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FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LINGÜÍSTICA E IDIOMAS



TRABAJO DIRIGIDO

**“ENGLISH FOR OCCUPATIONAL PURPOSES COURSE
AT ESCUELA SUPERIOR DE FORMACIÓN DE MAESTROS
“ANDRÉS DE SANTA CRUZ Y CALAHUMANA”**

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I dedicate this to my mom. You are my friend, my guide
and inspiration in my life. Thanks for all your
support, patience, empathy and love.

Acknowledgment

I want to offer my gratitude and affect to my friend Orlando Montaña Molina. I learned too much from him, but above all, I learnt how vile, how hypocrite and how ruin can be the society, but there is a difference in middle of all. We are the difference.

Likewise, I would like to thank all beautiful people from my C.E.L.I. "TAYPI". I shared the best two years in my life with them. Thanks for all your support and assistance in hard moments. Thanks for their friendship and happiness in good moments. Nobody will live the moments we share all together.

Finally, I would like to express my eternal love to the person who gave me new hopes and willpower to continue. Dear son: You have to learn to fight, to organize and to prepare by yourself. Have courage through next years that you have to live. Hard times are coming and you have to tackle tons of obstacles by yourself. You must be stronger than you imagine you can be. You will be a great person because you have blue royal blood I know it, I feel it. Never ever give up, be strong, be smart, be shrewd and be my son Leonard.

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“ENGLISH FOR OCCUPATIONAL PURPOSES COURSE AT ESCUELA SUPERIOR DE FORMACIÓN DE MAESTROS ANDRÉS DE SANTA CRUZ Y CALAHUMANA”

CHAPTER ONE

1.1 Introduction

The Mayor University of San Andres has different ways to obtain a degree. The guided work is the most chosen by the students. Thus, the main objective of guided work is developing theoretical knowledge in practical way. It must be realized in real context. In that sense, it is part of interaction among university and society.

There are three main areas of study in the Department of Linguistics and Languages: Investigation, translation and education. In that sense, there are many agreements with several educational institutions. It supports more guided works' development. At the same time, Second Language Acquisition has become one of the main columns in the National System of Education and Plurinational State.

In consequence, the students should speak three different languages according to national rules: Native Language, Spanish and Foreign Language. In fact, the Government is establishing a New State and System of Government for education; it is called “Revolución educativa”

This Guided work took into account Language Teaching. In that sense, this report will consider English Language Teaching from another different point of view. In fact, there are several necessities in Second Language Learning, it is called English for Specific Purposes.

Some authors explain that there are different groups of people whom want to learn English, the main focus is not communication. They need English for their own purposes. The English for Specific Purposes is specialized to cover those necessities.

This approach has some variations according to Duddley and St. Johns (1998). One of the most important variations is English for Occupational Purposes. It is related with employment. These kinds of courses are focused on obtain better job opportunities.

At Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” the students will not use English for communication. They need to learn some basic elements of English in order to look for information or acquire some new knowledge about their area of study or future job. They will be “Practical knowledge and technology teachers” or common well as Technical Education teacher.

This project details: the design and implement English for Occupational Purposes (EOP) Curriculum. The students of this course will be teachers of Technology and Techniques at the primary level. They will work as teachers and they have motivation in English learning. All of them acquired new skills.

This report covers linguistic Needs Analysis of participants and methods of Language Teaching in terms supporting the curricula. This project explains goals, objectives, syllabus, material development and assessment of Second Language Learning. It also describes instruments used to obtain information during each step of Curriculum Design and its implementation.

In addition, it analyzes information that present results and it explains implications for other ESP variations.

Finally, Curriculum Design in English for Specific Purposes Course is related mainly with guide of course. It is always orientated to society and political transformations in our country. It uses duties and tasks in ITC's context as a way of the teacher's resource.

1.2 Objectives

1.2.1 General objective

To develop English for Occupational Purposes course at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”.

1.2.2 Specific objectives

- To design a syllabus for English for Occupational Purposes course at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”
- To design a specific lesson planning for English for Occupational Purposes course.
- To improve students’ ability to understand written English for Practical knowledge and technology in different labor situations.
- To use specific methodologies in order to explain the students how to use basic grammar structures in English.
- To achieve students will be able to identify basic vocabulary related with Practical knowledge and technology subject and ITC's articles.

1.3 Justification

The way of living in our country is changing. It is because of many political, technological, educational changes and reforms that are happening in Bolivia. Then, we have to adapt our knowledge to those changes. It means, if we had a different academic point of view before, it must change now. This Political Constitution

supports Foreign Languages Learning too, not only Native language learning as it seems. We have to take advantage of this. The Law of education “Avelino Siñani y Elizardo Perez” brings us many opportunities to expand Language Learning as a Department of Linguistics and Languages (See the appendix 1)

In the same way, the globalization and ITC's opened a wide world of new knowledge. It was unimaginable twenty or thirty years ago. With little training on internet use any person could have access to the biggest libraries or any kind of information around the world, in that sense English is the language most used by users.

Besides, we have to take into account the English Teaching in our country. There are hundreds of proposals for General English Teaching. However, there are few specialized syllabus orientated to specific contexts. The Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” has its own characteristics, it is a necessity to develop a specific English Course with its own Curricular Design.

The English for Specific Purposes has many objectives, but one of the most important is: to help the language learners with their specific Second Language necessities. In that sense, English for Specific Purposes has many variants according to the situation of learners. One of the most used is the English for Occupational Purposes, because, it helps learners find better opportunities to find a job.

Finally, the method used by the teacher inside the classroom is really important, because it is used to develop classes and methodologies for students. There are many methods such: The suggestopedia, Natural Approach, Total Physical Response and so on. However, all of them have different characteristics, advantages and disadvantages. It is specific teacher's labor. They have to choose the best method for each course and each learner.

CHAPTER TWO

THE INSTITUTION

2.1 Institution Identity

The Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” is a public institution located on Bush Avenue without number, next to Villarroel Square. It belongs to Ministry of Education. This institution was created under the Presidential Decree 05353 of November 21, 1958.

This institution is dedicated to train teachers whom are specialists in Practical Knowledge and Technology Education. That technical knowledge is related to academic, pedagogic and social quality.

When the Law 1565 called “Reforma Educativa” was decreed, The Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” had a different academic and administrative structure. It had to change the administrative dependence and curriculum many times.

Nowadays, classes has fixed schedule from 2:00 p.m. to 6:45 p.m., distributed 45 minutes each period.

This institution has three different groups of population:

- Teachers
- Students
- Administrative staff

2.1.1 Teachers

In this institution there are many teachers, those teachers have many different specialities such as: Physical Education, Language, Mathematics, Native Language, Technology and Technique, etc (See Appendix 2). Those teachers must take a process of selection called “compulsory”. Every two years this process is announced in public. Those teachers have to fulfil some requirements. The best scores are the chosen ones to sign up contract to teach in this institution per two years.

Since, it is a Higher Educational Institution, it is required most part of the teachers must have degree and some of them have a master degree.

The academic speciality of those teachers is the main difference in teacher’s staff in this institution. One group of teachers is called “Technicians”, they acquired degree in order to teach Practical knowledge and technology. The second one is the group called “Humanistics”, they complement technical education with subjects such as: Language, History, Teaching Practice, etc. (See Appendix 2)

2.1.2 Students

The student of Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” are people who take and approve the annual test called by Ministry of Education. This call is made for all Escuelas Superiores de Formación de Maestros around Bolivia at the same time. After that, students who take and approve the test have to submit High School diploma, I.D. Card and other documents.

The Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” have to guaranty training, professionalizing and educational ability of students. They have to obtain experiences in technical and pedagogical learning. The students have to acquire methods, methodologies and didactics in learning

processes. Besides, they have to learn equity and gender experiences according to the new legislation of Plurinational State of Bolivia.

The students in this institution obtain knowledge in Educational Technology. The students develop pedagogical quality and technological efficiency. It deals with biophico-physic and socio-cultural development. It is applied in their diary professional development of Formal Education.

On the other hand, the students of this institution have political representation. Every two years there is an election of authorities. The students decide their authorities by ballot of representatives; it is called “Federación de Estudiantes Normalistas”

2.1.3 Administrative staff

The administrative staff is contracted by a process of compulsory in the same way of teachers. Those processes are announced by the SEDUCA “Servicio Departamental de Educación” in coordination with Ministry of Education.

2.2 Support and requirements

Any public institution has many different requirements as: Economic requirements, staff requirements, and so on. The main requirements in this institution are the following ones:

2.2.1 Substructure

This institution shares same building and furniture with two educational institutions, it means there are many substructure needs. The Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” shares substructure with “Instituto Técnico Ayacucho”. Besides, it has another seat in Ancocagua at Pucarani

Municipality. It is used to practice theoretical knowledge. The formation at primary level teachers is realized there.

In that sense, there were strikes and protests of this institution against Ministry of Education in 2007. It was because this institution demanded substructure and equipment. After that, they obtained a ground in El Alto city to build a building just for usage of Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”, but since that time until now, they are still working on Busch avenue.

In conclusion, a shared substructure and furniture are not enough for a public institution of Higher Education.

2.2.2 Furniture

The Public institutions in our country should be fully equipped, even more, if those institutions are related with education. In contrast, those sort of institutions are the worst equipped. Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” has those problems.

These sort of buildings and places need to be furnished and decorated according to their purpose. It must have chairs and tables for waiting areas, desks, filing cabinets, sport furniture, ITC's materials and so on.

Materials have to be specially tested and expressly designed to accomplish specific task. It has to be certified according to special laws and requirements for equipping a public place (much stricter and more articulated than for standard furniture).

CHAPTER THREE

REVIEW OF LITERATURE

3.1 Project proposal and theoretical foundation

This project includes next factors:

- Political Constitution and Law of Education
- ITC's in Language Learning
- Curriculum Design
- English for Occupational Purposes
- Language learning methods

3.1.1 Political Constitution and Law of Education

In our country, there are new political reforms and there is an imperative necessity of learning different foreign and native languages.

In that sense, the students of Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” will be public servers. They must have some knowledge of any foreign language. In our case, English language.

According to Law of Education “Avelino Siñani y Elizardo Perez” Foreign Language Learning and Teaching are unavoidable referring to teachers training. Thus, the Article 7º says (See the appendix 1):

“De lengua: trilingüe”

TABLE 1

It means: All Plurinational Educational System includes three languages:

A) Native Language	B) Spanish	C) Foreign Language
According to the area	General Language	According to requirements

It means: The Foreign Language Learning beginning from Initial Education to Higher Education like Escuelas Superiores de Formación de Maestros or Universities.

Another article of the Law of Education shows us clearly the Linguistics Policies about the Plurinational State of Bolivia.

Article 51^o section d *“Capacidad de comunicación oral y escrita en tres lenguas: castellano, una originaria y una extranjera”*

3.1.1.1 Native Language

In America, there were hundreds of languages and dialects, part of those native languages were extinguished. Nowadays, some native people have a point of view: “Settlers tried to eliminate the most part of its culture customs and languages”. That is why the government in this country is implementing new linguistic policies related with native language learning.

In our country Native Languages learning was legally incorporated under the laws of Bolivia with the Educational Reform N^o1560. It was not well executed. Many changes were applied in Bolivia since the Law 1560 was decreed.

The next part of this guided work is about Political Constitution approved on October 2008 (See the appendix 3)

“Artículo 5. I. Son idiomas oficiales del Estado el castellano y todos los idiomas de las naciones y pueblos indígena originario campesinos, que son el Aymara, Araona, Baure, Bésiro, Canichana, Cavineño, Cayubaba, Chácobo, Chimán, ese Ejja, Guaraní, Guarasu’we, Guarayu, Itonama, Leco, Machajuyai-kallawayá, Machineri, Maropa, Mojeñotrinitario, Mojeño-ignaciano, Moré, Mosestén, Movima, Pacawara, Puquina, Quechua, Sirionó, Tacana, Tapiete, Toromona, Uru-chipaya, Weenhayek, Yaminawa, Yuki, Yuracaré y Zamuco.”

It means: All those languages are spoken around our country. In consequence, teachers have to teach those languages and they have to speak those languages. It is according to the geographical region.

3.1.1.2 Spanish

In order to understand better the Spanish language uses in our country, we could see the next article from Political Constitution (See the appendix 3):

“Artículo 5. II. El Gobierno plurinacional y los gobiernos departamentales deben utilizar al menos dos idiomas oficiales. Uno de ellos debe ser el castellano, y el otro se decidirá tomando en cuenta el uso, la conveniencia, las circunstancias, las necesidades y preferencias de la población en su totalidad o del territorio en cuestión. Los demás gobiernos autónomos deben utilizar los idiomas propios de su territorio, y uno de ellos debe ser el castellano.”

Since the Bolivia's foundation in 1895, Spanish has been the official language. Nowadays, the most part of people living in our country speak Spanish. It is used as General Language of communication.

3.1.1.3 Foreign Language

According to "Instituto Nacional de Estadísticas" (INE) Bolivia, only 2.8% of people in our country speak a Foreign Language. The most part of that people speak English.

In this context of Bolivia's Political Transformations, all laws are rewritten by the National Assembly. In that sense, there is a new Law of Education, it is called: "Ley de Educación: Avelino Siñani y Elizardo Perez". It is mainly based on the productivity of education.

The Law of Education says about teacher's formation in Higher Level and Language Acquisition (See the appendix 2):

Article 18º "... Enseñanza de lengua extranjera. La enseñanza de la lengua extranjera se inicia en forma gradual y obligatoria desde los primeros años de escolaridad, con metodología pertinente y personal especializada, continuando en todos los niveles del Sistema Educativo Plurinacional"

The Law of Education gives us dispositions according to New Political State to teach foreign languages. It deals with requirement of each institution. In that sense, Escuela Superior de Formación de Maestros "Andrés de Santa Cruz y Calahumana" has requirements of train future teachers in English language, because it is a universal language; this language is mainly used by ITC's users and government rules too.

3.1.2 Globalization

Beyond government policies and social organization in our country, we could not say that we live isolated as country without correlation between other countries in the same situation of us. There are many countries, economies, cultures and languages around the world, then, it means interrelationship exists between each country. This situation is common in the whole wide world.

An interesting internet article written by Tom Colls called "The death of language?" explains what is happening around the world and the willingness of people to learn English. He said: *"Most people are not at all interested in the death of languages, if we are not cautious about the way English is progressing it may eventually kill most other languages."*

It is natural that small communities and languages which are not widely met. They tend to be isolated. A theory suggested that when there is a cultural encounter, the small one tends to disappear. It means an estimated of 7000 languages spoken around the world will disappear in the year 2100 according to Colls.

3.1.3 ITC'S in Language Learning

The Information and communication technologies have been increased around the world because of Globalization, since it has large concepts and definitions. This guided work just focus on the part of ITC'S. It will focus on internet usage related to learning purposes.

In the opposite we think, the web's history was developed at the end of the 90's is a wrong idea. On 1957 a satellite was launched by URRS for communicational purposes. Then Ray Tomlinson created the first e-mail program and the university student's use in early 90's and finally in December 2009, the first multi-touch website

was reported. We could say: "Internet has become an essential part of any home around the world like bread and water"

In addition, the internet has become the largest resource of information and knowledge. Through internet, people could explore any part of the world using webcams. People could chat with people anywhere around the world with Messenger software and others, with internet you could listen to music, watch TV, to play virtual games and to learn Foreign Languages through internet.

In the academic area, any person could have access to lots of information about science and knowledge. People could obtain: eBooks, scientific articles, monographs, to attend seminars and conferences in foreign countries, etc.

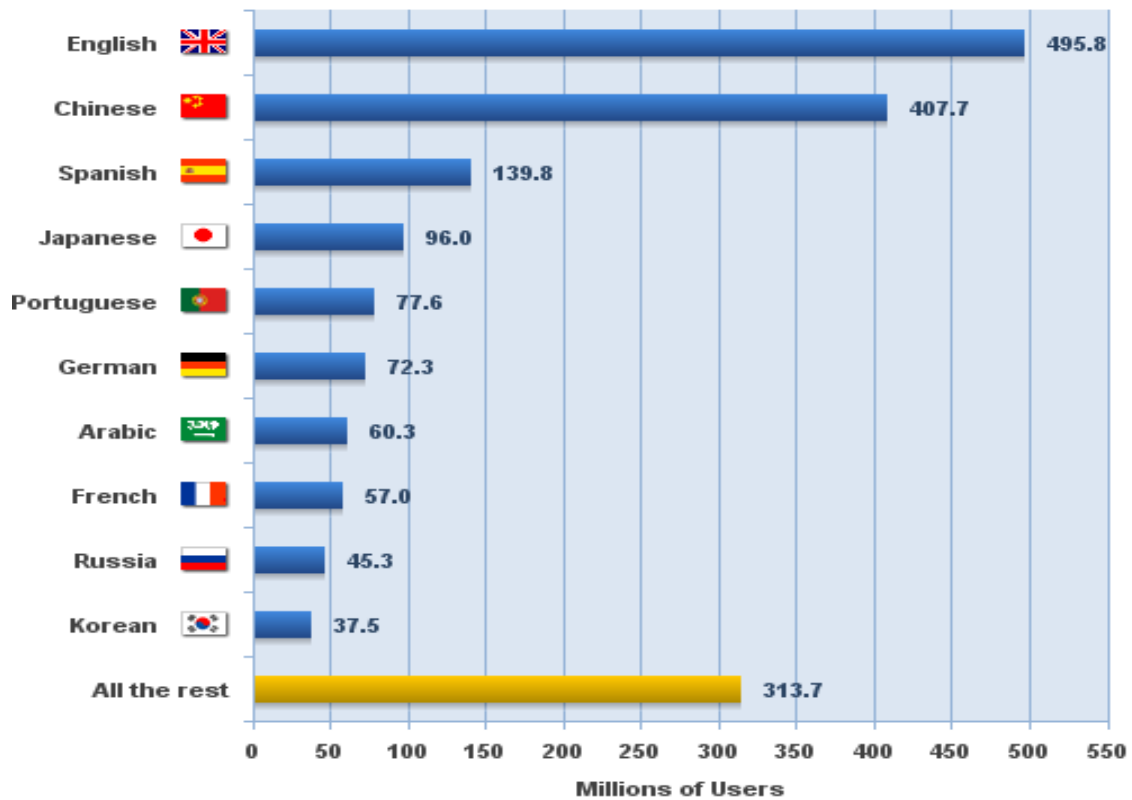
In that sense, we have many software and tools on internet related to the area of study. For example: if you are a geographer, there is Google Earth software which has the wide world landscapes in graphic system. It is basically software connected to internet in order to obtain pictures and maps.

If people want to learn English, internet offers several resources like dictionaries, pictures, methods, methodologies and so on. You even could access to entire English learning courses. Nowadays, the Test Of English as a Foreign Language "TOEFL" only can be realized through internet.

On the other hand, in this globalized world everybody must have a minimum knowledge of English, because the most part of new information is obtained firstly in English, it comes mainly through internet. Some studies are showing that web pages are written in English only. According to the next charts sourced from a web page.

FIGURE 1

Top 10 Languages in the Internet in millions of users



The effect explained above shows us an interesting sample of attitude towards global English usages. Although, there are thousands of languages around the world and the most part of people use its mother tongue, at the same time of using internet, they prefer to use English as a language of written communication.

In the next chart from another web page, we can see numerical statistics of internet usage. It is estimated by usage of language. It means: It does not matter if users have another mother tongue. In that case that people learnt English and they use that language to communicate through Internet. According to www.internetworldstats.com the next chart are the statics of the most used languages on internet:

TABLE 2

Number of Internet Users by Language

TOP TEN LANGUAGES IN THE INTERNET	Internet Users by Language	Internet Penetration by Language	Growth in Internet (2000 - 2009)	Internet Users % of Total	World Population for this Language (2009 Estimate)
English	499,213,462	39.5 %	251.7 %	27.7 %	1,263,830,976
Chinese	407,650,713	29.7 %	1,162.0 %	22.6 %	1,373,859,774
Spanish	139,849,651	34.0 %	669.2 %	7.8 %	411,631,985
Japanese	95,979,000	75.5 %	103.9 %	5.3 %	127,078,679
Portuguese	77,569,900	31.4 %	923.9 %	4.3 %	247,223,493
German	72,337,310	75.0 %	161.1 %	4.0 %	96,389,702
Arabic	60,252,100	17.5 %	2,297.7 %	3.3 %	344,139,242
French	57,017,099	16.9 %	375.2 %	3.2 %	337,046,097
Russian	45,250,000	32.3 %	1,359.7 %	2.5 %	140,041,247
Korean	37,475,800	52.7 %	96.8 %	2.1 %	71,174,317
TOP 10 LANGUAGES	1,492,595,035	33.8 %	379.2 %	82.8 %	4,412,415,512
Rest of the Languages	309,735,422	13.2 %	525.3 %	17.2 %	2,355,389,696
WORLD TOTAL	1,802,330,457	26.6 %	399.3 %	100.0 %	6,767,805,208

It is clearly expressed, English has 251.7 % of growth on internet as language of communication. It has 499,213,462 users around the world. The table includes users' Mother Tongue.

Summarizing, the most part of population uses English as a tool of communication. It is used to access web pages with information written mainly in English. That usage is increasing day by day.

3.2 Plan for setting in motion

Many factors are involved inside a classroom. This Guided Work explain first of all: what is English for Specific Purposes? (ESP). It involves different variations such as: English for Science and Technology (EST) English for Occupational Purposes (EOP), English for Academic Purposes (EAP), English for Specific Academic Purposes (ESAP), English for General Academic Purposes (EGAP) and so on. After that this Guided Word is going to explain the learner's personalities inside a classroom,

learners' previous experiences or previous knowledge. And finally this Guided Work explains different teaching methodologies. At the end of this part it is going to explain curriculum meaning. And it will choose the adequate way to do English for Occupational Purposes course for The Escuela Superior de Formación de Maestros "Andrés de Santa Cruz y Calahumana.

3.2.1 English for Specific Purposes (ESP)

There are many English for Specific Purposes definitions. Many authors have tried to define English for Specific Purposes but this guided work will disregard their definitions to concentrate on finding out what English for Specific Purposes really means.

According to Hutchinson and Alan Walters (1987), English for Specific Purposes is an approach to language teaching, it deals with all decisions related with content and method. It is based on the learners' reasons for learning or necessities. Dudley and St. John (1998) "English for Specific Purposes does not involve a particular kind of language, teaching material or methodology"

3.2.2 Student needs in ESP

First of all, we have to understand the term "Needs". According to Dudley and St. John (1998:3) "Need is defined by the reason for which the student is learning English". For instance: to study science in a country where English is a foreign language, to assist professional conferences, to book a ticket. As a conclusion, English for Specific Purposes is the motivation of student in order to learn English.

The goal for ESP is the necessity of the student in English learning

Nowadays, English is a language which involves every human activity such as professional activities like: agriculture, engineering, politics and others. Those English backgrounds and motivations are what experts called “English for Specific Purposes (ESP)”.

3.2.3 ESP Characteristics

In their book Dudley and St. John (1998) made a differentiation between absolute characteristics and variable characteristics in English for Specific Purposes established by Stevens:

3.2.3.1 Absolute Characteristics

- ESP is defined to find specific learners' needs.
- ESP makes use of underlying methodology and activities related with discipline it serves.
- ESP is focused on appropriate activities to these in terms of grammar, lexis, register, study skills, discourse and genre.

3.2.3.2 Variable Characteristics

- ESP may be related to design specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of General English.

- ESP is likely to be designed for adult learners, either a tertiary level institution or in a professional work situation. It could be for learners at the secondary school level
- ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume some basic knowledge of the language target.

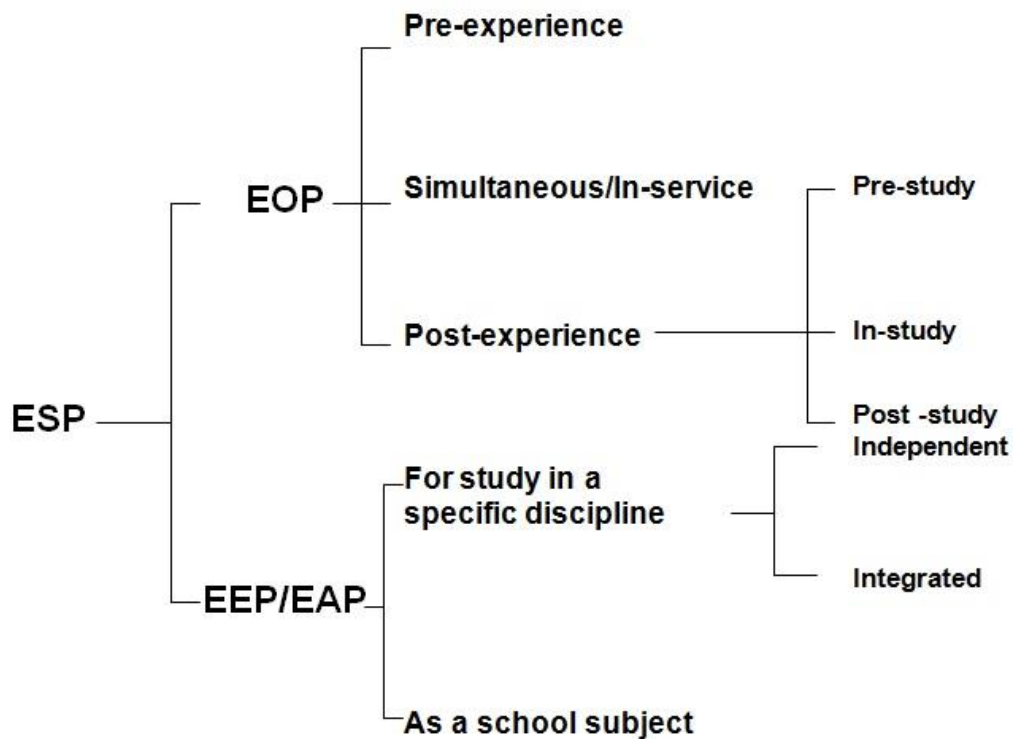
3.2.4 English for Specific Purposes variations

The most part of authors speak about two or three major divisions of English for Specific Purposes. Robinson (1991) described two great distinctions: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) with English for Science and Technology (EST). Kennedy and Bolitho (1985) see English for Science and Technology as a third major division in the English for Specific Purposes on the family tree. They say that it is important to recognize that English for Science and Technology has contributed to the development of English for Specific Purposes because scientists and technologists needed to learn English in order to deal with linguistic tasks.

In this approach there are some variations, we have to understand the difference among them. This guided work describes the most important ones according to Dudley and St John (1998). The next chart shows us the ESP's division developed by Robinson (1991).

FIGURE 2

English for Specific Purposes classification by experience



According to Robinson (1991), in previous tree diagram experience is important English for Specific Purposes factor. There are three steps of experience:

- a) Pre-experience. It means: a course of preparation to develop a future job in better conditions.
- b) Simultaneous/In-service: a course developed at the same time of realization of occupation.
- c) Post-experience: a course developed after a job and it is realized in order to improve the activities realization of occupation.

3.2.4.1 English for Science and Technology (EST)

Talking about science and technology, language is used to define, classify report, explain, and prove. The clarity of concepts and logical thinking are very important cornerstones of scientific English. English for science and technology is a variety of language use. Here the language is manifested in a certain way as the expression of concepts and procedures that characterizes the study of science and technology.

3.2.4.2 English for Occupational Purposes (EOP)

This variation is related with employment. When a company or institution uses English to employ professionals for whom English is a foreign/second language, the company or institution is obliged to provide language training for its employees. Otherwise, many of the manpower will be handicapped by poor speaking, reading or writing skill. However, company is not interested in its employees achieving fluency or advanced level, but it can be desirable.

In other words, the training provided by institution or company should be the shortest possible time and it should be in order to cover basic communication necessities of employee and company or institution. Then, it is clear: The English for Occupational Purposes goal is training not education.

3.2.4.3 English for Academic Purposes (EAP)

English for Specific Purposes variation refers to any English teaching that deals with study purpose. The students whose do not have English as Mother Tongue. These students need both English and Mother Tongue in order to acquire knowledge during their academic course.

In English for Academic Purposes there are four variations according to Dudley and St John (1998):

- English - speaking country.
- English - as a Second Language.
- A situation in which certain subjects such as medicine, engineering or science are officially taught.
- A situation where all subject courses are taught in the national language.

The variations above mentioned have different situations, for example: our country it deals with situation four. All education is taught in L1, English is an auxiliary language. In this kind of courses the focus almost exclusively on reading. But, the studies showed mono-skill courses are less motivating.

3.2.4.4 English for General Academic Purposes (EGAP)

English for General Academic Purposes refers to teach features or characteristics that distinguish one discipline from other. This variation deals with almost every language skill like reading, listening, writing and so on.

3.2.4.5 English for Specific Academic Purposes (ESAP)

It integrates language skills on English for General Academic Purposes helping students in their actual subject tasks. It adopts a schema of writing tasks and it is related with improvement of their performance in subject courses.

3.2.5 Learners

It has been always difficult to teach a second language. Since the curse of Babel Tower began around the world many cultures and civilization tried to learn other languages in order to communicate their knowledge, their religion or simply to trade. These cultures were involved in many linguistic methods to teach and learn a second language. The same phenomenon has been occurred in our country. There are many cultures and native languages, and even more in our city. It is very difficult because this city is a Pluricultural place. Then, to choose the best way to teach a second language is a hard decision.

So, to teach a Second Language is a complex problem at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”. In that respect, there are main aspects in Second Language Acquisition. First of all, this work will describe superficially methodologies which will be explained carefully later. Second, it will write about the actors involved in educational process. After that, it will analyze variants in teaching process which will be the next point in this Guided Work.

A method is a practical realization of an approach. In that sense a method is an important part of teaching processes, it happens because without method we cannot organize our class. Thus, there are a lot of methods such as: The Audio-Lingual Method, It uses the stimulus - response reinforcement. Grammar Translation Method, where the fundamental purpose is to be able to read foreign language literature “It is mainly used in advanced students”. The Communicative Approach, the language is used in real context learning is facilitated in a relaxed and comfortable environment, The Direct Method, the language skills will be developed through practice. I would mention many methods, but this Guided Work just wants to take main aspects. Choosing a specific method is difficult because we have to adequate the contents for ESP class.

For Nursuale (42:2005) "Teaching a foreign language successfully does not depend only in teacher's knowledge from books on methodology" and for Cariaga (52:2003): "The basis of the teachers cannot be simple theoretical, guided by their knowledge or skills; they also need to teach the art of language". Thus, the teacher is one of the central actors in second language acquisition.

Another factor is the teacher who creates the student's motivation, as Nursuale said. The role of teacher within in the classroom is get involve to students into activities related with educational goals, we are facilitators and we can also participate of some activities as conversation, filling out the blanks and so on.

In that sense, the other actor is student. This Guided Work wants to describe some kinds of learner styles too. Because, there are many learner personalities inside a classroom it is according to the psycholinguistic concepts.

The learners styles are: The Convergengers, they are solitary and analytic learners. The Conformists prefer to emphasize learning about groups. The Concrete Learners are like Conformist and also enjoy the social aspects, and finally the Communicative Learners are interested in social interaction and they can work without the guide of a teacher. Most part of the students are shy and it is really hard could participate in class. Therefore, they are Convergengers in most classes. However, not all the language students are Convergengers, also there are Conformist, Concrete, etc. The teachers have to know what kind of students guide. They have to adjust a method for them.

Thus, we have to take into account there are some variables which influence the teaching process. Many teachers think to teach a Second Language to people of different ages is the same. However, we have to consider that each student has different experiences and cognitive development.

The contact with the second language is different, both inside and outside classroom. Besides, the cognitive capacities are different too, for example: youth children respond even if they do not understand individual words, but they have limited attention in class. Even though, they can cause discipline problems, they can have potential for creative, energy and they also can be passionate learners.

On the other hand, adults tend to have more attention than teenager and they engage with abstract thoughts. In La Paz city most of the students are children or teenagers. Our contents have to be addressed in that sense. Culture is the main point in the variables description:

"In Bolivia three languages seems to have certain kinds of saliency, it is not only because of speakers' number, but also because of the role they played in the national affairs of our country. Those languages are Spanish, Aymara and Quechua" (Rodriguez, 2003).

As Rodriguez said, in our country there are many languages, and we know language means culture. Even more in our city, we live in a mixture of cultures. In only one classroom we could find out many people from different cultures and a lot of native languages speakers as L1. "To study the function of national society and the way it works" (Godenzze, 1997) we have to consider it before starting to teach.

In conclusion, teaching a second language is always difficult. There are many factors and variables involved inside the classroom. We do not have the same culture. We have different psycholinguistics manners of learning. There are many methods and methodologies. The teachers or future teachers have to adequate all differences in Second Language Acquisition.

3.2.6 Methods

This part of guided work will be focused on methods. There is a common misunderstanding related with terms of methodology and method, there is a difference that we have to take into account. First, Methodology is theory and analysis of how research should proceed. It deals with the whole process and all stages of the research. On the other hand, the method deals with concrete techniques used to acquire evidence like interviewing in a questionnaire, observing behavior, etc.

Now, this Guided Work could explain what kind of different methods. In the next part it will summarize the most important methods developed through years of investigation, such as: Grammar Translation Method, the Direct Method, the Audiolingual Method, Community Language Teaching, the Silent Way, Suggestopedia, Total Physical Response, and the Natural Approach. According to some authors and Raven webpage next methods are most adequate to teach English:

3.2.6.1 The Grammar Translation Method

The National System of Education in our country used Grammar Translation Method in second decade of the XX century. The reports of this experience were not too good. It says: "Poor results were obtained in English Language Teaching". On the other hand, we have to take into account the most part of methodologies does not work if we do not have three main characteristics in teaching language acquisition as above mentioned: Attitude, Aptitude and motivation. Nowadays, the most part of the secondary schools are still using this methodology.

According to Diane Larsen-Freeman (1986) the main characteristics of this method are the next ones:

- The purpose of this method is to be able read books or texts. "Literature is superior to spoken language"
- The goal of this method is to be able translate.
- The primary skill is to develop a reading and writing skills.
- The ability to communicate in target language is not a goal this method. "Spoken is not among the main goals"
- If students made mistakes, it is very important teacher gets the correct answer to students.
- The teacher is the authority in the classroom.
- The equivalents of each word are very important in the translation.
- Little or no attention is given to pronunciation.

3.2.6.2 The Direct Method

This method was established in late 1800's because of limitations of the Grammar Translation Method. Basically, teachers began attempting to teach foreign languages in a way that was more similar to First Language Acquisition. This method is used to memorize grammar rules using L1. The most important think in the Direct Method is: "The students will learn to communicate orally in the target language".

Richards and Rodgers (1986:9-10) summarize key features of the Direct Method:

- Classroom instruction is conducted exclusively in the target language.
- New vocabulary and sentences are taught every day.
- Oral communication skills are built up in a carefully way of progression organized around question-and-answer exchanges between teachers and students in intensive classes.
- Grammar is taught inductively.
- Concrete vocabulary is taught through demonstration of objects and pictures.
- Abstract vocabulary is taught by association of ideas.
- Comprehension of speech and listening are taught.
- Correct pronunciation and grammar are emphasized.

Diane Larsen-Freeman (1986:26-27) provides a description of some common and typical techniques closely associated with the Direct Method:

- Reading aloud
- Question and answer exercise
- Student self-correction
- Conversation practice

- Fill in the blanks exercises

- Paragraph writing

3.2.6.3 The Audiolingual Method

This methodology was created in order to protect structures of language with each linguistic pattern. It established a new set of linguistic "habits". It was appropriate to start language acquisition. However, it always causes interference in language acquisition process.

Here it is a summary of key features for the Audiolingual Method, it was proposed by Brown (1994:57) and adapted by Prator and Celce-Murcia (1979).

- New material is presented in dialog form.

- There is dependence on mimicry, memorization of set phrases, and over learning.

- Structures are sequenced by means of contrastive analysis and taught one at a time.

- Structural patterns are taught using repetitive drills.

- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.

- Vocabulary is strictly limited and learned in context.

- There is much use of tapes, language labs, and visual aids.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.

Diane Larsen-Freeman (1986:26-27) provides an expanded description of some common or typical techniques closely associated with the Audiolingual Method:

- Dialog Memorization
- Repetition of the teacher's model
- Students Chain of learning, students ask and answer each other one-by-one
- Teacher establishes the line from the dialog.
- Teacher provides a sentence that must be turned into something else, for example an active sentence to be turned into a negative statement, etc.
- Students should answer or ask questions very quickly

- Teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty.
- Selected words are erased from a line in the dialog, students must find and insert.
- Grammar games and various games designed to practice a grammar point in context, using lots of repetition.

3.2.6.4 The Community Language Learning method

In the Community Language Learning method learners were considered as a group not as a class. The interaction and interpersonal relationship is the first necessity of members. Then, students and teachers join together to facilitate learning. The teacher must be fluent in both the target language and the students' mother language. In this method, the main focus is encouraging the students to learn more about its own learning, something like "learning to learn".

The Community Language Learning method involves some of the following features according to Larsen-Freeman (1986):

- Students are considered as "learner-clients" and teacher as a "teacher-counselor".
- A relationship of mutual trust and support is considered essential to the learning process.
- Students are permitted to use their native language, besides, they are provided with translations from the teacher and they have to apply.

- Grammar and vocabulary are taught inductively.
- Students apply the target language independently and it is realized without translation when they want it.
- Students are encouraged to express not only how they feel about the language, but how they feel about the learning process. The teacher expresses empathy and understanding.
- Some activities are focusing on a particular grammar or pronunciation point.

Larsen-Freeman (1986:45-47) provides expanded descriptions of some common or typical techniques closely associated with Community Language Learning.

- Students choose what they want to say, and their target language production is recorded for later listening.
- Teacher produces a transcription from the tape-recorded, it includes translations in the mother tongue, and this is used to analyze it.
- Teacher takes time to do some activities that allow students to express how they feel about language and learning experience.
- Students listen to their own voices on the tape in a relaxed and reflective environment.
- Students work in small groups. It is to create new sentences using transcript, afterwards, they share the transcripts with the rest of class.

3.2.6.5 The Silent Way method

This is an interesting method. The main characteristic is the silence's teacher. The teacher stayed most of time in silence. This is the unique method really concentrate on cognitive principles of language learning. Taking into account the mistakes is a natural part of the process of learning, this method does the students become highly independent and experimental learners. The students develop real criteria of learning process and become autonomous.

Larsen-Freeman (1986:66-68) provides expanded descriptions for some common techniques closely associated with the Silent Way.

- Teacher is generally silent, only giving help when it is absolutely necessary

- Students encouraged helping each other in a cooperative and not competitive spirit.

- Teacher uses hands to indicate that something is incorrect or needs changing.

- It uses charts to explain pronunciation and grammar.

- Students are invited to make observations about the day's lesson.

3.2.6.6 The Suggestopedia method

The Suggestopedia has unique characteristics in order to develop a class. It uses Baroque music during the learning process. Suggestopedia uses comfortable chairs and dim lighting in the classroom. Another characteristic is the total control by the

teacher inside the classroom. All these characteristics make to the student involved in a suggestion, this method tried to use the mental potential of the students.

Larsen-Freeman (1986:84-86) provides expanded descriptions of some common/typical techniques closely associated with Suggestopedia.

- The students feel as relaxed and comfortable as possible

- Students are asked to close their eyes and visualize scenes and events, to help them relax and facilitate the suggestion.

- It uses role games and creates identities and occupations in the target language.

- Students "playfully" re-read the target language out loud, as individuals or in groups

- Students make various activities like singing, dancing, dramatizations and games.

3.2.6.7 The Total Physical Response

It is a methodology used for enjoyable and not stress time. This methodology is well received by the beginners and the young learners because sometimes humor is used by the teachers.

Larsen-Freeman (1986:118-120) provides a well description of some common and typical techniques, it is closely associated with Total Physical Response.

- The use of commands requiring physical actions from the students in response is the major teaching technique.
- Teacher gives interconnected directions which create a sequence of actions like students progress in proficiency, more and more commands are added to the action sequence.

3.2.6.8 The Natural Approach method

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning).

Communicative activities prevail throughout a language course employing the Natural Approach, it focuses on a wide range of activities including games, role plays, dialogs, group work and discussions. There are three generic stages identified in the approach according to Krashen (1981):

- Preproduction - developing listening skills.
- Early Production - students struggle with the language and make many errors which are corrected based on content and not structure.
- Extending Production - promoting fluency through a variety of more challenging activities.

These factors can create a classroom that is essentially very difficult to manage unless the teacher is highly skilled. It was the first attempt to create an expansive "approach" rather than a specific "method".

3.2.6.9 The Communicative Language Teaching Approach

The Communicative approach does a lot to expand on the goal of creating communicative competence compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself.

David Numan (1991:279) lists five basic characteristics of Communicative Language Teaching:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

3.2.7 Curriculum

In this proposal of English course at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” We have to take into a count, each English course at Formal Education deals with a Curriculum Design. On the other hand, previous observations of students’ necessities gave an interesting result: “The students need some knowledge or basic level of English in order to develop their occupation” Then, Since it is a new experience at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”, it is going to suggest a Curriculum Design.

First of all, we have to understand the term “Curriculum”. This term was born in the Latin and Greek *Kuri Kulu*, etymologically it means race, route, course, continuity. Bolivar (1999) said: “it is a route where a race is realized as a process in the following stages”:

- A) Content
- B) Plan
- C) Process
- D) Experience

In other words, Curriculum gives us a concrete information related with what the teacher has to teach, when to teach, how to teach and what to teach. The assessment of this course will be in:

- Background Experiences
- Teaching Phenomenon
- Practical Problems

The Curriculum Design is closely related with Political situation of each country, according to some authors, the social rules in any country deals with people necessities. If we have to think about English for Specific Purposes Course, we have to emphasize:

English for Specific Purposes is not a methodology, it is an approach in process of Teaching.

In that sense, there are three interesting Models of Curriculum Design according to Guarro (1999):

- Technical and Expert
- Deliberating and Useful
- Critic and Post-Modern

3.2.7.1 Technical and Expert model

Technical and Expert model emerged from 50's to 90's in USA. This model has a main characteristic, It is "The knowledge is universal and without specific context" It deals with the organization. The approach is just a set of rational and technical procedures.

The plan for this model is summarized by:

- The man learns according to their own capacities.
- Relationship between capacities, learning and background is strong.

- The main objective is the identification of learning's aims.

- There are five capacities:
 - 1) Intellectual abilities
 - 2) Cognitive strategies
 - 3) Information
 - 4) Attitude
 - 5) Coordination Skills

3.2.7.2 Deliberating and Useful Model

The second model, Deliberating and Useful was inspired by Philosophical and pedagogical pragmatism of Dewey. It considers the curriculum is practice and not theoretical, it is not responsibility of politician class or administrative staff; it is responsibility of all the educational participants.

This model of curriculum is democratic, although it tends to be experts' dependent. This model is based on moral commitment with institution.

3.2.7.3 The Critic and Post-Modern Model

The Critical and postmodern model is developed on the basis of critical discourse, it is hybrid and plural model. This model collects some traditional movements. These are re-conceptualized models of curriculum from new education sociology of Neo-Marxist analysis and critical theory of Frankfurt School.

The main characteristic of this model is to raise awareness enable learners to contribute in the construction of more just and equitable society. It means that the knowledge must be contextualized, through participation and communication. The curriculum must place in a social space beyond the classroom.

The curriculum development is not technical or professional matter, but a cultural political issue, it does not offer a new or own design. However, it gives a platform to confront and placing to the assignment developing of a curriculum.

Furthermore, it is characterized by implementing new political identity, subjectivity, and equality. It deals with community values and it also prioritizes the concern and care to others.

Talking about its curriculum development, it does not have its own system, but it is based on Paulo Freire's examples on contents' concretion and methodology of development, also it rests on experiences of democratic education. It is focusing on structure and political power. It has forgotten the individuality and the microphysics dimension of power.

On the other side, the postmodernism talks about curriculum. It says: that it is a discursive text, which may be analyzed with linguistic devices. The aim is the incorporation of all point of views and cultural groups, dialogue and language is the core of education, it can be sensible to the desire, identity, gender and ethnicity.

Coll (1987) indicates that there are three levels:

- The first level is determined by general aims of compulsory education, the general aims of the cycle and, each curricular area, terminal aims, content blocks, as well as didactic and evaluation guidelines.

- The second level is constituted by analysis and sequence of contents blocks.
- The third level is shaped from didactic orientations or didactic action programs that exemplify previous levels.

All these levels are based on general principles operating at level of development. The previous knowledge is capable of doing and learning by itself, it should be significant, with meaningful content and student motivation, functionality, activity, comprehensive memorization, learning to learn, cognitive patterns, the modification of the knowledge patterns and overview.

3.2.7.3.1 Identification of Duties

The duties are identified on the basis of the work. This implies the successful employee participation during the workshops of analysis, the coverage goes from a workplace up to the broader concept and it is very convenient to occupational work area. There are several methodologies to identify the skills. Among the most used are: Functional Analysis, Development of Curriculum, the Development of Curriculum's variants are SCID y AMOD and other methodologies that identify key skills from the behaviorist form (INET, 1997 and Vargas, 2001).

This guided work uses the methods DACUM (Developing a Curriculum) and SCID (Systematic Development of a Curriculum), because they are fast and low cost methods. Those methods were developed by the Center Education and Training for Employment of Ohio State University in the United States.

3.2.7.3.2 Methodologies in the Critical and Postmodern model

Mertens (1998) in his book said that duties, models and skills of standardization are presented by three methodologies for duties' identification in order to develop the

curriculum in vocational training. It describes methodological principles to identify the duties' labor. The methodologies are:

- Occupational Analysis
- Constructivist Analysis
- Functional Analysis

Occupational analysis focuses on identification of work behaviors. It is related with tasks and occupations. This method uses occupation's category as main element. In such way, each element integrates a set of jobs which requires: tasks, skills, knowledge and similar duties mainly.

Occupational analysis uses DACUM (Developing Curriculum) and its variants SCID (Systematic Curriculum Instructional Development)

Constructivist Analysis believes that a duty should be built not only in function that arises from the market, but it also gives equal importance to people's objectives and possibilities. The concern of constructivist methodology includes incidentally the analysis of lower-level people's education. In this sense, this methodology seeks active workers' participation in teaching and learning processes. It retakes his experience and training as continuous and permanent experience.

Functional analysis is a comparative methodology. It analyzes different relationships between outcomes and business skills, knowledge and workers' skills, comparing each other. In this case, elements like skills and knowledge are relevant to solving the problem.

CHAPTER FOUR

THE PROPOSAL FOR LANGUAGE TEACHING

4.1 Proposal development and theoretical background

This chapter explains the main reasons to choose different approaches, methods and curriculum design for this guided work.

4.1.1 English for Occupational Purposes Approach

First of all, there are many different variations of ESP developed through years, but this guided work wants to reflect the most useful. It is related with situation and course's characteristics. It takes into account English for Specific Purposes approach, one of its variations is English for Occupational Purposes, because this variation will be more useful for students at Escuela Superior de Formación de Maestros "Andrés de Santa Cruz y Calahumana"

The students do not want to learn English because they communicate with other students or partners, they will not travel to other countries to speak English and they will not study subjects in his institution using English as Second Language. The main aim of these students was applying language in occupational field. This Guided Work takes into account mainly Political Constitution of our country and new Law of Education, in that sense, EOP is useful.

In order to develop English for Occupational Purposes and cover requirements of society: The future professionals must be prepared to use adequately English in workplace. The necessities pay more attention in written/reading skills than speaking or listening skills. Such a problem was quite frequent in the past, and it is still present nowadays. There are many differences between goals of academic field and the professional world.

The traditional way of teaching languages does not leave students to be fluent in communication skills. Sometimes teachers do not pay attention to students' necessities. The classroom and outside world are often considered two different entities. However, teachers not always try to avoid that division. The design of EOP syllabus could consider classroom as a physical place and an integral part of the real world.

4.1.2 The teaching method

The next step was to choose method of teaching. In that sense, The Grammar Translation Method will be the most used, it is because the short period of time for this course. Also, it will help to give easy and fast explanation of grammatical structures. However, it will not be a unique method used in this guided work. Some others will complement the method mentioned before.

4.1.3 The Critic and Post-Modern Model

It is necessary explain the reason for election of non-traditional way of Curricular Design in this guided work. It uses a new approach to develop curriculum for course of English, in our case English for Occupational purposes. This proposal contains a mixture of different approaches and methods in different areas of the teaching and learning.

Thus, according to educational polices in our country all curricula designs will use Critic and Post-Modern Model. This part will explain proposal of curriculum and it will focus in duties. A new curriculum will emerge with DACUM process and realization of English for Occupational Purposes. It will be to include this subject in the General Curriculum of that institution.

4.2 Activities sequence

This guided work is divided in two parts:

- DACUM (Developing Curriculum) and SCID (Systematic Curriculum Instructional Development) models implementation.
- English for Occupational Purposes course implementation.

The next chart demonstrates the general schedule of activities divided into two main parts:

TABLE 3

ITEM	IMPLEMENTATION	FROM NOVEMBER 30, 2009 TO MARCH 1, 2010	FROM MARCH 2, 2010 TO JUNE 14, 2010
1	DACUM and SCID Models		
2	English for Occupational Purpose		

This kind of planning was developed in two parts. The months from December to February were pedagogical recess for students. In that time, the work was realized with teachers' staff. The DACUM workshop and meetings were realized with support of the Principal's office.

The second part of this guided work was developed when students came back from recess at the beginning of the semester.

4.2.1 DACUM (Developing Curriculum) and SCID (Systematic Curriculum Instructional Development) models implementation.

Plans, programs and curriculum for The Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” has been developed by teachers and Ministry of Education at the end of 2002. It was based on: “Base para la formación de docentes de todas las Escuelas Superiores de Formación de Maestros del país”.

However, the plan used by the Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” has some observations like: The lack of Foreign Language Acquisition programs according to new Law of Education.

Taking into account that situation, it is very important to apply a curriculum which resolves the lack of Foreign Language Acquisition, it deals with requirement of the institution about language learning. It is to adjust plans and programs.

It was taking the DACUM method “It is an acronym for Developing a Curriculum” to this process. It is characterized to reunite a small group of teachers who are the experts and implement workshops. It mainly does brainstorming in order to determine main duties for any course.

The educational systems tend to improve. In that sense, those kinds of workshops help to determine real needs of students through experiences of the teachers. It is a useful tool in order to determine Duties for Curriculum Design.

4.2.1.1 DACUM Method

It realizes the occupational analysis to identify basic work skills. This method uses labor and occupation as a central element.

In this case, it used next general steps:

1. Person in charge of workshops and meetings determination.
2. Participants of workshop selection.
3. Date and place for realization of workshop definition.
4. Observers like authorities and students selection.
5. Workshop for participants and observers invitation.
6. Workshop confirmation.

4.2.1.2 SCID Method

The DACUM method set up a detailed and precise definition of occupation. The SCID is the complement of DACUM method. The SCID method does the analysis of the Duties to make sure the insertion of job opportunities with complete successful.

It has two steps:

1. Prepare and organize the itinerary of duties from the simplest to the complex one.
2. Plan didactic methods and Tasks.

4.2.1.3 Activities implementation

The workshop of DACUM method and the application of the English for Occupational Purpose were coordinated with authorities of Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” because it was a pilot program.

4.2.1.4 Objectives for implementation of SCID method

Activities A

- To have a meeting with authorities of Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”. It was realized to set up Workshop.
- To establish necessities of the project.
- To execute workshop.

Activities B

- To revise Duties and Tasks those were obtained in the workshop.

Activities C

- To design curriculum under results of DACUM workshop.
- To present curriculum design developed under approaches of DACUM method.

4.2.1.5 Human resources

- a) Activities A The applicant, the authorities of institution and experts “Teachers of the institute”
- b) Activities B The applicant, the tutor of institution.
- c) Activities C The applicant, the tutor and authorities of institution.

4.2.1.6 Materials

It was used in the project:

- Office stationery
- CPU, photocopier, internet, data show, printer.

4.2.1.7 Economic resources

The next aspects in this project were considered:

- a) Trips and subsistence expenses
- b) Use of CPU's and prints of results.
- c) Unexpected 5% of total.

The next part expresses implementation of activities and objectives expressed in the next table:

TABLE 4

Objectives	Human resources	Materials	Economic resources
Activities A			
Act. 1	- Authorities and the applicant.	- Office stationery	- 5 Bs.
Act. 2	- The Applicant	- Office stationery	- 5 Bs.
Act. 3	- Authorities, the applicant and the participants.	- Office stationery, photocopies, data show, CPU.	- 250 Bs.
Activities B			
Act. 1	- The applicant and the tutor.	- Office stationery, CPU and printer.	- 100 Bs.
Activities C			
Act. 1	- The applicant and tutor.	- Office stationery, CPU and printer.	- 150 Bs.
Act. 2	- The applicant, tutor and the authorities of the institution	- Office stationery, CPU and printer.	- 5 Bs.
		Total Bs.	515 Bs.

4.2.1.8 Responsible

a) Authorities and supervisors

- General Director
- Academic Director
- Tutor

b) Implementation and developing

- Applicant
 - Teachers
- c) Operative
- Administrative assistants

TABLE 5

Schedule expressed in weeks

Obj. Act.	Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A1	To have a meeting with authorities														
A2	To establish necessities of project														
A3	To execute workshop														
B1	To revise Duties and Tasks that were obtained in workshop														
C1	To design curriculum under results of DACUM workshop														
C2	To present curriculum design developed under approaches of DACUM method														

4.2.1.9 Evaluation

Next indicators are presented in order to check fulfillment of objectives:

- Results
- Acceptation
- Implementation

4.2.1.10 Criteria of evaluation

The implementation of process and curriculum changes requires two kinds of evaluation:

- External
- Institutional Auto evaluation

The indicators for external evaluation are:

- Results of DACUM Method to elaborate the Curricular design.
- Labor market and pertinence.
- Implementation of the Curricular Design.

4.2.2 The Implementation of English for Occupational Purposes course

In this stage, it takes into account, planning is realized in same way as previous stage. It established a procedure in order to apply English for Occupational Purposes. It was planned in a simplified way:

1. To prepare course according to results of DACUM method.
2. To invite students for English for Occupational Purposes course.
3. To realize a meeting with interested students and establish schedule of course.

CHAPTER FIVE

THE PROPORSAL RESULTS

5.1 Results

This chapter will examine results of two steps. First step will be examining results of DACUM and SCID models. After that, it will explain results from English for Occupational Purposes courses.

5.2 DACUM and SCID method results.

It is the first step before the implementation of English for Occupational Purposes course. It is divided in two results: DACUM results and SCID results.

5.2.1 DACUM method results

In this step for DACUM method, six steps were set up. Here are the results:

1. The applicant Univ. Gilberth Lanza Oporto.
2. The participants are teachers of institution. They are considerate experts, because they work with Duties and Tasks.
3. The date of workshop was on December 17th and 18th, 2009 and the place for realization of workshop was in the Teachers Meeting Room.
4. Authorities selected for this workshop are General Principal and “Federación de Estudiantes Normalalistas”.

5. Invitation to workshop for all participants and observers was realized from December 7th to December 11th.
6. Confirmation of workshop, it is taking into account place of realization and participation of authorities, teachers and applicant. It is at least two days before the realization of workshop. It was realized on December 14th, 2009.

5.2.3 SCID Method results.

The method SCID was used in workshop. It was to obtain Duties and Tasks for Curricular Design. It was realized in two main steps:

1. To prepare itinerary of Duties organized from simplest to the complex one.

The next list is what the applicant suggested in order to learn English:

Computer skills	Knowledge of grammar structure
Reading/written communication skills	Management skills
Interpersonal skills	Knowledge of educational theory – practice
Accounting skills	Organizational skills
Internet skills	Plan skills
Basic research skills	Knowledge of Bolivian culture and context
Discipline expertise	Knowledge of industry and context
Data usage skills	Leadership skills
Discipline trends	

As we can see, the previous duties are not classical objectives planned in English course. That is because tendencies are talking about context and labor opportunities of future professionals, it takes into account the future employment of students “teachers of primary school”.

2. The didactic method was simple:

- Exposition of objectives in the workshop
- Work in groups with methodology of brainstorm
- Write conclusions.

5.2.3.1 Objectives Results

Activities A results

- The meeting with authorities to plan workshop was realized December 4th, 2009
- The main necessity of this project was: “Develop a curricular design to English course at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”. It had to use Duties and Tasks method”
- The workshop was developed on December 17th and 18th, 2009 before pedagogical recess. For obvious reasons it was developed in Spanish. The next step was workshop’s development:

Step one: To Present concepts for Duties and Tasks to audience in the first day of workshop (See the appendix 4).

Step two: To work in groups to obtain more adequate duties and tasks.

Step three: To present results of work realized by each group

Step four: To discourse results.

Step five: To choose the best ones of each group.

Step six: To write conclusions (See the appendix 5).

Activities B results

- The next tables are a summary of most important duties and tasks. It focused on teacher's labor and it was the result of workshop (See appendix 6). In the next step it will realized curriculum design with this information. The next tables are only duties and tasks. It will realize a curriculum design for General English for course's first part.

TABLE 7

Duties chart

RECOGNIZE BASIC FUNCTIONS OF TECHNOLOGICAL PROCESSES	SELECT STRATEGIES TO PREPARE RECEPIES	USE NEW TECHNOLOG Y TO IMPROVE QUALITY OF STUDENTS	RECOGNIZE TECHNOLOGICAL OBJECTS FROM YOUR REGION	COMPARE OBJECTS FROM DIFFERENT CULTURES.
--	--	---	---	---

Task chart

LOOK FOR INFORMATION ABOUT TECHNOLOGICAL PROCESSES	IDENTIFY UTENSILS FROM DIFFERENT CULTURES	LOOK FOR INFORMATION ON INTERNET RELATED WITH YOUR OCCUPATION	LOOK FOR PARTS OF THE TECHNOLOGICAL OBJECTS	DESCRIBE ADVANTAGES AND DISADVANTAGES OF YOUR TOOLS
--	--	--	--	---

Activities C results

- The next part is creation of curriculum under results of DACUM workshop.

5.2.3.2 Curricular design for English for Occupational Purposes

The next part is the result of workshop developed at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”. This part was developed under curricular design DACUM.

A. – Institutional Information

1. Institution: Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”
2. Province: Murillo
3. Department: La Paz
4. General Director : Lic. Freddy Zegarra
5. Academic Director: Ing. Nestor Chambi
6. Level: Beginners
7. Area: English
8. Year: 2010

B. - PLAN CONTENT

1. - Context

The Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” is a public institution located on Busch Avenue without number, next to Villarroel Square, which belongs to Ministry of Education, this institution is dedicated

to train teachers which are specialist in Technique and Technology Education. They have academic, pedagogic and social quality.

The students mainly have Spanish as a mother tongue and some others Aymara. According to evaluation, they showed predisposition to learn a foreign language.

2. - Diagnosis

The diagnosis realized to interested students and furniture at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” showed and detected the next necessities (See appendix 7):

- The lack of furniture and substructure adequate for students and teachers.
- The students have minimum or virtually null knowledge of English language.
- Some students have Aymara as Mother tongue.

3. - Justification

This curriculum for Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” is the consequence of the lack in policies of foreign language learning. Besides, it is a social necessity. It was caused by technological advances and constitutional reforms in our country. Thus, it is the specialization of students in certain areas of their career. Everything related with English acquisition.

4. - Aim

To provide to students basic knowledge related with English language: Grammar, vocabulary and reading to guaranty easy access to new educational information.

5. - Principles

5.1 View

To accomplish a course of English at the Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana”. It must be developed taking into account student’s necessities

5.2 Mission

To facilitate usage of ITC’s by using English language. It is to achieve students has a new point of view related with this global society, which is dominated by information.

6. - Strategies

It will use the Grammar Translation Method in the face-to-face training with English for Occupational Purposes approach mainly. It was used because the students will use English as work tool and it will not be used with communicational purposes.

TABLE 8

DUTIES	TASKS	CONTENTS
<ul style="list-style-type: none"> - Develop Foreign Language teaching according Grammar Translation Method. - Identify the educational approach in use of English for Specific Purposes - Apply fundamentals of English for Occupational Purposes - Produce monolingual and bilingual materials - Describe the importance of foreign language use in occupations. - Show advantages about the interrelationship with a new culture to the students. 	<ul style="list-style-type: none"> - Revise functions of the second language learning in the educational process. - Emphasize the occupational approach. - Reach grammatical competences in the foreign language - Produce projects and didactics sequences according to the foreign language teaching - Reflect about the use of foreign language in the development of the educational job. - Appreciate the use of a foreign language in the society. 	<p>The numbers Days of the week Months of the year Seasons of the year The colors The family The animals Greetings Personal pronouns Determinate/indeterminate articles Types of adjectives The verb (to) be. The verb (to) have. The (to) do verb. Verb tenses Present, past and future tenses. Adjective degrees Singular/ Plural Frequency adverbs Mode adverbs Passive voice Reported Speech Some/Any Much/ Many and Little/ Few</p>

TABLE 9

DUTIES	TASKS	CONTENTS
<ul style="list-style-type: none"> - Recognize basic functions of technological processes - Select strategies to prepare recipes. - Use new technology to improve quality of students. - Recognize technological objects from your region. - Compare objects from different cultures. 	<ul style="list-style-type: none"> - Look for information about technological processes. - Identify utensils from different cultures. - Look for information on internet related with your occupation. - Look for parts of the technological objects. - Describe advantages and disadvantages of the tools 	<ul style="list-style-type: none"> - Elementary electric circuits. - A delicious recipe. - Parts of the Computer. - Surf in the web - A new culture Tools. - Different Processes of construction.

7. - Recourses

Human recourses

- a) Students
- b) Teacher
- c) Authorities

8. - Materials

- a) Photocopies
- b) Markers
- c) Erasers

Evaluation is fundamental part for this course and any process of teaching-learning. It requires information about the knowledge obtained by the students.

The evaluation in this course will be:

- Diagnosis evaluation: at the beginning of the course
- Formative evaluation: in the process of teaching-learning.
- Summative training evaluation: At the end of the each part of the course.

This course was applied during three months, according to the Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” needs and requirements.

- The previous curriculum design was presented to authorities in March 4, 2010. It was developed under the approaches of the DACUM method.

5.3 Results of English for Occupational Purposes course implementation

The second part of this guided work is a practical part. It will explain results of this part as the same way of the first part, with objectives and Schedule of activities.

5.3.1 Results of objectives in the course

1. To prepare the course according to results of DACUM method.

This part the Curriculum Design was presented to institution’s authorities and it was improved according to observation of them. However, the organization of this course

is not only curriculum design, It involves schedule, place of realization, furniture etc. In that sense, the next part is the result:

- a) The schedule was coordinated with authorities and it was from April 26, 2010 to June 4, 2010. The first timetable is for General English course and the next timetable is for English for Occupational Purposes course:

TABLE 10

Class instruction week number	Week title	Day lesson Title	Actual Date
1	Part one. Basic concepts.	The numbers Days of the week Months of the year Seasons of the year The colors The family The animals Personal pronouns Determinate/indeterminate articles Indeterminate articles Adjectives General Review I	- April 26 - April 27 - April 28 - April 29
2	Part two. Grammar	The verb (to) be. The verb (to) have. The (to) do verb. Verb tenses Present tenses: past, present and future Imperative tense Adjective degrees General Review II	- May 3 - May 4 - May 5 - May 6 - May 7
3	Part three. Intermediate concepts.	Singular/ Plural General Cases and Exceptions Irregular Plurals Adverbs Passive voice Reported Speech Some/Any Much/ Many, Little/ Few	- May 10 - May 11 - May 12 - May 13 - May 14

TABLE 11

Class instruction week number	Week title	Day lesson Title	Actual Date
1	Let's look for information	Parts of computer Surf in the web I Surf in the web II Practical Training General Review I	- May 17 - May 18 - May 19 - May 20 - May 21
2	Follow instructions and procedures.	Electric circuits I Electric circuits II Follow The recipe I Follow The recipe I General Review I	- May 24 - May 25 - May 26 - May 27 - May 28
3	Comparisons	A new Culture tools I A new Culture tools II Processes of Construction General Review III Practical Review	- May 31 - June 1 - June 2 - June 3 - June 4

b) The place of the courses was developed in room N° 124 on the third floor.

c) The last evaluation was taken by the whole class as practical test.

2. To introduce in English for Occupational Purposes to students.

The students were informed about the course from April 5 to 8.

3. To realize a meeting with interested students
4. To establish schedule of course and Needs Analysis test.

The meeting and the Needs Analysis test was took the same day, it was April 9, 2010

5. To prepare materials and contents.

In this part of the guided work, it took into account the most part of students did not have a good level of the language, even some of them almost none. The course is divided in two parts:

- a) General English course.
- b) English for Occupational Purposes course.

6. To develop the course.

In this part of the course, I had to continue teaching with Grammar Translation Method. However, there is a difference with the context. This part of the guided work used real context of Technological teacher. For instance, how to make electric circuits or prepare some recipes were taught. However, the most important lesson was "Surfing in the web", because, it will be a useful tool for students in a future job.

5.3.1.1 Needs Analysis

It is well-known that English for Specific Purposes course should be based on a needs analysis to find as closely as possible, what exactly it is that students have to learn through the course of English. In our case a proper Needs Analysis could not be carried out since it would have not been functional.

The syllabus of course had been programmed in advance independently of the students taking it and before they enrolled the course. However, at the beginning of course we passed a questionnaire to learn about the students' interests and motivation. Dudley and St John in their book (1998:126) said:

“The non-uniqueness of needs analysis. The findings from a needs analysis are not absolute but relative and there is no single, unique set of needs. The finding depends on who asks what question and how the responses are interpreted. What we ask and how we interpret are dependent on a particular view of the world, on attitudes and values.”

In the last paragraph Dudley and Jo explain clearly there is non-uniqueness way of realize the needs analysis for ESP course

The Needs Analysis section of this report describes the instruments used to obtain information about linguistic necessities of participants in this course, this part of guided work will analyze and explain that information. Needs analysis is more than learning. It is linguistic weaknesses and strengths of learners in a language learning course.

Even though, linguistic proficiency is the usual target in almost every Needs Analysis component, this report also looks into some non-linguistic needs of the students like

the motivation. The results of Needs Analysis exercise helped with the design a syllabus, goals and objectives.

In the beginning of this course a questionnaire was taking in order to obtain information about motivation and interests of students. It will try to determinate what are the needs of the students related to the English for Occupational Purposes Course.

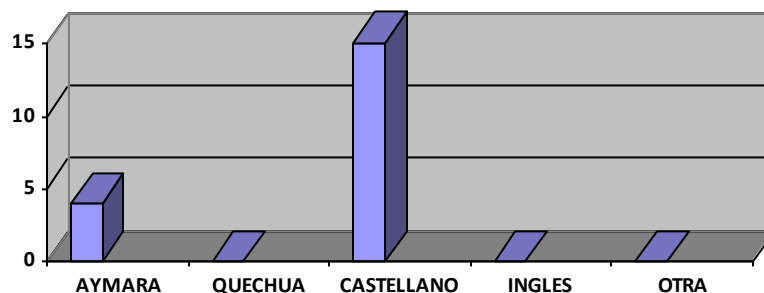
As it was mentioned before, this questionnaire was realizing to determinate motivation and English level of students towards language. The test was divided in three parts (See appendix 7):

1. - Information about previous English language knowledge
2. - Motivation towards language acquisition.
3. - Use of English in professional field.

The results of the questionnaire: This part is about the information related with previous English language knowledge.

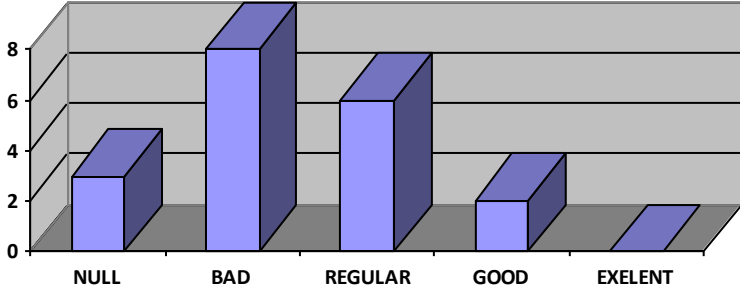
FIGURE 3

Question 1



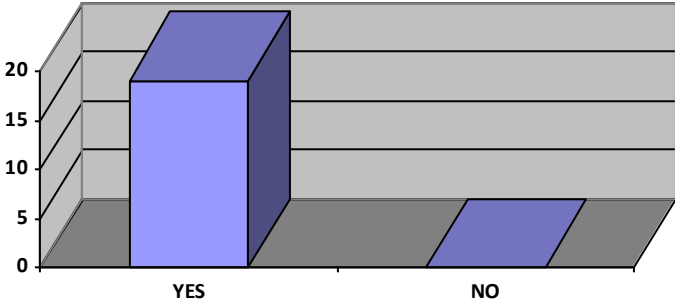
The students were asked about the Mother Tongue. The most part of the participants has Spanish as a mother tongue.

Question 2



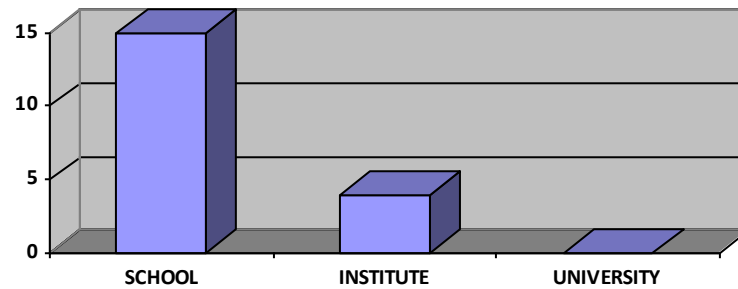
The most part of the people answered that they have low level in English language.

Question 3



This institution in the city, it means the most part of the students learned English sometime in the past. In the questionnaire all the students answered that they studied English before.

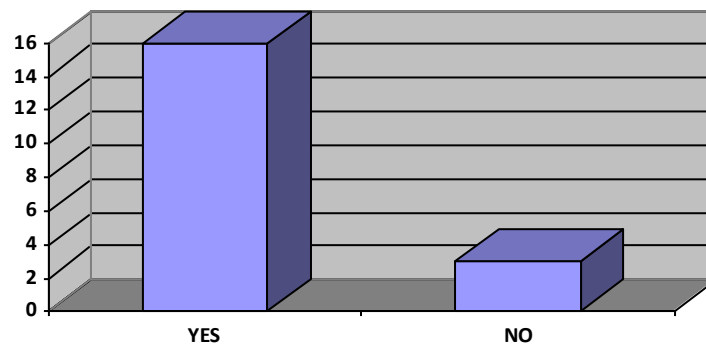
Question 4



English is a subject at the most part of the Schools. The answer was expected. Some of them studied at institutes, but it is clear they did not acquire the level that they were looking for.

The results about the motivation towards language acquisition were the next:

Question 5



Since, it was a group of interested students in English language acquisition, the answer was expected. The most part of students answered that they have professional motivations and some of them answered that they want to know a new culture.

Results of questionnaire: This section is about English the use and their professional interests.

Question 6

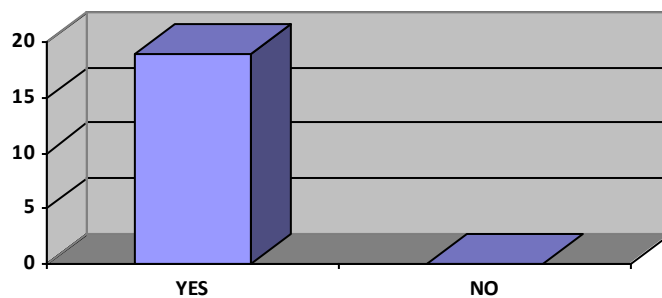
This question is related about the motivation and acquisition of English, the most part of the students answered that they are interested for occupational purposes, to know another language is always well accepted in any job.

Question 7



In this question, the students answered about the use of language learning, the most part of people was looking for a good job.

Question 8



Since, it was a group of interested students in English language acquisition, the answer was expected. The language acquisition is always well accepted.

As result of Need Analysis test I could say:

- a) English level: The students' level is low or null

b) Motivation: The students' motivation is high. They wanted to learn a new language.

c) Interest: The students wanted to learn English to find a better job.

5.3.1.2 Course Characteristics

The whole course was implemented from April 26 to June 4, 2010 at Escuela Superior de Formación de Maestros "Andrés de Santa Cruz y Calahumana" with nineteen students, others students tried to join the group two or three days after the beginning of classes, but they were not accepted because it was an intensive course. (See the appendix 9)

This course was divided in two parts: the first one is General English, and the second one is English for Occupational Purposes. It was realized like that because the Needs Analysis Showed the most part of the participants had almost none English knowledge.

The first part of this course titled "General English" was developed from April 26, 2010 to May 14, 2010. And the second one titled "English for Occupational Purposes" was developed from May 17, 2010 to June 14, 2010. It was a pilot program.

5.3.1.3 General English Course

In this part of the course, I had to teach initial contents of language learning like grammar and vocabulary. The Grammar Translation Method was used in this part of the course. (See the appendix 8):

5.3.1.4 English for Occupational Purposes course

This course was planned to be a pre – experience according to the theory of ESP variation and subdivisions' Dudley and St John (1998). In that sense, the students are acquiring some knowledge in English for a future job development.

English for Occupational Purposes course at Escuela Superior de Formación de Maestros “Andrés de Santa Cruz y Calahumana” focused its development in the next approaches.

- a) Pre- experience in EOP course.
- b) Intensive classes.
- c) Specific context according to the context.
- d) Internet use for easy and quick information search.

The extension of lessons was another substantial difference. The part of General English, one lesson took around two or three days. It was because those lessons talking about introduction to the language or reinforcement of previous knowledge. However, English for Occupational Purposes part took more time in order to explain processes and special vocabulary.

5.3.1.5 Syllabus for English for Occupational Purposes

In order to prepare the development of a class, we have to take into account many stages and prepare materials to obtain better results. This Guided Work takes into account two different points of views to realize the curriculum of a class. In one hand

it takes into account the Duties and task curriculum design and in the other hand it takes into account the Objectives curriculum design too.

At the beginning it was really complex established a difference between this two points of views. Talking about duties Carlos Rosales said:

“Hace tan solo unas décadas, desde los años sesenta del siglo XX, el término comienza a utilizarse de manera progresiva en el ámbito de la formación profesional y de aquí se extiende a todo el terreno educativo en general. Si en formación profesional se entiende en principio como capacidad para realizar tareas correspondientes a una determinada profesión, en el ámbito propiamente educativo su significado se amplía considerablemente para abarcar la integración social de la persona y se desarrolla globalmente considerado (Rosales:2010)”

The usage of Duties is new according to Rosales words, even there is confusion about correct use of that word. Some authors translate in English “Competencia” as Duty, and other ones translate as “Competency”. This word is derivate from latin root “Competens”.

In that sense, this Guided Work used a general curriculum design with duties for whole course explained before. In addition, to prepare each lesson this Guided Work used Planning by Objectives (See appendix 8).

In order to have more details about the development of EOP course see next tables realized for each class:

TABLE 12

UNIT	TOPIC	OBJECTIVE	STRUCTURE	SPECIFIC VOCABULARY
Unit 1 Basic procedures and concepts	Parts of computer	<ul style="list-style-type: none"> - Write about parts of the computer - Identify parts of the computer - Talk about the future of computers 	<ul style="list-style-type: none"> - Verbs: Add, describe, Connect, etc. - Adverbs Vs Adjectives: Enormously Vs. Enormous - Basic adjectives: large, small, new, etc. - Countable/uncountable nouns plural. Ending in –s two cars, -es two boxes, -ies two cities, -s after vowel + y two boys, -ves two thieves, - Irregular plural forms: a man, two men. 	<ul style="list-style-type: none"> Power Button CD ROM Drive Floppy Enter Key Escape Key Caps Lock Space Bar Arrow Keys Numeric Keypad Control, Alt, Delete Click Right Click Scrolling Button Mouse Pad Printer Scanner Mouse Cursor Hard Disk Speakers

TABLE 13

UNIT	TOPIC	OBJECTIVE	STRUCTURE	SPECIFIC VOCABULARY
<p>Unit 1 Basic procedures and concepts</p>	<p>Surfing the web</p>	<ul style="list-style-type: none"> - Learn strategies about web searching - Read about world wide web use - Write some sentences about internet context. 	<ul style="list-style-type: none"> - Wh- questions what, who when, where. Subject question: Question word + Verb + Rest of sentence. Who runs to the shop? - Object question: question word + auxiliary + subject + verb + (Rest of the sentence) who did Jorge phone last night? - Modal: can, could, may, might, must, shall, would, should, will. It may rain today, I think it will rain on Friday, Sometimes he would bring me some flowers, and so on. 	<p>Search engines E-mail E-book E-learning Account Attach Emoticon Format Password Username Address Web Fiber optic High-speed Keyword Link Symbol Dial-up Spyware Surfing Browser Blog Download Anonymous FTP Homepage MPEG Modem Hypertext File Folder Desktop</p>

TABLE 14

UNIT	TOPIC	OBJECTIVE	STRUCTURE	SPECIFIC VOCABULARY
Unit 2 Follow instructions and procedures	Electric circuits	<ul style="list-style-type: none"> - Read instructions related electronic circuits - Write instructions about electrical circuits - Talk about electricity in the nature. 	<ul style="list-style-type: none"> - Simple present and present continuous “First I get up, then I have breakfast”, “She has been watching too many videos”. - Definite and indefinite articles. The definite article – the: “the English girl” The indefinite article - a/an: “a boy” - Imperative: Affirmative, negative and exclamations: Come here, Don’t come here now, Stop! 	Lime Iron screw Long Brass screw Volt Light Cell Battery Holder Bulb holder Comb Metal spoon Fabric Ampere Circuit Breaker Extension Cord Fuse Horsepower Kilowatt Kilowatt Hour Megawatt Outlet Plug Voltage Watt Circuit

TABLE 15

UNIT	TOPIC	OBJECTIVE	STRUCTURE	SPECIFIC VOCABULARY
<p>Unit 2</p> <p>Follow instructions and procedures</p>	<p>Let's cook Tea Sandwiches</p>	<ul style="list-style-type: none"> - Follow steps to prepare something - Write a short recipe using correct grammar structures - Practice in class how to cook something 	<ul style="list-style-type: none"> - With Vs. And use - Let's, let Vs allow use - Imperative with Let's affirmative and negative: Let's ask the teacher, Let's not ask the teacher. - Quantifiers - Countable and uncountable nouns much/many - a little/a few: "How much money have you got?", "He has a few bolivianos left" - Some/any: "Have you got any bananas? No, we haven't got any. But we've got some oranges." 	<p>Bake</p> <p>Bake blind</p> <p>Baste</p> <p>Beat</p> <p>Bouillon</p> <p>Bouquet</p> <p>Chop</p> <p>Clarify</p> <p>Decant</p> <p>Drizzle</p> <p>Fillet</p> <p>Fry</p> <p>Garnish</p> <p>Grate</p> <p>Grill</p> <p>Pickle</p> <p>Trim</p> <p>Stew</p> <p>Simmer</p> <p>Render</p> <p>Poach</p> <p>Reduce</p> <p>Pickle</p> <p>Marinade</p> <p>Dress</p> <p>Bouquet garni</p>

TABLE 16

UNIT	TOPIC	OBJECTIVE	STRUCTURE	SPECIFIC VOCABULARY
Unit 3 Comparisons	A new Culture tools	<ul style="list-style-type: none"> - Compare tools from different cultures - Write some sentences about native tools. - Work in groups and write some sentences related tools from your culture and from another culture. 	<ul style="list-style-type: none"> - Comparison of adjectives: One syllable, comparison with -er/-est clean - cleaner - (the) cleanest Two syllables, ending in -y dirty, -er clever, -le simple, -ow narrow. - Comparison with more – most difficult - more difficult - (the) most difficult - Irregular adjectives Good, better, the best. - Special adjectives Common, commoner / more common, commonest / most common. 	<ul style="list-style-type: none"> Axes Pick Axes Pliers Shovels Buckets Cruet Measuring Tools Hand drill Screwdrivers Screw Wrench Household Spoon Stir Anvil Axe Awe Bolt Cutting pliers Hacksaw Hammer Mallet Nail Nut Pincers Plane Pliers Plug Saw

TABLE 17

UNIT	TOPIC	OBJECTIVE	STRUCTURE	SPECIFIC VOCABULARY
Unit 3 Comparisons	Processes of Construction	<ul style="list-style-type: none"> - Realize some sentences comparing processes. - Write a short guide using grammatical structures - Work in groups to translate guides or manuals using grammatical structures. 	<ul style="list-style-type: none"> - Comparison of adverbs: All adverbs with one syllable: Comparison with -er/-est, fast faster fastest. Comparison with more – most: Careful, more careful, the most careful. Irregular adverbs: Well, better, best. - Same form on adjectives and adverbs. Close, close 	<ul style="list-style-type: none"> Craft Batik Calligraphy Cartoon Collage Ceramics Chase China Crocheting Crockery Damascening Daguerreotype Decoupage Embossing Engraving Etching Filigree Firing Gild Holography Ikebana Intaglio Lapidary Lace Logo Montage Origami Tapestry Terra cotta Veneer

CHAPTER SIX

THE CONCLUSIONS

Advice and conclusions

This guided work applies many approaches and methods in order to develop a course of English with some appropriated characteristics. It was related with both, institution and students who participate in this training.

In this institution there are not specific polices related with foreign language teaching. This guided work tends to incorporate changes in the Curriculum of this institution of Higher Education.

On the other hand, most of the students who participate of this course showed complete predisposition and motivation in language learning. The most part of the students who participate in this course showed some knowledge in the internet use, but by the limitation of language, they could not find what they are looking for, in order to obtain new information about the subjects. After this training the students could surf on the web with more advantages.

The curriculum design for teaching and learning is not always done in the same way, there are many trends to change the knowledge, and even last years at Normal they were still working with Curricula focused in objectives. Now, in the context of education, all institutions are implementing the curricula based in Duties and Competences.

It has been rewarding in sense that learners involved in the learning-teaching process of the syllabus of this curriculum have improved their language skills, increased their confidence to use English writing and reading, and provided the author with a sense of academic and professional accomplishment.

Six important units have been learned by the students. Those units were divided in to groups: General English and English for Occupational Purposes. They are described as follows:

EOP courses in which non-native speakers of English are involved as learners are of special nature in themselves because of the nature of the language to be taught and how it has to be taught. EOP-ESL courses deal with specific language in different fields of specialization, language that is very closely related to the content. Inside this framework of *special fields of knowledge*, language must not be taught as part of an EOP course that is addressed to deal only with pronunciation, morphology, and memorization. Language and language learning and teaching are more complex than that.

The institution will implement a course of English for Specific Purposes according to the results of DACUM workshop and the approval of this guided work at UMSA. It is clearly a great contribution for the society. The change of Curriculum design of this institution is programmed for early months of 2011. This change will include the results of this guided work. It is according to Principal's words.

Finally, by the work I realized I should say the ESP field is not well development in our country, there are few institutions offers this type of courses, even in our Department of Linguistics and Languages, and there is just one subject orientated to this field. In contrast the ESP has many variations and applications for our society. This course was developed with just one of its variations as EOP.

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Online Resources

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<http://www.tpr-world.com/>

<http://ec.hku.hk/dcnunan/>

<http://www.1728.com/>

<http://news.bbc.co.uk/>

<http://www.internetworldstats.com/>

<http://www.english-for-students.com/>

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