



TECHNICAL EDUCATION STUDY PROGRAM

ENGLISH FOR COMMUNICATION

TENTH, ELEVENTH AND TWELFTH
GRADE TECHNICAL SPECIALTIES

X – XI – XII
0-2-4
HOURS PER YEAR

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SAN JOSÉ - COSTA RICA
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English classes have given me confidence in the four skills, no matter what profession I choose!

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FUNDAMENTATION

Language responds to a basic need of human beings: a need for communication. By speaking and using words, a person can say not only what is present and tangible, but also what is within time and space, abstract or imaginary. In addition, using language a person can control her/his own behavior and transmit her/his deepest thoughts and feelings.

Through language, people socialize and stimulate the creation, transmission and enrichment of culture. In their personal environment, individuals share their concerns, experiences, and opinions and build the world in which they live and try to improve their quality of life, as well as the life of others.

Due to the fact that we live in a changing world, and because of the scientific and technological sharing among countries, the migration of people from one place to another, foreign languages must be taught at the different levels within the educational system. The teaching and learning of English will help to cope with those global changes.

Learning a foreign language means developing an awareness and knowledge of other cultures. Costa Ricans will be able to appreciate the moral, spiritual and aesthetic values of a new culture, and at the same time appreciate Costa Rican idiosyncrasies, values, traditions, and customs. In addition, they will develop feelings of solidarity and brotherhood that will enable them to contribute to the improvement of their society.

By means of the acquisition of a foreign language, Costa Rican students are getting the opportunity to broaden their knowledge of the world and to participate in the development of the XXI century Costa Rican society.

The Educational Policy for the XXI Century will provide learners with the opportunity to express their positive feelings for their country, which is characterized by its democracy, culture and its respect for law, nature and peace.

The main purpose of this policy is to encourage Costa Rican students to be positive leaders with a critical mind that will help them to strengthen not only their own identity as independent and interdependent learners, but also the democratic system as well. Some of the basic principles of the educational policy are as follows:

1. Individuals should be able to develop their full potential and should seek opportunities to participate in the development of their country while fulfilling their own needs and pursuing their own happiness. They should be able to interact with other people and cultures to solve problems and produce benefits for their country. They should respect their own values and the values of others.

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2. Education should promote the broadening of understanding through challenging classroom situations and opportunities for self-growth. Individuals should “learn how to learn.” Teachers should promote the need and love for learning in the students so they will become lifelong learners.
3. Social and economic gaps should be bridged by providing learners with possibilities for social improvement in order to integrate them into everyday problem-solving situations. The goal should be to promote a self-sufficient society.
4. An aim of education is to improve the productivity and economy of society. Achieving sustainability in those two areas represents a challenge for education. The country needs qualified people in order to increase productivity and improve the spirit of competitiveness. There is also a need to integrate the country more effectively into global economy.
5. The information or content, that learners acquire should be updated and should be relevant to global development in the XXI century.
6. Education should aim to reinforce values and attitudes. This is a moral imperative.

Additionally to what it is stated in the educational policy, every individual is capable of achieving his/her full potential. This means interacting harmoniously with his/ her surroundings as s/he develops the three areas of human development: Cognitive linguistic, Socio-affective and Psycho- motor and also to achieve communicative competence.

Each person contributes both to the common good and the development of education and is responsible for upgrading the quality of the individual and his/her community throughout his/her lifetime. Education must be then an ongoing process.

Through education, learners are given equal opportunities to succeed. This should be reflected both in the process of mediation of learning and evaluation.

In summary, learning English as a foreign language in Costa Rica will allow students to develop communicative competence, to gain knowledge of a new culture, new beliefs and attitudes as well as to develop their full potential in order to become productive members of Costa Rican society.

English is conceived as a linguistic and cultural tool for communication, which complements education as a whole. Knowledge of English helps students become sensitive to new linguistic codes, and value Costa Rican culture and its interaction with other countries. Ongoing exposure and use of English will allow the learner to develop communicative competence in the target language.

JUSTIFICATION

The 21st Century has been characterized by a constant movement in the world's economies that influence the country's educational and job demands. The use of High Tech equipment for educational, medical, scientific and commercial purposes requires more specialized technical personnel.

As a result, the study plans for Technical Education have changed to respond to the present demand for specialized labor hand in the different fields: Tourism, Secretarial Management, Accounting, Computing, Mechanics, Agriculture, and others, and also to give the appropriate response when communicating in English. In other words, it is not only important to perform in the chosen vocational field but also to have a good command of the English language.

However, there exists another related concept that is LINGUISTIC ACHIEVEMENT. It is defined as "language competencies" that are necessary for the successful communication in real-world activities".

Our students of Technical Education will become independent users of the language which will allow them to face workplace situations once they will have finished the chosen specialty.

Through the learning of the language, the learner can compare and apply different registers (formal and informal) and recognize expressions in British, American and other varieties of English.

Formal component

Although the formal component refers to form, lexis and morphology, they should be taught within a context and never in isolation.

Functional component

The functional component refers to the communicative purpose for using the language, (greeting, introducing and saying goodbye are examples of language functions). In functional communication activities the learner is placed in a real life situation where s/he must perform a task by communicating as best as s/he can.

Cultural component

This component takes into account the understanding of the socio cultural context of the country or countries where the language is spoken. Knowing the target culture facilitates the understanding of the language itself.

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Values, attitudes, and beliefs should be taken into consideration. Cultural aspects should always accompany the learning of a language.

The main objective of learning English is to enable the students to understand and communicate basic ideas in oral form. The appropriate use of these three components guarantees the development of communicative skills.

The Educational Policy for the XXI Century also states that education enables learners to participate as individuals in their own development and the development of society. They, therefore, have to be acquainted with the knowledge that humanity has been accumulating and systematizing throughout history. Students must learn about its common uses, thoughts and actions in a particular social context. Within this view, “learning” is exploring, experimenting, discovering and reconstructing the learner’s own knowledge. Learning is described as a comprehensible, dynamic and meaningful process. It is focused on the students’ interests and needs. From this perspective, the teacher is the person who organizes and guides the learning situations, taking into account the students’ characteristics such as background knowledge that has to be activated (schemata), learning styles and multiple intelligences, as well as the curriculum and the cultural and natural context.

In this syllabus, the communicative skill of the language is the object of study. Emphasis is given to the four basic linguistic abilities: **listening and speaking, reading and writing**. The practice of these skills permits the students to communicate efficiently according to the acquired knowledge. Students obtain the linguistic achievement through the integration of the four skills at an intermediate level. They demonstrate improvement of communicative abilities in the oral and aural skills by performing real meaningful language situations.

The syllabus “English for Communication” is the reference that will be used in the programs of different specialties in the three modalities offered by Technical Education: Commercial and Services, Industrial and Agriculture. “English for Communication” states two curricular structures. Each curricular structure provides the amount of hours that must be incorporated in the specialty, it might be two or four depending on the criteria established by the national advisor of each specialty.

PROFILE FOR THE ENGLISH TEACHER IN TECHNICAL EDUCATION

The English teacher of the Costa Rican Educational System must:

- Have high communicative skills in the target language.
- Master ESP teaching skills.
- Encourage and demonstrate oral communication in the target language.
- Have ample knowledge of second-language learning and second-language acquisition.
- Encourage proper use of the target language.
- Encourage non-verbal communication.
- Master innovating methodologies and communication techniques.
- Promote positive human relationships.
- Be self-confident and perseverant at work.
- Respect others' opinions and decisions in reaching a consensus.
- Promote teamwork and good communication along with positive leadership.
- Be willing to communicate and interact.
- Observe student's reactions and behavior carefully in order to make the necessary changes in his/her teaching-learning practices;
- Promote meaningful and creative experiences for those with whom they interact.
- Be willing to develop him/herself professionally.
- Promote discussion groups (reflective teaching) with colleagues and other professionals to improve teaching practices;
- Participate in extra-curricular activities at school, in the community and nationwide.

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CLASSROOM ASSESSMENT AND EVALUATION OF LEARNING OUTCOMES SUGGESTIONS

As it has been stated previously, The National Educational Policy, "Towards the XXI Century", encourages teachers to create an active and stimulating atmosphere for their students in the E.F.L. class and when assessing.

One of the main characteristics of the policy is the belief that students should exercise their cognitive skills as well as their linguistic ones. The policy emphasizes learning processes and sets out the cognitive operations students should master before they can achieve certain learning goals. Students are also encouraged to work with each other and to learn from each other.

To cope with the E.F.L. approach used in teaching, the assessing techniques used should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning activity they perform such as: information-gap, opinion-gap, problem solving, games and critical cultural incidents which help the learners appreciate their own culture and the culture of the target language.

The first levels 7, 8 and 9 belong to the III Cycle of the General Basic Education and are the basic levels where students are learning the main features of the English language as well as some relevant socio-cultural features learned through the development of the four basic linguistic skills: listening, speaking, reading and writing.

Higher levels, 10 and 11, have the opportunity to learn more about the language and culture they are learning and their level of performance is high. Consequently, the assessment tasks should correspond to their knowledge of the language and their development of the language skills.

GENERAL ASSESSMENT PRINCIPLES

When teachers are planning a test, classroom assessment or students' self-assessment, the tasks assigned should follow the following features:

- a. Tasks should provide a purpose for using the language.
- b. Tasks should provide a context for language use rather than just isolated items.
- c. Tasks should lead towards real language use, to give students the opportunities to do the sorts of things native speakers do with the language.

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- d. Tasks should promote individual and group activities, to allow the students to learn by themselves as individuals as well as from their peers.
- e. Tasks should allow students to experience what they have practiced in the classroom: using activities such as Information gap, problem solving, and others.
- f. Tasks should simulate learning situations to allow students to re-organize and re-plan their learning strategies.
- g. Tasks should provide opportunities for critical thinking, they should motivate the students creative thinking skills, so they can solve communication problems by using the language.
- h. Tasks should be suitable for the students' age, level in school and language proficiency.

PRINCIPLES FOR ASSESSING LISTENING

- a. The language used should be delivered at normal speed.
- b. The input should be delivered twice.
- c. The language used should be as authentic as possible.
- d. If using tapes, recordings should be of excellent quality.
- e. Recording equipment has to be in excellent conditions.
- f. The setting should be free of noise.

PRINCIPLES FOR ASSESSING SPEAKING

- a. Give students more than one task to judge the students' speaking ability.
- b. Set only tasks and topics that the students should be able to cope with in their own language.
- c. Create a pleasant atmosphere so that students will not feel threatened.
- d. Teachers should avoid talking too much when interviewing students.
- e. Encourage the students to speak.
- f. Teachers should design different instruments such as rating scales and checklists to recall students performance.

PRINCIPLES FOR ASSESSING READING

- a. Allocate time for deep processing.
- b. Determine the nature of the criterion task.
- c. Students should take paraphrase notes.
- d. Students analyze text structure.

- e. Improve student's comprehension monitoring.
- f. Identify the purpose in reading.
- g. Use efficient silent reading techniques for relatively rapid comprehension.
- h. Skim the text for main ideas.
- i. Scan the text for specific information.
- j. Use semantic mapping or clustering.
- k. Guessing when you aren't certain.
- l. Analyze vocabulary.
- m. Distinguish between literal and implied meanings.

PRINCIPLES FOR ASSESSING WRITING

- a. Help students to revise and refine their works before final submission will help give them confidence in their work.
- b. Give appropriate stretches of time can develop efficient processes for achieving the final product.
- c. Provide students with fundamentals for writing.
- d. Writers must learn how to remove redundancy, how to combine sentences, how to refer to other elements in a text, how to create syntactic and lexical variety.
- e. Good writers will learn to take advantage of the richness of English vocabulary.
- f. Follow the conventions of formality whether a student is filling out a questionnaire or writing a full-blown essay.

PROFILE FOR THE ENGLISH LEARNER IN TECHNICAL EDUCATION

TENTH LEVEL

The program responds to the aspirations of today's students of the technical system who need strong English communicative skills. Students challenge in oral, listening, reading and writing will fulfill their vocational and academic purposes to become successful.

ELEVENTH LEVEL

This program responds to the large and growing need for a new generation of students from technical education with higher level aspirations. The program is four skills oriented. It approaches to vocabulary building, speaking, listening, reading and writing acquisition. An accessible sequence of lessons in each unit systematically builds linguistic skills around life-skill topics. Equips students with the grammar and skills they need to access real life situations while developing proficiency in a foreign language leading them toward a social and academic success.

TWELFTH LEVEL

The program responds to the highest level of vocabulary building, speaking, listening, reading and writing acquisition. It provides students with further topics and life skill competencies. Stronger reading and writing skills, greater technological proficiency and a deeper appreciation for today's global economy, increasingly, prospective employees across all industries must exhibit these skills to be successful.

PLANNING

Planning is essential for the success of the teaching -learning process. Good planning allows the teacher to anticipate and make the most of all the variables that influence teaching and learning. Therefore, planning demands careful thought, creativity and time. It must include the following elements.

The Cognitive Target:

It is “the what” the students are going to do in the class; which means content. This includes the topics or themes to be covered in the four study blocks.

Linguistic Achievements:

Linguistic achievements are the result of instruction. They are stated in terms of what the students will do or achieve in each skill. They determine the activities, tasks and language skills that will be used. Linguistic Achievement in this Syllabus are skill-based, being oral, listening, reading and writing skills, the focus of this Curriculum.

According to Jeremy Harmer, in his book, The Practice of English Language teaching listening involves receiving messages and is referred to as a receptive skill. It means that information goes from outside to inside of the person. On the other hand, speaking involves language production and it is often referred to as a productive skill. In this case, information goes from the inside to outside of the person. Very often, speakers employ a combination of skills at the same time. When planning, the teacher should choose at least one objective for each skill.

Language:

This element provides sample structures and vocabulary that serve as the vehicle to achieve the skill-based objectives. The task of the teacher is to choose the language to present to the students.

The Syllabus provides some sample language. The teacher can add other linguistic patterns according to students' interests and needs.

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Functions:

William Littlewood (1990) states that functional meanings are the skills that learners develop by means of the learning situations that are given to them to find solutions or to make decisions. He says that foreign language learners need opportunities to develop skills to use the language, by being exposed to situations where the emphasis is on using the language for communicating as efficiently and economically as possible.

Thus, there should be a purpose for using the language. This implies giving enough language input and creating appropriate conditions so that learners use the language meaningfully.

Values and Attitudes:

They embed the formative component of the curriculum. The Educational Policy for the Century emphasizes the importance of promoting positive attitudes and values during the teaching and learning process. This is possible through the correspondence between what is said with what is done among teachers, students and the educational community in general. Culture as an inherent component of language involves the attitudes, values and beliefs of a social group. In addition, Costa Rican English teachers should provide their students with opportunities to compare their culture with that of the countries where English is spoken and to reinforce Costa Rican values. The Syllabus lists the cultural aspects and values that should be practiced in the teaching and learning process.

Procedures:

Procedures deal with the actions that need to be taken in the classroom in order to help students achieve objectives. The list of procedures that are given in this Syllabus must be used as a guide to develop tasks with emphasis on the aural and oral skills. This is the aspect of planning that demands from the teacher to demonstrate the highest level of creativity, enthusiasm, imagination, teaching style, hard work, and talent. Also personal teaching attitudes, methodologies and techniques come into play.

The above is crucial because it will define the final product of the teaching and learning process.

Planning is based on a process called by Rivers (1978), “skill – getting” or “skill using”. It is a set of stages or steps organized in sequence. Joan White explains these steps in her *Module One of the Professional Handbook: Teaching English in a World at Peace* as follows:

Warm up

It is a varied and motivating way of starting the lesson. The warm up can take different forms. On one hand, it is usually a brief lively session to welcome the students to their foreign language class. In addition, it can be used to catch students’ interest towards the new cognitive target.

Presentation

The teacher introduces the class to the new theme and the new language components. Both the content and the new grammatical and lexical items are emphasized in an integrated way. Getting meaning across is essential. Students receive considerable input from the teacher. They are allowed time to assimilate the language, to listen actively and to try to understand what the teacher is saying.

Practice

For the purpose of this Syllabus, both “controlled practice” and “creative practice”, stated by Rivers’ module are integrated into one single step called “practice”.

First, students use the new linguistic components in a relatively limited setting by playing with the language. The teacher should organize sequential tasks, going from basic language use to more demanding communicative skills on the part of the learners.

Students are asked to incorporate their language acquisitions to their background knowledge to produce new situations, appropriate to their needs and interests. The materials must promote meaningful and constant communication among the students while they are using them. The teacher should encourage students to use the target language as much as possible, because they will frequently want to use fragments of the foreign language while doing different tasks.

Consolidation/ Production

In this final step, the teacher points out what has been accomplished successfully and what remains to be improved through certain review exercises, which were introduced and practiced before. This is the time to comment on the students' performance. In addition, the students are encouraged to find original situations where their new linguistic acquisitions can be applied.

Evaluation of Learning Outcomes

The teacher chooses different tasks, which match both the objectives and the tasks from the plan that will be considered suitable for evaluating the students' language skills. The Syllabus includes a list of the different criteria that can be used to assess students' performance. It is necessary to select at least one criterion for each step or stage.

Curricular Accommodations

It is the adjustment of the teaching and learning process in order to meet the individual characteristics, differences and needs of those students with special educational needs.

There are three basic types of curricular accommodations: access (modifications of the physical space), non-significant (those that do not modify substantially the curriculum), and significant (require the elimination or addition of cognitive targets and/or objectives, depending on each student special needs).

The plan being discussed here requires only the specification of non-significant adaptations for those students with special needs.

A different plan is requested for those students with significant accommodations.

Chronicle:

This is an obliged entry only of a daily lesson plan. It is the teacher's personal comments of the students' performance and the corresponding suggestions written at the end of each lesson.

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Sample Unit Plan

School: _____

Teacher: _____

Level: _____

Time from: _____ to _____

Cognitive Target: Take it from the Syllabus.

LINGUISTIC ACHIEVEMENT	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
Listening	Functions: Take this information from the Syllabus. Language: Take this information from the Syllabus.	Warm up: Present activities to motivate the student. Presentation: Introduce the topic, language and functions. This step is teacher- centered. Practice: Listening Speaking Reading Writing This step is student-centered and teacher- monitoring. Ask the student to perform tasks. Consolidation or Production: Prepare tasks in which the student integrates the skills. It is student - centered.	Values and Attitudes: Take this information from the Syllabus.	Choose at least one criterion for each step or stage (Warm up, presentation, etc.)
Speaking				
Reading				
Writing				

ANNUAL PLAN

It is a timeline that is a detail of the time, distributed among the months and weeks that make up the current school, which will be invested in the development of different units of study and their respective goals. For the development, the following criteria should be taken into account:

- To emphasize the values and attitudes that will encourage the sub-area during the learning process .
- To schedule the amount of hours that will be devoted to each unit of study and its logical sequence
- To provide a list of materials and / or equipment to be provided by the institution to develop the program.
- **"This plan must be handed out to the principle of the School at the beginning of the school year."**

Sample for Annual Plan

ANNUAL PLAN

Technical High School: _____

Specialty:	Sub-area:	Level:
Teacher:	Year:	
Values and Attitudes:		
Cognitive Target:		

Units of Study Linguistic Achievement	FEB.				MARC				APRIL				MAY				JUNE				JULY				AUG.				SEPT.				OCTO				NOV.				DIC.			HOUR
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3									
Materials and Equipment requiered:																																												

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General Objectives of the English Program for the Specialties of Technical Education English for Communication

Students acquire communicative competence through the integration of the four skills reaching an intermediate level by performing real meaningful language situations, which will allow them to demonstrate improvement of communicative abilities in the oral and aural skills

To help teachers with a general view of the sub skills to be developed, we are including a summary of the most relevant aspects of each main skill:

Listening

Listening is one of the most important skills. Through listening, the students should be prepared to cope with:

- a. Understanding speech in different settings (background noise, distance or unclear sound reproductions)
- b. Becoming acquainted with speech containing false starts hesitations, and others (everyday speech).
- c. Understanding speakers who vary in tempo, speech, clarity of articulation and accent, non-native speakers of the language as well.

Listening, understanding and responding in an appropriate way is an essential part of communication and, therefore, regular practice of aural comprehension is a vital part of the teaching program although listening is fully practiced in our classes, there are specific listening activities that should be included in the syllabus, such as:

1. Distinguishing between sounds, stress and intonation patterns.
2. Understanding questions.
3. Understanding comprehension passages.
4. Listening to broadcasts.
5. Listening to lectures.
6. Taking dictation.

Teachers should expose the learner to a considerable amount of meaningful language input through listening to: conversations, descriptions, directions, discussions, drama, films, songs, sports, reports, advertisements and any other form of authentic spoken language.

The teacher should encourage in the learners the development of the following strategies:

1. Thinking about the purpose of listening.
2. Thinking ahead about what learners already know and keep predicting what the speaker will say next.
3. Focus on what they do, understand and use to help them work out what they do not understand.

When developing listening comprehension, the activities should:

1. Meet the students' interests and needs.
2. Be designed according to the student's performance level.
3. Provide practice in distinguishing between sounds, stress, intonation patterns, to understand sentences, short texts, and others.
4. Provide the students with practice in listening techniques.
5. State the purpose of the task clearly.
6. Make use of background knowledge.
7. Follow an organized procedure.
8. Provide the learners with the necessary steps in the development of the activity.
9. Engage the learners in a variety of situations, which provide practice, going from memorization to read use

Speaking

The development of this skill is the ultimate goal for students learning English in our society. However, the development of the skill has to be carried out in conjunction with the development of the other skills. In particular, speaking and listening are complementary to each other in the act of communication. For that reason, both should be practiced in close relation to each other.

The teacher should provide a variety of opportunities for the students, in order to bring about the necessary models or language input.

Through speech, learners acquire the fundamentals of language pertinent to carry out specific interaction where they have to exercise the use of some functions, through the appropriate language structures, cultural appropriateness and acceptable language input.

To promote the development of this skill, it is necessary that students be aware of the following principles:

1. Oral speech is acquired through listening and through constant practice.
2. Speech delivery, rhythm, intonation and pronunciation are learned by listening to appropriate language models (tapes, native speakers, teachers and other English speakers).
3. Learning to speak English means knowing what to talk about. Introducing knowledge of the world and up-to-date topics are essential.
4. Learning to speak English means saying the appropriate words for a situation at the right time for a specific purpose.
5. For the students to speak English it is essential that English be spoken in class and in any other situation when it is required.
6. Since learning to speak means speaking to others, interactive practice must be set up in pairs, groups and with teachers and visitors.
7. The language tasks designed must be authentic and the same ones that native speakers of the language use to communicate with others.
8. The integration of skills is vital when speaking e.g. giving an oral explanation of information presented in a chart or diagram.

METHODOLOGY USED IN TECHNICAL EDUCATION

The English Curriculum in Technical High Schools is based on **English for Specific Purposes**. This Syllabus integrates the following approaches and methods: The Communicative Approach, Cooperative Learning, Multiple Intelligence Theory and Learning Styles.

ENGLISH FOR SPECIFIC PURPOSES

According to Kristen Gatehouse in her article “Key Issues in English for Specific Purposes (ESP) Curriculum Development”, October 2001, based on ESP Theorists Dudley-Evans and St John (1998), ESP consists of English language teaching that is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English.

Anthony (1997) notes that there has been considerable recent debate about what ESP means despite the fact that it is an approach that has been widely used over the last three decades. At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition. The revised definition he and St. John postulate is as follows:

I. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

Types of ESP

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

... The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. **Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.**

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. An example of English for Occupational Purposes is 'English for Technicians' whereas an example of EAP English for Academic purposes is 'English for Medical Studies'.

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The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

Characteristics of ESP Courses

The characteristics of ESP courses identified by Carter (1983) are discussed here. He states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction.

If we revisit Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say now that use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites student simulation of a conference, involving the preparation of papers, reading, notetaking, and writing. At Algonquin College, English for business courses have involved students in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. The students have presented all final products to invited ESL classes during a poster presentation session.

Finally, self-direction is characteristic of ESP courses in that the "... Point of including self-direction ... is that ESP is concerned with turning learners into users" (Carter, 1983, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies.

Abilities Required for Successful Communication in Occupational Settings

Cummins (1979) theorized a dichotomy between Basic Interpersonal Communication Skills (BICS) and cognitive academic language proficiency (CALP). The former refers to the language skills used in the everyday informal language used with friends, family and co-workers. The latter refers to a language proficiency required to make sense of and use academic language. Situations in which individuals use BICS are characterized by contexts that provide relatively easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues.

There are three abilities necessary for successful communication in a professional target setting. The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context. The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. With the health science group, this was largely related to understanding a new culture. The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. Examples of this include chatting over coffee with a colleague or responding to an informal email message.

The task for the ESP developer is to ensure that all three of these abilities are integrated into and integrated in the curriculum. This is a difficult task due to the incredible amount of research required. Close collaboration between content experts and the curriculum developer was not possible during the development stages for the health science curriculum.

ESP requires comprehensive needs analysis and because the learning-centred curriculum is not static, it is impossible to expect that the developer be in a position to identify the perfect balance of the abilities noted above for any particular group of learners. In reality, a large part of this responsibility is that of the instructors; it is the instructors who are in the best position to identify changing learner needs and who are in the best position to ensure that all students receive a balanced diet of language.

Materials Development

Do ESP textbooks really exist? This is central question Johns (1990) addresses. One of the core dilemmas he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

If teachers are so pressed for time, will they have the time to submit and cross-index resources? There is value in all texts - some more than others. Familiarizing oneself with useful instructional materials is part of growing as a teacher, regardless of the nature of purpose for learning. Given that ESP is an approach and not a subject to be taught, curricular materials will unavoidably be pieced together, some borrowed and others designed specially. Resources will include authentic materials, ESL materials, ESP materials, and teacher-generated materials.

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Note that an excellent point of departure for novice ESP curriculum developers is with lists of ESL publishers, which have been made publicly available, on-line. Browsing publishers' sites takes a few minutes, review copies can be requested immediately and copies can be sent express.

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Theory of language

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1992), referred to as “communicative competence”. His theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Another linguistic theory of communication favored in CLT is Halliday’s (1970), functional account of language use.

Halliday has elaborated a powerful theory of the functions of language, which complements Hyme’s view of communicative competence. He described seven basic functions that language performs for children learning their first language:

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behavior of others.
3. The interactional function: using language to create interaction with others.
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and discover.
6. The imaginative function: using language to create a world of imagination.
7. The representational function: using language to communicate information.

Theory of learning

Little has been written about the learning theory of the communicative approach. An important feature is the communication principle in which “activities that involve real communication promote learning. A second element of this principle is the task principle; activities in which the language is used for carrying out meaningful tasks promote learning. A third and last element is the meaningfulness principle: language that is meaningful to the learner supports the learning process.” Littlewood (1981). Learning activities are consequently selected according to how well they engage the learner into the communicative principle. Thus, it can be considered to be a pragmatic view of language learning: students learn by doing.

Objectives

The following are the most important levels of general objectives applicable to any teaching situation in the communicative approach: (Piepho 1981).

An integrative and content level (language as a means of expression)

A linguistic and instrumental level (language as a semiotic system and an object of learning)

An affective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others)

A level of individual learning needs (remedial learning based on error analysis)

A general educational level of extra-linguistic goals (language learning within the school curriculum)

The Syllabus

Types of learning and teaching activities: the range of exercise types and activities compatible with the communicative approach is unlimited. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

According to Littlewood (1981), it is necessary to distinguish between functional communication activities and social interaction activities in the communicative approach. The former includes tasks such as comparing sets of pictures and noting similarities and differences, working out sequence of events; discovering missing features, communicating behind a screen, giving instructions, following directions; and solving problems from shared clues. The later include conversation and discussion sessions, dialogues and role-plays, simulations, skits, improvisations, and debates.

Learner roles

Learner roles are clearly described by Breen and Candlin (1980), in the following terms:

“The role of learner as negotiator -between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learns in an interdependent way. “

Teacher roles

Breen and Candlin describe teacher roles in the following terms:

“The teacher has two main roles; the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group.”

Breen and Candlin point to secondary roles such as:

“organizer of resources and as a resource himself, as a guide within the classroom procedures and activities and finally researcher and learner.”

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

Role of instructional materials

A wide variety of materials has been used to support communicative approaches to language teaching. Materials have the primary role of promoting communicative language use.

COOPERATIVE LANGUAGE LEARNING

It makes use of cooperative activities involving pairs and small group activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Theory of Language

It follows some basic premises:

1. All normal children growing up in a normal environment learn to talk.
2. Human beings spend a large part of their lives engaging in conversation about their most significant and engrossing activities.
3. Conversation operates according to certain agreed-upon set of cooperative rules or “maxims”.
4. One learns in the native language through casual, everyday conversational interaction.
5. One learns in the second language through cooperative interactional activities.

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Theory of Learning

It stresses social interaction in learning. Learners develop communicative competence in a language by conversing in socially and pedagogically structured situations. Through the instructional use of small groups, students work together to maximize their own and each other's learning.

Objectives

It fosters cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities.

The Syllabus

There is not any particular form of language Syllabus, since activities from different curricula can be taught as Group-based procedures in teaching.

Types of learning and teaching activities

1. Formal cooperative learning groups.
2. Informal cooperative learning groups.
3. Cooperative base groups.

Different activity types can be used: Team practice from common input, jigsaw- differentiated but predetermined input, cooperative projects selected by the students.

Learner roles

The learner is a member of a group who works responsively and collaboratively on tasks with other group members.

Teacher roles

1. develops highly structured and well-organized environment in the classroom
2. sets goals, tasks
3. arranges the classroom
4. assigns groups and roles and
5. selects material and time

MULTIPLE INTELLIGENCES THEORY IN THE TEACHING OF ENGLISH

For more than twenty years, psychologist Howard Gardner from Harvard University has tested his ideas about learning and intelligence in an interdisciplinary research group with teachers and students at different schools in Massachusetts, U.S.A. He came up with the theory of Multiple Intelligences, which postulates an individual profile of strengths and weaknesses across seven domains, concluding that each person has at least seven intelligences and probably, many more.

LEARNER PROFILE

"WORD SMART"	VERBAL/ LINGUISTIC LEARNER	"THE WORD PLAYER"
"NUMBER SMART"	LOGICAL/ MATHEMATICAL LEARNER	"THE QUESTIONER"
"PICTURE SMART"	VISUAL/SPATIAL LEARNER	"THE VISUALIZER"
"MUSIC SMART"	MUSICAL/ RHYTHMIC LEARNER	"THE MUSIC LOVER"
"BODY SMART"	BODY/ KINESTHETIC LEARNER	"THE MOVER"
"PEOPLE SMART"	INTERPERSONAL/SOCIAL LEARNER	"THE SOCIALIZER"
"SELF SMART"	INTRAPERSONAL/ INTROSPECTIVE LEARNER	"THE INDIVIDUAL"

Although these intelligences are not necessarily dependent on each other, they seldom operate in isolation.

Each person possesses all the intelligences but they are developed in various degrees, according to the different input s/he has received since childhood. The way in which intelligences are combined, varies as many as people's faces and personalities. Each intelligence displays a distinguished set of psychological process, very different from person to person. Howard Gardner pointed out that "every person is unique because of those learning processes".

This theory has several implications for language learning and language teaching. The most significant is that each learner is unique and has the potential to express and develop his abilities in different ways. English Elementary Teachers must check their planning in every stage of the procedures to analyze if the activities and the performance tasks selected help to develop the students' multiple intelligences.

Moreover, other theories such as the Emotional Intelligence Theory, introduced by Daniel Goldman in 1995, states that a relaxed alertness is the optimum state for learning. Small children have been helped with language acquisition by focusing on their lives, which are ordered not only by rhythmical brainwaves but also by following the rhythm of day and night and seasons.

Therefore, planning is limited if there is only an emphasis on the linguistic ability. In light of this fact, developing student's emotional competencies will result in a "caring community", a place where students feel respected, cared about and bonded to classmates" (Goldman, 1995, p 250.)

After studying these theories, teachers must become aware of the implications of the saying: "learning to learn" which implies that meaningful learning is more important than the content learned, consequently teachers must explore wider applications for improving their learners' abilities and growth for communicative purposes and quality life-style.

EMOTIONAL INTELLIGENCE

Goldman (1995), defines emotional intelligence as the ability of "knowing what one's feelings are and using that knowledge to make good decisions." He also defines emotional intelligence as empathy, which is awareness of the feelings of other. People with high levels of emotional intelligence tend to keep a positive outlook in life and overcome difficulties. They also have facility for getting along well with others. According to this definition, emotional intelligence develops because of experience and interaction with others.

Emotional intelligence develops during the early years of life as people mature. According to Goldman (1995), emotional intelligence to a large extent is a good predictor of academic achievement. Apparently, emotional intelligent children perform better academically than those who are not. This is partly because these types of children have the ability to negotiate, cooperate and maintain positive attitudes. It is important that teachers foster children's emotional intelligence. For example, they can help their students to develop empathy and gain insights into human relationships. One way to do this is through the teaching of literature (Ghosn, 2001).

LEARNING STYLES

Why should teaching conform to learning styles?

Learning styles have to be taken into account because every student has his/her own way of learning. Each style has its own strengths and meets the needs of every individual student.

According to Gabriel H. Díaz Maggioli (1995) in his book Managing Learning Styles in the Classroom, a “learning style” is defined as “the way of handling new information by making use of our habitual or preferred method”. It should be noted at this point, that our learning style is, in a way, our permanent way of acquiring, processing and retrieving new information. Kate Kinsella (1995) states that “learning styles are influenced both by nature and nurture and encompass behavioral, perceptual cognitive concept- forming and affective aspects. We come to the world programmed to learn in a certain way. But the environment in which we grow up, the people we interact with, the nature of the knowledge that comes to us, and even the amount of knowledge that we are able to absorb can alter it. Also our personality influences our approach to learning, and personal factors such as shyness or extroversion may determine even the channels we use to absorb process and retrieve new knowledge”.

According to Anthony Gregory, “Learning styles is the outward expression of the human mind’s mediation abilities, which presents the means and capacities we employ to receive and express information”.

Two factors determine a person’s own learning style:

1. The way the information is perceived.
2. The way the new information encountered daily is ordered.

Another contribution to the Learning Style Theory is the Neuro -Linguistic Programming (NLP) developed by Richard Bandler and John Grinder. This theory states that people take information through their five senses. This is referred to as VAKOG:

Visual

Auditory

Kinesthetic

Olfactory

Gustatory

According to the NLP, the three senses mainly used for learning are visual, auditory and kinesthetic. Each person prefers one of these. However, in the teaching and learning process, we are dealing with not only the learner's learning style but also that of the teacher's.

Teachers take advantage of their own natural learning style by displaying their abilities using a teaching style that matches their way of learning. However, when there is a mismatch between the teacher's teaching style and the learner's learning style, the performance and progress of the latter can be seriously affected. One way to tackle this is by including in the planning activities, task and techniques to respond to different learning styles and needs of all of students.

ENGLISH FOR COMMUNICATION

CURRICULAR STRUCTURE

SUB-AREA	X	XI	XII
English for communication	0*	2*	4*
TOTAL	0	2	4

NOTE: The lessons of the technical area last 60 minutes.

*** This curricular structure will be used in all the specialties that have FOUR English lessons per week in each level: tenth, eleventh and twelfth**

English for Communication Curricular Grid

SUB-AREA	UNITS IN EACH LEVEL					
	TENTH	HOURS	ELEVENTH	HOURS	TWELFTH	HOURS
English for Communication.			<ul style="list-style-type: none"> • Safety at Work. 	10	<ul style="list-style-type: none"> • Day to Day Work. 	20
			<ul style="list-style-type: none"> • Introduction to Business Activities. 	10	<ul style="list-style-type: none"> • Customer Service. 	20
			<ul style="list-style-type: none"> • Regulations, Rules and Advice. 	12	<ul style="list-style-type: none"> • Stand for Excellence. 	20 20
			<ul style="list-style-type: none"> • Handling Complaints and Solving Problems. 	12	<ul style="list-style-type: none"> • Travel. 	
			<ul style="list-style-type: none"> • Following Instructions from Manuals and Catalogues. 	12 <u>12</u>	<ul style="list-style-type: none"> • Astounding Future Career. 	<u>20</u>
			<ul style="list-style-type: none"> • Making Telephone Arrangements. 			
			<ul style="list-style-type: none"> • Entertaining. 			
			Total	80	Total	100

CURRICULAR MAP ENGLISH FOR COMMUNICATION ELEVENTH LEVEL

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication 160 Hours	Safety at Work 10 hours	Cognitive Target: 1 Exchanging information about: safe and unsafe driving, accidents and job benefits.	<ul style="list-style-type: none"> • Giving reasons for being late at work, school or meeting. • Identifying different signs and prevention procedures. • Describing consequences of accidents and prevention procedures at work. • Identifying special clothes and equipment used at work. • Scanning for specific information related to safety at work. • Reading stories about accidents at work and prevention measures. • Describing the advantages of working in a company.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
<p>English for Communication 160 hours</p>	<p>Introduction to Business Activities. 10 hours</p>	<p>Cognitive Target: 2 Interprets and communicates information about: business activities.</p>	<ul style="list-style-type: none"> • Comparing increasing profitability of department stores in Costa Rica. • Discussing conditions for starting a new business in both the public and private sectors. • Making predictions about future products or services. • Reading about the development of industries. • Providing advice to people who are starting a new business by writing a letter.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
<p>English for Communication 160 hours</p>	<p>Regulations, Rules and Advice. 12 hours</p>	<p>Cognitive Target: 3 Interprets and communicates information about: workplace rules and to follow them.</p>	<ul style="list-style-type: none"> • Discussing situations when foreign business people make a “cultural mistake.” • Roleplaying how to talk to a manager about not following rules. • Comparing company regulations and giving advice. • Learning about appropriate dress codes in Costa Rican schools and at work. • Writing about appropriate business dress codes.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
<p>English for Communication 160 Hours</p>	<p>Complaints and Solving Problems. 12 hours</p>	<p>Cognitive Target: 4 Exchanging information about: making complaints, apologizing and solving problems.</p>	<ul style="list-style-type: none"> • Learning how to deal with a complaint by voice mail and automated telephone. • Apologizing when it is required. • Solving problems at the office. • Dealing with problems, clients complains and giving apologizes. • Understanding how to use items found at work such as a first-aid kit. • Writing about ways to solve a problem at work or school.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
<p>English for Communication 160 Hours</p>	<p>Following Instructions from Manuals and Catalogs. 12 hours</p>	<p>Cognitive Target: 5 Interprets and communicates information about: technical vocabulary related to manuals and catalogues instructions.</p>	<ul style="list-style-type: none"> • Understanding or using appropriate language for informational purposes. • Comparing job equipment and supplies using different catalogues. • Identifying different equipment and components from catalogues used in specific fields of study. • Interpreting written instructions from a technical manual in a specific field of study.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
<p>English for Communication 160 Hours</p>	<p>Making Telephone Arrangements. 12 hours</p>	<p>Cognitive Target: 6 Exchanging information about: telephone calls and arrangements.</p>	<ul style="list-style-type: none"> • Exchanging information in telephone conversations • Expressing fluency in leaving and taking messages. • Making a telephone appointment. • Interpreting and comparing different cultural expressions or gestures. • Writing a paragraph about how culture affects business life.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
<p>English for Communication 160 Hours</p>	<p>Entertaining! 12 hours</p>	<p>Cognitive Target: 7 Demonstrate ability to work cooperatively with others.</p>	<ul style="list-style-type: none"> • Entertaining guests and promoting leisure activities. • Listening to information about TV schedule. • Discussing about corporate entertaining. • Reading a journal about a trip on magazine descriptions. • Organizing a conference at another country including a variety of aspects.

CURRICULAR MAP ENGLISH FOR COMMUNICATION TWELFTH LEVEL

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication 160 Hours	Day to Day Work 20 hours	Cognitive Target: 1 Exchanging information about: day to day work.	<ul style="list-style-type: none"> • Talking about jobs by describing daily activities at work. • Asking and giving information about work routines. • Describing work hours and conditions. • Expressing likes and dislikes in daily life. • Interviewing a classmate about safety devices. • Reading about safety at home. • Reading an advertisement about a new product. • Writing reported speech using quotes. • Writing a plan to improve safety at home.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
<p>English for Communication 160 Hours</p>	<p>Customer Service. 20 hours</p>	<p>Cognitive Target: 2</p> <p>Interpret and communicate information about: customer service.</p>	<ul style="list-style-type: none"> • Understanding effective telephone communication. • Identifying specific details during conversations. • Applying techniques to become an effective listener. • Speaking appropriately while taking part in short conversations. • Defining the importance of proper telephone techniques and providing excellent customer service. • Understanding details from passages and other written materials. • Stating the importance of attitude and creativity in providing the highest quality customer service. • Taking notes about specifications.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication 160 Hours	Stand for Excellence 20 hours	Cognitive Target: 3 Exchanging information about the ability to work cooperatively with team members.	<ul style="list-style-type: none"> • Listening to information about schools and colleges. • Listening to a conversation between an employer and an employee. • Listening to a conversation between co-workers. • Talking about programs and courses. • Expressing encouragement when having a conversation. • Understanding details from school texts or passages. • Reading and discussing job skills. • Organizing information regarding benefit options. • Organizing information regarding personal qualities.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication 160 Hours		Cognitive Target: 4	
	Travel 20 hours	Interprets and communicates information about travelling	<ul style="list-style-type: none"> • Listening to how Costa Ricans say thank you. • Listening to instructions on how to get from one place to another using a map. • Explaining leisure and entertainment possibilities for a visitor. • Discussing weather concerns when travelling. • Reading a map from another country and locating different cities and places. • Understanding national agencies. • Interpreting environmental issues to take into account when visiting a foreign country. • Writing a business plan to propose to an international company. • Developing writing skills in making, accepting or declining an offer.

SUB-AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication 160 Hours	Astounding Future Career 20 hours	Cognitive Target: 5 Interprets and communicates information about: applying or transferring skills learned in one job situation to another.	<ul style="list-style-type: none"> • Listening to job candidates' interviews for a position within a company. • Listening to a discussion between two managers. • Discussing community problems and solutions by interviewing different people. • Practicing intonation when expressing emotions. • Talking about life in a city and contrasting it with life in the country. • Reading to improve skills for further career advancement. • Comparing and contrasting lifestyles and goals with respect to work conditions. • Developing consciousness about personal skills, achievements and awards. • Organizing ideas to design a plan for achieving life goals.

SUB – AREA: ENGLISH FOR COMMUNICATION

ELEVENTH LEVEL



English classes have given me confidence, no matter what profession I choose

DISTRIBUTION OF UNITS ENGLISH FOR COMMUNICATION

Eleventh Level

Unit	Name of the unit	Estimated time in hours	Amount of weeks per unit
1	Safety at Work	10 hrs	5 weeks
2	Introduction to Business Activities	10 hrs	5 weeks
3	Regulations, Rules and Advice.	12 hrs	6 weeks
4	Complaints and Solving Problems.	12 hrs	6 weeks
5	Following Instructions from Manuals and Catalogues.	12 hrs	6 weeks
6	Making Telephone Arrangements.	12 hrs	6 weeks
7	Entertaining	12 hrs	6 weeks
	TOTAL	80 hrs	40 hrs

Sub-area: English for Communication	Level: Eleventh
Unit 1: Safety at Work	Hours per unit: 10 hours
Cognitive target: Exchanging information about: safe and unsafe driving, accidents and job benefits.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Giving reasons for being late at work, school or meeting. • Identifying different signs and prevention procedures. SPEAKING <ul style="list-style-type: none"> • Describing consequences of accidents and prevention procedures at work. • Identifying special clothes and equipment used at work. 	Functions <ul style="list-style-type: none"> • Distinguishing safe and unsafe driving. • Avoiding dangerous situations at work. • Acquiring and giving information. • Interpreting and communicating information. • Conveying ideas in writing. 	<u>The students:</u> <ul style="list-style-type: none"> • Study different signs used for prevention of accidents. • Interpret the meaning of universal warnings. • Give accident prevention procedures. • Explain how to avoid accidents at work. • Role-play difficult situations at work and the best ways to address or prevent them. 	<ul style="list-style-type: none"> • Discipline at work. • Cleanliness. • Friendship. 	<u>The students:</u> <ul style="list-style-type: none"> • Roleplay reasons for being late at work, school or a meeting. • Identify different signs and accident prevention procedures. • Describe prevention measures to avoid traffic accidents or accidents at work. • Identify special clothing and equipment used at work.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Scanning for specific information related to safety at work. Reading stories about accidents at work and prevention measures. <p>WRITING</p> <ul style="list-style-type: none"> Describing the advantages of working for a company. 	<p>Language</p> <ul style="list-style-type: none"> Past continuous Past continuous with when clauses. Wh-questions with the past continuous. Past continuous with while clauses. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Present some procedures to follow the event of an accident at work. Read about worker's compensation in the event of an accident. Write an accident report. Take notes about an accident from classmates. Fill out an employee accident report. 	<ul style="list-style-type: none"> Discipline to perform different tasks. Love for work. Respect for others. 	<ul style="list-style-type: none"> Scan for specific information related to safety at work. Read reports about accidents. Read accident prevention measures Describe the advantages of working for a company.

Sub-area: English for Communication	Level: Eleventh
Unit 2: Introduction to Business Activities.	Hours per unit: 10 hours
Cognitive target: Interprets and communicates information about: Business activities.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Comparing the increasing profitability of department stores in Costa Rica. SPEAKING <ul style="list-style-type: none"> Discussing conditions for starting new businesses the public and private sectors. 	Functions <ul style="list-style-type: none"> Dealing with numbers. -millions -billions -trillions Choosing a location for a new factory. 	<u>The students:</u> <ul style="list-style-type: none"> Listen to descriptions and about people's future businesses. Perform given instructions. Role-play situations such as interviews and dialogues in a company. The students will represent the boss, the secretary and the board of directors. They will discuss how to start a business. 	<ul style="list-style-type: none"> Attitudes toward money. Tolerance for others. 	<u>The students:</u> <ul style="list-style-type: none"> Compare the increasing profitability of department stores in Costa Rica. Discuss conditions for starting new businesses in the public and private sectors.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Making predictions about products or future services. <p>READING</p> <ul style="list-style-type: none"> • Reading about the development of industries. <p>WRITING</p> <ul style="list-style-type: none"> • Providing advice to people who are starting new businesses by writing a letter. 	<p>Language</p> <ul style="list-style-type: none"> • Economic terms <ul style="list-style-type: none"> - Interest rate. - Exchange rate - Inflation - Labor force - Tax incentives - Foreign investment - Balance of trade • Time clauses • Future tenses • Present continuous for future 	<p><u>The students:</u></p> <ul style="list-style-type: none"> • Interview people to collect necessary information. • Develop reading comprehension skills by doing different exercises. • Develop writing skills by composing different types of letters 	<ul style="list-style-type: none"> • Respect for other people's ways of expressing themselves. • Good manners when dealing with other people's requests. 	<ul style="list-style-type: none"> • Make predictions about products or future services. • Read about the development of industries. • Provide advice to people who are starting new businesses.

Sub-area: English for Communication	Level: Eleventh
Unit 3: Regulations, Rules and Advice.	Hours per unit: 12 hours
Cognitive target: Interprets and communicates information about: workplace rules and following them.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Discussing situations when foreign business people make a “cultural mistake.” SPEAKING <ul style="list-style-type: none"> Roleplaying how to talk to a manager about not following rules. Comparing companies’ regulations and giving advice. 	Functions <ul style="list-style-type: none"> Understanding rules. Distinguishing cultural patterns differences. Acquiring and evaluating information. Reading with understanding. Speaking clearly. Listening actively. 	The students: <ul style="list-style-type: none"> Listen carefully to different scripts read by the teacher about workplace rules. Discuss workplace safety rules and why they are important. Talk about rules, regulations and give advice. 	<ul style="list-style-type: none"> Follow rules in public places. 	The students: <ul style="list-style-type: none"> Discuss situations when foreign business people make a “cultural mistake.” Roleplay talking to a manager about not following the rules. Compare companies’ regulations and giving advice.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Learning about appropriate dress codes in Costa Rican schools and at work. <p>WRITING</p> <ul style="list-style-type: none"> Writing employee dress-code rules for a business. 	<p>Language</p> <ul style="list-style-type: none"> May and can to indicate that something is allowed. May not and can not to indicate prohibition. Must and have to for necessity. Must not for prohibition. Don't have to for lack of necessity. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Practice intonation in statements when reading a text. Write paragraphs about school rules. Deal with problems, client and complaints and giving apologize. Give apologies 	<ul style="list-style-type: none"> Read park signs in a park and follow instructions. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Learn about school and business dress codes in Costa Rica and other countries. Write employee dress code rules for a business.

Sub-area: English for Communication	Level: Eleventh
Unit 4: Complaints and Solving Problems	Hours per unit: 12 hours
Cognitive target: Exchanging information about: making complaints, apologizing and solving problems	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Learning how to deal with a complaint by voice mail and automated telephone. SPEAKING <ul style="list-style-type: none"> Apologizing when it is required. Solving problems at the office. 	Functions <ul style="list-style-type: none"> Choosing the correct protocol to respond to an emergency. Maintaining and troubleshooting technology. Understanding systems. Interpreting and communicating information. Applying technology to a task. Selecting technology. 	<u>The students:</u> <ul style="list-style-type: none"> Listen to input language. Identify basic vocabulary from oral and visual stimuli. Perform instructions given by the teacher or partners. Match meanings with visual images such as pictures, drawings or charts. 	<ul style="list-style-type: none"> Solve problems at school, home or work. 	<u>The students:</u> <ul style="list-style-type: none"> Learn how to deal with voicemail complaints. Apologize when it is required. Solve problems at the office.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> • Dealing with problems, clients complains and giving apologizes. • Understanding how to use items found at work such as first aid kit. <p>WRITING</p> <ul style="list-style-type: none"> • Writing posible solutions to a problem at work or at school. 	<p>Language</p> <ul style="list-style-type: none"> • Present conditionals. real • In case.... • Future conditionals. real • First aid. • Office machines. • Machines at school. • Notices. • Other machines or devices. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> • Describe how to use machines and devices step by step. • Operating different types of machines. 	<ul style="list-style-type: none"> • Friendliness with others. • Respect for others. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> • Deal with problems, and client complaints and give apologizes. • Understanding how to use a first aid kit. • Write possible solutions to a problem at work or at school.

Sub-area: English for Communication	Level: Eleventh
Unit 5: Following Instructions from Manual and Catalogs.	Hours per unit: 12 hours
Cognitive target: Interprets and communicates information about: technical vocabulary related to manual and catalogue instructions.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Understanding or using appropriate language for informational purposes. SPEAKING <ul style="list-style-type: none"> Comparing job equipment and supplies using different catalogues. 	Functions <ul style="list-style-type: none"> Identifying equipment from technical catalogues. Identifying components from technical catalogues. Advantages and disadvantages in the field. Comparing different equipment at work. Directing how to perform a task based on catalogue instructions. 	<u>The students:</u> <ul style="list-style-type: none"> Participate in oral and written exercises using vocabulary according from the field of study. Interpret directions from a pamphlet to carry out a specific task. Give oral reports about equipment and components and how to use them. 	<ul style="list-style-type: none"> Friendship 	<u>The students:</u> <ul style="list-style-type: none"> Understand or use appropriate language for informational purposes. Compare job equipment and supplies based from different catalogues.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Identifying different equipment and components in catalogues used in specific fields of study. <p>WRITING</p> <ul style="list-style-type: none"> Interpreting written instructions from a technical manual in specific fields of study 	<p>Language</p> <ul style="list-style-type: none"> Machines at school. Vocabulary about a specific field of study. Different kinds of machines at work. Written and oral Instructions in the field. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Scan for specific information in a reading passage. Define different uses of equipment and devices used at work. Identify brands, characteristics, prices and advantages of different types of equipment and devices. Talk about advantages and disadvantages of equipment. Roleplay situations about equipment sales and devices. Ask and answer questions about equipment and components used at work. 	<ul style="list-style-type: none"> Discipline at work. Order and cleanliness at work. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Identify different equipment and components in catalogues used in specific fields of study. Interpret written instructions from a technical manual in specific fields of study.

Sub-area: English for Communication	Level: Eleventh
Unit 6: Making Telephone Arrangements	Hours per unit: 12 hours
Cognitive target: Exchanging information about: telephone calls and arrangements.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Exchanging information in telephone conversations. SPEAKING <ul style="list-style-type: none"> Expressing fluency in leaving and taking messages. Making a telephone appointment. 	Functions <ul style="list-style-type: none"> Answering the phone when you are at work, at home, or in a hotel room. Answering your mobile phone. Making appointments. Arranging a business meeting. Exchanging information by telephone. Responding to telephone messages. 	<u>The students:</u> <ul style="list-style-type: none"> Listen for ways to solve some of the problems people have when answering the phone. Roleplay a caller and receptionist by taking turns performing different situations. 	<ul style="list-style-type: none"> Love for work. Discipline to perform actions. 	<u>The students:</u> <ul style="list-style-type: none"> Exchange information in telephone conversations. Express fluency in taking messages. Make appointment an by telephone.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Interpreting and comparing different cultural expressions or gestures. <p>WRITING</p> <ul style="list-style-type: none"> Writing a paragraph about how culture affects business life. 	<p>Language</p> <ul style="list-style-type: none"> Phrasal verb (verb + preposition) Phone verbs: <ul style="list-style-type: none"> -to get through -to put through -to cut off -to hang up -to hold on -to connect -to be concerned -to disconnect -to wait -to put down the receiver. Modals for request. <ul style="list-style-type: none"> -Can we meet on Tuesday? -Could I speak to ...? -May I have your name, please? -Can you hold, please? 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Distinguish a variety of telephone phrases when: <ul style="list-style-type: none"> -Asking to speak to someone. -asking someone to wait. -asking for the person's name. -saying that you'll call again later. Read about trends in cell phone use and discuss their own use by bringing magazine advertisements for cell phones to class. Read an email, and then write your own response to it. 	<ul style="list-style-type: none"> Respect for others. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Interpreting and comparing different cultural expressions or gestures. Write a paragraph about how culture affects business life.

Sub-area: English for Communication	Level: Eleventh
Unit 7: Entertaining!	Hours per unit: 12 hours
Cognitive target: Demonstrate ability to work cooperatively with others.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Entertaining guests and promoting leisure activities. Listening to information about a TV schedule SPEAKING <ul style="list-style-type: none"> Discussing about corporate entertaining. 	Functions <ul style="list-style-type: none"> Taking a guest to dinner. Making invitations Describing food. Greetings and small talk. Organizing types of events 	<u>The students:</u> <ul style="list-style-type: none"> Complete a personal timeline. Take conversation notes. Talk about activities with surprise and empathy. 	<ul style="list-style-type: none"> Punctuality. Dependability. Recognize cultural differences. 	<u>The students:</u> <ul style="list-style-type: none"> Entertain guests and promote leisure activities. Listen to information about a TV schedule Discuss corporate entertaining.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Reading a journal about a trip in magazine descriptions. <p>WRITING</p> <ul style="list-style-type: none"> Organizing a conference in another country including a variety of aspects. 	<p>Language</p> <ul style="list-style-type: none"> Past perfect tense to express an action which occurred before another past action. Past Perfect continuous. Use so or such with adjectives. Use adverbial clauses of time with when, as soon as, before, after and until in order to establish a time sequence. Words for talking about eating and drinking. Dating Outings. Media 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Read and discuss the entertainment section of the newspaper and how to make selections. Developing different types of reading skills Developing different types of writing skills on the following topics: <ul style="list-style-type: none"> How to make the conference abroad successful The staff should be friendly and helpful. All equipment in the conference room should work. The quality of the food in the restaurants and the speed of service. 	<ul style="list-style-type: none"> Sociability Teamwork. Leadership. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Reading a journal about a trip in magazine descriptions. Organize a conference in another country including a variety of aspects.

SUB – AREA: ENGLISH FOR COMMUNICATION

TWELFTH LEVEL



English classes have given me confidence in the four skills, no matter what profession I choose!

DISTRIBUTION OF UNITS ENGLISH FOR COMMUNICATION

Twelfth Level

Unit	Name of the unit	Estimated time in hours	Amount of weeks per unit
1	Day to Day Work	20 hrs	5 weeks
2	Customer Service	20 hrs	5 weeks
3	Stand for Excellence	20 hrs	5 weeks
4	Travel	20 hrs	5 weeks
5	Astounding Future Career	20 hrs	5 weeks
	TOTAL	100 hrs	40 weeks

Sub-area: English for Communication	Level: Twelfth
Unit 1 : Day to Day Work	Hours per unit: 20 hours
Cognitive target: Exchanging information about: day to day work.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Talking about jobs by describing daily activities at work. Asking and giving information about work routines. Describing work hours and conditions. SPEAKING <ul style="list-style-type: none"> Expressing likes and dislikes in daily life. Interviewing a classmate about safety devices. 	Functions <ul style="list-style-type: none"> Asking questions regarding work routines. Talking about a daily work schedule. Describing likes and dislikes. Examining job skills and qualifications. Making wise choices. 	The students: <ul style="list-style-type: none"> Talk about preferred work schedules and business hours around the world. Roleplay what people what they like about their jobs. Classify a list of work related items that are important and not important to you. 	<ul style="list-style-type: none"> Observe critically. Exercise leadership 	The students: <ul style="list-style-type: none"> Talk about jobs by describing daily activities at work. Ask and give information about work routines. Describe work hours and conditions. Express likes and dislikes in daily life. Interview a classmate about safety devices.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
READING <ul style="list-style-type: none"> Reading about home and safety. Reading an advertisement about a new product WRITING <ul style="list-style-type: none"> Writing reported speech using quotes. Writing a plan to improve safety at home. 	Language <ul style="list-style-type: none"> Prepositions. Adverbs of frequency. Phrasal Verbs. Verbs followed by –ing. Reported speech Reported speech with say and tell. Used to, be used. 	<u>The students:</u> <ul style="list-style-type: none"> Read an online advertisement. Read with understanding. Plan for a safe environment. Write a short letter describing the work conditions at your company. Convey ideas in writing. 	<ul style="list-style-type: none"> Guide others. Planning ahead of time. 	<u>The students:</u> <ul style="list-style-type: none"> Read about home and safety. Read an advertisement about a new product. Write reported speech using quotes. Write a plan to improve safety at home.

Sub-área: English for Communication	Level: Twelfth
Unit 2: Customer Service	Hours per unit: 20 hours
Cognitive target: Interprets and communicates information about: customer service	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Understanding effective telephone communication. Identifying specific details about customers during conversations Applying techniques to become an effective listener. SPEAKING <ul style="list-style-type: none"> Speaking appropriately while taking part in short conversations. 	Functions <ul style="list-style-type: none"> Identifying elements of effective telephone communication. Ensuring courtesy with business telephone contacts. Smiling before you pick up the phone. Leaving a good first and last impression. Letting customers know you want to help. Asking the customer to repeat if the message is not clear. 	The students: <ul style="list-style-type: none"> Listen to oral techniques about courtesy. Comprehend how to determine customer needs Roleplay treating every caller courteously. Development of skills to become a good clerk in customer service using the telephone 	<ul style="list-style-type: none"> Respect for different styles, methods and procedures. Understand and be understood by others. 	The students: <ul style="list-style-type: none"> Understand effective telephone communications. Identify specific details about customers during conversations. Apply techniques to become an effective listener. Speak appropriately while taking part in short conversations.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<ul style="list-style-type: none"> Defining the importance of proper telephone techniques and providing excellent customer service. <p>READING</p> <ul style="list-style-type: none"> Understanding details from passages and other written materials. <p>WRITING</p> <ul style="list-style-type: none"> Stating the importance of attitude and creativity in providing the highest quality customer service. Taking notes about specifications. 	<p>Language</p> <ul style="list-style-type: none"> Define service mentality. What is a customer? How many customers do you think you can attend each day? What is the most important key in service mentality? Callers can hear your smile even when they cannot see it. Give every caller the same courteous, friendly, professional treatment. Take initiative. Greet the caller with a pleasant buffer. Ask don't demand. Politeness is never out of style. Don't make or take calls anonymously. 	<p>The students:</p> <ul style="list-style-type: none"> Development of skills to become a better customer service clerk. Completion of charts by listening to people talking about the service attitude to provide high quality customer service. 	<ul style="list-style-type: none"> Learn from experience Empathy Enthusiasm Ownership Responsibility Adaptability 	<p>The students:</p> <ul style="list-style-type: none"> Define the importance of proper telephone techniques in order to provide excellent customer service. Understand details from, passages and other written materials. State the importance of attitude and creativity in providing the highest quality customer service. Take notes about specifications.

Sub-area: English for Communication	Level: Twelfth
Unit 3: Stand for Excellence	Hours per unit: 20 hours
Cognitive target: Exchanging information about: the ability to work cooperatively with others as a team member.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Listening to information about schools and colleges Listening to a conversation between an employer and an employee. Listening to a conversation between coworkers. SPEAKING <ul style="list-style-type: none"> Talking about programs and courses. Expressing encouragement when having a conversation. 	Functions <ul style="list-style-type: none"> Discussing adult education. Describing types of coursework. Identifying job skills. Defining feelings. Stating work communication. Defining job training. 	<u>The students:</u> <ul style="list-style-type: none"> Acquire and evaluate information. Listen actively to conversations among different people and take notes. Role-play a conversation between a parent and a child. Interpret and communicate information. 	<ul style="list-style-type: none"> Planning. Take responsibility for learning. Cooperate with others. 	<u>The students:</u> <ul style="list-style-type: none"> Listen to information about schools and colleges Listen to a conversation between an employer and an employee. Listen to a conversation between coworkers. Talk about programs and courses. Express encouragement when having a conversation.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Understanding details from school texts or passages. Reading and discussing job skills. <p>WRITING</p> <ul style="list-style-type: none"> Organizing information regarding benefit options. Organizing information with respect to personal qualities. 	<p>Language</p> <ul style="list-style-type: none"> Simple present and present continuous. Correlative conjunctions. Expressing future time with will, be going to, and the present continuous. Part time clauses with after, when, as soon as, before, and until. Simple past and present perfect. Express similarities with so, too, either and neither. Reductions with n' t. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Reading a vocational school advertisement. Reading an email from a teacher. Reading a job evaluation form. Reading notes from an interview. Reading a letter requesting a raise. Write statements about yourself. Make a list of programs and courses of interest to you. Write a letter to a professor. Fill out a work schedule. List personal qualities on a chart. Write a persuasive letter. 	<ul style="list-style-type: none"> Solve problems. Make decisions. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Understand details from school texts or passages. Read and discuss about job skills. Organize information regarding options between job benefits. Organize information with respect to personal qualities.

Sub-area: English for Communication	Level: Twelfth
Unit 4: Travel	Hours per unit: 20 hours
Cognitive target: Interprets and communicates information about travelling.	

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Listening to how Costa Ricans say thank you. Listening to instructions on how to get from one place to another using a map. SPEAKING <ul style="list-style-type: none"> Explaining leisure and entertainment possibilities for a visitor. Discussing weather concerns when travelling. 	Functions <ul style="list-style-type: none"> Finding out about a city. Making offers. Saying thank you Making recommendations. Travelling for business and pleasure. Coping with difficult travel situations. Making flight reservations. Renting a car. Giving and asking for directions. Attending business events. 	<u>The students:</u> <ul style="list-style-type: none"> Listen to statement about what people are doing during business travel. Organizing a visit to your international marketing company Discuss with a partner entertainment and leisure activities suitable for a visitor in a foreign country. 	<ul style="list-style-type: none"> Social and cultural background of people from different countries. 	<u>The students:</u> <ul style="list-style-type: none"> Listen to how Costa Ricans say thank you. Listen to instructions on how to get from one place to another using a map. Explain leisure and entertainment possibilities for a visitor. Discuss weather concerns when travelling.

LINGUISTIC ACHIEVEMENTS	CONTENT (Functions and Language)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Reading a map from another country and locating different cities and places. Understanding about national agencies. Interpreting environmental issues to take into account when visiting a foreign country. <p>WRITING</p> <ul style="list-style-type: none"> Writing a business plan to propose to an international company. Developing writing skills in making, accepting or declining an offer. 	<p>Language</p> <ul style="list-style-type: none"> You 're interested in...you should... If you like.... You should... Types of transportation. Learning about culture. Types of restaurants Talk about weather. Sightseeing. Day trips. Tipping Prices in dollars and cents. I' d like... I' d prefer. I' d like a single room. I' d prefer a nonsmoking room. Questions: How long How do I get to there? How will you be paying? How long will you be staying? 	<p>The students:</p> <ul style="list-style-type: none"> Imagine working for a broad casting company and practice giving the weather report. Develop different reading skills. Interpret information related to travelling. Write a short note suggesting what a visitor might enjoy doing in Costa Rica and offer your help with business travel. Write about severe weather conditions. 	<ul style="list-style-type: none"> Differences experienced while travelling on business. 	<p>The students:</p> <ul style="list-style-type: none"> Read a map from another country and locate different cities and places. Understanding about national agencies. Interprete environmental issues to take into account when visiting a foreign country. Write a business plan to propose to an international company. Develop writing skills in making, accepting or declining an offer.

Sub-area: English for Communication	Level: Twelfth
Unit 5: Astounding Future Career	Hours per unit: 20 hours
Cognitive target: Interpret and communicate information about: applying or transferring skills learned in one job to another.	

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Listening to job candidates' interviews for a position within a company. Listening to a discussion between two managers. SPEAKING <ul style="list-style-type: none"> Discussing community problems and solutions by interviewing classmates. Practicing intonation when expressing emotions. Talking about life in a city and contrasting it with life in the country. 	Functions <ul style="list-style-type: none"> Identifying career skills. Attending a job fair. Participating in a job interview. Defining the strengths and weaknesses. Describing future plans. Recognizing work standards. Expressing emotions. 	<u>The students:</u> <ul style="list-style-type: none"> Identify how to interview appropriately. Use sources of information about job opportunities such as job descriptions, job ads, and online job search engines. Respond appropriately to common personal information questions. Roleplay a conversation on how to relax before a job interview. 	<ul style="list-style-type: none"> Doing fieldwork. State goals for the immediate future. Find problems in your community. 	<u>The students:</u> <ul style="list-style-type: none"> Listen to job candidates' interviews for a position within a company. Listen to a discussion between two managers. Discuss community problems and solutions by interviewing classmates. Practice intonation when expressing emotions. Talk about life in a city and contrast it with life in the country.

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Reading to improve skills for successful career advancement. Comparing and contrasting lifestyles and goals with respect to work conditions. <p>WRITING</p> <ul style="list-style-type: none"> Developing consciousness about personal skills, achievements and awards. Organizing ideas to design a plan for achieving life goals. 	<p>Language</p> <ul style="list-style-type: none"> Real conditionals present and future. Present unreal conditional. Future continuous. Infinitives of purpose. Infinitives that follow adjectives. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Demonstrate the ability to apply or transfer skills learned in one job to another. Read about careers and skills. Read about how to have a successful interview. Read a resume from a job seeker. Read an employer 's campaign to improve working conditions. Make notes about personal skills, achievements and awards. Write a personal resume. Write about how employees feel when working in the field. Write a paragraph with your goals for next five years. 	<ul style="list-style-type: none"> Exercise leadership. Allocate time 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Read to improve skills for successful career advancement. Compare and contrast the lifestyles and goals with respect to work conditions. Develop consciousness about personal skills, achievements and awards. Organize ideas to design a plan for achieving life goals.

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ANNEXES

Communicative Activities

SPEAKING ACTIVITIES

Activity 1

Name: A day in the life.

Topic: Asking about events.

Materials: A piece of paper for each group.

Objectives: To practice asking questions in the past tense.

Process: The class is divided into groups. One member of each group leaves the room. The remaining group members decide on how the person who is outside spent the previous day. They draw up an exact time schedule from 8am to 8pm and describe where the person was, what he did, who he talked to. The people who were outside are called back in. There they try to find out, how the group thinks they spent the previous day. Then he gives the correct responses.

Taken from Cambridge University Press.

Activity 2

Name: Chit Chat

Topic: Personal information

Materials: Design a questionnaire sheet and one information sheet with name of people, age, country, marital status, job, hobbies

Objectives: The objective of the game is practice questions to find all people described in the questionnaire.

Process: The game may be played with any number. If there are more than 16 students in the class, the activity must be practiced in two groups. Copy one role card and one questionnaire for each student in the class. Distribute one role card to each student and allow a little time for them to become familiar with the information, then give each student the questionnaire. Each student must move around the room asking each other questions until they have found all the people described on the questionnaire.

Example:

QUESTIONNAIRE	ROLE CARD
A technician with two children. A grandmother who lives in ... A 24 year old nurse An electrician who plays the guitar	John Peter Age:26 Lives in London Married Two children:Tim and Andy Job: technician Hobbies: tennis, football

Taken from Oxford University Press

Activity 3

- Name: Looking for a job
- Topic: Talking about abilities
- Language: Use of can to express ability.
- Materials: A set of cards for each student in the class.
- Objectives: To practice the use of can + abilities.
- Vocabulary: Abilities.
- Process: The game may be played with any number of students. Copy enough cards for everyone in the class, make sure that for every employee's card there is a corresponding employer's card. Give out one card to everyone in the class. The object of the game is for every employee to find a job, and for every employer to find a suitable person for the job. To do this, employers will have to move around the class, interviewing candidates for the jobs. They should only take candidates who fulfill all the requirements listed on the advertisement. The game is finished when everyone has a job. If you have an odd number of students in the class, either one student will be left without a job, or, if you think this is too cruel, you should alter one of the advertisements to read.

Example:

Taken from Oxford University Press.

<p>You can:</p> <p>swim draw and paint speak French play the piano type sing</p>	<p>WANTED: KINDER GARDEN TEACHER</p> <p><i>Must be able to:</i></p> <p><i>Swim, sing</i> <i>Speak French, play the piano</i></p>
<p>You can:</p> <p>Take shorthand type Play the piano drive Speak French and German swim</p>	<p>WANTED: SECRETARY</p> <p><i>Must be able to</i></p> <p>Type Take shorthand Speak French and German</p>

Activity 4

Name: Job Prestige

Topic: Occupations

Materials: Prepare a list with 15 different occupations, give a list to every student.

Objectives: To practice speaking about occupations.

Process: Outline the task. Give a list of occupation to each students and tell them to rank them according to two criteria. First arrange them in the order in which these jobs are regarded and paid for in our society. Secondly make a list according to the importance of the job. Divide the class in pairs, let students compare their lists and priorities, ask them why do they agree or disagree with their classmate list. Write the differences on the board to discuss with the rest of the class.

Taken from Cambridge University Press.

Activity 5

Name: Secret Topic

Topic: Arguing, Expressing one's opinions

Materials: A piece of paper with a topic on it.

Objectives: To discuss and express one's opinions about a specific topic.

Process: Two students agree on a topic they want to talk about without telling the others what it is. The students start discussing their topic without mentioning it. The others listen. Anyone in the rest of the group who thinks he knows what they are talking about, joins in their conversation. When about a third or half of the class have joined in the game is stopped.

Taken from Cambridge University Press.

LISTENNING ACTIVITIES

Activity 1

Name: Debate the Issue
Topic: Discussion
Materials: Select a sequence which features a controversial issue.
Objectives: To promote communicative competence.

Process: Write a motion on the board related to the topic of the video. for example: everyone should have the right to possess a gun for self protection. Tell the students that you are going to play a sequence related to that motion. As they watch the video, they are to decide how they feel about the motion, play the sequence, tell the students that they are now going to participate in a debate, Ask for volunteers to argue 'pro' and 'con'. Select an equal number of students between 2 and 4, to form two debating teams. Appoint one student from each team to act as captain. Captains will give their presentations first and summarize their team's argument at the end. If there is time, play the sequence again.

Taken from Prentice Hall Regents.

Activity 2

Name: Assemble the script/video
Topic: Listening comprehension
Materials: Select a sequence in which the dialogue provides several clues to the action, and the picture frequently suggest what is being said. You will need two rooms and an audiocassette recorder. Before class, record the sound track of the sequence onto an audiocassette.
Objectives: To practice listening, speaking and writing.
Process: Divide the students into two teams and possibly into subgroups. Tell the students that you are going to play a short sequence. Explain that one team will have the soundtrack only. They must imagine the pictures. The other team will

have the video without the sound, they must write the dialogue script. If necessary, give a very brief hint about the subject-matter of the sequence, the names of characters, etc. Team 1 takes the audiocassette recorder to the other room, they play the soundtrack and write down what they think the situation is, who the characters are, what happens during the sequence. Stay with team 2, play the complete sequence with the sound turned down, they play it shot by shot without sound, pausing to allow the team to write the dialogue. Bring team 1 back into the classroom. Divide the students into pairs with one member from team 1 working with one member from team 2. Each pair takes a piece of paper with a line down the middle. They must now write the script (short description on the left of the line, dialogue on the right).

Taken from Prentice Hall Regents.

Activity 3

Name: Analyzing Commercials/video

Topic: Discussion, Listening, Note-taking

Materials: Select one or more commercials which provide enough relevant information and discussion points for this activity. Duplicate the handout, make one copy for each student.

Objectives: To discuss, to listen and take notes about a tv commercial.

Process: In class: Distribute the handout. Go over it with the students to make sure they understand the kind of information required. Tell the students that you are going to play a TV commercial. Their task is to complete the chart with information from the commercial. Play the commercial, several times if necessary. The students work individually to complete the chart, as they finish, ask the students to compare their answers with those of another student. Play the commercial again. The students confirm or modify their answers.

Taken from Prentice Hall Regents.

READING ACTIVITIES

Activity 1

Name: Ten things to Do Before Reading

Topic: Practice previewing

Material: Reading passages from students' books

Objective: To preview a reading to see what students already know in terms of content and vocabulary.

Process: Ask students to brainstorm for answers to the following questions, then write ideas on the board.

1. Look at the title and the heading for each section. What do you think this passage is going to be about?
2. Look at the pictures. What do you think this passage is going to be about?
3. Read the first and last paragraphs and the first sentence of each paragraph. What do you think this passage is going to be about?
4. Read the title. Now quickly scan the passage and circle all the words that have a connection to the title.
5. Scan the passage and cross out all the words you don't know. After you read the passage again carefully, look up the words in a dictionary.
6. After looking at the title, pictures, and so on, brainstorm the specific words you expect to see in the passage.
7. After looking at the title and pictures, make up some questions you think this passage might answer.
8. What kind of passage is this? (fiction?-nonfiction?-what kind?) Why would somebody read this? For information? Pleasure?
9. Choose words from the passage and write them on the board. Ask students to scan the passage and circle them.
10. Tell a story about the background of the reading passage, or summarize the passage itself. Ask students to take notes or draw a picture of the story as you speak.

HAVE EVERYONE READ THE PASSAGE.

Taken from new Ways in Teaching Reading.

Activity 2

Name: Newspaper Posters

Topic: Encourage students to read different sections of a newspaper.

Material: Articles from newspapers. Large poster boards, scissors, glue and markers.

Objective: Understanding the content of the sections in a newspaper is essential to give students access to more of the English-speaking world around them.

Process: Clip an assortment of articles and other items from newspapers. Be sure to include enough items from all parts of the papers for all the groups to have plenty to choose from.

Provide a list of all categories to be included in the posters. For example: Front page, metro, business, sports, lifestyles, entertainment, classifieds.

Put the students into groups. Each group uses a poster board and creates a poster that represents the various items found in the different sections, choosing from the articles and items you provide. Ask the students to label the categories.

Taken from new Ways in Teaching Reading.

Activity 3

Name: Monitoring Comprehension

Topic: Monitor students comprehension while reading

Material: Article with long, descriptive paragraphs.

- Objective: Allow students to reflect on their understanding of the article at different stages, to predict what may come next and to evaluate how well they are reading while they are engaged in doing it.
- Process: Using the article you have selected, prepare questions for each paragraph that the students have to answer: Ask readers to reflect on what may come next, and draw on previous cultural and personal experience. Include some questions specifically about monitoring, in addition to the questions about comprehension, for example: *When you ran into a difficult word or meaning, what did you do? Did you reread the word? Read ahead hoping to find the answer? Look in a dictionary? Ask someone else?* Cut the reading passage into paragraph pieces that you can tape in different places around the classroom in random order. Group the students and send them around the classroom together, with each group starting at a different location. Encourage students to work together and answer the questions as a group. They should discuss how they understood the text in order to answer the questions about comprehension and monitoring. Have each group piece together the reading text in the correct order. A general discussion at the end may focus on the main ideas, how students felt as they read each paragraph, and what strategies they used to figure out the paragraph order. After each paragraph, insert a clue, rather than a question, to find the next paragraph. Clues could include pieces from the next or last paragraph.

Taken from new Ways in Teaching Reading.

WRITING ACTIVITIES

Activity 1

Name: Letters to complaint

Topic: Learn to complain in writing

Material: Chalkboard or overhead projector (OHP).

Objective: Sensitizes students to the differences in register between written and spoken forms, focusing on different language functions, for example, apologizing, giving invitations, offering congratulations, and offering condolences.

Process:

1. Ask students if they have ever written a letter of complaint. Elicit from students what kind of things people complain about in writing, for example, faults in new consumer products, poor services, incorrect bills. Write these up on the board.
2. Using some of the examples on the board, establish who the students would write to if they were to write a letter of complaint. For example, about a faulty CD player, they would write to the shop manager.
3. In pairs ask students to simulate
 - (a) a conversation with a friend about a CD player they have just bought, but which doesn't work properly.
 - (b) a phone call between a consumer with a complaints and the official person they are complaining to, for example, someone who has just bought a CD player that doesn't work properly and the manager of the shop they bought it from.
4. Ask students to write a letter of complaint to the manager of the shop.
5. In pairs ask students to discuss the differences between complaining: orally to a friend, orally to an official person and in writing to an official person.
6. Elicit differences from students and write them on the board in three columns: oral/friend, oral/official, written/official. The differences should include actual examples of language used.
7. Highlight the differences that have emerged among the three columns and focus on forms that would be appropriate for the letter. Then ask students to write another letter of complaint.

Taken from new Ways in Teaching Writing.

Activity 2

Name: Practical Business Writing

Topic: Inform some or request information

Material: Paper, appropriate addresses and references. Three standard business letters.

Objective: Give students a formula or a template for business letters, you foster confidence and facility with the language in a realistic situation while teaching both the process and the product

Process: 1. Present the following 10 principles to summarize the basics of business letter writing:

- Write concisely, eliminating stock phrases that serve no purpose, and using reasonably short sentences. Avoid jargon in favor of common words and phrases.
- Consider the reader's background and expected attitude toward the message, tailoring the words to the reader's situation and level of understanding.
- Write positively, eliminating negative words from the message.
- Strive for clarity, using familiar words and ensuring that grammar, punctuation, and spelling are correct.
- Check that the information in the message is accurate.
- Look for omissions and inconsistencies to ensure completeness.
- Strive for concreteness with specific amounts and figures, rather than abstract concepts.
- Use active, rather than passive, constructions to foster clarity as well as brevity.
- Ensure fairness-avoid evidence of stereotyping and prejudice.
- Finally, practice ethicality, ensuring that no impossible promises are made, no matter how much goodwill they might create.

2. Present a business letter format and guidelines for one of these three basic business letters: Inquiry letter, Order letter, Request for Assistance

3. Ask students to write a letter.

4. Have students evaluate their own or a peer's paper using the guidelines for the type of letter and also the 10 principles.

Activity 3

Name: Authentic Texts for Writing

Topic: Organize an effective memorandum

Material: Sample office memoranda. An editing checklist

Objective: Produce writing that reflects the conventions of professional communication.

- Process:
1. Collect examples of effective office memoranda of the type you want your students to practice writing themselves (About six examples are sufficient). Collect poorly written or weakly organized ones as well for text-revising practice. In addition, find an example of a checklist for writing effective memorandum that you feel will be useful to your students (see Appendix)
 2. Distribute copies of the memorandum to pairs or groups of students.
 3. Ask students to examine and compare the memoranda and to answer questions such as the following:
 - Where can you find information about the sender and receiver of the message?
 - What function does the subject heading serve?
 - How many paragraphs are there in the example? Are the paragraphs long and short?
 - Reading only the first paragraph, can you tell the main subject of concern in each example?
 - Do the sentences vary in the length and type?
 - Do the writers use different tenses in their writing?
 - Can you spot any grammatical or spelling errors?
 - Compare the examples, how do the writers end the memo?
 4. As the students work through the memoranda and the questions, ask them to develop the checklist that they think captures the essence of an effective memorandum. The check list should consider issues of content, grammar, clarity, conciseness and style.
 5. Allow students up to 45 minutes for this activity and then have groups presents their information.
 6. Now distribute copies of you own editing checklist or writing guide.

7. Review the checklist and compare what each element includes with the information students have produced.
8. Summarize the main points of writing an effective memorandum and prepare students for the writing task.
9. Distribute copies of poorly written memorandum for the groups to analyze, using the checklist to guide them.
- !0. Each group should suggest how the memorandum can be improved.
11. After discussion, students should rewrite the weak examples on group or individual basis.

SAMPLE EDITING CHECKLIST

Content

- Use informative and specific headings
- Paragraph by idea.
- Retain first choice words.
- Eliminate unnecessary details.
- Proportion should match emphasis.
- Check accuracy and completeness of factual information.

Grammar

- Do not write fragments for sentences.
- Avoid run-on or fused sentences.
- Do not dangle verbal.
- Use parallel structure.
- Make pronouns agree with their antecedents.
- Make verbs agree with their subjects.
- Do not change tenses or words unnecessarily.
- Punctuate correctly.
- Choose appropriate words and phrases.
- Spell correctly.

Style

- Vary sentences patterns and length.
- Substitute stronger verbs for weak ones.
- Prefer a personal, conversational tone.
- Adjust the tone and formality to suit the purpose and audience.
- Clarity
- Prefer short sentences and simple words.
- Use concrete words and phases over vague general ones.
- Sequence ideas to indicate emphasis.
- Link properly to show relationship.
- Show clear transitions between ideas.
- Use clear references.
- Place modifiers correctly.
- Conciseness
- Prefer active-voice verbs and action verbs.
- Be emphatic and to the point.
- Highlight the main verbs of sentences.
- Cut clichés, redundancies and little-word padding.
- Eliminate needless repetition.

Taken from new Ways in Teaching Writing.

LISTENING TASKS

1. Outstanding researchers have referred to the development of this skill as the most important when babies start learning their native language. Non native speakers of any language, need to follow the same process when learning that language.

(Source: D. Nunan 1998 *Second Language Teaching and Learning* . Boston: Heinle & Heinle.)

WHY SPEAKING DELAY?

- Some people believe that learning a language is building a *map of meaning in the mind*. However, talking is not the best way to build up this cognitive map in the mind. To do this, the best method is to practice meaningful listening.
- *The listening-only period* is a time of observation and learning which provides the basis for the other language skills. It builds up the necessary knowledge for using the language.
- When this knowledge is clear and complete, the *learner can begin to speak*.

FIVE CONDITIONS FOR LANGUAGE LEARNING TO OCCUR:

- **The Message:**
The learners' attention is focused on the message (function), not on grammatical rules because language acquisition is considered to be an unconscious process. The form of the message requires:
 1. The application of conscious language rules,
 2. Lots of time to analyze the process of the rules and exceptions, consciously or by heart.

- **Understanding:**

The learner must infer the meaning of most of the message through techniques of simplification of grammar and vocabulary and by using organizational and contextual aids to understanding.

- **Quantity:**

It is necessary a great deal of listening activity before learners feel ready to speak.

- **Interest:**

The learners would like to listen to a relevant message related to their interests.

- **Low Anxiety:**

Listening is a receptive skill. The learners see the learning experiences very easy and relaxed. There is no reason for fears to arise.

Adapted from Nord, J. R. *Developing Listening Fluency before Speaking*, 1980: p.17

MULTIPLE INTELLIGENCES THEORY

Verbal/linguistic	Logical/ mathematical	Visual spatial	Bodily/ kinesthetic	Musical/ rhythmic	Interpersonal	Intrapersonal
<ul style="list-style-type: none"> • Reading • Vocabulary • Formal Speech • Journal/Diary Keeping • Creative Writing • Poetry • Verbal Debate • Impromptu Speaking • Humor/Jokes • Storytelling 	<ul style="list-style-type: none"> • Abstract Symbols/Formulas • Outlining • Graphic Organizers • Number Sequences • Calculation • Deciphering Codes • Forcing Relationships • Syllogisms • Problem Solving • Pattern 	<ul style="list-style-type: none"> • Guided Imagery • Active Imagination • Color Schemes • Patterns/ Designs • Painting • Drawing • Mind-Mapping • Pretending • Sculpture • Pictures 	<ul style="list-style-type: none"> • Folk/Creative Dance • Role Playing • Physical Gestures • Drama • Martial Arts • Body Language • Physical Exercise • Mime • Inventing • Sports Games 	<ul style="list-style-type: none"> • Rhythmic Patterns • Vocal Sounds/Tones • Music Composition/Creation • Percussion Vibrations • Humming • Environmental Sounds • Instrumental Sounds • Singing • Tonal Patterns • Music Performance 	<ul style="list-style-type: none"> • Giving Feedback • Intuiting Others' Feelings • Cooperative Learning Strategies • Person-to-Person Communication • Empathy Practices • Division of Labor • Collaboration Skills • Receiving Feedback • Sensing Others' Motives • Group Projects 	<ul style="list-style-type: none"> • Silent Reflection Methods • Met cognition Techniques • Thinking Strategies • Emotional Processing • "Know Thyself" Procedures • Mindfulness Practices • Focusing/Concentration Skills • Higher-Order Reasoning • Complex Guided Imagery • "Centering" Practices

GLOSSARY

Some terms have been used in this Syllabus, which may be unfamiliar to you. Simple definitions are included for this purpose.

Activity	Situation in which a lot of things are being done, usually in order to achieve a particular purpose.
Assessment	The learner's ability to reflect on the results of his/her learning process.
Attitudes	Expressions of positive or negative feelings towards the learning of a foreign language.
Awareness	Acquaintance, consciousness with knowledge.
Communication	Activity or process of giving information to other people or other living thing, using signals such as speech, body movements or radio signals.
Communicative Competence	The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences and to whom. It includes knowledge of the grammar and vocabulary of the language. Knowledge of rules of speaking, (knowing how to begin and end conversations, what topics may be talked about in different times of speech events, knowing which address forms should be used with different persons.) Knowing how to use language appropriately.
Curriculum subject.	Knowledge, skills, materials, learning activities and terminal behavior required in teaching of any subject.
Cultural	

Component	The part of the language which includes the total set of beliefs, attitudes, customs, behavior, social habits, etc. Of the members of a particular society.
Evaluation	The whole process of determining the effectiveness of teaching and learning.
Feedback	Monitoring and adapting one's actions on the basis of the perceived effect on the environment. In Language activities, it is a response to the reactions of listeners and readers.
Formal Component	The part of the language which includes the linguistic patterns (structures).
Formative Evaluation	A learning activity through which the students learn from their own mistakes.
Function	A Communicative purpose of a piece of language.
Functional Component that is described	A part of the language which refers to it as an instrument of social interaction rather than a system is viewed in isolation. Language is often expressive and social. Language is often as having three main functions: descriptive, expressive and social.
Global Development	The insertion of individual and national working forces into the world development.
Group work	Work in which the class is broken into small groups of few students. They may work simultaneously on the same topic but with different material on each table.
Input	Oral or visual stimuli from the formal or informal learning setting.
Integration of Skills	The teaching of the language skills in conjunction with each other, as when a lesson involves activities that relate listening and speaking.
Interaction	Communication between two people.

Learner	A person who is learning a subject or a skill.
Learning Strategy	A way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of language.
Learning Styles	The particular way in which the learner tries learning new things. There are four different learning styles.
Mediation	Action of changing events, experiences or sets of circumstances.
Methodology	The study of the whole process of language teaching with the aim of improving its efficiency.
Monitoring	Learners try to any correct errors what they have just said. The teacher may help them to do it by imitating her/him.
Pair-work simultaneously.	Work in which two students perform a task or different tasks
Principle	General rule you follow to achieve something.
Procedure	Action or series of actions to be completed in order to carry out a process.
Process	A series of actions that are carried out in order to achieve a particular result.
Profile	Amount of language learned at the end of the process.
Role –Play	Drama-like classroom activities in which the students take the roles of different participants in the situations. They may act out which might typically happen in that situation.
Skill	Knowledge and ability that enables you to do something well. Linguistic skills enable you to fulfill the communication needs.

Student/Learner	In a communicative approach, a student/learner is the person on whom the learning process is centered. The student learns by doing. She/he becomes an independent and interdependent learner.
Sub-Skills	A division of the skills, such as discriminating sounds in connected speech, understanding relations within a sentence identifying the purpose and scope of a presentation.
Syllabus	An educational program which states: a.) The educational purpose of the program (the ends). b.) The content, teaching procedures and learning experiences which will be necessary to achieve this purpose. c.) Some means for assessing whether or not the educational ends have been achieved.
Tasks	Steps or actions, which are carried out during an activity.
Warm-up	To stimulate the interest and the participation of the learner in an activity.

EVIDENCE PORTFOLIO

MINISTRY OF PUBLIC EDUCATION
DEPARTMENT OF TECHNICAL SPECIALTIES
TECHNICAL HIGH SCHOOL

PORTAFOLIO DE
PORTAFOLIO DE
EVIDENCIAS
EVIDENCIAS

Student:
Place and Date:

EVIDENCE PORTFOLIO

Technical High School:	
Program:	
Level:	TENTH GRADE____ ELEVENTH GRADE____ TWELFTH GRADE____
Student's Name	
Date of Birth	
Address	
Telephone	
Email	
Full Names - Parents or Guardians	
Telephone - Parents or Guardians	

ACADEMIC HISTORY
<ul style="list-style-type: none"> Primary School:
<ul style="list-style-type: none"> High School:
<ul style="list-style-type: none"> Courses Completed:

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