Innovative English language program for 7th graders at Bautista Belen
Private High School

Innovative proposal in Partial Fulfillment to Obtain the Bachelor of Arts Degree in Teaching English as a Foreign Language

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I. INTRODUCTION .............................................................................................. 1

II. JUSTIFICATION ............................................................................................ 2

III. OBJECTIVES ................................................................................................ 3

   General objective: ....................................................................................... 3
   Specific objectives: ....................................................................................... 3

IV. THEORETICAL FRAMEWORK ..................................................................... 4

   A. Curriculum design theories ................................................................. 4
   B. Second language acquisition theories .................................................. 9
      1. The comprehension hypothesis ......................................................... 9
      2. The affective filter hypothesis ............................................................ 10
      3. Constructivism .................................................................................... 11
   C. Teaching methodologies ...................................................................... 12
      1. The direct method ............................................................................. 12
      2. Communicative language teaching .................................................... 13
      3. Cooperative learning ........................................................................ 14

V. METHODOLOGY OF THE PROJECT .......................................................... 15

   1. Definition of the context ...................................................................... 15
      1.2 The research instruments ............................................................... 15
      1.2.1 Survey ......................................................................................... 16
      1.2.2 Class observation ........................................................................ 16
      1.2.3 Interview with the teacher of English .......................................... 16

VI. DATA ANALYSIS ....................................................................................... 17

   A. Results .................................................................................................. 17
      1. Results from the survey .................................................................... 17
      2. Comments on the class observations ................................................. 18
      3. Results from the interview with the teacher of English .................... 19
      4. Constrains ........................................................................................ 20
   B. Assessing needs .................................................................................... 21
      1. Present situation analysis ................................................................. 21
      2. Target Situation analyses ................................................................. 21
VII. THE PROPOSAL ........................................................................................ 22
   A. ABSTRACT .................................................................................................... 22
   B. GOAL AND OBJECTIVES ........................................................................... 23
      Goal: ............................................................................................................... 23
      Objectives: ..................................................................................................... 23
   C. ORGANIZATION OF THE PROGRAM ..................................................... 34
      SCOPE AND SEQUENCE ............................................................................ 34
   D. TEACHING METHODS .............................................................................. 37
   E. ASSESSMENT ............................................................................................ 38

VIII. CONCLUSION .......................................................................................... 40

IX. RECOMMENDATIONS ............................................................................... 41

X. REFERENCES ............................................................................................... 42

XI. APPENDIX .................................................................................................. 44
   APPENDIX 1 ......................................................................................................... 44
      SURVEY ........................................................................................................ 44
   APPENDIX 2 ......................................................................................................... 46
      Encuesta ......................................................................................................... 46
   APPENDIX 3 ......................................................................................................... 48
      Class observation form ................................................................................... 48
   APPENDIX 4 ......................................................................................................... 50
      Interview ......................................................................................................... 50
   APPENDIX 5 ......................................................................................................... 51
      Graphic outline of the proposal ....................................................................... 51
   APPENDIX 6 ......................................................................................................... 51
      ¡ERROR! MARCADOR NO DEFINIDO.
   A. Program .................................................................................................. 24
      1. General Information ............................................................................... 24
      2. Course Description ................................................................................ 25
      3. Objectives of the course .......................................................................... 25
      4. Requirements to take the course .............................................................. 25
      5. Methodology of the course ...................................................................... 26
      6. Organization of units/calendar .................................................................. 26
      7. Material and equipment .......................................................................... 27
      8. Evaluation of the course .......................................................................... 27
      9. References .............................................................................................. 28
   APPENDIX 7 ......................................................................................................... 29
      ¡ERROR! MARCADOR NO DEFINIDO.
   B. Program .................................................................................................. 29
      1. General Information ............................................................................... 29
      2. Course Description ................................................................................ 30
3. Objectives of the course ................................................................. 30
4. Requirements to take the course .................................................. 30
5. Methodology of the course ............................................................ 31
6. Organization of units/calendar ...................................................... 31
7. Material and equipment ............................................................... 32
8. Evaluation of the course ............................................................... 32
9. References .................................................................................... 33
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Dedications

During my life three amazing people have always been with me in bad and good moments providing me their love, support, and motivation. I would like to dedicate this project, in first place to God and then to my grandparents, Mr. Jose Sanchez and Mrs. Eufemia Garmendia. I would not be who I am today without the sacrifice Jesus did on the cross for me and without the patience, love and instruction gotten from my grandparents. Besides, I would like to dedicate this win to my wife and my son.
I. Introduction

Counting on a well-rounded curriculum turns out to be imperative for any educational institute which desires to offer a high quality service. Likewise, a curriculum can function as a guide that will be extremely helpful for the institution, educators and learners. In contrast, not relying on a curriculum could be seriously terrible, and it might downgrade the level of education that an institute provides. However, Bautista Belen Private high school does not have a curriculum in which teachers of English can be guided to conduct excellent English classes. Taking into consideration this awful inconvenience, it has been decided to create an innovative English language program for 7th graders at Bautista Belen Private School.

These students have been selected since they have already had contact with this language getting some knowledge about vocabulary, grammar rules, and pronunciation during their primary period. However, 7th graders are not able to produce the language as some of them expected, as a result, this program will propose the effective teaching methods and teaching strategies for them to reach the level of A2 in regards with the description of the foreign language levels of proficiency established by the Common European Framework. In effect, English will be more than just the subject of study; it will be the vehicle driven for communication.

Besides, it is important to mention that this program will develop several theories and methods such as the comprehension hypothesis, the affective filter hypothesis, constructivism, the direct method, communicative language teaching, and cooperative learning. In addition, the information to developing this program was gathered through surveys, interviews and class observations.

[1]
II. Justification

This globalized world thoroughly requires a vehicle for communicating and connecting people from different countries. Learning English as a foreign language truly helps the individual to be able to interact with people from different parts of the world. In the past, learning this foreign language was considered as a privilege, yet nowadays it is viewed as a must learn. Consequently, Bautista Belen Private High School has the necessity to improve this language since students at this school have found some serious difficulties, due to the fact that the institute does not have an English language program; besides, adequate teaching methods, strategies and approaches are missing, as well. As a result, students tend not to be interested in learning this subject. All of this sometimes causes the learners to experience failure in the foreign language. As a consequence, it was decided to elaborate a project which enhances the English learning process of 7th graders at this institute.

The freshman high school students were the ones selected for this English program because in this way solid and strong bases could be established for greatly facilitating the setup of their English. Hence, during their time at high school, they will have a brilliant start in learning the language, which is absolutely preponderant in order to have a promising future. On the other hand, the teacher of English will as well obtain benefits from this English language program. For instance, he will be not only informed about the learners’ needs, lacks and wants, but also he will be provided with effective teaching methods and teaching strategies for dealing with those aspects. Finally, the institution will reach a remarkable improvement upon its English education, which most Nicaraguan high schools urgently require; thus, Bautista Belen will become part of the greatest schools for studying English in this nation.
III. **Objectives**

**General objective:**

To design an innovative English language program for 7th graders at Bautista Belen Private School.

**Specific objectives:**

- To identify 7th graders’ needs, wants and lacks in regards to the foreign language and content.
- To suggest adequate teaching methodologies and teaching materials for suiting the learners’ needs and lacks.
- To propose the organization in the content of the English language program.
- To suggest appropriate criteria for assessing and evaluating students’ learning.
IV. Theoretical Framework

Counting on a well-rounded curriculum turns out to be imperative for any educational institute which desires to offer a high quality service. Likewise, a curriculum can function as a guide that will be extremely helpful for the institution, educators and learners. In contrast, not relying on a curriculum could be seriously terrible, and it might downgrade the level of education that an institute provides. Therefore, this issue needs to change, and the educational institution must plan as soon as possible the creation of a curriculum. However, designing an English language curriculum is not a simple task. In order to create this type of curriculum, it is fundamental that the designers who will work on it have knowledge about curriculum design theories, second language acquisition theories, as well as knowledge regarding teaching methodology. Hence, such theories and methodology are presented in the next chapters.

A. Curriculum design theories

Designing an English language curriculum involves a lot of time, outstanding endeavor and complete dedication. Curriculum design is mostly considered a highly complex process, which can be prescriptive, descriptive or both. On one hand, Prescriptive means what ought to happen in the classroom. In contrast, descriptive means how things are really in a classroom (Ellis, 2004, p.4-5). According to Bloom (2006) there are three basic types of curriculum. In the following chart, such curricula are presented.

| Overt curriculum | It is the written document. Tanner and Tanner (1975) defined it as "planning and guiding the students through their learning process by reconstructing knowledge and experience provided by the auspices of the institute." |

[4]
<table>
<thead>
<tr>
<th><strong>Hidden curriculum</strong></th>
<th>It is what takes place inside the classroom. This is related to particular notions concerning teaching in practice. For instance, the educator’s preferences with regard to classroom management and teaching strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Null curriculum</strong></td>
<td>In here are found the less relevant topics which are not imparted. For example, in a period of two months a professor teaches 8 units of grammar instead of the 16 units for the sub-skill. The 8 units that were not covered become part of the null curriculum.</td>
</tr>
</tbody>
</table>

Moreover, the designer is dealing with an interrelated set of processes. Most of the time, they have to face a two step forward one step back process (Graves, 2000). Curriculum design should be never seen as a linear process due to the relation between the components, which influences every part of the different set of processes. Then, there should not be an established sequence in it. Nevertheless it is always a valid idea to begin with getting familiar with the context, and to answer these questions: What is the school? Who is the teacher? Who are the pupils? What exactly does the situation demand? Having the responses to those questions as the foundation of the curriculum will facilitate the decision making for the future. Consequently, **defining the context** is a good starting point in this lengthy process.
In order to incorporate the appropriate teaching methods and teaching strategies, it is necessary to take into consideration:

- Background information about the students, i.e., their age, reasons for learning the target language.
- The teacher’s level of training.
- The teaching facilities that the school is able to provide.

Those are only some types of data which should be gotten from the context. Notwithstanding, there is a lot more of information, like the time of the course, that needs to be gathered. In this way, the designer can bear in mind all that information, for creating a remarkably accurate curriculum. After having been familiarized with the context, one can move on to a deeper phase which is the needs analysis.

In here, the person in charge of the curriculum design has to first have a closer look at learners’ needs, lacks and wants. Second, he/she needs to make the analysis of such information. By reflecting on that, the program will be full of relevant and meaningful topics to the pupils (Macalister, 2010). Further, due to the trend of the learner-centered approach in today’s education, satisfying the students’ needs seems to be preponderant. Nonetheless, that approach might be seen as a revolutionary concept at certain schools, so the first step for carrying out the needs analysis is making the decision of taking account of this valuable information. Afterwards, it is time to decide how the information will be gathered. It could be obtained through class observations, interviews, questionnaires, surveys, tests, etc. Once the information has been recollected, it has to be analyzed in order to make good use of it for designing a curriculum capable of fulfilling the needs in the context. Also, the needs analysis works as a point of reference for conceptualizing and organizing the content of the English language curriculum. Furthermore, under the auspices of the needs analysis, the designer can come up
with suitable **objectives** for the curriculum, and that is the following step in this process (Macalister, 2010).

After the creator of the curriculum has had a clear view of what the pupils need, he/she can proceed to formulate the goals and objectives of the curriculum. Setting the goals and objectives aids to clarify what wants to be achieved with the curriculum. Therefore, one must clearly state the impact of the curriculum towards the learners, teachers and institution (Fink, 2003). In addition, the goals and objectives supply a guide for assessing in the future the effectiveness of the curriculum (Graves, 2000). However, in which goals and objectives are not in accordance to what actually occurs in the classroom, which is why Graves recommends being flexible enough to modify them in those specific situations. Likewise, the designer ought to rank the things that he/she wants to accomplish with the curriculum, so that irrelevant stuff could be left apart. Goals and objectives must be always realistic, i.e., they must be achievable. Now that the purpose of the curriculum has been articulated, the designer may continue with the **selection of the content**.

For selecting the content, the creator of the curriculum has to match its content with the needs identified in the environment, and with its general goal. According to Macalister (2010) the selected content should:

- Help learning occur in the classroom.
- Be suitable to the teachers’ level of training, so they will not have any constraint.
- Be the ideal regarding the learners’ level of proficiency and preferences.
- Be adequate to be covered through the time established by the school.

Moreover, the designer can select the content based on the different kinds of syllabus: Grammatical, functional, situational, skill-based, tasked-based and content-based syllabus. Choosing the right content is extremely crucial while designing a curriculum, since it is without a doubt a learning changing factor. The next part for the selection phase is the development of materials. That following
step leads the designer to be more detailed with the syllabus (Graves, 2000). Decisions have to be made concerning if only one book will be used, the material will be created from scratch, or if a compilation of books will be elaborated. Always have the designer to bear in mind his/her duty of meeting the needs of the students and the general goal of the curriculum. After that, what comes to the complex process is the **sequence of the course**.

In the structure of the course, the content has to be placed in the right spot. The creator of the curriculum needs to divide the term of the course into segments by taking into consideration the major topics. Then, he/she ought to sequence the topics logically, and determine the time that it will take to cover them (Fink, 2003). When the topics are grouped into units, it is easier to see the progression of the course. Macalister (2010) classifies the units of progression into two kinds. The first type follows an order such as vocabulary levels. The second one can be composed by situations which can go in any sequence. Although the second type of unit of progression does not have a particular order, it is always a clever idea to check back that unit is at the right level. At this period, the designer is ready to create the **grading system**, which is the last step for completing the lengthy process of designing a curriculum:
In this part, the assessment focuses on the students’ learning and the efficiency of the course. Additionally, Graves (2000) affirms assessment can be both formative and summative. Formative assessment is aimed at teachers to give feedback to learners, as the course progresses. The outcomes obtained from formative assessments sometimes may suggest that teacher needs to change the focus of the English language program. Unfortunately, most of the time the modification in the program is not supported by schools and educators. On the other hand, summative assessment is the evaluation normally made at the end of the course. From that evaluation, the teacher and the designer pick up the final results of what the students and the program have really accomplished.

B. Second language acquisition theories

Roger Ascham, a British didactic writer from the 1500s, once claimed that “as a hawk flieth not high with one wing, even so a man reacheth not excellence with one tongue.” Since his time and even earlier mankind has recognized the immense value of learning a second language. Nowadays, English is considered the optimal language for communicating globally. Most of the information found in books and on the internet is in the Anglo-Saxon language; for this reason, learning that language may not be seen any longer as an option, but it is rather seen as a must. Therefore, for the 7th graders at Bautista Belen to learn the foreign language, two hypotheses by Stephen Krashen, and the constructivism theory are analyzed in this second chapter.

1. The comprehension hypothesis

This hypothesis was first called the input hypothesis. Its author Krashen (1982) believes it is the core of language acquisition theory because in it he explains how the learner acquires a second language. According to him, acquisition takes place when the pupil comprehends a message which has aspects of the language that he/she has not acquired, but now that person is apt to pick them up (Krashen, 2013). Henceforth, the learner progresses when he/she receives comprehensible input. In order words, as long as comprehensible input is given, the learning
process will be on the right track. It is fundamental to provide the students with input that must be just one step beyond their current level of linguistic competence. Thus, Krashen came up with his very famous formula: I+1, in which “I” stands for the learners’ level of proficiency, and 1 represents the comprehensible input which triggers the acquisition of the second language. Consequently, it is correct to believe that the more comprehensible input a pupil gets the easier and faster he/she will acquire the foreign language.

2. The affective filter hypothesis

In this theory Krashen (1982) states how the affective factors are connected to the process of second language acquisition. Likewise, the affective variables cause a major impact on the attitude of a learner towards the comprehensible input that he/she receives. This means, the affective variables in great part can determine the success of the second language acquisition process. The illustrious linguistic presented in his book *Principles and practice in second language acquisition* three main categories of affective variables: Motivation, self-confidence and anxiety. Obviously, the most propitious for the success of the process is having the learners at a high level of motivation and self-confidence, and at low level of anxiety. As a consequence, the teacher should take care of having students in a comfortable environment in which they can feel welcome to participate by using the target language. In this way, the pupils will have a weak affective filter; as a result, they will be looking forward to obtain more comprehensible input. On the other hand, if students express negative attitude towards the learning process, they will not care about any kind of input, even when it is clear for them to assimilate it. Indeed, lowering the learners’ affective filter is crucially essential for the acquisition of the second language (Krashen, 1982).
3. **Constructivism**

Before this theory students were treated like containers which needed to be filled with knowledge. At that time, teachers were the supreme authorities in the classroom, whose primary objective was the transmission of concepts, theorems, facts etc. Fortunately, this situation has changed; currently, teachers and learners are sharing knowledge, for learning has become an active process of construction, leaving behind the obsolete philosophy of education based on a passive process of acquisition of knowledge (Scholnik, Kol and Abarbanel, 2006). Also, the two eminent psychologists Jean Piaget and Lev Vigotsky wrote about constructivism in learning. On one hand, Piaget (1967) centered his work on cognitive constructivism; on the other hand, Vigotsky (1978) focused on social constructivism. When cognitive constructivism came to light, psychologists and educators started to pay more attention to higher complex processes such as critical thinking and problem solving (Etermer and Newby, 2013). Cognitive constructivists see the mind as an agent which in an active way searches for solutions to complicated issues. This involves that, the pupils make use of their central cognitive structures, accommodation and assimilation, in order to interpret the environment. Taking into consideration 7th graders’ ages range between 12-13 years old, teacher should come up with activities like debates and discussions about different topics in which students have to abstract their thinking; as a result, the teacher will allow them to construct knowledge which is going to be meaningful for them. In contrast, social constructivists concentrate on the social interaction upon learning. They demand that students ought to be exposed to materials, situations and experiences that inductively aid the construction of their learning. Vigotsky strongly believed that learning takes place through this interaction between people and learning materials (as cited in Palfreyman and Smith, 2003). Consequently, the interaction teacher-students and students-students have to be teacher’s priority in every single class. Taking an instance, the teacher can implement some activities such as groups work, role-play, and debates.
C. Teaching Methodologies

The history of the teaching of English has been made up by a handful of shifts in methods and approaches used for facilitating the share of knowledge. As a matter of fact, at the very beginning the grammar translation method was seemed to be flawless. Even though some educators used to point out its limitations, they may have been called heretic. Later, the direct method showed up and it was the bomb, yet it was preceded by the audio lingual method, which was the supreme method for English language teaching during a considerable period of time. This chain went on and on, a method displaced another one, afterwards that one was displaced by another method, and so on. Prator experienced those changes at first hand then he arrived at the conclusion that no methodologist has the whole answer (as cited in Sullivan, 2002). In consequence, for this English language proposal the next repertoire of methods is suggested.

1. The direct method

One of the most serious problems in many Nicaraguan schools is English being taught through the use of the mother tongue. Although the teacher of English may teach the subject by communicating in the target language, this situation is awkward for the learners, since, they might not have a clue about what the language instructor is saying. As a result, parents start complaining and demanding the educator to conduct the class in the first language. This way of thinking has to be modified. Parents and students must understand that the only way to learn English is by using the target language as much as possible. In that case, the direct method should be implemented because one of its principle functions is the use of the foreign language in asking and answering questions, as well as in discussing. Moreover, elements like realia and pictures play a key role, for they help the learners to understand meaning (Larsen-Freeman, 2000). Also, in this method grammar is imparted inductively. For instance, the teacher using complete grammar structures ask meaningful and interesting questions to the pupils. Then, the learners formulate their own questions and sentences with full
grammar structures too. If this can be carry out effectively, this teaching method will turn any English class into a conversation class (Krashen, 1982).

2. Communicative language teaching

Keeping up with the trend of communication, the communicative approach could not be excluded from this repertoire. The communicative language teaching can reinforce what the direct method achieves, and more important it can take the learning process to the next level. The false beginners will reach the level of A2 in regards with the description of the foreign language levels of proficiency established by the Common European Framework. In effect, English will be more than just the subject of study; it will be the vehicle driven for communication. Hymes (1972) claims that in order to communicate properly, the individual must not only have linguistic competences, but also communicative competences, so that a person will know how and when to say something to someone (as cited in Larsen-Freeman, 2000). This can be acquired through meaningful interaction in activities such as games, competitions and role plays. Those types of activities share common features with real life events; in consequence, the learners will be provided with opportunities for negotiating meaning. Then, what they need to do is to convey and understand messages, i.e., they have to be able to express their opinions, ideas and feelings. In contrast, the teacher’s role during that time is less dominant. The educator’s duty is to help the students by clearing out their doubts and answering their questions. However, the teacher should not give the answers directly; conversely, he/she ought to prompt students to get the correct answers on their own. In this way, the teacher and the learners could keep the conversations going.
3. **Cooperative learning**

Vigotsky (1978) in his social constructivism theory stated learning occurs by interacting with others. Similarly, this approach involves the pupils learning from each other. The interaction student-student tends to be more meaningful than the learner-teacher interaction. Nevertheless, the educator has a particularly relevant task, which is teaching collaborative skills that can lead the pupils to learning and communication (Larsen-Freeman, 2000). Likewise, learning will be facilitated if students remain in the same groups, and work together in order to assimilate and understand the new lessons. Those groups should be also composed by learners with different levels of proficiency. As a consequence, pupils with low level of proficiency will learn from the ones whose level is higher. This implies that the professor is the one in charge of organizing the groups in order to achieve the right balance. Once the students are in their groups, they are given the projects which they have to carry out. Finally, they show their work through poster presentations. While the students are preparing such presentations, Jeremy Harmer (2001) asserts that it could be necessary that the teacher strives to adopt the role of a resource. Accordingly, the learners would have the optimal guidance for doing more than well in those activities.

At the end, teaching is a trial and error process; hence, it is worth to bear in mind that one should not get engaged with a single method. All of them present pros and cons which ought to be analyzed for choosing what one could come to consider the most optimal for facilitating learning.
V. Methodology of the Project

1. Definition of the context

This is a design of a communicative English language programme for 7th graders at Bautista Belen School located in San Judas neighborhood. Bautista Belen is a private educational institute, to which kids and adolescents from different zones of Managua attend. Furthermore, this institution offers education from kinder garden, to elementary school and high school, and the subject of English is taught in each of these areas. Also, for high school students the English classes are imparted through two sessions a week. One session lasts 45 minutes, and the other one consists of 90 minutes. In addition, only one educator is in charge of the English teaching for the entire high school. Then, there are two groups of 7th graders that are normally integrated by thirty students each. Although these groups of learners, whose ages range from 12-13, have had some experiences in learning English, they encounter some serious difficulties when it comes to communicating in the foreign language at a basic level. Hence, the purpose of this programme is to contribute to ameliorate the oral skills of such learners by establishing solid and strong bases, which in the future will be exceptionally favorable for building up their English.

1.2 The research instruments

- Survey for the 7th graders at Bautista Belen.
- Class observation for the two groups of 7th graders at Bautista Belen.
- Interview to the teacher of English.
1.2.1 Survey
Ten students from both groups of 7th graders at Bautista Belen participated in this survey. Further, this survey was conducted in order to collect highly valuable information concerning the learners’:

- Thoughts on the importance for learning the language.
- Interests in learning the language.
- Likes in learning the language.

1.2.2 Class observation
For this instrument, two sessions of the English classes, one session for each group of 7th graders at Bautista Belen, were observed. These observations were to provide a better understanding of that context by having a close look at:

- Learner-teacher interaction
- Learner-learner interaction
- Use of the foreign language
- Learners’ level of proficiency
- Teaching strategies.

1.2.3 Interview with the teacher of English
This interview was conducted with the goal of obtaining relevant information regarding the teacher’s:

- Philosophy of education
- Approaches to teaching
- Teaching methods
- Teaching strategies
VI. Data analysis

A. Results

The analysis for the elaboration of this project was focus on identify the needs, wants, and lacks 7th graders have at Bautista Belen Private High School. Additionally, this information was gathered from the learners and the English teacher. Several instruments were applied; to take an instance, surveys, class observations, and interview with the English teacher.

1. Results from the survey

For the first two questions, do you like English? And do you think English is important? All the students who participated in the survey answered that they like the language, and considered that it was important to them. They wrote that the main reason for the relevance of the foreign language was to have a promising future, in which they could get more job opportunities. Even though all the pupils recognized the value of learning English, from the following question, have you taken any English course? It was discovered that almost 50% of them have not taken any English course. Further, for the next questions, do you listen to music in English? Do you watch movies in English with the subtitles in Spanish? Those same learners shared that they rarely watch movies or listen to songs in English. Hence, their exposure to the foreign language has been very limited. In contrast, the students who have enrolled on English courses tend to undertake the aforementioned activities with a greater frequency. Also, for the next question, how much do you understand from the content? The majority of the learners claimed to understand around 50 percent of the content of the films and chants; i.e., they could accomplish extraordinary stuff by working in meaningful activities. Whereas in question number 8, which language skill is the most difficult for you? Almost all the learners chose speaking as the hardest language modality with which they have troubles. On the other hand, only three students selected reading or writing as the most complicated language skills. As a result, the most optimal for the majority of these learners is to develop communicative competences especially the ones related to the speaking skill. Finally, for the last two questions, would you like
to learn English through? And what activities would you like to do? They picked music and songs as their favorite topic and teaching strategy, through which they would like to learn English. Then, role-play is the second most popular activity, and presentations and competitions are ranked at third place.

2. Comments on the class observations

While observing the classes it was noticed that the learner-teacher interaction was not a terrific one. As the educator began with his explanation of the lesson, the learners rapidly lost interest in the class. A conversation among them was what proceeded; unfortunately, the conversations took place in Spanish. Afterwards, the students were assigned to work in pairs; this was a good signal, since the implementation of cooperative learning is aimed to this class. Additionally, the pupils’ English level of proficiency could not be quite measured because they did not use the target language at all. Nevertheless, due to the absence of the use of the foreign language, one can infer that their level of proficiency in English may be fairly low. Inasmuch as the teaching strategies, sadly the teacher played a predominant role; ergo, the students had to perform a passive role. For the reason that it was a teacher-centered class, the educator spent 90% of the time explaining the lesson to the pupils. Later, he assigned some exercises from the book that the students to do in pairs. It is perfectly clear that meaningful activities are totally missing in the class. In regard with the teaching methods, lamentably the grammar translation method was the only one that the teacher implemented during the four sessions. The focus was exclusively on the clarification of vocabulary and grammar structures; e.g., the teacher asked for the meaning of some words concerning the topic about prepositions of place. For all the factors previously mentioned, it was a pity that the learners did not have any other alternative but to answer those questions by making use of the first language.
3. Results from the interview with the teacher of English

This interview was conducted to know the teacher’s background and teacher’s perspective in regards to his philosophy of education, approaches and the methods he uses for teaching. During this interview the teacher stated he learnt English from his culture. He was born in the Caribbean Coast, where he acquired this language since he was a child. Besides, he said he learnt English in High School where he had the opportunity to have just American teachers of English. Moreover, the teacher stated he decided to become a teacher because he loves children as well as this profession.

On the other hand, the teacher was asked about his philosophy of education and the approaches he uses to teach; however, he was a little bit confused with these two questions. As a result, it was observed that the teacher does not have the necessary tools to perform as a trend teacher. Additionally, he claimed he adapts his classes according to different types of methods that the book has to offer. He has always tried to convince his students to make them understand that something has to be in that way. He said his philosophy of education would be teaching in a friendly and motivating way.

In addition, the teacher said students are the principal elements in a classroom for him; consequently, he motivates them to participate in the class. He uses a book, a workbook, and some music to carry out his classes. He thinks he has excellent learners in 7th grades and he has seen that most of them have learnt English by listening to music. Besides, the principal activity he uses to encourage the students is brainstorming and then he tries to make them feel comfortable.

To sum up, interpreting the results gathered from the survey, class observations and the interview it was seen students showed a high interest to develop the speaking skills in order to communicate in English. They admitted they would like to learn English since it is very detrimental for their future professional career. However, it was observed Bautista Belen School has some lacks in regards to the English subject. First of all, it was found the lack of an English Language
Program in this institute. Second, the English teacher presented some serious difficulties conducting his classes since he has not been trained to perform as a teacher. He stated he learnt English from his culture, Caribbean Coast; however, it is known people from Atlantic Coast speak creole English. Consequently, it is really hard for students understand when the teacher is explaining the class. As a consequence, there is not any meaningful interaction neither between teacher-students nor students-students; accordingly, the 85% of the English class in conducted in Spanish.

4. Constrains

Numerous obstacles showed up during the process of collecting data from the participants. The main issue was the lack of time to conduct the interviews, observe the classes, and carry out the survey. This problem emerged from the similar schedules that the curriculum designers and the participants had regarding their respective classes. As a consequence, the different meetings with the students, teacher and principal turned out to be troublesome to hold. Moreover, at the moment of contacting the principal, she was evaluating her teachers, and she confessed these evaluations were going to take two weeks to get them done. As a result, it was pretty hard to set the right time to talk with her. Besides, another inconvenient that came to appear was caused by the Mother Nature. Due to the many quakes that the capital suffered, the pupils got one week-off; thus, a wonderful opportunity to work with the participants was missed as well.
B. Assessing Needs

1. Present situation analysis

It is a fact that the 7th graders have had some exposure to the target language; nevertheless, they have not been provided with comprehensible input. Accordingly, the use of the mother tongue was predominant during the lesson; otherwise, the learners could not have carried out the tasks assigned by their teacher. Likewise, the students did not have the chance to participate in meaningful activities, in which they could have interacted using the foreign language. This implied that even at a basic level, the students were not able to communicate in the target language. Obviously, for the learners to reach the level of A2, the appropriate teaching methodology should be applied to suit students’ needs.

2. Target Situation analyses

The expectation for the target situation is that by making use of the foreign language the students will be able to:

- Provide their background information.
- Talk about their relatives.
- Talk about location
- Describe their daily routines.
- Identify common food.
VII. The Proposal

A. Abstract

The necessity to set up an English Language Program for 7th graders at Bautista Belen Private High School is very obvious since this institute does not have guidance how to teach the English subject. As a result, the purpose of this program is to help 7th graders reach the level of A2 according to the description of the foreign language levels of proficiency established by the common European Framework. This program contains the most appropriate methods to reach the general goal, such methods are the direct method, communicative language teaching and cooperative learning.
B. Goal and Objectives

**Goal:**
✓ By the end of this program 7th graders at Bautista Belen Private High School will be able to develop the speaking and listening skills reaching the A2 global scale of the CEF.

**Objectives:**
✓ By the end of this program 7th graders at Bautista Belen Private High School will be able to:
  - Use familiar everyday expressions.
  - Introduce themselves and others.
  - Ask and answer personal information questions.
  - Interact in a simple way provided the other person talks slowly and clearly.
  - Understand sentences and frequently used expressions related to areas of most immediate relevance such as very basic personal and family information, shopping, local geography, employment.
  - Talk about their relatives and friends.
  - Describe places in their neighborhood.
  - Talk about their daily routines.
  - Identify common food.
  - Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
Universidad Centroamericana  
School of Humanities & Communication  
Foreign Language Center  
Teaching English as a Foreign Language

1. **General Information**

<table>
<thead>
<tr>
<th>School: Bautista Belen</th>
<th>Course 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program:</strong> English Language Program</td>
<td><strong>CEF:</strong> A1</td>
</tr>
<tr>
<td><strong>Units:</strong> Pre-Unit &amp; Unit 1</td>
<td><strong>Schedule:</strong> Tuesday &amp; Thursday</td>
</tr>
<tr>
<td><strong>Pre-requisite:</strong> None</td>
<td><strong>Date:</strong> November 3(^{rd}), 2015</td>
</tr>
<tr>
<td><strong>Class hour:</strong> 4 hours per week for one semester (4 months)</td>
<td><strong>Self-study:</strong> 4 hours per week during 4 months</td>
</tr>
<tr>
<td><strong>Teacher:</strong> Deyril Romero</td>
<td><strong>Cellphone:</strong> 86006054</td>
</tr>
<tr>
<td><strong>Principal:</strong> Jazmina Lopez</td>
<td><strong>Telephone:</strong> 22603209</td>
</tr>
</tbody>
</table>

Revised by: ______________________ Approved by: ______________________
2. **Course Description**

   This course has been designed for 7th graders at Bautista Belen Private High School to help them out to communicate at basic level. During this course students will learn common everyday expressions, how to introduce themselves, asking and giving personal information, as well as, talking about their family members. Students will be guided to reach this goal by implementing some activities such as games, role plays, groups work, and videos. This course will bring to the students a general picture about how to perform speaking in English.

3. **Objectives of the course**

   - **At the end of this course SWBAT:**
     a) Spell their names.
     b) Introduce themselves and others.
     c) Identify numbers and addresses.
     d) Describe their family members.
     e) Ask for and give dates.

4. **Requirements to take the course**

   - Attending the class in every section.
   - Students have to buy their own materials (Books, dictionary, notebook).
   - Do the homework and assignments on time.
5. **Methodology of the course**

In this course the English subject will be explained in a comprehensible way implementing different methods such as the direct method, communicative language teaching and cooperative learning. As a result, teachers will conduct their classes by using meaningful realia, making students speak in class using the L2, doing some activities in which students can feel comfortable and engage to participate in English. Besides, teachers will take a role in which they have to monitor every student to help them to progress successfully during the learning process.

6. **Organization of units/calendar**

This first course will take 4 months in which will be developed pre-unit and unit 1. In addition, students will have 2 different sessions of classes per week, each session will last 95 minutes.

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

**Pre-Unit & Unit 1**

- Saying and spelling their names.
- Introducing themselves and other.
- Identifying numbers, phone numbers, and addresses.
- Identifying family members.
- Describing their relatives and friends.
- Asking for and giving dates.
- Talking about birthdays.
7. **Material and equipment**

- Whiteboard
- Markers
- Books
- Dictionary
- Chair
- Desk
- Realia (Pictures, real objects)
- Videos

8. **Evaluation of the course**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Game &amp; Groups work</td>
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</tr>
<tr>
<td>Homework</td>
<td>20%</td>
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<tr>
<td>Assignments</td>
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9. **References**


1. **General Information**

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<thead>
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<th>Course 2</th>
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<tbody>
<tr>
<td>Program: English Language Program</td>
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</tr>
<tr>
<td>Units: Units 2-4</td>
<td>Schedule: Tuesday &amp; Thursday</td>
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<tr>
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<td>Date: November 3(^{rd}), 2015</td>
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<tr>
<td>Class hour: 4 hours per week for one semester (4 months)</td>
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<td>Cellphone: 86006054</td>
</tr>
<tr>
<td>Principal: Jazmina Lopez</td>
<td>Telephone: 22603209</td>
</tr>
</tbody>
</table>
2. Course Description

This course has been designed for 7th graders at Bautista Belen Private High School to help them out to communicate in English reaching the A2 global scale according to Common European Framework (CEF). During this course students will learn how to express their daily routines, discuss about household chores, as well as, vocabulary about common food. Students will be guided to reach this goal by implementing some activities such as role plays, discussions, debates, games, competitions and videos.

3. Objectives of the course

At the end of this course SWBAT:

a) Identify their neighborhood places and modes of transportation.
b) Ask for and give directions.
c) Talk about their daily routines.
d) Discuss household chores.
e) Identify common food and supermarket words.
f) Talk about ingredients for a recipe.

4. Requirements to take the course

- Attending the class in every section.
- Students have to buy their own materials (Books, dictionary, notebook).
- Do the homework and assignments on time.
5. **Methodology of the course**

In this course the English subject will be explained in a comprehensible way implementing different methods such as the direct method, communicative language teaching and cooperative learning. As a result, teachers will conduct their classes by using meaningful realia, making students speak in class using the L2, doing some activities in which students can feel comfortable and engage to participate in English. Besides, teachers will take a role in which they have to monitor every student to help them to progress successfully during the learning process.

6. **Organization of units/calendar**

This second course will take 4 months in which will be developed unit 2, 3 and 4. In addition, students will have 2 different sessions of classes per week, each session will last 95 minutes.

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

**Units 2-4**

- Identifying neighborhood places and modes of transportation.
- Asking for and giving directions.
- Talking about their daily routines.
- Identifying common food.
- Asking for and giving ingredients for a recipe.
- Inviting someone to join you at the table.
7. Material and equipment

- Whiteboard
- Markers
- Books
- Dictionary
- Chair
- Desk
- Realia (Pictures, real objects)
- Videos

8. Evaluation of the course

<table>
<thead>
<tr>
<th>Activities</th>
<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
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</tr>
<tr>
<td>Role plays</td>
<td>20%</td>
</tr>
<tr>
<td>Debates/Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quiz</td>
<td>20%</td>
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9. References


C. Organization of the Program

**Scope and Sequence**

<table>
<thead>
<tr>
<th>Units</th>
<th>Life Skills &amp; Civics Competences</th>
<th>Vocabulary</th>
<th>Grammar</th>
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<tr>
<td><strong>Pre-Unit</strong></td>
<td><strong>The First Step</strong></td>
<td><strong>Verb to be:</strong></td>
<td><strong>Singular and plural statements</strong></td>
</tr>
<tr>
<td></td>
<td>Say and spell names</td>
<td><strong>First and last names</strong></td>
<td><strong>Yes/No questions and short answers</strong></td>
</tr>
<tr>
<td></td>
<td>Introduce yourself</td>
<td><strong>Numbers</strong></td>
<td><strong>Subject pronouns</strong></td>
</tr>
<tr>
<td></td>
<td>Identify numbers, phone numbers, and addresses</td>
<td><strong>Greetings</strong></td>
<td><strong>Article a/an</strong></td>
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<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Family and Friends</strong></td>
<td><strong>Possessive nouns and adjectives</strong></td>
<td><strong>Verb to be:</strong></td>
</tr>
<tr>
<td></td>
<td>Identify family members</td>
<td><strong>Family members</strong></td>
<td><strong>Wh-questions</strong></td>
</tr>
<tr>
<td></td>
<td>Describe your relatives and friends</td>
<td><strong>Adjectives to describe people</strong></td>
<td><strong>With adjectives</strong></td>
</tr>
<tr>
<td></td>
<td>Ask for and give dates</td>
<td><strong>Ordinal numbers</strong></td>
<td><strong>Adverbs very and so</strong></td>
</tr>
<tr>
<td></td>
<td>Talk about birthdays</td>
<td></td>
<td><strong>Verb have/has:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>affirmative statements</strong></td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td></td>
<td></td>
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<tr>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In the Neighborhood</strong></td>
<td><strong>Daily Routines</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify neighborhood places and modes of transportation</td>
<td>• Identify and discuss daily routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask for and give directions</td>
<td>• Describe what you do in your free time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discuss transportation</td>
<td>• Discuss household chores</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Everyday activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leisure activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Household chores</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The simple present tense:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‣ 3rd person singular spelling rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‣ Questions with what time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‣ Questions with how often, time expressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Do/Does:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‣ Negative form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‣ Yes/No questions and short answers</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• A little or a lot</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepositions of location</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• There is &amp; There are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Questions with there is and there are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The imperative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• By to express means of transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4 Eating Well</td>
<td>Count nouns and non-count nouns</td>
<td>Meaning &amp; Form</td>
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<tr>
<td>--------------------</td>
<td>---------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Identify common food and supermarket words</td>
<td>Count nouns:</td>
<td>How many/Are there any</td>
<td></td>
</tr>
<tr>
<td>Discuss ingredients for a recipe</td>
<td>Non-count nouns:</td>
<td>How much/Is there any</td>
<td></td>
</tr>
<tr>
<td>Offer and ask for food</td>
<td>The simple present tense and the present continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite someone to join you at the table</td>
<td>Frequency expressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foods and drinks</td>
<td>Adverbs of Frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordering food</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Teaching Methods

This program has been designed with different types of methods such as the direct method, communicative language teaching, and cooperative learning. Those methods will help 7th graders at Bautista Belen Private High School to reach the goal of this proposal since they are focused on using the target language to convey a clear meaning. As a result, by implementing these methods pupils will get meaningful English lessons in which they will find elements like realia and pictures for them to understand meaning avoiding translation. In addition, they will be able to interact in activities such as games, groups work, role plays, and poster presentations to which learners will express their ideas, opinions, and feelings, consequently, they will have the opportunity to understand and convey meaning. Besides, students will be engaged to work in groups to make them feel comfortable one another to have a better interaction in the classroom.

At the end, students will reach the level of A2 global scale of the CEF by being taught through those interesting different methods.
E. Assessment

1. Students’ assessment:

(Formative/Summative)

It is stated that “a formative evaluation has the purpose of forming or shaping the course to improve it. A summative evaluation has the purpose of making a summary or judgement on the quality or adequacy of the course (Macalister, 2010, p. 125). As result, it is detrimental students will be assessed by formative and summative evaluation to know how much the effectiveness of the course is and how much students have progressed and learnt.

The following chart will show us the comparison between formative and summative assessment:

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Improve the course</td>
<td>Judge the course</td>
</tr>
<tr>
<td><strong>Type of data</strong></td>
<td>More likely to look at causes, processes, individuals</td>
<td>More likely to look at results, standards, groups</td>
</tr>
<tr>
<td><strong>Use of data</strong></td>
<td>Used for counseling, mentoring, professional development, setting, goals, adapting material</td>
<td>Use to make decisions on adequacy</td>
</tr>
<tr>
<td><strong>Presentation of findings</strong></td>
<td>Presented to and discussed with individuals</td>
<td>Presented in a report</td>
</tr>
</tbody>
</table>

(Macalister, 2010)
2. Effectiveness of the proposal: Objectives, instruments, methodology, material, test, result, communicative competences, and learning process.

This program will be evaluated its effectiveness by doing some surveys to the students at the end of each bimonthly. Besides, the teacher will be observed twice during this period to see how he/she performs using the program proposed. In addition, parents will take part of this process since they will be asked to answer a questioner in regards with this innovatory English Language Program. As a consequence, this will bring a big picture about how much effective is going the proposal in this institute.
VIII. Conclusion

Speaking is a lot more than the ability to form grammatically correct sentences and then to pronounce them. It is a skill, and such as needs to be developed and practiced independently of the grammar curriculum (Thornbury, S. 2007). Taking into consideration communicating in English is really detrimental; it has been born the idea to set up a comprehensible English Language Program for 7th graders at Bautista Belen Private High School in order to help those students reach the level of A2. This idea came up since the institute does not have a program in which the English teacher can be guided to give a meaningful lesson to his/her students. As a consequence, it has seen students have some serious difficulties to communicate in English; even though, those students have taken the English subject in their previous courses, they are not able to convey any clear message at a basic level, at least.

Consequently, the purpose of this program is to help 7th graders at Bautista Belen Private High School to reach the level of A2 according to the global scale of the Common European Framework by applying some relevant methods such as the direct method, communicative language teaching, and cooperative learning. Besides, it is important to highlight some language acquisition theories have been taken to reach the principal goal in this program. Those theories are the comprehension hypothesis, the affective filter hypothesis, and constructivism. In addition, it is expected this program gives a terrific impact in the learning process in which those students will experience.

To sum up, it has been written Bautista Belen Private High School lacks of an English Language Program. Hence, the English subject has not been taught according to experts suggest. It is wanted to help 7th grades to reach the level of A2 according to the CEF. As a result, this innovating idea has the purpose to set up a great environment in the English field for this prestigious institute providing several methods in which students are obligated to use the L2 in every single class they take.
IX. Recommendations

The following recommendations are offered to provide a solution for the issues presented in this paper in regards with the field of teaching English.

The English teacher has to apply the methods and approaches as it is presented in this project.

The institute should provide 2 workshops to its English teachers to train them how to perform applying this innovating English Language Program.

The teacher needs to emphasize and instill the importance of communicating in English and monitoring students to see their progress to make sure the goal is being reached.

The target language has to be used in every single section of class since the very beginning. Besides, the teacher has to engage students participate using the L2, as well.

It is recommended to set up a compendium using the following books, Top Notch Fundamentals and Step Forward, which contain the topics presented in this program.
X. References


Appendix 1

**SURVEY**

The purpose of this survey consists of gathering valuable information about the level, interests, preferences and beliefs that the seventh graders from Bautista Belen Private School have on learning English as a foreign language. Hence, your cooperation will be truly appreciated.

Age: _______ Gender: Male______ Female______

Do you like English?
Yes_______ No________

Do you think learning English is important? Why?
Yes_______ No______

Do you think English will be relevant in your future? Why?
Yes_______ No______

Have you taken any English course?
Yes_______ No______

Do you listen to music in English?
All the time______ Very often_____ Often_____ Seldom______ Never_____

Do you watch movies in English with subtitle?
All the time______ Very often______ Often______ Seldom______ Never______

How much do you understand from the content?
100%______ 75%_______ 50%_______ 25%_______ 0%_______

Which is the most difficult language skill for you?
Listening_____ Speaking_____ Reading_____ Writing_____ 

Do you speak in English to
English teacher_____ Classmates_____ Friends_____ Relatives_____ 
Nobody_____ 

Would you like to learn English through?
Music______ Sports______ Movies______ Fashion______ 

What activities would you like to do?
Songs____ Role plays____ Crosswords____ Presentations____

THANKS FOR PARTICIPATING IN THIS SURVEY!
Appendix 2

Encuesta
El objetivo de la presente encuesta es recolectar información valiosa acerca de los intereses, preferencias, nivel e ideas que los estudiantes de primer año del colegio Bautista Belén poseen con respecto al aprendizaje del inglés como lengua extranjera. Por consiguiente, se aprecia mucho su colaboración.

Edad: _______ Género: Masculino_______  Femenino_______

¿Le gusta el inglés?
Sí______ No_______

¿Cree que el inglés es importante? ¿Por qué?
Sí______ No_______

¿Cree que el inglés será relevante en su futuro? ¿Por qué?
Sí______ No_______

¿Ha tomado algún curso de inglés?
Sí______ No______

¿Escucha música en inglés?
Todo el tiempo___ Muy a menudo___ A menudo___ Raras veces___ Nunca

¿Mira películas en inglés subtituladas al español?
Todo el tiempo___ Muy a menudo___ A menudo___ Raras veces___ Nunca
¿Qué tanto entiende del contenido?
100%___ 75%___ 50%___ 25%___ 10%___ 0%___

¿Cuáles son las habilidades que se le dificulta en el inglés?
La escucha___ El habla___ La lectura___ La redacción___

Habla en inglés con su
Profesor de inglés___ Compañeros de clase___ Amigos___ Familiares___ Nadie___

¿Por medio de qué temas le gustaría aprender inglés?
Deportes___ Música___ Cine___ Moda___ Otro___

¿Qué actividades le gustaría realizar?
Dramatizaciones___ Canciones___ Competiciones___ Crucigramas___
Presentaciones___ Otras___

Muchas gracias por completar la encuesta!
Appendix 3

Class observation form

Date: __________________________       Group: ____________

<table>
<thead>
<tr>
<th>Area</th>
<th>Observations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction between:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners-Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners-Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners' level of proficiency</td>
<td></td>
<td></td>
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<td>Teaching Strategies</td>
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<td>Teaching Methods</td>
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Appendix 4

Interview

The objective for this interview is to gather important information about the teacher’s beliefs and teacher’s perspective from 7th graders at Bautista Belen Private School regarding teaching English as a Foreign Language. As a result, it will be appreciated your help.

1. Where did you learn English?

2. Why did you decide to become a teacher?

3. What is your philosophy of education?

4. Which are the approaches and methods you use to teach?

5. Do you consider students are the key elements in the classroom? Why?

6. What types of learners do you have in 7th grade?

7. What do you do to encourage your students?
Appendix 5

Graphic outline of the proposal

This program is oriented to 7th graders at Bautista Belen Private School at San Judas neighborhood which is aimed to reach the following English levels according to the global scale of the Common European Framework (CEF).

Program

<table>
<thead>
<tr>
<th>SCALES</th>
<th>LEVEL(S)</th>
<th>LEVEL(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>PRE-UNIT</td>
<td>UNIT 1</td>
</tr>
<tr>
<td>A2</td>
<td>UNITS 2-3</td>
<td>UNIT 4</td>
</tr>
</tbody>
</table>

✓ **A1: Pre-Unit and Unit 1**

This course is aimed to reach a basic level of English in order to achieve the main goal of the program.

✓ **A2: Units 2-4**

This course is intended to give the necessary tools to the pupils in order to communicate them at a basic level.