and use the appropriate style of language for various workplace situations.

### ***Developing Media Knowledge and Skills***

By the end of this level, students will:

- Explain some of the causes and consequences of local, national, and international current events;
- Create a documentary or news report on a current issue.

## **2.2 Reading**

### **General objective**

By the end of this level, students will:

- Extract information from grade-level texts, with teacher guidance;
- Locate, evaluate, and use information from a variety of sources for academic, social, and career purposes, including guided research projects extract information from grade-level texts, with teacher guidance;
- Locate, evaluate, and use information from a variety of sources for academic, social, and career purposes, including guided research projects

### **Specific objective**

#### ***Reading and Responding***

By the end of this level, students will:

- Choose and respond to personal reading material comparable in scope and difficulty to some materials selected by their English- speaking peers;
- Explain their reasons for choosing specific authors and genres.

#### ***Developing Vocabulary***

By the end of this level, students will:

- Infer the meaning of many Latin-based words from context and from prefixes, suffixes, and word roots

#### ***Using Reading Strategies for Comprehension***

By the end of this course, students will:



- Determine meaning in texts that contain complex grammatical elements;
- Recognize transition words and phrases used to indicate definition of terms, classification, sequence, summary, conclusion, comparison and contrast, cause and effect, and hypothesis;
- Identify facts, opinions, and perspectives in text.

### ***Developing Research Skills***

By the end of this course, students will:

- Summarize main points for guided research projects, using graphic organizers

## **2.3 Writing**

### **General Objective**

By the end of this course, students will:

- Arrange ideas in logical order and present them in linked paragraphs;
- Use the sentence patterns and conventions of standard Canadian English with accuracy most of the time in written work

### **Specific Objective**

#### ***Relating Purpose to Form***

By the end of this level, students will:

- Use descriptive words and phrases to convey mood, atmosphere, and emotion;
- Use the conventions appropriate to particular forms of writing

#### ***Applying the Writing Process***

By the end of this course, students will:

- Write a passage of three or more paragraphs to develop a central idea;
- Use transition words and a variety of sentence patterns to express relationships such as comparison and contrast
- Edit to improve writing style
- Use visual elements to enhance the effectiveness of published text;
- Produce final drafts, using appropriate writing tools;
- Use word-processing software to compose and edit pieces of writing;
- Use graphics software to format and embellish pieces of writing.

### ***Developing Accuracy in Written Communication***

By the end of this level, students will:

- Use ellipses to show that words have been omitted from a quotation;
- Use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions appropriately and with accuracy most of the time

## **2.4 Social and Cultural Competence**

### **General objective**

By the end of this level, students will:

- Demonstrate flexibility as learners in different teaching and learning situations

### **Specific objective**

#### ***Developing Citizenship Awareness and Skills***

By the end of this level, students will:

- Demonstrate knowledge of strategies for conflict resolution by participating in simulations, role plays, and group discussions;
- Research and participate in discussions comparing the needs and values of people of different ages and cultures and both genders;
- Participate in discussions and debates about local, national, and global issues and events.

## **3. CONTENT AND TIMING**

In the Eighth Level the Skyline Text 5 will be used. The assigned class time hours are 64 plus 3 hours for evaluation and 5 hours for review.

### **UNITS ASSIGNED**

Units 8 through 12 of book Skyline 5 will be studied during this period. There are also 3 hours dedicated to review units 7 to 8, 9 to 10 and 11 to 12.

### ***ANNEX "G"***

## **4. DIDACTIC STRATEGIES**

- Explain how Canadian immigration patterns are related to world events; explain the causes and consequences of some forms of pollution
- Coming of age, creation of the universe, quests
- Theme, character development, plot, setting, simile, metaphor
- In book reviews, in literature study groups

- Check learner dictionaries; keep a personal list of words and phrases; seek opportunities to use new words
- Short stories, magazine articles
- Skim a section of a reference book to evaluate its relevance for a specific project; skim brochures for career information
- Locate required information in a reference book; locate information about specific aptitudes or qualifications in a career brochure locate required information in a reference book; locate information about specific aptitudes or qualifications in a career brochure
- Conditionals, modals, passive verbs
- *That is, in conclusion, by contrast, as a result, possibly*
- Footnotes, end notes, and lists
- Sources such as print and non- print magazines and newspapers, CD-ROMs, the Internet
- Charts, tables, Venn diagrams
- Short reports, outlines, summaries, editorials, notes, essays, examination answers
- Covering letters, memos, e-mail messages
- Diaries, journals, personal letters and e-mail messages, dialogues, poetry, narratives
- Letter salutations and closings, cover pages and headings, bibliographies
- *Similarly, on the other hand*) and cause and effect (e.g., *as a result of similarly, on the other hand*) and cause and effect (e.g., *as a result of*
- To convey a personal voice, to stress objectivity
- Margins for ease of reading, headings and typeface for emphasis
- Dictionaries, editing checklists
- Parties, levels of government, the electoral process
- Use, and help others to use, the services of school guidance departments and community and school support services; explain their district school board's harassment policy and procedures

### **6.4.3 MICRO-CURRICULAR LEVEL**

The determination of the micro-curricular level constitutes an important derived step of the Plan of Study that is summed up with the elaboration of the Programs of proficiency student's skills, Programs of Unit of language skills and Integrative Project.

#### **Micro Learning Objectives**

##### ***ANNEX "H"***

#### **Unit Plan**

##### ***ANNEX "I"***

#### **Lesson Plan**

##### ***ANNEX "J"***

#### ***Laboratory Plan***

##### ***ANNEX "K"***

### **6.4.4 CURRICULAR EVALUATION SYSTEM**

#### **6.4.4.1 *Evaluation Rules***

- a. At the end of the two units, the professor is in the obligation of applying a written evaluation, based on the contents of the units in mention; this score is a contribution for the final score. The same thing will be applied with the other remaining units.
- b. The professor will evaluate duties, oral, and written lessons, the work book, oral summaries and writings, the reading book, laboratory among other aspects.

- c. The students when concluding a level will surrender a final evaluation, the one that will have the equivalent of 40 % (8 points).
- d. The students will also surrender an oral test that we denominate it O.P.I. (Oral Proficiency Interview) the one that will be equal to the remaining 30 % of the total qualification of the Level. (6 points).
- e. The professor will be responsible for entering the respective notes of his students in the System of qualifications and he will give an impression to Academic Secretary with the purpose of taking a control; giving execution to the programmed dates.
- f. The evaluation is of continues type and it will be qualified on 20 points.
- g. The professor will give a qualification for each didactic unit, the same one that should be varied and they will take into account different abilities of the language.
- h. To the beginning of every period the educational one will apply a test of diagnostic to determine the students' cognitive failings. So that, the professor during the semester considers the reinforcement of the same ones.
- i. The professor will give strict execution to the calendar of exams approved by the Director of the Language Center.
- j. When the students conclude the units: VI and XII in the Levels, they will present a written summary and an oral exhibition of the established reading book for this Level, the qualification of the read book will be taken as evaluation of the respective unit.
- k. The students that reprove the level have the option of previous to the payment of the corresponding tariffs, to surrender a location test (Placement Test) and to be located in their corresponding level of knowledge.

***He/she notices:***

The teacher it is in the obligation of informing the student permanently on their yield in the academic advance and attendance. It is of character leader that all the evaluations are based on the plans and programs contemplated in the curricular grid of the respective level.

#### **6.4.4.2 Educational evaluation**

The educational evaluation has two fundamental components: evaluation of the learning and educational evaluation

##### ***Evaluation of the Learning***

The evaluation of the learning has the following objectives:

- To control the learning of the students in continuous form during the educational process;
- To rectify the yield problems that take place, in useful time, to assure the attainment of the previous objectives;
- To promote the development of their analysis capacities, synthesis, abstraction, self-knowledge, critical spirit
- To determine the antiques from the students to the end of the educational process.

This whole evaluation process will be of qualitative and quantitative order and about a value of 20 points

It is important to stand out that the evaluation will be carried out to all the academic activities, to determine the operational and educational level of the establishment, as well as they will be the relating one clearer of the educational work and of the administrative operation of the educational center.

The instruments that will be used for the evaluations will be in agreement with the applied methodology, and among other it is recommended:

##### ***INITIAL EVALUATION***

Previously designed questionnaires

You interview singular

Group Dialogue

Inform qualitative of the professor of the previous period

Conceptual maps  
Conceptual nets  
Categorical Maps

### ***FORMATIVE EVALUATION***

Systematic observation  
Anecdotic registrations  
Qualification scales  
Scales of attitude  
Self-evaluation  
Singular and field Work  
Rehearsals  
Interpretive exercises

### ***ACUMULATIVE EVALUATION***

Observation registrations  
Interviews  
Questionnaires  
Written tests  
Presentation of reports  
Self-evaluation (singular and group)  
Practical exercises  
Resolution of Problems  
Open book Tests  
Interpretive Exercise Tests  
Individual Work  
Groups Work  
Others

#### **6.4.4.3 Evaluation of the Curriculum**

The curriculum, either in their conception, organization and administration, it is a dynamic process that is always susceptible of transformation and improvement. However, that transformation and improvement is only possible in the measure in that the curriculum can be evaluated in its conception, organization and administration. This evaluation is intrinsic to all the stages of the curriculum, and it is what is considered as Curricular Evaluation.

From a general perspective the curricular evaluation constitutes a systematic process guided to value the grade in that the means, resources and procedures allow the achievement of the purposes and goals of an institution or educational system. For that reason, the evaluation needs of the systematic storing of quantitative and qualitative data for the taking of appropriate decisions.

Curricular aspects to evaluate:

- Professional Profile
- Curricular Organization
- Curricular Structure
- Teaching-learning methodology
- Available support resources
- Evaluation System
- Building
- Work environment
- Administrative management



## **CONCLUSIONS**

After analysis the present research work we have concluded the following:

The Universidad Estatal de Bolivar has all the necessary resources for the implementation of the Language Center as a pedagogical tool for Foreign Language Teaching in order to satisfy the demand of their students for the teaching of the English language as foreign language.

## **RECOMMENDATIONS**

If the content of this research work is accepted for the University's authorities, it will be executable as soon as possible.

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**ANNEXES**

## ANNEX "A" W.S.O.T.- MATRIX INTERNAL CONDITIONS ANALYSIS

### Legal

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>▪ Educational offer is guaranteed for the CONESUP</li> <li>▪ The CONESUP, Chapter VII; ART. 44 decrees: "allow foreign language proficiency knowledge."</li> <li>▪ The CONESUP strives to establish general limits or guides for the favorable curricular reform.</li> </ul>	<ul style="list-style-type: none"> <li>• The budget and its catalogues of accounts of the University becomes a threat for its progress.</li> <li>• The University doesn't have a language studies program to carry out the one decreed by the CONESUP.</li> </ul>

### Teaching Staff

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Teaching staff and students want to establish academic and administrative change to the University interior.</li> <li>• The academic quality is expressed through the professionalism of the teaching staff; 14% in university teaching staff and 31 % in masteries</li> <li>• Learning atmospheres as laboratories and building spaces support the relationship of the theory with the practice.</li> <li>• The national and international academic exchange is based on the subscribed agreements</li> </ul>	<ul style="list-style-type: none"> <li>• The University does not have an identified pedagogic model, separation among teaching functions, investigation and extension.</li> <li>• Its professional profiles are Outdated</li> <li>• The plans and study programs are part-carried out</li> <li>• It does not have an educational improvement program in the English area to exploit the international exchange.</li> <li>• There is an absence of specialized teaching staff in the English area</li> </ul>

### Administrative Development

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• The University has wide and own administrative departments located in the university citadel with personnel enough and modern equipment.</li> <li>• There are permanent concern of the directives for the capacitating and training of the executive and service staff in its different areas</li> <li>• The university self-management possibilities reinforces the financial proposal development</li> </ul>	<ul style="list-style-type: none"> <li>• There exists a limited coordination of the University central government.</li> <li>• The high-technology equipments in the different dependences are not used in an adequate way</li> <li>• There is an absence of English's educational program for the formation and improvement of the executive staff in this area.</li> <li>• In the budgetary elaboration, it is necessary an appropriate coordination with the different dependences of the University to hand in on time the requirements</li> <li>• The English language ignorance hinders the agility in the financing self-management with the non-government organizations.</li> </ul>

### Building Development

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• The University from the 1989 has own facilities.</li> <li>• It has enough land for building different departments in the University by academic development.</li> <li>• The University has an modern English Lab.</li> </ul>	<ul style="list-style-type: none"> <li>• It does not have enough facilities for the language centre.</li> <li>• There are not staff to drive this lab</li> </ul>

## MATRIX ENVIRONMENTAL CONDITIONS ANALYSIS

### Economical environment

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• The growth of the world economy</li> <li>• The World Trade Organization (WTO)</li> <li>• The innovation and automation of the productive processes</li> <li>• The carrying out of technical programs together with the Non Government Organizations (NGO)</li> </ul>	<ul style="list-style-type: none"> <li>• The economic depression of our country.</li> <li>• The economic obligations ignored by the central governments.</li> <li>• Most of the professors ignore the importance of English language.</li> </ul>

### Scientific and technological environment

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• The University should be present in everything.</li> <li>• Non Government Organizations, National and International Corporations offer financial resources.</li> <li>• The cooperation agreements in the investigative field of the University with national and international educational institutions.</li> <li>• The bias of officers of the government organisms of the financial economical institutions towards the higher superior education has had that foreign professionals (Japanese, Americans, etc) have gotten employment in our institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• The control of the knowledge for a few numbers of the scientific and technological organizations whose access is prohibitive to the University.</li> <li>• The deficiency or none English's knowledge impede the postulation of candidacies to the international scholarships of science and technology.</li> <li>• The lack of English language skills of the students, professors and employees of the University prevent the advantage in the best possible way.</li> </ul>

### Educational Environment

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• The Curricular Reform of our Education demands the English language teaching.</li> <li>• A lot of professionals are from North America and Japanese to the University in different areas of the knowledge and academic administration.</li> <li>• The University has educational agreements with foreign universities to get educational scholarships, internships and invitations for the formation and improvement to the students, professors, and directives of the University.</li> </ul>	<ul style="list-style-type: none"> <li>• The government policies of modernization propitiate the privatization and proliferation of superior educational institutes.</li> <li>• The high student defection in the secondary level and migration diminishes the University registration.</li> <li>• The ignorance of the English Language of the students and staff of the University prevent to make use of the scholarships, internships and invitations on foreign universities for the formation and improvement of the University.</li> </ul>

### Relationship of the University with the Society

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• The permanent revision of its curricular programs to couple to the necessities of internal condition; scientific, technological and environmental development.</li> <li>• It is part of The Provincial Development Plan carries out its teaching, investigation, and administration functions for the sustainable development.</li> <li>• It is in charge of collaborating with the organizations and international institutions in social support programs in the Bolivarene population's benefit.</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of a great involvement of the University in the Bolivarene society problems and identification requires a major participation and dynamism in the social problem of its environment.</li> <li>• The limited skill of English language is an obstacle for the commended function with the organisms and international institutions of social support.</li> </ul>



### Academic relationship of the University with the environment

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• The Educational offer is in function of the necessities of the environment</li> <li>• There is an evident interest of authorities, directives, professors and students to establish great academic bonds with the environment.</li> <li>• It has programs of cultural diffusion toward the world through the Non Government Organizations of the Province.</li> </ul>	<ul style="list-style-type: none"> <li>• The University has a little coverage of academic offer in front of the social demand</li> <li>• It has a sustentation, priority, socialization and evaluation lack of the academic programs in the environment</li> <li>• There is a limitation in the area of the English language for the interlocution with foreign human groups.</li> </ul>

### Foreign and local Culture, Science and Technology development

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• There is a Research and Post Graduate University department.</li> <li>• It has documents of political and investigation strategies</li> <li>• The University introduced the INTERNET as a new scientific and technology information system for the world inter-communication.</li> <li>• It has a relationship with organisms of scientific and technological chore.</li> <li>• There are modern equipments disposition to the audio-vision laboratory implementation in order to teach and learn the English language</li> </ul>	<ul style="list-style-type: none"> <li>• It has a cultural activities plan lack on the base of the social reality and culture conception.</li> <li>• It has not a curricular program to the educational improvement in English speaking.</li> <li>• There is an inadequacy in the English language knowledge that allows taking advantage in the best possible way the use of the INTERNET as a system of technological and scientific information.</li> <li>• There is a limitation for the scientific and technological social inter-communication</li> <li>• It has a limited budget for the development of the investigation activities.</li> <li>• It does not have an activities planning for the handle and operation of the English Lab modern equipment.</li> </ul>

### Foreign and local Management for the institutional development

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• The University's managers are looking for financing and development to its academic resources into the international and national Educational Institutions and Non Government Organisms.</li> <li>• The managers get scholarships, internships, and invitations for the students and staff.</li> <li>• The agreements allows a sustained development with educational institutions and local, national and international organizations</li> </ul>	<ul style="list-style-type: none"> <li>• It does not have a normative instrument in the pursuit of the subscribed agreements</li> <li>• The disorientated administration does not allow a quick academic development of the University.</li> <li>• The lack of English language knowledge hinders the attainment of many international agreements.</li> </ul>

## ANNEX “B” CONTEXTUALIZATION.

INTERNATIONAL	REGIONAL	LOCAL
<p>A Curricular development proposal for the creation of the Language Centre at Universidad Estatal de Bolívar will encompass the at present and future challenges. Technically, it will fit</p>	<ul style="list-style-type: none"> <li>• <i>Human resources</i> This province has 169,370 inhabitants distributed in this way: 48.2 % in Guaranda Canton; 11.0 % Chillanes; 8.9 % Chimbo; 6.5 % Echeandía; 15.8% San Miguel; 6.5 % Caluma; 3.1 % Las Naves.</li> <li>• <i>Educational resources</i> Bolívar province has 64 High Schools with its own educational system and infrastructure for all points. Most of the educational establishments are fiscal, a small part is fiscal-independent and in a smaller scale they are independent ones.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Human resources</i> Guaranda city is the area of immediate influence of the university. It has a young population since 48.3% are less than 20 years old. In this sense, for the academic year 2003-2004 the graduated in the Bolívar province were 1,637 students, in the majors of modern humanities (62.6 %), Business and Management (23.2 %), Industrial Technique (6.6 %), Agricultural (6.6 %) and Arts (1%). In relation with the sex is very significant to see that a large numbers of bachelors are men (52.11 %) and women (47.89 %). Being in modern humanities the men graduated number (75 %), and women (51 %). As a consequence, this population will be the users of the University.</li> <li>• <i>Building resources and Urban Infrastructure</i> The Universidad Estatal de Bolívar is located in Guaranda city. The building and facilities welcome the students that want to study in this educational center. Besides, it has a modern English Lab that will be a support to operate the Languages Centre.</li> <li>• <i>Cultural Resources</i> Their main cultural manifestation is the "Carnival of Guaranda" as a demonstration of our Andean roots. A lot of foreign people come to this party. The Universidad Estatal de Bolívar is in charge of its organization so that the staff and students need to speak English in order to share information with all of them.</li> </ul>

## ANNEX "C" SURVEY

### ENCUESTA RELATIVA A LA CREACIÓN DEL CENTRO DE IDIOMAS EN LA UNIVERSIDAD ESTATAL DE BOLIVAR

#### I. OBJETIVO:

El presente cuestionario pretende solicitar su valiosa colaboración a los efectos de que nos brinde información vinculada con algunos aspectos claves para la implementación del Centro de Idiomas y una propuesta curricular del programa de SUFICIENCIA en el Idioma Inglés para la Universidad Estatal de Bolívar, con vista a lograr una mayor calidad en los Planes de Estudios actuales.

#### II. INSTRUCCIONES:

Marque con una X dentro del paréntesis en cada una de las preguntas

*Le reiteramos nuestro más sincero agradecimiento por su apoyo.*

**Docente** ( ).

**Estudiante** ( ).

#### 1. ¿Cómo considera usted el aprender un idioma extranjero?

Muy útil ( )

Útil ( )

No útil ( )

#### 2. ¿Qué idioma le gustaría a usted aprender?

Inglés ( )

Francés ( )

Portugués ( )

Italiano ( )

Alemán ( )

#### 3. ¿Con qué frecuencia utiliza el docente el idioma Inglés en el aula?

Muy a menudo ( )

A menudo ( )

Algunas veces ( )

Casi nunca ( )

Nunca ( )

#### 4. ¿Cuanto tiempo podría usted dedicar diariamente al aprendizaje del idioma inglés?

1 hora ( )

2 horas ( )

3 horas ( )

4 horas ( )

#### 5. ¿Que tipo de materiales utiliza usted en el aprendizaje del idioma inglés?

*Textos ( ) Módulos ( ) Folletos ( ) Audio-Visuales ( ) Ninguno ( )*

#### 6. ¿Cuál es la mejor forma de aprender inglés?

Individual Uno a uno ( )

En grupo ( )

Viviendo en la cultura social inglesa ( )

#### 7. ¿Cómo considera usted el uso de un laboratorio de audio en el aprendizaje de una lengua extranjera?

Muy útil ( )

Útil ( )

No útil ( )

#### 8. ¿Con qué frecuencia tiene usted problemas en entender el habla inglesa?

Muy a menudo ( )

A menudo ( )

Algunas veces ( )

Casi nunca ( )

Nunca ( )

#### 9. ¿Con qué frecuencia va usted a un laboratorio de audio en el idioma inglés?

Siempre ( )

frecuentemente ( )

Algunas veces ( )

Nunca ( )

#### 10. ¿Con que frecuencia tiene usted dificultad de comunicarse con hablantes nativos de inglés?

Siempre ( )

frecuentemente ( )

Algunas veces ( )

Nunca ( )

## ANNEX “D” Educational Potential Demand of the Languages Centre

### Educational Sciences College

CAREERS	YEARS	TITLE
Public Accounting		
It is changed of name by Accounting and Audit	5	Licentiate
Executive Secretary	4 4	Executive Secretary Executive Secretary Licentiate
Informatics	4	Informatics Licentiate
Reform hot the informatics career	2 3 4	Programmer Informatics technologist Informatics Licentiate
Management	5	Management Licentiate
Marketing	5	Marketing Licentiate
Hotel and Tourism company Management	3	Hotel and Tourism Technologist
Social Communication	4	Social Communication Licentiate, Majors; Journalism and public relations

### Agricultural Sciences College

CAREERS	YEARS	TITLE
Agro-industrial Engineering	5	Agro-industrial Engineer
Agronomist Engineer	5	Agronomist Engineer

### Health Sciences College

CAREERS	YEARS	TITLE
Infirmery	3+1 RI	Infirmery Licentiate
Disaster management	4	Disaster management Licentiate

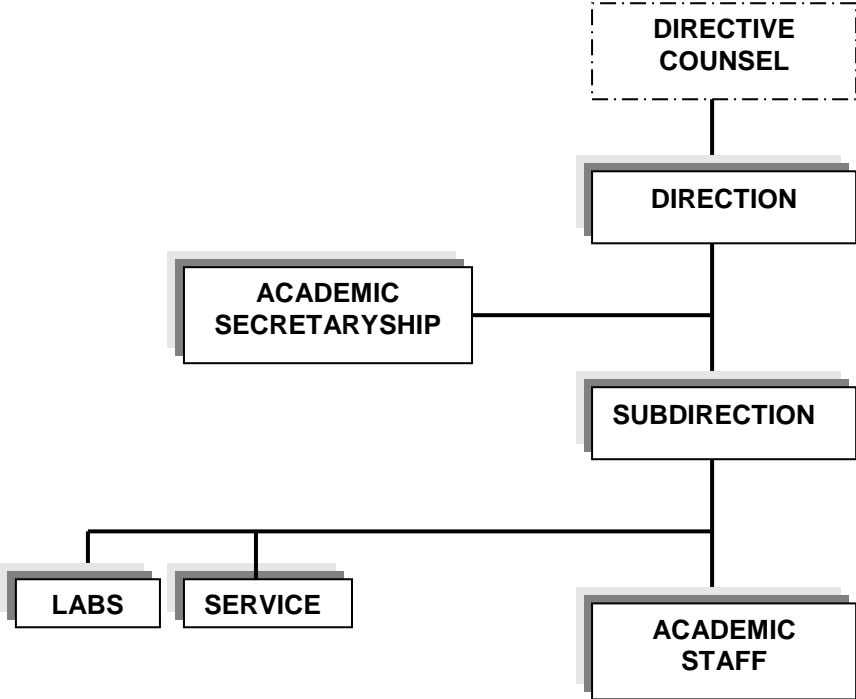
### Educational Sciences College

CAREERS	YEARS	TITLE
Physics and Mathematics	4	Physics and Mathematics Licentiate
Chemistry and Biology	4 4	Chemistry and Biology Licentiate
Trade and Management	4	Trade and Management Licentiate
Education and Andean Culture	4	Education and Andean Culture Licentiate
Geography and Ecology	4	Geography and Ecology Licentiate
English	4	English Licentiate
Basic Education	4	Basic Education Licentiate

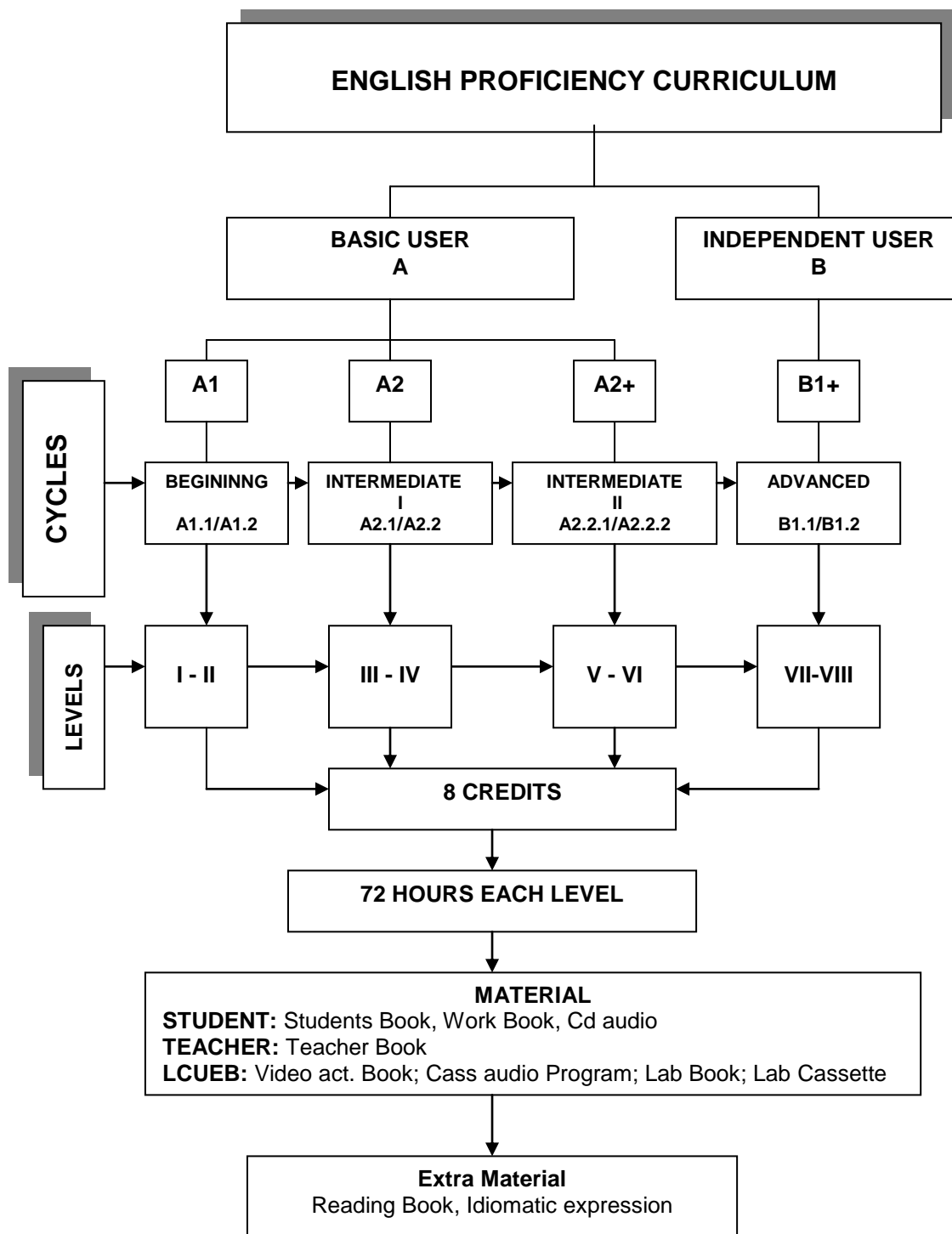
### Social and Political Sciences, jurisprudence College

CAREERS	YEARS	TITLE
Laws	6	Republic Court Lawyer
Legal Management	6 semesters  9 semesters	Legal management technician Legal management and political sciences licentiate
Political and socio-economic sciences	9 semesters	Political and socio-economic sciences Licentiate
Legal informatics	9 semesters	Legal informatics Licentiate

**ANNEX "E" Curricular design of the Language Center Department**



**ANNEX “F” Curricular design of the English Proficiency Program**



## ANNEX “G” CONTENTS AND TIME

### FIRST LEVEL

#### UNIT OBJECTIVES:

**UNIT 1:** To use personal information with the basic studied grammar

**UNIT 2:** To create dialogues and conversations about occupations and studies by using the given grammar.

**UNIT 3:** To talk about spending habits, shopping, prices, clothing, personal items, colors, and materials in order to develop all the language macro-abilities.

Text: Skyline 2

Time: Five weeks(36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
UNIT 1 ACTIVATE YOUR ENGLISH 1. At a international conversation. 2. In a foreign city. 3. Getting to know you 4. Lifeline to international travel	<ul style="list-style-type: none"> <li>Asking for and giving information.</li> <li>Talking about cities</li> <li>Talking about yourself</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Question formation; Review of present simple statements and questions</li> <li>LISTENING /PRONUNCIATION: Sounds – the alphabet</li> <li>SPEAKING WRITING AND READING: Interviews</li> <li>VOCABULARY: Countries and occupations; Nationalities and languages; International travel</li> </ul>	HUMAN: <ul style="list-style-type: none"> <li>Majored teacher</li> </ul> MATERIAL: <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul> PHYSICAL: <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> <li>Mid term and final tests.</li> </ul>
UNIT 2 YOUR ENVIRONMENT 1. A nice place to work. 2. A nice place to live. 3. A big move 4. Lifeline to society	<ul style="list-style-type: none"> <li>Giving opinions</li> <li>Describing places</li> <li>Talking about accommodation</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Much, many, a lot of; Review of possessive adjectives</li> <li>LISTENING /PRONUNCIATION: Sentences stress</li> <li>WRITING AND SPEAKING: Good and bad things about your school or workplace</li> <li>VOCABULARY: The work place; Towns and cities; Describing places; Student accommodation</li> </ul>		
UNIT 3 PEOPLE IN YOUR LIFE 1. Family matters 2. Partners 3. Love and friendship 4. Lifeline to psychology	<ul style="list-style-type: none"> <li>Talking about families</li> <li>Describing people</li> <li>Talking about customs and cultures</li> <li>Talking about personalities</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Subject + be/ have+ description; Object pronouns.</li> <li>LISTENING /PRONUNCIATION: Word stress</li> <li>WRITING AND SPEAKING: Write notes about good friends boyfriends or girlfriend</li> <li>VOCABULARY: The family; Physical descriptions; Gifts and customs; Personality</li> </ul>		

**UNIT OBJECTIVES:**

**UNIT 4:** To give opinions about entertainments, dates and times

**UNIT 5:** To talk about family members, family life. Exchange information about present situations.

**UNIT 6:** Asking and describing routines. Talking about frequency and abilities

Text: Skyline 2

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<p>UNIT 4 WORK AND PLAY</p> <ol style="list-style-type: none"> <li>Twenty-four hours</li> <li>Work and gender</li> <li>Holidays</li> <li>Lifeline to stress management</li> </ol>	<ul style="list-style-type: none"> <li>Talking about work and leisure activities</li> <li>Talking about habits and routines</li> <li>Discussing current activities</li> <li>Making definite plans</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Gerunds; Present simple and frequency adverbs; Present progressive</li> <li>LISTENING /PRONUNCIATION: Weak forms</li> <li>WEITING AND SPEAKING: Write sentences about current activities</li> <li>VOCABULARY: Work; Sport and leisure activities; Housework and office work; National holidays</li> </ul>	<p>HUMAN:</p> <ul style="list-style-type: none"> <li>Majored teacher</li> </ul> <p>MATERIAL:</p> <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul> <p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> <li>Mid term and final tests.</li> </ul>
<p>UNIT 5 TIME OUT</p> <ol style="list-style-type: none"> <li>On the town</li> <li>What's on?</li> <li>Party time</li> <li>Lifeline to food management</li> </ol>	<ul style="list-style-type: none"> <li>Giving directions</li> <li>Making plans</li> <li>Making suggestions</li> <li>Making offers, predictions and definite plans</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Prepositions; Gerunds and infinitives; Going to/ will / won't</li> <li>LISTENING /PRONUNCIATION: Stress and weak forms</li> <li>SPEAKING AND READING: Discuss things you like doing</li> <li>VOCABULARY: Directions; Sport and leisure activities; Parties; Business</li> </ul>		
<p>UNIT 6 IN THE PAST</p> <ol style="list-style-type: none"> <li>Personal history</li> <li>Growing up</li> <li>Crime stories</li> <li>Lifeline to history</li> </ol>	<ul style="list-style-type: none"> <li>Talking about personal histories</li> <li>Talking about school days</li> <li>Story telling</li> <li>Talking about events in the past</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Past simple wh-questions; Review of past simple; Past progressive</li> <li>LISTENING /PRONUNCIATION: Sounds</li> <li>SPEAKING AND WRITING: Discuss abut photographs</li> <li>VOCABULARY: Life history; Crime; History</li> </ul>		



**SECOND LEVEL**

**UNIT OBJECTIVES:**

**UNIT 7: To talk** about school days, plans and choice professions

**UNIT 8: To describe** modes of transportation and uses expressions agreement

**UNIT 9: To give** opinions and give advices

Text: Skyline 2

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
UNIT 7 LEARNING FOR LIFE 1. School days 2. Choices 3. Learning culture 4. Lifeline to career planning	<ul style="list-style-type: none"> <li>• Talking about school days</li> <li>• Talking about plans after graduation</li> <li>• Making informal and formal requests</li> <li>• Talking about career choices</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Past simple tense; Comparatives; Can/could in requests</li> <li>• LISTENING /PRONUNCIATION: Intonation and linking</li> <li>• SPEAKING AND WRITING: Compare nations</li> <li>• VOCABULARY: School; Applying to colleges; Career planning</li> </ul>	HUMAN: <ul style="list-style-type: none"> <li>• Majored teacher</li> </ul> MATERIAL: <ul style="list-style-type: none"> <li>• Student book</li> <li>• Workbook</li> <li>• Cassettes</li> <li>• Tape recorder</li> <li>• Dictionary</li> <li>• Photocopies</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly-applied exercises</li> <li>• Workbook exercises for self-evaluation.</li> <li>• Mid term and final tests.</li> </ul>
UNIT 8 ON THE MOVE 1. Getting around 2. Getting away from it all 3. Getting there 4. Lifeline to exploration	<ul style="list-style-type: none"> <li>• Describing modes of transportation</li> <li>• Talking about tourist destinations</li> <li>• Expressing agreement</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Superlatives; Too/either</li> <li>• LISTENING /PRONUNCIATION: Sentence stress</li> <li>• SPEAKING AND WRITING: Write about travel in your country</li> <li>• VOCABULARY: Transport; Hotel and vacation destination; Explorers and explorations</li> </ul>	PHYSICAL: <ul style="list-style-type: none"> <li>• Classroom</li> </ul>	
UNIT 9 HEALTHY LIVING 1. Laughter is the best medicine 2. Your favorite team 3. Open wide 4. Lifeline to living things	<ul style="list-style-type: none"> <li>• Talking about health and giving opinions</li> <li>• Taking about sports</li> <li>• Giving advice</li> <li>• Talking about people's appearance</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Possessive pronouns; Should/need to/have to</li> <li>• LISTENING /PRONUNCIATION: Sounds /I/ /i/</li> <li>• SPEAKING AND READING: Unhealthy lifestyle</li> <li>• VOCABULARY: Health; Sports; Dental health</li> </ul>		

**UNIT OBJECTIVES:**

**UNIT 10:** To talk experiences and describe life events

**UNIT 11:** To learn English culture and give orders

**UNIT 12:** To make predictions and exchange personal information

Text: Skyline 2

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<p>UNIT 10 THE STORY SO FAR</p> <ol style="list-style-type: none"> <li>Turning points</li> <li>Experience and experiences</li> <li>Champions' stories</li> <li>Lifeline to cloth design</li> </ol>	<ul style="list-style-type: none"> <li>Talking about life events</li> <li>Asking and talking about experiences</li> <li>Describing cloths; giving opinions</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR:: Past tense; Present perfect with ever/never; Verb forms</li> <li>LISTENING /PRONUNCIATION: Sounds – vowels</li> <li>WRITING AND SPEAKING: Write about good and bad years</li> <li>VOCABULARY: life events; Auto racing; Fashion</li> </ul>	<p>HUMAN:</p> <ul style="list-style-type: none"> <li>Majored teacher</li> </ul> <p>MATERIAL:</p> <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul> <p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> <li>Mid term and final tests.</li> </ul>
<p>UNIT 11 WAYS OF LIFE</p> <ol style="list-style-type: none"> <li>Traditions</li> <li>Your life</li> <li>Working together</li> <li>Lifeline to business administration</li> </ol>	<ul style="list-style-type: none"> <li>Talking about and comparing traditions</li> <li>Asking and talking about people's lives</li> <li>Giving orders; making requests and wishes</li> <li>Making plans</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: do / make; Present perfect with <i>for/since</i> and <i>how long?</i>; <i>Tell/ask/want</i></li> <li>LISTENING /PRONUNCIATION: Stress and rhythm</li> <li>READING, WRITING AND SPEAKING: Making an e-mail</li> <li>VOCABULARY: Carnivals; Setting up a business</li> </ul>		
<p>UNIT 12 WHAT'S NEXT?</p> <ol style="list-style-type: none"> <li>Reviewing the situation</li> <li>Immediate plans</li> <li>Twenty-five years from now</li> <li>Lifeline to communication technology</li> </ol>	<ul style="list-style-type: none"> <li>Exchanging personal information</li> <li>Talking and asking about the future</li> <li>Making predictions</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Review of tenses; Present progressive, going to/might; Will/won't</li> <li>LISTENING /PRONUNCIATION: Sounds / e l / / i / / ai /</li> <li>READING, WRITING AND SPEAKING: Make a questionnaire with your personal information</li> <li>VOCAQBULARY: Study, work, home, relationships; Weekend breaks and plans; Communications and technology; Connectors</li> </ul>		

### THIRD LEVEL

**UNIT OBJECTIVES:**

**UNIT 1:** To talk about your pasta habits and apply the past time in order to describe events and experiences

**UNIT 2:** To make future plans

**UNIT 3:** To make predictions and talk about conditions and results.

Text: **SKYLINE 3**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
UNIT 1 LIFE STORIES 1. Personal history 2. Unforgettable memories 3. Now and then 4. Lifeline to scholarship and jobs	<ul style="list-style-type: none"> <li>• Talking about past events and experiences</li> <li>• Talking about past habits</li> <li>• Contrasting the past and the present</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Past progressive vs. past simple; Used to</li> <li>• LISTENING /PRONUNCIATION: Sounds – past tense endings</li> <li>• SPEAKING AND WRITING: Talk about your personal history</li> <li>• VOCABULARY: Personal information; <i>So / too / either / neither</i>; Life events</li> </ul>	HUMAN: <ul style="list-style-type: none"> <li>• Majored teacher</li> </ul> MATERIAL: <ul style="list-style-type: none"> <li>• Student book</li> <li>• Workbook</li> <li>• Cassettes</li> <li>• Tape recorder</li> <li>• Dictionary</li> <li>• Photocopies</li> </ul> PHYSICAL: <ul style="list-style-type: none"> <li>• Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly-applied exercises.</li> <li>• Workbook exercises for self-evaluation.</li> <li>• First term and final tests.</li> </ul>
UNIT 2 WORK AND PLAY 1. Modern careers 2. Living to work, or working to live? 3. Relaxation and play 4. Lifeline to psychology	<ul style="list-style-type: none"> <li>• Talking about present lifestyle and future plans</li> <li>• Making comparisons</li> <li>• Giving opinions</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Review of <i>might/will/going to</i> for plans and arrangements; Review of comparatives and superlatives</li> <li>• LISTENING /PRONUNCIATION: Contractions</li> <li>• SPEAKING AND READING; Read an article (keeping in touch)</li> <li>• VOCABULARY: The family; Participial adjectives – <i>interested / interesting</i>; Leisure activities; Cognates</li> </ul>		
UNIT 3 TOWARD THE FUTURE 1. Energy sources 2. Predicting the future 3. What if .....? 4. Lifeline to health sciences	<ul style="list-style-type: none"> <li>• Giving opinions</li> <li>• Making predictions</li> <li>• Talking about conditions and results</li> <li>• Giving advice</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: <i>will/won't</i> and <i>going to</i> for predictions; The first conditional</li> <li>• LISTENING /PRONUNCIATION; Sentences stress – first conditional</li> <li>• SPEAKING AND WRITING: Complete: energy sources survey for your country</li> <li>• VOCABULARY: Types of energy sources; The body and its functions; Health and fitness</li> </ul>		

**UNIT OBJECTIVES:**

**UNIT 4:** To give opinions about entertainments, dates and times

**UNIT 5:** To talk about shopping.

**UNIT 6:** To talk about dislikes and likes and TV programs

Text: **SKYLINE 3**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
UNIT 4 CITY LIFE 1. Immigrants 2. Cultural differences 3. City versus country 4. Lifeline to urban planning	<ul style="list-style-type: none"> <li>• Giving opinions</li> <li>• Talking about social customs</li> <li>• Discussing and stating preferences</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Review of present perfect vs past simple; <i>Too and enough; too much/to many</i></li> <li>• LISTENING /PRONUNCIATION: Word stress,</li> <li>• READING AND SPEAKING: Read dictionary definitions and discuss</li> <li>• VOCABULARY: Loan words, Country and city life, Problems of urbanization</li> </ul>	HUMAN: <ul style="list-style-type: none"> <li>• Majored teacher</li> </ul> MATERIAL: <ul style="list-style-type: none"> <li>• Student book</li> <li>• Workbook</li> <li>• Cassettes</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly-applied exercises.</li> <li>• Workbook exercises for self-evaluation.</li> </ul>
UNIT 5 FORTUNES 1. The lottery of life 2. Born to shop? 3. Money, money, money 4. Lifeline to economics	<ul style="list-style-type: none"> <li>• Talking about fortune</li> <li>• Talking about plans</li> <li>• Talking about shopping</li> <li>• Talking about inflation</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Verb complementation Reasons and purposes: <i>because/so/ so that/ to</i></li> <li>• LISTENING /PRONUNCIATION Word stress</li> <li>• READING, WRITING AND SPEAKING: Read stories about lottery winners</li> <li>• VOCABULARY: Collocations, Money, Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Tape recorder</li> <li>• Dictionary</li> <li>• Photocopies</li> </ul> PHYSICAL: <ul style="list-style-type: none"> <li>• Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Mid term and final tests.</li> </ul>
UNIT 6 ENTERTAINMENT 1. Entertainment at home 2. Going out 3. Movie history 4. Lifeline to movie and TV production	<ul style="list-style-type: none"> <li>• Talking about home entertainment</li> <li>• Talking about places to visit</li> <li>• Talking about likes, dislikes and preferences</li> <li>• Talking about TV</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Indefinite pronouns, Relative clauses</li> <li>• LISTENING /PRONUNCIATION: Sounds</li> <li>• READING, WRITING AND SPEAKING: Write what classmates do for entertainment</li> <li>• VOCABULARY: Movie vocabulary, Television vocabulary</li> </ul>		

## FOURTH LEVEL

**UNIT OBJECTIVES:**

**UNIT 7:** To describe the costumes in your country and compare with other countries

**UNIT 8:** To talk about the health

**UNIT 9:** To express your wishes and describe your dreams

Text: **SKYLINE 3**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
UNIT 7 LIVING CULTURE 1. Celebrations 2. Culture on the table 3. Culture at home 4. Lifeline to intercultural communication 5. Time contrasts.	<ul style="list-style-type: none"> <li>• Describing celebrations and customs</li> <li>• Describing food</li> <li>• Talking about customs in your own country</li> <li>• Talking about cultural differences</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Present passive, Expressions followed by verb + -ing or to + verb</li> <li>• LISTENING /PRONUNCIATION: Weak forms – verb + to</li> <li>• WRITING AND SPEAKING: Write a short description about a festival in your country</li> <li>• VOCABULARY: Festivals, Food and ingredients, - Culture</li> </ul>	HUMAN: <ul style="list-style-type: none"> <li>• Majored teacher</li> </ul> MATERIAL: <ul style="list-style-type: none"> <li>• Student book</li> <li>• Workbook</li> <li>• Cassettes</li> <li>• Tape recorder</li> <li>• Dictionary</li> <li>• Photocopies</li> </ul> PHYSICAL: <ul style="list-style-type: none"> <li>• Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly-applied exercises.</li> <li>• Workbook exercises for self-evaluation.</li> <li>• Mid term and final tests.</li> </ul>
UNIT 8 GOOD HEALTH 1. You and your body 2. Dangerous practices 3. The best remedies Lifeline to alternative medicine	<ul style="list-style-type: none"> <li>• Talking about health in your body</li> <li>• Making suggestions</li> <li>• Expressing opinions</li> <li>• Talking about possibilities</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Causatives: have/get something done, Must, may/might, can't</li> <li>• LISTENING /PRONUNCIATION: Word stress</li> <li>• SPEAKING, LISTENING AND WRITING: Listen information from an interview</li> <li>• VOCABULARY: Body parts, Type of exercises, Illnesses, Symptoms, Remedies</li> </ul>		
UNIT 9 IMAGINATION 1. Dreams 2. Wishes and Hopes 3. Creatures of imagination 4. Lifeline to physical sciences	<ul style="list-style-type: none"> <li>• Talking about wishes and dreams</li> <li>• Talking about imaginary situations</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Wishes about the present, hopes for the future, The second conditional</li> <li>• LISTENING /PRONUNCIATION: Sentence stress – second conditional</li> <li>• WRITING AND SPEAKING: Write some of your dreams</li> <li>• VOCABULARY: words with similar meanings – wish / hope / expect / wait</li> </ul>		

**UNIT OBJECTIVES:**

**UNIT 10:** To use and apply polite questions

**UNIT 11:** To talk about the last inventions and discovered technology

**UNIT 12:** To understand advertisements

Text: **SKYLINE 3**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
UNIT 10 SEEING THE WORLD 1. Armchair travel 2. The real thing 3. Visitors from abroad 4. Lifeline to tourism and hospitality	<ul style="list-style-type: none"> <li>• Giving opinions</li> <li>• Talking about likes and dislikes</li> <li>• Reporting what someone said</li> <li>• Asking polite questions</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Reporting statements and opinions, Requesting and stating information</li> <li>• LISTENING /PRONUNCIATION: Intonation – question forms</li> <li>• READING AND SPEAKING: Discuss a trip in your country or abroad</li> <li>• VOCABULARY: Virtual reality, Travel, Tourism and the tourist industry</li> </ul>	HUMAN: <ul style="list-style-type: none"> <li>• Majored teacher</li> </ul> MATERIAL: <ul style="list-style-type: none"> <li>• Student book</li> <li>• Workbook</li> <li>• Cassettes</li> <li>• Tape recorder</li> <li>• Dictionary</li> <li>• Photocopies</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly-applied exercises.</li> <li>• Workbook exercises for self-evaluation.</li> <li>• Mid term and final tests.</li> </ul>
UNIT 11 PROGRESS? 1. early breakthroughs 2. Important inventions 3. Different perspectives 4. Lifeline to I.T.	<ul style="list-style-type: none"> <li>• Talking about discoveries and inventions</li> <li>• Talking about past plans that went wrong</li> <li>• Describing things</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Past passive, Was/were going to</li> <li>• LISTENING /PRONUNCIATION: Weak forms – <i>was / were</i></li> <li>• LISTENING, WRITING AND SPEAKING: Listen a conversation</li> <li>• VOCABULARY: Word formation, Technology</li> </ul>	PHYSICAL: <ul style="list-style-type: none"> <li>• Classroom</li> </ul>	
UNIT 12 CONSUMERISM 1. Patterns of buying 2. The hard sell 3. Spotlight on a corporation 4. Lifeline to advertising and marketing	<ul style="list-style-type: none"> <li>• Giving reasons</li> <li>• Guessing meaning from context</li> <li>• Persuading</li> <li>• Describing advertisements</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Present perfect vs present perfect progressive</li> <li>• LISTENING /PRONUNCIATION: Review of numbers</li> <li>• READING AND WRITING: Read an article</li> <li>• VOCABULARY: Clothing, Advertising, Collocation, Synonyms</li> </ul>		

**FIVETH LEVEL**

**UNIT OBJECTIVES:**

**UNIT 1:** To get information using polite request

**UNIT 2:** To use passive voice in order to talk about past events

**UNIT 3:** To give answer to the information questions

Text: **SKYLINE 4**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<p>UNIT 1 RELATIONSHIPS AND COMMUNICATION</p> <ol style="list-style-type: none"> <li>Parents and children</li> <li>In the workplace</li> <li>Between friends</li> <li>Language for life: foreign connections</li> <li>Pronouns as subjects</li> </ol> <p>UNIT 2 WORK AND MONEY</p> <ol style="list-style-type: none"> <li>Working to live or living to work?</li> <li>Winning and losing money</li> <li>Entrepreneurs</li> <li>Language for life: armchair shopping</li> </ol> <p>UNIT 3 KEEPING UP WITH TECHNOLOGY</p> <ol style="list-style-type: none"> <li>Developing the automobile</li> <li>Communication systems</li> <li>Using technology</li> <li>Language for life: learning on the web</li> </ol>	<ul style="list-style-type: none"> <li>Making polite requests for information</li> <li>Talking about causes and effects/ situations and decisions</li> <li>Reporting other people's ideas</li> <li>Talking about processes/ past events</li> <li>Defining what/ who you're talking about</li> <li>Confirming/ questioning information</li> <li>Making requests; accepting and refusing</li> </ul>	<p align="center">12 H</p> <p align="center">12 H</p> <p align="center">12 H</p>	<ul style="list-style-type: none"> <li>GRAMMAR: Review of past tenses and present perfect, Conditionals: zero, first and second</li> <li>LISTENING /PRONUNCIATION: Rhythm</li> <li>SPEAKING AND READING: Discuss questions</li> <li>VOCABULARY: Compound and paired words, Expressions related to the home, Adjectives to describe character</li> <li>GRAMMAR: Review of passives, Review of relative clauses</li> <li>LISTENING /PRONUNCIATION: Word stress</li> <li>SPEAKING WRITING AND READING: Select an institution in your city or country and discuss</li> <li>VOCABULARY: Words /expressions related to jobs, Financial</li> <li>GRAMMAR: Gerunds, Question tags</li> <li>LISTENING /PRONUNCIATION, Contrastive stress, Intonation question tags</li> <li>READING, LISTENING AND SPEAKING: Read the statements, check your answers, listen and complete</li> <li>VOCABULARY: Appliances / technology, Environment, Cars</li> </ul>	<p>HUMAN:</p> <ul style="list-style-type: none"> <li>Majored teacher</li> </ul> <p>MATERIAL:</p> <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul> <p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> <li>Mid term and final tests.</li> <li>Oral evaluation</li> </ul>

**UNIT OBJECTIVES:**

**UNIT 4:** To get information about past habits

**UNIT 5:** To talking about previous events

**UNIT 6:** To use reporter speech statements in exchanges information

Text: **SKYLINE 4**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<p>UNIT 4 HOUSE AND HOME</p> <ol style="list-style-type: none"> <li>Home away from home</li> <li>Decoration</li> <li>Street scenes</li> <li>Language for life: places to stay</li> </ol>	<ul style="list-style-type: none"> <li>Talking about setting up/ carrying out projects</li> <li>Talking about habits and states in the past</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Multi-word verbs, Used to and would</li> <li>LISTENING /PRONUNCIATION: Intonation – questions</li> <li>SPEAKING, READING AND WRITING: Look the photographs and describe</li> <li>VOCABULARY: Multi-word verbs, Describing interiors</li> </ul>	<p>HUMAN:</p> <ul style="list-style-type: none"> <li>Majored teacher</li> </ul> <p>MATERIAL:</p> <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul> <p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> <li>Mid term and final tests.</li> <li>Oral evaluation</li> </ul>
<p>UNIT 5 CRIME AND LAW</p> <ol style="list-style-type: none"> <li>Unsolved crimes</li> <li>Crime and punishment</li> <li>Crime knows no borders</li> <li>Language for life: understanding nations</li> </ol>	<ul style="list-style-type: none"> <li>Talking about background facts/ past circumstances</li> <li>Talking about previous events</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Past perfect, Review of past tenses</li> <li>LISTENING /PRONUNCIATION: Past tense forms</li> <li>SPEAKING AND READING: What do you know about a person?</li> <li>VOCABULARY: Crime, Law</li> </ul>		
<p>UNIT 6 MASS MEDIA</p> <ol style="list-style-type: none"> <li>Sensationalism</li> <li>Investigative journalism</li> <li>Ethical issues</li> <li>Language for life: doing research</li> </ol>	<ul style="list-style-type: none"> <li>Reporting what people have said, opinions they have given</li> <li>Debating points</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Past reported speech: statements and questions</li> <li>LISTENING /PRONUNCIATION: Word stress</li> <li>WRITING, READING AND SPEAKING: Write a short article</li> <li>VOCABULARY: Nouns as adjectives, Reporting verbs, Expressions for discussion</li> </ul>		



## SIXTH LEVEL

### UNIT OBJECTIVES:

**UNIT 7:** To describe people and events

**UNIT 8:** To talk about obligations and necessities

**UNIT 9:** To use regret statements

Text: **SKYLINE 4**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
UNIT 7 TRENDS 1. My generation 2. Looking good 3. Shop till you drop 4. Language for life: Getting the idea	<ul style="list-style-type: none"> <li>Describing people/ places/ things/ events</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Adjective order, Quantifiers</li> <li>LISTENING /PRONUNCIATION: Linking</li> <li>READING, SPEAKING AND WRITING: Read an article and complete a table</li> <li>VOCABULARY: Clothing, Shopping items, Music / instruments</li> </ul>	HUMAN: <ul style="list-style-type: none"> <li>Majored teacher</li> </ul> MATERIAL: <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> </ul>
UNIT 8 BIG MOMENTS 1. Personal firsts 2. Your first date 3. The big day 4. Language for life: job hunting	<ul style="list-style-type: none"> <li>Talking about obligation and necessity</li> <li>Indicating time</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Obligation/ necessity, Prepositions of time</li> <li>LISTENING /PRONUNCIATION: Intonation – showing interest</li> <li>SPEAKING AND READING: Look at a photograph and guess what people say</li> <li>VOCABULARY: Weddings and graduations, Inviting</li> </ul>	PHYSICAL: <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Mid term and final tests.</li> <li>Oral evaluation</li> </ul>
UNIT 9 MEN AND WOMEN 1. Evaluating tradition 2. Coincidence or destiny 3. Gifts of love 4. Language for life: business and social customs	<ul style="list-style-type: none"> <li>Talking about past conditions/ cause and effect</li> <li>Expressing regret</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Third conditional, Wish</li> <li>LISTENING /PRONUNCIATION: Sentence stress – conditionals</li> <li>SPEAKING, LISTENING AND READING: Read a son and discuss the questions</li> <li>VOCABULARY: Gender, Practical / ethnical issues, Discussion</li> </ul>		

**UNIT OBJECTIVES:**

**UNIT 10:** To make expression of speculations

**UNIT 11:** To talk about future events

**UNIT 12:** To compare about language with English language

Text: **SKYLINE 4**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<p>UNIT 10 LIFE'S A JOURNEY</p> <ol style="list-style-type: none"> <li>Stranger than fiction</li> <li>A near tragedy</li> <li>War of the worlds</li> <li>Language for life: making the most of travel</li> </ol>	<ul style="list-style-type: none"> <li>Speculating about past events/ actions</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Past modals: would, should, could, Past modals for deduction: could, might, may, must, have</li> <li>LISTENING /PRONUNCIATION: Weak forms – modals</li> <li>WRITING AND SPEAKING: In pairs, comment on situations</li> <li>VOCABULARY: Experiential, Historical</li> </ul>	<p>HUMAN:</p> <ul style="list-style-type: none"> <li>Majored teacher</li> </ul> <p>MATERIAL:</p> <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul> <p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> <li>Mid term and final tests.</li> <li>Oral evaluation</li> </ul>
<p>UNIT 11 STAGES OF LIFE</p> <ol style="list-style-type: none"> <li>Learning hot be human</li> <li>Goals in life- or just wanna have fun?</li> <li>When I'm 64</li> <li>Language for life: scholarships</li> </ol>	<ul style="list-style-type: none"> <li>Talking about future events</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Future progressive vs future simple, Connectors</li> <li>LISTENING /PRONUNCIATION: Linking</li> <li>READING AND SPEAKING: Look at a picture and discuss</li> <li>VOCABULARY: People: from cradle to grave, Linking words</li> </ul>		
<p>UNIT 12 CRISTAL BALL</p> <ol style="list-style-type: none"> <li>Looking back at 2001</li> <li>Tomorrow's world</li> <li>Your future</li> <li>Language for life: the world of English</li> </ol>	<ul style="list-style-type: none"> <li>Getting ideas across clearly</li> <li>Analyzing/ discussing language</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Future perfect, Review: future forms</li> <li>LISTENING /PRONUNCIATION: Intonation and emotion</li> <li>SPEAKING AND WRITING: Predict what people might be selling</li> <li>VOCABULARY: Language of prediction, Computer words and expressions</li> </ul>		

**SEVENTH LEVEL**

**UNIT OBJECTIVES:**

**UNIT 1:** To give personal opinions about different topics

**UNIT 2:** To talk about technology in this millennium

**UNIT 3:** To talk about food and movies  
Text: **SKYLINE 5**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<b>UNIT 1</b> <b>THE 20<sup>TH</sup> CENTURY</b> 1. Culture 2. History and politics 3. Heroes and villains 4. Language for life: conference-going	<ul style="list-style-type: none"> <li>Talking about events in the past</li> <li>Giving personal opinions on music and art</li> <li>Talking and writing about famous people</li> <li>Talking about conferences</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Connectors, Past tense clauses</li> <li>LISTENING /PRONUNCIATION: Word stress – different parts of speech</li> <li>SPEAKING, WRITING AND READING: Write your favorites from 20<sup>th</sup> century popular culture</li> <li>VOCABULARY: Strategies for understanding words, Words that go together</li> </ul>	HUMAN: - Majored teacher  MATERIAL: -Student book -Workbook -Cassettes -Tape recorder -Dictionary -Photocopies	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> <li>Mid term and final tests.</li> <li>Oral evaluation</li> </ul>
<b>UNIT 2</b> <b>PEOPLE AND TECHNOLOGY</b> 1. Living with machines 2. Genetic engineering 3. Technology independence and risks 4. Language for life: technology surveys	<ul style="list-style-type: none"> <li>Talking about technology now and in the future</li> <li>Talking about genetics</li> <li>Doing a technology survey</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: whoever, whatever, whenever, wherever, Word order with two-word verbs</li> <li>LISTENING /PRONUNCIATION: Stress with separable two-word verbs</li> <li>WRITING, READING AND SPEAKING: Draw a line down the middle of the page in the notebook. At the top of the left-hand column write “Leave nature alone” and at the top of the right-hand column write “Human progress”</li> <li>VOCABULARY: multi-word verbs meaning</li> </ul>	PHYSICAL: -Classroom	
<b>UNIT 3</b> <b>GLOBAL VERSUS LOCAL</b> 1. The real thing 2. International and local food 3. Hollywood versus Bollywood 4. Language for life: franchises	<ul style="list-style-type: none"> <li>Talking about imitation products</li> <li>Talking about food and food festivals</li> <li>Discussing the movie industry</li> <li>Making a business plan</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Nouns in groups, Indefinite pronouns: everyone, nobody, something, anywhere, etc</li> <li>LISTENING /PRONUNCIATION: Sounds -</li> <li>READING AND WRITING: Look at the pictures of food eaten at two festivals</li> <li>VOCABULARY: Food , Business language</li> </ul>		

**UNIT OBJECTIVES:**

**UNIT 4:** To talk about events with your classmates into the classroom

**UNIT 5:** To know foreign culture and compare with our culture

**UNIT 6:** To give opinions about science fictions

Text: **SKYLINE 5**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<p>UNIT 4 FAMILY, FRIENDS AND COLLEAGUES</p> <ol style="list-style-type: none"> <li>Brothers and sisters</li> <li>All you need is love</li> <li>Working relations</li> <li>Language for life: foreign exchanges</li> </ol>	<ul style="list-style-type: none"> <li>Talking about events in or around the present</li> <li>Describing character</li> <li>Discussing beliefs, relationships and communication</li> <li>Preparing for a foreign exchange</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Review of present tenses, Verbs which do not take the progressive</li> <li>SPEAKING, WRITING AND LISTENING: Discuss what kind of factors interfere with effective communication at work</li> <li>VOCABULARY: Suffixes <i>-able, -ate, -ful, -ible</i>, Words for gesture, posture and voice</li> </ul>	<p>HUMAN:</p> <ul style="list-style-type: none"> <li>Majored teacher</li> </ul> <p>MATERIAL:</p> <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> <li>Workbook exercises for self-evaluation.</li> </ul>
<p>UNIT 5 THE BEST OF THE PAST</p> <ol style="list-style-type: none"> <li>The history of pop culture</li> <li>Revolutionaries past and present</li> <li>Viewpoint</li> <li>Language for life: project management</li> </ol>	<ul style="list-style-type: none"> <li>Discussing past and present youth culture</li> <li>Talking about cities now and in the past</li> <li>Putting a case for a new UNESCO site</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: The past</li> <li>LISTENING AND READING: Listen to a lecture</li> <li>WRITING AND SPEAKING: Imagine you are historians living 100 years from now. You've been asked to write an article about your city at the beginning of the 21<sup>st</sup> century</li> <li>VOCABULARY: Recording vocabulary, City-related words past and present</li> </ul>	<p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Mid term and final tests.</li> </ul>
<p>UNIT 6 OUR CENTURY</p> <ol style="list-style-type: none"> <li>Future shock</li> <li>The best intentions</li> <li>Biosphere</li> <li>Language for life: getting involved</li> </ol>	<ul style="list-style-type: none"> <li>Talking about science fiction</li> <li>Talking about personal plans for the future</li> <li>Negotiating to choose members of a team</li> <li>Planning a community project</li> </ul>	12 H	<ul style="list-style-type: none"> <li>GRAMMAR: Future simple, <i>be going to</i> and future perfect, Review of future forms</li> <li>LISTENING /PRONUNCIATION: Intonation – showing interest</li> <li>WRITING AND SPEAKING: Write a solution on a piece of paper</li> <li>VOCABULARY: Synonyms, The environment, The language of presentation</li> </ul>		

**EIGHTH LEVEL**

**UNIT OBJECTIVES:**

**UNIT 7:** To discuss about business in your group

**UNIT 8:** To learn how to promote product

**UNIT 9:** To talk about superstitions into the classroom

Text: **SKYLINE 5**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<p>UNIT 7 THE WORLD OF SPORT</p> <ol style="list-style-type: none"> <li>Your view</li> <li>The business view</li> <li>The career view</li> <li>Language for life: the REALLY big sport festival</li> </ol>	<ul style="list-style-type: none"> <li>Talking about the business of sport</li> <li>Describing different parts of the body</li> <li>Talking about injuries to the body</li> <li>Analyzing the Olympics games</li> </ul>	<p align="center">12 H</p>	<ul style="list-style-type: none"> <li>GRAMMAR: Review and extension of relative clauses, More relative clauses and modifying phrases</li> <li>LISTENING /PRONUNCIATION: Weak form of <i>that</i> in relative clauses</li> <li>SPEAKING AND READING: Discuss how you feel about sports</li> <li>VOCABULARY: The body and sports, Business and money</li> </ul>	<p>HUMAN:</p> <ul style="list-style-type: none"> <li>Majored teacher</li> </ul>	<ul style="list-style-type: none"> <li>Monthly-applied exercises.</li> </ul>
<p>UNIT 8 THE IMAGE INDUSTRY</p> <ol style="list-style-type: none"> <li>Making faces</li> <li>Cosmetic surgery</li> <li>Selling beauty</li> <li>Language for life: advertising and promotion</li> </ol>	<ul style="list-style-type: none"> <li>Describing the face</li> <li>Giving advice</li> <li>Talking about past processes and events</li> <li>Promoting new products</li> </ul>	<p align="center">12 H</p>	<ul style="list-style-type: none"> <li>GRAMMAR: Review and extension of passives, Active and passive</li> <li>LISTENING /PRONUNCIATION: Intonation – questions</li> <li>READING, SPEAKING AND WRITING: Read a letter to Karla Lightborn, and advice columnist.</li> <li>VOCABULARY: The human face, Medicine, Commercials</li> </ul>	<p>MATERIAL:</p> <ul style="list-style-type: none"> <li>Student book</li> <li>Workbook</li> <li>Cassettes</li> <li>Tape recorder</li> <li>Dictionary</li> <li>Photocopies</li> </ul>	<ul style="list-style-type: none"> <li>Workbook exercises for self-evaluation.</li> <li>Mid term and final tests.</li> </ul>
<p>UNIT 9 A QUESTION OF LUCK</p> <ol style="list-style-type: none"> <li>Good and bad luck</li> <li>Optimism versus pessimism</li> <li>What if.....?</li> <li>Language for life: career management</li> </ol>	<ul style="list-style-type: none"> <li>Discussing superstitions</li> <li>Talking about attitudes to life</li> <li>Talking about cause and effect</li> </ul>	<p align="center">12 H</p>	<ul style="list-style-type: none"> <li>GRAMMAR: Real and unreal conditionals, Unreal past conditionals</li> <li>LISTENING /PRONUNCIATION: Intonation – lists</li> <li>WRITING, READING AND SPEAKING: Imagine you were one of the people on the plane</li> <li>VOCABULARY: Affixes, Flying, Career planning</li> </ul>	<p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Oral exams</li> </ul>

**UNIT OBJECTIVES:**

**UNIT 10:** To give opinions about different topics

**UNIT 11:** To discuss about the science

**UNIT 12:** To write a letters and fill applications

Text: **SKYLINE 5**

Time: Five weeks (36 hours)

CONTENTS	FUNCTIONS	TIME	ACTIVITIES	RESOURCES	EVALUATION
<p>UNIT 10 FREE TIME</p> <ol style="list-style-type: none"> <li>1. Blood sports</li> <li>2. A game of skill and luck</li> <li>3. Let's get together</li> <li>4. Language for life: being sociable</li> </ol>	<ul style="list-style-type: none"> <li>• Expressing opinions</li> <li>• Talking about past traditions</li> <li>• Discussing how sociable you are and analyzing personality</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Instruction, Review of adverbs and adverbials</li> <li>• LISTENING /PRONUNCIATION: Sounds – homophones</li> <li>• SPEAKING AND WRITING: Imagine bullfighting exists in your country</li> <li>• VOCABULARY: Opinion and (dis) agreement, Words relating to coffee growing and drinking</li> </ul>	<p>HUMAN:</p> <ul style="list-style-type: none"> <li>• Majored teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly-applied exercises.</li> </ul>
<p>UNIT 11 FURRY FRIENDS</p> <ol style="list-style-type: none"> <li>1. Preservation or extinction?</li> <li>2. Responsible ownership</li> <li>3. Animals as healers and teachers</li> <li>4. Language for life: traveling with Rover</li> </ol>	<ul style="list-style-type: none"> <li>• Describing people by comparing them with something</li> <li>• Talking about the science and ethnics of cloning</li> <li>• Talking about future hopes and expressing regret</li> <li>• Discussing the treatment of and the uses of animals</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Review of <i>hope</i> and <i>wish</i>, Mixed conditionals</li> <li>• LISTENING /PRONUNCIATION: Weak forms and linking</li> <li>• READING, WRITING AND SPEAKING: Read a list of arguments about cloning</li> <li>• VOCABULARY: Smiles, Animals</li> </ul>	<p>MATERIAL:</p> <ul style="list-style-type: none"> <li>• Student book</li> <li>• Workbook</li> <li>• Cassettes</li> <li>• Tape recorder</li> <li>• Dictionary</li> <li>• Photocopies</li> </ul> <p>PHYSICAL:</p> <ul style="list-style-type: none"> <li>• Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook exercises for self-evaluation.</li> <li>• Mid term and final tests.</li> <li>• Oral exams</li> </ul>
<p>UNIT 12 USING LANGUAGE SKILLS</p> <ol style="list-style-type: none"> <li>1. Read to learn</li> <li>2. Writing in the right tone</li> <li>3. The art of listening</li> <li>4. Say what you mean</li> </ol>	<ul style="list-style-type: none"> <li>• Making inferences</li> <li>• Writing a letter</li> <li>• Listening for the general idea</li> <li>• Explain this!</li> </ul>	12 H	<ul style="list-style-type: none"> <li>• GRAMMAR: Recognizing genre, Writing in the right tone, Listening strategies, Charades</li> <li>• LISTENING /PRONUNCIATION: Listening for inference, Educated guesses</li> <li>• WRITING AND READING: Write a letter</li> <li>• VOCABULARY: Working out meaning, Listening for detail, Chain story</li> </ul>		

## ANNEX “H” MICRO-CURRICULAR OBJECTIVES

Beginning – Level 1		
UNIT	UNIT NAME	SKILLS OBJECTIVES
I	Activate your English	<p><b>Listening:</b> Understand greetings and people introducing themselves.</p> <p><b>Reading:</b> Understand short messages and simple ID cards</p> <p><b>Language quality:</b> Use simple structures in the Present Simple. Identify the names of some countries and languages.</p> <p><b>Speaking:</b> Introduce themselves and other people and answer short personal questions.</p> <p><b>Writing:</b> Write a very simple e-mail message introducing themselves.</p> <p><b>Strategies:</b> Ask for clarification, repetition and spelling. (Workbook): Guide Writing - write an e-mail.</p>
II	Your environment	<p><b>Listening:</b> Understand people introducing their family, describing their jobs and talking about their morning routines.</p> <p><b>Reading:</b> Understand short texts describing jobs and morning routines and read a snack bar menu.</p> <p><b>Language quality:</b> Use determiners and possessive pronouns, the Present Simple. Use some words describing family, morning routines, jobs, drinks, snacks and prices.</p> <p><b>Speaking:</b> Talk about their families; describe morning routines, jobs and occupations. Order food and drink.</p> <p><b>Writing:</b> Write the short text describing their morning routine</p> <p><b>Strategies:</b> Identify degrees of formality when thanking. (Working: Guided Writing - describe your family).</p>
III	People in your life	<p><b>Listening</b> Understand people talking about the towns and houses where they live.</p> <p><b>Reading</b> Understand a magazine article and short texts written by people describing homes.</p> <p><b>Language quality</b> Use of there is / there are and have /has got and some quantifiers. Use words related to places and homes.</p> <p><b>Writing</b> Write a short text describing their ideal home.</p> <p><b>Speaking</b> Talk about the houses and the area where they live. Book a room in a hotel over the phone and talk about an ideal home.</p> <p><b>Strategies</b> Use really for emphatic effect. (Workbook: Guided Writing - describe where you live. How to listen for important information).</p>
IV	Work and play	<p><b>Listening</b> Follow people talking about what they are doing and their plans for day. Understand people telling the time.</p> <p><b>Reading</b> Understand an easy quiz, a film review and a simple tourist guide to a town.</p> <p><b>Language quality</b> Use the Present Continuous to talk about the present and go, like, love + ing. Distinguish between different uses of the word hello. Use words related to free time activities.</p> <p><b>Writing</b> Write a very simple tourist guide to their town.</p>

		<p><b>Speaking</b> Talk about what they are doing at the moment. Describe what they normally do in their free time and make arrangements to meet.</p> <p><b>Strategies</b> Use notes to write a text or give information. (Workbook: Guide Writing - write a postcard).</p>
<b>V</b>	Time out	<p><b>Listening</b> Understand simple invitations and people discussing their plans for the weekend.</p> <p><b>Reading</b> Understand informal e-mail messages, and simple written directions.</p> <p><b>Language quality</b> Use the Present Continuous to talk about future plans, some verbs in the past, ways for expressing ability, countable and uncountable nouns. Use words related to free time activities and holidays.</p> <p><b>Writing</b> Write informal e-mails describing their weekend.</p> <p><b>Speaking</b> Talk about what they can do. Make and accept invitations and talk about plans.</p> <p><b>Strategies</b> Organize notes to narrate events. (Workbook: Guide Writing - answer and advert. How to record word stress).</p>
<b>VI</b>	In the past	<p><b>Listening</b> Understand simple descriptions of people and short radio interviews.</p> <p><b>Reading</b> Understand short stories about the past and a simple TV review.</p> <p><b>Language quality</b> Use comparative and superlative adjectives, time expressions in the past and some irregular verbs in the past. Use words describing people, situations and household objects.</p> <p><b>Writing</b> Write a simple story in the past and a short TV review.</p> <p><b>Speaking</b> Talk about childhood memories, describing people and telling simple stories.</p> <p><b>Strategies</b> Use simple fillers such as well or I mean to make time and clarify things in conversations. (Workbook: Guide Writing - describe an invitation).</p>



Beginning – Level 2		
UNIT	UNIT NAME	SKILLS OBJECTIVES
VII	Learning for Life	<p><b>Listening:</b> Understand a simple radio interview and people talking about numbers and dates.</p> <p><b>Reading:</b> Understand a short text about someone's work and a simple new report.</p> <p><b>Language quality:</b> Use adverbs to talk about frequency and become familiar with ordinal numbers, percentages and dates. Use words describing daily routines and lifestyles.</p> <p><b>Speaking:</b> Talk about lifestyles and daily routines, make arrangements to meet someone.</p> <p><b>Writing:</b> Write a short article about a change in lifestyle.</p> <p><b>Strategies:</b> Use the expressions right and OK to express agreement. (Workbook: Guide Writing - write a diary. How to learn word groups).</p>
VIII	On the move	<p><b>Listening:</b> Understand simple directions and someone talking about school rules.</p> <p><b>Reading:</b> Understand simple written instructions.</p> <p><b>Language quality:</b> Use prepositions of place, imperatives and words related to places and special activities.</p> <p><b>Speaking:</b> Give simple directions, explain how something works and talk about rules and regulations.</p> <p><b>Writing:</b> Write the rules and instructions for a game.</p> <p><b>Strategies:</b> Check if people understand what we are saying. (Workbook: Guide Writing - write an e-mail to a visitor).</p>
IX	Healthy living	<p><b>Listening</b> Understand people talking about family celebrations and popular festivals.</p> <p><b>Reading</b> Understand a text about festivals and celebrations, read a leaflet giving advice about present buying.</p> <p><b>Language quality</b> Use object pronouns, give advice and explanation rules. Understand and use words describing celebrations, presents and festivals.</p> <p><b>Writing</b> Write a short article describing a traditional festival.</p> <p><b>Speaking</b> Talk about celebrations and traditional festivals. Describe obligations in everyday life.</p> <p><b>Strategies</b> (Workbook: Guided Writing - write an informal letter. How to correct their English).</p>
X	The story so far	<p><b>Listening</b> Follow a conversation about the weather. Understand simple instructions on how to treat a cold.</p> <p><b>Reading</b> Understand a text about remedies and a article about the best towns in the world.</p> <p><b>Language quality</b> Talk about quantity and ask simple questions. Use really to express surprise. Use words describing illnesses, remedies and weather conditions.</p> <p><b>Writing</b> Write a short text about remedies and describe the climate and quality of life in their home town.</p> <p><b>Speaking</b></p>

		<p>Talk about healthy habits and minor illnesses. Describe the weather of their home town.</p> <p><b>Strategies</b> (Workbook: Guided Writing - write a report about a city).</p>
<b>XI</b>	Ways of life	<p><b>Listening</b> Understand simple descriptions of places and a tourist guide giving information about holiday resorts.</p> <p><b>Reading</b> Understand a message on a postcard and extracts from a tourist information leaflet.</p> <p><b>Language quality</b> Use the Present Perfect to talk about past experiences, going to talk about future plans and modal verbs to make suggestions. Use words to describe holidays and places.</p> <p><b>Writing</b> Write a simple description of a place and a letter inviting a friend to come on holiday.</p> <p><b>Speaking</b> Describe holiday plans and places, talk about tourist attractions.</p> <p><b>Strategies</b> Use yeah in conversations. (Workbook: Guided Writing - ask for more information. Use phonetic script to help pronunciation).</p>
<b>XII</b>	What's next?	<p><b>Listening</b> Understand people talking about frightening experiences and describing their heroes.</p> <p><b>Reading</b> Understand short news reports and the biography of a famous person.</p> <p><b>Language quality</b> Use the Past Simple and the Present Perfect when talking about experiences. Use words to describe fears, adventures and achievements.</p> <p><b>Writing</b> Write a short biography.</p> <p><b>Speaking</b> Talk about things that make them feel nervous, react to good and bad news, and talk about celebrities and reading habits.</p> <p><b>Strategies</b> Use fillers such as maybe and I don't know to express hesitation when answering questions. (Workbook: Guided Writing - write about own experiences)</p>

Intermediate I – Level 3		
UNIT	UNIT NAME	SKILLS OBJECTIVES
I	Life stories	<p><b>Listening:</b> Follow people having an argument. Understand a biography.</p> <p><b>Reading:</b> Identify sexist bias in a text.</p> <p><b>Language quality:</b> Recognize and use the Past Simple. Use vocabulary to talk about work. Use character adjectives to talk about people.</p> <p><b>Speaking:</b> Talk about work. Discuss sexual stereotypes. Describe a person. Talk about advertisements.</p> <p><b>Writing:</b> Producer short texts profiling someone's life.</p> <p><b>Strategies:</b> Guess the meaning of new words from context. (Workbook: Guided Writing - describing a photograph).</p>
II	Work and play	<p><b>Listening:</b> Listen to people talking about their rooms.</p> <p><b>Reading:</b> Understand descriptions of houses.</p> <p><b>Language quality:</b> Understand and use quantifiers. Discriminate between the Past Simple and the Present Perfect.</p> <p><b>Speaking:</b> Discuss experiences and express preferences. Role - play an interview.</p> <p><b>Writing:</b> Describe a house</p> <p><b>Strategies:</b> (Workbook: How to interpret information when you listen).</p>
III	Toward the future	<p><b>Listening</b> Understand a radio interview. Follow a lecture</p> <p><b>Reading</b> Identify problems with remedies. Understand case studies.</p> <p><b>Language quality</b> Discriminate between infinitive and - ing forms. Use the language of advice and recommendations.</p> <p><b>Writing</b> Design a questionnaire. Write a report.</p> <p><b>Speaking</b> Discuss the effectiveness of complaint posters. Talk about decisions.</p> <p><b>Strategies</b> (workbook: Sounding sympathetic. Guided Writing - e-mails).</p>
IV	City life	<p><b>Listening</b> Check predictions in a radio report.</p> <p><b>Reading</b> Understand a newspaper article. Make predictions about and match headings in a text.</p> <p><b>Language quality</b> Practice the Present Perfect and Past Simple. Practice different questions forms. Use language related to drugs.</p> <p><b>Writing</b> Write a discursive composition.</p> <p><b>Speaking</b> Talk about preferences in art. Discuss taboos in one's culture.</p>

		<p>Expressing attitudes to drugs.</p> <p><b>Strategies</b>          Make predictions about reading and listening texts.          (Workbook: How to speak politely.)</p>
<b>V</b>	Fortunes	<p><b>Listening</b>          Identify people's views.          Understand conflicting points of view on the same event.</p> <p><b>Reading</b>          Make predictions and then answer questions about a website.          Read and complete a questionnaire about exam techniques</p> <p><b>Language quality</b>          Use Present Perfect Simple and Present Perfect Continuous.          Practice vocabulary related to school and higher education.</p> <p><b>Writing</b>          Write a CV.</p> <p><b>Speaking</b>          Talk about education topics and exams.          Discuss school experiences.</p> <p><b>Strategies</b>          Predict and confirm opinions in a reading text.          (Workbook: Guided Writing - a grant application letter.)</p>
<b>VI</b>	Entertainment	<p><b>Listening</b>          Understand opinions of films and TV programs.</p> <p><b>Reading</b>          Understand and identify differences in film reviews.          Identify key information in texts.</p> <p><b>Language quality</b>          Recognize the passive voice in different tenses.          Recognize and use gradable and upgradeable adjectives.          Use vocabulary about films and TV.</p> <p><b>Writing</b>          Write a film review.</p> <p><b>Speaking</b>          Discuss films and TV programs.</p> <p><b>Strategies</b>          Identify and correct errors in a text.          (Workbook: Guided Writing - a news article.)</p>

Intermediate I – Level 4		
UNIT	UNIT NAME	SKILLS OBJECTIVES
VII	Living culture	<p><b>Listening:</b> Understand opinions on different types of crime.</p> <p><b>Reading:</b> Understand different text types related with crime.</p> <p><b>Language quality:</b> Use different ways of expressing prohibition and obligation. Practice reported questions and reporting verbs. Understand vocabulary related to crime.</p> <p><b>Speaking:</b> Discuss different types of crime. Talk about music piracy.</p> <p><b>Writing:</b> Write a short news summary. Produce a campaign poster.</p> <p><b>Strategies:</b> (Workbook: Lexical sets. Guided writing - a news article.)</p>
VIII	Good Health	<p><b>Listening:</b> Follow opinions on politics and social and political problems</p> <p><b>Reading:</b> Understand different text types related to politics and honesty.</p> <p><b>Language quality:</b> Recognize and use different conditional sentences. Practice prepositional phrases. Understand vocabulary related to politics.</p> <p><b>Speaking:</b> Discuss different kinds of dishonest behaviours. Lie effectively in a game.</p> <p><b>Writing:</b> Write a letter to the editor.</p> <p><b>Strategies:</b> (Workbook: How to talk on the telephone.)</p>
IX	Imagination	<p><b>Listening</b> Understand opinions of advertising and charities. Follow a report on economic and social forums.</p> <p><b>Reading</b> Understand different text types related to aid and charities.</p> <p><b>Language quality</b> Practice different ways of expressing the future. Recognize and use collocations with mind. Understand vocabulary related to aid programs and charities.</p> <p><b>Writing</b> Write a leaflet</p> <p><b>Speaking</b> Talk about the effectiveness of advertisements. Discuss giving to charity and inequality of employment in the developing world.</p> <p><b>Strategies</b> Interpret attitude. (Workbook: Guided Writing - a job application letter.)</p>
X	Seeing the world	<p><b>Listening</b> Follow a discussion about cultural misconceptions. Understand texts about meeting people.</p> <p><b>Reading</b> Understand statistics. Read a website about redheads.</p> <p><b>Language quality</b> Use different forms of comparatives and superlatives. Practice articles. Understand vocabulary related to wedding ceremonies.</p> <p><b>Writing</b> Take notes. Write a short report.</p> <p><b>Speaking</b> Talk about prejudice and misconceptions.</p>

		Discuss wedding customs. <b>Strategies</b> (Workbook: How to interpret small ads.)
<b>XI</b>	Progress?	<b>Listening</b> Understand reviews. Follow people talking about music & icons. <b>Reading</b> Follow a song. Match texts and pictures. Understand descriptions of objects. <b>Language quality</b> Use defining relative clauses and modals of deduction. Use vocabulary related to music. <b>Writing</b> Write a description of a good luck symbol. <b>Speaking</b> Discuss musical tastes and talking about icons. Talk about flags and good luck charms. <b>Strategies</b> Set one's own task for listening. (Workbook: Guided Writing - text messages.)
<b>XII</b>	Consumerism	<b>Listening</b> Follow a radio phone - in program. Understand people talking about fantasies. <b>Reading</b> Understand an extract from a novel. Do a quiz. Read an advertisement for lucid dreaming. <b>Language quality</b> Practice using negative words. Use words beginning with self-. <b>Writing</b> Write a newspaper article. <b>Speaking</b> Discuss resolutions. Talk about fantasies and intelligence. Discuss intelligence. Ask questions about dreaming and sleeping. <b>Strategies</b> Write a newspaper article. Workbook: How to use your dictionary.

Intermediate II – Level 5		
UNIT	UNIT NAME	SKILLS OBJECTIVES
I	Relationships and Communication	<p><b>Listening:</b> Understand greetings and people introducing themselves.</p> <p><b>Reading:</b> Understand short messages and simple ID cards</p> <p><b>Language quality:</b> Use simple structures in the Present Simple. Identify the names of some countries and languages.</p> <p><b>Speaking:</b> Introduce themselves and other people and answer short personal questions.</p> <p><b>Writing:</b> Write a very simple e-mail message introducing themselves.</p> <p><b>Strategies:</b> Ask for clarification, repetition and spelling. (Workbook: Guide Writing - write an e-mail. How to remember new vocabulary.</p>
II	Work and money	<p><b>Listening:</b> Follow the main points and the details of a news story. Understand the content and inferences of informal discussions about news stories and films.</p> <p><b>Reading:</b> Skim and scan text to find gist and the specific information. Understand complex texts and react to the content. Work out meaning of unknown words. Understand inference.</p> <p><b>Language quality:</b> Use narrative tenses to discuss things that have happened. Discuss states and habits in the past. Use adjectival expressions to talk about feelings. Use the expression the thing is.</p> <p><b>Speaking:</b> Talk about film plots, opinions about films. Discuss and tell stories and anecdotes appropriately. Give opinions and agree or disagree with others. Tell anecdotes in a group.</p> <p><b>Writing:</b> Make notes in preparation for story - telling. Summarise the main points of a new story and anecdote.</p> <p><b>Strategies:</b> Telling stories. (Workbook: Guided Writing - writing a story).</p>
III	Keeping up with Technology	<p><b>Listening:</b> Understand problems different people have when traveling. Identify people's preferences as they discuss what to do on holiday.</p> <p><b>Reading:</b> Evaluate heading to paragraphs from a newspaper article and a leaflet. Understand a holiday brochure and identify the language used to attract a reader to a tourist resort.</p> <p><b>Language quality:</b> Use various forms to talk about predictions, intentions and arrangements in the future. Use a variety of question tags. State preferences using a wide range of structures. Use extreme adjectives and superlatives.</p> <p><b>Writing:</b> Produce a holiday brochure.</p> <p><b>Speaking:</b> Describe holiday plans. Talk about the best way to get to know a city. Express preferences about what to see on holiday</p> <p><b>Strategies:</b> Exaggerating. (Workbook: How to improve your English on the internet).</p>

IV	House and home	<p><b>Listening:</b> Understand the main points and details of telephone conversations. Pick out important from group discussions.</p> <p><b>Reading:</b> Skim and scan texts to find gist and specific information. Understand complex texts and react to the content. Interpret authorial voice and understand inference.</p> <p><b>Language quality</b> Make predictions about the future. Use expressions to talk about lifestyle. Emphasize using even.</p> <p><b>Writing:</b> Summaries the main points and opinions about reading texts.</p> <p><b>Speaking:</b> Talk about personality, identity and upbringing. Discuss gender and human development. Give opinions and agree or disagree with others.</p> <p><b>Strategies:</b> Ways of giving opinions. (Workbook: Guided Writing - writing about opinions).</p>
V	Crime and law	<p><b>Listening:</b> Understand broadcast news series. Identify people's points of view as they discuss their opinions. Identify a photograph from a description.</p> <p><b>Reading:</b> Understand news stories in detail. Read a web-site and identify the language used to describe new forms of journalism.</p> <p><b>Language quality</b> Use passive constructions to indicate general beliefs or opinions. State preferences using a range of expressions. Use conjunctions of purpose &amp; reason.</p> <p><b>Writing:</b> Produce a news report. Write a survey.</p> <p><b>Speaking:</b> Give opinions and discuss the media. Talk about news reporting and journalism. Express preferences regarding the present, the future and the past.</p> <p><b>Strategies:</b> Quickly scan texts for relevant information. Understand people disagreeing with each other in a group conversation. (Workbook: How to interpret newspaper headlines).</p>
VI	Mass Media	<p><b>Listening:</b> Follow opinions expressed about a photographic exhibition. Understand the main events in a story.</p> <p><b>Reading:</b> Read an informal e-mail to friend. Understand and extract from an anthropological text in detail.</p> <p><b>Language quality:</b> Use expressions to talk about what they are and aren't accustomed to. Talk about the degrees of certainty and uncertainty.</p> <p><b>Writing:</b> Produce a short text explaining why they would want to visit Africa and what they thing they would find there.</p> <p><b>Speaking:</b> Describe a picture in detail. Talk about someone they know who has an obsession. Discuss similarities and differences in world culture. Tell a story.</p> <p><b>Strategies:</b> Express agreement / disagreement in different strengths, ask for clarification and illustrate an argument. (Workbook: Guided Writing - informal e-mail).</p>



Intermediate II – Level 6		
UNIT	UNIT NAME	SKILLS OBJECTIVES
VII	Trends	<p><b>Listening:</b> Listening to live radio interviews and extract remain the details. Understand the opinions being expressed in group discussions.</p> <p><b>Reading:</b> Identify the main opinions and details of articles and reports. Understand holiday brochures and web-sites.</p> <p><b>Language quality:</b> Use vocabulary to describe recycling and environmental issues. Understand rhetorical expressions.</p> <p><b>Speaking:</b> Talk about holiday and tourist destinations, waste and environmental issues. Participate in complex conversations and debate.</p> <p><b>Writing:</b> Write a formal letter</p> <p><b>Strategies:</b> Develop a clear argument with appropriate supporting detail, examples and comments. (Workbook: How to give a talk).</p>
VIII	Big moments	<p><b>Listening:</b> Understanding to people describing and comparing wishes. Listen to people narrating stories and sequencing events.</p> <p><b>Reading:</b> Understand opinion articles. Trace and identify a story and use supporting textual clues in the form of a map to understand detail.</p> <p><b>Language quality:</b> Hypothesis and speculate about people's motivations. Use about to make generalizations using vague language. Make expression negative using prefixes appropriately.</p> <p><b>Speaking:</b> Describe and compare wishes about the present and the future. Debate and respond to opinions and information in formal and informal environment.</p> <p><b>Writing:</b> Make notes expand into longer pieces of writing. Write summaries of ideas to use in presentations.</p> <p><b>Strategies:</b> Use contextual clues to understand new vocabulary. (Workbook Guided Writing - a magazine article.)</p>
IX	Men and women	<p><b>Listening:</b> Understand people talking about their jobs and giving opinions about the positive and negative aspects.</p> <p><b>Reading:</b> Identify the positive and negative points in texts. Understand important details and identify supporting evidence and opinions.</p> <p><b>Language quality:</b> Use gerund and infinitives appropriately. Emphasize personal opinions formally and informally using cleft sentences.</p> <p><b>Writing:</b> Write a cover letter for a job application.</p> <p><b>Speaking:</b> Describe and priorities facets of job satisfaction. Give opinions about the world of work. Participate in a job interview appropriately, and express ideas.</p> <p><b>Strategies:</b> Recognize and respond to others ' opinions appropriately, making one's own position clear. Workbook: How to build your vocabulary.)</p>
X	Life's a journey	<p><b>Listening:</b> Understand people talking about bad communication strategies. Identify people's reasons for using a mobile phone.</p>

		<p>Notice ways of managing a difficult conversation.</p> <p><b>Reading:</b>  Identify the author's attitude to subject in a magazine article.  Understand advertisements for study courses.</p> <p><b>Language quality</b>  Use vocabulary to describe body language gestures and different ways of laughing.  Practice phrasal verbs with talk.  Use participles instead of relative clauses</p> <p><b>Writing:</b>  Produce a text message.</p> <p><b>Speaking:</b>  Advise a partner on how to improve their communication skills.  Persuade people to buy a new product.  Manage a difficult conversation in English.</p> <p><b>Strategies:</b>  (Workbook: Writing compositions; putting someone off; Guided Writing - a report.)</p>
<b>XI</b>	Stages of life	<p><b>Listening:</b>  Identify the main ideas of complex speech.  Understand people talking about aspects of a different culture.</p> <p><b>Reading:</b>  Identify a extract required information from authentic informal texts.  Understand contemporary prose front a novel.</p> <p><b>Language quality</b>  Compare things with differing emphasis appropriately.  Express considerable an limited quantity.  Contrast ideas and express emphasis.</p> <p><b>Writing:</b>  Write a recipe.</p> <p><b>Speaking:</b>  Participate appropriately in group discussions, giving reasons and evidence to support arguments.  Give opinions about culture and music.</p> <p><b>Strategies:</b>  Recognize and respond to others' opinions appropriately, making one's own position clear.  Rank and priorities the most important details in listening and reading texts.</p>
<b>XII</b>	Cristal ball	<p><b>Listening:</b>  Identify the main ideas of complex speech using contextual clues.  Understand people describing the contents and effects of advertisements and CDs.</p> <p><b>Reading:</b>  Identify the positive and negative points in advertisements and extract important information.  Understand important details and identify supporting evidence and opinions.</p> <p><b>Language quality:</b>  Use a range of verbs in the perfect aspect appropriately.  Emphasize personal opinions formally and informally using compare contrasting opinions.</p> <p><b>Writing:</b>  Write a description of a fashion or street culture.</p> <p><b>Speaking:</b>  Describe and discuss opinions about music.  Give opinions about advertising with example and supporting arguments.  Plan and give an effective oral presentation.</p> <p><b>Strategies:</b>  Recognize and respond to others' opinions appropriately, making one's own position clear.  (Workbook: Guided Writing - complaining about a product or service.)</p>

**Advanced – Level 7**

UNIT	UNIT NAME	SKILLS OBJECTIVES
I	The 20 <sup>th</sup> Century	<p><b>Listening:</b> Understand greetings and people introducing themselves.</p> <p><b>Reading:</b> Understand short messages and simple ID cards</p> <p><b>Language quality</b> Use simple structures in the Present Simple. Identify the names of some countries and languages.</p> <p><b>Speaking:</b> Introduce themselves and other people and answer short personal questions.</p> <p><b>Writing:</b> Write a very simple e-mail message introducing themselves.</p> <p><b>Strategies:</b> Ask for clarification, repetition and spelling. (Workbook: Guide Writing - write an e-mail. How to remember new vocabulary).</p>
II	People and Technology	<p><b>Listening:</b> Follow the main points and the details of a news story. Understand the content and inferences of informal discussions about news stories and films.</p> <p><b>Reading:</b> Skim and scan text to find gist and the specific information. Understand complex texts and react to the content. Work out meaning of unknown words. Understand inference.</p> <p><b>Language quality:</b> Use narrative tenses to discuss things that have happened. Discuss states and habits in the past. Use adjectival expressions to talk about feelings. Use the expression the thing is.</p> <p><b>Speaking:</b> Talk about film plots, opinions about films. Discuss and tell stories and anecdotes appropriately. Give opinions and agree or disagree with others. Tell anecdotes in a group.</p> <p><b>Writing:</b> Make notes in preparation for story - telling. Summarise the main points of a new story and anecdote.</p> <p><b>Strategies:</b> Telling stories. (Workbook: Guided Writing - writing a story).</p>
III	Global vs Local	<p><b>Listening:</b> Understand problems different people have when traveling. Identify people's preferences as they discuss what to do on holiday.</p> <p><b>Reading:</b> Evaluate heading to paragraphs from a newspaper article and a leaflet. Understand a holiday brochure and identify the language used to attract a reader to a tourist resort.</p> <p><b>Language quality:</b> Use various forms to talk about predictions, intentions and arrangements in the future. Use a variety of question tags. State preferences using a wide range of structures. Use extreme adjectives and superlatives.</p> <p><b>Writing:</b> Produce a holiday brochure.</p> <p><b>Speaking:</b> Describe holiday plans. Talk about the best way to get to know a city. Express preferences about what to see on holiday</p> <p><b>Strategies:</b> Exaggerating. (Workbook: How to improve your English on the internet).</p>

IV	Family, friends and colleagues	<p><b>Listening:</b> Understand the main points and details of telephone conversations. Pick out important from group discussions.</p> <p><b>Reading:</b> Skim and scan texts to find gist and specific information. Understand complex texts and react to the content. Interpret authorial voice and understand inference.</p> <p><b>Language quality</b> Make predictions about the future. Use expressions to talk about lifestyle. Emphasize using even.</p> <p><b>Writing:</b> Summaries the main points and opinions about reading texts.</p> <p><b>Speaking:</b> Talk about personality, identity and upbringing. Discuss gender and human development. Give opinions and agree or disagree with others.</p> <p><b>Strategies:</b> Ways of giving opinions. (Workbook: Guided Writing - writing about opinions).</p>
V	The best of the past	<p><b>Listening:</b> Understand broadcast news series. Identify people's points of view as they discuss their opinions. Identify a photograph from a description.</p> <p><b>Reading:</b> Understand news stories in detail. Read a web-site and identify the language used to describe new forms of journalism.</p> <p><b>Language quality</b> Use passive constructions to indicate general beliefs or opinions. State preferences using a range of expressions. Use conjunctions of purpose &amp; reason.</p> <p><b>Writing:</b> Produce a news report. Write a survey.</p> <p><b>Speaking:</b> Give opinions and discuss the media. Talk about news reporting and journalism. Express preferences regarding the present, the future and the past.</p> <p><b>Strategies:</b> Quickly scan texts for relevant information. Understand people disagreeing with each other in a group conversation. (Workbook: How to interpret newspaper headlines).</p>
VI	Our century	<p><b>Listening:</b> Follow opinions expressed about a photographic exhibition. Understand the main events in a story.</p> <p><b>Reading:</b> Read an informal e-mail to friend. Understand and extract from an anthropological text in detail.</p> <p><b>Language quality:</b> Use expressions to talk about what they are and aren't accustomed to. Talk about the degrees of certainty and uncertainty.</p> <p><b>Writing:</b> Produce a short text explaining why they would want to visit Africa and what they thing they would find there.</p> <p><b>Speaking:</b> Describe a picture in detail. Talk about someone they know who has an obsession. Discuss similarities and differences in world culture. Tell a story.</p> <p><b>Strategies:</b> Express agreement / disagreement in different strengths, ask for clarification and illustrate an argument. (Workbook: Guided Writing - informal e-mail).</p>

Advanced – Level 8		
UNIT	UNIT NAME	SKILLS OBJECTIVES
VII	The world of sport	<p><b>Listening:</b> Listening to live radio interviews and extract main details. Understand the opinions being expressed in group discussions.</p> <p><b>Reading:</b> Identify the main opinions and details of articles and reports. Understand holiday brochures and web-sites.</p> <p><b>Language quality</b> Use vocabulary to describe recycling and environmental issues. Understand rhetorical expressions.</p> <p><b>Speaking:</b> Talk about holiday and tourist destinations, waste and environmental issues. Participate in complex conversations and debate.</p> <p><b>Writing:</b> Write a formal letter</p> <p><b>Strategies:</b> Develop a clear argument with appropriate supporting detail, examples and comments. (Workbook: How to give a talk).</p>
VIII	The image industry	<p><b>Listening:</b> Understanding of people describing and comparing wishes. Listen to people narrating stories and sequencing events.</p> <p><b>Reading:</b> Understand opinion articles. Trace and identify a story and use supporting textual clues in the form of a map to understand detail.</p> <p><b>Language quality:</b> Hypothesis and speculate about people's motivations. Use adjectives to make generalizations using vague language. Make expression negative using prefixes appropriately.</p> <p><b>Speaking:</b> Describe and compare wishes about the present and the future. Debate and respond to opinions and information in formal and informal environment.</p> <p><b>Writing:</b> Make notes expand into longer pieces of writing. Write summaries of ideas to use in presentations.</p> <p><b>Strategies:</b> Use contextual clues to understand new vocabulary. (Workbook Guided Writing - a magazine article.)</p>
IX	A question of lack	<p><b>Listening:</b> Understand people talking about their jobs and giving opinions about the positive and negative aspects.</p> <p><b>Reading:</b> Identify the positive and negative points in texts. Understand important details and identify supporting evidence and opinions.</p> <p><b>Language quality:</b> Use gerund and infinitives appropriately. Emphasize personal opinions formally and informally using cleft sentences.</p> <p><b>Writing:</b> Write a cover letter for a job application.</p> <p><b>Speaking:</b> Describe and prioritize facets of job satisfaction. Give opinions about the world of work. Participate in a job interview appropriately, and express ideas.</p> <p><b>Strategies:</b> Recognize and respond to others' opinions appropriately, making one's own position clear. (Workbook: How to build your vocabulary.)</p>
X	Free time	<p><b>Listening:</b> Understand people talking about bad communication strategies. Identify people's reasons for using a mobile phone.</p>

		<p>Notice ways of managing a difficult conversation.</p> <p><b>Reading:</b> Identify the author's attitude to subject in a magazine article. Understand advertisements for study courses.</p> <p><b>Language quality</b> Use vocabulary to describe body language gestures and different ways of laughing. Practice phrasal verbs with talk. Use participles instead of relative clauses</p> <p><b>Writing:</b> Produce a text message.</p> <p><b>Speaking:</b> Advise a partner on how to improve their communication skills. Persuade people to buy a new product. Manage a difficult conversation in English.</p> <p><b>Strategies:</b> (Workbook: Writing compositions; putting someone off; Guided Writing - a report.)</p>
<b>XI</b>	Furry friends	<p><b>Listening:</b> Identify the main ideas of complex speech. Understand people talking about aspects of a different culture.</p> <p><b>Reading:</b> Identify a extract required information from authentic informal texts. Understand contemporary prose front a novel.</p> <p><b>Language quality</b> Compare things with differing emphasis appropriately. Express considerable an limited quantity. Contrast ideas and express emphasis.</p> <p><b>Writing:</b> Write a recipe.</p> <p><b>Speaking:</b> Participate appropriately in group discussions, giving reasons and evidence to support arguments. Give opinions about culture and music.</p> <p><b>Strategies:</b> Recognize and respond to others' opinions appropriately, making one's own position clear. Rank and prioritize the most important details in listening and reading texts.</p>
<b>XII</b>	Using language skill	<p><b>Listening:</b> Identify the main ideas of complex speech using contextual clues. Understand people describing the contents and effects of advertisements and CDs.</p> <p><b>Reading:</b> Identify the positive and negative points in advertisements and extract important information. Understand important details and identify supporting evidence and opinions.</p> <p><b>Language quality:</b> Use a range of verbs in the perfect aspect appropriately. Emphasize personal opinions formally and informally using compare contrasting opinions.</p> <p><b>Writing:</b> Write a description of a fashion or street culture.</p> <p><b>Speaking:</b> Describe and discuss opinions about music. Give opinions about advertising with example and supporting arguments. Plan and give an effective oral presentation.</p> <p><b>Strategies:</b> Recognize and respond to others' opinions appropriately, making one's own position clear. (Workbook: Guided Writing - complaining about a product or service.)</p>

**ANNEX "I" UNIT PLAN**

**UNIVERSIDAD ESTATAL DE BOLIVAR  
LANGUAGE CENTER  
*UNIT PLAN***

<b>TITLE:</b>			<b>LEVEL:</b>	<b>ROOM:</b>
<b>INTERNATIONAL STAND:</b>			<b>HOUR:</b>	<b>TIME:</b>
<b>TEACHER:</b>			<b>BOOK:</b>	
<b>CONTENTS</b>	<b>OBJECTIVE SKILLS</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT</b>
<b>LAB PRACTICE:</b>				

**ANNEX "J" LESSON PLAN**

**UNIVERSIDAD ESTATAL DE BOLIVAR  
LANGUAGE CENTER  
*LESSON PLAN***

<b>TEACHERS NAME:</b>
<b>DATE:</b>
<b>LEVEL:</b>
<b>UNIT NUMBER:</b>
<b>LESSON NUMBER:</b>
<b>GENERAL OBJECTIVE:</b>
<b>INITIALACTIVITIES:</b>
<b>ACQUISITION ACTIVITIES:</b>
<b>FINAL ACTIVITIES:</b>



ANNEX "K" LABORATORY PLAN

UNIVERSIDAD ESTATAL DE BOLIVAR  
LANGUAGE CENTER  
*LISTENING LESSON PLAN*

<b>TEACHER'S NAME:</b>
<b>DATE:</b>
<b>LEVEL:</b>
<b>WORKSHEET:</b>
<b>LAB PRACTICE:</b>
<b>CONTENT COVERED IN HTIS LABA PLAN:</b>
<b>OBJECTIVE:</b>
<b>PRE-LISTENING ACTIVITIES:</b>
<b>IN-WHILE LISTENING ACTIVITIES:</b>
<b>POST-LISTENING ACTIVITIES:</b>