English proposal for the Architecture major at UCA

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

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Dedication

To God, who has always helped us throughout this process and to our beloved parents; without their support we will never be able to achieve this goal in our lives.
Acknowledgement

First of all we would like to thank our tutor M.A. Ramon Bermudez for his patient and support throughout the creation of this program. Second, we will also like to thank M.A. Graciela Torres and M.A. Horacio Novoa, they have been an example for us as professionals as well as human beings. Finally, we would like to thank to all teachers who has helped us since the first year of this major until this important moment in our professional lives.
INTRODUCTION

In the last year Nicaragua has grown in different areas. The infrastructure of the whole country is in continuous growth, and architecture plays a crucial role in that development. In order to be a more competitive country in the region, Nicaragua needs to have better and more prepared professional in the architecture field. In order to help to achieve this goal it was necessary to create this English course for architecture students at Universidad Centroamericana (UCA). As we all know English nowadays is really important in the development of excellent professional so creating this course will help learners to be more proficient in their field.

The Architecture major at UCA currently has 30 junior students. Their ages range is from 19 to 24 and most of them cannot speak English at all. Students who can speak English or at least have some knowledge about the language are those who had the opportunity to study in a bilingual school or they studied an English course. The level of English these students have is not high even after taking the course the university offer, some of them are able to understand ideas but they cannot produce the language.

This proposal will try to improve the course they (students) have been taking by adding more levels and content to help their level of communication. We will collect information in order to prepare a complete English program to improve not only their skills to communicate but at the same time help them to progress in their own field becoming better professionals.
JUSTIFICATION

Nowadays, most of professionals at any field have the necessity to communicate effectively in English due to its noticeable wide spreading. For sure, this is the case of the future professionals who are currently junior students of the Architecture major at Universidad Centroamericana - UCA.

Designing an English Curriculum for Architecture's junior students will benefit the university because it will have a more attractive English program to future students; in this way, the university will become more prestigious and well known.

Second, students will also be benefitted from a more complete English program since once they graduate, they will be more competent to face the globalization in which English is the dominant business language. As a result, these future qualified professionals will have more job and academic opportunities.

Finally, working on this project will give us the opportunity to develop our abilities to design a Curriculum proposal. Thus, we will be well-prepared to develop as good teachers and course designers.
General Objective

To design an English curriculum proposal for junior students from the Architecture major at Universidad Centro Americana (UCA).

Specific objectives

-To make a diagnosis about the English program from the Architecture major at UCA in order to know the needs, wants and lacks from the current program.

-To select the appropriate theories related to curriculum design, second language learning and teaching methodology that will be applied in this program.

-To choose the appropriate methodology, content, material, and assessment to be applied during this program.
Theoretical Framework

This section presents concepts about Curriculum Design expressed by some important authors, these theories are related to Second Language Acquisition and Teaching Methodology.

Curriculum Design

Richards (2001) states “Curriculum development is an essentially practical activity since it seeks to improve the quality of language teaching through the use of systematic planning and development in all aspects of language program.” (p.3).

On the other hand Nation and Macalister (2010) states “Curriculum Design is essentially a practical activity, the result is going to be experienced by teacher and learners in the classroom.” (p.18)

As we can see both curriculum design theories explain that this is a long and complicated process that includes not only teachers but students; the designer has to think about each of them when creating the course. The project cannot give the results the designer is expecting to have if the appropriate steps are not applied while the project is created.

Process to Design a Curriculum

Graves (2000) presents in her book “Designing Language Courses: A guide for teachers” this chapter that explains the different stages of course design:

![Figure 1.1: A Framework of Course Development Processes](image)
Defining the context:

According to Graves (2000) designing a language course has several components: The first one is defining the context which is a key factor in answering questions. To design a language course it is important to have as much information as possible from our context in order to create a successful project and fit the right criteria. Defining a context will help us to know every little detail from our learners in every possible way; this may include the environment where students will be taught, number of learners, material available, etc. The context also will help us to develop the next step, once we have the general information it is necessary to specify in what aspects the course will be focus on. It also let us know the appropriate way to address the different constrains we will have to face when designing this program.

Articulating beliefs

According to Graves (2000) "your beliefs about which view of language should be emphasize will translate into beliefs about how the language should be learned" (p.40). Most of the time teachers are not aware of their own beliefs and sometimes this affects students learning; for example students’ likes are to repeat words they mispronounced but teacher do not like repetition in their class and he/she does not want to implement students' motion. If this happen students do not feel comfortable with the teacher and in consequence they are not interested in class, they do not acquire knowledge or they are bored since their thoughts seem to be underestimated. In order to avoid this situation in our project our beliefs may be adjusted to our context throughout the process of design. For instance we think that the different methods and approaches we selected are the ones that better fit students’ acknowledgement but we might be mistaken. Student’s opinion will be an important part of the establishment of our beliefs but we are aware that they may be modified.
Assessing needs

The next step is assessing needs; in this step we can ask ourselves questions like:

1- Who are the students and what level of English they have at the moment?
2- What they would like to learn and how they will like to learn it?
3- What are their goals and expectations from the class?

This section should include student’s real necessities and it will help to establish priorities to integrate the correct information to teach in order to help them to reach the level we already establish. The different instruments we can use to gather the information are: Interviews, class observations, questionnaires, surveys, etc. The use of each instrument will depend on the information we need to collect from them (students) and also the one we believe it is applicable in every condition. The program will be based on the information we obtained, in order to include the appropriate material to create the project.

In the development of this project the instruments we decided to implement were surveys and interviews. We interviewed the coordinator of teaching English as a Foreign Language major as well as the coordinator of the Architecture major in order to have a more complete idea of how the current program is being developed and at the same time what we can do to improve it. In the case of the student we gave them a survey with some specific questions (see appendix 3) in order to know what they will like to learn and what they need to learn.

Formulating Objectives

At this point we already have the necessary information from the learners, so the next step will be creating our goals. This is one of the most important steps when designing the course since these objectives are the ones the whole project will have to reach; this is why we have to remember that objectives have to be measurable for the learners and for the teacher. Graves (2000) stated that
“something we need to keep in mind when writing objectives is that we need to specify the level we want them to achieve as well as reinforce the knowledge they already have”. Context plays an important role when designing our objectives; once we got to know our students we have a more clear idea of the complexity of our goals. Goals cannot be too difficult to reach but at the same time they cannot be too easy; students need to have a challenge, something that force them to work hard but at the end they will be able to get a reward.

When designing our goals we have to pay close attention to students’ necessities. In our case students will like to learn English to have more job opportunities in their area which is architecture, this give us a more complete notion of what to teach and the level of communication they will need. This provided to us an idea of how to develop our own thoughts based on what we found out; we agreed to develop this project focus on a B1 level(CEF) for the students to reach.

**Conceptualizing the content**

According to Graves (2000) the 3 points when conceptualizing the content are the following:

1- Thinking about what you want your students to learn, given who they are, their needs and the purpose of the course.

2- Making decisions about what to include and what to drop.

3- Organizing the course in a way that will help you to see the relationship among various elements so that you can make decisions about objectives, material and evaluation.

The way to conceptualize the content will depend on the designer of the course, in this part of the program the topics will be explained. In our case we want our students to reach a B1 level according to the Common European Framework; this level will give us the language functions, grammar, vocabulary and topics. Conceptualizing will help us to organize our ideas and priorities of what to teach
and how to teach it; this will be a resource or a guide in the process but it may change.
Organizing the course

Once we have all the information we required from our learners, we can start creating the course. We will analyze different possibilities: materials, the way we would like the class to be conducted, activities, etc. This analysis will lead us to try to cover all the necessities from the students in our course.

When designing an English course we have to take into account the different stages we will have to go through to complete the process successfully. According to Graves (2000 p, 7) “Organizing the course consist of creating a syllabus that fits within the time given” Time is an important factor when writing an English course; it is necessary to know how to order the information we want students to learn with the time CEF established. As we can see this is a long and complex process that will depend on our creativity as well as flexibility to make the changes this project will need in order to success. In our project when organizing the course we have to establish what the topics are in a more complete way and what we want to teach first. The program will have to follow this order but at the same time it has to fit the time we already set up.

Designing an assessment plan

According to Graves (2000) “In this part of the project it is necessary to assess student’s learning as well as to evaluate the effectiveness of the course”. (p.7) In our project assess students not only will give us the opportunity to evaluate the knowledge they have acquired until now; but also to measure the project itself in order to see if is really effective or we will have to modified our original ideas.
Language Acquisition Theories

The theories that will be applied throughout the elaboration of this project and in the application of it will be:

Comprehensible Input hypothesis

The learner acquires a second language—how second language acquisition takes place. According to Krashen (1983, p. 27):

_The learner improves and progresses when he/she receives second language “input” that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage “i,” then acquisition takes place when he/she is exposed to “Comprehensible Input” that belong to level “i + 1”. We can then define “Comprehensible Input” as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanations rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experience._

On the other hand, Ellis (1985) states that “acquisition” takes place as a result of the learner having understood input that is a little beyond the current level of this competence. Input that is comprehensible to the learner will automatically be at the right level. (p.262)

Input when learning a second language is an important step that has to be taken into account; it provides to the learner the vocabulary and context he/she will not be able to learn in other circumstances. Through Input students learn how to use different expressions in several contexts not just the one they learnt in class; they can communicate better if they have the “real” situation in front of them. In this project we intend to provide as much Input as possible when teaching every class; this Input hypothesis theory is related to “Direct method” which is part of the
methodology that will be implemented in this program and it is based on the use of the target language all the time. It allows teacher to explain/teach in English which provides a great input in the classroom; and it helps students to relate what they have learned outside of it developing output just like Arñaiz and Peñate (2004) stated “the only way to develop output is to have a significant input.”

The Natural Order hypothesis

According to Krashen (1983, p 9)

_We acquire (not learn) the parts of a language in a predictable order. Some grammatical items, for example, are acquired early while other are acquired later. The order is not exact: Not every acquirer proceeds in exactly the same order. But the variation among acquirers is not extreme._

Krashen (1983) express that

_Transitional forms have been described for other languages and for other structures. The stages for a given target language appear to be strikingly similar despite the first language of the acquirer. This uniformity is thought to reflect the operation of the natural language acquisition process that is part of all of us. (p.22)_

Our main purpose in this project is students to learn English; this does not mean they all have to learn in the same way. Some students may learn faster than others or some topics may be easy for them to learn than others; that is why we as teachers while developing this project are aware that as explained in the theories learning stages may be different. When this project is applied teacher must be patient with every student in the classroom and help them to learn in their own way.

The Affective Filter hypothesis

According to Krashen (1983 p. 38) this theory states that:

_Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong_
Affective Filter—even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device.

This theory explains three important aspects when learning a second language:

1. **Motivation:** Performers with high motivation generally do better in second language acquisition.
2. **Self-confidence.** Performers with self-confidence and a good self-image tend to do better in second language acquisition.
3. **Anxiety.** Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

The "affective filter", acts to prevent input from being used for language acquisition. Acquirers with optimal attitudes are hypothesized to have "low" affective filters. Classrooms that encourage low filters are those that promote low anxiety among students that keep students "off the defensive" (Dulay and Burt (1977), Stevick, 1976, Krashen 1983 p. 39).

The importance of having a low affective filter when teaching this program is huge. We want our students to learn as much as they can so in order to do this different activities will be implemented according to the situation to avoid students having a high affective filter.

**Social Development Theory**

The major theme of Vygotsky’s theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978 p. 57) states

"Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. At the higher functions originate as actual relationships between individuals".

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A second aspect of Vygotsky´s theory (1978, p. 57) is

*The idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD) a level of development attained when children engage in social behavior. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.*

Vygotsky´s theory was an attempt to explain consciousness as the end product of socialization. For example, in the learning of language, our first utterances with peers or adults are for the purpose of communication but once mastered they become internalized and allow “inner speech” If we are not able to socialize with other people communication cannot be present and language cannot be develop.

**Vygotsky (1978)** states that the most important principles from his theory are

**Principles:**

1- Cognitive development is limited to a certain range at any given age.

2- Full cognitive development requires social interaction.

These theories will be suitable for this project because each of them will be applied through activities centered on the students and in a realistic environment. Also, they will help the learners to get the technical vocabulary as well to communicate in a general context spontaneously.

**English for specific purposes (ESP)**

Hutchinson & Waters (1987) describes ESP as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” (p.19)
We decided to mention ESP since in our project we will teach English to Architecture major students only. Some topics we will be covering are related to them; this project will be focus on them (architecture students) only; in consequence some vocabulary or topic may not be appropriate to other students.

**Common European Framework**

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, and teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

The use of the common European framework give us a more clear idea of what students will be able to do at certain level. In our case we would like these students to achieve a B1 level of English (independent user) according to the common European framework. This means students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations 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 and ambitions and briefly give reasons and explanations for opinions and plans.
Teaching Methodology

The methodology that will be implemented in this project will be:

Direct Method “No translation allowed”

According to Freeman (2000) “this teaching method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to the student native language.” These are the Direct Method principles

**Principles**

1- Native language should not be used in the classroom
2- The teacher should demonstrate not explain or translate. It is desirable that students make a direct association between the target language and meaning.
3- Pronunciation should be worked on right from the beginning of language instruction.
4- Lesson should contain some conversational activity some opportunity for students to use language in real contexts.
5- Grammar should be taught inductively. There may never be an explicit grammar rule.

This method indicates that the target language in the classroom should be used all the time; and also if needed teacher should use different sources to make himself understood for example: Images, mimics, visual aids, etc. in order to help students relate the target language with meaning. The direct method says that teacher should work on pronunciation from the beginning of the course; grammar is taught inductively not just give them an exact rule. They should be the ones discovering the rules by themselves. Interaction in the direct method is crucial as it support students speaking development and improve their level of English. As we mention
in our project the direct method will allow students to have as much input as possible in the classroom. They will learn to relate things with the new language they are learning, their learning process should be natural.

**Communicative Language Teaching**

Communicative language teaching (CLT) is generally regarded as an approach to language teaching. (Richards and Rodgers, 2001). According to Freeman (2000) the communicate approach as well as the direct method states that the use of the target language in classroom is vital. The target language is a vehicle for the classroom communication, moreover, whenever possible “authentic language” as it is used in real context should be introduced. Input is also an important factor in this teaching method since students need to be exposed to the authentic communication as much as possible as well as express their own feelings and ideas among them.

This teaching method encourage our idea of having students exposed to the target language as much as possible. In our program the use of English in the classroom through the use of this methods is essential; student will share what they learn in the class with their classmates through the implementation of role plays, debates, etc. so they can practice but at the same time communicate.

**Cooperative Learning**

The cooperative learning has been defined as “small groups of learners working together as a team to solve a problem, complete a task or accomplish a common goal” (Artz & Newman, 1990.p 448) it requires interaction and cooperation from all students.

This theory encourages the idea of Interaction among students in the classroom is as important as interaction teacher-student. Cooperative Learning
theory establish the concept of having students learn from each other; it teaches them how to cooperate or work together in order to achieve a shared goal.

Cooperative Learning theory gives us a more complete idea of how interaction improves student’s development in the classroom. This theory improves student’s collaboration in their own learning; they learn through their own experiences and they also learn how to react outside the classroom as they are used to the idea of sharing their thoughts and ideas.

We decided to apply this teaching methods and approaches in our project because we consider each of the principles exposed by Freeman (2000) in both of the methods are the ones that better help us to accomplish our goals. We would like to share a nice environment in the classroom through the use of the target language as the “direct method” describes above. Class will not be only teacher-talking, students will have the chance to express their ideas and feelings and they will be exposed to “real” situations or context as much as possible, this will help them obtained input and it will help their knowledge grow.
Methodology of the Project

This section describes the process of data collection of the Architecture major at Universidad Centroamericana -UCA. This includes a general description of the participants such as students, the English teacher, and Coordinators. Also, a brief explanation of every instrument applied, which in this case are interviews and surveys.

A. Type of research

The type of research is qualitative because we are focused on the needs and wants from the learners when it comes to learn a new language (English). We need to analyze priorities, and we need to know what students would like to learn in order to take both points of views and create a new and better English course.

B. Participants

Learners

They are junior students from 19 to 24 years old; they take English class three times a week two hours each time. They are 30 students and most of them cannot speak English at all, students who can speak English are those who had the opportunity to study at a bilingual school or they were able to study an English course.

Teacher

The English teacher is graduated from UCA. He has one year and a half of experience. His name is Alvaro Maximiliano Cornejo Ruiz.

Coordinators

The Coordinator of the Architecture major is Mr. Martin Majewsky. He is a founding member of it. He has ten years of experience as coordinator. His duties are Director of the Design and Architecture’s Department and Coordinator of the Architecture major. He is an Architect and has a Master’s degree in Gestión.
Urbana y Vulnerabilidad Social. Currently, he is studying a Master´s degree in Education and Learning.

The Coordinator of the CSI holds a BA in English Teaching as a Foreign Language from UCA. Her name is Kenia Obando, she has eighteen months of experience as a Coordinator. She is currently studying a Master´s degree in English Teaching as a Foreign Language.

Instruments

To collect information for this program we decided to use two types of instruments, survey for students, and interview for the English teacher and Coordinators. The questions were oriented to get information regarding the research objectives.

C.1 Survey to the students (See appendix 3)

The data was obtained from junior student of the Architecture major. This survey was composed by eight questions that required participants to choose options justifying their answers. Because of the level of English students have, the survey was in Spanish. The objective was to collect information of the satisfaction`s level that the students have about the English`s learning. This survey was conducted on August 14th, 2015.

C.2 Interview for the teacher (See appendix 2)

The questionnaire for the English teacher majority had six open questions. The goal was to get information about the teaching techniques that he uses to teach English to the students of the Architecture major. This interview was conducted on August 14th, 2015.

C.3 Interview for the Coordinator of the Architecture major. (See appendix 1)

The objective of the questionnaire for the coordinator was to get information about the educational level of English that the Architecture major provides to the students. This questionnaire has eight open questions and was gathered on August 11th, 2015. This interview was really important for us as we had a more
clear idea of what they would like to implement in the program and how to connect it with our own concepts.

C.4 Interview for the Coordinator of the CSI. (See appendix 4)

Furthermore, the objective of the interview for the coordinator of the CSI was to obtain information about the educational level of English that this area offer to the students of the Architecture major. This interview has six question and it was carried out on August 17th, 20015.

Procedure

The first step of the Process of collecting information was to design the questions to the survey and interviews. Then, we ask for an appointment for the interviews to the teacher and coordinator many times, and a visit to the students was realized in order to acquire the proper information. When we finally had all the information we needed we begin reading books and different material to know what techniques we were going to apply throughout the process. We finally selected some theories from important authors in our field and began creating this project.

Constraints

During the process we had some difficulties to collect the information. First, designing the questionnaires was complicated because we had problem to create the appropriate questions to collect the information that will help us to develop or project. Second, time was another factor as it was not easy to get an appointment with the Coordinators. Finally, it was hard for us the waiting time to do these interviews as we had to continue working in our project and we did not have the information we needed to follow the process.
DATA ANALYSIS

In this section we will talk about the results we obtained after the implementation of different instruments to collect information. The instruments we use were interviews and surveys; we interviewed the coordinators from the architecture major Mr. Martin Majousky and Mrs. Kenia Obando coordinator from Teaching English as a Foreign Language.

Discussion

This results were obtained after the analysis of the information we gather from the implementation of the instruments. (Interview)

Coordinators opinion – Mr. Martin Majewsky

Present situation analysis

Mr. Martin Majewsky expressed most of the students are not able to speak English when they first start the major. English classes are only focus on readings and not communication or content about the major; students take English 2 quarters and 6 hours a week based on readings. Teachers he says “should include more information that can really help students on their own field” according to Mr. Majousky he would like his students to be able to understand vocabulary that has to be with the major but at the same time help them convey their ideas.

Target situation

Students will take English a whole year 6 hours a week as established at the moment. They will take classes that can help them develop the 4 language skills (listening, speaking, reading and writing) not just one skill. These classes will be based on different activities that make them funny (role plays, games, debates, etc.) so learners can have fun while they are learning. Students will be taught language in context as well as some vocabulary related to their major.
Interview

Kenia Obando

Present situation analysis

Ms. Obando states that “At this point the reading course the architecture students are taking needs to change; students need to learn how to express their ideas and develop the 4 language skill” Students should at least have an intermediate/High-intermediate level to face the globalization. She strongly suggest that a B1 level for these students is the best option; this will help them to convey their ideas and develop their knowledge.

Target situation analysis

In order to improve the course architecture students are taking it is crucial for us to add more levels; this will give to the project the opportunity to empathize more in some topics that are not being taught. It will also help to take into account the 4 language skills.

Alvaro Maximiliano Cornejo Ruiz

English Teacher

Present situation analysis

The topics that teacher Alvaro is teaching now are: likes/dislikes, buildings, personal information, etc. Classes are focus on the writing skill, the other 3 skills are not as important as writing. Students like to draw and explain their drawings, they have to read and then write their opinions he says.

Target situation analysis

The 4 language skills have to be part of our program. Students seems to like activities where they can share their ideas so teacher can take advantage of that.
Students
Survey

Present situation analysis

After taking the English course in their major students agreed that their level of English did not improve at all. They do not feel comfortable with the topics and activities; they all seem to have problems when it comes to speaking. They would like to take a more communicative course that also includes content about their major; they like games and different activities when taking a class.

Target situation analysis

We will like to add more fun activities to avoid students to get bored easily. Adding more topics that can help them develop their speaking skill (debates, presentations, and dialogues) will be something that we will take into account when creating this project.
PROPOSAL
**Goal**

At the end of this program, Architecture students at UCA will learn how to communicate in English at a B1 level according to the Common European Framework of References for Languages (CEF)

**Specific Objectives**

**Students will be able to:**

1- Comprehend the main points of clear standard on familiar matters encountered in architecture field.

2- Recognize the main point of many topics of personal or professional interest.

3- Deal with most situations in an area where the language is spoken.

4- Give reasons and explanations for opinions and plans.
### Organization of the course:

<table>
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<th>Courses</th>
<th>Skills</th>
<th>CEF level</th>
<th>Duration</th>
<th>Schedule</th>
<th>Hours</th>
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<tr>
<td>1</td>
<td>Listening And Speaking.</td>
<td>A1</td>
<td>3 months each</td>
<td>Tuesdays 3-4:50 pm</td>
<td>Class Hours: 72</td>
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<tr>
<td>2</td>
<td></td>
<td>A2</td>
<td></td>
<td></td>
<td>72</td>
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<td>3</td>
<td></td>
<td>B1</td>
<td></td>
<td></td>
<td>Total: 384 hrs.</td>
</tr>
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</table>
First Level

GOAL

At the end of this course the Architecture students will reach an A1 level of English of the Common European Framework of references for languages (CEF).

Specific Objectives

Students will be able to:

1- Recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

2- Can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogs.

3- Can ask and answer simple questions in areas of immediate need or on very familiar topics.

4- Can use simple phrases and sentences to describe places.

Requirements

To be part of this program students must:

- Belong to the Architecture major at UCA
- Bring all the material that will be needed to participate in class.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Functions</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introducing yourself</td>
<td>• Saying hello/good-bye to a person • Welcoming</td>
<td>• Greeting and farewells • Welcoming • Introducing yourself</td>
<td>• Statements with be • Simple present</td>
<td>• Listen to short conversation • Listen to the intonation in yes/no and information questions</td>
<td>• Saying hello • Introduce yourself • Ask simple personal information</td>
</tr>
<tr>
<td>Unit 2</td>
<td>In the classroom</td>
<td>• Identifying classroom items • Giving and asking personal information • Beginning a social conversation</td>
<td>• Classroom items • Items on a form • Social conversation</td>
<td>• Singular and plural forms • Statements with be • Subject pronouns • Contractions with be</td>
<td>• Listen for contractions • Listen and give personal information</td>
<td>• Talk about the classroom • Practice social conversation • Interview a Partner</td>
</tr>
<tr>
<td>Unit 3</td>
<td>In the house</td>
<td>• Identify objects • Talk about home habits • Talk about where you keep things at home</td>
<td>• Places where you keep things • Things you keep in your room • habits</td>
<td>• Adjectives • Location expressions after pronouns and nouns. • Whose? And possessive pronouns.</td>
<td>• Listen to a conversation between roommates to identify objects. • Listen to someone talk about their habits.</td>
<td>• Interview a classmate about their habits at home. • Discuss about routines at home</td>
</tr>
</tbody>
</table>
| Unit 4 | Routines | - Identifying and discussing daily routines  
- Interpreting personal, family, and work responsibilities  
- Talk about life styles | - Every day activities  
- Time expressions for routines | - Simple present  
- Contractions with do  
- Question and answer using the simple present  
- Have  
- A little or a lot | - Listen for information about routines  
- Listen for information about work schedule | - Talk about daily routine  
- Talk about time for daily routine  
- Talk about work schedule |
| --- | --- | --- | --- | --- | --- | --- |
| Unit 5 | The World | - Talk about buildings and structures  
- Describe features and natural wonders | - Buildings and structures  
- Natural Features | - Superlatives  
- Questions with how  
- Adjectives | - Listen to different vocabulary when describing buildings and structures | - Talk about famous places in Nicaragua  
- Interview classmates about favorite natural features. |
| Unit 6 | Vacations | - Discuss free time activities  
- Talk about places to travel. | - Free-time activities  
- Time expressions for frequency  
- Expressions for likes and dislikes. | - Simple present  
- Adverb of frequency | - Listen to vocabulary about outside activities. | - Discuss about places to go on vacations in Nicaragua. |
General information of the course:

<table>
<thead>
<tr>
<th>Course:</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schedule:</strong></td>
<td>Tuesdays Wednesday &amp; Thursdays 3:00 - 5:30 pm</td>
</tr>
<tr>
<td><strong>Class hours:</strong></td>
<td>72 hrs.</td>
</tr>
<tr>
<td><strong>Self – study hours:</strong></td>
<td>56 hrs.</td>
</tr>
<tr>
<td><strong>Professors:</strong></td>
<td>Loreto Lopez  Jazminá Pérez</td>
</tr>
<tr>
<td><strong>e-mail:</strong></td>
<td><a href="mailto:loretto_lopez@outlook.com">loretto_lopez@outlook.com</a>  <a href="mailto:jazmin.sol79@yahoo.com.mx">jazmin.sol79@yahoo.com.mx</a></td>
</tr>
</tbody>
</table>

Description of the course:
This course is intended to help students develop a listening and speaking skill throughout the use of different activities to recreate real environments in the classroom. Teacher can implement a variety of activities such as: Role plays, interviews, games, etc. these activities will help students develop the competences in the language and reach the level for this course.
Second Level

Goal

At the end of this course the Architecture students will reach an A2 level of English of the Common European Framework of references for languages (CEF).

Specific Objectives

Students will be able to:

1- Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.

2- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

3- Can handle very short social exchanges.

4- Can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

Requirements

To be part of this program students must:

- Have approved the first course.
- Belong to the architecture major at UCA.
- Bring all the material that will be needed to participate in class.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Vocabulary</th>
<th>Functions</th>
<th>Grammar</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
</table>
| Unit 7 | Talking about friends. | • Talking about friends  
• Describing people personality  
• Likes and Dislikes | • Basic adjectives  
• Comparison  
• Family Members  
• Physical appearance  
• Occupations | • Possessive adjectives  
• The verb Be  
• There is/are | • Listen for description and fill in missing word | • Talk about favorite people  
• Describe people`s personality and mood |
| Unit 8 | Hobbies | • Ask about people's hobbies  
• Talk about your interest, hobbies. | • Interests and Hobbies  
• Out-door activities | • Can/can’t  
• Object Pronouns  
• Everybody, everyone, nobody and no one | • Listen to a conversation between 2 people talking about hobbies. | • Interview 3 classmates about a specific hobbies. |
| Unit 9 | Traveling | • Talking about things you need in a trip  
• Suggest famous places to visit (churches, houses) old structures. | • Things to do before a trip  
• Things to take  
• Buildings. | • Infinitives  
• It’s + adjectives + to  
• Ways to give advice and make suggestions  
• May/Might  
• Can/could | • Listening for predicting places to visit  
• Listening for descriptions | • Describe the weather  
• Talk about famous structures to visit. |
<table>
<thead>
<tr>
<th>Unit 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Going Shopping</td>
</tr>
<tr>
<td>• Identify coins, bills, and method of payment</td>
</tr>
<tr>
<td>• Inquire about prices of items</td>
</tr>
<tr>
<td>• Money</td>
</tr>
<tr>
<td>• Payment methods</td>
</tr>
<tr>
<td>• Talk about clothes</td>
</tr>
<tr>
<td>• Ask/give prizes</td>
</tr>
<tr>
<td>• Simple present</td>
</tr>
<tr>
<td>• Contractions with do</td>
</tr>
<tr>
<td>• How much/How many</td>
</tr>
<tr>
<td>• Listen to a conversation in a store and write about prizes and items</td>
</tr>
<tr>
<td>• Listen a conversation in a store about types of clothes.</td>
</tr>
<tr>
<td>• Discuss in groups shop habits.</td>
</tr>
<tr>
<td>• Talk about types of cloth you like to wear or buy and where you buy it.</td>
</tr>
</tbody>
</table>
| Unit 11 | Experiences | Talk about life events and memories.  
|         |             | Talk about school and past decisions.  
|         |             | School Familiarities  
|         |             | Experiences in common.  
|         |             | Simple past  
|         |             | Be born.  
|         |             | Questions and statements using simple past.  
|         |             | Listen to a conversation about 2 people talking about childhood memories.  
|         |             | Talk about teenage years' experience  
|         |             | Tell an embarrassing situation in simple terms  
| Unit 12 | Communication | Talk about different ways of communication  
|         |             | Talk about technology  
|         |             | Types of Communication in the past.  
|         |             | Comparative Adjectives  
|         |             | More/Less/fewer.  
|         |             | Simple past  
|         |             | Listen to an article about technology.  
|         |             | Discuss about how technology has increase communication now. |
General information of the course:

<table>
<thead>
<tr>
<th>Course:</th>
<th>Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule:</td>
<td>Tuesdays Wednesday &amp; Thursdays 3:00 - 4:50 pm</td>
</tr>
<tr>
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</table>

Description of the course:

This course is intended to help students develop a listening and speaking skill throughout the use of different activities to recreate real environments in the classroom. Teacher can implement a variety of activities such as: Role plays, interviews, games, etc. these activities will help students develop the competences in the language and reach the level for this course.
Teaching Methods

In this part of the program we will present the different methods we selected to the development of the project. Since this proposal will have a communicative emphasis we decided to choose different principles from some teaching methods to help students achieve the desire goal. The methods we decided to implement are: Direct Method, Communicative Language Teaching and Cooperative Learning. The principles we decided to develop from these methods are interconnected among them and with the purpose of this project, this guarantee the successful development of our aspirations.

The principles we chose from the Direct Method were: Larsen-Freeman (2000) stated: “The native language should not be used in the classroom,” we want our students to get as much input as possible; if they are exposed to the language they get used to it and acquire knowledge. “Teacher should demonstrate not explain or translate”, this principle helps students to learn to get the meaning of words or explanations by context not translation. “Pronunciation should be working from the beginning”, if teacher helps students to work on the correct pronunciation from the beginning this avoids future misunderstandings or embarrassing situation they (students) can face when talking to an English speaker. “Lessons should contain some conversational activity-some opportunity for students to use language in real contexts”, students need to have some activities in which they can practice English in the “real” situations. We believe that these types of activities help students feel comfortable with the language but at the same time they learn how to respond in circumstances that may be confusing or frustrating if they are not well-prepared.

From the Communicative approach we decided to incorporate these principles: Larsen Freeman (2000) stated: “Students need to use the target language as a vehicle of communication in the classroom”, it is important for students to realize that this language is not something they are studying but the way to communicate their ideas and feelings. “In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not
competition, is encouraged.” Activities where students can share ideas among them are really important in English classrooms; we will integrate activities in which they can learn from each other but at the same time they cooperate among them to accomplish a common goal. “Language is for communication” students need to learn that the main purpose of learning a language is to communicate; teacher needs to make them speak as much as possible so they can learn to express themselves.

The principles we chose from cooperative learning are: Larsen-Freeman (2000) “Teachers not only teach language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.” Learning to work with others is a really significant part when learning a language; this help students to learn from their classmates and this also will help them in their future jobs or studies. “Students often stay together in the same groups for a period of time so they can learn how to work better together.” Students need to learn to work with all kind of people, they can acquire knowledge from anyone. This principle encourage students to share their social skills with this group of people not just because they have to but to learn.
**Assessment**

Assessment in this project is going to be formative and summative. In the **formative** part teachers are going to pay close attention to the improvement of students; through the use of the formative assessment we can measure students' understanding and at the same time help them to develop the areas in which they have more problems to comprehend. The formative assessment also provides us the opportunity to give feedback to students in order to help them to develop their skills, it also helps us to recognize some areas in which we as teachers are taking into account when teaching the class.

In the **summative** area we are going to evaluate students’ learning through different exams or assignments that will let us know students' learning process. At the end of 2 units students are taking a quiz or presenting a project according to the topic they will be studying.

**Material**

A compendium should be elaborated, this compendium should include all topics to be taught in the development of this project. Topics have to be related to the objectives of the program so students can reach the desired level.

**Effectiveness**

We suggest to evaluate the performance of the teachers and students’ results in class in order to measure this project’s effectiveness. The instruments to be used can be: interviews to the Coordinator of the major, interviews to the teachers, class observations and surveys.
Recommendations

We recommend the following:

- Teachers must have a great knowledge about the methodology to be implemented in this project.
- The objectives of this program must never be forgotten throughout the development of the course.
- Students must assist each class.
- Teacher should incorporate technology during the lesson.
- Teacher must respect the students and listen to them.
Conclusion

Designing this proposal was a really difficult task for us; we had to read a lot of information from different authors in order to develop our original ideas. Even though this project was very hard to create, it gave us the opportunity to learn a variety of approaches and teaching methods that helped us to grow as teachers. We were able to develop our skills in the English teaching field while we were developing this program; we hope that Architecture students can take advantage of this program in their professional lives as we did in ours.
La presente entrevista al Msc. Martín Majewsky, Director del Departamento de Diseño y Arquitectura tiene como propósito recolectar información acerca del nivel de formación en el idioma Inglés que se ofrece a los estudiantes de la carrera de Arquitectura. Los resultados obtenidos permitirán la elaboración de una propuesta curricular de inglés, la cual potenciará el desempeño laboral de los futuros Arquitectos. De antemano, le agradecemos el tiempo prestado.

1. ¿Cuántos estudiantes hay en la carrera de arquitectura en el presente año?

2. ¿Es requerimiento que los estudiantes de la carrera de Arquitectura tengan algún nivel de conocimiento del idioma Inglés? Si la respuesta es sí, ¿Qué nivel de conocimiento es requerido?

3. ¿Cuál es el enfoque del idioma Inglés en la formación de los estudiantes de Arquitectura?

4. ¿Cuántas horas clases reciben los estudiantes en la asignatura del idioma Ingles durante la carrera?

5. ¿Considera usted que se debe incorporar más niveles del idioma Inglés en el plan de estudios de la carrera de Arquitectura? ¿Por qué?

6. ¿Con qué frecuencia los estudiantes de arquitectura usan el inglés durante el aprendizaje y el desarrollo de esta carrera?

7. ¿De qué manera los beneficiaría la realización de esta propuesta curricular de inglés a los estudiantes?

8. ¿Puede brindarnos alguna sugerencia o algún tipo de información que nos ayude en la presentación de nuestro proyecto curricular de inglés?

APPENDIX 1
ENTREVISTA PARA PROFESORES DE INGLES DE LA CARRERA DE ARQUITECTURA

Estimados profesores:

Agradecemos dedicar parte de su tiempo para contestar el presente cuestionario que tiene como objetivo el diseño de una propuesta curricular de inglés. La información que nos facilite será confidencial y de mucha importancia con fines académicos como la optimización de la enseñanza y el aprendizaje del inglés en la carrera de arquitectura.

1. ¿Cuáles son algunos de los temas de interés para los estudiantes de la carrera de arquitectura?

2. Con los niveles ofrecidos en el plan de estudios de la carrera ¿los estudiantes son capaz de comunicarse? Por favor explique

3. ¿En cuál de las cuatro habilidades del idioma enfatiza más?
   Escucha_______ Habla_______ Lectura_______ Escritura_______

4. ¿Cuál de estas cuatro habilidades considera usted que el estudiante de la carrera de arquitectura debe desarrollar más?
   Escucha_______ Habla_______ Lectura_______ Escritura_______

5. ¿Cuál es la manera favorita de aprender de los estudiantes?

6. Considera necesario incorporar más niveles de inglés en la carrera de arquitectura? ¿Hasta qué nivel?

APPENDIX 2
ENCUESTA PARA LOS ESTUDIANTES

Agradecemos el tiempo prestado para completar la presente encuesta que tiene como objetivo recolectar información acerca del nivel de satisfacción que tienen en cuanto al aprendizaje del idioma inglés. Sus respuestas serán de mucha ayuda para mejorar la calidad de la enseñanza y favorecer el aprendizaje del idioma en el desarrollo de su carrera.

1. ¿Cuál es tu conocimiento del idioma Ingles?
Alto _____ Medio _____ Básico _______ Nulo _______

2. ¿Consideras satisfactorio el nivel de inglés que el plan de estudios de la carrera de Arquitectura imparte?
Sí_____   No _______
Por favor explique _______________________________________
____________________________________________________________

3. Crees que se deben incorporar más niveles de Ingles en el plan de estudios de la carrera de Arquitectura?
Sí_____   No_______

4. En tu opinión ¿cuál crees que debe ser el enfoque del idioma inglés en la formación de los Arquitectos?

   Lenguaje Técnico _____
   Ingles General _____
   Ambos _______
   Otro (especificar):____________

5. ¿En cuál de las cuatro habilidades del inglés el profesor enfatiza más?

   Escucha_____ Habla_____ Lectura_____ Escritura_______

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6. ¿En cuál de las cuatro habilidades del inglés tienes más dificultad?
   Escucha_____ Habla_____ Lectura_____ Escritura_______

7. ¿Qué tipo de actividades te gustaría que se implementara?
   Juegos _____ Uso de Laboratorio _____ Video _____ Música_______
   Otros: especificar ____________________________________________

8. ¿Cuál sería la importancia de aprender el idioma inglés en el ámbito la carrera de arquitectura?

APPENDIX 3
ENTREVISTA PARA LA COORDINADORRA DE LA CARRERA DE INGLÉS

La presente entrevista a la Msc. Kenia Obando, Coordinadora de la carrera de Inglés tiene como propósito recolectar información acerca del nivel de formación en el idioma Inglés que se ofrece a los estudiantes de la carrera de Arquitectura. Los resultados obtenidos permitirán la elaboración de una propuesta curricular de inglés, la cual potenciará el desempeño laboral de los futuros Arquitectos. De antemano, le agradecemos el tiempo prestado.

1. ¿Es requerimiento que los estudiantes de la carrera de Arquitectura tengan algún nivel de conocimiento del idioma Inglés? Si la respuesta es sí, ¿Qué nivel de conocimiento es requerido?

2. ¿Cuál es el enfoque del programa Inglés en la formación de los estudiantes de Arquitectura?

3. ¿Cuántas horas clases reciben los estudiantes en la asignatura del idioma Inglés durante la carrera?

4. ¿Considera usted que se debe incorporar más niveles del idioma Inglés en el plan de estudios de la carrera de Arquitectura? ¿Por qué?

5. ¿De qué manera los beneficiaría la realización de esta propuesta curricular de inglés a los estudiantes?

APPENDIX 4

APPENDIX 5
Mr. Martin Majousky
Coordinator Architecture Major at UCA
Kenia Obando
Coordinator Teaching English as a Foreign Language.

Alvaro Maximiliano Cornejo Ruiz
English Teacher
Students
References


