Universidad Centroamericana UCA
School of Humanities and Communication

Communicative English program for Beginner Learners at Servex Education
English Academy.

Innovate proposal to obtain the Bachelor of Arts Degree in
Teaching English as a foreign language

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Dedication

I would like to dedicate this project to God almighty who give the life and the strength and guide me to end this desirable dream.

Especially to my mother Norma Mendieta Luna who always encourage me, support and give me valuables advice to hard-working and perseverance to achieve my desirable goal.

To my step father Eddy Ruiz who support me a long these for years.

To my Father Francisco Mercado.

To my family
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Communicative English program for beginner learners at Servex Education English academy.

Currently it is a requirement to speak English because of its growing importance as a plus for people who desire to enter a global workforce and to improve their lifestyle getting a better paid job. In fact, this Communicative English program is aimed at designing a curriculum proposal for students at Servex Education. The academy is located in Rivas and it has been working since 2012. The academy offers communicative English program mostly to kids, teenagers and some adults. However, they do not have a formal curriculum yet, that guides teachers in the learning processes of the students.

Moreover, this project will focus on providing students with strong, solid based knowledge in the English language taking into consideration that the first and second level are the first step when they are learning a new language. Indeed, this proposal will take into account the students needs, likes and wants in order to make this work significant and meaningful for students.

Furthermore, in this project there will presented process of analyzing the context in deeply through the application of instruments to gather information about the needs, lacks and wants of the target context and population. Also, it will be presented the discussion of some theories related to what a language curriculum requires such as methodology, content, evaluation for the project, and assessment to student. Moreover, in this proposal it is present a brief description of what is to be covered in the first and four program. Then, it is present the table of content of the courses of first and four level. It is important to mention that these levels will be more oriented to developing language competences at an A2 level according to the common European framework. (CEF).

Finally, this proposal will contain appropriate teaching methodology, organize meaningful content, and some teaching recommendation that guide teacher to give students the amusing process of learning the new language.
I. Justification

English may not be the most spoken language in the world, but it is the official language in a large number of countries and it has become the dominant business language. In fact, there is a desire to learn English as a foreign language for Nicaraguans because the area of job opportunities it offer such as: call center, restaurant, touristic zones, and many other places. Servex Education Academy is an institution that has the intention of providing its students with the tool needed to survive in a globalized world by getting good job opportunities in the English area.

Another important aspect is that no one has worked before in an English curriculum in this place, so that is why this is an innovative project which is focused on a curriculum proposal for beginner learners at Servex Education Academy to set the pillars of their further learning. Furthermore, this program is aimed at providing students with a solid base of English knowledge in order for them to be promoted to the next level with high quality of confidence regarding the English language competences. This proposal intends to suggest meaningful content and suitable teaching techniques for teachers at Servex education Academy. I believe that students can achieve their goals by having an appropriate program that guides them in the learning process.

On the other hand, this proposal responds to the needs, wants, and lacks of one group of students who are going to take this course. Hence, I strongly believe that with this proposal Servex’s goals will be achieved more effectively than ever wanted.

Finally, the present work will be a guideline or reference for Teaching English to students who can revise this document to compare it with other projects. This proposal takes into account the parameter and process of curriculum design such as, need analysis, theoretical framework, methodologies, and program proposal.
II. **Objective of the project**

**General Objective of the project**

- To design a Communicative English program for beginner learners at Servex Education Academy in Rivas.

**Specific Objective of the Project**

- To identify the needs, lacks and wants for first and second level Students at Servex Education.
- To propose a set of contents in terms of students learning needs.
- To suggest teaching methodology and material to suit students´ needs.
- To suggest an appropriate assessment and evaluation plan for the program.
III. Theoretical Framework

English is a very important language spoken in North, Central and South America, Europe, and Asia as well. Nowadays, there are many English courses on the web, a lot of English Academies offering communicative English course in Nicaragua. Designing an English proposal in Nicaragua taking into consideration Student needs, likes, wants, and lacks in one specific population make the difference to other communicative English courses that are standard. English program designers know the importance to design an English program by doing an assessing need. They are aware that every learner in the classroom bring with them different learning styles, so create a specific program with the parameters underlined before is crucial, and most fruitful for the learning process.

In this section, it is intended to focus on what curriculum design is, the importance of environment analysis and assessment. Furthermore, some language acquisition theories; Behaviorism, comprehensible input, Affective filter hypothesis, and the seven learning styles proposed by Howard Gardner. Finally, this leads to the last but not least the teaching methodology chosen for the project: The eclectic approach of learning, Direct method, The Communicative Language Teaching Approach, and Total Physical Response method.

A. Curriculum Design Theories

Macalister. J (2010). Explains that Curriculum is a process in which many elements play an important role in the direction and objective of the course. Such elements are closely linked to the target population and context; that involves the integration of knowledge from many of the areas in the field of Applied Linguistics, such as language acquisition research, teaching methodology, assessment, language description and materials production.
On the other hand, Kathleen graves’ book (2000) on designing language course, describes the elaboration of a curriculum in nine stages. Thus, I decided to adapt the curriculum proposal process taking Graves graphic for Curriculum design process.

Defining the context
According to Graves (2000) designers need to know as much as possible about the context they are working on, in order to make decisions on it. Furthermore, when designing a language curriculum, I must take into account specific characteristics such as, people, facilities, location, background knowledge, constrains and strength that are influence in any type of decision that will assist during the whole processes of designing a language curriculum.

Formulating goal and objective
From my point of view, the goals and objectives are based on the need of the project. It’s very important to have a clear picture of the goal and objective because this is going to help to achieve the main purposes of the project. According to Grave (2000) Stating your goal helps to bring into focus your vision and priorities for the course. In other words, Goal and objectives are vital in the process of designing a course; those are going to guide the designer to have a clear vision of the need of the course.
An effective and most fruitful program provides teachers, students, and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Teachers play a key role in developing, implementing, assessing and modifying the curriculum. An evidenced-based curriculum acts as a road map for teachers and students to follow on the path to academic success.

Before writing an English Curriculum, designers observe, and analyze possible external or internal constrains depending on the environment of the institution. Environment analysis (Tessmer, 1990) involves looking at the factors that will have a strong effect on decisions about the goals of the course, what to include in the course, and how to teach and assess it. These factors can arise from the learners, the teachers, the teaching as well as the learning situation. On the other hand, it refers to students’ background, a deeper environment analysis is the first piece of consideration in order to find out students’ needs; lacks, likes and wants, those students necessities are important to analyze for considering what content it will be include, how and why.

Assessing needs

Another important element on designing a course is assessing needs. Graves (2000). Explain that when needs assessment is used as an ongoing part of teaching, it helps the learners to reflect on their learning, to identify their need, and gain a sense of ownership, and control of their learning. So, in this project it is going to help me to have a better picture of my project and to reflect more on the student’s primary goal. Additionally, graves (2000) explained that need assessment involves a set of decisions, actions, and reflections that are cyclical in nature as well as to gather information of the student’s abilities, attitudes, and preferences before the elaboration of the course. Thus, in order to make a decision about what will be taught how will be taught, and how will be evaluated, all aforementioned will help me to carry with the steps of creating this project.
Common European Framework (CEF)

The purpose of the Common European Framework is to provide a guide for the elaboration of curriculum, syllabus, and study of textbook. Also, the CEF deliver the tool teacher needs in order to assess students through the learning process. For example: the CEF describes what learner can do in six specific levels. These levels are: A1, A2, B1, B2, C1, C2. Also, these levels are defining in the following terms A1, A2 Basic user, B1, B2, Independent user, C1, C2, Proficient user. Indeed, the target population of this project will reach A2 level according to CEF that means that they can be able to use familiar everyday expression and very basic phrases related to areas of most immediate relevance as well as to develop reading strategies to understand short and simple passages. In Writing, they can write simple texts related to matter in areas of immediate need, and finally in listening understand phrases and highest frequency vocabulary related to the area of most immediate need.

B. Language Acquisition Theories
For this project, I will suggest some language acquisition theories in order to have a better understanding of how learners learnt a foreign language. The theories chosen are Behaviorism, Comprehensible input, Affective filter hypothesis.

1. Behaviorism
Behaviorism was a theory of learning that was very influential in the 1940s and 1950s, especially in the United States. With regard to language learning, the best-known proponent of this psychological theory was B. F. Skinner. Traditional behaviorists hypothesized that when children imitated the language produced by those around them, their attempts to reproduce what they heard received positive reinforcement.

This theory has a powerful influence in second and foreign language teaching. Nelson Brooks (1960) and Robert Lado (1964) were two proponents of this perspective whose influence was felt directly in the development of Audiolingual teaching materials and in teacher training. Classroom activities emphasized mimicry and memorization, and students learned dialogues and sentence patterns by heart.
This theory is very important for the target population that I am working on because the majority of the students are teenager and they are great imitators of what happens in the classroom, so the application of this theory will have a positive reinforcement for students at Servex Education because students will allow to repeat phrases, words, practices dialogue by heart, understand meaning by the use of picture, gesture or mimic. Thus, it is going to get students to create a habit in where the target language is exposed all the time.

3. Comprehensible Input Hypothesis

In the acquisition learning hypothesis krashen points out that human beings acquire knowledge as they are exposed to samples of the target language they understand pretty much the same way children pick up their first language.

According to krashen’s (1987). Comprehensible input hypothesis acquisition occurs when one is exposed to the language that is comprehensible and contains I 1 i represent the level of the language already acquired, and the 1 is a metaphor for language (grammatical form, aspect of pronunciation) that is just a step beyond student’s level.

This theory provides the data that students at Servex Education must be exposed, and addressed with meaningful input, for example, when learners receive enough comprehensible input, students understanding is provided by being exposed to the target language. Beside, students’ knowledge will grow as well.

The aim of this project is that students can communicate and develop their skill such as speaking, listening, reading, and writing. So, the input that students receive in each of the skills aforementioned need to be meaningful at the same time the input that students are going to learn needs to be according to the level of the students. So, in order that students at Servex get comprehensible input they should be allowed to speak in the target language all the time. That means that teacher needs to provide excellent input to obtain good output.
4. Affective Filter Hypothesis

On the other hand, Affective filter hypothesis is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available. (Krashen, 1987) Krashen claims that learners with high motivation, self-confidence, a good self-image and low level of anxiety are the better equipped to be successful in a second language acquisition.

The affective filter hypothesis chosen for this project consist that students who feel stressful cannot learn because they create a barrier that interrupts the process of learning. In contrast, if students have low level of anxiety and are well prepared they can success in their learning, that is why it is very important to create an environment when learners can receive meaningful input as well as learners need to be high motivated, enjoy the learning, and get familiar with the language in a natural and spontaneously way by been exposed to the target language with fun, and interactive activities that allow them to obtain better results in the process of learning the target language.

C. Teaching Methodology

In order to have a strong foundation of the methodology that the teacher will implement during the learning processes of the students; the designer needs to take into consideration some methods and approaches that are effective and suitable that supports the methodological decision implemented in this project; thus the following language teaching method is proposed.

1. The Eclectic Approach

The proper method of learning speaking is to contextualize the language, bringing into present time use of language. Language is a whole. The parts of language teaching cannot be isolated. Language should not be separated into pronunciation, grammar, and vocabulary. The eclectic theory point out that proficiency of language occurs through constant practice of usage as language whole. Nevertheless eclectic way of learning English speaking primarily involves the four skills.
Larsen Freeman (2000) and Mellow (2000) both have used the term principle eclecticism to describe a desirable, coherent, pluralistic approach to language learning teaching. Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and objectives. The different components of language (pronunciation, grammar, and vocabulary, etc.) have no meaning when they are isolated from each other (Freeman, 1992). Language should not be separated into chunks like pronunciation, grammar and vocabulary.

The eclectic method is a combination of different methods of teaching and learning approaches. This method effectively works for any kind of learners ‘irrespective of age and standard. Learning is fun and innovative due to the unique nature of learning process.

Canale and Swain rightly said about the four dimensions of communicative competence, grammar competence, socio linguistic competence, discourse competence, and strategic competence (Richard, 1986), Communicative approach for communication serves flow learning process.

The purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language. Moreover, with this approach teachers at Servex will implement different types of learning activities that are directly related to their experiences in the real world.

2. The Direct Method

According to Maximilian Berlitz, the Direct Method was developed from the natural method; it emphasized the learning of speech acquiring meaning in environmental context, and learning grammar through induction. According to this method English is directly taught in the target language and the learners acquire the language through discussion, conversation, and reading in the target language. Therefore, the teacher explain the new vocabulary by using realia, visual aids or demonstrations. I consider that through the application of this method will help students to obtain effective knowledge in the English language. Consequently, one
important feature in this method is that classroom instructions are given in the target language, so students are exposed to learn the L2 without the use of the native language. In fact, Berlitz, M (1987), inferred from the study the following principles.

- The native language is not allowed in the classroom.

Regarding this principal teacher need to take into account that the native language should be not allowed in the classroom that mean that teacher most used the target language all the time. This is going to help students to be aware of the importance of used the language as well as develop their language skill and understanding since the first day of class.

- The purpose of the language learning is communication.

This principal is very important since the main focus of this project is for communication, so students will develop their communicative competences to rich the main goal of this course. Likewise, teacher need to put a lot of creativities, fun, and well organized class in order to stimulate students’ background knowledge to address a conversation in the target language.

- Students should be encouraged to speak as much as possible.

We have taken into consideration many factors that can be a benefit for teacher in order to make the class unforgettable such factors can be their age, personality (shyness), natural abilities, and learning styles. Therefore, teacher need to be constantly motivating students to use the language through activities, games, creative and challenging tasks.
• Grammar should be taught inductively.

I choose this principle because I consider that will work in most of the levels specially at low levels because students might have a lot of questions about grammatical structures and explaining them could lead to more complex questions and consequently to frustrating.

Moreover, in the direct method the teacher’ role is to create great atmosphere among students and teacher. That means they are like partner and students feel more confident when they participate or speak in the target language. In the same page, the students learning process will enhance since the interaction goes in both way, from teacher and students and students to teacher. In fact, the role of the teacher plays an important role in the learning process of the students, so teacher should be carefully encourage, motivated, and use real situation to demonstrate student’s interest on the subject.

3. The Communicative Language Teaching

Communicative Language Teaching. This states languages as a mean of communication and it is required for students to communicate completely using the target language. Larsen-Freeman (2000) states “Communication is a process; knowledge of the forms of language is insufficient”. On another hand, (Johnson and Morrow 1981) said that, they have three feature in common that are truly communicative thus are; information gap, choice, and feedback.

Indeed, the CLT has the characteristic that we are looking for one specific group of students at Servex Education. We consider that this approach response to the communicative competences that are vital for having students to establish their own critical thinking since the teacher uses activities such as: Problem-solving task, role play, and games, so it is suggested that students work in pair or group to support each other and learn from one another. Furthermore, the activities highlighted before sustenance students to achieve their language competences and knowledge in order to success in their communicative competences.
In the communicative language teaching, the main role of the teacher is to promote communication, and answer students question as well as monitoring their performance. However, student’s role is actively engage in negotiating meaning in trying to make them understand as well as they seen as more responsible for their own learning.

Since this method has been using for getting students to communicate and build a relationship among teachers and students, I believe that students teacher interaction is essential for learn and build a good communication.

Finally, Communicative Language Teaching Approach offers the possibility to include authentic language whenever possible used in real context, by adapting materials to make lessons more communicative and interactive as well as to create students critical thinking.

4. Total Physical Response

According to Asher TPR was developed in order to reduce the stress people feels when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

Learning another language is quite difficult for many people because they have different obstacle in the processes of acquiring a new language. Therefore, when students create a low affective filter is also a condition that is met when the classroom atmosphere is one in which anxiety is reduced and student’s self-confidence is boosted.

Asher points out that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation).

In this approach, learners enjoy learning the language as much as possible. So, teacher need to incorporate amusing active to have students to enjoy their classes. In fact, student’s affective filter will reduce by having students to enjoy their English
language. On the other hand, the input they receive in the target language is emphasized.

Some important principles

Learning a language is more fun when it is fun.

Feeling of success and low anxiety facilitate learning.

Student can learn through observing action as well as by performing the action themselves.

Students can initially learn one part of the language rapidly by moving their bodies.

The teacher role is the director of all the students' behavior and students are imitator on trainer nonverbal model. This is very important because students follow the direction of the teacher and that helps the teacher to see the understanding of the students.

Multiple Intelligences

The following are some of the characteristics of the seven learning styles proposed by Howard Gardner (1983) in this theory “Multiple Intelligences”.

- **Visual** (spatial): prefer using pictures, images, and spatial understanding.
- **Aural** (auditory-musical): prefer using sound and music.
- **Verbal** (linguistic): prefer using words, both in speech and writing.
- **Physical** (kinesthetic): prefer using your body, hands and sense of touch.
- **Logical** (mathematical): prefer using logic, reasoning and systems.
- **Social** (interpersonal): prefer to learn in groups or with other people.
- **Solitary** (intrapersonal) prefer to work alone and use self-study.

Uncover the multiple intelligences of students will be very useful and significant not only for students who are the ones that are going to enrich their task and goals but also for teachers at Servex who are going to helps them in the learning
processes. Since we know that every student has their own way or style of learning, we want students to discover and develop their own intelligence in order to contribute to the learning processes in the English classes.

V. Methodology of the Project

A. Definition of the Context

Servex Education is an English academy in Rivas Nicaragua. Since 2012 the academy offers communicative courses on Saturday and Sunday from eight am to twelve pm; it offers English courses for students between twelve and twenty five years old, but it does not have a formal English program yet with suitable methodology, content and assessment.

The communicative English course has 12 levels; every level is ten weeks long. There are six levels so far until students will be promoted to the next level; every classroom has approximately twenty students. The staff consists of six teachers and a principle. Teachers use Top Notch book as a guideline, and provide students learning by using some activities related to the topic presenting in each class.

First level there are 11 female and 9 male, second level there are 12 female and 8 male. Most of them are studying in secondary school. Moreover, 20 percent of students have scholarship the others have economic advantages to pay the course.

The building is not suitable for the students learning. All of classrooms are too close to one another, and there is noise everywhere. Students cannot concentrate on the lesson and the chairs are uncomfortable. Furthermore, the climate is hot all the time.
B. The need to collect date

This project is intended to find out, students likes, wants, the type of methodology and assessment educator used. Thus in order to get valuable information and better understanding of the element aforesaid and to design something innovative, meaningful, and effective for this institution.

C. Type of research

The methodology applied in this project was qualitative in which different qualitative techniques were performed such as: interview, questionnaire, and class observation. Hernandez (2003) said that “qualitative research is based on data collection methods without numerical measurement” so in this case I took a sample of 20 students and I divide in the following order 10 students in first level and ten students in second level. It is important to consider that this research need to be impartial and objective. That means that the result cannot be manipulated.

D. Participants

In this project it was taking a sample of 20 out of 36 students 11 female and 9 male regarding the ages between 14 and 18 years old. The main purpose was to obtain valuable information about one specific population at Servex Education English Academy. The target population of this institution are from different areas that are located far from the academy just to mention some of them travel more than two hours and half in order to arrive at Servex at 8: 00 o’clock. The principal is working in this institution since 2014 and she made a list of book per level in order to have better organization of the levels, but still it does not have an English program yet. Besides, most of the teacher are from Rivas, one from Managua and two from La Concepcion Masaya. On the other hand, educators follow the unit of the book that the principal provided them.
E. Instruments

The first instrument was an interview for the principal at Servex Education Academy that include four open question in order to gather valuable information about the English program, material teacher’s use, some methodological aspects, and finally how teachers motivate students. (See appendix A)

Another instrument applied is an interview. It was made for teacher of first and second level, and include six open questions, in which we asked about methods applied in class, lesson plan, students' weakness, student's motivation, fruitful activities, and finally how teachers assess students in class. (See appendix B)

Also, I applied a questionnaire in Spanish to twenty students. The main purpose of this questionnaire was to identify wants, likes and lacks in their English course. We asked about gender, place in where they live, current level of English that students have, reasons of study English, helpful English activity, and finally type of students learning. (See appendix C)

Finally, I did some classes observations and I made a rubric in order to guide and find the methodology that teacher use, type of activities, type of learning styles and student’s interaction, teacher talking time and students talking time as well.

F. Constrains.

During the process of creating this project, I faced three important constrains. The first one was that the academy does not have an English program in order to analyze it. The second one was that the principal of this institution got confused in one of the question that was about teaching methodology she implement in class. So I explained her some concept, main feature, and role that teachers applied when teaching in order to get reliable answer. The last one was that one of the teacher was in contradiction of the class observation she was totally disagree on being observed that day, the problem was that the principal did not tell the teacher that she was moved to another group that day, so she did not feel prepared and confident for being observed.
Interview for the Principal

Principal beliefs in relation to methodological procedures in the English course they offered at Servex Education Academy. Indeed, there are some important dates that I got through this interview. The first one was that the Academy does not have an English program yet. And the principal is looking for information in order to create a program. So this is a great opportunity for me to design a meaningful, powerful program for this institution. Indeed, the principal believed that Top Notch is a good book in order to help students in the process of learning the English language. I deliberate that the book mentioned before is a great book for the population that they are working on, but still there is the need to design a program with suitable methodology, assessment, as well as to regard the students’ need, likes and wants. Furthermore, there is something positive that I found which is that student’s motivation and the implementation of the direct method and the Audio Lingual Method are very important for the principal. Nevertheless, I consider that it is not enough for students because they need more than be motivated they need an appropriated program with all the stages it is require.

Interview for the Teachers

Furthermore, the interview for the principal, I did an interview to two teachers. The main purpose was to find out the methodology, activities, motivation in class, and the assessment that teachers uses in class as well. Thus, in order to get a better understanding of the students` needs to make important decision in the project. Now, these are the most important element that I found in the instrument applied to two teacher at Servex education English academy. In the interview I asked about the method they implement in class, one teacher pointed out that his class is like an audience in where all the students practice the language. Moreover, I asked about the lesson plan. One teacher said that he takes into account the students’ needs and wants, but the other teacher follow just the book “Top Notch” that the academy provided them. From my point of view, lesson plans play an important
role in the students learning process, so teachers most take into account the students need, likes, and wants when they make the lesson plan, also provide them meaningful activities, incorporate the method that best suits them, appropriate material, fruitful activities, the type of learner, and finally, the areas that students need to work more on. Thus, the process will be more meaningful and easier for students if teachers applied all the strategies highlighted before.

More important I found that students have some weaknesses when producing the language and I consider that one of the possible reasons is because the teacher uses Spanish in class. Also, they do not provide challenging activities in order to enhance student’s language skill. This project is going to work on the strengths of students by encourage with meaningful and challenging activities as well as to use the target language all time. Likewise, the project will provide a well-organized program that assists students in all the stages, it also recommends to use extra material, realia, and give the students the opportunity to develop their critical thinking by creating the setting in which students practice the language through different communicative activities as well as it is going to incorporated that teacher deliver students interesting reading in order to develop writing and reading skill.

On the other hand, the teacher said that they motivated their students by giving them simple rewards such as score for every single task they did and candy, or congratulations when they finish a task with the top score. In this point it is very important to mention that motivation is essential to success in the learning process of the students since motivations is one of the psychological factors that interfere in the language learning. For that reason, in this curriculum it is going to take into account the motivation. Brown (2000: 160-166) point out, that motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement.

Additionally, the activities teacher provide are role-play and dialogue, but in order to promote the communication in class in this project it is suggested a variety of activities to motivate students interaction, and most important that they will develop their communicative activities such as by been exposed to the language all the time. Lastly but not least, how they assess their students in class. One teacher
assess in a formative way. He considers that it is more important the student’s knowledge than a score. The other teacher uses both formative and summative assessment depending on the type of activities.

3. Questionnaire for students

The student’s questionnaire facilitated me to appreciate valuable information to conduct this project. Such as the need likes and wants.

I found that students want to learner more through speaking and listening, so this is very positive because in this project students will allow most of the time to speak and listening through a variety of activities that will contain this program. Furthermore, students are high motivated and want to learn English in order to enhance the English classes they receive in the school and for professional development as well. Moreover, there are different types of learner such as: visual, verbal, social, physical etc. That is why in this project it is incorporated the multiple intelligences in order to help the students to develop their learning styles and consequently their learning process become easier for them. Indeed, there are students that said that they learned English through different type of reading and writing.

4. Class observation.

The main objective of these classes’ observations was to analyze the teaching methodology, techniques and strategies that teacher at Servex Education Academy implement. The classes that I observed are described as follow, in the first level I found the teacher controls student’s behavior, and provides them with vocabulary, but something negative was that some students did not answer when the teacher asked a question. I think that students learning is affected because of many factors such as, the lack of vocabulary, lack of student’s interaction, and lack of confident. Another important issue that I found is that the teacher switch into Spanish when students do not get the main idea so the teacher said the meaning of the word in Spanish for students get better understanding, but the main issue is that the teacher allow their students to use the mother tongue most of the time, so in this project the it is going to encourage students to use the target language all
time without any translation into their mother tongue. Indeed, the students talking time was low and the teacher talking time was very high. All these, I expect to improve through activities that can enhance the level of participation that students have in the classroom with this curriculum. At the same time, the teacher did not provide their students with different types of activities in which students can develop their own critical thinking, opinions, etc. So I consider that the class was addressing in a simple way. Moreover, I did three observation classes and in the second time I identified many types of learners and what activities they feel more engaged. For example, they like to work in pair, perform dialogue, and group work.

Finally, I think through this observation I got very important information like the type of learner, activities they enjoyed the most, the method that teacher applied when teaching, and the type of assessment teacher assign. Thus, it was very knowledgeable experience for me because that helps me to have a better picture of my target population to make decision in this program.

VI. Data Analysis

1. Present Situation Analysis

This section shows the most important findings. For example, Students of first and second level have poor vocabulary, and some of them have a big issue with the pronunciation. Most of them prefer listening and speaking than writing and reading activities. However, teacher does not provide activities in which all the participant get involved, also there is not enough space to participate for students to enhance their language competences. On the other hand, Speaking and listening are very important skill to communicate fluency and accuracy, but also I want students to develop the four micro skill because I consider that one skill is not less important than the other. Another significant aspect is that Servex just follows the unit of the book that the principal provided. So, teacher needs more than just follow a unit of the book to make the course more meaningful and interesting.
2. Target Situation Analysis

The new proposal at Servex education academy will provide students with strong knowledge in their language competences. Additionally, in each level students will have the opportunity to participate through different activities in order to put into practice all the information obtained through the course as well as develop the four language skill speaking, listening, reading and writing. Likewise, it will carefully take students to create their own critical thinking by the many activities that the teacher will present such as activities are role-play, debates, and group work. Thus, to be able to produce the language effectively. It is also, take into consideration that the goal of this program is based on the language competences according to the common European framework. Finally, the methodology, and well organization of the program suggested will make this work significant for students who will take the course.

Data Result

Nowadays, English has a very deep impact on society since this language is spoken in many countries around the world to communicate and learn from other cultures. It also opens up better job opportunities and academic training for professional growth. Therefore, this section contain the most import finding of the instrument applied at Servex Education Academy.

1- Interview for the principal at Servex education. (See appendix A)

The main purpose of this instrument was to analyze the program of the institution, the material teacher’s use, some methodological aspects, and finally how teachers motivate students.

Regarding the principal’s responses I conclude the following:

- The most important finding is that the academy does not have an English program, but she is searching for information about it.
✓ The principal think that the audio lingual, direct method, are useful method for the target group they have.
✓ The principal of this institution gives her staff the Top Notch book as guideline
✓ For the principal is very important students motivation, she believes that students with high motivation have better production.

2- Interview for the two teacher. (See appendix B).

The purpose of the teacher’s survey was to find out the methods applied in class, lesson plan, students’ weakness, student’s motivation, fruitful activities, and finally how teachers assess students in class. Furthermore, it is very important to know what are the difficulties that teacher face in class and how they address.

Regarding the teachers´ responses I conclude the following:

✓ Both teacher point out that they take into account the students need.
✓ Both teacher applied the Direct Method and the Audiolingual Method.
✓ They use the Top Notch book as a guideline
✓ Teacher implement different type of game and activities in order to promoted students motivation in class.
✓ Tape recorder, Television, wallpaper, realia.
✓ Students learn more with demonstration
✓ Teacher assess their students in a formative way.

3- Questionnaire for the students (See appendix C).

The main purpose of this questionnaire was to identify wants, likes and lacks in their English course. I asked about gender, place in where they live, current level of English that students have, reasons of study English, helpful English activity, and finally type of students learning.

Regarding the students` responses I conclude the following:

✓ Students believe that professional develop and job opportunities are their main motivation and consequently their goal.
✓ Students think that English is very important for them to use in real situation when needed as well as help them to enhance what they learn in their school.
✓ Students learning process is easier through oral presentation and dialog.
✓ The main skill that they consider the most important are: speaking and listening.
✓ Students think that speaking and listening are better for them in order to learn the L2.
✓ Based on their learning experience the students learn best by visual materials (pictures), written materials (books), and listening.
✓ Most of them like to work better in groups, they feel more confident and motivated.
✓ They like dynamic activities such as games, poster presentations, listening activities, activities where they have the opportunity to practice the language.
✓ Pronunciation and spelling are the main difficulties they face.

4- Class observation (see appendix D).

The main purpose of these classes' observations was to identify the methodology that teacher use, type of activities, type of learning styles, student’s interaction, and teacher talking time, students talking time as well.

These are the result of the classes’ observation:

✓ Learner’s role: they were inactive
✓ Teachers´ role: facilitator, input giver, instructor
✓ Interaction: the teacher and students interaction was good. Sometimes the students interaction was low
✓ The students were engaged, asking question, clarifying information
✓ The students felt more comfortable working in small groups
✓ The students liked to work in pair, group
✓ Students were motivated to participate in class
✓ Teacher time: very high
✓ Students time: very low
Discussion

Based on the interview to the teacher, questionnaire for students, and the class observation I conclude that students at Servex really need a program in order to have a strong foundation of the language. As I analyze the questionnaire I conclude that this students need to receive meaningful input to produce good output. Also, it is very important to say that students want to learn the language for professional development and helpful everyday life, also they express that speaking and listening are the main skill to produce the target language. In fact, it is very important to take the student’s needs, likes, and wants to fulfil student’s experience. Indeed, learners want more emphasis on pronunciation that is one the issues they faced.

The teacher need to use realia to introduce the new vocabulary in order that students include new words in the target language. Moreover, students are high motivated to learn the language, so teacher need to take advantage of this and implement activities that they like the most to enhance their abilities in the English language.
VIII. The Proposal.

a. Goal and objective

General objective of the program

- This proposal is aimed at enabling beginners learners at Servex to become competent basic users of English at an A2 level according to the common European framework (CEF).

Specific objectives of the program

At the end of this program, students will be able to:

- Develop speaking and listening skills as well as manage certain level of fluency and accuracy at a basic level.

- Use familiar everyday expression and very basic phrases related to areas of most immediate relevance.

- Develop reading strategies to understand short and simple passages.

- Write simple texts related to matter in areas of immediate need.

- Use suitable vocabulary about information in the areas of immediate need at basic level.
b. Organization of the program

This course is based on 180-200 hours of study including the self-study according to the Common European Framework Reference for Language (CEF). Therefore, the program is divided into four levels. Each level will last two months and half, moreover, in the first level there are a total of 60 hours and the last three level have a total of 48 hours include the self-study. Likewise, this innovative proposal contains the organization of the program, description of each level, suggested teaching methodology, and suitable assessment to evaluate students. The aim of the program is to help learners become competent users of the language at a basic level, according to the Common European Framework (A2). Enhancing the four macro skills of English (listening, speaking, reading, and writing) and the sub-skills of grammar and vocabulary will contribute to achieve such aim.

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>TT 40</td>
<td>TT 32</td>
</tr>
<tr>
<td></td>
<td>SS 20</td>
<td>SS 16</td>
</tr>
<tr>
<td></td>
<td>TNH 60</td>
<td>TNH 48</td>
</tr>
<tr>
<td>Total of hours A1= 108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>TT 32</td>
<td>TT 32</td>
</tr>
<tr>
<td></td>
<td>SS 16</td>
<td>SS 16</td>
</tr>
<tr>
<td></td>
<td>TNH 48</td>
<td>TNH 48</td>
</tr>
<tr>
<td>Total of hours A2=96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TT:** Teaching time

**SS:** Self-study

**TNH:** Total numbers of hours
LEVEL: I

<table>
<thead>
<tr>
<th>UNITS</th>
<th>TT</th>
<th>SS</th>
<th>TNH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Getting to know you</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>II All about people</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>III Talking about my family</td>
<td>8</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>IV Events and time</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>V Around the city</td>
<td>8</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

**TT:** Teaching time  
**SS:** Self-study  
**TNH:** Total numbers of hours

LEVEL: II

<table>
<thead>
<tr>
<th>UNITS</th>
<th>TT</th>
<th>SS</th>
<th>TNH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Going out</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>II The extended family</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>III All about food</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>IV Technology and you</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>16</td>
<td>48</td>
</tr>
</tbody>
</table>

**TT:** Teaching time  
**SS:** Self-study  
**TNH:** Total number of hours
## LEVEL: III

<table>
<thead>
<tr>
<th>UNITS</th>
<th>TT</th>
<th>SS</th>
<th>TNH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Free time</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>Making friends</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>At home</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>Things happen</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>32</td>
<td>16</td>
</tr>
</tbody>
</table>

**TT:** Teaching time  
**SS:** Self-study  
**TNH:** Total number of hours

## LEVEL: IV

<table>
<thead>
<tr>
<th>Level IV</th>
<th>UNITS</th>
<th>TT</th>
<th>SS</th>
<th>TNH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Let go shopping</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>II</td>
<td>What are you doing</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>My neighborhood</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>IV</td>
<td>My vacation</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>32</td>
<td>16</td>
<td>48</td>
</tr>
</tbody>
</table>

**TT:** Teaching time  
**SS:** Self-study  
**TNH:** Total number of hours.
The methodology of this program is based on the eclectic approach which is a combination of approach, also the Direct Method, Communicative Language Teaching, and Total Physical Response.

In this program, it is suggested the Direct method, since the main focus of this method required to immerse the learner in the same way as when a first language is learnt, this is really helpful for students since it is intended that learners at Servex Education academy can develop their language competences in order to reach A2 level according to the CEF. In addition, it is also focused on speaking and listening which enabling student not only to communicate and express them orally through real life situation but also to become good users of the language. In fact, beginner students will become more advantage to start their English classes by being exposed to the target language since the first day of class.

Another important method that I decided to include is The Communicative Language Teaching, it is an approach to language teaching that it is based on the idea that learning language successfully comes through having learners to communicate and use authentic language this involve teacher and students to use real context. Besides, teachers will give learners the opportunity to establish their own critical thinking as well as will promote communication in class. It is also quite important because the main role of the teacher is to facilitate communicative activities, monitoring their performance, and play the role of advisor during the activities they perform.

Finally, I selected The Total Physical Response, because this method take into account the student’s development by reducing the stress and anxiety they feel when they are learning a new language. It is also important to mention that students learned rapidly by moving their bodies as well as performing actions following by the instructor. Moreover, the role of the teacher is interact with the whole group and with individual. This helps students to feel more confident and
create an environment with lower affective filter: krashen, S (1983). Explained that learners with high motivation, self-confidence, a good self-image and low level of anxiety are better equipped to be successful in a second language acquisition.

To sum up, the suggested methodology for this program at Servex Education Academy it is based on valuable information gathering from the instrument applied. Thus, come to propose different theories, approaches in the field of learning English language, also in order that teachers can pick out different techniques and pedagogical activities to implement in class. As well as will assistance students to develop communicative competences through the whole course by using the appropriated method that it is stated before.

d. Assessment

1. Students Assessment

Grave (2010) said that assessing the students in a language curriculum is a process that involve the learner to find out the English language proficiency, and that plays three interrelated and overlapping roles in the course design the first is assessing needs, the second is assessing students’ learning and the third is evaluating the course itself. In addition, Summative assessment it done at the end of the course and provides information about students overall achievement as well as the overall effectiveness of the course. On the other hand, Formative assessment takes places as the course is in progress and provides information about how well the students are doing, what they have to achieved, what they need to work on. Thus, during this course students will have summative and formative assessment.

The main focus of this program is to develop communicative competences students will work in the four language skill, also the subskill grammar, vocabulary and pronunciation.

This two type of assessment will guide students in this program. Both assessment will evaluate the student's growth and language competences. The
following are some techniques that students will perform in order to develop communicative competences such as: poster presentation, role plays, presentation, thus in each of this activities aforementioned will contribution to increase student’s communication and improvement in the language. Furthermore, teachers need to encourage their students in order they put all the creativity, imagination and fun. A part front this it is include group work, debates, and group discussion. This will enhances students speaking and listening and students will have more interaction with their classmate.

On the other hand, it is also include to assign reading not only the ones that are in their textbook but also interesting subject in order encourage them to create a habit on reading. In addition, will be assigned some pieces of writing like: description of my family, my favorite (actor, singer, football player) my best vacation, my daily routine, etc. This activities will help students to improve writing and reading skill.

In the following chart it is suggested more instrument to use towards students language learning and performance assessment will be the following:

<table>
<thead>
<tr>
<th>Summative</th>
<th>Formative</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Homework</td>
<td>❖ Participation in class</td>
</tr>
<tr>
<td>❖ Oral presentation</td>
<td>❖ Group work</td>
</tr>
<tr>
<td>❖ Writings</td>
<td>❖ Improvement upon feedback</td>
</tr>
<tr>
<td>❖ Listening</td>
<td>❖ Debates</td>
</tr>
<tr>
<td>❖ Speaking</td>
<td>❖ Role-plays</td>
</tr>
<tr>
<td>❖ Quizzes</td>
<td>❖ Poster presentation</td>
</tr>
<tr>
<td>❖ Tests</td>
<td></td>
</tr>
</tbody>
</table>

During this course students will have summative and formative assessment. Summative assessment is done at the end of the course and provides information about the students overall achievement (Graves, 2000)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Activities</th>
<th>Type of assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster presentation</td>
<td>(Individual/ in pair) Talk about occupation</td>
<td>Formative/summative</td>
<td>20</td>
</tr>
<tr>
<td>Role plays</td>
<td>(Group of three) Introduce your-self and other. Likes and dislikes</td>
<td>Formative/summative</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>(In pair/individual) describing your family, schedules,</td>
<td>Formative/summative</td>
<td>10</td>
</tr>
<tr>
<td>Reading activities</td>
<td>Reading comprehension (In pair/individual)</td>
<td>Formative/summative</td>
<td>15</td>
</tr>
<tr>
<td>Listening activities</td>
<td>Listening simple conversation (individual)</td>
<td>Formative /Summative</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Based on the first and second unit (In pair)</td>
<td>Summative</td>
<td>10</td>
</tr>
<tr>
<td>Quiz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>describing physical appearance (individual)</td>
<td>Summative</td>
<td>10</td>
</tr>
<tr>
<td>Written test</td>
<td>Based on the last two unit</td>
<td>Summative</td>
<td>10</td>
</tr>
</tbody>
</table>

Final Score: 100
Program
Level I

I. General Information

Course duration: 2 months and half

Weekly class hours: 4 hours

Self-study hours: 20

Course total of hours: 60

Class schedule: Saturday from 8:00 to 12:00

Elaborated by: Jonathan Mercado Mendieta.

II. Course Description

This course is aimed to assist students to develop a strong English by developing communicative activities as well as students will have the opportunity to enhance their micro skills, reading, writing, speaking, and listening based on the material, activities, and content that it is provided in this course. Thus in order to encourage students to get familiar with the language.

III. General objective

- By the end of this course, students will be able to develop communicative language competences through everyday situations and use very basic phrases to reach the A1 level of English according to the Common European Framework. (CEF)

IV. Specific objectives

At the end of this course students will be able to:

- Interact in very simple way to provide personal information about names, and occupation.
- Understand, simple conversation and recognize familiar words.
- Write, simple sentences about areas of most immediate relevance
- Read short text and provide meaning by context
V. Requirement to take the course

To take this course students need to fulfil the following requisite:

- Student must be on time
- Cellphone are not allowed in class
- Students should bring the material to everyday classes
- Assignment have to handed in on time
- Active participation

VI. Organization of the Units

<table>
<thead>
<tr>
<th>Level I</th>
<th>UNITS</th>
<th>TT</th>
<th>SS</th>
<th>TNH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Getting to know you</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>II</td>
<td>All about people</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>Talking about my family</td>
<td>8</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>IV</td>
<td>Events and time</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>V</td>
<td>Around the city</td>
<td>8</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>40</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

**TT**: Teaching time  
**SS**: Self-study  
**TNH**: Total numbers of hours
# Table of content

**Level 1**

**Common European Framework A1**

<table>
<thead>
<tr>
<th>Units</th>
<th>Funtions</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit:1 Getting to know you</strong></td>
<td>● Greet people&lt;br&gt;● Introduce yourself and classmate as well as spell your name.&lt;br&gt;● Provide personal information&lt;br&gt;● Identify people occupation</td>
<td>❖ Verb to be&lt;br&gt;❖ Subject pronouns&lt;br&gt;❖ Expression for greeting&lt;br&gt;❖ Affirmative and negative statement&lt;br&gt;❖ Alphabet</td>
<td>– Verb to be :Am , is ,are&lt;br&gt;– Subject pronoun: I, you, he, she, he, we, you, they&lt;br&gt;– Greeting people: Hello, my name is. What is your name? How are you? Nice to meet you, nice to meet you, too.&lt;br&gt;– The alphabet: A, b, c, d, e, f, g …..&lt;br&gt;– Occupation: doctor, student, engineer, chef, etc.</td>
<td>✓ Role-play introducing him/her and others.</td>
</tr>
<tr>
<td><strong>Unit:2 All about people</strong></td>
<td>● Introduce people&lt;br&gt;● Get someone’s contact information&lt;br&gt;● Talk about your classmate information&lt;br&gt;● Tell someone your first and last name.</td>
<td>❖ Verb to be&lt;br&gt;❖ Possessive adjectives&lt;br&gt;❖ Possessive nous&lt;br&gt;❖ Numbers&lt;br&gt;❖ WH questions&lt;br&gt;❖ Titles</td>
<td>– Possessive adjective: my, your, his, her, its, our, their&lt;br&gt;– Apostrophe <code>s&lt;br&gt;– Numbers from 1-20&lt;br&gt;– WH question: what is his phone number?&lt;br&gt;– Who is she?&lt;br&gt;– What</code>s her email?&lt;br&gt;– Who`s your sister?&lt;br&gt;– Titles: Mr., Mrs., Miss., Ms.</td>
<td>✓ Reading comprehension&lt;br&gt;✓ Pair group (ask people personal information)</td>
</tr>
<tr>
<td><strong>Unit:3 Talking about my family</strong></td>
<td>● Identify people in your family&lt;br&gt;● Talk about your family&lt;br&gt;● Describe your relatives&lt;br&gt;● Listen for specific information</td>
<td>❖ The verb be&lt;br&gt;❖ The verb have&lt;br&gt;❖ WH-question&lt;br&gt;❖ Affirmative and negative statement</td>
<td>– Who is she?&lt;br&gt;– How is he?&lt;br&gt;– Family member: mother, father, brother, sister, son, daughter, grad mother, grandfather, wife, husband, nice, nephew, uncle, aunt.</td>
<td>✓ Poster presentation about your family</td>
</tr>
<tr>
<td>Unit:4</td>
<td>Unit:5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>events and time</strong></td>
<td><strong>Around the city</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - Talk about the time of an event  
  - Confirm that you are on time  
  - Ask about birthday  
  - Recognize days of the week and month. | - Talk about location  
  - Discuss how to get places  
  - Discuss transportation  
  - Describe places in your town |
| - Adjective to describe  
  - Physical appearance  
  - (short, tall, pretty, handsome, ugly, long, short hair, skinny, overweight) | - Verb to be  
  - WH question  
  - Time events  
  - Preposition of time in, on, of time and at |
| - Ways to say the time:  
  - What time is it?  
  - It is 9:30. Or it half past nine etc.  
  - Events: party, dinner, football game, a movie, a dance, etc.  
  - Days of the week:  
    - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  
  - Ordinal numbers:  
    - 1st, 2nd, 3rd, 4th, 5th, etc. | - WH question with where and how.  
  - Where is the pharmacy?  
  - Preposition of places  
  - There is/ there are  
  - There is a big building to the right  
  - Imperatives: walk, drive, take a taxi etc. |
| - Presentation about your schedules (in small group) | Places: pharmacy, restaurant, school, supermarket, hotel, newsstand, post office, movie theater  
Location: across the street, down the street, around the corner, to the left, to the right, next to, between.  
Means of transportation: car, bus, train, subway, moped, motorcycle |
| ✓ | ✓ |

**Weeks**

2 Weeks  
2 Weeks
Analytical Program

Unit 1: Getting to know you

Language Competences: at the end of this unit students will be able to:

• Greet people
• Introduce yourself and classmate as well as spell your name.
• Provide personal information
• Identify people’s occupation

Content:

- Verb to be
- Subject pronouns
- Expression for greeting
- Affirmative and negative statement
- Alphabet

Vocabulary

- Verb to be: am, is, and are
- Subject pronoun: I, you, he, she, he, we, you, they
- Greeting people: Hello, my name is. What is your name? How are you? Nice to meet you, nice to meet you, too.
- The alphabet: A, b, c, d, e, f, g …..
- Occupation: doctor, student, engineer, chef, etc.

Unit 2: All about people

Language Competences: at the end of this unit students will be able to:

• Introduce people
• Get someone’s contact information
• Talk about your classmate information
• Tell someone your first and last name.

Content:

- Verb to be
- Possessive adjectives
- Possessive nous
Numbers
WH questions

Vocabulary

- Possessive adjective: my, your, his, her, its, our, their
- Apostrophe `s
- Numbers from 1-20
- WH question: what is his phone number?
- Who is she?
- What`s her email?
- Who`s your sister?
- Titles: Mr., Mrs., Miss., Ms.

Unit 3: Talking about my family

Language Competences: at the end of this unit students will be able to:

- Identify people in your family
- Talk about your family
- Describe your relatives
- Listen for specific information

Content:

- The verb be
- The verb have
- WH- question
- Affirmative and negative statement

Vocabulary

- Who is she?
- How is he?
- Family member: mother, father, brother, sister, son, daughter, grad mother, grandfather, wife, husband, nice, nephew, uncle, aunt.
- Adjective to describe Physical appearance (short, tall, pretty, handsome, ugly, long , short hair , skinny, overweight)

Unit 4: Events and time

Language Competences: at the end of this unit students will be able to:

- Talk about the time of an event
- Confirm that you are on time
• Ask about birthday
• Recognize days of the week and month.

**Content**

- Verb to be
- WH question
- Time events
- Preposition of time in, on, of time and at

**Vocabulary**

- Ways to say the time: What time is it? It is 9:30. Or It half past nine etc.
- Events: party, dinner, football game, a movie, a dance, etc.
- Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- Ordinal numbers: 1st, 2nd, 3rd, 4th, 5th, etc.
- Month of the years: January, February, march, April, etc.

**Unit 5: Around the city**

**Language Competences:** at the end of this unit students will be able to:

- Talk about location
- Discus how to get places
- Discus transportation
- Describe places in your town

**Content:**

- WH question with where and how.
  Where is the pharmacy?
- Preposition of places
- There is/ there are
  There is a big building to the right
- Imperatives: walk, drive, take a taxi etc.

**Vocabulary:**

- Places: pharmacy, restaurant, school, supermarket, hotel, newsstand, post office, movie theater
- Location: across the street, down the street, around the corner, to the left, to the right, next to, between.
X. References


Level IV

I. General Information

Course duration: 2 months and half

Weekly class hours: 4 hours

Self- study hours: 16

Course total of hours: 48

Class schedule: Saturday from 8: 00 to 12: 00

Elaborated by: Jonathan Mercado Mendieta

II. Course Description

This course is aimed at consolidating students with a strong English by develop communicative activities to manage the four micro skill, Reading, Writing, Speaking, and Listening and the sub-skill Grammar and Vocabulary. Indeed, the material, activities, and content that it is provided in this course will help students to build up their communicative competences at basic level according to the (CEF). Also, will incorporated different type of assignment: such as poster presentation, role-plays, reading, and writing report. Thus, to enhances the main goal of this course.
III. General objective

This course is aimed at enabling learners at Servex to become competent basic users of the English at an A2 level according to the common European framework (CEF).

IV. Specific objectives

At the end of this course students will be able to:

- Ask and answer questions about their daily routine
- Develop speaking and listening skill by interactive listening
- Use a range of vocabulary to talk about background information
- Develop reading strategies for comprehension simple passages
- Write simple texts related to matter in areas of immediate need

VI. Requirement to take the course

To take this course students need to fulfil the following requisite:

- Students need to pass level 1, 2, 3 with a minimum of 80% to take level 4
- Students must be on time
- Cellphone are not allowed in class
- Students should bring the material to everyday classes
- Assignment have to handed in on time
- Active participation

V. Organization of the Units

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<td>- Simple present tense</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Third person singular (spelling name)</td>
<td></td>
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<tr>
<td></td>
<td>- WH question with when and what time</td>
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<tr>
<td></td>
<td>- Time expression</td>
<td></td>
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<tr>
<td></td>
<td>- Frequency adverb</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Express what are you doing in your free time</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>- Discuss household chores</td>
<td></td>
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<tr>
<td></td>
<td>- Discuss household chores</td>
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<td></td>
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<tr>
<td></td>
<td>- Talk about morning and evening activities</td>
<td></td>
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<tr>
<td></td>
<td>- Discuss household chores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ask for lower price</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit:3</td>
<td>My neighborhood</td>
<td></td>
<td></td>
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<tr>
<td>--------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Describe your neighborhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Talk about my house</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Talk about furniture and appliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Simple present</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Preposition of places</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- There is and there are</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Statement and yes no question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Question with how many</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Furniture and appliances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preposition of places: in, at, on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is small bedroom downstairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are three large bedroom upstairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question with how many: how many bedroom do you have?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many people live there?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture and appliances: bed, desk, dresser, lamp, rug, chair, bookcase, sofa, TV, table, stove, cabinet, microwave etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:4</th>
<th>My vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Tell some about past events</td>
<td></td>
</tr>
<tr>
<td>- Discuss past activities</td>
<td></td>
</tr>
<tr>
<td>- Talk about my favorite vacation</td>
<td></td>
</tr>
<tr>
<td>- Read about famous people vacation.</td>
<td></td>
</tr>
<tr>
<td>- Simple past</td>
<td></td>
</tr>
<tr>
<td>- Regular and irregular verbs</td>
<td></td>
</tr>
<tr>
<td>- Simple past tense of be</td>
<td></td>
</tr>
<tr>
<td>- Statement, question, and short answer</td>
<td></td>
</tr>
<tr>
<td>- Past time expressions</td>
<td></td>
</tr>
<tr>
<td>- Adjective to describe places.</td>
<td></td>
</tr>
<tr>
<td>Simple Past regular verb: walked, pushed, Greeted, watched, played, enjoyed, and listened etc.</td>
<td></td>
</tr>
<tr>
<td>Simple past irregular verb: bought, came, drew, met, said, swam, wore, told</td>
<td></td>
</tr>
<tr>
<td>Past expression: yesterday morning, last week, last month, last Saturday, one week ago, two month ago, the day before,</td>
<td></td>
</tr>
<tr>
<td>Adjective: beautiful, big, small, long, large, boring, expensive, exiting, famous, fantastic etc.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Describe your dream house (drawing your dream house)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Talk about your favorite vacation in group of tree.</td>
</tr>
</tbody>
</table>
VII. Analytical Program

Unit 1: Let go shopping

Language Competences: at the end of this unit students will be able to:
- Ask for color and sizes
- Compare colors and sizes
- Ask for lower price
- Describe clothes

Content:
- Demonstrative
- Simple present tense
- Affirmative and negative statement
- Comparatives adjectives
- Superlative adjectives

Vocabulary
- Demonstrative: this, that, these, those
- Simple present: like, want, need, and have
- Clothes: shirt, tie, shoes, skirt, jacket, drees, suit, blouse, sweater.

Unit 2: What are you doing?

Language Competences: at the end of this unit students will be able to:
- Talk about morning and evening activities
- Describe what are you doing in your free time
- Discuss house chores

Content:
- Simple present tense
Third person singular (spelling name)

WH question with when and what time

Time expression

Frequency adverb

Vocabulary

Daily activities: get up, take a shower, get dress, make dinner, eat breakfast, study, go to the bed, and watch TV.

Question with when: when do you study? When do you breakfast?

Question with what time: what time do get up? What time do you do homework? What time do you visit your friend?

Time expression: in the morning, in the afternoon, in the evening, at night, today, this week, now, in this moment, at this time.

Frequency adverb: always, usually, sometimes, rarely, seldom, never.

Unit 3: My neighborhood

Language Competences: at the end of this unit students will be able to:

• Describe your neighborhood
• Describe my house
• Talk about furniture and appliance

Content:

Simple present

Preposition of places

There is and there are

Statement and yes no question

Question with how many

Furniture and appliances

Vocabulary

Preposition of places: in, at, on

There is small bedroom downstairs

There are three large bedroom upstairs

Question with how many: how many bedroom do you have?

How many people live there?
Furniture and appliances: bed, desk, dresser, lamp, rug, chair, bookcase, sofa, TV, table, stove, cabinet, microwave etc.

Unit 4: My vacation

Language Competences: at the end of this unit students will be able to:

- Tell some about past events
- Describe past activities
- Talk about my favorite vacation
- Read about famous people vacation.

Content

- Simple past Regular and irregular verbs
- Simple past tense of be
- Statement, question, and short answer
- Past time expressions
- Adjective to describe places.

Vocabulary

- Simple Past regular verb: walked, pushed, Greeted, watched, played, enjoyed, and listened etc.
- Simple past irregular verb: bought, came, drew, met, said, swam, wore, told
- Past expression: yesterday morning, last week, last month, last Saturday, one week ago, two month ago, the day before,
- Adjective: beautiful, big, small, long, large, boring, expensive, exiting, famous, fantastic etc.

XI. References

New York: Oxford University Press.

NY: Pearson Education
VIII. Conclusion

During the last years English has become the most important language spoken around the world and using as tool to communicate. In Nicaragua is increasing the number of people who speak English. For that reason, this proposal is intended that learners at Servex education academy develop a strong English basis in order for them to be promoted to the next level with high quality as well as become basic user of the language.

On the other hand, the collective data indicated me that students at Servex really need an English curriculum to carry out with the learners’ expectation, hopes, also the quality that provide the parameter of an English program. This study also showed what are the students’ likes and wants. Based on that result during the long journey of completing this project I look for the most suitable solution to address student. Likewise, this proposal include an organize program with the purpose of enabling students with suitable methodology, assessment, languages competences, and good organization of the course as well. The researcher suggests an eclectic approach which is a mixture of different method to develop student’s communicative competences based on the standards according to the CEF.

Finally, I believe that this program will contribute students to reach the main goal of this program and satisfy the need of them as well as bring positive development into this institution. Besides, I would like to say that the process of doing this program was really meaningful and challenging at the same time, because it required hard work and passion at the same time, that it is a plus as future teacher and professional development.
IX. Recommendations

The following are some important recommendations to carry out when applying this program at Servex Education Academy:

- It is suggested to implement a mix of methodology in order to develop the different learning styles according to students' needs, also create a good atmosphere to suit students in the process of learning the new language.

- It is recommended to provide real content in order for students to develop their communicative activities through topics they like the most or are interesting in it.

- It is suggested to improve the four language skills: Speaking, Listening, Reading, and Writing to enhance their communicative competencies.

- It is submitted that teachers use authentic material and realia and make use of picture and technology in order for students to get better understanding in class as well as facilitate teaching and learning processes.

- It is recommended to implement more self-study. Having more hours of classes will help students to consolidate and enhance their linguistic competences.

- It is highly recommended to make use of the target language since the first day of class to reach the main goal of this program and consequently build a habit for students to use the language.

- It is suggested that the principal of this institution makes random class observation in order to get the effectiveness and assimilation of the students in the course as well as to check the methodology teacher implemented in class.
Teachers should provide positive feedback in the student’s performance to motivate, stimulate, and encourage them will help the students’ learning process.

To evaluate this course teacher can write a report at the end of the each level based on the student’s needs, likes, weaknesses, and strength. Thus, to get valuable feedback to improve the course as well as to do focus group in order to evaluate students learning, class effectiveness, and activities as well.
X. References


Saslow, J & Ascher, A (2011) *English for today`s world*. Top notch (2nd ed) United stated of America


Appendix
Appendix A

Universidad Centroamericana
School of Humanity and Communication
Teaching English as a Foreign Language

Interview for Principal

The present interview is aimed to gather information about your perceptions and believes in relation to methodological procedures in the communicative English course offered in this institution. The objective of this revision is not judge your performance as a teacher, but to get familiar with some pedagogy aspects which will certainly contribute to the development of our final project. We will appreciate you valuable cooperation in responding these questions.

1. **Do you have a formal English program for this institution?**

2. **What type of methodology do you apply in your class?**

3. **What kinds of material do teachers use?**

4. **How do you promote the students’ motivation in class?**

5. **How long have you been working in this academy?**
Appendix B

Universidad Centroamericana
School of Humanity and Communication
Teaching English as a Foreign Language

Interview for Teacher

The present interview is aimed to gather information about your perceptions and believes in relation to methodological procedures in the communicative English course offered in this institution. The objective of this revision is not judge you performance as a teacher, but to get familiar with some pedagogy aspects witch will certainly to contribute to the development of our final project. We will appreciate you valuable cooperation in responding these questions.

What type of methodology do you apply in your class?

What kinds of sources do you use to teach?

How do you promote the students´ motivation in class?

What activities or experiences were most helpful for your students of English?
Brain storming
Role playing
Demonstration
Group working
Question-answer method

How often do you assign reading as part of homework?

What is the best assessment method for your student? And why?

A quantitative study
A qualitative component

Thank you very much for your cooperation!
Appendix C

Universidad Centroamericana
School of Humanity and Communication
Teaching English as a Foreign Language

Questionnaire for Students

This questionnaire asks for information about school education and policy matters.

Sexo: M___ / F___

1. ¿Qué edad tienes? ______

2. ¿Dónde vivís actualmente?

3. ¿Qué nivel de inglés estás cursando actualmente?

4. ¿Te gusta el idioma inglés? Explique brevemente?

5. ¿Cuáles son las razones que decidiste estudiar inglés?

6. ¿En qué situación de tu vida diaria te ha sido útil tu aprendizaje de inglés?

7. ¿Qué actividad de las que tu profesor ha realizado te ha ayudado a mejorar el aprendizaje de inglés?

8. ¿Cuáles de las siguientes habilidades te gustaría desarrollar?

   Escuchar ______   Escribir_______
   Leer_________    Hablar_______
9. ¿De qué manera se te es más fácil aprender inglés?
   Hablando __ escuchando __ memorizando ___ haciendo tareas ______

10. ¿Qué habilidades se te dificultan más? Y porque?

   Escuchar
   Hablar
   Leer
   Escribir
The purposes of this Class observation is to identify general and specific information about student’s needs, likes, and wants as well as their language proficiency.

### Class Observation´s Rubric

<table>
<thead>
<tr>
<th></th>
<th>First level</th>
<th>Second level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of English</td>
<td></td>
<td></td>
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<tr>
<td>Classroom environment</td>
<td></td>
<td></td>
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<tr>
<td>Interaction s-s, t-s, s-t</td>
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<tr>
<td>Sitting arrangement</td>
<td></td>
<td></td>
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<tr>
<td>Work group, pair group, and individual.</td>
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<tr>
<td>Use of materials</td>
<td></td>
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<tr>
<td>Motivation</td>
<td></td>
<td></td>
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<tr>
<td>Learning preferences</td>
<td></td>
<td></td>
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<tr>
<td>Language abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities develop in class</td>
<td></td>
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<tr>
<td><strong>OTHER COMMENTS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

Recommended Assessment Criteria

Assessment Rubric

To evaluate students at A1 (Level 1, 2)

In this program the teacher will focus on the use vocabulary and language structure, not in fluency.

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Begins to name concrete objects</td>
<td>Begins to communicate personal and survival needs</td>
<td>Begins to initiate conversation, retells a story or experience; ask and responds to simple questions.</td>
<td>Initiate and sustains conversations with descriptors and details; exhibits and self-confidence in social situations; begins to communicate with their classmates</td>
<td></td>
</tr>
<tr>
<td>Language Structure</td>
<td>Uses grammar structure properly with sustained and connected discourse</td>
<td>Uses grammar structure with occasional grammatical errors that don’t interfere with the meaning</td>
<td>Uses grammar structure with many grammatical errors that don’t interfere with the meaning</td>
<td>Uses grammar structure with many grammatical errors that greatly interfere with the meaning</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses varied, and appropriate vocabulary and expressions</td>
<td>Uses varied vocabulary, but there is some words usage irregularities</td>
<td>Uses limited vocabulary</td>
<td>Repeat words and phrases</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix F

### Recommended Assessment Criteria

**Assessment Rubric**

**To evaluate students at A2 Level (3, 4)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Begins to name concrete objects</td>
<td>Begins to communicate personal and survival needs</td>
<td>Begins to initiate conversation, retells a story or experience; ask and respond to simple questions.</td>
<td>Initiate and sustains conversations with descriptors and details; exhibits and self-confidence in social situations; begins to communicate with their classmates</td>
</tr>
<tr>
<td><strong>Language Structure</strong></td>
<td>Uses grammar structure properly with sustained and connected discourse</td>
<td>Uses grammar structure with occasional grammatical errors that don’t interfere with the meaning</td>
<td>Uses grammar structure with many grammatical errors that don’t interfere with the meaning</td>
<td>Uses grammar structure with many grammatical errors that greatly interfere with the meaning</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses varied, and appropriate vocabulary and expressions</td>
<td>Uses varied vocabulary, but there is some words usage irregularities</td>
<td>Uses limited vocabulary</td>
<td>Repeat words and phrases</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Speaks with little hesitation that does not interfere with communication</td>
<td>Speaks with occasional hesitation that does not interfere with communication</td>
<td>Speaks with some hesitation (rephrasing and researching for words) that interferes with communication</td>
<td>Speaks with much hesitation that greatly interferes with communication</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Eye contact with the audience is somewhat established; gestures, paralinguistic cues are some measure to reinforce particularly important ideas; several vocalized pauses are used</td>
<td>Eye contact with the audience is hardly established; gestures, paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are frequently</td>
<td>Almost no eye contact with the audience; gestures, paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are frequently</td>
<td>No eye contact is made with the audience; gestures, paralinguistic cues are not used to reinforce particularly important ideas; vocalized pauses are used in abundance and distract from the overall message</td>
</tr>
</tbody>
</table>
### Appendix G

#### 1 Common Reference Levels

##### 1.1 Global scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
</table>
| **C2** | Proficient User  
Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| **C1** | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| **B2** | Independent User  
Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| **B1** | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| **A2** | Basic User  
Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| **A1** | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |
Gráficos de los Estudiantes

Appendix H

Sexo

Gender
¿Qué edad tienes?

- 13: Sixteen
- 7: Eighteen
¿Dónde vivis actualmente?

- 30% de la población vive en Rivas
- 20% de la población vive en los alrededores de Rivas
¿Cuáles son las razones que deciste estudiar inglés?
¿En qué situación de tu vida diaria te ha sido útil aprender inglés?

- In school: 70%
- In the current job: 15%
- Seminar with American: 15%
¿Qué actividades de las que tu profesor ha realizado te ha ayudado a mejorar el aprender inglés?

- To do dialog: 13
- Presentation: 8
- Listening activities: 6
¿Cuáles de las siguientes habilidades te gustaría desarrollar?

- Writing: 65%
- Reading: 48%
- Listening: 30%
- Speaking: 80%
¿De qué manera se te es más fácil aprender inglés?

- Speaking: 88
- Listening: 70
- Reading: 30
- Writing: 26

Legend:
- Speaking
- Listening
- Reading
- Writing
¿Qué se te dificulta aprender más en inglés?

- Pronunciation: 60
- Spelling words: 40
- Understanding: 20