

UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS



***“ENGLISH AT A BASIC LEVEL TO DOCTORS
SUBSCRIBED TO THE MEDICAL COLLEGE OF
LA PAZ CITY”***

Trabajo Dirigido para obtener el Título de Licenciatura

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LA PAZ - BOLIVIA

2018

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Trabajo Dirigido:

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LA PAZ CITY**

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Para optar el grado académico de *Licenciada en Lingüística e Idiomas*

Nota numeral:

Nota literal:

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*Dedicated to Yhezal,
my beautiful daughter.*

ACKNOWLEDGEMENTS

First of all, I am grateful to God for the life and the help to finish my career and my work.

As well, I am grateful enough to my advisors, firstly to Profesor Teresa Soliz Estrada for all her pacience, support, friendship, and motivation. Secondly, to Profesor Jaqueline Pereira, also for her friendship and support.

Finally, I would like express my gratitude to MEDICAL COLLEGE OF LA PAZ CITY for accepting me as one more member from that institution, and supporting me along the course.

ABSTRACT

This work was carried out to suggest a basic level course addressed to medicine professionals at Medical College of La Paz city. The central aspect of this work is by which a Bolivian professional in health needs to learn and know the English Language. The first chapter deals with the diagnosis of the current situation of English around the world, our country and our professionals. It gives an explanation of the diagnostic of the Medical College institution of La Paz City and our medicine professionals' situation regard to this language. The second chapter presents the theoretical framework for our project, it copes with the linguistic foundations for course design that is to say the most important points that ought to be considered when designing a course. The third chapter is the proposal itself, this chapter shows the works effectuated at the institution and our main project, it gives an account of the activities and the steps followed to develop the course, a detailed description of the course and some suggestions when designing a lesson plan. The fourth chapter presents the results and evaluation of the course regard to our participants. The fifth chapter deals with the conclusion and recommendations that we propose for a good practice of the course.

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ENGLISH AT A BASIC LEVEL TO DOCTORS SUBSCRIBED TO THE MEDICAL COLLEGE OF LA PAZ CITY

CHAPTER I

DIAGNOSIS

1. INTRODUCCION

Within this modern world, the learning of English plays an important role in the development as well as in the improvement of the students' educational training. In this regard, it is highly important to think about the way we can help out to its enhancement and growth.

Taking into account the globalization of English language in trade, technology, medicine, music, television, etc. This language has become a necessary tool for people of all ages. It is also an essential complement of a good professional.

Nowadays, we are living in a world that is in constant change with respect to science and technology, where the requirements of learning many languages are more necessary for the development of investigation fields, education, business and others. In a developed world, learning a foreign language is important enough, such English that is considered universal and commercial language.

English constantly changed and improved in other countries. It is common to hear about English teaching being included into a career as part of its curriculum.

English Teaching is very important because this foreign language is the key for getting more knowledge and many opportunities in life for having a good job, and understand some books that are in English; for this reason, professionals need to learn English.

At present, in our country, the English Language is very important in many fields as well as in the Medical Area to get more knowledge, and competence in all their specialties, for this reason, it is necessary that doctors learn English language because a lot of articles, books, magazines and other publications related to medicine are written in English, including manuals for medical instruments and equipment are only printed in this language.

As professionals in medicine, it is important to keep abreast of technology, so, as we know, the medical technology is generally printed in English language, for this reason, the Departmental Medical College provides an English Learning Course in order to help professionals into this important aspect.

1.2. DIAGNOSTIC

1.2.1. INSTITUTION

The Departmental Medical College, created by P. D. 9944 on October 1, 1971, is located in La Paz city, at 1266 Ballivian Street, Mallasa headquarters #7 which is managed by Dr. Luis O. Larrea Garcia as the local President. This institution is part of Medical College of Bolivia interested in medical practice, education, research and development of medicine with academic, scientific, and professional activities, which constitutes an institutionalized organic instrument.

The mission of this institution is to ensure compliance with the Rules and Regulations of the Medical College of Bolivia among its members, in order to promote excellence in medical practice, especially promoting their professional, social and ethical development. The vision is to be treated as an entity or academic institution, scientific and trade association with national and international recognition for its leadership and promote excellence in the practice of health care in an appropriate environment of work, based on values of justice, equity and equality.

The Departmental Medical College has the resources that members need such as library service and its technology updates magazines, three houses in Calacoto to children parties, academic and social activities. It supports the community with general medicine attention through the free popular medical office located in the same Medical college of La Paz, moreover, doing health campaigns during the year. The institution also has the legal advice to help and protect its members in order to present good and legal professionals.

1.2.2. MEMBERS

Members of medical college of La Paz are doctors from all specialties in medicine, medicine students from any university. So, they have the opportunity to let they know in the community, also they get the professional guide and the Medical Departmental College supporting. Members have the right to library service, newspaper and magazine entitled "Medical Journal" which allows affiliates updated indifferent areas of the health field, and enjoy all the amenities.

1.2.3. ADMINISTRATIVE STAFF

The institution is organized by nine departments: membership, legal advice, library, accounting, communication, presidential secretary, systems, ethics tribunal, and scientific committee. Those departments work according to the needs of medical college members and society, and we worked with the scientific committee, the library, and the communication department.

Scientific Committee

The scientific committee is in charge of science research certifications in medicine, members' certifications all areas, authentications, and updates, information on national scientific medical societies, scientific events, and union information.

Medical Library

The Medical Library "Dr. Prof. Ac. José María Alvarado Daza ", is an Information Unit at the Medical College of La Paz, with a wealth of scientific and technical medical information and constitutes an important investment and an invaluable resource for scientific progress.

The Library includes books, newspapers, and CDs, available on the Internet, virtual libraries and information resources through HINARI magazine and others.

It currently has 2000 basic collection books and technical books including public health medicine and others. For journals, it refers to magazines in all specialties in both Spanish and English, it has 70 foreign journals and other Doyma editions. It also has about 35 national magazine journals.

Communication

Communication department is in charge of many social support activities in medicine, sports, development science and intelligence, and every time, the department carries out health campaigns, conferences, as well as sports and social activities helping several people. Therefore, communication department is also in charge of languages teaching, English and Aymara, certainly, those languages are necessary for doctors in our city.

1.3. SUPPORT AND REQUIREMENTS

Doctors need English language on investigation, understanding of new equipment instructions, international conference attendance, on doctor and patient interaction, as we know, in our country we have English speaker immigrants.

It is possible that Medical College of La Paz does not have adequate classrooms for Languages, this is because learning English language is optional. The government does not consider it as an obligation for our doctors but it is necessary.

Medical college of La Paz assumes that English Language is very important for medicine professionals, such as, in medicine updates, investigation and developments. Moreover, several doctors have to attend to international conferences in order to be trained in the area, and others have to go working to English speaking countries, so, taking into account the agreement with Mayor de San Andrés University, the Medical College has trusted in it and decided to guide all its members to be good professionals.

1.4. OBJECTIVES

a. GENERAL OBJECTIVE

- To teach English at a basic level to doctors subscribed to the Medical College of La Paz city.

b. SPECIFIC OBJECTIVES

- To enable learners to communicate successfully in everyday situations at a basic level.
- To apply communicative activities, involving the four skills (speaking, listening, reading, and writing), emphasizing their reading competence.

- To develop individual thinking, making learners responsible of their own learning
- To carry on continuous assessment of their learning development.
- To select supplementary material for teaching English, making them independent learners.
- To provide the students different activities to help in their communicative competence.

1.5 JUSTIFICATION

The need to learn English today is an important issue in a world where international relations are becoming more important and where the language of communication is English. The growing importance of knowledge of this language has affected all non-English-speaking countries including Bolivia, which affects more or less directly to the various fields and professions.

What I propose in this work is to analyze the main reasons by which a Bolivian professional in health area should know English. At undertaking an investigation, it is the first need that comes to mind at all. And no wonder, since the vast majority of publications in the area of medicine and nursing are made in this language, for this purpose, we are going to focus in the development of reading skills.

Another point to take into account and that is part of the objectives previously raised, is to assess the real needs of doctors and their profession for learning English and see how this would help them to overcome the language problems, for example to attend many oral medical conferences, to be updated with reference to each Medical branches taking into account that all the medical scientific and technological innovations mostly come from outside our borders and printed in the English language.

Moreover, it is also important to note that this work would help us as Linguistics Department to take a more technical and specialized study, according to the needs of both, professionals and society in general, in such a way to use a curriculum that will help us to get the best way to teach English language at a basic level for medicine professionals.

CHAPTER II

THEORETICAL FRAMEWORK

It is important to explain some concepts or definitions about some terms which will help this work.

2.1. FOREIGN LANGUAGE

It is any language used in a country other than one's own; a language that is studied mostly for cultural insight, as a specific example we have English Language.

2.1.1. ENGLISH LANGUAGE

It is a West Germanic language that was first spoken in early medieval England and is now considered to be a global lingua franca. It is spoken as a first language by the majority populations of several sovereign states, including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations; and it is an official language of almost 60 sovereign states. It is the third-most-common native language in the world, after Mandarin Chinese and Spanish. It is widely learned as a second language and is an official language of the European Union, many Commonwealth countries and the United Nations, as well as in many world organizations.

2.2. ENGLISH AND GLOBALIZATION

Globalisation or globalization is the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture. With respect to language there is special attention for processes of language mixing, code switching, language change and the emergence of new varieties, registers or hybrid codes.

A thorough study of these phenomena that as a consequence of globalization show more speed and scope at the same time is a priority.

As a result, we can define:

- English as the dominant medium of communication around the world.
- The language of business, technology, science, the Internet, popular entertainment and sports.
- In academia over 50% of all research is published in English. (In some science fields virtually all studies are published in English.

2.3. THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Communicative Language Teaching is best considered an approach rather than a method. The communicative approach, then, could be said to be the product of educators and linguists who had grown dissatisfied with the audio lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative- style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has produced different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

2.3.1. COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak") (Berns, 1984).

Communicative Language Teaching CLT advocates subscribed to a broad set of principles such as these:

- Learners learn a language through using it to communicate.

- Authentic and meaningful communication should be the goal of classroom activities.

- Fluency is an important dimension of communication.

- Communication involves the integration of different language skills.

- Learning is a process of creative constructional and involves trial and error.

These are proposed as general objectives for CLT cannot be defined beyond this level of specification since such an approach assumes that language teaching will reflect the particular needs of the target learners.

These needs may be in the domains of reading, writing, listening or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs.¹

2.4. LANGUAGE TEACHING

When somebody teaches a language, he needs to know some definitions or terms are used in the teaching/learning process which are "second language, foreign language, bilingualism, language learning, and language acquisition" (H.H. Stern, 1983). The teaching/learning process refers to transmitting knowledge to somebody "to give somebody lessons or instructions so that he or she knows how to do something" (Oxford dictionary, 1984).

2.5. LEARNING AND TEACHING

Teaching/learning process is linked for the communication and for all human beings that always need to learn or to teach something it is the way where the students get more knowledge "learning is acquiring or getting of knowledge of a subject or skill by study, experience or instruction; learning is a relative permanent change in a behavioral tendency and is the result of reinforced practice. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (D. Brown,2000).

1. Sepulveda, F. 2003. Trabajo Dirigido "An alternative English course base on the main principles of the communicative approach and the guidelines of the Bolivian educational reform" Project addressed to secondary students of private schools in El Alto.

2.5.1. LANGUAGE TEACHING AND LEARNING

Language teaching has been around for many centuries, and over the centuries, it has changed. Various influences have affected language teaching. Reasons for learning language have been different in different times. In some periods, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. These differences influenced how language was taught in various periods. Also theories about the nature of language and the nature of learning have changed. However, many of the current issues in language teaching have been considered off and on throughout history.

Language teaching came into its own as a profession in the last century. Central to this phenomenon was the emergence of the concept of “methods” of language teaching. The method concept in language teaching, the notion of a systematic set of teaching practices based on particular theory of language and language learning, is a powerful one, and the search for better methods was a pre occupational of teachers and applied linguists throughout the 20th century.

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition SLA. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so on. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language-teaching methodology.

Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches. (Sepulveda, 2003)

2.6. SETTING IN MOTION

2.6.1. ESP

When needs are clear, learning aims can be defined in terms of these specific purposes to which the language will be put, whether it be reading scientific papers or communicating with on oil rig. The result is that almost immediately, teaching can be seen to be effective in that the learner begins to demonstrate communicative ability in the required area. Thus, is the essential auxiliary role that English is called upon to play, particularly at the tertiary level of education that is a prime motivating factor. (Mackay and Mountford 1978)

Definition of ESP (Dudley-Evans, 1997)

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

The definition Dudley-Evans offers is clearly influenced by that of Strevens (1988), although he has improved it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'" (Johns et al., 1991: 298), and has included more variable characteristics. The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to that made by Hutchinson et al. (1987:19) who state, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"

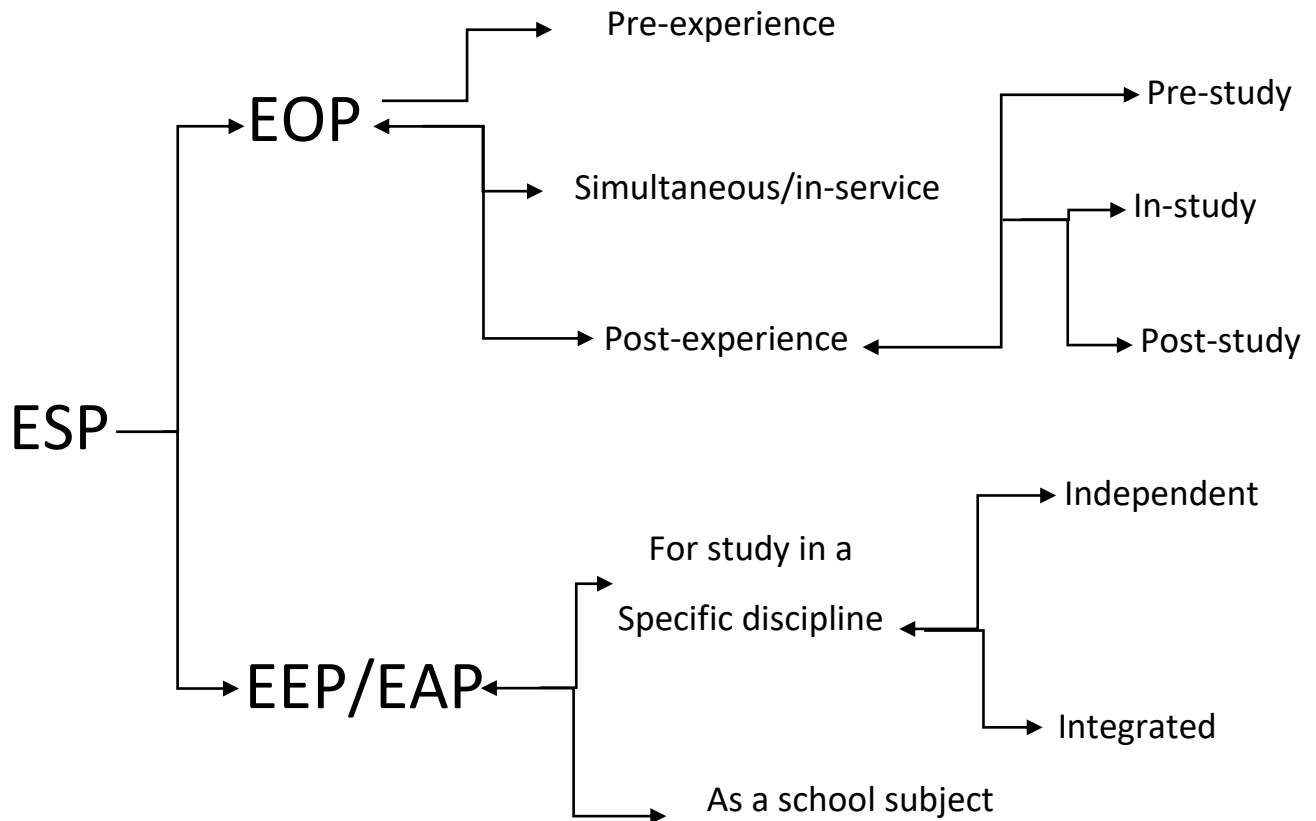
ESP is not a methodology, but a course that responds to the students' needs of one specific area. It is not restricted to specific terms specific topics of an area, instead it is the acquisition of the potential communicative ability for a specific area to manage as the professionals of that area in the English language. (Cariaga, 2007).

2.6.1.1. ENGLISH FOR SPECIFIC PURPOSES VARIATION

Authors speak about two or three mayor 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 division in the English for Specific Purposes on the family three. English for Science and Technology has contributed to the development of ESP.

Table 1

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 occupation.
- c) Post-experience: a course developed after a job and it is realized in order to improve the activities realization of occupation.

Robinson (1991) developed the ESP's division:

2.6.2. ENGLISH FOR SCIENCE AND TECHNOLOGY (EST)

In this part, 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.

2.6.3. ENGLISH FOR OCCUPATIONAL PURPOSES (EOP)

English for occupational purposes refers to the specific ways English is used in different work and professional situations. It is a training provided by an institution or company in order to cover basic communication necessities of employee and company or institution. So, EOP is training not education.

2.6.4. ENGLISH FOR ACADEMIC PURPOSES (EAP)

It refers to any English Teaching that deals with study purpose. Students need both English and Mother tongue in order to acquire knowledge during their academic course.

There are four variations according to Dudley and 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.

2.6.5. ENGLISH FOR SPECIFIC ACADEMIC PURPOSES (ESAP)

(Blue, 1988) English for Specific Academic Purposes is concerned with the specific needs of students in particular disciplines. English for law students or engineering students. It is becoming more popular as the different requirements of the subjects are becoming better understood. As far as possible in regard to all EAP teaching, we need to be as specific as possible.

2.6.6. ENGLISH FOR GENERAL ACADEMIC PURPOSES (EGAP)

(Blue, 1988) English for General Academic Purposes deals with the language and practices common to all EAP students. *EGAP* is becoming less popular as *EAP* comes to recognize the different practices involved in the different subjects. An *EGAP* course will therefore take language and texts from a range of academic sources, not those of specific interest to the learners.

2.7. LANGUAGE TEACHING METHODOLOGY

Regarding to English teaching at basic and intermediate level in the Departmental Medical College of La Paz is necessary to apply some teaching methods that will help to this work, "methodologies includes: study of the nature of LANGUAGE SKILLS reading, writing, speaking, listening, and procedures for teaching them; study of the preparation of LESSON PLANS, materials and textbooks for teaching language skills; the evaluation and comparison of language teaching methods"(David Nunan, 1991) these methodologies will be applied in each module of English for the best developing of teaching.

2.8. LANGUAGE SKILLS

The four basic languages skills: listening, speaking, reading and writing are related each other by two parameters:

The Mode of Communication: Spoken or written message

The Direction of Communication: Input (listening-reading) or Output (speaking writing) message

The history of the four skills of language learning is dense, and there is a multitude of sources addressing the importance of writing, and reading. A close look at the history of language learning, however, reveals a marked lack of focus on the skill of listening and speaking. The majority of research and resources available simply do not offer an appropriately representative picture of the importance and use of each respective skill. A simple search of the words listening, speaking, reading, and writing in a database or library yields a

disproportionate ratio of information in regard to the four language learning skills, revealing obvious deficiencies especially in the study of the listening skill.

Additionally, the listening skill has been specifically neglected in the research and focus of language teaching (Chiang & Dunkel, 1992; Morley, 1984; Moyer, 2006; Mendelsohn, 1998; Schmidt-Rinehart, 1994).

Research largely agrees that the majority of language instructional strategy has historically focused upon the expressive language skills, and that this tendency has been coupled with the neglect of “passive” (receptive) skills (Morley, 1984 p. 46).

Four basic language skills

(SIL International, 1999) The four basic skills are related to each other by two parameters:

- The mode of communication: oral or written.
- The direction of communication: receiving or producing the message.

We may represent the relationships among the skills in the following chart:

| | Oral | Written |
|-------------------|-------------|----------------|
| <i>Receptive</i> | Listening | Reading |
| <i>Productive</i> | Speaking | Writing |

We will briefly describe some characteristics of each basic skill.

2.8.1. LISTENING

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably are not even aware of how complex a process it is. Here we will briefly describe some of what is involved in learning to understand what we hear in a second language.

Listening Situations

There are two kinds of listening situations in which we find ourselves:

- Interactive, and
- Non-interactive.

Interactive listening situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some non-interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations we usually don't have the opportunity to ask for clarification, slower speech or repetition.

Micro-skills

Richards (1983, cited in Omaggio, 1986, p. 126) proposes that the following are the micro-skills involved in understanding what someone says to us. The listener has to:

- Retain chunks of language in short-term memory
- Discriminate among the distinctive sounds in the new language
- Recognize stress and rhythm patterns, tone patterns, intonational contours.
- Recognize reduced forms of words
- Distinguish Word boundaries
- Recognize typical word-order patterns
- Recognize vocabulary
- Detect key words, such as those identifying topics and ideas
- Guess meaning from context
- Recognize grammatical Word classes
- Recognize basic syntactic patterns
- Recognize cohesive devices
- Detect sentence constituents, such as subject, verb, object, prepositions, and the like.

2.8.2. SPEAKING

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking Situations

There are three kinds of speaking situations in which we find ourselves:

- Interactive,
- Partially interactive, and
- Non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Micro-skills

Here are some of the micro-skills involved in speaking. The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.

- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

2.8.3. WRITING

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Micro-skills

Here are some of the micro-skills involved in writing. The writer needs to:

- Use the orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- Put words together in correct word order.
- Use vocabulary correctly.
- Use the style appropriate to the genre and audience.
- Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent, so that other people can follow the development of the ideas.
- Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

2.8.4. READING

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Micro-skills

Here are some of the micro-skills involved in reading. The reader has to:

- Decipher the script. In an alphabetic system or a syllabary, this means establishing a relationship between sounds and symbols. In a pictograph system, it means associating the meaning of the words with written symbols.
- Recognize vocabulary.
- Pick out key words, such as those identifying topics and main ideas.
- Figure out the meaning of the words, including unfamiliar vocabulary, from the (written) context.
- Recognize grammatical word classes: noun, adjective, etc.
- Detect sentence constituents, such as subject, verb, object, prepositions, etc.
- Recognize basic syntactic patterns.
- Reconstruct and infer situations, goals and participants.
- Use both knowledge of the world and lexical and grammatical cohesive devices to make the foregoing inferences, predict outcomes, and infer links and connections among the parts of the text.
- Get the main point or the most important information.
- Distinguish the main idea from supporting details.
- Adjust reading strategies to different reading purposes, such as skimming for main ideas or studying in-depth.

2.9. METHODS OF LANGUAGE TEACHING

According to KiarieWa’Njogu (Yale University) Methods of language teaching include: Grammar-translation approach, Direct approach, Reading approach, Audio-lingual method, Community language learning, Suggestopedia, The silent way, Total physical response, The natural way, and Communicative language teaching.

1. Grammar-Translation Approach

In this method, classes are taught in the students' mother tongue, with little active use of the target language.

- Vocabulary is taught in the form of isolated word lists.
- Elaborate explanations of grammar are always provided.
- Grammar instruction provides the rules for putting words together; instruction focuses on the form and inflection of words.
- Little attention is paid to the content of texts.
- Drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa.
- Little or no attention is given to pronunciation.

2. Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

- Lessons begin with a dialogue using a modern conversational style in the target language.
- Material is first presented orally with actions or pictures.
- The mother tongue is NEVER used. There is no translation.
- The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative.
- Questions are answered in the target language.
- Grammar is taught inductively--rules are generalized from the practice and experience with the target language.

- Verbs are used first and systematically conjugated much later after some oral mastery of the target language.
- Advanced students read literature for comprehension and pleasure.
- Literary texts are not analyzed grammatically.
- The culture associated with the target language is also taught inductively.
- Culture is considered an important aspect of learning the language.

3. Reading Approach

The approach is mostly for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

- The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken.
- Only the grammar necessary for reading comprehension and fluency is taught.
- Minimal attention is paid to pronunciation or gaining conversational skills in the target language.
- From the beginning, a great amount of reading is done in L2.
- The vocabulary of the early reading passages and texts is strictly controlled for difficulty.
- Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill.
- Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

4. Audio-lingual Method

This method is based on the principles of behavior psychology.

- It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.
- New material is presented in the form of a dialogue.

- Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning.
- Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills.
- Little or no grammatical explanations are provided; grammar is taught inductively.
- Skills are sequenced: Listening, speaking, reading and writing are developed in order.
- Vocabulary is strictly limited and learned in context.
- Teaching points are determined by contrastive analysis between L1 and L2.
- There is abundant use of language laboratories, tapes and visual aids.
- There is an extended pre-reading period at the beginning of the course.
- Great importance is given to precise native-like pronunciation.
- Use of the mother tongue by the teacher is permitted, but discouraged among and by the students.
- Successful responses are reinforced; great care is taken to prevent learner errors.
- There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

5. Community language learning (CLL)

This approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

- The learner is not thought of as a student but as a client.
- The instructors are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.
- The language-counseling relationship begins with the client's linguistic confusion and conflict.
- The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically.
- Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy.

- This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client.

6. Suggestopedia

This method developed out of believe that human brain could process great quantities of material given the right conditions of learning like relaxation.

- Music was central to this method.
- Soft music led to increase in alpha brain wave and a decrease in blood pressure and pulse rate resulting in high intake of large quantities of materials.
- Learners were encouraged to be as "childlike" as possible.
- Apart from soft, comfortable seats in a relaxed setting, everything else remained the same.

7. The natural approach

This method emphasized development of basic personal communication skills

- Delay production until speech emerge i.e learners don't say anything until they are ready to do so
- Learners should be as relaxed a possible
- Advocate use of TPR at beginning level
- Comprehensible input is essential for acquisition to take place.

8. The Silent Way

This method begins by using a set of colored wooden rods and verbal commands in order to achieve the following:

- 1) To avoid the use of the vernacular.
- 2) To create simple linguistic situations that remain under the complete control of the teacher.

- 3) To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.
- 4) To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.
- 5) To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.
- 6) To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it.
- 7) To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue.
- 8) To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard.

9. Total Physical Response (TPR)

Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system.

- This combination of skills allows the student to assimilate information and skills at a rapid rate. The basic tenets are:
 - Understanding the spoken language before developing the skills of speaking.
 - Imperatives are the main structures to transfer or communicate information.
 - The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when he/she feels comfortable and confident in understanding and producing the utterances.

10. Communicative language Teaching

The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

- There is negotiation of meaning.
- A variety of language skills are involved
- Material is presented in context
- It pays attention to registers and styles in terms of situation and participants.
- Fluency and accuracy (different competencies)
- Form and functions
- Development of autonomous learners.

2.10. CURRICULUM DESIGN

The curriculum design consists on the topics, objectives, activities and evaluations that has a subject in this case the English subject, where the teacher plans the units for a better developing "curriculum design is a process embracing aims, method and materials which may be specified in a plan, either of future intentions or of exiting practices. Any such process will involve choices and decisions, while any process involving people and resources will require the exercise of management" (Ronald White, 1988).

By examining models for curriculum development, we can analyze the phases the originators or authors conceived as essential to the process of curriculum development. A model must show phases or components, not people. The specification of curriculum goals must chart a progression of steps from departmental committee to school faculty curriculum committee or extended school committee, to principal, to district curriculum committee, to superintendent and to school board (Oliva, 1982).

2.11. NEEDS ANALYSIS

Needs analysis is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program. Needs analysis may focus either on the general parameters of a language program (e.g. , by obtaining data on who the learners are, their present level of language proficiency, teacher and learner goals and expectations, the teacher's teaching skills and level of proficiency in the target language, constraints of time and budget, available resources, as well as societal

expectations) or on a specific need a learner might have (e.g., the kind of listening comprehension training needed for foreign students attending graduate seminars in biology).

Needs analysis focuses on what the learner's present level of proficiency is and on what the learner will be required to use the language for on completion of the program. Its aim is to identify the type of language skills and level of language proficiency the program should aim to deliver. Needs analysis acknowledges that the goals of learners vary and must be determined before decisions about content and method can be made. (Cariaga, 2008)

2.12. SYLLABUS DESIGN

A language-teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching. Choice of syllabi can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language, to the purely semantic or informational, where the content of instruction is some skill or information and only incidentally the form of the language. To design a syllabus is to decide what gets taught and in what order. For this reason, the theory of the language explicitly or implicitly underlying the language teaching method will play a major role in determining what syllabus is adopted.

Theory of learning also plays an important part in determining the kind of syllabus used. For example, a syllabus based on the theory of learning espoused by cognitive code teaching would emphasize languages forms and whatever explicit descriptive knowledge about those forms was presently available. A syllabus based on an acquisition theory of learning, however, would emphasize unanalyzed, though possibly carefully selected experiences of the new language in an appropriate variety of discourse types.

The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language

teaching syllabi and as to whether the differences are in syllabus or method. Several distinct types of language teaching syllabus exist, and these different types may be implemented in various teaching situations.

The syllabus refers to that part of the curriculum which deals with the specification of WHAT will be taught in the course. (Cariaga, 2008)

The syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning (Widdowson, 1984).

A broad approach and a narrow approach:

- Syllabus design has been seen as a subsidiary component of curriculum design.
- “Curriculum” is concerned with the planning, implementation, evaluation management, and administration of education programs.
- “Syllabus”, on the other hand, focuses more narrowly on the selection and grading of content.” Nunan. D: 1988

A. TYPES OF SYLLABUS

“Approaches to Foreign Language Syllabus Design,” ERIC Clearinghouse on Languages and Linguistics Washington DC. Reilly, T.: 1988.

“Although six different types of language teaching syllabi are treated here as though each occurred "purely," in practice, these types rarely occur independently of each other. Almost all actual language teaching syllabi are combinations of two or more of the types defined here. For a given course, one type of syllabus usually dominates, while other types of content may be combined with it. Furthermore, the six types of syllabi are not entirely distinct from each other. For example, the distinction between skill-based and task-based syllabi may be minimal. In such cases, the distinguishing factor is often the way in which the instructional content is used in the actual teaching procedure. ...”

The characteristics, differences, strengths, and weaknesses of individual syllabus are defined as follows:

1. A STRUCTURAL (FORMAL) SYLLABUS.

The content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.

2. A NOTIONAL-FUNCTIONAL SYLLABUS.

The content of the language teaching is a collections of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, time, and so on.

3. A SITUATIONAL SYLLABUS.

The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions, combined into a plausible segment of discourse. The primary purpose of a situational language-teaching syllabus is to teach the language that occurs in the situations. Examples of situations include: seeing the dentist, complaining to the landlord, buying a book at the bookstore, meeting a new student, and so on.

4. A SKILL-BASED SYLLABUS

The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. While situational syllabus group functions together into specific settings of language use, skill-based syllabus group linguistic competences (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such a listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The

primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language, learning only incidentally any information that may be available while applying the language skills.

5. A TASK-BASED SYLLABUS

The content of the teaching is a series of purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning but, as in a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second language ability. Language learning subordinate to task performance and language teaching occurs only as the need arises during the performances of a given task. Tasks integrate language and other skills in specific settings of language use. Task-based teaching differs from situation-based teaching in that while situational teaching has the goal of teaching the specific language content that occurs in the situation (a predefined product), task-based teaching has the goal of teaching students to draw on resources to complete some piece of work (a process). The students draw on a variety of language forms, functions, and skills, often in an individual and unpredictable way, in completing the tasks. Tasks that can be used for language learning are, generally, tasks that the learners actually have to perform in any case. Examples include: applying for a job, talking with a social worker, getting housing information over the telephone, and so on.

6. A CONTENT-BASED-SYLLABUS.

The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content. The content teaching is not organized around the language teaching, but vice-versa.

Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-

based language teaching is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible.

In general, the six types of syllabus or instructional content are presented beginning with the one based most on structure, and ending with the one based most on language use. Language is a relationship between form and meaning, and most instruction emphasizes one or the other side of this relationship.

B. CHOOSING AND INTEGRATING A SYLLABUS

Although the six types of syllabus content are defined here in isolated contexts, it is rare for one type of syllabus or content to be used exclusively in actual teaching setting. Syllabus or content types are usually combined in more or less integrated ways, with one type as the organizing basis around which the others are arranged and related.

In discussing syllabus choice and design, it should be kept in mind that the issue is not which type to choose but which types, and how to relate them to each other.

C. PRACTICAL GUIDELINES TO SYLLABUS CHOICE AND DESIGN

It is clear that no single type of content is appropriate for all teaching setting, and the needs and conditions of each settings are so idiosyncratic that specific recommendations for combination are not possible. In addition, the process of designing and implementing and actual syllabus should be carefully conducted so that it satisfies both the students and the instructors' needs.

Below we provide a set of guidelines for the process of choosing and integrating a syllabus.

Ten steps in preparing a practical language-teaching syllabus:

1. Determine, to the extent possible, what outcomes are desired for the students in the instructional program. That is, as exactly and realistically as possible, define what the students should be able to do as a result of the instruction.
2. Rank the syllabus types presented here as to their likelihood of leading to the outcomes desired. Several rankings may be necessary if outcomes are complex.
3. Evaluate available resources in expertise (for teaching, needs analysis, materials choice and production, etc.), in materials and in training for teachers.
4. Rank the syllabi relative to available resources. That is, determine what syllabus types would be the easiest to implement given available resources.
5. Compare the lists made under Nos. 2 and 4. Making as few adjustments to the earlier list as possible, produce a new ranking based on the resources' constraints.
6. Repeat the process, taking into account the constraints contributed by teacher and student factors described earlier.
7. Determine a final ranking, taking into account all the information produced by the earlier steps.
8. Designate one or two syllabus types as dominant and one or two as secondary.
9. Review the question of combination or integration of syllabus types and determine how combinations will be achieved and in what proportion.
10. Translate decisions into actual teaching units.

In making practical decisions about syllabus design, one must take into consideration all the possible factors that might affect the teach ability of a particular syllabus. By starting with an examination of each syllabus type, tailoring the choice and integration of the different types

according to local needs, one may find a principled and practical solution to the problem of appropriateness and effectiveness in syllabus design. (Sepulveda, 2003)

2.13. LEARNER

Someone who learns or takes up knowledge comprehension, or mastery of through experience or study. In this case, English language.

Learners' interests and preferences are taken into account through the curriculum development process (Wiggins &McTighe, 2004).

a. Adult Learning and Cognitive Principles (Knowles, 1973).

- Adults prefer to be self-directed, not as the subjects of learning but as decision-makers: Control shifts from the teacher-curriculum to the learner, as does accountability for the learning will result in resistance to learning and less favorable outcomes.
- Adults come with life experience that can serve as a base for relating new learning: Schema theory (Mayer, 1983) for the participatory and experiential settings of group problem-solving and simulations.
- Adult's readiness to learn is based on his or her perceived role--in life, in society, and on the job: adults will be much more motivated to learn something they see as relevant to tasks they will eventually be performing. the theory of situated cognition (Brown, Collins, and Duguid, 1989)
- Adults have a problem-solving orientation to learning: they will learn because they perceive a gap between where they are not and where they need to be, in order to be competent. Creating that gap--not presenting lists of things to memorize--is the stuff of effective learning activities. Hence, learning the building blocks of language, grammar and vocabulary, is centered in our textbook around tasks that require students to process information at higher cognitive levels (Bloom, 1956).

b. Additional Approaches to Learning

- Different Learning Styles of the acquisition and processing of information: visual vs. auditory, global vs. analytical (Keirsey and Bates, 1984)
- Different Learning strategies (both for skill domains and language processing) in order to raise students' meta-cognitive awareness and help them think strategically about their learning.
- Skill Integration and task-based lesson design: from receptive skills to productive skills
- Learner centeredness
- Job related tasks/skills and scenarios.

CHAPTER III

THE PROJECT

3.1. Proposal development and theoretical background.

The Guided Work was divided as follows: Support on Investigation and Translation (work with Scientific Committee and the Library of the Medical College), Intermediate English (supporting course), and Basic English that was the main course.

3.1.1. Activities Sequence of the Guided Work

- 1. Support on Investigation and Translation:** This work, as part of our Guided Work took about 2 hours, 3 times a week, in the afternoons from 3pm to 5pm, according to the requirement of the main office, and the tutor of the institution.

- 2. Intermediate English (supporting course):**the supporting courses were about 2 to 1 and a half hours, from Monday to Friday in the afternoon from 5pm to 7pm, that according to the request and needs of the Intermediate English students.

- 3. Basic English** that was the main course, took place in a time frame of six months from April 10th to October 10th of 2013, time of our Guided Work.
Basic English courses were about 2 to 2 ½ hours, from Monday to Thursday in the evenings from 7pm to 9:30pm, and Friday at 6pm to 8pm for remedial courses.

3.1.2. Activities implementation

Our project, focused on the necessities of medical college and doctors, we and communication department agreed to work with:

- Supporting to Scientific Committee and the library for any investigation and translation to medical college members was according to their necessities working with scientific and medicine documents.

Work consisted on supporting Scientific Committee and the library with investigation and translation to medical college members according their needs. Supporting was monitored by:

- Institution tutor
 - Scientific Committee
 - Principal medical college secretary
 - Medical college library responsible.
- Supporting classes for intermediate English, were carried out according to the course development, doubts and grammatical questions. Classes are developed with the help of the text, also based on participants' questions, and the doubts about their lessons in grammatical rules, exercises and so on.

Supporting was monitored by:

- Institution tutor
 - Principal medical college secretary
 - Medical college library responsible.
- Basic English course, this was developed in order to participants to acquire the basic knowledge in commercial and medical English communication, taking into account the four skills like speaking, reading, writing and listening. Our classes were based on Basic English in daily and medicine communication.

The course was monitored by:

- Local president of institution
- Tutor
- Applicant
- Tutor of institution

3.1.3. Curricular design

It is very important to mention that both courses agreed to use a book as a guide to practice the four skills, supporting their classes. So, we had:

- Basic English - IN SYNC 1A, Pearson *Longman* Publisher
- Intermediate English – REAL TIME AMERICA 2, *Richmond* Publisher

Table 2

| Activities implementation | Activities sequence | Curricular Design According to: |
|---|--------------------------------------|--|
| | <i>April 10th to October 10th</i> | |
| Investigation and translation | 3 times a week 2 Hours | - Medical College necessities. |
| Supporting classes for Intermediate English | Monday to Thursday 2 to 1 ½ hours | - REAL TIME AMERICA 2, <i>Richmond</i> Publisher |
| Basic English course | Monday to Thursday 2 to 2 ½ hours | - IN SYNC 1A , <i>Pearson Longman</i> Publisher |
| | Friday Remedial classes (2 hours) | |

3.2. THE IMPLEMENTATION OF BASIC ENGLISH FOR MEDICINE PROFESSIONALS

At this stage, we established the following procedure in order to develop the Basic English for medicine professionals:

- To realize Need Analysis of our medicine professionals
- To prepare materials and contents
- To develop the classes

3.2.1. The teaching method

The teaching method that we used was the **Eclectic method** that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners in order to develop the four skills in combination, emphasizing the reading skill focused on learner center according to class developments and participant's needs. So, taking into account needs of our professionals, it is necessary to mention that they want to learn English for Reading either medicine articles, magazines, investigations, updates, books, and so on. They needed to understand and sometimes to translate and to explain. They had the necessity to attend some conferences or travel to an English speaking country.

3.2.2. The Syllabus

As we have mentioned before, syllabus design was concerned with the selection, the content of the course, which dealt with the specification of what was taught in it.

Given that the course was based on practice, participation and communication, we considered that task-based syllabus would represent our method and the realization of the four skills (Syllabus content in appendix A)

A task-based syllabus endures that the content of the teaching is a series of purposeful tasks that the students want or need to perform with the language they are learning. So, these

aspects, tasks and activities will help the professionals to develop the English Language in medicine area at basic level.

3.2.3. AIMS OF THE COURSE

- To provide students with the language they need in order to communicate appropriately in simple everyday situations into and out of the work at a basic level.
- To select and design material and activities to be implemented in their profession.
- To provide students with skills and motivation for further language learning.

3.2.4. SELECTION AND DEVELOPMENT OF MATERIALS

Most of the time, teachers can select their own specific teaching materials or they can choose many printed textbooks that is according to the language level of the course. Quite often, all the teaching materials are not bad, they are useful. So we will take into account the basic level of English they require for daily communication, and as medicine professionals, it is means that we need determine the content of the course in order to fill their professional needs.

Our proposal in the selection and development of materials for course activities is based on: text-based materials, task-based materials, and authentic materials.

3.2.4.1. TEXT-BASED MATERIALS

We have selected and adapted some textbooks and supplementary material to the basic level for medicine professionals with interesting and relevant activities which are useful for our students.

3.2.4.2. TASK-BASED MATERIALS

In this point, we suggested several guided activities, such as games, simulations, role plays, and task-based communication activities which develop Communicative Language classes. They were usually presented as one-of-a-kind items: exercise handbooks, cue cards, pair-communication practice materials for a pair of students.

3.2.4.3. AUTHENTIC MATERIALS

These are materials such as magazines, advertisements, newspapers, and visual sources, maps, pictures, symbols, graphs and charts. Different kinds of texts related to their field of study, used to support the reading, listening, speaking, and writing skills.

3.2.5. TEACHING PROCEDURES

Classes were developed following the procedures to achieve the objectives of the units. This part is usually a suggestion of the teacher to implement the lesson. An example of a basic pattern is basically divided into three main sections: Pre-Activities, Main Activities, and Follow-Up activities. (Sample of a detailed lesson plan in Appendix B)

A. PRE ACTIVITY

Our classes started activating the students' background knowledge, introducing introduce the ideas and objectives of the lesson motivating them in order to hold their attention. So that they could tie lesson objectives with their interests and past classroom activities.

B. MAIN ACTIVITY

It took into account what the teacher does to facilitate learning and manage the various activities. It also dealt with some good and bad examples to illustrate what you are presenting to your students and how this material can be presented to ensure that each student will benefit from the learning experience.

C. FOLLOW UP

The third step had to do with what you will use to draw the ideas together for students at the end of the class. How you will provide feedback to students to correct their misunderstanding and reinforce their learning.

D. ROUND UP

It dealt with the activities teachers might suggest and use for enrichment and remediation and the lessons that might follow as a result of this lesson.

E. EVALUATION

This section focused on ensuring that your students have arrived at their intended destination. You will need to gather some evidence that they did. This usually is done by gathering students' work and assessing this work using some kind of grading rubric that is based on lesson objectives. You could also replicate some of the activities practiced as part of the lesson, without providing the same level of guidance as during the lesson. You could always quiz students on various concepts and problems as well.

3.2.6. ORGANIZATION OF THE UNITS IN THE COURSE

According to Sepulveda (2003), before teaching any Unit, the teacher should look at the summary of the main teaching points which precedes each Unit. This will indicate:

- New functions which are to be learned.
- The main grammar structures on which the functions are based.
- The vocabulary items which are to be actively learnt.

Our course comprised 6 units, each unit contains 5 lessons. So, we had the following organization:

A. THE LESSONS

Each unit had five lessons (A, B, C, D, and E). The first four lessons belonged to the selected Student Book, and the last fifth lesson was developed using Basic English materials in the Medicine area. Each lesson provided material and activities for 3 hours. It also provided a variety of integrated skills work, grammar, vocabulary, and skill focus. Each lesson began with brief, contextualized conversations or reading activities establishing the language or functions. Early units presented greetings, introductions, asking for information, and so on. Later units presented functions such as requesting information, giving information, explaining a disease and the treatment, and so on.

B. EXTENSION MATERIAL

This section was designed to provide further practice of the language at the end of each lesson. The material presented in this section dealt with the four skills in language learning. Therefore students had the possibility to work on listening, speaking, reading and writing.

Extended activities were accomplished in classes, developing integrated skills, addressed to work on communicative and cooperative-learning tasks. These materials and activities provided like project based on surveys, accounts of events, imaginative writing/ speaking,

conversations, reading medicine articles, speaking about medicine events and hospitals, talking about medicine specialties, etc.

The vocabulary used along extended and supplementary material and activities provided opportunities for good English Language Learning for medicine professionals. As summary, (See Vocabulary in Appendix C).

CHAPTER IV

THE PROJECT REPORT

4.1. RESULTS

This chapter is related to the results of the project of Basic Level English Course that was developed according to the professionals' requirements:

4.1.1. INTERPRETATION OF THE QUESTIONNAIRE ON LEARNING NEEDS (NEED ANALYSIS)

Before developing the activities for the course, we deem that is important enough to start the course design with an analysis of the needs of target group.

Taking this into account, we applied a questionnaire on learning needs. The questionnaire was addressed to professionals in medicine, members of Medical College of La Paz city. We sounded our fifteen participants, making a total of 100%. The questionnaire had five practical questions. (Questionnaire in Appendix D)

The first question was intended to find out the reasons why participants are learning English, with five possible answers. Option "a" if English is a binding requirement of the Institution. Option "b" if it is because participants like it. Option "c" is because the participant will go to a foreign country. Option "d" if they want to translate texts and songs. Option "e" if they need to know English to further development.

Answers to the first question showed the following results in percentage. 68% expressed that they are learning English because they need to know English to further development. 20% expressed that they are learning English because they want to translate texts and songs. 6% said that they are learning English because they like it, and the 6% of the participants expressed that they are learning English because they will go to a foreign country.

The second question tried to investigate the participants' level in English. Option "a" indicates that the student does not know anything. Option "b" suggests that the participant

knows a little. Option “c” express that the participant has an average level, and the last option states that the participant has a good level.

Answers to the second question released the following results. 81% of the participants said that they know nothing about English language. 13% of the participants stated that they know a little, and 6% expressed that the participant has an average English level.

The third question intended to find out if participants want to learn commercial or technical English.

Answers to the third question released the following results. 100% of the participants expressed that all of them want to learn commercial and technical English in order to acquire a good knowledge of the language.

The fourth question dealt with the language skill participants wanted to manage once they finish the course. Option “a” speaking. Option “b” reading. Option “c” listening. Option “d” writing, and finally, option “d” all of them.

Answers the fourth questions indicated us the following: 20% of the participants want to use the English language in the four skills, speaking, reading, writing, and listening expression and the other 80% want to use the language in the reading skill.

The last question intended to find out the way participants preferred to do the homework, practices, etc. Option “a” in classes and option “b” at home.

Answer to the fifth question showed us the following result: 100% of the participants expressed that they wanted to do all the practice in classes. (Pie charts in appendix E)

4.1.2. EVALUATION OF THE COURSE

Basic English Course was implemented from April 10th to October 10th 2013 at the Medical College of La Paz city, at the auditorium 04 on the first floor. The class schedule covered 2 a half hour to 3 hours from Monday to Thursday, at the evenings from 7pm to 9:30 or 10pm.

We started with fifteen participants, but throughout the course, five participants dropped out the course due the time and work.

Thanks to the learners' high motivation, the course was developed with a friendly atmosphere. The good performance of the participants and active participation in a lot of practice was right and positive. The institution also provided equipment such as head projector, tape recorder or CD player, and videos related to the field. Some follow up activities included the use of songs, which participants enjoyed a lot.

Participants were able to communicate in everyday situations at a basic level, and to obtain information from texts written in English. They were responsible of their own learning, as the teacher promoted independent learning through students training to use their current stock of language to cope with new structures and terms, and also to learn how to find out what they wanted to know.

Classes developed activities involving the four skills (speaking, listening, reading, and writing), and taking into account learners needs, we emphasized their reading competence, and we also provided the students different activities to help in their communicative competence such as role plays and short presentations.

Students presented evaluations, practices, they gathered points by participating, and attending to classes.

The first evaluation by 20 points was in June to the second month after to begin the course. The second evaluation also by 20 points was in August, and finally the last evaluation was in October. (*See evaluations in appendix F*)

Participants also realized practices by 20 points, they participated in classes by 10 points, and they attended to classes by 10 points. In summary all the course was by 100 points.

BASIC LEVEL ENGLISH

| Participants | First evaluation (20 pts.) | Second evaluation (20 pts.) | Third evaluation (20 pts.) | Practices (20 pts.) | Participation (10 pts.) | Attendance (10 pts.) | TOTAL |
|---------------------------------------|---------------------------------------|--|---------------------------------------|--------------------------------|------------------------------------|---------------------------------|--------------|
| 1. JIMENA YUDID BUENO LIMACHI | 16 | 16 | 17 | 14 | 7 | 6 | 76 |
| 2. HUGO CATACORA ARIZACA | | | | | | | 0 |
| 3. SANDRA BEATRIZ MENDOZA L. | 18 | 19 | 20 | 17 | 8 | 8 | 90 |
| 4. SANDRA GLADYS ALCON MAMANI | 15 | 15 | 16 | 14 | 7 | 8 | 75 |
| 5. MARISOL JACKELINE MOLINA GUTIERREZ | | | | | | | 0 |
| 6. JUAN GUTIERREZ MAMANI | | | | | | | 0 |
| 7. JHONY RICHARD CALLISAYA QUISPE | 13 | 13 | 14 | 12 | 6 | 7 | 65 |
| 8. ADRIANA PALMIRA GUTIERREZ Q. | 16 | 18 | 18 | 15 | 8 | 7 | 82 |
| 9. EYNAR RODRIGO TORREZ SANTOS | 15 | 16 | 17 | 15 | 8 | 7 | 78 |
| 10. CARMEN ROSA CONDORI TABOADA | 17 | 17 | 18 | 15 | 8 | 8 | 83 |

As we mentioned before, it was necessary to select supplementary material for teaching English in order to support their learning development. The participants were also trained to make effective use of reference materials such as dictionaries.

In addition, we saw that our participants improved their vocabulary and reading comprehension, as well as the other skills. We guided the participants, providing grammar instructions and sometimes we used the translation technique.

The responses from the participants demonstrated enthusiasm for the course, they could express their medicine knowledge using their current English learning. As the participants improved the Basic English vocabulary in daily routines, they also improved the basic vocabulary in the area of medicine, so the participants were involved in role plays and discussions, talking and writing about their profession knowledge, such as, medicine area explanations, diseases, cares, treatments, causes, effects, etc.

The course created opportunities for the participants to learn new words in their profession, reading, writing, speaking about the topics relevant to the participants' preferences.

Here we show the students' development into the four skills:

Speaking

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | Regular | 2 | 28.6 | 28.6 | 28.6 |
| | Good | 5 | 71.4 | 71.4 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Listening

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | Regular | 3 | 42.9 | 42.9 | 42.9 |
| | Good | 4 | 57.1 | 57.1 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Writing

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Good | 6 | 85.7 | 85.7 | 85.7 |
| | Excellent | 1 | 14.3 | 14.3 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Reading

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Good | 5 | 71.4 | 71.4 | 71.4 |
| | Excellent | 2 | 28.6 | 28.6 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

See (Pie charts in appendix G)

Finally, we can say that we obtained personal and professional benefits from the course because we developed and practiced our English knowledge, researching, teaching, and learning about medicine area.

CHAPTER V

CONCLUSION

We have presented the project implemented at Medical College of La Paz city. We believe that this project will attain the needs of the institution and our participants because it was designed taking into account all the proper methodological bases in the field of the English as a foreign language teaching into medicine area.

The course was designed taking into account the needs in the medicine field, we could observe and analyze in this case at the Medical College of La Paz where this course was developed, using for this a questionnaire of basic learning needs, which led us to focus mainly on developing the skills of reading and understanding, not ignoring the other language skills. For this purpose, we have chosen to focus on the methodology that covers and is easily adapted to the required communication needs, as the eclectic method which does not leave out any of the parameters in terms of learning to helps us to create a hierarchy by establishing what is going to be more relevant and which as it will be developed.

All the above mentioned offered positive results, as we covered or reached the needs and objectives of our participants, professional members of the Medical College of La Paz in the practice of their profession, optimally, since they finally got first read and the most important, understand what they were reading with regard to texts in their area, in this case articles, essays, journals, books, medical manuals, etc.

No less important was the development of other skills such as speaking and writing focused on their work and professional context and being able to develop a medical consultation, diagnose and prescribe in English. In the area of listening we observed a phenomenon that participants might notice that during the course this ability became very useful, and they needed to understand and comprehend English from foreign patients and to attend conferences and opt for scholarships or make a specialty in English-speaking countries. At the end of the course we could determine the successful fulfillment of our objectives despite the limitations we had, mostly in regard to teaching materials, since it is very difficult to get books, texts or dictionaries of basic technical English, especially in the medicine area, by which we had to identify the appropriate medical vocabulary and terminology used to this

extra material, such as copies, videos, audio, magazines, glossaries, etc. including contextualization of specific situations to which such groups could dramatize situations, which commonly occur in their area of work, done to give us the tools to determine the context of communication in the medical field patterns they were formed.

Finally and in conclusion, we can mention that although the course was designed to basic level it had to go a little further because the medical field is extensive and required it, even more if we take into account the own individual motivation of each participant to learn more about the language for its proper development in the professional field. We can also conclude mentioning that although the English teaching is provided mostly in a commercial area, it can denote that already specialized or perhaps more technical fields has certain difficulties that we as educators and communicators of language and even taking into account the ideological basis of our university and our specific career in the service of other careers and society as a whole, we have to know retrieve, creating a compromise between what the commercial basic teaching and basic technical teaching with respect to any specific field, holding ourselves of all means and tools necessary to design a proper English language teaching course whether it is a basic level as in this case or more even at advanced levels where you should see a high development of language as such in different areas careers and professions.

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APPENDIX A
SYLLABUS CONTENT

SYLLABUS

| UNIT | TOPICS | FUNCTIONS | GRAMMAR | LISTENING | READING/WRITING |
|--------------------------|-----------------------------|--|--|------------------------------------|---|
| 1 HELLO | Is it your first time here? | Introducing oneself and others, asking for personal information | Present tense, The verb <i>be</i> , Subject pronouns, Possessive adjectives, | Names and personal information | Writing about yourself and your best friend |
| | What's your address? | Giving personal information, Greeting people and say good-bye | Wh- and Yes/No questions | Interviews | Reading an interview and complete a form |
| | Where are you from? | Talking about countries and Nationalities, Asking/answering simple questions | Present tense, Wh- and Yes/No questions | Personal information descriptions. | Writing sentences about people from other countries |
| | Curriculum link | Talking about professions. | Wh- Do/Does questions. | Professional information | Scanning for information |
| | The medicine specialities. | Asking/answering profession information. | Present tense, Wh- Do/Does questions. | Medicine professional information | Reading a medicine article. |

REVIEW

| | | | | | |
|------------------------------|-------------------------|---|---|--|--|
| 2 YOUR LIFE | What are these? | Asking/answering simple questions, Talking about everyday objects | Indefinite article: <i>a/an</i> Regular nouns: plural <i>This, that, these, those</i> | Common objects | List of personal items |
| | We're at Carla's house. | Talking about important things in your life | Possessive 's (singular) and s' (plural) | Interview | Reading a web page article Writing a paragraph about things that are important to you |
| | How much is that? | Asking and ordering food and drinks, Asking about hospital equipment. | <i>How much is</i> <i>How much are</i> <i>Present tense</i> | Conversations, Equipments prices information | Writing and Reading a menu. Reading an article |
| | Values for living | Talking about professional and diary life | Wh- Do/Does questions, present continuous. | Professional allowances articles | Reading a Second time |
| | The health (PART I) | Asking/answering health information | Present tense, Wh- Do/Does questions, Would, should, have to. | An appointment | Reading a medicine article. |

REVIEW

| UNIT | TOPICS | FUNCTIONS | GRAMMAR | LISTENING | READING/WRITING |
|--------------------------|----------------------|--|--|--|---|
| 3 HOMES | There's no bathtub. | Talking about your dream house | <i>There is:</i> affirmative, negative, and <i>yes/no</i> questions Definite article: <i>the</i> | Phone conversation | Reading a factual article |
| | Are there any DVDs? | Talking about a student lounge | <i>There are:</i> affirmative, negative, and <i>yes/no</i> questions <i>Some</i> and <i>any</i> with plural nouns | List of furnitures and work equipment | Writing a description of a proposed student lounge. Reading a home description |
| | It's on the floor. | Asking/answering simple questions, | Present tense, Prepositions of place. | description of items in a room | Location of items in your bedroom |
| | Across cultures | Talking about travels | Present tense, would probability | <i>American and British homes</i> | Strange countries, work and tourism |
| | The health (PART II) | Asking/answering hospitals' description and information. | Present tense, Wh- Do/Does questions, Would, should, have to.. | Hospitals' description and information | Reading a medicine article. Writing a Bolivian hospital. |

REVIEW

| | | | | | |
|-----------------------------|---------------------------|--|---|---------------------------------|---|
| 4 FAMILIES | I have a brother. | Asking/answering simple questions about a familiar item | Present tense. Past tense. | Family and work descriptions | Article about a family circus |
| | She has brown eyes. | Talking about appearance | Present tense. Past tense. | People appearance | Description of your favorite actor or actress- in the past and at the present |
| | When's your birthday? | Asking and saying personal notes. | Prepositions of time, present and past continuous | Personal notes | Writing a personal notes. Reading a personal article |
| | Curriculum link | Talking about twins and characters | Present and past continuous. Present perfect | Twins and characters | Twins and genes article. |
| | Our past and present life | Asking/answering personal medicine knowledge information | Present tense, past tense, present perfect | Medicine studies along the time | Summary of studies and practices in medicine |

REVIEW

| UNIT | TOPICS | FUNCTIONS | GRAMMAR | LISTENING | READING/WRITING |
|--------------------------------|---------------------|---|--|-------------------------------------|--|
| 5 OCCUPATIONS | I don't work here.. | Talking about occupations, asking/answering personal discourse | <i>Present tense, would, simple future</i> | Personal discourse and expectations | Reading articles of exemplary lives |
| | He Works outside. | Talking about personal projects | <i>Present tense, past tense, would, simple future</i> | Personal projects | Great biography |
| | I love him.. | Giving and exchanging opinions | Object pronouns | Personal description and opinions | Transcendent essays |
| | The right thing | Giving recommendations | Future tense, will/going to would probability, | Great and right people. | Possibilities, expectations, recommendations |
| | Diseases | Asking/answering diseases information. Talking with the patient | Present, past, future tense Would, should, have to. | Diseases | Reading several diseases information. |

REVIEW

| | | | | | |
|-------------------------------|---------------------------|--|--|-----------------------------|---|
| 6 DAILY LIFE | What time does it start?. | Asking/answering about life events, descriptions | Prepositions of time, Present, past, future tense | Times of events | Major events in medicine |
| | I'm never late. | Describing life styles | Present tense. Past tense. Present perfect | Good/bad routines | Article about daily routines and cares |
| | Twice a week | Expressing surprise/ making a comment | Adverbial expressions of Frequency, future tense Would, should, have to. | Habits | Reading medicine recommendations. Good and bad habits |
| | Across cultures | Talking about medicine care around the world | Present tense, present and past continuous. | Medicine developments | Health cares. |
| | Expecting our future | Talking with the patient and families | Present, past tense, present perfect, future tense, have to. | Emergencies at the hospital | Diagnosis, Surgery, treatments, cares, etc. |

REVIEW

APPENDIX B
SAMPLE OF A LESSON PLAN

LESSON PROCEDURE

UNIT 2

LESSON 6,

HE WORKS OUTSIDE.

OBJECTIVES

Communicative Functions and Topics: - To ask and answer questions about someone.

Linguistic Goals: - To use Does/ he, she, it.

MOTIVATION AND FOCUS

- I showed 3D DRAWINGS and we discussed about that.
- We mentioned many professions and places of work, and interesting art Works.

PRESENTATION AND EXPLANATION

- We listened and read along about an artist, filling some missing words. (page 42, student book)
- We replayed with students reading along.
- We discussed about the picture, asking opinions.
- I explained some expressions, and the students covered the reading.
- I explained grammar of simple present (affirmative, negative, questions, etc.) with he, she, it.
- We practiced pronunciation, and reviewed the vocabulary and new expressions.

GUIDED PRACTICE AND CHECKING UNDESTANDING

- We practiced conversations about many professions, activities, and places of work.
- We listened people description (guessing the occupation).
- We did question and answers about the reading and listening.
- We reviewed our pronunciation.

INDEPENDANT PRACTICE

- We filled some book activities as questions, verbs conjugations.
- Each one gave descriptions of people and their occupation, and definitions.
- We worked alone and in pairs.

MONITORING AND ADJUSTING

- We talked in group about place of work, describing specific places, activities, interesting and amazing situations.
- We described to any person using the grammar in third person, reviewing the work book practices.

RETEACHING

- We redid activities in the REWIEW and activity book.
- I explained again the grammar part.
- We had conversations, asking and answering many questions.
- We listened one song to review expressions and improve our vocabulary.

APPENDIX C
BASIC MEDICINE VOCABULARY

MEDICINE SPECIALTIES THAT ARE COMMON WORLD-WIDE

1. Allergy and Immunology
2. Adolescent Medicine
3. Anaesthetics
4. Pathology
5. Cardiology
 - *Paediatric cardiology*
 - *Cardiothoracic surgery*
6. Child and adolescent psychiatry and psychotherapy
7. Clinical neurophysiology
 - *Dermato-Venereology*
8. Emergency Medicine
9. Endocrinology
10. Gastroenterology
11. General Practice
12. Geriatrics
 - *Gynaecology and obstetrics*
13. Health Informatics
14. Hospice and Palliative Medicine
 - *Infectiousdiseases*
15. Internal Medicine
16. Interventional Radiology
 - *Vascular medicine*
17. Microbiology
18. Nephrology
19. Neurology
20. Neurosurgery
21. Nuclear medicine
22. Occupational medicine
23. Ophthalmology
24. Orthopaedics
25. Oral and Maxillofacial Surgery
26. Otorhinolaryngology

27. Paediatrics

- *Paediatricallergology*
- *Paediatricendocrinology and Diabetes.*
- *Paediatric gastroenterology, hepatology and nutrition*
- *Paediatrichaematology and oncology*
- *Paediatric infectious diseases*

28. Neonatology

- *Paediatric Nephrology*
- *Paediatric respiratory medicine*
- *Paediatric rheumatology*

29. Paediatricsurgery

- *Physical and Rehabilitation Medicine*

30. Plastic, Reconstructive and Aesthetic Surgery

31. Pneumology

32. Psychiatry

33. PublicHealth

34. Radiology

35. Sports Medicine

36. Neuroradiology

37. Radiotherapy

38. General surgery

39. Urology

40. Vascular surgery

Medicine Vocabulary

| Word <i>part of speech</i> | Meaning | Example sentence |
|--|--|---|
| abnormal <i>adj</i> | not normal for the human body | This amount of weight loss is abnormal for women your age. |
| ache <i>noun/verb</i> | pain that won't go away | I can't sleep because my knees ache in the night. |
| acute <i>adj</i> | quick to become severe/bad | We knew the baby was coming right away because the woman's labour pains were acute . |
| allergy <i>noun</i> allergic <i>adj</i> | a body's abnormal reaction to certain foods or environmental substances (eg causes a rash) | Your son is extremely allergic to peanuts. |
| ambulance <i>noun</i> | emergency vehicle that rushes people to a hospital | We called the ambulance when Josh stopped breathing. |
| amnesia <i>noun</i> | a condition that causes people to lose their memory | I can't remember the accident because I had amnesia . |
| amputation <i>noun</i> amputate <i>verb</i> | permanent removal of a limb | We had to amputate his leg because the infection spread so quickly. |
| anaemia <i>noun</i> anaemic <i>adj</i> | occurs when the body doesn't have enough red blood cells | I have low energy because I am anaemic . |
| antibiotics <i>noun</i> | medication that kills bacteria and cures infections | My throat infection went away after I started the antibiotics . |
| anti-depressant <i>noun</i> | medication that helps relieve anxiety and sadness | The anti-depressants helped me get on with life after Lucy died. |
| appointment <i>noun</i> | a scheduled meeting with a medical professional | I've made you an appointment with a specialist in three week's time. |
| arthritis <i>noun</i> | a disease that causes the joints to become swollen and crippled | My grandmother can't knit anymore because the arthritis in her hands is so bad. |
| asthma (attack) | a condition that causes a blockage | I carry an inhaler when I run |

| | | |
|--|--|--|
| <i>noun</i> | of the airway and makes it difficult for a person to breathe | because I have asthma . |
| bacteria <i>noun</i> | a disease-causing organism | To prevent the spread of bacteria it is important that nurses wash their hands often. |
| bedsore <i>noun</i> | wounds that develop on a patient's body from lying in one place for too long | If you don't get up and take a walk, you will develop painful bedsores . |
| benign <i>adj</i> | Not harmful (not cancerous) | We're hoping that the tests will show that the lump in your breast is benign . |
| biopsy <i>noun</i> | removal of human tissue in order to conduct certain medical tests | The biopsy ruled out a number of illnesses. |
| bloodcount <i>noun</i> | the amount of red and white blood cells a person has | You will be happy to know that your blood count is almost back to normal. |
| blooddonor <i>noun</i> | a person who gives blood to a blood bank or other person | Blood donors have to answer questions about their medical history. |
| bloodpressure <i>noun</i> | the rate at which blood flows through the body (high/low) | High blood pressure puts you at risk of having a heart attack. |
| brace <i>noun</i> | a device that holds injured body parts in place | You will probably always have to wear a brace on your ankle when you jog. |
| breech <i>adj</i> | position of an unborn baby in which the feet are down and the head is up | We thought it was going to be a breech birth, but the baby turned himself around. |
| broken <i>adj</i> | a bone that is divided in two or more pieces as a result of an injury | We thought it was just a sprain, but it turned out his leg was broken . |
| bruise <i>noun</i> bruised <i>adj</i> | injured body tissue that is visible underneath the skin | The woman was badly bruised when she came into the emergency room. |
| Caesarean section, C-section <i>noun</i> | procedure that involves removing a baby from its mother through an incision in the woman's lower abdomen | The baby was so large that we had to perform a Caesarean section . |
| cancer | disease caused by the | There are many different |

| | | |
|---|---|--|
| <i>noun</i> | uncontrollable growth of cells | options when it comes to treating cancer . |
| Cardiopulmonary resuscitation (CPR) <i>noun</i> | restoring a person's breath and circulation | You saved your brother's life by performing CPR . |
| cast <i>noun</i> | a hard bandage that is wrapped around a broken bone to keep it in place | My leg was in a cast for graduation. |
| chapel, chapeline <i>noun</i> | a place where loved ones can go to pray for a patient's recovery; a priest who visits patients in the hospital | If you want a place to pray, the chapel is on the third floor. |
| chemotherapy <i>noun</i> | type of treatment used on cancer patients | My mother has already had three rounds of chemotherapy . |
| chickenpox <i>noun</i> | a virus commonly contracted by children, characterized by itchy spots all over the body | It is best to get chickenpox as a child so that you don't get it worse as an adult. |
| coroner <i>noun</i> | a person who determines the cause of death after a person dies | We only call the coroner if we think a death is suspicious. |
| criticalcondition <i>noun</i> | requiring immediate and constant medical attention | You can't see her right now; she's in critical condition . |
| crutches <i>noun</i> | objects that people with injured legs or feet use to help them walk | I'd rather hop on one foot than use crutches . |
| cyst <i>noun</i> | a sac in the body-tissue filled with fluid (sometimes diseased) | We're going to remove the cysts just to be on the safe side. |
| deaf <i>adj</i> | Unable to hear | The accident left the patient both deaf and blind. |
| deficiency <i>noun</i> | a lack of something necessary for one's health | The tests show that you have an iron deficiency . |
| dehydrated <i>adj</i> | need of water | It is easy for the elderly to become dehydrated in this heat. |
| dementia <i>noun</i> | loss of mental capacity | It is hard to watch a loved one suffering with dementia . |
| diabetes <i>noun</i> | type of disease typically involving insulin deficiency | People with diabetes have to constantly check their blood sugar levels. |

| | | |
|--|---|---|
| diagnosis <i>noun</i> | medical explanation of an illness or condition | The doctor would prefer to share the diagnosis with the patient himself. |
| discomfort <i>noun</i> | Experiencing pain | This pain medication should relieve some of your discomfort . |
| disease <i>noun</i> | a medical disorder that is harmful to a person's health | I understand that this disease runs in your family. |
| dislocated <i>adj</i> | when a bone is temporarily separated from its joint | You will have to wear a sling because of your dislocated shoulder. |
| emergency <i>noun</i> | a medical problem that needs immediate attention | It is important that children know which number to dial in case of an emergency . |
| ER (emergency room) <i>noun</i> | the hospital room used for treating patients with immediate and life-threatening injuries | The child was rushed into the ER after he had a severe allergic reaction to a bee sting. |
| external <i>adj</i> | On the outside | This cream is for external use only. Do not get it near your ears, eyes, or mouth. |
| false negative <i>noun</i> <i>adj</i> | a test that incorrectly comes back negative | We had two false negative pregnancy tests, so we didn't know we were having a baby. |
| family history <i>noun</i> | medical background of a person's family members | The doctor was concerned about my family history of skin cancer. |
| fatal <i>adj</i> | Causing death | The doctor made a fatal error when he wrote the wrong prescription. |
| fever <i>noun</i> feverish <i>adj</i> | higher than normal body temperature | He is very feverish , and his temperature is near danger point. |
| flu (influenza) <i>noun</i> | many types of respiratory or intestinal infections passed on through a virus | People who have the flu should not visit hospital patients. |
| fracture <i>noun</i> fractured <i>adj</i> | Broken or cracked bone | Your wrist is fractured and needs a cast. |
| germ | a micro-organism, especially one | Flowers are not allowed in the |

| | | |
|--|---|---|
| <i>noun</i> | that causes disease | ward to avoid the risk of germs being brought in. |
| genetic <i>adj</i> | a medical condition or physical feature that is passed on in the family | The disease is part genetic and part environmental. |
| growth <i>noun</i> | a ball of tissue that grows bigger than normal, either on or under the skin | That growth on your shoulder is starting to worry me. |
| heartattack <i>noun</i> | instance in which blood stops pumping through the heart | People who smoke are at greater risk of having a heart attack . |
| HIV <i>noun</i> | the virus that infects the human T-cells and leads to AIDS | HIV can be passed down from the mother to her fetus. |
| hives <i>noun</i> | bumps that appear on the surface of the skin during an allergic reaction | I broke out in hives after I ate that potato casserole. |
| illness <i>noun</i> ill <i>adj</i> | general term for any condition that makes a person feel sick for a certain period of time | Her illness went away when she started eating better. |
| immunesystem <i>noun</i> | the parts of the body that fight diseases, infections, and viruses | You can't have visitors because your immune system is low. |
| immunization <i>noun</i> immunize <i>verb</i> | an injection that protects against a specific disease | Babies are immunized three times in their first year. |
| incision <i>noun</i> | cut in the body made during surgery | I had to have stitches to close the incision . |
| inconclusive <i>adj</i> | unclear | We have to do more x-rays because the first ones were inconclusive . |
| infant <i>noun</i> | Young baby | The nurse will demonstrate how to bathe an infant . |
| infection <i>noun</i> infected <i>adj</i> | diseased area of the body (viral or bacterial) | The wound should be covered when you swim to prevent it from becoming infected . |
| inflamed <i>adj</i> | appearance (red and swollen) of an injured body part | My right ankle was so inflamed it was twice the size of my left one. |
| injury | Damage to the body | Her injuries were minor; just a |

| | | |
|--|---|---|
| <i>noun</i> | | few cuts and bruises. |
| intensive care unit (ICU) <i>noun</i> | section of the hospital where patients get constant attention and doctors rely on specialized equipment | She will remain in the ICU until she can breathe on her own. |
| internal <i>adj</i> | under the skin, inside the organs | The doctors will be monitoring her for any internal bleeding. |
| itchy <i>adj</i> | feeling discomfort on the skin's surface | If you are allergic to this medication your skin will get red and itchy . |
| IV <i>noun</i> | a tube that pumps liquids and medication into a patient's body | The toddler was so dehydrated that the doctor decided to get him on an IV . |
| Lab results <i>noun</i> | tests that come back from a laboratory and help doctors make a diagnosis | The lab results have come in and you are free to go home. |
| lab (laboratory) <i>noun</i> | place where samples of blood/urine etc. are taken for testing | I'll take these samples down to the lab on my way out. |
| lifesupport <i>noun</i> | a machine that keeps patients alive by helping them breathe | The woman has severe brain damage and is currently on life support . |
| life-threatening <i>adj</i> | when injuries and conditions are extremely serious | The victim was shot in two places but the bullet wounds are not life-threatening . |
| light-headed <i>adj</i> | feeling of dizziness and being off-balance, caused by lack of oxygen in the brain | If you are feeling light-headed again, lie down and call me. |
| malignant <i>adj</i> | expected to grow and get much worse (especially related to cancerous cells) | I'm afraid at least one of the tumors is malignant . |
| medical school (med. school) <i>noun</i> | place where someone trains to be a doctor | After eight years of medical school I can finally practice medicine. |
| newborn <i>noun</i> | an infant that is less than three months old | You have to support her neck because she is still a newborn . |
| numb <i>adj</i> | no feeling in a certain body part | The needle will make your lower body feel numb . |

| | | |
|---|---|--|
| OR (operating room) <i>noun</i> | the place where major surgeries and operations take place | You must wear a face mask and gloves while you are in the OR . |
| operation <i>noun</i> operate on <i>verb</i> | a medical procedure that involves going inside a person's body in an attempt to fix a problem | The operation lasted seven hours, but it was successful. |
| pain <i>noun</i> | strong discomfort in certain areas of the body | We gave your husband some medicine to relieve some of the pain . |
| pain killer, pain reliever <i>noun</i> | type of medicine that takes away some or all of the discomfort of an illness or injury | You can take two pain killers every four hours. |
| paralyzed <i>adj</i> | unable to move certain areas of the body | We thought her legs were paralyzed for life, but she is learning how to walk. |
| patient <i>noun</i> | a person staying in a hospital or medical facility | The patients in Room 4 are not getting along. |
| pharmacist <i>noun</i> | a person who fills a doctor's prescription and gives people advice about medication | Ask the pharmacist if there is a generic brand of this medication. |
| pharmacy, drugstore <i>noun</i> | a place where people go to buy medication and other medical supplies | You should be able to buy a bandage at the pharmacy . |
| physician <i>noun</i> | doctor | Ask your family physician to refer you to a specialist. |
| poison <i>noun</i> poisonous <i>adj</i> | a substance that is very dangerous if it enters the human body | The child was bitten by a poisonous snake. |
| prenatal <i>adj</i> | of the time period leading up to giving birth | The woman was well prepared for labour because she took the prenatal classes. |
| prescription <i>noun</i> prescribe <i>verb</i> | the correct amount and type of medication needed to cure an illness or relieve symptoms | You will need to visit your doctor to get another prescription . |
| privacy <i>noun</i> private <i>adj</i> | being alone; personal (eg test results) | You will have to pay for a private hospital room if you don't want a room-mate. |
| radiation <i>noun</i> | high energy X-rays that destroy cancer cells | If the radiation doesn't kill all of the abnormal cells, the |

| | | |
|--|---|--|
| | | cancer will come back. |
| residency resident <i>noun</i> | part of a doctor's training that takes place in the hospital; a student working under a doctor | John is a resident under Dr. Brown. |
| routinecheck-up <i>noun</i> | a doctor's appointment to check a person's general health | I'd like to see you a year from now for a routine check-up . |
| scrubs <i>noun</i> | plain uniform (usually green, white, or blue) worn by medical professionals | I have some extra scrubs in my locker. |
| scrub up <i>verb</i> | carefully wash hands before and after seeing a patient | I have to scrub up and get ready for surgery. |
| Second opinion <i>noun</i> | input from a second doctor about an illness or symptom | I went to another doctor to get a second opinion about these headaches. |
| seizure <i>noun</i> | sudden violent movements or unconsciousness caused by electrical signal malfunction in the brain | People who suffer from epilepsy are prone to seizures . |
| shock <i>noun</i> | body not getting enough blood flow | The woman was in shock after being pulled from the river. |
| sideeffects <i>noun</i> | other symptoms that might occur as a result of a certain medication or procedure | One of the side effects of antidepressants is a loss of appetite. |
| sore <i>adj</i> | painful | I have a sore throat and a runny nose. |
| spasm <i>noun</i> | the uncontrollable tightening of a muscle | Ever since I injured my leg I've been having muscle spasms in my upper thigh. |
| specialist <i>noun</i> | a doctor that is an expert in a certain kind of medicine | My family doctor is sending me to a specialist . |
| sprain <i>noun/verb</i> | an injury (less serious than a break) to a joint (ankle, wrist, knee etc.) | I sprained my knee playing soccer. |
| stablecondition <i>noun</i> | a patient is stable if their medical condition is no longer changing rapidly | You can see your husband now; he is in a stable condition . |
| sting | sharp, temporary pain | It may sting when I insert the |

| | | |
|--|---|--|
| <i>noun/verb</i> | | needle. |
| stress <i>noun</i> stressed <i>adj</i> | worry that causes muscles to tighten and blood pressure to rise | You need to take some time off work and relieve some of your stress . |
| swelling <i>noun</i> swollen <i>adj</i> | ligaments (parts that hold the joints together) growing bigger and rounder after an injury to a joint | I knew my ankle was sprained because it was so swollen . |
| symptoms <i>noun</i> | pain or physical changes that occur because of an illness or disease | You have all of the symptoms of a diabetic. |
| temperature <i>noun</i> | amount of heat measured in a body; higher than normal temperature | We brought Jesse to emergency because he was running a (high) temperature . |
| tender <i>adj</i> | painful when touched or used | The incision was tender after the surgery. |
| test results <i>noun</i> | medical information that helps doctors understand a patient's condition or body | The test results came back negative. You aren't pregnant. |
| therapy <i>noun</i> | treatment aimed at improving a person's mental or physical condition | I was able to go back to work a few weeks after starting the therapy . |
| transplant <i>noun</i> | moving of an organ from one human to another | The heart transplant saved your life. |
| ultrasound <i>noun</i> | a test that examines the body's internal organs and processes using sound waves (often used during pregnancies) | The ultrasound shows that we are expecting a baby boy. |
| umbilical cord <i>noun</i> | the lifeline from the mother to the fetus (when cut at birth this forms the belly button) | I had an emergency C-section because the umbilical cord was wrapped around the baby's neck. |
| unconscious <i>adj</i> | alive, but appearing to be asleep and unaware of the surroundings | I hit my head on the steering wheel and was still unconscious when the ambulance arrived. |
| urine sample <i>noun</i> | a small amount of the body's liquid waste that is tested for different medical reasons | The urine sample tells us how much alcohol is in your blood. |
| vein | the thin tubes that transport blood | I'm just looking for the best |

| | | |
|---|---|---|
| <i>noun</i> | around the body and back to the heart | vein in which to insert the needle. |
| virus <i>noun</i> | a dangerous organism that causes the spread of minor and major diseases | The virus is contractable through the exchange of bodily fluids. |
| visitinghours <i>noun</i> | time of day when friends and family are allowed to visit patients in hospital | I'm afraid you'll have to come back during visiting hours . |
| vomit <i>noun/verb</i> | discharge of a person stomach contents through the mouth | The pregnant woman can't stop vomiting . |
| ward <i>noun</i> | a section of a hospital or health facility where patients stay | I should warn you that we're entering the mental health ward . |
| wheelchair <i>noun</i> | a chair on wheels used for transporting patients from place to place | If you get in the wheelchair I'll take you down to see the garden. |
| wound <i>noun</i> wounded <i>adj</i> | injury to body ("flesh wound" means not deep) | The wounded soldiers are being airlifted to the hospital. |
| x-ray <i>noun/verb</i> | a photograph of a person's bones and organs | The technician took x-rays of my shoulder to make sure it wasn't broken. |

APPENDIX D
QUESTIONNAIRE ON LEARNING NEEDS

QUESTIONNAIRE ON LEARNING NEEDS

The following questionnaire is addressed to professionals in medicine at the Medical College of La Paz city. The main purpose is to find out information regarding to the professionals' learning needs and requirements.

1. ¿Por qué está estudiando Inglés?
 - a. Porque es un requisito obligatorio de la Institución.
 - b. Porque me gusta.
 - c. Porque realizaré mi trabajo en el extranjero.
 - d. Porque deseo traducir textos y canciones.
 - e. Porque deseo ser un/una profesional preparada.

2. ¿Cuánto conoce del Idioma Inglés?
 - a. Nada.
 - b. Un poco.
 - c. Más o menos.
 - d. Buen nivel.

3. ¿En qué tipo de Inglés desearía que destaque su conocimiento?
 - a. Inglés comercial.
 - b. Inglés técnico.
 - c. Ambos.

4. ¿Cómo le gustaría aplicar sus conocimientos adquiridos en el idioma una vez que concluya su curso?
 - a. En expresión oral.
 - b. En lectura.
 - c. En comprensión oral.
 - d. En redacción.
 - e. En todas las anteriores

5. ¿Cómo prefiere realizar las tareas del curso?
 - a. En clase.
 - b. En casa.

APPENDIX E
LEARNING NEEDS PIE CHARTS

FIGURE 1
WHY ARE YOU LEARNING ENGLISH?

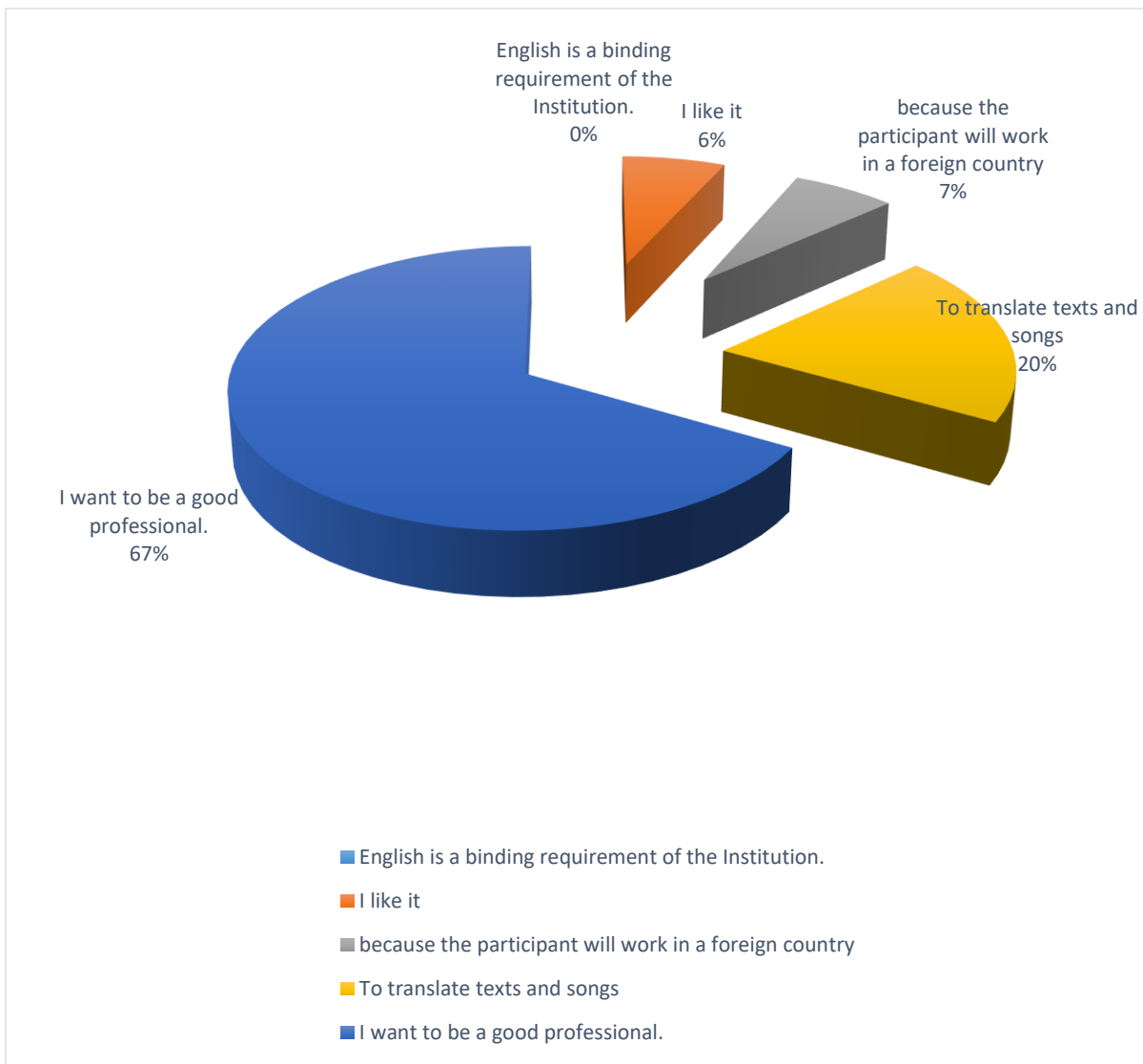


FIGURE 2
TO WHAT EXTENT DO YOU KNOW ENGLISH?

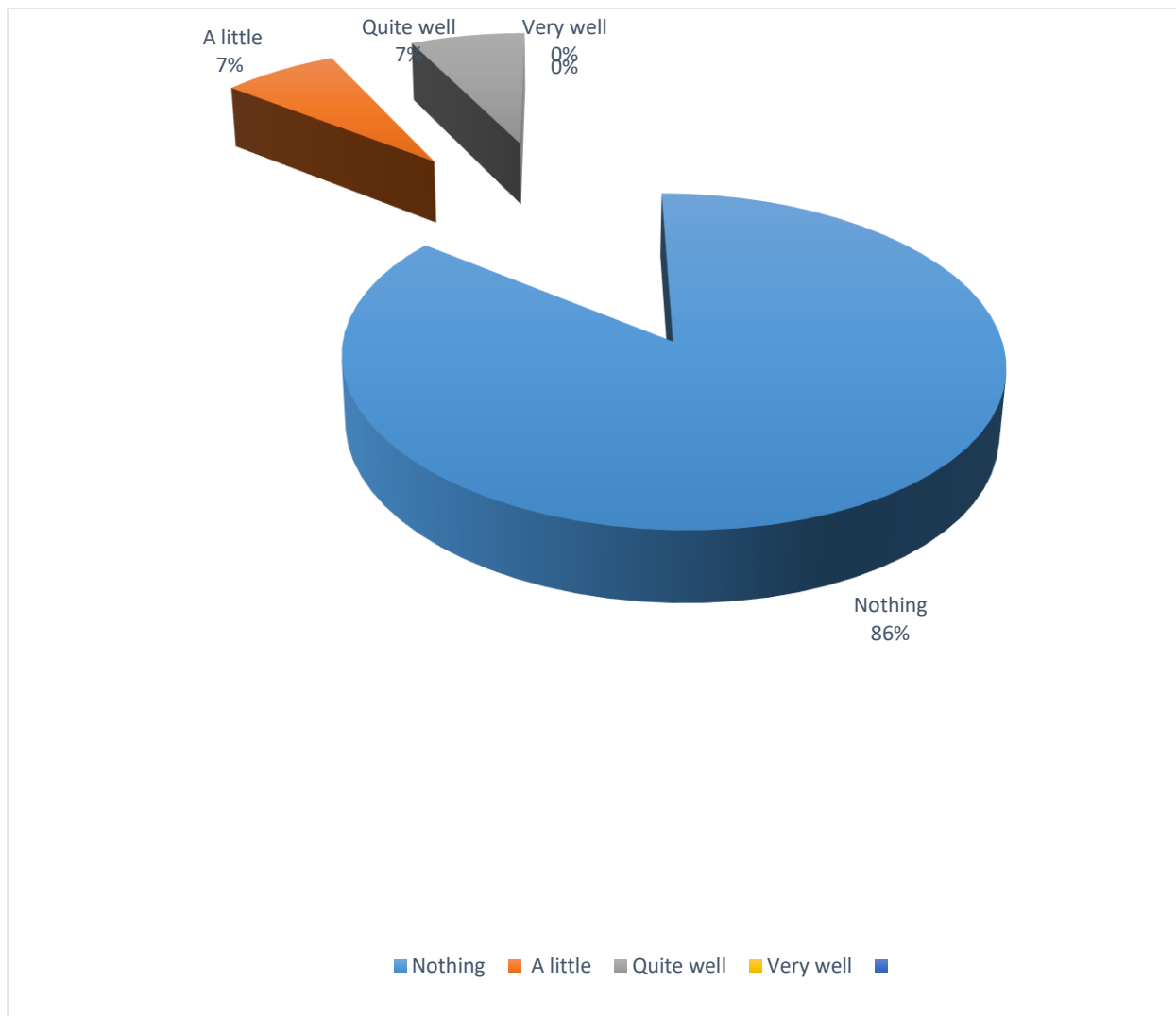


FIGURE 3

DO YOU WANT TO LEARN COMERCIAL OR TECHNICAL ENGLISH?

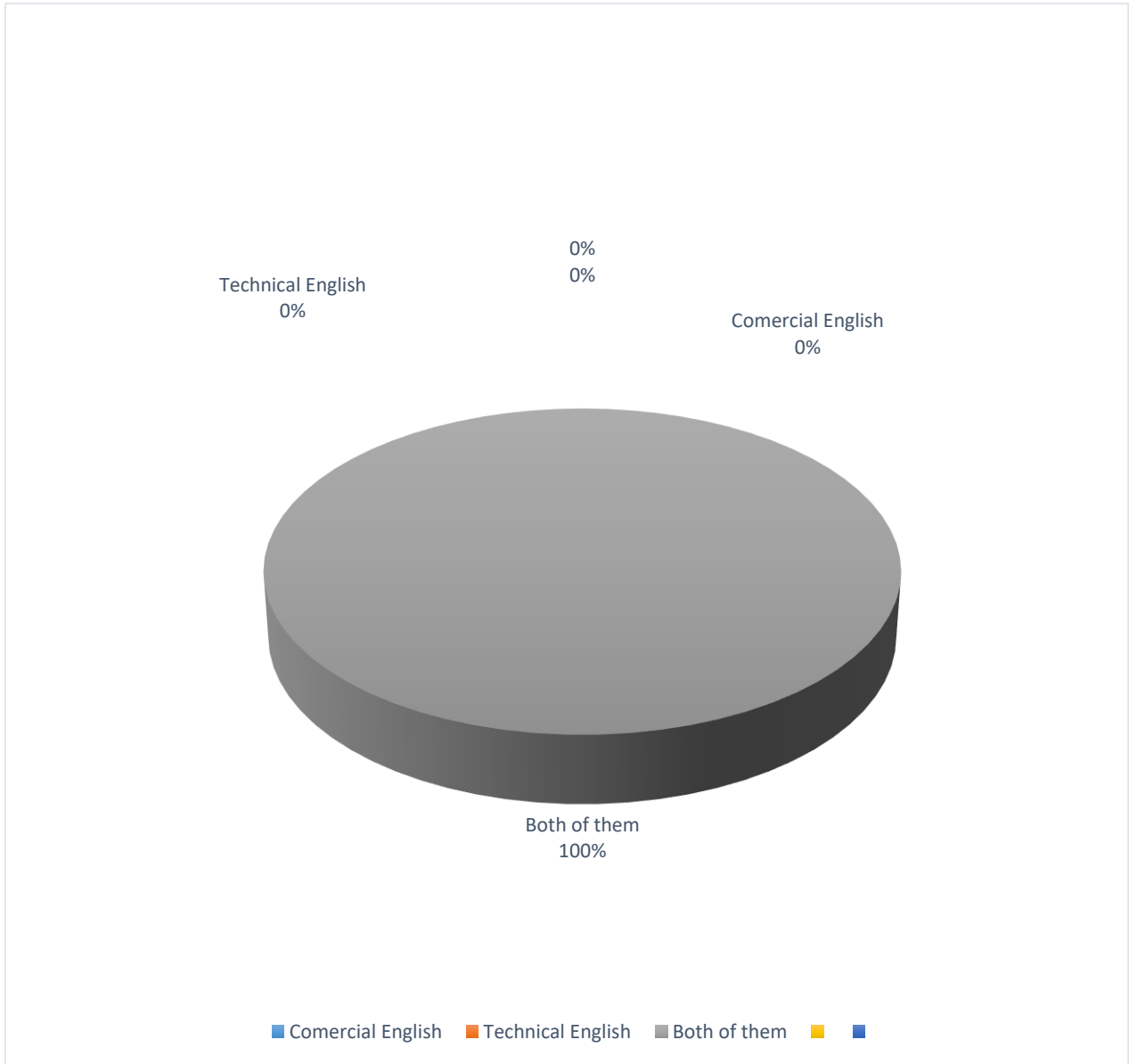


FIGURE 4

WHICH LANGUAGE SKILL WOULD YOU WANT TO MANAGE ONCE YOU FINISH THE COURSE?

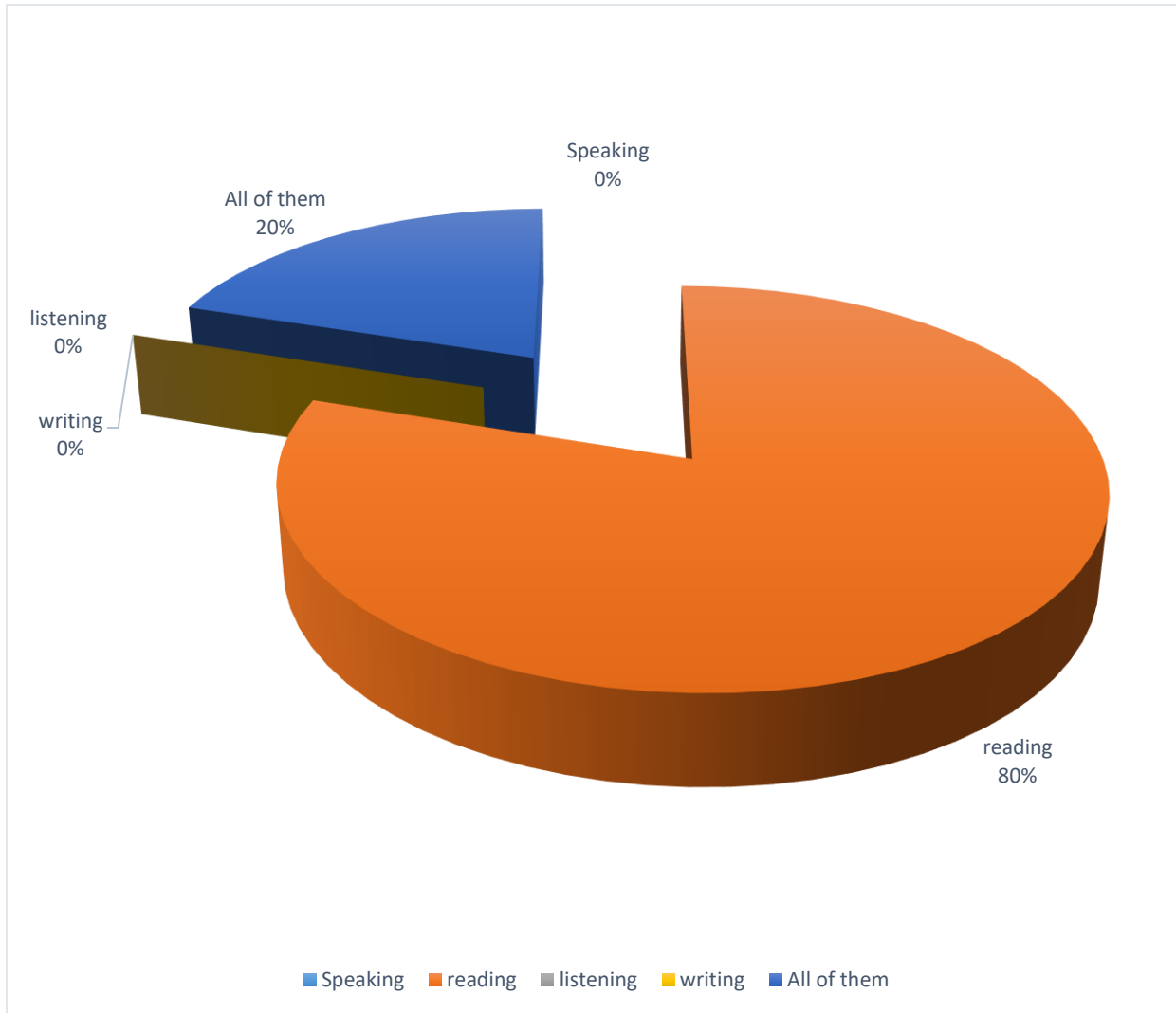
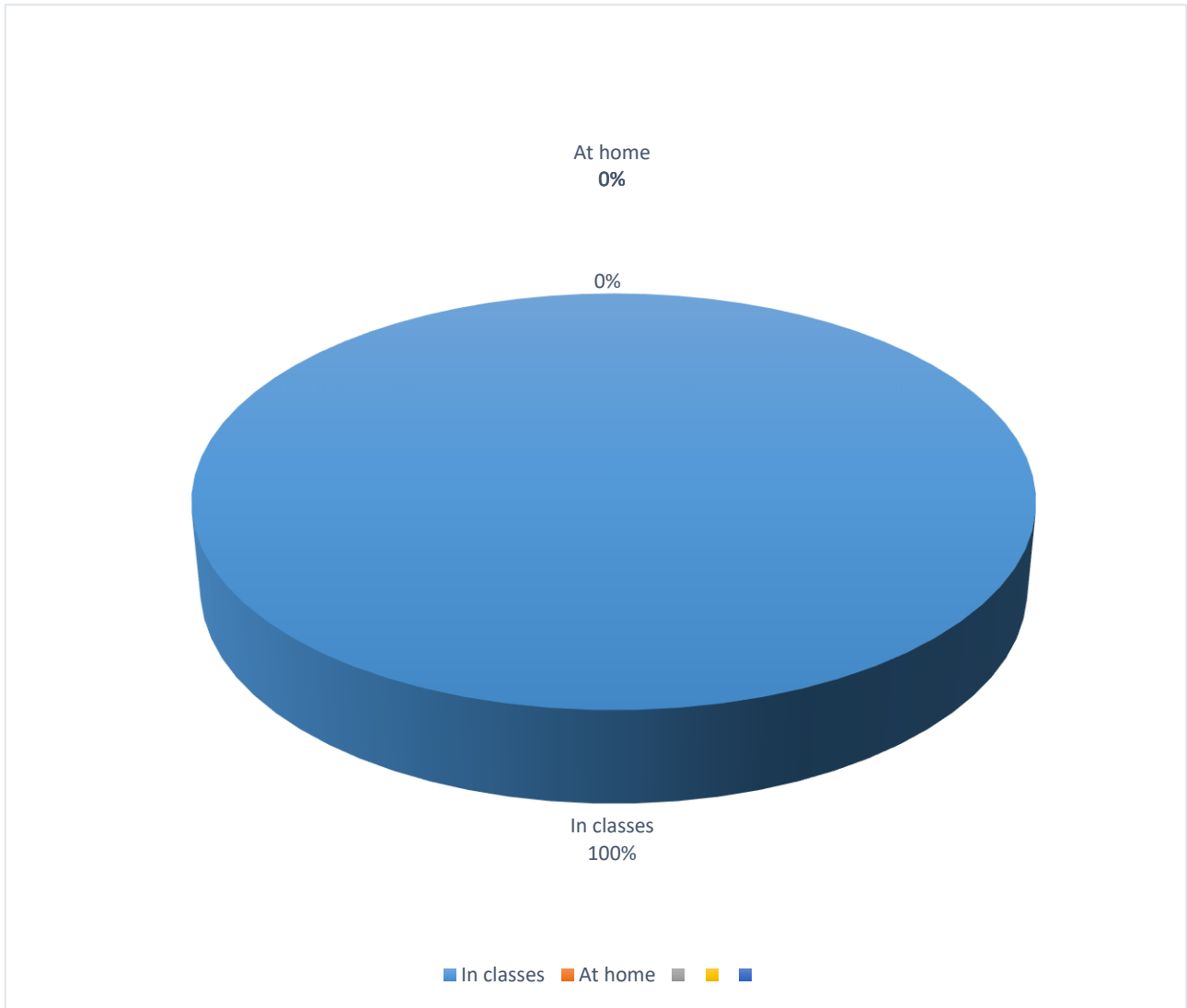


FIGURE 5

HOW DO YOU PREFER TO DO HOMEWORKS OF THE COURSE?



APPENDIX F
EVALUATIONS

FIRST EVALUATION

Name:Date.....

A. Write these times.

- | | |
|--|-------------------|
| 1. 6:15 Six fifteen/a quarter past six. | 4. 9:00 |
| 2. 12:30 | 5. 10:15 |
| 3. 8:50 | 6. 3:45 |

B. Make the sentences in negative.

1. I wake up at seven.
2. We have breakfast at the hospital.....
3. My son has breakfast in the cafeteria
4. He has coffee with milk
5. Now, we are learning English
6. In this moment, she is traveling to London.
7. I'd like to drink some coffee.
8. You should take an analgesic.
9. You have to eat healthy foods
10. She has to go to the doctor

C. Make questions about the sentences above, - What time...? Where.....? What.....?

D. **Complete the paragraph about Dave with the correct tenses:** Simple present, present continuous, possibility, advice, and obligation.

Dave(**to be**)from Denver. He.....(**to live, present continuous**) in Los Angeles now. Every day, He.....(**to get up, obligation**) very early. Dave.....(**to want, possibility**) to work in the afternoon, but, he.....(**to like, present**) to write his novel in the evenings. In his free time, he.....(**to go, present**)to the gym. He.....(**negative, present**) a lot of fish, and his doctor says: You.....(**to eat, advice**) fish and fruits.

E. Listening: Complete the blanks

Carlos: Hello. the sandwiches?

Joe: Chicken or cheese?

Carlos:

Joe: They're \$5.50.

Carlos: OK! a cheese sandwich and hot chocolate,?

Joe: you go.

Carlos: Thanks. that?

Joe: That's \$....., please. Thank you. Next, please.

Polly: A bag of potato chips, a bottle of water, two hot dogs, and please?

Carlos: Polly! kidding!

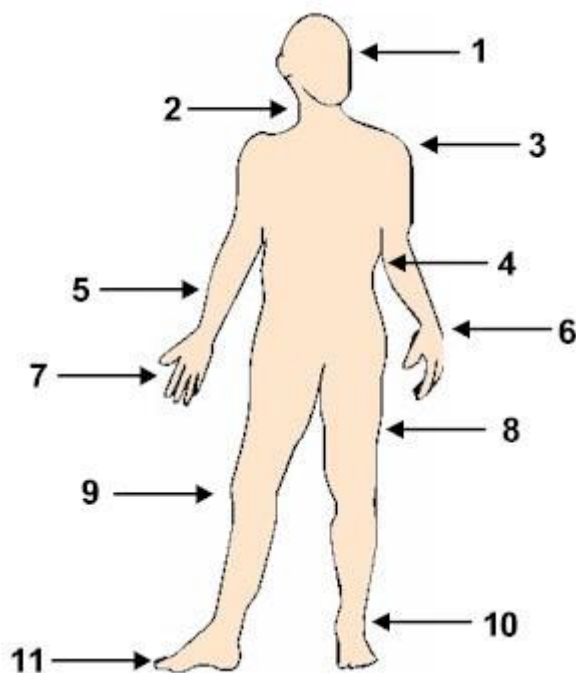
Polly: You know I'm always hungry!

SECOND EVALUTUATION

NAME AND LAST NAMES.....DATE.....

GRAMMAR AND VOCABULARY

A. Write the correct words



B. Fill the spaces with the correct expressions

1. A.....

B - I have a stomachache.

2. I'm very tired. I need to.....

3. I have an earache. My ear.....

4. I have a stomachache. I ate.....
5. Water, juice, and milk are.....
6. A - The doctor says I have to exercise if I want to lose weight.
B - That's good
7. I'm on a diet. I need to eat food that is low in
8. Don't eatYou'll get a stomachache.
9. Take the instead of the elevator. It's good exercise!
10. I'm on a diet. I'm going to eat fruit a dessert.

C. LISTENING

- | | |
|--|---|
| <p>1) Nancy has a stomachache.</p> <p><input type="radio"/> True</p> <p><input type="radio"/> False</p> | <p>3) She has to go to work tomorrow.</p> <p><input type="radio"/> True</p> <p><input type="radio"/> False</p> |
| <p>2) She should drink tea and take cough medicine.</p> <p><input type="radio"/> True</p> <p><input type="radio"/> False</p> | <p>4) She shouldn't go to work tomorrow.</p> <p><input type="radio"/> True</p> <p><input type="radio"/> False</p> |
| | <p>5) She should rest.</p> <p><input type="radio"/> True</p> <p><input type="radio"/> False</p> |

D. READING

Read the article and change the expressions using *should*, *have to*; positive and negative.

1. Eat low-fat AND low-calorie foods. Many "diet" foods are low in fat but high in calories.
2. Limit your "liquid calories." Sodas and sugary drinks have a lot of calories and don't fill you up because they are liquid.
3. Cook! When you cook you see what the food contains and you can limit fat.
4. Eat at least five servings of fruits or vegetables a day.
5. Have fruit for dessert instead of a fatty dessert.
6. Don't "diet." A "diet" is a temporary change. To stay healthy you need to make a permanent change in the way you eat.
7. Exercise three or four times per week for 30-60 minutes. Exercise is the most important part of a healthy life style. Walking is simple and it's great exercise. It's a good idea to consult your doctor before beginning a new exercise routine.
8. If you don't have much time for exercise, use the stairs at work instead of the elevator.

FINAL EVALUATION

NAME:**DATE**.....

A. GRAMMAR AND VOCABULARY: Read the example. Correct the sentences

- 11. Catherine plays tennis this afternoon. (Golf).
She doesn't play tennis. She plays golf
- 12. I wrote an article about medicine yesterday. (essay)
.....
- 13. You have breakfast in the cafeteria. (Lunch).
.....
- 14. They're looking at the photograph now. (garden)
.....
- 15. We were using the computer the last night. (last week)
.....
- 16. My father and I are going to travel to USA on December. (Spain)
.....
- 17. I'd like to drink some coffee. (orange juice)
.....
- 18. The secretary has left the bus stop at six. (the airport)
.....
- 19. They will swim in the pool on weekend. (sea)
.....
- 20. She has to go to the school tomorrow. (university)
.....

- **Complete the questions as the example**

- 1. What time/start/ school?(simple present)
What time do you start school?
- 2. How many classes/have/ in one day? (Present perfect)
.....
- 3. How long/ live/ there? (Present continuous)
.....
- 4. Work/ at the hospital? (simple past)
.....
- 5. Need/ a surgery? (Future)
.....
- 6. When/ want/ go to the cinema? (Possibility)
.....

B. READING: Read and answer the questions

Middle East Respiratory Syndrome

Middle East Respiratory Syndrome (MERS) is viral respiratory illness first reported in Saudi Arabia in 2012. It is caused by a coronavirus called MERS-CoV. Most people who have been confirmed to have MERS-CoV infection developed severe acute respiratory illness. They had fever, cough, and shortness of breath. About half of these people died.

So far, all the cases have been linked to four countries in or near the Arabian Peninsula. No cases have been identified in the U.S. This virus has spread from ill people to others through close contact. However, the virus has not shown to spread in a sustained way in communities. The situation is still evolving.

CDC (center of disease control and prevention) is working with partners to better understand the risks of this virus, including the source, how it spreads, and how infections might be prevented. CDC has provided information for travelers and is working with health departments, hospitals, and other partners to prepare for possible cases in the United States.

1. What is MERS?
2. Where was it reported?-
3. What did people have with this infection?
4. Have it been identified in the U.S.?
5. Who is working to understand the risk of this virus?

C. LISTENING.

The Clumsy Family

I. 1. What happened to the wife?

- a) She burned herself.
- b) She cut herself.
- c) She fell down and hurt herself.

2. What happened to Timmy?

- a) He burned himself.
- b) He cut himself.
- c) He fell down and hurt himself.

3. What happened to the husband?

- a) He burned himself.
- b) He cut himself.
- c) He fell down and hurt himself

The job interview

II. 1. He's interviewing for the position of bank manager.

- True
- False

2. He can type 55 words per minute.

- True
- False

3. He is bilingual.

- True
- False

4. He works at a fast-food restaurant.

- True
- False

5. This was a good interview. He'll get the job.

- True
- False

D. WRITING

APPENDIX G
SKILLS DEVELOPMENT STATISTICS

