GUIDED WORK

ENGLISH REINFORCEMENT CLASSES OF LISTENING, SPEAKING AND GRAMMAR TO ENGLISH AS A FOREING LANGUAGE LEARNERS OF BASIC AND PRE INTERMEDIATE LEVELS FROM CETI-UMSA, 2016.

APPLICANTS:  
NAGHEL MAGGY VALDEZ ALAVE  
MARLENA GABY GUERRA GUTIERREZ

ACADEMIC TUTOR:  
B.A. ROBERTO QUINA MAMANI

INSTITUTION’S TUTOR:  
M.SC. LEIDY IBAÑEZ RODRIGUEZ

LA PAZ – BOLIVIA

2018
DEDICATORY

Naghel:

To my grandmother and grandfather, whose love has never been lacking, to my mother and father, for being always there, and to my brother, for his constructive critics.

Marlena:

To God who strengthens my life. To my father, mother and aunt, for being the light and support of my life, and to Jonas for his unconditional company.
ACKNOWLEDGMENTS

We wish to express special acknowledgements to:

God

Our families,

CETI-UMSA institution,

CETI-UMSA Director: Mgs. Freddy B. Sepúlveda Tapia and

CETI-UMSA Academic Coordinator: Mgs. Leidy Ibáñez Rodríguez,

CETI-UMSA English teacher B.A. Edwin Angola,

CETI-UMSA Kardex responsable Favio Vladimir Cazas Sossi

Our tutor: Professor Roberto Quina Mamani,

Our friend Edgar Guery Quispe Durán,

And all CETI-UMSA students who participated in each module of this project.
# TABLE OF CONTENT

DEDICATORY ..................................................................................................................... 2

ACKNOWLEDGMENTS ....................................................................................................... 3

TABLE OF CONTENT ........................................................................................................ 4

ABSTRACT .......................................................................................................................... 12

INTRODUCTION .................................................................................................................. 13

CHAPTER ONE: INSTITUTIONAL DESCRIPTION ............................................................... 14

1.1. CETI INSTITUTIONAL DESCRIPTION .................................................................. 14

1.2. INSTITUCIONAL AREA AND ADMINISTRATIVE ORGANIZATION .................. 14

1.3. VISION AND MISSION ......................................................................................... 16

1.3.1. VISION ............................................................................................................... 16

1.3.2. MISSION ............................................................................................................ 16

1.4. OBJECTIVES .......................................................................................................... 16

1.4.1. GENERAL OBJECTIVE .................................................................................. 16

1.4.2. SPECIFIC OBJECTIVES ................................................................................ 16

1.5. ENGLISH TEACHING SELF-FINANCED PROGRAM (PAEI) ................................ 17

1.5.1. CURRICULAR ORGANIZATION .................................................................... 17

1.5.2. METHODOLOGICAL STRATEGY ................................................................. 17

1.5.3. GLOBAL COMPETENCES BY LEVELS ......................................................... 17

1.5.4. EVALUATION SYSTEM .................................................................................. 17

1.5.4.1. EVALUATION TOOLS ............................................................................. 17

1.5.4.2. EVALUATION PARAMETERS .................................................................. 17

SUMMARY ......................................................................................................................... 18

CHAPTER TWO: NEEDS ANALYSIS ............................................................................... 19

2.1. SWOT ANALYSIS ..................................................................................................... 19

2.2. INSTRUMENTS USED BEFORE STARTING THE PROJECT: A DIAGNOSIS TEST AND AN INTERVIEW .................................................................................................. 22

2.2.1. DIAGNOSIS TEST ......................................................................................... 22

2.2.2. INTERVIEW ...................................................................................................... 23

2.3. SAMPLE SELECTIONS .......................................................................................... 23

2.3.1. SAMPLE SELECTION FOR THE DIAGNOSIS TEST .................................. 23
2.3.2. SAMPLE SELECTION FOR THE INTERVIEW .............................................. 24
2.4. NEEDS ASSESSMENT .............................................................................. 24
  2.4.1. BASIC LEVELS NEEDS ASSESSMENT AND ARGUMENTATION ....... 24
  2.4.2. PRE INTERMEDIATE LEVELS NEEDS ASSESSMENT AND ARGUMENTATION .......................................................... 27
2.5. CETI’S ENGLISH STUDENTS PROBLEMS ............................................. 30
  2.5.1. PROBLEM IDENTIFICATION .............................................................. 30
  2.5.2. PROBLEM DETERMINATION ............................................................. 30
2.6 OBJECTIVES OF THE PROJECT ............................................................... 31
  2.6.1. GENERAL OBJECTIVE .................................................................... 31
  2.6.2. SPECIFIC OBJECTIVES .................................................................. 32
2.7. FUNDAMENTATION .................................................................................. 32
2.8 BENEFICIARIES ....................................................................................... 33
SUMMARY ...................................................................................................... 34

CHAPTER THREE: INTERVENTION PROPOSAL ............................................. 35
  3.1. BASIC MODULES (1.1, 1.2 AND 1.3) WORK PLAN .............................. 35
    3.1.1. DESCRIPTION .................................................................................. 35
    3.1.2. RATIONALE .................................................................................... 35
    3.1.3. OBJECTIVES ................................................................................... 36
      3.1.3.1. GENERAL OBJECTIVE ............................................................... 36
      3.1.3.2. SPECIFIC OBJECTIVES ............................................................. 36
    3.1.4. COMPETENCES .............................................................................. 37
    3.1.5. WORK METHODOLOGY .................................................................. 37
    3.1.6. EVALUATION SYSTEM ................................................................... 38
    3.1.7. CHRONOGRAM ................................................................................. 40
    3.1.8. CONTENT FOR THE ENGLISH REINFORCEMENT CLASS .............. 40
    3.1.9. BIBLIOGRAPHY .............................................................................. 48
  3.2. PRE INTERMEDIATE WORK PLAN (2.1, 2.2 AND 2.3) ......................... 49
    3.2.1. DESCRIPTION .................................................................................. 49
    3.2.2. RATIONALE .................................................................................... 49
    3.2.3. OBJECTIVES ................................................................................... 50
3.2.3.1. GENERAL OBJECTIVE ........................................................................ 50
3.2.3.2. SPECIFIC OBJECTIVES ................................................................... 50
3.2.4. COMPETENCES ................................................................................... 50
3.2.5. WORK METHODOLOGY ....................................................................... 50
3.2.6. EVALUATION SYSTEM ......................................................................... 51
3.2.7. ACTIVITIES CHRONOGRAM .............................................................. 52
3.2.8. CONTENT FOR THE ENGLISH REINFORCEMENT CLASS .................... 53
3.2.9. BIBLIOGRAPHY .................................................................................. 59

CHAPTER FOUR: THEORETICAL FRAMEWORK ........................................ 60

4.1. CETI’S ENGLISH TEACHING APPROACH ............................................ 60
4.1.1. TASK DEFINITION AND CLASSIFICATION ........................................ 60
4.1.2. TASK BASED LEARNING DEFINITION ............................................ 62
4.2. PROCESS ORIENTED SYLLABUS ......................................................... 63
4.2.1. SYLLABUS DEFINITION .................................................................... 63
4.2.2. SYLLABUS CLASSIFICATION ............................................................ 63
4.2.2.1. PRODUCT ORIENTED SYLLABUS ................................................ 63
4.2.2.1.1. GRAMMATICAL SYLLABUS ...................................................... 64
4.2.2.2. PROCESS ORIENTED SYLLABUS ................................................ 64
4.2.2.2.1. TASK BASED SYLLABUS ......................................................... 64
4.2.2.2.2. SKILL BASED SYLLABUS ......................................................... 64
4.2.3. SYLLABUS USED IN THIS PROJECT: PROCESS ORIENTED SYLLABUS ..... 64
4.3. INTERVENTED AREAS AT CETI-UMSA INSTITUTION: LISTENING, SPEAKING AND GRAMMAR ........................................................................................................ 65
4.3.1. LISTENING ......................................................................................... 65
4.3.2. SPEAKING .......................................................................................... 67
4.3.3. GRAMMAR ........................................................................................ 70
4.3.4. COMMON EUROPEAN FRAMEWORK OF REFERENCE OF LANGUAGES: LEARNING, TEACHING AND ASSESSMENT ................................................................. 72

SUMMARY ..................................................................................................... 77

CHAPTER FIVE: PROPOSAL IMPLEMENTATION ........................................ 79

5.1. TYPE OF RESEARCH USED IN THE PRESENT PROJECT: INTERVENTIONIST 79
5.2. HOW PROCESS ORIENTED SYLLABUS WAS USED IN THIS PROJECT........ 79
5.3. DATA COLLECTION .................................................................................. 79
5.4. STUDENTS’ PROBLEMS IDENTIFICATION AND ORGANIZATION......... 79
5.5. LESSON PLANS ELABORATION ................................................................. 80
5.6. PROCESS ORIENTED SYLLABUS EXPERIENCE ..................................... 80
5.7. DIFFICULTIES IDENTIFIED DURING THE PROCESS ORIENTED SYLLABUS APPLICATION .............................................................. 81
  5.7.1. FROM THE STUDENTS’ SIDE.......................................................... 81
  5.7.2. FROM THE TEACHER’S SIDE ......................................................... 82
  5.7.3. FROM THE INSTITUTION’S SIDE ..................................................... 82
5.8. SAMPLE SELECTION .............................................................................. 82
5.9. QUANTITATIVE PARADIGM .................................................................. 84
  5.9.1. QUANTITATIVE PARADIGM DEFINITION FOR THE PRESENT PROJECT .... 84
5.10. FULFILLMENT INDICATORS .................................................................. 84
5.11. LISTENING SUBINDICATORS ............................................................... 85
  5.11.1. BASIC LEVELS .............................................................................. 85
  5.11.2. PRE INTERMEDIATE LEVELS ..................................................... 85
5.12. SPEAKING SUBINDICATORS ............................................................... 86
  5.12.1. BASIC LEVELS .............................................................................. 86
  5.12.2. PRE INTERMEDIATE LEVELS ..................................................... 88
5.13. GRAMMAR SUBINDICATORS .............................................................. 91
  5.13.1. BASIC LEVELS .............................................................................. 91
  5.13.2. PRE INTERMEDIATE LEVELS ..................................................... 93
5.14. TYPE OF INSTRUMENT USED AT THE BEGINNING AND AT THE END OF EACH MODULE .................................................................................. 95
  5.14.1. LISTENING TEST .......................................................................... 95
  5.14.2. SPEAKING TEST ........................................................................... 95
  5.14.3. GRAMMAR TEST .......................................................................... 96
5.15. OBJECTIVE OF THE INSTRUMENT ....................................................... 96
5.16. CONTRASTIVE PROCEDURE TO EVALUATE THE COLLECTED RESULTS... 97
SUMMARY ........................................................................................................ 97
CHAPTER SIX: INTERPRETATION AND ANALYSIS OF DATA COLLECTION .... 98

6.1. MODULE 1 ............................................................................................................. 99

6.1.1. MODULE 1A (From March 29th to April 19th) ................................................. 99

6.1.1.1. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF THE BASIC LEVELS ........................................................................................................... 99

6.1.1.1.1. LISTENING ........................................................................................................ 99

6.1.1.1.2. SPEAKING ....................................................................................................... 100

6.1.1.1.3. GRAMMAR ................................................................................................... 100

6.1.1.2. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF PRE INTERMEDIATE LEVELS ........................................................................... 101

6.1.1.2.1. LISTENING ........................................................................................................ 101

6.1.1.2.2. SPEAKING ....................................................................................................... 101

6.1.1.2.3. GRAMMAR ................................................................................................... 102

6.1.2. MODULE 1B (From April 4th to May 6th) ......................................................... 103

6.1.2.1. CONTRASTIVE ANALYSIS FROM DATA COLLECTION ON BASIC LEVELS103

6.1.2.1.1. LISTENING ........................................................................................................ 103

6.1.2.1.2. SPEAKING ....................................................................................................... 103

6.1.2.1.3. GRAMMAR ................................................................................................... 104

6.1.2.2. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF PRE INTERMEDIATE LEVELS ........................................................................... 104

6.1.2.2.1. LISTENING ........................................................................................................ 104

6.1.2.2.2. SPEAKING ....................................................................................................... 105

6.1.2.2.3. GRAMMAR ................................................................................................... 105

6.2. MODULE 2 (From May 16th to June 10th) ............................................................ 106

6.2.1. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF BASIC LEVELS106

6.2.1.1. LISTENING ........................................................................................................ 106

6.2.1.2. SPEAKING ....................................................................................................... 106

6.2.1.3. GRAMMAR ................................................................................................... 107

6.2.2. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF PRE INTERMEDIATE LEVELS ........................................................................... 107

6.2.2.1. LISTENING ........................................................................................................ 107

6.2.2.2. SPEAKING ....................................................................................................... 108
APPENDIX A - CETI UMSA CURRICULUM
APPENDIX B - BASIC AND PRE INTERMEDIATE LEVELS DIAGNOSIS
APPENDIX C - BASIC AND PRE INTERMEDIATE LEVELS SUPPLEMENTARY MATERIALS
APPENDIX D - LESSON PLANS SAMPLES
APPENDIX E - BASIC LEVEL HANDOUTS
APPENDIX F - PRE INTERMEDIATE LEVEL HANDOUTS
APPENDIX G - BASIC AND PRE INTERMEDIATE LEVELS HANDOUTS
APPENDIX H - REGISTERED STUDENTS AT THE FOUR MODULES
APPENDIX I - TESTS
ABSTRACT
Communicating in a foreign language implies to develop important skills (listening, speaking, reading and writing) and the sub skill grammar. All of them integrated and practiced on a holistic form guaranty learners to be able to understand and transmit their thoughts in a target language. The present guided work is about the English reinforcement classes of listening, speaking and grammar with basic and pre intermediate levels done inside CETI-UMSA institution in 2016. First, a SWOT and a needs analysis were carried out. It was identified that, because of the large number of students in each class and the short time of each module, teachers are not able to take time to reinforce determined English language issues with those students who face difficulties in their learning process. Thus a needs analysis was applied in order to know the specific learning needs where listening, speaking and grammar areas were the most demanded to reinforce. Second, in order to meet those needs, Interventionist Research and Process Oriented Syllabus were applied which allowed having an entire view of students’ weakness in their English learning process. This reinforcement course was carried out in four stages; in each one a comparison was enacted between the results obtained before and after the intervention and the results of Process Oriented Syllabus application. The results of this project demonstrate that this reinforcement course was successful through the implementation of guidance, theory, practice and dynamic activities to learners in order to overcome their difficulties in listening, speaking and grammar. The Process Oriented Syllabus allowed having a broad understanding of learners’doubts and needs. This study recommends its implementation in English language courses as a key for teachers who are interested in understanding their students’ doubts and needs.

Key words: reinforcement classes, listening, speaking, grammar, interventionist research, Process Oriented Syllabus.
INTRODUCTION
The present project is divided into eight sections: first, the CETI-UMSA institutional description; second, the identification of the main problems learners faced when learning English at CETI-UMSA; third, as a result of the needs analysis the interventional proposal and the methodological aspects for this project; fourth, a theoretical framework that supports the present project; fifth, the proposal implementation; sixth, its interpretation and analysis of data collection; seventh, impact of the project; finally, the conclusions and recommendations based on the English teaching experience at the institution in 2016.
In the first part of this interventionist research, an institutional description was necessary in order to have a background from the place where the project took place, at the same time, a diagnosis test and an interview were taken to identify the main learning skills and sub skills problems for basic and pre intermediate students. For that purpose, the diagnosis test consisted on a simple questionnaire of seven questions with some open parts so learners could write what they wanted to. The interview was closed because some questions were relevant for this purpose. All these instruments helped to identify the main problems students’ faced when they were learning English. Once obtained the most required areas which were listening, speaking and grammar, a proposal was elaborated based on the theoretical framework. This part of the present work contains essential theoretical information which helped researchers to prepare the proposal implementation.
The proposal implementation implies lesson plans, a syllabus and supplementary materials which were created in order to help learners to overcome listening, speaking and grammar problems. As a result, this project consisted on English reinforcement classes on these areas for basic and pre intermediate levels. On the other hand, in order to see the effectiveness of the present Guided Work, a written and an oral test were used as instruments for each level. Those instruments were used at the beginning and at the end of each module in order to measure their level of English language knowledge before and after the English reinforcement courses. Besides that, a Process Oriented Syllabus was also implemented after each class in order to gather constant information about learners’ main problems in the areas of listening, speaking and grammar. Based on that information, more lessons plans and supplementary materials were created and gathered to help learners to overcome those problems inside classrooms. Therefore, the general and specific objectives from the present project were accomplished successfully as it can be seen in the part of conclusions and recommendations of this project.
CHAPTER ONE: INSTITUTIONAL DESCRIPTION

1.1. CETI INSTITUTIONAL DESCRIPTION

In 1993 the Department of Linguistics and Language, based on its large experience in teaching and translating languages, decides to restructure this process and creates the Language Teaching and Translation Center (CETI), for students to specialize in languages learning, besides giving services in language teaching and translations to the students community.

With CETI creation, the Study Plan of the Department of Linguistics and Language comes out, along with the languages to be taught including levels that become simple requirements for the fifth semester in each mention. However, in 1999, by resolution of the Department’s academic working days, it is decided to restore languages as branch subjects of the basic Studies Plan. In this way, CETI becomes a language teaching and translation center. Since then, it is an academic institution which gives services to the different departments and faculties of Mayor de San Andres University (UMSA).

In 2001 the Self-financed courses program is created with the purpose of meeting the needs of the University students and society by lending services to Mayor de San Andres University students in general, high school students, private and public institutions. The students’ languages-learning demand increased in less than a year. However, since its creation, CETI did not count with an infrastructure of its own and the teaching was given in loaned classrooms of the Faculty of Technology, Agronomy, Psychology and the Department of Linguistics and Languages itself. They provided classrooms at incompatible schedules with subjects given in those departments at the same time. Fortunately this situation was overcome and now CETI-UMSA owns classrooms in a building.

CETI-UMSA relevant information will be presented:

1.2. INSTITUCIONAL AREA AND ADMINISTRATIVE ORGANIZATION

The English Teaching Self-financed Program (PAEI) of the Language Teaching and Translation Center (CETI) belongs to the Department of Linguistics and Languages. It has been working since 2004 by offering English courses in several levels (basic, intermediate and advanced). This program was originally designed by Ms. Virginia Nina, B.A., teacher of the Department of Linguistics and Languages, and it has the approval of the corresponding instances.
The PAEI is administered, in academicals and administrative issues, by CETI direction, which coordinates and norms their activities with the Department Council and Department Direction. CETI’s maximum authority is the Principal who, at the same time, organizes and coordinates all academicals aspects with the academic coordinator who is in direct contact with the teachers for academicals issues. The administrative aspect is coordinated between the Direction and CETI. It can be seen in the following diagram the administrative CETI’s structure.
1.3. VISION AND MISSION

1.3.1. VISION
CETI wants to be an academic leader by lending foreign and native languages teaching and translation services to university students, high school students, private and public institutions by applying innovated methods and translation tools which provide competent professionals of better opportunities for developing efficiently to the needs of Bolivian society.¹

1.3.2. MISSION
CETI is an academic unit that lends language teaching and translation services in foreign and native languages with ample trajectory in forming university students, other students and professionals whose training includes skills’ development in communication and translation by applying innovated methods, all this is done by practicing solid moral values which allow learning with excellence.²

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE
The Language Teaching and Translation Center (CETI) has its main goal in providing services in native and foreign language teaching, besides being the Mayor de San Andres University’s official translator in documents whether written in native or foreign language and vice versa.³

1.4.2. SPECIFIC OBJECTIVES
a) To teach native languages (Aymara and Quechua) to Mayor de San Andres University’s academic institutions which have learning a native language as a requirement, within UMSA’s budget.⁴

b) To teach English as a foreign language to UMSA’s academic institutions which have learning English as a foreign language as a requirement, within UMSA’s budget.⁵

¹Translated into English from CETI-UMSA Self-Financed Program.
²Ibid.
³Ibid.
⁴Ibid.
⁵Ibid.
c) To teach native and foreign languages to the university community and non-university community under the Self-financed course program.\textsuperscript{6}

d) To attend to the translation of academic documents and research papers made in UMSA’s academic units and external academic units.\textsuperscript{7}

1.5. ENGLISH TEACHING SELF-FINANCED PROGRAM (PAEI)

1.5.1. CURRICULAR ORGANIZATION

Self-financed program curricular structure is organized in eighteen courses (see appendix 1).

The English self-financed courses program implements in 6 levels: Basic, Superior Basic, Intermediate, Superior Intermediate, Advanced I and Advanced II under determined characteristics (see appendix 2).

1.5.2. METHODOLOGICAL STRATEGY

CETI-UMSA uses Task Based Learning approach which was born from Communicative Language Teaching approach.

1.5.3. GLOBAL COMPETENCES BY LEVELS

Establishment of competences in the Self-financed program takes as a reference European Common Standards for English teaching. Self-financed program pretends to reach international standards in language teaching in order to obtain international recognition (see appendix 3).

1.5.4. EVALUATION SYSTEM

The Self-financed program establishes its evaluation system based on these evaluation tools and parameters:

1.5.4.1. EVALUATION TOOLS

The evaluation tools are: observation, recording, folders, comparison list, objective proofs, participation, exhibitions, etc.

1.5.4.2. EVALUATION PARAMETERS

a) Needs help: It means the student needs help in order to reach the established performance in the chart/indicator.\textsuperscript{8}

\textsuperscript{6}Ibíd.
\textsuperscript{7}Ibíd.
\textsuperscript{8}Ibíd.
b) Satisfactory: It means the student has achieved *satisfactorily* the established performance in the chart/indicator.9

**SUMMARY**

In this chapter a description about CETI-UMSA was developed taking into account its historical background, institutional administration, mission, vision, general objective and specific objectives. The most important program that CETI-UMSA carries out is the English Teaching Self-financed program whose curricular organization is based on eighteen courses. The methodological strategy used at the English courses is Task Based Learning. The establishment of competences is based on the European Common Framework standards. Finally, the evaluation system is based on specific evaluation parameters and tools.
CHAPTER TWO: NEEDS ANALYSIS

2.1. SWOT ANALYSIS

SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis has the purpose to identify the main problems that the institution faces. In the development of this analysis was considered the institution’s teaching resources, students’ opinions and the perception of the researchers. The structure of this analysis takes into account inner and external factors which allow having an integral view of the institution needs. The results of this analysis are the following:

**Strengths**

- English teaching by bachelors in linguistics and languages specialized in English area.
- To own one place where all the classrooms are in (infrastructure).
- Students and teachers have lectures and speeches by experts in different areas.
- The institution has the Martin Lutter King scholarship.
- CETI-UMSA institution has an agreement with US embassy.
- The tuition is cheaper compare with other institutions, especially for UMSA students.
- CETI-UMSA uses a modern teaching technique which is the Task Based Learning that is inside the communicative language teaching approach.
- The institution works based on the European Common Framework which keeps it on international standards.
- It helps to Bolivian community with the translation services of any type of documents.
- It offers also Aymara, French, German and Chinese courses when there is enough demand.
Weaknesses

- It does not have enough space for all the students. Especially at the beginning of the year because the amount of students that want to learn English represents a huge quantity number.

- Because of the large number of students and the short time to cover the content in a module, teachers are not able to reinforce determined aspects with those weak students that face problems in their English language learning process.

- The number and quality of the equipment is very low. There are not enough radios for all the classrooms and some of them do not work.

  There is a few quantity of TVs even some of them are out of service because either they are bad or there are not enough cables for using them.

- There is not a study room with books or any other materials such as CDs, books, magazines and so on, for helping students to improve their level of English.

- There is a necessity for some courses (up to 30 number of students in a classroom and in one course) to be divided in order to give them an excellent quality of education.

- Because of the high students numbers for one schedule or course, more teachers should be hired to work, either temporary or for the hole year.

- The classrooms are not pedagogically designed so they do not allow teachers to monitor students’ work. They are not big enough for more than fifteen students.

- The registration time is not respected. Some students attended their classes when the courses have already started. Besides that, this fact gives teachers more stress because they have the responsibility to label the students with the rest of learners that have started the course on time.

- There is not equipment of high technology available for students in order to practice English language. The same as for teachers.

- There are not any security cameras or security guard.
- The academic direction is temporary. It means that the person who in charged to manage the institution does not have the opportunity to consolidate an unique and useful system to administrate the whole institution. Besides that, there is not a continuous work assessment based on that unique and useful administrative system because the academic directors are changed for time to time.

Opportunities

- CETI-UMSA has the opportunity to give specialized courses to post-graduated people which other institutions do not offer or do not have.

- Its location is closer to monoblock which allows San Andres University students to take English courses. Since it is part of the downtown in the city, it is also closer for people who do not belong to San Andrés University community.

- It depends on Linguistics and Languages Department from UMSA, it offers language courses to students from UMSA and other institutions such as CEPIES, UPRI, etc.

Warnings

- There is a high competence regarding English courses in La Paz city, Bolivia. Some of them are more prestigious or offer cheaper prices compared to CETI-UMSA. Other institutions, offer neither prestigious nor quality education, but offer comfortable atmosphere to the students so they will not leave those institutions.

Based on this analysis it is determined that the most important problem that this institution faces is the large number of students and the short time to cover the content in a module that makes teachers not being able to reinforce determined aspects with those weak students that face problems in their English as a foreign language learning process. This factor makes students miss the mark, feel frustrated and as a consequence abandon the courses. The institution has realized the existence of this problem but it did not take any action in order to overcome it. Thus the implementation of reinforcement courses constitute an effective way to help those weak students in order to clarify their doubts and make them realize that any difficulty can be overcome with work and persistence. If the institution does not take any action in order to resolve this problem, most of the students will not continue studying English at the institution or, even if they continue studying,
their basis will not be strong enough to build up more elaborated language structures. So these reinforcement courses need to be implemented in basic and pre intermediate levels because as soon as the English language learning problems are detected in these stages, learners are able to overcome them easily and clarify their doubts in order to not pass them to higher stages where they will be confused with other more complex language structures.

Once this problem was identified after the SWOT analysis, it was necessary to take a diagnosis test in order to ask basic and pre intermediate learners about their English language learning perspectives, learning activities that they have in their classes and the skills in which they have difficulties.

2.2. INSTRUMENTS USED BEFORE STARTING THE PROJECT: A DIAGNOSIS TEST AND AN INTERVIEW

2.2.1. DIAGNOSIS TEST

In the words of Tintaya, the application of tests is a research technique in order to determine and register specific information. There are two types of tests: projective and metric. The last ones are designed in order to measure variables (processes) in quantitative terms in order to describe and classify them (Tintaya, 2014, p. 286). Thus, this project used a metric test in order to know the most frequent problems students had to face in the English language learning process. The diagnosis test was used before starting the project and it consisted on a simple questionnaire with seven questions. At the beginning of the diagnosis test the following information was required: age, sex and course. Determined questions and different options were given to the learners (see appendix 4), and the diagnosis results were represented in graphics, (see appendix 5A [basic levels] and appendix 5B [pre intermediate levels]).

The diagnosis test had the objective to identify the main problems basic and pre intermediate students faced when learning English. Most of the problems mentioned in the diagnosis test were proposed by the researchers; in that case, some parts of the questionnaire were left in blank to have pupils complete them with their own information and suggestions. As it can be inferred, the results might be directed somehow because of the given options, for this reason, an extra instrument (the
interview) was used with the same objective as the diagnosis test: to identify the main problems basic and pre intermediate students faced when learning English.

2.2.2. INTERVIEW
Interview, according to Kahn and Cannell (quoted by Marshall and Rossmann), is a conversation with the purpose and objective to obtain information about a topic (Marshall & Rossman, 1999, p. 108). This instrument was used in order to contrast with the diagnosis test in order to identify the main problems students faced and face on their English learning process. This also gave validity and trust to the diagnosis part of the present project.

The interview was individual and consisted from one to three or more questions because there were some students who did not clearly expressed their problem; that is why, in some cases, more than one question was required (See appendix 6A [basic levels] and appendix 6B [pre intermediate levels]).

The interview was used with the same objective as the previous instrument. The relevance of using this instrument was for students to express freely their main problems without being directed by given options. Another fact was that pupils felt comfortable using their own language when expressing themselves. In addition, extra information and extra suggestions were given by students who participated in the interview.

2.3. SAMPLE SELECTIONS

2.3.1. SAMPLE SELECTION FOR THE DIAGNOSIS TEST
There was no update information available related to the number of CETI-UMSA basic and pre intermediate students registered, so all basic and pre intermediate courses whose teachers let them participate on this diagnosis test, participated; learners who did not participate were the ones whose teachers did not allow the researchers the access to their classroom for different reasons. As a result, students from the morning, afternoon and evening schedules took the diagnosis test and some volunteers gave an interview. The total number of pupils who were part of this section of the project was 311 from basic levels and 71 from pre intermediate levels.
2.3.2. SAMPLE SELECTION FOR THE INTERVIEW
Since at CETI-UMSA institution there was no specific information related to the number of their basic and pre intermediate students registered, none probabilistic sample was used. It means that the researchers went to the institution and basic and pre intermediate levels were available for taking the diagnosis test and the interview were considered for the present needs analysis. In total, a number of ten basic and ten pre intermediate students participated as volunteers without being pushed by anyone.

2.4. NEEDS ASSESSMENT
At Language Teaching and Translation Center (CETI-UMSA) two diagnoses were made regarding the problems that students have in their English language learning as a foreign language. The first diagnosis consisted of a seven item questionnaire applied to 311 students who belonged to level 1 (1.1,1.2,1.3) and 71 students from level 2 (2.1,2.2,2.3) and the second diagnosis consisted of an interview made at random to ten students from basic levels and ten from pre intermediate levels.

2.4.1. BASIC LEVELS NEEDS ASSESSMENT AND ARGUMENTATION
The questionnaire yielded the following results:

- Question one said that if they thought that learning English gave better opportunities to: obtain a job with a 6.70 %, scholarships 3.20 %, resume 3.20 %, due to travel abroad was left with 2.30 %; all previous earned a 82.90 percent and in the other option students wrote the following: professional studies, professional actualization, business and to get better opportunities in the future; these results showed that option “e” obtained the majority, which meant that most of the students of the institution thought of English as an important language for getting a job, scholarships, resume and traveling abroad.

- The second question asked which of the skills were more useful in their studies or career. The following results were obtained: Reading with 11.90 %, Writing with 2.90 %, Listening with 4.80 %, Speaking with 14.50 % and the All option with 65.90 %; these results demonstrated that all the skills were important for them, specially speaking.

- In question number three, students were asked to identify on which of those skills they had difficulty in learning English. The following results were obtained: Reading with 2.60 %,
Writing with 10.90 %, Listening with 30.20 %, Speaking with 22.80 %, Grammar with 24.70 %, and Vocabulary with 8.70 %. These results showed that students had more difficulties, first of all, in listening, secondly grammar and the last one speaking. This meant that the project was to be focused more on these aspects than any others.

- In question number four, students had to mark why they considered they had those problems. The following results were found: the content was not clear with 7.70 %; words were not understandable with a percentage of 29.90; little practice time in classes with 24.10 %; they did not have the opportunity to participate in classes with 2.20 %; and “other” 36 % brought the following responses: more than the half percent suggested that lack of practice was the main problem students faced; grammar was not left on one side, most students had problems at the moment of structuring sentences and this was reflected in both speaking and writing problems; lack of vocabulary was a third problem mentioned by students; followed by lack of listening comprehension problems; inside speaking, pronunciation was another problem detected by students, a comment related to this was written such as: nervousness at the moment of speaking; followed by the lack of opportunities to participate in class; lack of personal time and finally suggestions such as to use English rap in classroom was given by a student.

- In question number five, students had to choose two options on the activities they would like to perform in classes: the option of conversations obtained 17.40 %; the option for grammar exercises 11.7 %; group dynamics 12.90 %; to listen to music in English 25.80 %; English audiovisual with 21.40 %; and performance with 8.70 %; "Other" with 2 percent obtained the following suggestions: conversation clubs for practicing speaking, to practice outside the classroom, for example at home, guided touristic visits was also suggested. The most voted was to listen to music in English; the second was to have English audiovisual material in class and the third one, was conversations. It could be inferred that students really wanted all type of audiovisual materials including music and a lot of conversation practice inside the classrooms.

- In question number six about whether they would like to improve and refine or specialize in the area in which they have difficulty, all students without exception responded with a
resounding yes obtaining a percentage of 100 percent. These meant students were eager to receive some help in order to overcome the different problems they had.

- Finally, question seven gave the following results in relation to time availability on which they could take the reinforcement classes to improve in the areas they had problems: availability in the morning with 22.20%; afternoons with a result of 34.70% and evenings with a total of 43.1%. This meant that the majority of the students might have wanted to have an English reinforcement class at night, followed by the afternoon and to finish it in the morning.

The second diagnosis consisted of an interview carried out to ten basic students chosen at random; some examples of the data collected were: (Questions and answers are given in Spanish)

- Female 22 years old Level 1.1

La dificultad que encuentro más que todo es entender lo que hablan en inglés porque lo hacen rápido. Como estamos en el nivel 1 el teacher lo hace lento, pero una vez trajeron a dos personas que eran extranjeras y empezaron a hablarnos un poquito y no llegamos a entender rápido y eso por falta de práctica además de hablar constantemente.

- Male 21 years old Level 1.1

El problema para mí es el speaking, tratar de conversar fluidamente. Entiendo que estamos en un nivel inicial, pero aparte de aprender un idioma, también hablarlo y que se comprenda más que todo gramáticamente también. Veo que el speaking concentra todo la gramática, el vocabulario, entonces sí sería aplicarlo y tratar de dar un poco más de énfasis, tal vez con tarea de audio, que ahora hay una mayor facilidad con las redes sociales, los programas y las aplicaciones. Nos podrían dar una tarea donde nosotros podríamos grabarnos y ahí ver cuáles son nuestros errores y la pronunciación.

- Female 16 years old Level 1.2

¿Qué problemas tienes en tu aprendizaje de inglés ¿tienes más problemas en listening, reading, grammar, speaking, writing?
Mi mayor problema es con el speaking ya que no puedo formular conversaciones largas y siempre me equivoco en eso.

- Male 19 years old       Level 1.2

¿Qué problemas tienes en tu aprendizaje de inglés? ¿Tienes más problemas en listening, reading, grammar, speaking, writing?

Tengo problemas en el listening, porque el tiempo que se escucha en clases no es el adecuado, necesito escuchar más y practicar más.

As it can be seen, one of the major problems most students mentioned is listening, followed by speaking and finally grammar.

2.4.2. PRE INTERMEDIATE LEVELS NEEDS ASSESSMENT AND ARGUMENTATION

In pre intermediate levels, a written diagnosis was applied to students and it gave the following results:

- The first question asked was if learning English gave better opportunities to: obtain a job with 21.10 %, scholarships 8.40 %, resume with 0 %, travel abroad 4.20 %, all of the answers at the same time 66.20 %, and in other option there were no written suggestions. These results showed that English-learning for students was important in different areas of their lives and allowed them to obtain better opportunities.

- Question two asked which of the skills were more useful in their studies or career, the following data was acquired: Reading 11.30 %, Writing 1.4 %, Listening 8.40 %, Speaking 23.90 %, Grammar 54.90 % and Vocabulary 0 %. These results showed that grammar was mainly important and useful in their studies and careers.

- In question number three, students were asked to identify the skills they had difficulty with in English learning: Reading 2.80 %, Writing 11.30 %, Listening 36.60 %, Speaking 23.90 %, Grammar 16.90 % and Vocabulary 8.4 %. These results showed that students had more difficulties in listening first, second in speaking and then grammar. That was why this project has focused more on these aspects.
- In question number four, students had to mark why they considered they had those problems. The results were the following: the content was not clear 18.30%, words were not understandable obtained 26.70%, little practice time in class 35.20%, and students did not have the opportunity to participate in classes 1.40% and in other 18.3%. The suggestions obtained were that they felt nervous at speaking, for that reason an intensive practice was needed, lack of time for practicing, correct pronunciation difficulty in some words.

- In question number five, students must had scored two options on the activities they would have liked to perform in classes: conversations 20.3%, grammar exercises 15.50%, group dynamics 11.4%, listening to music in English 23.5%, watching videos in English 22.7%, performance 22.7% and other 0%. Listening to music was the favorite one of most students, secondly was audiovisuals in English and finally conversations in classroom.

- In question number six, students were asked if they would have liked to refine and improve in the area they had difficulties with, a resounding one hundred percent answered yes. This showed that students were interested in improving their weaknesses.

- Finally, question seven asked about the time availability for participating in reinforcement courses. It was obtained 5.60% in the morning, availability in the afternoon 28.20% and availability in the evening acquired the 66.20%. This showed that students had more time at night to take reinforcement courses, followed by the afternoon and a less percent had disposition in the morning.

Secondly, a personal interview was applied to ten pre intermediate students chosen at random.

- Female 21 years old Level 2.1
  ¿Qué problemas tienes en tu aprendizaje de inglés?, ¿tienes más problemas en listening, reading, grammar, speaking, writing?
  En el speaking, me confundo mucho y a veces me quedo sin palabras para expresarme y los tiempos.
  ¿Por qué crees que tienes estos problemas?
Yo creo que es por la falta de práctica, porque yo creo que deberíamos hacer más conversaciones y también actuar. En el nivel 1.1 actuamos bastante y se me quedaron todas las lecciones.

¿Algunas sugerencias que tengas para mejorar eso?
Que sea más dinámico, que haya ferias de inglés.

- Male  23 years old          Level 2.1
¿Qué problemas tienes en tu aprendizaje de inglés?
Mi deficiencia en el aprendizaje es en la conversación porque muy a menudo hay el miedo a participar en frente del curso y el temor a equivocarse.
¿Por qué crees que tienes éste problema?
Falta de práctica, de estar conversando siempre en inglés porque siempre estoy hablando en español y solo aquí vengo y hablo inglés.
¿Qué le sugerirías a la institución para mejorar estas dificultades?
Tal vez hablar con personas en inglés más seguido. Sería bueno clubes de conversación para poder hablar más naturalmente.

- Male 21 years old          Level 2.2
¿Qué problemas tienes en tu aprendizaje del idioma inglés?
Mi mayor problema es el vocabulario.
¿Cómo se podría solucionar este problema?
Incluyendo nuevas palabras al aprender y que el teacher nos incentive a utilizarlas más.
¿Qué sugerencias tienes para la institución?
Lo que más me serviría sería que haya un curso especial donde pueda practicar más mi speaking, hablando con otros de mis compañeros del mismo nivel, eso me ayudaría a mejorar mi vocabulario tanto aprendiendo yo de ellos, como ellos enseñándome nuevas palabras.

- Male  26 years old          Level 2.3
¿Qué problemas tienes en tu aprendizaje del idioma inglés?
Sobre todo tengo problemas en listening y también en el speaking.
¿Por qué crees que tienes esos problemas?
Porque practico muy poco, solamente una hora y media al día. Me gustaría practicar más, hablar más en inglés, escuchar música en inglés, que me gusta mucho pero más me gustaría charlar con otra persona.

¿Qué sugerencias le darías a la institución para solucionar estos problemas?
Yo pienso que debería haber una biblioteca, un espacio para los estudiantes donde podamos ir y sacar libros o escuchar audios o conversar con alguien.

These interviews showed the necessity of overcoming listening and speaking problems mainly, followed by grammar (see appendix 6A [basic levels] and appendix 6B [pre intermediate levels]).

2.5. CETI'S ENGLISH STUDENTS PROBLEMS

2.5.1. PROBLEM IDENTIFICATION
The identified problems for learning in basic levels (1.1, 1.2, and 1.3) and pre intermediate levels (2.1, 2.2, and 2.3) were: listening, speaking and grammar.

2.5.2. PROBLEM DETERMINATION

It is important for students to be conscious of the problems and limitations they have at basic and pre intermediate levels because it allows them not to pass their weaknesses to superior stages and to build up a consistent basis. On this way, based on these results, this proposal aims to help these students to overcome the listening, speaking and grammar problems they have in the process of English language learning.

First, listening is a skill through which learners familiarize with the “target language” pronunciation. Listening problems arise at the moment of having a conversation, listening to news, songs, etc. It is important to know the words’ meanings and what speakers mean by using determined words regarding to their intentions. Also, it is important to recognize the intonation and pronunciation of words in order to have a better comprehension of the message and to reply on an appropriate way.

Speaking is a skill which measures the amount of knowledge that a learner has about grammar and vocabulary. It is the vehicle through which social interaction takes place and more language is
learnt. One of the frequent problems is pronunciation. English words pronunciation can be difficult, and when speaking English, you have to consider not only the pronunciation of the individual words, but also the connection between the words in a sentence. There is also the “rhythm” and “intonation” of the sentence to consider, and sometimes the mouth gets confused. Producing an utterance means putting it together at many levels, including syntactic, lexical, and phonological. Phonology alone (as in minimal pair exercises) is an unrealistic task if the end goal is the ability to participate actively in meaningful conversations. Thus, students have to be able to make decisions about communication and create freely their own utterances.

Grammar constitutes the knowledge of language’s structure. It is an important area of English language learning because it is concerned with the development of all the skills. Grammar mistakes are observable at the moment of speaking the targeted language. Sometimes students are aware of the wrong sentences or grammar aspects which were not considered before speaking, and once they are said to someone, they were already used. However, most of the time, learners are not aware of this fact due to, when using the language, communicating is more important than considering grammar aspects. Regarding to this, it is also important to consider that at speech acts, grammar rules are not always followed straightforward, which makes informal language use to arise.

As it is seen, basic and pre intermediate students identify these three areas as their weaknesses and they are connected. They need to be treated on a holistic way which allows students to overcome integrally their problems.

2.6 OBJECTIVES OF THE PROJECT

Based on the learners’ difficulties identified, the objectives of the present project are stated.

2.6.1. GENERAL OBJECTIVE

To strengthen students’ knowledge in the areas of listening, speaking and grammar through the implementation of English reinforcement classes for basic levels (1.1, 1.2 and 1.3) at CETI-UMSA.
2.6.2. SPECIFIC OBJECTIVES

- To train learners to overcome Listening, Speaking and Grammar problems that they had.
- To reinforce English knowledge of students by giving them theory and extra practice of each skill (listening and speaking) and sub skill (grammar).
- To promote active learning in an English classroom through dynamic activities based on Task Based Learning approach.

2.7. FUNDAMENTATION

Learning a foreign language involves developing the four skills: listening, speaking, reading and writing in order to communicate appropriately and effectively with the interlocutors. To develop a qualified competence in each skill takes time and requires practice and patience to overcome the different problems that arise as the complexity in each level implicates improving new abilities. Similar importance have sub skills in grammar and vocabulary which allow students first, to recognize the utterances’ structures and second, to identify and practice the foreign language’s lexicon which let them a better understanding of pieces of reading and listening and participate actively in oral and written speeches. The data collection showed that CETI-UMSA English learners from basic and pre intermediate levels had problems on the skills of listening and speaking and the sub skill, grammar. As a consequence, the present project had the aim to help basic and pre intermediate students to overcome the listening, speaking and grammar problems they had.

Related to theory, Interventionist Research from Porfidio Tintaya was the theoretical basis; Process Oriented Syllabus and Quantitative Paradigm were used in classroom. In other words, Interventionist Research principles theories were used to intervene inside CETI-UMSA institution. Later, through the elaboration of a syllabus by using Process Oriented Syllabus, the students’ problems were solved in each English reinforcement class. Through Quantitative Paradigm, a contrast was done based on how learners entered at the beginning of each module and how they finished after they had taken the English reinforcement classes. As a result, no more theory was created since the present project is more practical than theoretical.

In the present project, Interventionist Research and Process Oriented Syllabus were the methodological justification for their use. Interventionist research is inside Qualitative Paradigm and it is a practical way to identify and solve a problem in an English classroom. It means that a
teacher can be teaching a well elaborated lesson plan and, at the same time, can be collecting information about the failures his/her students show in order to help them to reinforce later that knowledge by learning theory and practicing in class with the teacher’s help. On this aspect, Quantitative Paradigm was also used in order to gather a support about students’ progress; this was done by taking learners a test at the beginning and at the end of each module in order to contrast and verify whether the problems were solved or not.

Therefore, this project based on the needs assessment applied to students of basic levels (1.1, 1.2, 1.3) and pre intermediate levels (2.1, 2.2, 2.3) had the purpose to help students to overcome listening, speaking and grammar problems which were the most required by them. It was mainly important to avoid these problems at the basic and pre intermediate levels because students can overcome them easily at the first stages of learning so they will not carry them to higher stages where they could be more difficult to overcome. Not to help only learners but also English teachers whose limited class length of time and large number of learners do not give to each student the opportunity to participate in class. This project pretended to help, somehow, all the teachers that work with basic and pre intermediate levels in order to avoid problems now, than face them later. If something was not understood in class, each doubt was explained again and reinforced in the extra class.

2.8 BENEFICIARIES

English CETI-UMSA students were beneficiated from these English reinforcement courses through active participation, linguistic and communicative tasks which were promoted by the responsible in each class in order to help students to overcome listening, speaking and grammar problems. Students who had serious problems and learners who wanted to practice more listening, speaking and grammar attended class. Overall, students from different levels not only basic and pre intermediate, but also higher levels, beneficiated from the English reinforcement class.

English CETI-UMSA teachers were beneficiated indirectly because most of their students reinforced topics which were not deeply developed and practiced in class due to lack of time and the number of students they had. Sometimes, teachers do not have the chance to explain deeply a specific topic because they have too much information to cover with the guide books and workbooks. Moreover, some teachers had more than twenty five students in class, this means that
the opportunity to participate that each student had was really limited because they had only one hour and a half of English class. In addition, teachers who work with more than two courses (almost all teachers from CETI-UMSA do) have to prepare lesson plans and extra material, besides covering the content of the guide book and the workbook for each course. On the whole, English reinforcement class helped teachers with those students who went to the English reinforcement class.

The institution beneficiated students and teachers: learners improved their English proficiency and teachers had less English learning problems on their students. A very good level of English proficiency in students gave the institution a special plus because this would reflect the quality of English education it offers to the public in general. This was the contribution from the present project all along.

**SUMMARY**

In order to know the institutions needs, a SWOT analysis was carried out where it was identified that the large number of students in each class and the short time to cover the content in each module unable teachers to reinforce language content with those weak students that face difficulties in their learning process. It was determined that these reinforcement courses can be appropriate for basic and pre intermediate learners, because as soon as they identify their weaknesses and overcome them, they are able to build up a strong English language basis and not pass these doubts to higher stages where other complex language structures are taught. Thus, a diagnosis test and an interview were the instruments used to gather basic and pre intermediate students’ needs regarding to the areas in which they have problems and the type of activities they do and desire to do in an English language class. Both instruments allowed having a broad view of learners’ needs where, as a result, Listening, Speaking and Grammar where the most demanded areas that students mentioned on which they need to receive reinforcement. Thus, the objectives, fundamentation and beneficiaries of the present project are determined.
CHAPTER THREE: INTERVENTION PROPOSAL

3.1. BASIC MODULES (1.1, 1.2 AND 1.3) WORK PLAN

3.1.1. DESCRIPTION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Bimesters</th>
<th>Length</th>
<th>Programmatic advance</th>
<th>Hours per week</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic level English</td>
<td>II, III and IV</td>
<td>Eight weeks (per bimester)</td>
<td>10 Lessons (without counting extra lessons which were result from the Process Oriented Syllabus)</td>
<td>4 and a half (Some cases were less because of the activity chronogram delivered by the Academic coordinator)</td>
<td>36 Hours (there might be some variations because of the academic activity chronogram)</td>
</tr>
</tbody>
</table>

3.1.2. RATIONALE

Learning a foreign language involves developing the four skills: listening, speaking, reading and writing in order to communicate appropriately and effectively with the interlocutors. To develop a qualified competence in each skill takes time and requires practice and patience to overcome the different problems that arise as the complexity in each level implicates improving new abilities. Similar importance have sub skills in grammar and vocabulary which allow students first, to recognize the utterances’ structures and second, to identify and practice the foreign language’s lexicon which let them a better understanding of pieces of reading and listening and participate actively in oral and written speeches. The data collection showed that CETI-UMSA English learners from basic and pre intermediate levels had problems on the skills of listening and speaking and the sub skill, grammar. As a consequence, the present project has the aim to help basic and pre intermediate students to overcome the listening, speaking and grammar problems they have.

Listening because, inside the classrooms, it is difficult for students to focus only in this aspect since teachers have a determined period of time to teach all topics programmed by the institution and the book used in this. Listening is hard, especially for beginner students, they need more time to get used of it. As a consequence, listening skill was focused in these English reinforcement
courses so students can get used of it (beginner levels) and improve some difficulties (pre intermediate levels).

Speaking, as similar to listening, is a skill which needs to be practiced and this is difficult because of the short time students have in each English class, besides, there is a minimum space for learners to use their English in classes. Therefore, in these English reinforcement classes, students will have the opportunity to practice as much as they will be able to: teacher-students, students-teacher and student-student.

Grammar as a sub skill that is also relevant for learners since it is behind all skills. Each student has the chance to practice inside and out of the English reinforcement class giving good results. Not only the lessons, but also the extra lessons required by students will be explained and practiced by learners.

Related to theory, Interventionist Research from Porfídio Tintaya is the theoretical basis; Process Oriented Syllabus and Quantitative Paradigm will be used in classroom. In other words, Interventionist Research principles theories will be used to intervene inside CETI-UMSA institution. Later, through the elaboration of a syllabus by using Process Oriented Syllabus, the students’ problems will be solved in each English reinforcement class. Through Quantitative Paradigm, a contrast will be done based on how learners enter at the beginning of each module and how they will fiinish after they take the English reinforcement classes. As a result, no more theory will be created since the present project is more practical than theoretical.

3.1.3. OBJECTIVES

3.1.3.1. GENERAL OBJECTIVE
- To develop dynamic classes where basic learners will have the opportunity to overcome their learning difficulties in listening, speaking and grammar.

3.1.3.2. SPECIFIC OBJECTIVES
- To encourage learners’ active participation in the class.
- To carry out different kinds of activities.
- To design meaningful materiales in order to facilitate learners comprehension.
3.1.4. COMPETENCES
The English reinforcement course will enable the students to:

Listening:
- Understand general ideas (listen for the gist).
- Understand specific information (listen for details).

Speaking:
- Pronounce correctly (pronunciation).
- Use correct grammar (accuracy).

Grammar:
- Use grammar structure correctly (accuracy).

3.1.5. WORK METHODOLOGY
The teaching methodology implemented during the reinforcement classes was Task Based Learning which is based on the Communicative Approach and some strategies will be used in order to reach the objectives of the present work plan.

The methodology to be used in this subject is based on:

a) Teacher’s activities: She explains, follows the lessons and explains grammar structure and the main points of the contents of the course and answers the doubts related to the topic that the students have. The teacher prepares the activities to be carried out by the students in order to facilitate their English learning.

b) Student’s activities: They participate in English learning activities during classes, and so they will have to:
   - Participate actively in classes by speaking using the conversation models.
   - Listen to and answer to the exercises based on this activity.
   - Read grammar information and pay attention to the grammar explanations given by the teacher.
   - Writing in order to answer all exercises prepared for each class.
   - Ask questions to clarify their doubts in relation to a specific topic.
3.1.6. EVALUATION SYSTEM

DIAGNOSTIC EVALUATION

Students have to answer some questions in written and oral tests to know their level of knowledge of Basic English. This diagnostic test is over 100 points.

FINAL EXAMINATION

This test will be the same as the diagnostic test. It will be taken again at the end of the course to see the difference before and after the students took the English reinforcement course.

At students’ evaluation will be taken into account quantitative and qualitative aspects which are detailed in the following charts:

Basic level

<table>
<thead>
<tr>
<th>QUANTITATIVE ASPECTS</th>
<th>QUALITATIVE ASPECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First test</strong></td>
<td>Accuracy at using determined grammar structures at listening and speaking.</td>
</tr>
<tr>
<td>Listening</td>
<td>10 questions</td>
</tr>
<tr>
<td>Speaking</td>
<td>10 questions</td>
</tr>
<tr>
<td>Grammar</td>
<td>40 questions</td>
</tr>
<tr>
<td>Total score</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Second test</strong></td>
<td>Students performance</td>
</tr>
<tr>
<td>Listening</td>
<td>10 questions</td>
</tr>
<tr>
<td>Speaking</td>
<td>10 questions</td>
</tr>
<tr>
<td>Grammar</td>
<td>40 questions</td>
</tr>
<tr>
<td>Total score</td>
<td>100 points</td>
</tr>
<tr>
<td>Passing grade</td>
<td>71 points</td>
</tr>
</tbody>
</table>

EVALUATION INDICATORS FOR BASIC LEVELS

LISTENING EVALUATION’S INDICATORS:
- General information
- Specific information
- Listen for details
SPEAKING EVALUATION’S INDICATORS:

- Appropriate: Responds to the question with a reasonable answer.
- Complete: Responds with a suitable amount of details and uses varied vocabulary.
- Fluent: Responds with ease and confidence, response flows smoothly and is not halting.
- Intelligible: Speaks clearly and can understand the message that he/she is trying to communicate.
- Accurate: Response is grammatically correct and uses colloquial expressions appropriately (the colloquial expressions were taught throughout the guide book *Inside Out*).

GRAMMAR EVALUATION’S INDICATORS:

- Simple present tense of verb “to be”
- Demonstratives: singular (this) and plural (those)
- Possessive adjectives
- Simple present tense, third person singular (he, she, it)
- Object pronouns
- Talk about the time, analogical form of the time (It’s a quarter after one)
- Talk about the time, digital form of the time (It is eight forty-one)
- Adverbs of frequency with the simple present tense of verb “to be” (is never)
- Adverbs of frequency with regular an irregular verbs in simple present tense (usually / works)
- Simple past tense: affirmative statements, negative statements, Yes/No questions and information questions
- Present continuous
- Comparative and superlative adjectives
3.1.7. CHRONOGRAM

The chronogram is designed in four modules according to the institution’s disposal which are:

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST MODULE</td>
<td>From March 29 to April 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>From April 4&lt;sup&gt;th&lt;/sup&gt; to May 6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>SECOND MODULE</td>
<td>From May 16 to June 10&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>THIRD MODULE</td>
<td>From June 20 to July 15&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>FOURTH MODULE</td>
<td>From July 26 to August 19&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

3.1.8. CONTENT FOR THE ENGLISH REINFORCEMENT CLASS

A syllabus was elaborated for basic levels, as it can be appreciated in the following pages.
## CONTENT FOR BASIC LEVELS

<table>
<thead>
<tr>
<th>NAME PROJECT</th>
<th>PEDAGOGIC OBJECTIVE</th>
<th>COMPETENCE</th>
<th>METHODOLOGY</th>
<th>CONTENT</th>
<th>RESPONSABLE</th>
<th>TIME</th>
<th>RESOURCES</th>
<th>EXPECTED OUTCOMES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>Greetings and the alphabet¹⁰</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Formal greeting: Good morning, good afternoon, good evening. Informal greetings: Hello, Hi, How’s it going, What’s up.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Audio, Flash cards, Wool ball</td>
<td>Appropriate usage of formal and informal greetings. Correct alphabet spelling. Identify formal and informal greetings.</td>
<td>First test of listening, speaking and grammar.</td>
</tr>
<tr>
<td>2-</td>
<td>Personal Pronouns ¹¹</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Personal Pronouns</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Flash cards, handouts</td>
<td>Appropriate usage of personal pronouns.</td>
<td>First test of listening, speaking and grammar.</td>
</tr>
<tr>
<td>3-</td>
<td>Verb to be simple present tense ¹²</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Numbers from 1 to 100 Personal information.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Magic boards, Video.</td>
<td>Appropriate usage of verb to be simple present tense.</td>
<td>First test of listening, speaking and grammar.</td>
</tr>
</tbody>
</table>

### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

10 In module No. 4 these two topics were separated because of the students’ needs, but the content was the same for each one.

11 This topic emerged from the Process Oriented Syllabus application in module 4.

12 This topic emerged from the Process Oriented Syllabus application in module 1 A.
<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4- Verb <em>to be</em> simple present tense affirmative and negative.</td>
<td>To teach verb <em>to be</em> in simple present affirmative and negative.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Simple present tense verb <em>to be</em> affirmative and negative for personal information: name, occupation, etc.</td>
<td>Teachers and students</td>
<td>1 session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Verb <em>to be</em> Yes/No questions. 13</td>
<td>To teach verb <em>to be</em> in simple present and yes-no questions</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Countries and nationalities. Yes-No questions simple present verb <em>to be</em></td>
<td>Teachers and students</td>
<td>1 session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Possessive adjectives.</td>
<td>Verb <em>to be</em> in present tense affirmative and possessive adjectives. Speaking: Intonation Listening for details and identify American and British accents.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Verb <em>to be</em> and vocabulary of family members.</td>
<td>Teachers and students</td>
<td>1 session</td>
</tr>
</tbody>
</table>

13 This topic emerged from the Process Oriented Syllabus application in module 1A.
7- Possessive adjectives and object pronouns.  
Possessive adjectives and object pronouns.
Listening Speaking
Task Based Learning
Possessive adjectives and object pronouns.
Teachers and students
1 session
Flash cards, handouts.
Appropriate discrimination between possessive adjectives and object pronouns.
First test of listening, speaking and grammar.

8- Demonstrative pronouns, singular and plural nouns.
Singular and plural demonstrative pronouns.
Listening Speaking
Task Based Learning
Singular and plural nouns and demonstrative pronouns.
Teachers and students
1 session
Realia, audio.
Appropriate usage of singular and plural demonstrative pronouns.
First test of listening, speaking and grammar.

9- Verb to have simple present: affirmative and negative.
Verb to have in simple present tense affirmative and negative forms.
Listening Speaking
Task Based Learning
Vocabulary of objects. Verb to have.
Teachers and students
1 session
Realia, flash cards, audio.
Appropriate usage of verb to have in simple present tense affirmative and negative forms.
First test of listening, speaking and grammar.

---

**STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT**

<table>
<thead>
<tr>
<th>8- Demonstrative pronouns, singular and plural nouns.</th>
<th>7- Possessive adjectives and object pronouns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Speaking</td>
<td>Listening Speaking</td>
</tr>
<tr>
<td>Task Based Learning</td>
<td>Task Based Learning</td>
</tr>
<tr>
<td>Possessive adjectives and object pronouns.</td>
<td>Possessive adjectives and object pronouns.</td>
</tr>
<tr>
<td>Teachers and students</td>
<td>Teachers and students</td>
</tr>
<tr>
<td>1 session</td>
<td>1 session</td>
</tr>
<tr>
<td>Flash cards, handouts.</td>
<td>Realia, audio.</td>
</tr>
<tr>
<td>Appropriate discrimination between possessive adjectives and object pronouns.</td>
<td>Appropriate usage of singular and plural demonstrative pronouns.</td>
</tr>
<tr>
<td>First test of listening, speaking and grammar.</td>
<td>First test of listening, speaking and grammar.</td>
</tr>
</tbody>
</table>

---

**STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT**

<table>
<thead>
<tr>
<th>9- Verb to have simple present: affirmative and negative.</th>
<th>8- Demonstrative pronouns, singular and plural nouns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Speaking</td>
<td>Listening Speaking</td>
</tr>
<tr>
<td>Task Based Learning</td>
<td>Task Based Learning</td>
</tr>
<tr>
<td>Vocabulary of objects. Verb to have.</td>
<td>Singular and plural nouns and demonstrative pronouns.</td>
</tr>
<tr>
<td>Teachers and students</td>
<td>Teachers and students</td>
</tr>
<tr>
<td>1 session</td>
<td>1 session</td>
</tr>
<tr>
<td>Realia, flash cards, audio.</td>
<td>Realia, audio.</td>
</tr>
<tr>
<td>Appropriate usage of verb to have in simple present tense affirmative and negative forms.</td>
<td>Appropriate usage of singular and plural demonstrative pronouns.</td>
</tr>
<tr>
<td>First test of listening, speaking and grammar.</td>
<td>First test of listening, speaking and grammar.</td>
</tr>
</tbody>
</table>

---

14 This topic emerged from the Process Oriented Syllabus application in module 4.
15 This topic emerged from the Process Oriented Syllabus application in module 1A.
16 This topic emerged from the Process Oriented Syllabus application in module 1A.
### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

<table>
<thead>
<tr>
<th>10-</th>
<th>Verb to like: affirmative and negative tenses[^17]</th>
<th>Verb to like in simple present tense affirmative and negative forms.</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Verb to like + Vocabulary of food, sports, kind of music.</th>
<th>Teachers and students</th>
<th>1 session</th>
<th>Flashcards, audio.</th>
<th>Appropriate usage of verb to like in simple present affirmative and negative forms.</th>
<th>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-</td>
<td>Negative form of simple present tense verbs</td>
<td>Simple present tense verbs in negative form.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Simple present tense verbs.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Flash cards, audio.</td>
<td>Appropriate usage of simple present tense verbs in negative form.</td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
<tr>
<td>13-</td>
<td>Simple present tense Yes/No questions</td>
<td>Yes/No questions with simple present tense verbs.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Simple present tense.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Flash cards, audio.</td>
<td>Appropriate usage of yes-no questions with simple present tense verbs.</td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
</tbody>
</table>

### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

[^17]: This topic emerged from the Process Oriented Syllabus application in module 1A and 2
<table>
<thead>
<tr>
<th>14-</th>
<th>Simple Present tense information questions</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Use of <em>do</em> and <em>does</em> in questions in simple present tense. Vocabulary of food.</th>
<th>Teachers and students</th>
<th>1 session</th>
<th>Flash cards, audio.</th>
<th>Appropriate usage of simple present tense verbs in information questions.</th>
<th>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-</td>
<td>Simple present tense and frequency adverbs.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Talk about the frequency of actions.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Audio, reading of someone’s frequent activities.</td>
<td>Appropriate usage of frequency adverbs with simple present tense verbs.</td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
<tr>
<td>16-</td>
<td>Simple present tense and frequency adverbs expressions.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Simple present tense and frequency adverbs expressions: once, twice, etc.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Handouts.</td>
<td>Appropriate usage of frequency adverbs expressions with verbs in simple present tense.</td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
<tr>
<td>17-</td>
<td>Prepositions of place: <em>in</em>, <em>at</em>, <em>on</em> for location 18</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>To identify different locations with the prepositions <em>in</em>, <em>at</em>, <em>on</em>.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Flash cards, audio.</td>
<td>Appropriate usage of prepositions of place: <em>in</em>, <em>at</em>, <em>on</em>.</td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
</tbody>
</table>

---

18 This topic emerged from the Process Oriented Syllabus application in modules 1B, 2 and 3.
### Prepositions of time: in, at, on

<table>
<thead>
<tr>
<th>18- Preposition s in, at, on for time(^{19})</th>
<th>Prepositions of time: in, at, on.</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Verb to be simple present tense and prepositions.</th>
<th>Teachers and students</th>
<th>1 session</th>
<th>Flash cards, audio.</th>
<th>Appropriate usage of prepositions of time: in, at, on.</th>
<th>First test of listening, speaking and grammar.</th>
</tr>
</thead>
</table>

#### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

<table>
<thead>
<tr>
<th>19- Preposition s of time: by and for.(^{20})</th>
<th>Prepositions of time: by, for.</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Prepositions of time: by, for.</th>
<th>Teachers and students</th>
<th>1 session</th>
<th>Flash cards, audio and handouts.</th>
<th>Appropriate usage of prepositions of time: by, for.</th>
<th>First test of listening, speaking and grammar.</th>
</tr>
</thead>
</table>

#### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

<table>
<thead>
<tr>
<th>20- Regular verbs in simple past tense.</th>
<th>The simple past tense of regular verbs.</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>The simple past tense of regular verbs. Pronunciation of the ending sounds: d / t / id</th>
<th>Teachers And students</th>
<th>1 session</th>
<th>Flash cards, audio.</th>
<th>Appropriate usage of simple past tense forms of regular verbs.</th>
<th>First test of listening, speaking and grammar.</th>
</tr>
</thead>
</table>

#### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

---

\(^{19}\) This topic emerged from the Process Oriented Syllabus application in modules 1B, 2 and 3.

\(^{20}\) This topic emerged from the Process Oriented Syllabus application in module 1B.
<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Phrasal verbs</td>
</tr>
<tr>
<td>23</td>
<td>Phrasal verbs</td>
</tr>
</tbody>
</table>

**STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT**

<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Phrasal verbs</td>
</tr>
<tr>
<td>23</td>
<td>Phrasal verbs</td>
</tr>
</tbody>
</table>

21 This topic emerged from the Process Oriented Syllabus application in module 1B.
22 This topic emerged from the Process Oriented Syllabus application in module 1B.
3.1.9. BIBLIOGRAPHY


Web sites

Listening and speaking  
www.youglish.com  
www.manythings.com

Listening  
www.voiceofamerica.com  
www.ESLlab.com  
www.talkenglish.com

Speaking  
www.bbclearningenglish.com  
www.englishclub.com

Grammar  
https://www.cliffsnotes.com/  
www.a4esl.org  
www.grammarly.com  
www.englishathome.com  
www.englishgrammarguide.com  
www.manythings.org

Listening, Speaking and grammar  
www.easyworldofenglish.com  
www.britishcouncil.com
3.2. PRE INTERMEDIATE WORK PLAN (2.1, 2.2 AND 2.3)

3.2.1. DESCRIPTION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Bimesters</th>
<th>Length</th>
<th>Programmatic advance</th>
<th>Hours per week</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre intermediate level English</td>
<td>II, III and IV</td>
<td>Eight weeks (per bimester)</td>
<td>10 Lessons (without counting extra lessons which were result from the Process Oriented Syllabus)</td>
<td>4 and a half (Some cases were less because of the activity chronogram delivered by the Academic coordinator)</td>
<td>36 Hours (there might be some variations because of the academic activity chronogram)</td>
</tr>
</tbody>
</table>

3.2.2. RATIONALE

Three main aspects of learning a language are listening, speaking and grammar. In fact, to learn a language implies not only these three aspects, but also: reading, writing and vocabulary. However, the first three aspects are considered harder than the others because they are used in real time. Real time stands for that the areas of listening and speaking, for example, to use them you have to do it at the moment the teacher in class asks for it and since students do not have a lot of practice on these areas, it is a kind of difficult not to have mistakes for them while they are listening or speaking English language. Therefore listening and speaking are the aspects that will be strongly reinforced considering grammar because it is the basis for learning and understanding both areas.

Even though pre intermediate students have already practiced listening in the basic stage, extra practice is needed in order to avoid future problems on this area. Extra practice has the objective to consolidate previous knowledge and keep the predisposition of students to learn new strategies for recognizing some special sounds. With all the instruments that students received, they are supposed not to have problems in advanced levels. Besides that, students are free to ask any questions related to listening during the classes.

Another difficult area for students to perform is speaking. To help students to overcome speaking problems a sort of variety of speaking strategies will be used combingating with extra practice. The main purpose to be reached is that learners produce language they know correctly and to make students be aware about the correct way they have to speak. Learners have the chance to clarify any possible doubt in classes.
Behind listening and speaking, grammar is present. That is why its relevance in both areas. Grammar knowledge will be taught according to the content determined in the book. As an extra, not only the established content for pre intermediate will be taught, but also basic grammar content can be also touched as long as the students required. What is more not only basic and pre intermediate contents can be a limit for the courses, because if students have questions about some grammar structures which not necessary belong to basic and pre intermediate levels, it means that those questions can be absolved also (grammar from advanced levels, for example). This will be thank you to the process oriented syllabus.

3.2.3. OBJECTIVES

3.2.3.1. GENERAL OBJECTIVE
- To use a variety of teaching strategies focusing on listening, speaking and grammar.

3.2.3.2. SPECIFIC OBJECTIVES
- To prompt students to perform speaking activities in class.
- To handle listening strategies usage by students in classrooms.
- To teach and let students practice grammar structures in classes

3.2.4. COMPETENCES
The English reinforcement course will enable the students to:

Listening:
- Understand ideas not stated but implied (inference)
- Understand information by using the context (listening in context)

Speaking:
- Speak clearly to be understood by others (fluency).
- Use correct language in determined contexts (language usage).

Grammar:
- Use grammar structure correctly (accuracy).

3.2.5. WORK METHODOLOGY
Task Based Learning is used because this is the official methodology in the institution. Some other strategies will be also used in order to reach the objectives.

The methodology to be used in this subject is based on:
c) Teacher’s activities: She follows the lesson plans, she cares a lot of the classroom management and handouts listening and speaking instruction inside the classroom. The teacher explains grammar structures when necessary. The teacher prepares different activities for each class in which students are completely involved in the English learning process.

d) Student’s activities: They are absolutely involved participate in their English learning process by:

- Performing different conversation activities.
- Listening to the audios and videos to answer the questions.
- Reviewing grammar structures and practicing them by doing the exercises.
- Expressing any doubt or question in relation to the activity or grammar structure which is taught in that moment.

### 3.2.6. EVALUATION SYSTEM

#### DIAGNOSTIC EVALUATION

The students have to answer some questions in written and oral tests to know their level of knowledge of Basic English. This diagnostic test is over 100 points.

#### FINAL EXAMINATION

This test is the same as the diagnostic test. This test will be taken again at the end of the course to see the difference before and after the students took the English reinforcement course.

For students’ evaluation it is taken into account quantitative and qualitative aspects which are detailed in the following charts:

<table>
<thead>
<tr>
<th>QUANTITATIVE ASPECTS</th>
<th>QUALITATIVE ASPECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First test</strong></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>10 questions</td>
</tr>
<tr>
<td>Speaking</td>
<td>10 questions</td>
</tr>
<tr>
<td>Grammar</td>
<td>40 questions</td>
</tr>
<tr>
<td>Total score</td>
<td></td>
</tr>
<tr>
<td><strong>Second test</strong></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>10 questions</td>
</tr>
<tr>
<td>Speaking</td>
<td>10 questions</td>
</tr>
<tr>
<td>Grammar</td>
<td>40 questions</td>
</tr>
<tr>
<td>Total score</td>
<td></td>
</tr>
<tr>
<td>Passing grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accuracy at using determined grammar</td>
</tr>
<tr>
<td></td>
<td>structures at listening and speaking.</td>
</tr>
<tr>
<td></td>
<td>Students performance</td>
</tr>
<tr>
<td></td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Pair work</td>
</tr>
<tr>
<td></td>
<td>Mixers</td>
</tr>
</tbody>
</table>
EVALUATION INDICATORS FOR PRE INTERMEDIATE LEVELS

LISTENING EVALUATION’S INDICATORS:
- Inference
- Listening in context

SPEAKING EVALUATION’S INDICATORS:
- Appropriate: Responds to the question with a reasonable answer.
- Complete: Responds with a suitable amount of details and uses varied vocabulary.
- Fluent: Responds with ease and confidence, response flows smoothly and is not halting.
- Intelligible: Speaks clearly and can understand the message that he/she is trying to communicate.
- Accurate: Response is grammatically correct and uses colloquial expressions appropriately (the colloquial expressions were taught throughout the guide book Inside Out)

GRAMMAR EVALUATION’S INDICATORS:
- “Be going to” in Yes/No questions and information questions (What are you going to do tomorrow? I’m going to do exercises.)
- Present perfect: affirmative sentence and negative sentence.
- Present perfect with “ever” in Yes/No questions (Have you ever been in Argentina?)
- Phrasal verbs: separable phrasal verbs (got off)

3.2.7. ACTIVITIES CHRONOGRAM
This activity chronogram was designed in four modules according to the institution’s disposition which were:

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST MODULE</td>
<td>From March 29 to April 4th</td>
</tr>
<tr>
<td></td>
<td>From April 4th to May 6th</td>
</tr>
<tr>
<td>SECOND MODULE</td>
<td>From May 16 to June 10th</td>
</tr>
<tr>
<td>THIRD MODULE</td>
<td>From June 20 to July 15th</td>
</tr>
<tr>
<td>FOURTH MODULE</td>
<td>From July 26 to August 19th</td>
</tr>
</tbody>
</table>
3.2.8. CONTENT FOR THE ENGLISH REINFORCEMENT CLASS

A syllabus was elaborated for pre intermediate levels, as it can be appreciated in the following pages:
## CONTENTS OF PRE INTERMEDIATE LEVELS

<table>
<thead>
<tr>
<th>NAME PROJECT</th>
<th>PEDAGOGIC OBJECTIVE</th>
<th>COMPETENCE</th>
<th>METHODOLOGY</th>
<th>CONTENT</th>
<th>RESPONSABLE</th>
<th>TIME</th>
<th>RESOURCES</th>
<th>EXPECTED OUTCOMES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Present Perfect tense with <em>since</em> and <em>for.</em></td>
<td>To teach actions in past up to the present.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Use of <em>since</em> and <em>for</em> with Present Perfect.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Pictures, copies, audio.</td>
<td>Appropriate usage of Present Perfect with <em>since</em> and <em>for.</em></td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
<tr>
<td>2- Present Perfect with <em>yet.</em></td>
<td>To teach negative Sentences in past up to the present.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Negative Sentences structure of Present Perfect Tense. Use of <em>yet.</em></td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Pictures, copies, audio.</td>
<td>Appropriate usage of negative tense of Present Perfect and <em>yet.</em></td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
<tr>
<td>3- Present Perfect with ever in Yes/No questions.</td>
<td>To talk about actions in past up to the present</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Use of <em>ever</em> in Yes/No Questions in Present Perfect tense.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Pictures, copies, audio.</td>
<td>Appropriate usage of <em>ever</em> in yes-no questions n Present Perfect tense.</td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
</tbody>
</table>

### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT
<table>
<thead>
<tr>
<th>4- Present Perfect with <em>just</em> and <em>already</em>.</th>
<th>Listen and Speaking</th>
<th>Task Based Learning</th>
<th>Present Perfect with the adverbs <em>just</em> and <em>already</em>.</th>
<th>Teachers and students</th>
<th>1 session</th>
<th>Pictures, copies, audio.</th>
<th>Appropriate usage of Present Perfect tense with <em>just</em> and <em>already</em>.</th>
<th>First test of listening, speaking and grammar.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Information questions with Present Perfect.</td>
<td>To teach questions with Present Perfect tense.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Present Perfect questions with <em>Where, What</em> and <em>Who</em>.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Pictures, copies, audio.</td>
<td>Appropriate usage of Present Perfect in questions with <em>Where, What</em> and <em>Who</em>.</td>
</tr>
<tr>
<td><strong>STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Differences between Present Perfect and Simple Past.</td>
<td>Actions in past up to the present and simple past tense. Speaking: To teach pronunciation of verbs in simple past..</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Present Perfect and Simple Past Tense of regular and irregular verbs.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Pictures, copies, audio.</td>
<td>Appropriate discrimination between Present Perfect and Simple Past. Pronunciation of verbs in simple past.</td>
</tr>
<tr>
<td><strong>STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- Present Perfect Progressive.</td>
<td>To teach actions that have started in the past and continue in the present. Listening: To teach liking sounds. Speaking: To pronounce linking sounds.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Present Perfect Progressive and the usage of <em>since</em> and <em>for</em>.</td>
<td>Teachers and students</td>
<td>1 session</td>
<td>Flash cards, audio.</td>
<td>Appropriate usage of Present Perfect Progressive with <em>since</em> and <em>for</em>. Listen and pronounce linking sounds</td>
</tr>
<tr>
<td><strong>STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT**
### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

<table>
<thead>
<tr>
<th>8- Used to²³</th>
<th>To teach verb use to to indicate past habits.</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Simple past tense of verb use to + infinitive.</th>
<th>Teachers and students</th>
<th>1 session</th>
<th>Copies and audio.</th>
<th>Appropriate usage of the simple past tense of verb use to + infinitive.</th>
<th>First test of listening, speaking and grammar.</th>
</tr>
</thead>
</table>

### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

<table>
<thead>
<tr>
<th>9- Past Perfect.</th>
<th>Past Perfect tense.</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Past Perfect Tense and past participle verbs.</th>
<th>Teachers and students</th>
<th>1 session</th>
<th>Pictures, copies and audio.</th>
<th>Appropriate usage of Past Perfect tense with past participle verbs.</th>
<th>First test of listening, speaking and grammar.</th>
</tr>
</thead>
</table>

### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

<table>
<thead>
<tr>
<th>10- Phrasal verbs.</th>
<th>Phrasal Verbs</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Identify most common phrasal verbs.</th>
<th>Teacher and students</th>
<th>1 session</th>
<th>Audio, copies, wheel game.</th>
<th>Appropriate usage of phrasal verbs.</th>
<th>First test of listening, speaking and grammar.</th>
</tr>
</thead>
</table>

### STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT

<table>
<thead>
<tr>
<th>11- Phrasal verbs.</th>
<th>Phrasal Verbs</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Identify phrasal verbs,</th>
<th>Teacher and students</th>
<th>1 session</th>
<th>Audio, copies, go fishing game.</th>
<th>Appropriate usage of phrasal verbs.</th>
<th>First test of listening, speaking and grammar.</th>
</tr>
</thead>
</table>

²³This topic emerged from the Process Oriented Syllabus application in module 1B.
<table>
<thead>
<tr>
<th>STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>12- Phrasal verbs\textsuperscript{24}.</td>
</tr>
<tr>
<td>STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>13- Infinitive and gerunds.</td>
</tr>
<tr>
<td>STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>14- Quantify nouns.</td>
</tr>
</tbody>
</table>

\textsuperscript{24}This topic emerged from the Process Oriented Syllabus application in module 1B.
<table>
<thead>
<tr>
<th>15- Phrasal verbs&lt;sup&gt;25&lt;/sup&gt;</th>
<th>Simple Present and Simple Past of Phrasal verbs. Speaking: To structure complete sentences.</th>
<th>Listening Speaking</th>
<th>Task Based Learning</th>
<th>Phrasal verbs.</th>
<th>Teacher and students</th>
<th>1 session</th>
<th>Flash cards, copies.</th>
<th>Appropriate usage of phrasal verbs in simple present and simple past. To structure complete sentences at speaking.</th>
<th>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16- Contrast of Simple Present, Past, Past Perfect &amp; &lt;i&gt;Used to&lt;/i&gt;&lt;sup&gt;26&lt;/sup&gt;</td>
<td>Simple present, Simple Past, &lt;i&gt;used to&lt;/i&gt; and past perfect. Listening: To identify details. Speaking: To make students realize the difference among different grammar structures.</td>
<td>Listening Speaking</td>
<td>Task Based Learning</td>
<td>Verbs in Simple Present, Simple Past, Past Perfect and &lt;i&gt;Used to&lt;/i&gt;.</td>
<td>Teacher and students</td>
<td>1 session</td>
<td>Audio, copies.</td>
<td>Appropriate discrimination among Simple Present, Simple Past, Past Perfect and &lt;i&gt;used to&lt;/i&gt;. Identify details in a conversation. To speak clearly taking into account the different functions of the grammar structures.</td>
<td>First test of listening, speaking and grammar. Second test of listening, speaking and grammar.</td>
</tr>
</tbody>
</table>

**STUDENTS’ NEEDS WILL BE TAKEN INTO ACCOUNT**

---

<sup>25</sup>This topic emerged from the Process Oriented Syllabus application in module 1B.

<sup>26</sup>This topic emerged from the Process Oriented Syllabus application in module 1B.
3.2.9. BIBLIOGRAPHY


**Web sites**

Listening and speaking  
www.youglish.com  
www.manythings.com

Listening  
www.voiceofamerica.com  
www.ESLlab.com  
www.duolingo.com

Speaking  
www.letstalkingenglish.com  
www.speaky.com  
www.englishanyone.com

Grammar  
https://www.cliffsnotes.com/  
www.grammarly.com  
www.manythings.org  
www.englishgrammarguide.com  
www.elt.oup.com/learning_resources.com

Listening, Speaking and grammar  
www.easyworldofenglish.com  
www.britishcouncil.com
CHAPTER FOUR: THEORETICAL FRAMEWORK

The theoretical framework for this project is based on the investigation of experts in Task, Task Based Learning, Process Oriented Syllabus, Listening, Speaking and Grammar.

The present project and intervention that took place at CETI-UMSA institution were based on all these theoretical aspects, in order to develop the English reinforcement classes.

4.1. CETI'S ENGLISH TEACHING APPROACH

Task Based Learning is the CETI-UMSA’s theoretical basis because the language learning and language teaching is based on this theory. Therefore, Task Based Learning is considered in this theoretical framework.

4.1.1. TASK DEFINITION AND CLASSIFICATION

David Nunan supports the following: “My own definition is that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused in mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form” (Nunan, 1993, p. 48).

Regarding strictly to foreign language teaching, Jane Willis defines task as an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis, 1996, p. 23).

There are different ways for tasks classification, however, an important author as Willis was considered because she integrated tasks from the easiest to the most difficult ones. That is why her task classification is used for the present project. According to her, there are six types of tasks to use with almost any topic that can be adapted (Willis, 1996, pp. 26-28):
a) Listing

It implies that students can brainstorm different ideas based on their own knowledge and experience, then they fact-find by asking to each other or other people, and referring to books or other resources.

b) Ordering and sorting

These tasks imply that learners have to:

- sequence items, actions or events in a logical or chronological order;
- rank items according to personal values or specified criteria;
- categorize items in given groups or grouping them under given headings;
- classify items in different ways, where the categories themselves are not given.

c) Comparing

It implies to compare information of a similar nature but from different sources or versions in order to find out similarities and/or differences. The steps to follow are:

- matching to identify specific points and relate them to each other,
- finding similarities and things in common,
- finding differences.

d) Problem solving

This type of task demands people’s intellectual and reasoning powers. It is challenging and engaging. The types of problem solving go from the easiest to the more complex ones which are:

- Short puzzles, logic problems;
- Real-life problems which involve expressing hypotheses, describing experiences, comparing alternatives and evaluating and agreeing in a solution.

- Completion tasks are based on short extracts from texts, where the learners predict the ending or piece together clues to guess it.

- Case studies are the most complex and they entail an in-depth consideration of many criteria and involve additional fact-finding and investigating.

e) Sharing personal experiences

This task permits learners to express more freely about themselves and share their experiences with others. It involves to narrate, to describe, to explore and to explain attitudes, opinions and reactions. It is an open task that may be more difficult to get going in the classroom.

f) Creative tasks

These are called also projects which involve pair or groups of learners’ interaction in a freer creative work. They can involve the combination of other kind of tasks and research is sometimes needed. The outcome can be appreciated by a wider audience than the students themselves who produced it.

4.1.2. TASK BASED LEARNING DEFINITION

According to Sheila Estaire and Javier Zanón, Task Based Learning (TBL) consists on the acquisition of skill development, whose basic and the initial point of organization is the TASK. It is also any structured language learning endeavor which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task (Estaire & Zanón, 1994, p. 12).

In the words of Jane Willis, Task Based Learning framework provides the three basic conditions for language learning: exposure, use and motivation. It has a natural progression from the holistic to the specific. Activities are focused on promoting awareness of language
form rather than form-focused activities which only make students produce automatically a single item without considering particular language features (Willis, 1996, p. 40).

Regarding the relationship between TBL and skills practice (listening, speaking, reading and writing), Jane Willis highlights that TBL framework fosters combination of skills depending on the aims of the task and they are not practiced isolated. For this, it is important to consider students’ needs (Willis, 1996, p. 25).

4.2. PROCESS ORIENTED SYLLABUS

4.2.1. SYLLABUS DEFINITION
Scott Thornbury gives the next definition of Syllabus: “A syllabus is to teach what an itinerary is to package tourism. It is a pre-planned, itemized, account of the route: it tells the teacher (and the students, if they have access to it) what is to be covered and in what order” (Thornbury, 2007, p. 8).

The main important components of a language syllabus according to van Ek are: the situations, the language activities, the language functions, the general notions which the learner will be able to handle, the specific (topic-related) notions which the learner will be able to handle, the language forms and the degree of skill which the learner will be able to perform (Ek, 1975, pp. 8-9).

4.2.2. SYLLABUS CLASSIFICATION
In the words of David Nunan, there are two major types of syllabuses (Nunan, 1993, p. 27):

1. Product oriented syllabus.


4.2.2.1. PRODUCT ORIENTED SYLLABUS
Product oriented syllabus focuses on what the learners will know as a result at the end of the instruction session. The grammatical, situational and notional-functional are the examples of product-oriented syllabus (Nunan, 1993, p. 27).
4.2.2.1. GRAMMATICAL SYLLABUS
This type of syllabus is designed when the purpose is to teach the systematic development of grammatical structures. Learners are exposed to these structures step by step and it is expected that they will enhance their grammar collection by memorizing different grammar rules. The internalization of these rules is considered a prerequisite to grasp the technicalities of a language.

4.2.2.2. PROCESS ORIENTED SYLLABUS
Process oriented syllabus focuses on the pedagogical processes leading to the language outcomes. The task based, skill based and content based types of syllabus are included in it.

4.2.2.2.1. TASK BASED SYLLABUS
This syllabus is designed when the purpose is to complete some complex and meaningful tasks. Learners perform various tasks together in a cooperative environment. Task based syllabus promotes and encourages collaborative learning. Since language learning is considered subordinate to task performance, therefore, language teaching also occurs as the need arises during the performance of the particular task.

4.2.2.2.2. SKILL BASED SYLLABUS
The purpose of this syllabus is to teach some specific skills that are considered necessary or useful in using a language. Skill based syllabus focuses on skills and gradual development of skills. This syllabus must be designed and implemented keeping in mind the learners’ cognitive levels. Skill based syllabus gathers linguistic competencies (pronunciation, grammar, vocabulary and discourse) together into generalized types of behavior, such as listening to the spoken language for the main idea, writing well-formed paragraphs, specific purpose writing and so on.

4.2.3. SYLLABUS USED IN THIS PROJECT: PROCESS ORIENTED SYLLABUS
Process Oriented Syllabus is closely related to Task Based Syllabus and authors like Richards, Platt and Weber see them as synonymous. This assumption is based on both the concern with the classroom processes which stimulate learning and the delimitation of the type of tasks and activities that learners will engage in class (Richards, Platt, & Weber, 1985, p. 289).
According to Suzel Cariaga this type of syllabus focuses more on “how” rather than “what”. Thus, syllabuses cannot be fully worked out in advance but must evolve as learners’ problems and developing competence gradually emerges. Syllabuses are constructed by teachers and learners based on a pre-designed syllabus made by the teacher and the learners’ needs (Cariaga, 2008, p. 34).

4.3. INTERVENTED AREAS AT CETI-UMSA INSTITUTION: LISTENING, SPEAKING AND GRAMMAR

4.3.1. LISTENING
Listening is the first ability that a child develops at the moment of acquiring a language without special studies. However, listening is studied in the process of learning a language, and it constitutes an important skill. According to Mary Underwood listening is to pay attention to something that is heard and to try to understand the meaning. Here the author defines: “To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways or particular occasions and not simply to understand the words themselves” (Underwood, 1989, p. 1).

The meaning of spoken language will depend on the context, the situations or the person who is using the words and also on the interpretation of the listener. Michael Rost supports this definition: “People understand instance of spoken language taking into account the definable features of the event and the participants where language is used” (Rost, 1990, p. 7).

Mary Underwood based on Kathleen Galving remarks five reasons why we listen (Underwood, 1989, p. 4):

1- To engage in a social ritual.
2- To exchange information.
3- To exert control.
4- To share feelings.
5- To enjoy yourself.
The role of listening in second language learning is very important. It provides input to the learner which allows him to comprehend and learn the language better. However, there are many problems that a learner has to face at the moment of listening, some of them are: the immediateness of language which cannot be repeated, the distinction of the connection between spoken utterances which derives in the elision or addition of phonemes and the dialectal variation which plays an important role in the comprehension of an oral text.

In his book *How to teach speaking*, Scott Thornbury (2007, 57) affirms that recordings allow learners exposure to a range of accents and voice types and to multiparty talk. They also allow repeated replayings and hence close analysis of language features, and because recordings can be made in advance, transcripts, too, can be prepared in advance. He says that exposure to speech do not need to be mediated only by recordings. A better alternative is the teacher and he proposes the *Live Listening* (listening to the teacher or a guest speaker) that has the particular advantage of interactivity. Thornbury says the teacher can adjust his/her talk according to the perception of the learners’ level of understanding, and the learners can interact to ask questions, clarify details, and repeats. Live listening does not involve the distractions of technology and is supported by helpful paralinguistic information such as that supplied by gesture and facial expression. Finally, the intrinsic interest generated by listening to someone who is known to the learners is a much more powerful motivator than listening to a disembodied stranger.

According to him, one technique that works well is to combine the advantages of live listening with those of recorded listening, and make a recording while “speaking live” (Ídem; 57). This requires only a cassette recorder, preferably a personal stereo or a cell phone, to record with and a classroom cassette player or a laptop computer for playback purposes.

“This technique can be used to focus on any of the aspects of spoken language (…) such as overall organization, the use of discourse markers, features of spoken grammar, lexical chunks, and stress and intonation. It requires of the teacher only the ability to incorporate these features into the actual telling. Preparing notes in advance may help, but it is important that the telling should be unscripted so that the rhythms and performance effects of natural speech are realistically represented.” (Ídem; 58)
All in all, listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, interpreting the utterance with the socio-cultural context. Listening skills are anything but easy to master.

4.3.2. SPEAKING
Speaking is a skill which has a closely relationship with listening because people are able to produce language once they have been exposed to it, as children learn to speak based on all the words they have listened. On this way, as Martin Bygate highlights, it is the medium through which language is learnt and the vehicle of social interaction (Bygate, 1988).

According to Luoma (quoted by Jack C. Richards) the features of spoken discourse are:
- Composed of idea units (conjoined short phrases and clauses)
- May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context (Richards J. C., 2008, p. 19)

For organizing the content of a speaking syllabus, Scott Thornbury in *How to teach speaking* (2007, 117) affirms that it has to have the following:
- **spoken grammar**, including heads, tails, ellipsis, discourse markers, etc.
- **pronunciation features**, including stress and intonation, rhythm and chunking.
- **communication strategies**, such as paraphrasing, appealing for help, formulaic language, etc.
- **conversational routines or gambits**, such as openings, closings, interrupting, changing topic, etc.
- **conversational rules and structures**, such as turn-taking, adjacency pairs, and the co-operative principle.
- **Speech acts**, such as inviting, requesting, complimenting, etc.
- **Registers**, such as formal vs. informal language.
- **Scripts**, such as service encounters, greetings, telephone language.
- **Genres**, such as telling stories and jokes, making a speech and interviews.
- **Situations**, such as at a ticket office, at the bank, in a restaurant, etc.
- **Cultural factors**, such as politeness, taboo topics, use of gestures, etc.

“A speaking course that aimed to be comprehensive might choose from all the above strands, taking into account the specific needs and abilities of the learners.” (Thornbury, 2007; 118)

He also refers to a task-based syllabus for speaking that would be based around a sequence of integrated tasks that would involve speaking (Ídem; 119). These tasks would reflect the kind of language tasks that the learners would meet in the real world—as identified through needs analysis, for example. In the absence of a clear idea of the learners’ future needs, the tasks should at least aim to cover a representative spread of task types and topics. Generic task types include:

- **surveys** – as when groups of learners produce a questionnaire on the subject of music taste or others, and report on them to the class.
- **design tasks** – as when learners collaborate in deciding on the most effective use for a vacant space in their neighbourhood and present their case to the rest of the class.
- **research tasks** – as when learners use the resources of the Internet, for example, to research an aspect of local history.
- **imaginative tasks** – as when learners script, perform, and record a radio drama based on a regional folk tale.

“Topic domains can radiate out from the immediate world of the learner, through their local world, to national and global concerns.” (Ídem; 120)
Thornbury also talks about the act of speaking from the point of view of the learner, coping with the challenge of speaking in a second language (Ídem; 27). He says that the difficulties the learner-speaker faces break down into two main areas:

- Knowledge factors: the learner doesn’t yet know aspects of the language that enable production.
- Skills factors: the learner’s knowledge is not sufficiently automated to ensure fluency.

As a result, there may also be affective factors, such as lack of confidence or self-consciousness, which might inhibit fluency. Learners compensate for their insufficient knowledge of the language system by using communication strategies, and then compensate for lack of fluency by using discourse strategies.

For that reason, in order to enable speech, learners need:

- A core grammar.
- A core vocabulary of at least 1000 high-frequency items.
- Some common discourse markers.
- A core “phrasebook” of multi-word units.
- Formulaic ways of performing common speech acts (such as requesting or inviting).

Also important is that speakers remember to take into account context factors, including the cultural context and the context of the immediate situation.

In order to activate these knowledge areas and make them available for use in fluent face-to-face talk, the learning process needs to include at least three stages. Learners need:

- to be made aware of features of the target knowledge-base, that is awareness.
- to integrate these features into their existing knowledge-base, that is appropriation.
- to develop the capacity to mobilize these features under real-time conditions and unassisted, that is autonomy.
4.3.3. GRAMMAR

Grammar teaching importance is vital. For Scott Thornbury, in his book *How to teach grammar* affirms that “Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how a language’s sentences are formed” (Thornbury, 2007, p. 1).

From the teaching point of view, grammar can be organized into a teaching syllabus according to criteria such as complexity, learnability, and teachability (Thornbury, 2007, p. 9).

For Thornbury, an item is *complex* if it has a number of elements: the more elements, the more complex it is. For example, a structure such as the present perfect continuous (*She has been reading*) is more complex than the present continuous (*She is reading*). Logic suggests that the less complex structures should be taught before the more complex ones.

The *learnability* of an item was traditionally measured by its complexity: the simpler, the more learnable. However, traditional notions of learnability have been called into question recently, in the light of research into what is called the natural order of language acquisition. While this research is still far from conclusive, it seems that all learners acquire grammatical items in a fairly predictable order, and this happens irrespective of either their mother tongue or the order in which they are actually taught these structures.

The third factor that influences the selection and order of items on a grammatical syllabus is an item’s teachability. The fact that it is easy to demonstrate the meaning of the present continuous (*I am walking*) has meant that it is often included early in beginners’ syllabuses, despite the fact that it has a relatively low frequency of occurrence compared, say, to the present simple (*I walk, she writes*). The rules for the use of articles (*a, the*) on the other hand, are difficult either to describe or to demonstrate. So, despite being among the most frequently used words in the language, their formal presentation is usually delayed until a relatively advanced level.
Thornbury also gives basic principles for grammar teaching such as the E-Factor: Efficiency = economy, ease and efficacy (Ídem; 25). He says that dealing with grammar is only a part of a teacher’s activities, and given that classroom time is very limited, it would seem imperative that whatever grammar teaching is done, it must be done as efficiently as possible. If the teacher’s energies should be at least partly directed at getting learners to communicate, prolonged attention to grammar is difficult to justify. Likewise, if a grammar activity requires a great deal of time to set up or a lot of materials, is it the most efficient deployment of the teacher’s limited time, energy and resources?

When presenting grammar, a sound rule is: the shorter the better. It has been shown that economy is a key factor in the training of technical skills. The more the instructor piles on instructions, the more confused the trainee is likely to become.

Thornbury says that a teacher should be economical in terms of planning and resources (Ídem; 26). The ease factor recognizes the fact that most teachers lead busy lives, have many classes and simply cannot afford to sacrifice valuable free time preparing elaborate classroom materials. Of course, the investment of time and energy in the preparation of materials is often accompanied by a commitment on the part of the teacher to making them work. But, realistically, painstaking preparation is not always going to be possible. Generally speaking, the easier an activity is to set up, the better it is.

Then is efficacy. This factor is the least easy to evaluate. Thornbury says that we have to operate more on hunch than on hard data (Ídem; 26) learning, like language, resists measurement. Of course, there are tests, and these can provide feedback to the teacher on the efficacy of the teaching/learning process. Nevertheless, the efficacy of a grammar activity can be partly measured by the degree of attention it arouses. This means trying to exclude from the focus of the learner’s attention any distracting or irrelevant details. Attention without understanding, however, is a waste of time, so efficacy will in part depend on the amount and quality of contextual information, explanation and checking. Finally, understanding without memory would seem to be equally ineffective, and so the efficacy of a presentation will also depend on how memorable it is.
But none of these conditions, however, will be sufficient if there is a lack of *motivation* and, in the absence of some external motivational factor, it is the teacher’s job to choose tasks and materials that engage the learners. Tasks and materials that are involving, that are relevant to their needs, that have an achievable outcome, and that have an element of challenge while providing the necessary support, are more likely to be motivating than those that do not have these qualities. (Ídem; 26)

“Efficiency, then, can be defined as the optimal setting of three related factors: economy, ease and efficacy. To put it simply: are the time and resources spent on preparing and executing a grammar task justified in terms of its probable learning outcome?” (Ídem; 26)

In the chapter of *How to practise grammar* (Ídem; 91), Thornbury affirms that grammatical knowledge is automised through practice. Practice activities are conventionally aimed at improving both accuracy and fluency of production. They can also provide conditions for increasing the complexity of the learner’s developing language system –a process also known as restructuring. Practice activities need not be aimed solely at production, but can serve to develop the receptive processing of grammar as well.

Key criteria for choosing, designing and evaluating practice activities can be reduced to essentially two factors:

- The *quantity* factor: simply put, this means the more practice the better. But quantity of practice is not enough unless the practice meets:
- The *quality* factor: practice needs to juggle attention to form in the interests of accuracy with attention to meaning in the interests of fluency.

### 4.3.4. COMMON EUROPEAN FRAMEWORK OF REFERENCE OF LANGUAGES: LEARNING, TEACHING AND ASSESSMENT

The European Year of languages was held in 2001 when the countries members of the European Union met together. As a product of 25000 activities was constituted the Common European Framework. It had the purpose of unifying the learning and teaching of languages in Europe. It has become the general Project of the linguistic policy from the
European Council. Several especialists in applied linguistics contributed in order to establish this policy.

The main objective of this framework bases on the main objective of the European Council, which is established in the recommendations R (82) 18 and R (98) 6 of the Committee of Ministers that is: “to achieve a greater unity among the members” and to aim this objective “adopting a joint action at the cultural field”.

This framework describes on an integral way what language students need to learn to do in order to use a language for communication, as well as knowledge and skills that they need to develop in order communicate accurately. Also this takes into account the cultural context where the language is from. Thus, this framework establishes the levels of language proficiency which allow verifying the students’ progress in each learning stage.

Its implementation comprehends the planification of language learning programs taking into account objectives, content, and topics sequence, description of the tests content, evaluation criteria, materials selection and self-evaluation.

The main criteria that this framework pursues are integrity, coherence and transparency. Integrity refers to the integration of knowledge, skills, language usage on a broad manner taking into account the development of the communicative competences, sociocultural awareness, emotional relationships, learning to learn, etc. Transparency pursues that the information has to be explicit and clear so the users can be able to understand. Coherence refers to the armonic relationship among these components: needs identification, objectives establishment, content definition, material selection or creation, learning and teaching programs creation, learning and teaching methods, evaluation, tests and scores.

According to this framework language usage involves the actions that people perform which make them develop several competences which can be general or linguistic communicative competences, under determine contexts, conditions and restrictions in order to develop language activities which involves producing and receiving texts related to determined topics. It implies to employ determined strategies in order to carry out the tasks. The control that the participants have during this process makes possbible the reinforcement and modification of the competences.
It is important to highlight specific terminology that this framework bases on:

- **Competences** constitute all the knowledge, dexterities and individual characteristics which allow a person to do certain actions.

- **General competences** are not directly related to the language, but they can be used at any type of action, including linguistic activities.

- **Communicative competences** allow a person to act using determined linguistics elements.

- **Context** refers to the group of events and situational factors (physical or any type), as inner as external of the person, inside which the communicative acts take place.

- **Language activities** involve the linguistic communicative competence usage inside a determine situation, comprehend or express one or more texts in order to carry out a task.

- **Processes** refer to the chain of neurologic and phisiologic events involve in the oral and written expression and comprehension processes.

- **Text** is the sequence of an oral or written discourse related to an especific área. It is the core of a language activity, as a support or goal, as a product or as a process.

- **Scope** refers to the wide social áreas on which social agents act. They are divided in: educative scopes, professional, public and personal.

- **Strategy** is an organized, intentional and regulated action, choose by a person to carry out a task that he pursues himself or has to face.

- **Task** is defined as an intentional action that a person considers necessary in order to reach a determined result regarding to the solution to a problema, fulfillment of an obligation or an objective achievement. This involves carrying out several types of actions.

This framework establishes the levels that a learner has to follow in order to achieve proficiency in the language that is learnt.

**Proficient User**
C2 Can understand with ease virtually everything heard or read. He/she can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. He/she can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

C1 Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. It can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Independent User

B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. He/she can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.

B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. He/she can deal with most situations likely to arise whilst travelling in an area where the language is spoken. He/she can produce simple connected text on topics which are familiar or of personal interest. He/she can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Basic User

A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local
geography, employment). He/she can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.

A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. He/she can introduce him or herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has, and can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

This framework establishes that learner has to reach general competences like:

- Declarative knowledge
  
  Knowledge of the world
  
  Sociocultural knowledge
  
  Intercultural awareness

- Skills and know-how
  
  Practical skills and know-how include: social skills, living skills, vocational and professional skills and leisure skills.
  
  Intercultural skills and know-how.

- Existential competence that are attitudes, values, motivations, beliefs, cognitive styles and personality factors.

- Ability to learn.
  
  Language and communication awareness
  
  General phonetic awareness and skills
  
  Study skills
Heuristic skills

The communicative language competences constitute the following ones:

- Linguistic competences: lexical, phonological, semantic, grammatical, orthographic and orthoepic competences.

- Sociolinguistic competence: linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect and accent.

- Pragmatic competence: discourse competence, functional competence.

Assessment

It bases on measuring understanding (listening, reading), speaking (spoken interaction, spoken production) and writing. The qualitative aspects of spoken language use are: range, accuracy, fluency, interaction and coherence.

This framework has determined the language teaching and learning during this century and it is a fundamental resource in the curriculum design. It describes how a language learner is able to develop general and linguistic competences through tasks performance.

SUMMARY

The theoretical framework for this project is based on the investigation of experts in Task, Task Based Learning, Process Oriented Syllabus, Listening, Speaking and Grammar. The present project and intervention that took place at CETI-UMSA institution were based on all these theoretical aspects, in order to develop the English reinforcement classes. Task Based Learning is the CETI-UMSA’s theoretical basis because the language learning and language teaching is based on this theory. Therefore, Task Based Learning is considered in this theoretical framework. The syllabus used in this project is the Process Oriented Syllabus which is closely related to Task Based Syllabus. This assumption is based on both the concern with the classroom processes which stimulate learning and the delimitation of the type of tasks and activities that learners will engage in class. The intervened areas at CETI-UMSA institution are listening, speaking and grammar. Finally, the Common European Framework of Reference for Languages is described in order to understand its
influence in the foreign language learning process and the standardization of teaching and learning parameters.
CHAPTER FIVE: PROPOSAL IMPLEMENTATION

5.1. TYPE OF RESEARCH USED IN THE PRESENT PROJECT: INTERVENTIONIST

To Porfidio Tintaya, the type of the present research, according to the type of intervention, is Interventionist Research.

Interventionist research allows knowing the effects that a studied phenomenon experiments when its properties and relationships are modified through an intervention program application. This type of research is employed in social and educative intervention, when the researcher pretends to modify a negative situation, improve or empower the organization and the phenomenon development treated. In this way, the researcher based on a diagnosis elaborates and applies an intervention program, with that he modifies the conditions of development of the object or its properties and relationships. Then, changes are evaluated and measured. This type of research wants to know the effects that a studied phenomenon experiments once an interventionist program is applied (Tintaya, 2014, p. 46).

5.2. HOW PROCESS ORIENTED SYLLABUS WAS USED IN THIS PROJECT

Process Oriented Syllabus had three parts during its application: the data collection, students’ problems identification and organization, Lesson Plans elaboration.

5.3. DATA COLLECTION

Process Oriented Syllabus is an instrument of data collection. It has the objective to gather students’ English Learning problems that they might face while having English classes. Direct questions are used in learners and they are supposed to answers either orally or in a written way. In the present Interventionist Research, the written way was used because all students were able to express their doubts related to listening, speaking and grammar aspects (see appendix 8).

5.4. STUDENTS’ PROBLEMS IDENTIFICATION AND ORGANIZATION

Once the data collection part was accomplished, the researchers identified the main doubts pupils had inside each aspect (listening, speaking and grammar). After that, all the problems were organized according to their relevancy and necessity for each level and even for each student, in some cases.
5.5. LESSON PLANS ELABORATION
With the topics well classified and organized, lesson plans were elaborated in order to give solutions to the students’ questions. Different sources and strategies (which were already mentioned previously) inside Task Based Learning were used for this purpose (see appendix 9).

5.6. PROCESS ORIENTED SYLLABUS EXPERIENCE
Process Oriented Syllabus implementation constituted a crucial tool in order to gather students’ doubts and solve them through classes immediately. Since this English reinforcement course was directed to weak students and it took one month and a half more or less, there was the necessity to help each student as much as possible. Moreover because students were divided into basic and pre intermediate levels, most of their necessities coincided. This fact helped to develop some lesson plans that almost all modules were the same because of the similarities students’ doubts. Of course, some different type of doubts from the common ones were also considered to give an individual reinforce to each student that had the opportunity to participate in the English reinforcement class. No matter the students’ questions, the quality of the English reinforcement class was the same in two different aspects: students were taught as a group in the corresponding schedules, but also each student received information and practice about his or her personal questions besides the main topics. This was the key for the success of this project.

Another advantage that the students had was that the questions were gathered in a written way so students felt free to express their weaknesses. At the beginning it was anonymous because the researchers did not want to pressure students to show their personal English learning problems, whoever, at the end of the modules this action changed. The main reason was that since the courses were almost to finish the researchers wanted to help as much as possible to each student and the only way to know what type of questions to who belonged to solve them immediately before the English reinforcement class ending. This strategy of collecting students’ questions and clarify them in a short period of time motivated students to start and finish the course.

Extra lesson plans were prepared after the pre-established lesson plans which were already prepared before the approval of this project. This fact took extra time and effort during the
English classes modules. As it can be seen, each lesson plan was very well prepared because it contained all the main elements: an oral introduction stage, a warm up stage, a main activity stage and a follow up stage (see appendix 10). What is more, different types of activities which included listening, speaking and grammar were carefully planified to teach students in a meaningful way (see appendix 11A [basic level] and 11B [pre intermediate level]). It could be added that the English teaching method from the institution was considered in the elaboration of each lesson plan. With effort, dedication and good lesson plans, as result of the Process Oriented syllabus, one of the specific objectives was covered: “To promote active learning in an English classroom through dynamic activities based on Task Based Learning approach”.

Process Oriented is an innovative tool because its usage is not very common among teachers who have normal classes even reinforcement English classes. This teaching language strategy, besides being out of common, is very helpful for both students and teachers. For students because they have the chance to let the teacher know their doubts about the English learning knowledge. For teachers because they can know and solve the students weaknesses. All in all, the Process Oriented syllabus is a helpful resource that can be used in any English language classroom.

5.7. DIFFICULTIES IDENTIFIED DURING THE PROCESS ORIENTED SYLLABUS APPLICATION
Several and different difficulties were faced during the Process Oriented Syllabus application, these are detailed in the following parts:

5.7.1. FROM THE STUDENTS’ SIDE
- FIRST MODULE
In this module, students characterized for being: shy at participating in classes, most of them were latecomers, others were demanding because they wanted their doubts to be answered immediately without considering that their partners belonged to other levels and a few of them had learning problems, which did not allow them to understand and produce oral and written English utterances.

- SECOND MODULE
Students distinguished for being: latecomers, have many absences and others had too many activities at the same time, which did not allow them to participate in these courses.

- THIRD MODULE
During this module students demonstrated: low participation in the courses, lack of motivation, they have many classes at the same time which made them have several absences, a few of them had physical problems which did not allow them to pronounce properly and some of them were latecomers.

- FOURTH MODULE
Finally, in this module students were: shy at participating actively in class, demanding at the moment of being answered to their doubts and latecomers.

5.7.2. FROM THE TEACHER’S SIDE
There were some modules heavier than others because of the number of students and short time for practicing each skill (listening and speaking) and sub skill (grammar). Also the number of topics demanded, in some modules, was huge so the established schedules were not enough to cover all of them.

5.7.3. FROM THE INSTITUTION’S SIDE
Sometimes audiovisuals were required, but the institution did not have equipment and safe electrical connections; even once there was no electricity.

5.8. SAMPLE SELECTION
Since the present guided work was a proposal of English reinforcement class inside CETI-UMSA institution, these courses were offered to all students, and focused on Basic and Pre intermediate levels, especially. As a result, there were twenty students as a maximum and eight learners as a minimum for each course. This means that the sample selection was “none probabilistic” because all the CETI-UMSA students had the opportunity to participate, but only the most interested on these free courses were the selected ones because they really wanted to either reinforce their Listening, Speaking and Grammar or wanted to learn and practice more. (To see the list of registered students, go to appendix 12)

Next, the number of students of each course and each module:
### MODULE 1

<table>
<thead>
<tr>
<th>BASIC LEVELS</th>
<th>PRE INTERMEDIATE LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST PART</strong></td>
<td></td>
</tr>
<tr>
<td>1º</td>
<td>1B</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td><strong>SECOND PART</strong></td>
<td>2A</td>
</tr>
<tr>
<td>1A</td>
<td>1B</td>
</tr>
<tr>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>113</td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF VOLUNTEER PARTICIPANTS: 142

### MODULE 2

<table>
<thead>
<tr>
<th>COURSE</th>
<th>BASIC LEVELS</th>
<th>PRE INTERMEDIATE LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>1B</td>
<td>1C</td>
</tr>
<tr>
<td>20</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF VOLUNTEER PARTICIPANTS: 154

### MODULE 3

<table>
<thead>
<tr>
<th>COURSE</th>
<th>BASIC LEVELS</th>
<th>PRE INTERMEDIATE LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>1B</td>
<td>1C</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF VOLUNTEER PARTICIPANTS: 146

### MODULE 4

<table>
<thead>
<tr>
<th>COURSE</th>
<th>BASIC LEVELS</th>
<th>PRE INTERMEDIATE LEVELS</th>
</tr>
</thead>
</table>
### TOTAL NUMBER OF STUDENTS

<table>
<thead>
<tr>
<th>MODULE</th>
<th>PRE INTERMEDIATE LEVELS</th>
<th>TOTAL NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST</td>
<td>29</td>
<td>113</td>
</tr>
<tr>
<td>SECOND</td>
<td>69</td>
<td>85</td>
</tr>
<tr>
<td>THIRD</td>
<td>68</td>
<td>78</td>
</tr>
<tr>
<td>FOURTH</td>
<td>65</td>
<td>67</td>
</tr>
<tr>
<td>TOTAL</td>
<td>231</td>
<td>343</td>
</tr>
<tr>
<td>TOTAL</td>
<td>574</td>
<td>132</td>
</tr>
</tbody>
</table>

5.9. QUANTITATIVE PARADIGM

Interventionist research is inside Qualitative Paradigm. However, in order to get prove of the successful results it obtains, Interventionist Research can be combined with Quantitative Paradigm. Therefore, Quantitative Paradigm is defined.

5.9.1. QUANTITATIVE PARADIGM DEFINITION FOR THE PRESENT PROJECT

It is based on the Positivist philosophy. Its objective is to determine quantitative objects’ characteristics and relationships, establishes frequency, the type/form and the degree/level of their variations. Thus, it employs standardized procedures, methods and instruments which permits measure and express behaviors and relationships in numerical terms, analyzes the information and characterizes properties and relationships of the processes (phenomena) through statistic procedures.

5.10. FULFILLMENT INDICATORS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>DIMENSION</th>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen for the gist</td>
<td>- Is able to understand general ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Is able to understand specific</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>SPEAKING</td>
<td>GRAMMAR</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>Listen for details</td>
<td>Fluency</td>
<td>Accuracy</td>
</tr>
<tr>
<td></td>
<td>- Speaks clearly, is understood by others.</td>
<td>- Uses grammar structure correctly.</td>
</tr>
<tr>
<td></td>
<td>- Uses correct grammar (E.g. ask and responds to questions appropriately).</td>
<td></td>
</tr>
</tbody>
</table>

**5.11. LISTENING SUBINDICATORS**

**5.11.1. BASIC LEVELS**

1. Listen for specific information (Barbara Brown).

2. Listen for general information; grammar: simple present tense of verb “to be” in affirmative statements (married with three children).

3. Listen for details; grammar: simple present tense of verb “to be” in affirmative statements in contracting form (She’s a doctor).

4. Listen for specific information (From 7:00 a.m. to 7 p.m.).

5. Listen for details (Monday).

6. Listen for details (Until 9:00 a.m.).

7. Listen for specific information; grammar: simple past tense in affirmative statements (She had breakfast and read the newspaper).

8. Listen for specific information; grammar: simple past tense in affirmative statements (She bought some new shoes and a jacket).

9. Listen for details; grammar: simple past tense in affirmative statements (They came home at four o’clock).

10. Listen for specific information (Her husband).

**5.11.2. PRE INTERMEDIATE LEVELS**

**SPEAKER 1**

1. Listen for specific information; grammar: simple past tense of verb “to be” and use of adjectives (She was shocked).
2. Listen for details; grammar: use of “be going to” and the adverb much in an affirmative statement (much less).

3. Listen for specific information; grammar: use of stative verbs and adverbs in a statement (She feels strongly about this).

SPEAKER 2

4. Listen for details; grammar: use of “how long” and present perfect continuous affirmative statements (He’s been working for five years).

5. Listen for general information; grammar: use of the modal future “will” in affirmative statements (He’ll become a gardener).

6. Listen for details; grammar: use of “be going to” in affirmative statements (He’s going to ask her to marry him).

SPEAKER 3

7. Listen for general information; grammar: phrasal verbs in affirmative statements (looks for).

8. Listen for general information; grammar: verbs followed by infinitive (afford to travel).

9. Listen for specific information; grammar: use of past time adverbs in affirmative statements (Last year).

10. Listen for general information; grammar: verbs followed by gerunds (enjoy travelling).

5.12. SPEAKING SUBINDICATORS

5.12.1. BASIC LEVELS

RUBRICS FOR SPEAKING:

1- Appropriate: Responds to the question with a reasonable answer.

2- Complete: Responds with a suitable amount of detail and uses varied vocabulary.

3- Fluent: Responds with ease and confidence, response flows smoothly and is not halting.

4- Intelligible: Speaks clearly and can understand the message that he/she is trying to communicate.
5- Accurate: Response is grammatically correct and uses colloquial expressions appropriately (the colloquial expressions were taught throughout the guide book *Inside Out*)

<table>
<thead>
<tr>
<th>Question</th>
<th>APPROPRIATE</th>
<th>COMPLETE</th>
<th>FLUENT</th>
<th>INTELLIGIBLE</th>
<th>ACCURATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s your name?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where are you from?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How old are you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s your address?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you do every day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 7</td>
<td>What did you do on your last vacation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 8</td>
<td>What are you doing right now?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 9</td>
<td>Make a comparison between La Paz and Santa Cruz city</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 10</td>
<td>Which place is the best one for a vacation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5.12.2. PRE INTERMEDIATE LEVELS

**RUBRICS FOR SPEAKING:**

1- **Appropriate:** Responds to the question with a reasonable answer.

2- **Complete:** Responds with a suitable amount of details and uses varied vocabulary.

3- ** Fluent:** Responds with ease and confidence, response flows smoothly and is not halting.
4- **Intelligible:** Speaks clearly and can understand the message that he/she is trying to communicate.

5- **Accurate:** Response is grammatically correct and uses colloquial expressions appropriately (the colloquial expressions were taught throughout the guide book *Inside Out*)

<table>
<thead>
<tr>
<th>Question</th>
<th>APPROPRIATE</th>
<th>COMPLETE</th>
<th>FLUENT</th>
<th>INTELLIGIBLE</th>
<th>ACCURATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How was your last vacation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Have you ever lost your cell phone?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 How long have you been in your last trip?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 What have you just done before coming to classes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 5</td>
<td>What had you done before studying English?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 6</td>
<td>When did you hang your old cell phone up?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 7</td>
<td>Who throws away the garbage in your house?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 8</td>
<td>Take off something that you want.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 9</td>
<td>Do you know a person who shows off his or her</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>When you fought with your parents, did you make up with them?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.13. GRAMMAR SUBINDICATORS

5.13.1. BASIC LEVELS

1. Simple present tense of verb “to be”, second person (you)
2. Demonstrative singular (this)
3. Demonstrative plural (those)
4. Simple present tense of verb “to be”, third person (he)
5. Simple present tense of verb “to be”, first person plural (we)
6. Possessive adjective (his)
7. Possessive adjective (our)
8. Simple present tense, first person singular (I)
9. Simple present tense, third person singular (she)
10. Simple present tense, third person singular (he), regular verb.
11. Simple present tense, third person singular (she), irregular verb.
12. Object pronouns singular, first and third person (me/her).
13. Object pronouns singular, third person (it/her).

15. Talk about the time, analogical form of the time (It’s a quarter after one).

16. Talk about the time, digital form of the time (It is eight forty-one).

17. Simple present tense in information questions (She goes to the movies and washes her clothes).

18. Adverbs of frequency with the simple present tense of verb “to be” (is never).

19. Adverbs of frequency with regular an irregular verbs in simple present tense (usually / works).

20. Adverbs of frequency in questions (How often?) and answers with adverb frequency expressions (Once a day).

21. Frequency adverbs in Yes/No questions in simple present tense (Do you ever?).

22. Negative form of imperatives (Don’t smoke).

23. Affirmative form of imperatives (Exercise).

24. Information questions with the simple past tense (What did you do last night?).

25. Simple past tense, affirmative statements with irregular verbs (went).

26. Simple past tense in Yes/No questions (Did you do your homework?).

27. Simple past tense in negative statements (They didn’t wash the dishes last night).

28. There is in Yes/No questions (Is there a new student in your English class?).

29. There are in Yes/No questions (Are there any curtains in your classroom?).

30. Uncountable nouns in Yes/No questions (Is there any butter for breakfast?).

31. Countable nouns in Yes/No questions (Are there any pears for dessert?).

32. Present continuous in information questions (What are you doing right now?).

33. Present continuous in Yes/No questions, third person (Is Maria listening to music?).

34. Present continuous in Yes/No questions, third person plural (Are Rodrigo and Jose playing soccer?).

35. Comparative adjectives with monosyllable adjectives (taller).
36. Comparative adjectives with more than one syllable adjectives (more comfortable).
37. Comparative adjectives with irregular adjectives (better).
38. Superlative adjectives with monosyllable adjectives (the smallest).
39. Superlative adjectives with more than one syllable adjective (the most handsome).
40. Superlative adjectives with irregular adjectives (the worst).

5.13.2. PRE INTERMEDIATE LEVELS
1. Adverb of manner, monosyllable case (slowly).
2. Adverb of manner, more than one syllable (carefully).
3. Adverb of manner, special cases (well).
4. Adverbs of frequency (twice).
5. Adverbs of frequency (once).
6. To express hope (hope).
7. To express desires (would like to).
8. To express desires (want).
9. “Be going to” in information questions (What are you going to do tomorrow? I’m going to do exercises).
10. “Be going to” in Yes/No questions (Is he going to arrive late to the office? No, he isn’t).
11. “Be going to” in Yes/No questions (Are Pablo and Rita going to go out this weekend? No, they aren’t).
12. Present perfect, affirmative sentence, first person singular (have been).
13. Present perfect, affirmative sentence, third person singular (has invited).
14. Present perfect, negative sentence, third person singular (hasn’t won).
15. Present perfect with “ever” in Yes/No questions (Have you ever been in Argentina?).
16. Questions with “look like” in information question, third person (How does your father look like?).
17. Use of “too” with negative sense (too late).
18. Use of “very” with positive sense (very delicious).

19. Use of “a few” with countable nouns (a few bananas).

20. Use of “how much” in questions with uncountable nouns (How much money do you have?).

21. Use of comparative through “as…as” (as good as me).

22. Use of comparative through “as…as” (as theoretical as).

23. Use of phrasal verbs (take off).

24. Use of phrasal verbs in imperative form (throw away).

25. Use of phrasal verbs in affirmative form (go on).

26. Separable phrasal verbs (I hang my old shoes up).

27. Separable phrasal verbs (Please, fill it up).

28. Separable phrasal verbs in simple past (got off).

29. Verbs followed by –ing, affirmative form in simple present tense (Michelle avoids eating).

30. Verbs followed by –ing, negative form in simple present tense (I don’t mind watching horror movies).

31. Verbs followed by infinitive, affirmative form in simple present tense (We refuse to pay).

32. Use of modal verb can in negative form (I can’t afford a smartphone).

33. Use of indefinite determiner (someone).

34. Use of indefinite determiner in questions (anyone).

35. Use of past habitual actions, affirmative sentences in simple past tense (used to).
36. Use of past habitual actions, Yes/No questions in simple past tense (Did they use to paint on the walls?).

37. Express preferences, affirmative form (would rather).

38. Express preferences in information questions (What would you rather do tonight?).

39. Express preferences, affirmative form (prefer to).

40. Express preferences in Yes/No questions (Would you prefer to eat out or make dinner tonight?)

5.14. TYPE OF INSTRUMENT USED AT THE BEGINNING AND AT THE END OF EACH MODULE

The instrument was the result of the fulfillment indicators part, so it was a test divided into three sections: Listening, Speaking and Grammar for both levels (basic and pre intermediate).

5.14.1. LISTENING TEST

Two different Listening Tests were developed based on the information from the guide book that is used to teach CETI-UMSA basic and pre intermediate students.

The Listening Test for basic levels consisted on a test which had ten questions and three different options for each question so students could choose the correct one. Learners were supposed to listen to an audio that was about a woman who used different tenses and a sort of varied information about her life and family. Students were given this information in order to listen and test how well was their listening comprehension (see appendix 13A).

The Listening Test for pre intermediate learners had ten questions and it was divided into three sections by speakers (speaker 1, speaker 2 and speaker 3). The speakers used tenses and descriptive information about their activities in general and three options were given to learners for them to choose the correct option (see appendix 13B).

5.14.2. SPEAKING TEST

The Speaking Test is divided into two sections: rubrics and ten questions.
In section one, the Speaking Test contained, as a basis for its evaluation, some rubrics on how students would be evaluated and how they were expected to speak. The rubrics were: appropriate (responds to the question with a reasonable answer), complete (responds with a suitable amount of detail and uses varied vocabulary), fluent (responds with ease and confidence, responds flow smoothly and are not halting), intelligible (speaks clearly and the message that he/she is trying to communicate can be easily understood) and accurate (response in grammatically correct way and uses colloquial expressions appropriately [the colloquial expressions were taught throughout the guide book Inside Out]).

In the second section, ten questions were presented in a column and next to it, in other five columns, were specified the rubrics to evaluate each question; and finally, there was a column for score. The ten questions were varied; it means that different grammar tenses were used so answers were guided on this way; besides, there were some open answers where learners gave open information about their activities.

In order to see the Speaking Test for basic levels, see Speaking Subindicators 3.2.6.4.1 for basic level and 3.2.6.4.2 for pre intermediate level; see Speaking Subindicators from the present work.

5.14.3. GRAMMAR TEST
Grammar Test for basic and pre intermediate levels had forty questions and three different answers for each question. The questions were created based on the content of the guide books (Inside Out Basic level and Inside Out Pre intermediate level) that are used to teach English to CETI-UMSA students. Varied topics classified into parts along the whole test were distributed so pupils can relate their knowledge of their courses from what was in the Grammar Tests. The grade of complexity was elaborated from “easy to difficult” and this was reflected on the questions’ presentations. What is more, the order of presentations of the questions was based on the content of the guide books (basic and pre intermediate levels). The content of the questions had contextualized topics and related vocabulary to the students’ levels basic (see appendix 14A) and pre intermediate (see appendix 14B).

5.15. OBJECTIVE OF THE INSTRUMENT
The main objective of the Listening, Speaking and Grammar Tests was that all of them can give the English knowledge level of students before they could take the English
reinforcement class. After learners had taken the English reinforcement class, the same test (listening, speaking and grammar tests mentioned previously) was applied to all students who concluded the courses to measure again their level of English knowledge. Later, a contrast of both tests was done to see whether learners improved or not on the areas of Listening, Speaking and Grammar. All in all, the instrument was a relevant tool that provided references to see the results of the present project.

5.16. CONTRASTIVE PROCEDURE TO EVALUATE THE COLLECTED RESULTS
The technique which was used to perceive the results was a contrastive one. By contrasting the Listening, Speaking and Grammar tests, which were taken at the beginning and at the end of each module, gave the results of how students entered before each module and how learners finished once they concluded the English reinforcement class. As a conclusion, different techniques can be used in an interventionist research, however, for the present project, contrastive technique was the most useful.

SUMMARY
The type of the present research is the Interventionist Research. Interventionist research allows knowing the effects that a studied phenomenon experiments when its properties and relationships are modified through an intervention program application. This type of research is employed in social and educative intervention, when the researcher pretends to modify a negative situation, improve or empower the organization and the phenomenon development treated. The Process Oriented Syllabus used in this project had three parts during its application: the data collection, students’ problems identification and organization, and Lesson Plans elaboration. Process Oriented Syllabus implementation constituted a crucial tool in order to gather students’ doubts and solve them through classes immediately. Since this English reinforcement class courses was directed to weak students and it took one month and a half more or less, there was the necessity to help each student as much as possible. Difficulties identified during the Process Oriented Syllabus application were from the students’ side, from the teacher’s side (where there were some modules heavier than others because of the number of students and short time for practicing each skill (listening and speaking) and sub skill (grammar) and the established schedules
were not enough to cover all of them), and from the institution’s side (sometimes audiovisuals were required, but the institution did not have equipment and save electrical connections). Since the present guided work was a proposal of English reinforcement class inside CETI-UMSA institution, these courses were offered to all students and focused on Basic and Pre intermediate levels, especially.

CHAPTER SIX: INTERPRETATION AND ANALYSIS OF DATA COLLECTION

In this chapter the interpretation and analysis of data collected, as a result of the proposal implementation, is presented in four modules which were the periods established by the institution.
6.1. MODULE 1
This first module was divided in two parts, respecting the dispositions of the institution. Each part will be analyzed and interpreted.

6.1.1. MODULE 1A (From March 29th to April 19th)

6.1.1.1. CONSTRASTIVE ANALYSIS FROM DATA COLLECTION OF THE BASIC LEVELS

6.1.1.1.1. LISTENING

As it can be observed, at the beginning of the module 1A, students obtained 80% on the listening test, but they improved at the end of the module: students obtained 92%.
6.1.1.2. SPEAKING

Students at the beginning of the module had 45% in speaking. At the end of the module 1A, students improved speaking with 84%.

6.1.1.3. GRAMMAR

In relation to grammar, students obtained 65% when they started the module. When finishing the module, students demonstrated that their level of knowledge of grammar had increased in 87%.
6.1.1.2. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF PRE INTERMEDIATE LEVELS

6.1.1.2.1. LISTENING

At the beginning of the module, pre intermediate students obtained 78% on the listening test. At the end of the module, they obtained 91%.

6.1.1.2.2. SPEAKING

In relation to their speaking, pre intermediate students obtained 53% when they started module 1A. When they left the module, they obtained a score of 94%. They improved a lot.
6.1.1.2.3. GRAMMAR

Before starting the module, pre intermediate learners had 64\% in grammar. After the module, pre intermediate students finished with 93\% in grammar.

To sum up, all students from module 1A improved in each skill (listening and speaking) and sub skill (grammar) after taking the reinforcement English class. This was the contribution left to CETI-UMSA Institute.
6.1.2. MODULE 1B (From April 4th to May 6th)

6.1.2.1. CONTRASTIVE ANALYSIS FROM DATA COLLECTION ON BASIC LEVELS

6.1.2.1.1. LISTENING

In module 1B, most of the students showed that their level of listening, according to the level they belonged, was well because they obtained 77% on the listening diagnostic test. To conclude the module, learners obtained 94%; they improved a lot based on the scores they have gotten at the beginning, to the scores they got at the end.

6.1.2.1.2. SPEAKING
Related to speaking area, students were with a low score of 42% at the beginning of the module. However, at the end of the module, an improvement of 91% was seen.

6.1.2.1.3. GRAMMAR

In relation to grammar, when students entered to the module, they obtained 59%, and when they finished the module of reinforcement, an improvement of 89% was seen.

6.1.2.2. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF PRE INTERMEDIATE LEVELS

6.1.2.2.1. LISTENING
Pre intermediate learners scored on the listening diagnostic test well with 79% at the moment of starting the module. When students finished the module, they reached 95%.

6.1.2.2.2. SPEAKING

![Graph showing speaking improvement](image)

About speaking, learners obtained a low percentage, 65%. At the end of the module, students obtained a higher score (92%) on speaking than they had at the beginning.

6.1.2.2.3. GRAMMAR

![Graph showing grammar improvement](image)

On grammar aspect, students obtained 79%. When they concluded the module, they had 94% on grammar.
6.2. MODULE 2 (From May 16\textsuperscript{th} to June 10\textsuperscript{th})

6.2.1. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF BASIC LEVELS

6.2.1.1. LISTENING

Students from the second module had a score of 62\% at the beginning of the module. At the end of the module learners had 92\%.

6.2.1.2. SPEAKING

On speaking aspect, students had a score of 40\%. Before finishing the second module, students improved with 89\%.
6.2.1.3. GRAMMAR

In relation to grammar, students had a low score of 47% when starting the second module, but when they finished it, 93% had a high score.

6.2.2. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF PRE INTERMEDIATE LEVELS

6.2.2.1. LISTENING

Something similar happened to pre intermediate students at starting the second module; they obtained 67% on listening skill. Once they concluded the module, they obtained 93%.
6.2.2.2. SPEAKING

Regarding to speaking aspect at the beginning of the second module, students had 62%.

And when they finished the second module, students had 96%.

6.2.2.3. GRAMMAR

As for grammar, the level of knowledge of pre intermediate English students was 61%. At the end, the score they had was 90%.
6.4. MODULE 4 (From July 26th to August 19th)

6.4.1. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF BASIC LEVELS

6.4.1.1. LISTENING

Basic students had 43% regarding to listening when they started the module. Whereas, when they finished the module, they had 80%.

6.4.1.2. SPEAKING

As for speaking, basic learners obtained 37% at the beginning of module four. On the contrary, when students concluded with the module four, they had 86%.
Related to grammar, when students entered the module, 34% was obtained. On the other hand, when they concluded the module four, students had 88%.

6.4.2. CONTRASTIVE ANALYSIS FROM DATA COLLECTION OF PRE INTERMEDIATE LEVELS

6.4.2.1. LISTENING

When pre intermediate students entered to module four, they had 38% in listening. When they left it, they had 87% in listening.
6.4.2.2. SPEAKING

Regarding to speaking, pre intermediate students obtained 44% at the moment of starting module four. When finishing the module, students had 89%.

6.4.2.3. GRAMMAR

To finish, pre intermediate students obtained 41% in grammar at the beginning of module four. When learners finished module four, they had 88% in grammar.
6.5. GENERAL OVERVIEW OF ALL MODULES (FROM MODULE 1 TO MODULE 4)

6.5.1. BASIC AND PREINTERMEDIATE LEVELS DATA COLLECTED, GENERAL OVERVIEW

As it can be observed, students entered with some listening, speaking and grammar troubles at the beginning of each module and at the end of the module; they overcame the problems they had, and improved a lot on their English learning process.
6.5.2. MOST DEMANDED TOPICS DURING THE PROCESS ORIENTED SYLLABUS, GENERAL OVERVIEW

6.5.2.1. BASIC LEVELS

Since the beginning of each module, the topics of the Simple Present Tense, Adverbs of Frequency and Prepositions were more demanded than any other topic. This showed the importance of these topics to be reinforced and practiced.

6.5.2.2. PRE INTERMEDIATE LEVELS

The Present Perfect, Present Perfect Continuous, Past Perfect, Phrasal Verbs and Verbs followed by Infinitive and Gerunds were the most demanded by pre intermediate students. This demonstrates the importance to reinforce these topics.

113
SUMMARY

In this chapter the interpretation and analysis of data collected, as a result of the proposal implementation, is presented in four modules which were the periods established by the institution. As a general overview of the Basic and Pre intermediate levels data collected, students entered with some listening, speaking and grammar troubles at the beginning of each module and at the end of the module, they overcame the problems they had, and improved a lot on their English learning process. Since the beginning of each module, the most demanded topics during the process oriented syllabus in BASIC LEVELS were the topics of the Simple Present Tense, Adverbs of Frequency and Prepositions. In PRE INTERMEDIATE LEVELS were the Present Perfect, Present Perfect Continuous, Past Perfect, Phrasal Verbs and Verbs followed by Infinitive and Gerunds.
CHAPTER SEVEN: IMPACT OF THE PROJECT

In the present chapter, all the impact of this guided work is described carefully in order to see clearly the huge outcomes students reached after they participated in the English reinforcement courses. First, the main problems students had were in listening, speaking and grammar. Then, a brief description of how students were helped through the implementation of this project will be presented. After that, as a result, the impact of the project will come in each area.

7.1. IDENTIFIED PROBLEMS IN BASIC LEVELS AND SOLUTIONS

MODULE 1A (From March 29th to April 19th)

LISTENING PROBLEM

Students demonstrated a lack of ability to deduct meaning not directly stated. Example: at the moment of listening to Barbara talking about her daily routine, they failed at identifying who cooked the dinner which was not directly stated in the conversation.

SOLUTION

Students who had this type of problem overcame it through practice.

SPEAKING PROBLEM

Learners could not speak well because a good entonation was missing. Example:

Wrong                      Correct

GArage                     gaRAge

What’s your name?           What’s your name?

SOLUTION

Students improved their entonation because they listened, repeated and practiced with other classmates sentences that had no entonation at the beginning.
GRAMMAR PROBLEM

Students had problems with organization of ideas while they practiced listening and speaking. Example: when students had to describe their daily routines they failed at organizing the sequence of activities on a coherent way “I get up. I watch TV I go to university. I like soda, etc.”

SOLUTION

Through teacher’s guidance students learned that each conversation must be coherent in relation to the topic and grammar usage. It means that if one student used simple past, the other student had to use the same grammar tense and keeping inside the topic which is going on in a conversation.

MODULE 1B (From April 4th to May 6th)

LISTENING PROBLEM

Students could not understand very well details. Example: students failed at identifying to Cherly’s family members names, age and occupation.

SOLUTION

They practiced more listening for conversations in order to understand details that helped them to have a better global listening comprehension.

SPEAKING PROBLEM

Students did not know some factions of the English language in specific topics. Example: students did not notice the difference between informal and formal greetings such as: Good morning, Mr. Overington. What’s up bro? Etc.

SOLUTION

They recognized and practiced in conversations specific characteristics of English language in order to reach accuracy on their speaking.
GRAMMAR PROBLEM

Some students forgot and others did not know that some English grammar structures had specific functions inside the usage of the language. Example: students failed at using frequency adverbs with verbs in simple present tense in the right position.

Wrong                      Correct
I always am tired on weekends. I am always tired on weekends.
Mary studies at the library seldom. Mary seldom studies at the library.

SOLUTION

A group of students reviewed and others learned the specific functions that some grammar structures have inside a conversation.

MODULE 2 (From May 16th to June 10th)

LISTENING PROBLEM

Students had problems at recognizing specific sounds. Example: they failed at distinguishing the difference between the sounds that seemed to be similar.

  this                 these
  /’this/                /’thi:s/

SOLUTION

Students were taught to distinguish specific sounds such as the pronunciation of the words: /this/ - /these/ and others.

SPEAKING PROBLEM
Learners had problems at pronouncing determined sound words. Example: students failed at pronouncing words like these:

- cat /cæt/
- cut /cʌt/
- thing /ðɪŋ/
- three /θriː/

**SOLUTION**

In order to solve pronunciation mistakes correct pronunciation of some words was taught.

**GRAMMAR PROBLEM**

Specific grammar structures were not used correctly. Example: students failed at discriminating between regular and irregular verbs simple past tense forms.

**Wrong**

- Builted
- Prefered

**Correct**

- built
- preferred

**SOLUTION**

Students learnt and practiced the specific functions of some grammar structures.

**MODULE 3 (From June 20th to July 15th)**

**LISTENING PROBLEM**

Students got confused because of the accent of native speakers conversations. Example: the different pronunciation of some family members in American and British accents:

<table>
<thead>
<tr>
<th>American accent</th>
<th>British accent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>/'mɑθər/</td>
</tr>
<tr>
<td>Sister</td>
<td>/'sɪstər/</td>
</tr>
</tbody>
</table>

**SOLUTION**

They were taught and then practiced to identify American and British English accents.
SPEAKING PROBLEM

Students did not speak clearly. The message that students were trying to communicate was not clear so it was not understood by the listeners. Example: they failed at the moment of talking about activities in simple past tense because of wrong conjugation of regular and irregular verbs in simple past tense and lack of good pronunciation of them.

SOLUTION

They were pushed by teachers to speak as clear as they could, so the clarity of the communication could be reached.

GRAMMAR PROBLEM

It was noticeable that students had grammar problems because they committed different mistakes in speaking practices, not always, but frequently. Example: students did not conjugate properly verbs in simple present tense with the third person.

Wrong                  Right

Studys                  studies

SOLUTION

A grammar review was done and students’ mistakes were considered to talk about some specific grammar structures so students would not repeat the problems they showed previously.

MODULE 4 (From July 26th to August 19th)

LISTENING PROBLEM

Students did not have the ability to understand the general idea of a conversation. Example: learners listened to a conversation and failed at understanding the general idea presented, which was vacation.

SOLUTION
They practiced and focused on specific structures that helped them to identify the general idea of a conversation.

**SPEAKING PROBLEM**

Students did not respond a reasonable answer because they did not use grammar structures correctly. Example: learners failed at making and answering information questions in simple present and simple past, getting confused about the function that each tense has.

Wrong

Student A  What did you do yesterday?

Student B  I listen to music, play with my friends and buy ice cream

Right

Student A  What did you do yesterday?

Student B  I listened to music, played with my friends and bought ice cream.

**SOLUTION**

Some students reviewed and other learnt the usage of grammar structures in a conversation because it is very important to communicate the message.

**GRAMMAR PROBLEM**

Learners did not use appropriately English grammar. Example: students confused the usage of possessive adjectives and object pronouns in tenses like this:

Wrong  Right

This is mine book and this is your.  This is my book and this is yours.

**SOLUTION**
A general overview was done by the teachers so students could remember or learn the specific function each grammar structure has inside conversations mainly.

7.2. IMPACT OF THE PROJECT IN BASIC LEVELS

7.2.1. STUDENTS FROM BASIC LEVELS BEFORE THE ENGLISH REINFORCEMENT COURSES

Learners from basic levels before starting the English reinforcement courses had a lot of questions, doubts and curiosity about some specific topics, especially in grammar. There were many reasons to explain why students had so many questions, doubts and curiosity such as:

- the quantity of topics learned in a course.

- teachers’ methodology (some teachers used to be very fast at the moment of explaining grammar).

- Spanish interference because not all the students understood each lesson clearly.

- English homework was not checked by the teachers and this created doubts on learners because they did not know whether their answers were 100% right.

- students’ personality was a barrier since some pupils did not like to ask questions to their teachers because they did not want their teachers think that their students are not learning very well.

- learner’s personal motivation to learn English language. It means that a student obeys to his or her teacher by practicing inside and outside the classroom by doing homework, participating in class, working actively on his/her listening, speaking, reading, writing, grammar and vocabulary on his/her own.

- other activities students had, besides learning English language. Because of other different activities students had, there is not enough time to reinforce each skill and subskill in a learning language process.

- not attending the English class because of the circumstances on the students’ side.
These were some of the reasons learners had. Just for the record, it was inferred that the text book that students used for learning English contained topics – generally, other books teach these topics in later levels, but this book had them in beginner and preintermediate levels – which were considerable difficult to learn.

7.2.2. IMPACT OF THE PROJECT

7.2.2.1. POSITIVE ASPECTS
The truly impact of the project resides in students’ lives who improved their skills through overcoming the failures in listening, speaking and grammar. There is a huge difference between how they entered and how they finished the English reinforcement course relating to these areas. This was a real impact because, if students had not taken the English reinforcement courses, they would not have the chance to review or to learn and practice in the areas they had problems with. Because of the relevance of the result, it is important to describe how it was achieved:

BEFORE THE CLASSES STARTED:

- Planified lessons were given to the students based on the topics they learned on their official textbooks.
- Each topic was carefully planified on how it would be taught giving as a result a very detailed lesson plan.
- TBL method was adequated to the different activities planified for each lesson because that was the English methodology used for the institution.

DURING CLASSES:

- Clear instructions were given so student could perform very well each activity.
- Smooth and logical linkings and transitions from one stage to another were done.
- Modelling to have learners understand the instructions for conversations was given.
- Pair correction was used to correct each learner’s mistakes when necessary.

AFTER CLASSES:
A deep analysis was done in order to know if the objectives of the recent guided work were achieved.

Formative and summative results were considered to evaluate the participants and to measure the knowledge reached after students have finished the course.

RESULTS REACHED AT THE END OF EACH COURSE

In listening aspect, all students demonstrated that their level of English listening comprehension added in relation of how it was at the beginning of the course. Listening for the gist, listening speed delivery, differ American from British accents, listening for details, deduct information not stated but implied, and native English pronunciation were reinforced and all students demonstrated that practice helps in this area because hard work brought good results on learners.

Speaking was another aspect which was one of the most required. The impact was clear at the moment to see and compare the huge difference when learners entered in a low level of speaking and then they improved; students could see this because their oral expression was clear, complete, well grammar structured, fluent and with a good pronunciation.

Grammar was one aspect which was inside the previous ones: listening and speaking because it helped a lot in order to be a good listener and speaker.

PROCESS ORIENTED SYLLABUS IMPACT

The impact of the process oriented syllabus is clearly perceived in the sense that not only the topics which were planified were covered, but also students’ doubts and questions were considered to help them in those areas. No matter the quantity of students in every classroom in each course, each one of them had the chance to ask directly his/her own questions in relation to a specific topic. In this way, learners’ questions and doubts were answered and clarified so they could understand each topic clearly. What is more, not only answers were given, but also extra practice because supplementary material was used for
this purpose. As a result, students improved a lot their abilities in listening, speaking and grammar taking into account their needs.

All questions and doubts are collected in the following frames:

<table>
<thead>
<tr>
<th>MODULE 1A (From March 29th to April 19th)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK</strong></td>
</tr>
<tr>
<td>First week</td>
</tr>
<tr>
<td>(March 29th to April 1st)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Second week</td>
</tr>
<tr>
<td>(April 4th to April 8th)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Third week</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
(April 11\textsuperscript{th} to April 19\textsuperscript{th})

- simple present tense (subject + verb + complement)

  Grammar: Internal structure of a negative sentence in simple present tense (subject + auxiliary + verb in the base form + complement).

  Grammar: Internal structure of Yes/No questions in simple present tense (Auxiliar + subject + verb in the base form + complement) and short answers.

  Grammar: Internal structure of information, questions in simple present tense (What + auxiliary + subject + verb in the verb in the base form + complement?).

\begin{table}[h]
\centering
\begin{tabular}{|c|p{0.6\textwidth}|}
\hline
\textbf{WEEK} & \textbf{TOPICS} \\
\hline
First week  & Grammar: The simple present tense with regular and irregular verbs: third person.  \\
(April 4\textsuperscript{th} to April 8\textsuperscript{th}) & Grammar: Special cases of verbs with the third person – singular.  \\
 & Grammar: Use of Do/Does auxiliars in negative statements.  \\
 & Grammar: Use of Do/Does auxiliars in Yes/No questions.  \\
 & Grammar: Use of Do/Does auxiliars in information questions.  \\
Second week & Speaking: Formal and informal greetings.  \\
(April 11\textsuperscript{th} to April 15\textsuperscript{th}) & Listening: Understanding general idea.  \\
 & Speaking: Lack of fluency.  \\
 & Grammar: Adverbs of frequency.  \\
 & Grammar: Use of the expressions: once, twice, etc. (adverbs of frequency, second part).  \\
\hline
\end{tabular}
\end{table}
<table>
<thead>
<tr>
<th>Week</th>
<th>dates</th>
<th>Listening:</th>
<th>Speaking:</th>
<th>Grammar:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third week</td>
<td>(April 18&lt;sup&gt;th&lt;/sup&gt; to April 22&lt;sup&gt;nd&lt;/sup&gt;)</td>
<td>Understanding for details.</td>
<td>Lack of vocabulary (more daily-activities verbs for the simple present tense).</td>
<td>Internal structure of an affirmative sentence in simple present tense (subject + verb + complement).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Internal structure of a negative sentence in simple present tense (subject + auxiliary + verb in the base form + complement).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Internal structure of Yes/No questions in simple present tense (Auxiliar + subject + verb in the base form+ complement?) and short answers.</td>
</tr>
<tr>
<td>Fourth week</td>
<td>(April 25&lt;sup&gt;th&lt;/sup&gt; to April 29&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Internal structure of information questions in simple present tense (What + auxiliary + subject + verb in the base form + complement?).</td>
<td></td>
<td>Use of prepositions of place: in, on, at.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Use of prepositions of time: in, on, at.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Listening: Listening for specific information (in, on, at).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Speaking: Talk about places and time.</td>
</tr>
<tr>
<td>Fifth week</td>
<td>(May 2&lt;sup&gt;nd&lt;/sup&gt; to May 6&lt;sup&gt;th&lt;/sup&gt;)</td>
<td></td>
<td></td>
<td>Use of prepositions of time (by, for).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Listening: Understanding general idea (phrasal verbs use in conversations).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Speaking: Lack of vocabulary of phrasal verbs.</td>
</tr>
</tbody>
</table>
verbs.
Grammar: Structure of phrasal verbs (verb + particle).

## MODULE 2 (From May 16th to June 10th)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First week</strong></td>
<td><strong>Grammar:</strong> The simple present tense (affirmative and negative statements, Yes/No questions and information questions).</td>
</tr>
<tr>
<td><strong>(May 16th to May 20th)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening: Understanding the general information and recognizing specific sounds.</td>
</tr>
<tr>
<td></td>
<td>Speaking: Talk about daily routines. Pronunciation of determined sound words.</td>
</tr>
<tr>
<td><strong>Second week</strong></td>
<td><strong>Grammar:</strong> Adverbs of frequency.</td>
</tr>
<tr>
<td><strong>(May 23rd to May 27th)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of the expressions: once, twice, etc. (adverbs of frequency, second part).</td>
</tr>
<tr>
<td></td>
<td>Listening: Listening for specific information (Frequency adverbs).</td>
</tr>
<tr>
<td></td>
<td>Speaking: Talk about how often you do some activities.</td>
</tr>
<tr>
<td></td>
<td><strong>Grammar:</strong> Use of prepositions of place:</td>
</tr>
<tr>
<td>Week</td>
<td>TOPICS</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| **Third week** (May 30th to June 3rd) | in, on, at.  
Grammar: Use of prepositions of time: in, on, at.  
Listening: Listening for specific information (in, on, at).  
Speaking: Talk about places and time. |
| **Fourth week** (June 6th to June 10th) | Listening: Understanding general idea (phrasal verbs use in conversations).  
Speaking: Lack of vocabulary of phrasal verbs.  
Grammar: Structure of phrasal verbs (verb + particle). |
| **MODULE 3 (From June 20th to July 15th)** | |
| **First week** (June 20th to June 24th) | Grammar: The simple present tense (affirmative and negative statements, Yes/No questions and information questions).  
Listening: Understanding the general information.  
Speaking: Talk about daily routines. |
| **Second week** (June 27th to July 1st) | Grammar: Frequency Adverbs.  
Grammar: Use of the expressions: once, twice, etc. (adverbs of frequency, second part).  
Listening: Listening for specific information (adverbs of frequency use).  
Speaking: Talk about how often you do some activities. |
### Module 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third week</strong></td>
<td><strong>(July 4th to July 8th)</strong></td>
</tr>
<tr>
<td>Grammar: Use of prepositions of place (in, on, at).</td>
<td></td>
</tr>
<tr>
<td>Grammar: Use of prepositions of time (in, on, at).</td>
<td></td>
</tr>
<tr>
<td>Listening: Listening for specific information (in, on, at).</td>
<td></td>
</tr>
<tr>
<td>Speaking: Talk about places and time.</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth week</strong></td>
<td><strong>(July 11th to July 15th)</strong></td>
</tr>
<tr>
<td>Listening: Understanding the general idea (phrasal verbs use in conversations).</td>
<td></td>
</tr>
<tr>
<td>Speaking: Lack of vocabulary of phrasal verbs.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Structure of phrasal verbs (verb + particle).</td>
<td></td>
</tr>
<tr>
<td><strong>Module 4</strong></td>
<td><strong>(From July 26th to August 19th)</strong></td>
</tr>
<tr>
<td><strong>WEEK</strong></td>
<td><strong>TOPICS</strong></td>
</tr>
<tr>
<td><strong>First week</strong></td>
<td><strong>(July 25th to July 29th)</strong></td>
</tr>
<tr>
<td>Grammar: Personal pronouns (singular and plural).</td>
<td></td>
</tr>
<tr>
<td>Grammar: The simple present tense (affirmative and negative statements, Yes/No questions and information questions).</td>
<td></td>
</tr>
<tr>
<td>Listening: Understanding the general information.</td>
<td></td>
</tr>
<tr>
<td>Speaking: Talk about daily routines.</td>
<td></td>
</tr>
<tr>
<td><strong>Second week</strong></td>
<td><strong>(July 26th to July 30th)</strong></td>
</tr>
<tr>
<td>Grammar: Adverbs of frequency.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Use of the expressions: once, twice, etc. (adverbs of frequency, second part).</td>
<td></td>
</tr>
<tr>
<td>Listening: Listening for specific information</td>
<td></td>
</tr>
</tbody>
</table>
(August 1<sup>st</sup> to August 5<sup>th</sup>) | (Frequency adverbs).
---|---
| Speaking: Talk about how often you do some activities.

**Third week**

(August 8<sup>th</sup> to August 12<sup>th</sup>)

| Listening: Listening for details.
| Grammar: Possessive adjectives.
| Grammar: Object pronouns.
| Grammar: Difference between possessive adjectives and object pronouns.

**Fourth week**

(August 15<sup>th</sup> to August 19<sup>th</sup>)

| Grammar: Use of prepositions of place (in, on, at).
| Grammar: Use of prepositions of time (in, on, at).
| Listening: Listening for specific information (in, on, at).
| Speaking: Talk about places and time.

### 7.2.2. NEGATIVE ASPECTS

Some enrolled students attended only few classes because the lack of time. This fact did not allow them to continue with the courses and they did not have the chance to overcome their failures.

Others who assisted to classes did not realized the importance of overcoming their problems, this fact was noticeable at the moment of practicing in the classes where they failed at listening or speaking, even though they were noticed about the errors that they were making. This fact was because they did not pay enough attention to the details that were explained.

### 7.3. IDENTIFIED PROBLEMS IN PRE INTERMEDIATE LEVELS AND SOLUTIONS

**MODULE 1A (From March 29<sup>th</sup> to April 19<sup>th</sup>)**

**LISTENING PROBLEM**
Students had the problem with linking sounds which can be perceived in a native English conversation like the sounds in these verbs:

<table>
<thead>
<tr>
<th>Write</th>
<th>wrote</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>/rait/</td>
<td>/rout/</td>
<td>/ritn/</td>
</tr>
</tbody>
</table>

**SOLUTION**

They improved this difficulty by identifying and listening the cases where the linking sounds happened.

**SPEAKING PROBLEM**

Learners were not able to pronounce linking sounds that happen in determined utterances. Example:

I’ll ask her  I’ll ask her to call you.

**SOLUTION**

Students learned and practiced linking sounds in classes.

**GRAMMAR PROBLEM**

Students had problems at recognizing the appropriate function of determined grammar structures which were reflected at the moment of interacting in a conversation. Example: students tended to use present perfect with the same sense of simple past.

<table>
<thead>
<tr>
<th>Wrong</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ve cleaned my room yesterday.</td>
<td>I cleaned my room yesterday.</td>
</tr>
</tbody>
</table>

**SOLUTION**
A group of learners reviewed and other group was taught the appropriate usage of grammar structures and their function in determined contexts.

**MODULE 1B (From April 4<sup>th</sup> to May 6<sup>th</sup>)**

**LISTENING PROBLEM**

Learners could not understand very well because of the speed delivery which was very fast. This fact happened in long conversations where they had to identify specific details.

**SOLUTION**

They improved their level of comprehension when listening several types of English conversation which were presented gradually.

**SPEAKING PROBLEM**

Students could not pronounce very well verbs in past participle tense. This happened with regular and irregular verbs. Example:

<table>
<thead>
<tr>
<th>Wrong</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watched</td>
<td>/wɔʧid/</td>
</tr>
<tr>
<td>Bought</td>
<td>/bout/</td>
</tr>
</tbody>
</table>

**SOLUTION**

They listened to a correct pronunciation and repeated individually and in conversations.

**GRAMMAR PROBLEM**

The usage of present perfect in oral and written language was difficult, mainly with the adverbs *yet, just and already*. Students failed at identifying the function of each adverb and its position in an utterance. Example:

<table>
<thead>
<tr>
<th>Wrong</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
She’s finished **already** her homework.  She’s **already** finished her homework.

I haven’t **yet** cooked dinner.  I haven’t cooked dinner **yet**.

**Just** we’ve arrived home.  We’ve **just** arrived home.

**SOLUTION**

Learners reinforced their present perfect knowledge based on grammar explanation and practice.

**MODULE 2 (From May 16th to June 10th)**

**LISTENING PROBLEM**

Students did not understand the conversations very well because they did not know the meaning of some words. This happened due to the lack of vocabulary. Example: they did not know the meaning of the words like race, breathe, notice, blow my mind etc.

**SOLUTION**

Vocabulary and new grammar structures were taught so students faced the problems they had.

**SPEAKING PROBLEM**

Most students did not respond complete answers. It means that they did not use a suitable amount of words detailing a conversation. Example:

**Question:** What had you just done before coming to classes?

**Answer** Nothing special.

**Question** Excuse me, what do you mean?

**Answer** **I was studying and going home.**

**SOLUTION**
Most students learned that it is better to use not only grammar structures, but also vocabulary which they have learnt in their English classes and in the reinforcement English classes.

**GRAMMAR PROBLEM**

Students did not use the correct and complete grammar structure in their conversations. Example:

**Wrong conversation**

Student A  How long you been studying your career?

Student B  Four years.

**Right conversation**

Student A  How long have you been studying your career?

Student B  I’ve been studying four years.

**SOLUTION**

Learners were pushed to use the complete and correct grammar structures in any conversation.

**MODULE 3 (From June 20th to July 15th)**

**LISTENING PROBLEM**

Recognizing and interpreting phrasal verbs in conversations. Example: Student fail at identifying the meaning of the phrasal verb *hang sth. up*.

**Question**  When did you hang your old cell phone up?

**Answer**  *I didn’t hang my cell phone.*

**SOLUTION**

Students reinforced phrasal verbs knowledge through theory and practice of them.
SPEAKING PROBLEM

Inside pronunciation students did not pronounce the linking sounds in phrasal verbs.
Example:

Come out  give up  look up
/kəməut/  /givəp/  /lukəp/

SOLUTION

Learners had the opportunity to know the correct pronunciation of some phrasal verbs.

GRAMMAR PROBLEM

Students confused present perfect and present perfect continuous by using them in any kind of conversation. Example:

Wrong

Student A  Has Bolivar been winning the championship?
Student B  Yeah, Bolivar has been winning the national championship.

Right

Student A  Has Bolivar won the championship?
Student B  Yeah, Bolivar has won the national championship.

SOLUTION

They noticed the difference between present perfect and present perfect continuous in conversations.

MODULE 4 (From July 26th to August 19th)
LISTENING PROBLEM

Students had problems in understanding because of the vowel sounds. This fact was identified in the following cases:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>cut</td>
<td>sing</td>
<td>sin</td>
<td></td>
</tr>
<tr>
<td>/kæt/</td>
<td>/kʌt/</td>
<td>/sin/</td>
<td>/sin/</td>
<td></td>
</tr>
</tbody>
</table>

SOLUTION

Learners had to learn that in English vowels in pronunciation are more than five and they practiced them by pronouncing them (Open and close vowels).

SPEAKING PROBLEM

Students tended to mix different grammar structures in a conversation improperly. Example:

Question    Have you ever traveled abroad?

Answer      No, I didn’t. I traveled to Potosi only.

SOLUTION

Made students realized that it is good to use different structures in a conversation; however, the usage has to be properly.

GRAMMAR PROBLEM

Students used to mix different grammar structures indistinctly. This happened at identifying verbs followed by gerunds and infinitives. Example:

Question    What do you complain about at home?

Answer      I complain about to do the dishes.     **Wrong**

I complain about *doing* the dishes.     **Right**
SOLUTION

Students became aware of their mistakes and were pushed to use each grammar structure according to its function in the language.

7.4. IMPACT OF THE PROJECT IN PRE INTERMEDIATE LEVELS

7.4.1. STUDENTS FROM PRE INTERMEDIATE LEVELS BEFORE THE ENGLISH REINFORCEMENT COURSES

Before starting the reinforcement courses, pupils from pre intermediate levels expressed their questions, doubts and curiosity about specific topics related with grammar and their role at listening and speaking. Here under are explained the factors that led to students to have questions, doubts and curiosity:

- the amount of topics learnt in a course.
- teachers’ methodology (some teachers used to be very fast at the moment of explaining grammar).
- Spanish interference because not all the students understood each lesson clearly due to lack of knowledge and practice of determined grammar structures and vocabulary.
- English homework was not checked by the teachers and this created doubts on learners because they did not know whether their answers were 100% right.
- students’ personality was a barrier since some pupils did not like to ask questions to their teachers because they did not want their teachers to think that their students are not learning very well.
- learner’s personal motivation to learn English language. It means that a student obeys to his or her teacher by practicing inside and outside the classroom by doing homework, participating in class, working actively on his/her listening, speaking, reading, writing, grammar and vocabulary on his/her own.
- other activities students had, besides learning English language. Because of other different activities students had, there is not enough time to reinforce each skill and sub skill in a learning language process.

- not attending the English class because of the students’ circumstances.

It is important to consider that students had a lot of questions because the English text book of pre intermediate levels contained several topics explained briefly, so they needed deeply explanations in order to have a better understanding of the contents. This constituted an important factor which determined the amount of doubts collected.

### 7.4.2. POSITIVE ASPECTS

The impact of the project is clearly perceived in the sense that not only the topics which were planified were covered but also students’ doubts and questions were considered to help them in those areas. As a result, students improved a lot their abilities in listening, speaking and grammar by taking into account their needs.

The truly impact of the project resides in students’ learning that improved their skills through overcoming the failures in each area. This was a real impact because, if students had not taken the English reinforcement courses, they would not have the chance to review or to learn and practice in the areas where they had problems.

In listening aspect, all students demonstrated that their level of English listening comprehension added in relation of how it was at the beginning of the course. Listening for the gist, listening speed delivey, listening for details, deduct information not stated but implied, and native English pronunciation were reinforced and all students demonstrated that practice helps in this area because hard work brought good results on learners.

Speaking was another aspect which was one of the most required. The impact was clear at the moment to see and compare the huge difference when learners entered in a low level of speaking and then they improved; students could see this because their oral expression was clear, complete, well grammar structurated, fluent and with a good pronunciation.

Grammar was one aspect which was inside the previous ones: listening and speaking because it helped a lot to be a good listener and speaker.
BEFORE THE CLASSES STARTED:

- Planified lessons were given to the students based on the topics they learned on their official textbooks.
- Each topic was carefully planified on how it would be taught, giving as a result a very detailed lesson plan.
- TBL method was adequated to the different activities planified for each lesson because that was the English methodology used for the institution.

DURING CLASSES:

- Clear instructions were given so student could perform very well each activity.
- Smooth and logical linkings and transitions from one stage to another were done.
- Modelling to have learners understand the instructions for conversations was given.
- Pair correction was used to correct each learner’s mistakes when necessary.

AFTER CLASSES:

- A deep analysis was done in order to know if the objectives of the recent guided work were achieved.
- Formative and summative results were considered to evaluate the participants and to measure the knowledge reacher after the students finished the course.

RESULTS REACHED AT THE END OF EACH COURSE

In listening aspect, all students demonstrated that their level of English listening comprehension added in relation of how it was at the beginning of the course. Listening for the gist, listening speed delivery, listening for details, deduct information not stated but implied and native English pronunciation were reinforced and all students demonstrated that practice helps in this area because hard work brought good results on learners.

Speaking was another aspect which was one of the most required. The impact was clear at the moment to see and compare the huge difference when learners entered in a low level of speaking and then they improved; students could see this because their oral expression was clear, complete, well grammar structurated, fluent and with a good pronunciation.
Grammar was one aspect which was inside the previous ones: listening and speaking because it helped a lot to be a good listener and speaker.

**PROCESS ORIENTED SYLLABUS IMPACT**

The impact of the process oriented syllabus is clearly perceived in the sense that not only the topics which were planified were covered, but also students’ doubts and questions were considered to help them in those areas. It stands for that, no matter the quantity of students in each classroom in every course, each one of them had the chance to ask directly his/her own questions related to a specific topic. In this way, learners’ questions and doubts were answered and clarified so they understood each topic clearly. What is more, not only answers were given, but also extra practice because supplementary material was used for this purpose. As a result, students improved a lot their abilities in listening, speaking and grammar by taking into account their needs.

All questions and doubts are collected in the following frames:

**MODULE 1A (From March 29th to April 19th)**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>Grammar: Present Perfect in affirmative statements.</td>
</tr>
<tr>
<td>(March 29th to April 1st)</td>
<td>Grammar: Present Perfect in negative statements.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Present Perfect in Yes/No questions.</td>
</tr>
<tr>
<td></td>
<td>Listening: Understanding for specific information.</td>
</tr>
<tr>
<td>Second week</td>
<td>Speaking: Lack of accuracy.</td>
</tr>
<tr>
<td>(April 4th to April 8th)</td>
<td>Speaking: Lack of vocabulary use.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “already” in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “just” in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “ever” in Yes/No questions in Present Perfect tense.</td>
</tr>
</tbody>
</table>
Third week  
(April 11\textsuperscript{th} to April 19\textsuperscript{th})

<table>
<thead>
<tr>
<th>TOPICS</th>
</tr>
</thead>
</table>
| Listening: Listening for details.  
Speaking: Talk about past activities that continue into the present.  
Grammar: Use of “yet” in negative statements in Present Perfect tense.  
Grammar: Use of “yet” in questions in Present Perfect tense.  
Grammar: Difference between Present Perfect and Simple Past tense.  
Speaking: Talk about your last trip.  
Grammar: Internal structure of Present Perfect tense (affirmative and negative statements; Yes/No questions). |

MODULE 1B (From April 4\textsuperscript{th} to May 6\textsuperscript{th})

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
</tr>
</thead>
</table>
| **First week**  
(April 4\textsuperscript{th} to April 8\textsuperscript{th}) | Speaking: Lack of accuracy.  
Grammar: Present Perfect in affirmative statements.  
Grammar: Present Perfect in negative statements.  
Grammar: Present Perfect in Yes/No questions.  
Listening: Understanding for specific information. |
| **Second week** | Speaking: Lack of vocabulary use.  
Speaking: Talk about past activities that continue into the present. |
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Grammar: Use of “already” in Present Perfect tense.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third week (April 11th to April 15th)</td>
<td>Grammar: Use of “just” in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “ever” in Yes/No questions in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td>Listening: Listening for details.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “yet” in negative statements in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “yet” in questions in Present Perfect tense.</td>
</tr>
<tr>
<td>Third week (April 18th to April 22nd)</td>
<td>Grammar: Difference between Present Perfect and Simple Past tense.</td>
</tr>
<tr>
<td></td>
<td>Speaking: Talk about your last trip.</td>
</tr>
<tr>
<td>Fourth week (April 25th to April 29th)</td>
<td>Grammar: Internal structure of Present Perfect tense (affirmative and negative statements; Yes/No questions).</td>
</tr>
<tr>
<td></td>
<td>Grammar: Present Perfect Continuous.</td>
</tr>
<tr>
<td></td>
<td>Grammar: “Used to” for past habits.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Past Perfect.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Differences between Past Perfect and Simple Past.</td>
</tr>
<tr>
<td>Fifth week (May 2nd to May 6th)</td>
<td>Listening: Understanding the general idea (phrasal verbs use in conversations).</td>
</tr>
<tr>
<td></td>
<td>Speaking: Lack of vocabulary of phrasal verbs.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Structure of phrasal verbs (verb + particle).</td>
</tr>
</tbody>
</table>
Grammar: Separable phrasal verbs.
Grammar: Non separable phrasal verbs.

**MODULE 2 (From May 16th to June 10th)**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>Speaking: Lack of accuracy.</td>
</tr>
<tr>
<td>(May 16th to May 20th)</td>
<td>Grammar: Present Perfect (affirmative, negative and Yes/No questions).</td>
</tr>
<tr>
<td></td>
<td>Listening: Understanding for specific information.</td>
</tr>
<tr>
<td>Second week</td>
<td>Speaking: Lack of vocabulary use.</td>
</tr>
<tr>
<td>(May 23rd to May 27th)</td>
<td>Speaking: Talk about past activities that continue into the present.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “already” and “just” in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “ever” in Yes/No questions in Present Perfect tense.</td>
</tr>
<tr>
<td>Third week</td>
<td>Listening: Listening for details.</td>
</tr>
<tr>
<td>(May 30th to June 3rd)</td>
<td>Grammar: Use of “yet” in negative statements and questions in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Difference between Present Perfect and Simple Past tense.</td>
</tr>
<tr>
<td>Fourth week</td>
<td>Grammar: Present Perfect Continuous.</td>
</tr>
<tr>
<td>(June 6th to June 10th)</td>
<td>Listening: Understanding general idea (phrasal verbs use in conversations).</td>
</tr>
<tr>
<td></td>
<td>Speaking: Lack of vocabulary of phrasal verbs.</td>
</tr>
<tr>
<td>WEEK</td>
<td>TOPICS</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Grammar: Separable phrasalverbs.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Non separable phrasalverbs.</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 3 (From June 20th to July 15th)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK</strong></td>
<td><strong>TOPICS</strong></td>
</tr>
<tr>
<td><strong>First week</strong></td>
<td></td>
</tr>
<tr>
<td>(June 20th to June 24th)</td>
<td></td>
</tr>
<tr>
<td>Speaking: Lack of accuracy.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Present Perfect (affirmative, negative and Yes/No questions).</td>
<td></td>
</tr>
<tr>
<td>Listening: Understanding for specific information.</td>
<td></td>
</tr>
<tr>
<td><strong>Second week</strong></td>
<td></td>
</tr>
<tr>
<td>(June 27th to July 1st)</td>
<td></td>
</tr>
<tr>
<td>Speaking: Lack of vocabulary use.</td>
<td></td>
</tr>
<tr>
<td>Speaking: Talk about past activities that continue into the present.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Use of “already” and “just” in Present Perfect tense.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Use of “ever” in Yes/No questions in Present Perfect tense.</td>
<td></td>
</tr>
<tr>
<td><strong>Third week</strong></td>
<td></td>
</tr>
<tr>
<td>(July 4th to July 8th)</td>
<td></td>
</tr>
<tr>
<td>Listening: Listening for details.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Use of “yet” in negative statements and questions in Present Perfect tense.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Difference between Present Perfect and Simple Past tense.</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth week</strong></td>
<td></td>
</tr>
<tr>
<td>Grammar: Present Perfect Continuous.</td>
<td></td>
</tr>
<tr>
<td>Difference between Present Perfect and Present Perfect Continuous.</td>
<td></td>
</tr>
<tr>
<td>Listening: Understanding the general idea</td>
<td></td>
</tr>
</tbody>
</table>
(July 11<sup>th</sup> to July 15<sup>th</sup>)  (phrasal verbs use in conversations).
Speaking: Lack of vocabulary of phrasal verbs.
Grammar: Separable phrasal verbs.
Grammar: Non separable phrasal verbs.

MODULE 4 (From July 26<sup>th</sup> to August 19<sup>th</sup>)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First week</strong></td>
<td></td>
</tr>
<tr>
<td>(July 25&lt;sup&gt;th&lt;/sup&gt; to July 29&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Speaking: Lack of accuracy.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Present Perfect (affirmative, negative and Yes/No questions).</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening: Understanding for specific information.</td>
</tr>
<tr>
<td><strong>Second week</strong></td>
<td></td>
</tr>
<tr>
<td>(August 1&lt;sup&gt;st&lt;/sup&gt; to August 5&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Speaking: Lack of vocabulary use.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking: Talk about past activities that continue into the present.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “already” and “just” in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “ever” in Yes/No questions in Present Perfect tense.</td>
</tr>
<tr>
<td><strong>Third week</strong></td>
<td></td>
</tr>
<tr>
<td>(August 8&lt;sup&gt;th&lt;/sup&gt; to August 12&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Listening: Listening for details.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Use of “yet” in negative statements and questions in Present Perfect tense.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Difference between Present Perfect and Simple Past tense.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Verbs followed by infinitives and gerunds.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening: Understanding the general idea (phrasal verbs use in conversation).</td>
</tr>
<tr>
<td>Fourth week</td>
<td>Speaking: Lack of vocabulary of phrasal verbs.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>(August 15th to August 19th)</td>
<td>Grammar: Separable phrasal verbs.</td>
</tr>
<tr>
<td></td>
<td>Grammar: Non separable phrasal verbs.</td>
</tr>
</tbody>
</table>

### 7.4.3. NEGATIVE ASPECTS

Some enrolled students attended only few classes because of lack of time. This fact did not allow them to continue with the courses and they did not have the chance to overcome their failures.

Other students who assisted classes did not realized the importance of overcoming their problems, this fact was observable at the moment of practicing where they failed at listening or speaking, even though they were noticed about the errors that they were making. This fact was because they did not pay enough attention to the details that were explained.

### 7.5 THE MOST REQUIRED TOPICS OF PROCESS ORIENTED SYLLABUS IMPLEMENTATION

During the reinforcement courses, the application of Process Oriented Syllabus was an important factor which allowed identifying learners’ doubts, mistakes and expectations about their English language learning process. Here under are detailed the most required topics in basic and pre intermediate levels.

- **BASIC LEVELS**

  One of the most required topics was Simple Present Tense because students failed at conjugating irregular verbs with the third person in affirmative sentences, also there was confusion at using the auxiliars *Do* and *Does* at making information and Yes/No questions. These misunderstandings led them to have problems at comprehending audios and speaking on a proper way.

  The second covered topic was Adverbs of frequency. Most students did not understand the meaning of frequency adverbs which made them fail at using them in the correct position in relation with verbs in simple present tense. This topic was worked at
listening comprehension of conversations, speaking about daily routines and grammar appropriate usage of adverbs of frequency.

The third requested topic was Prepositions. In this topic were worked prepositions in, at and on for location and time. Most students manifested their doubts and misunderstanding at using these prepositions in determined contexts. Thus, there were implemented different teaching strategies to make them practice these prepositions in specific contexts at listening and speaking.

It is important to highlight that, during the reinforcement courses, teachers demonstrated not only the correct formation of these grammar structures, but also the way in which using these structures enabled learners to topicalize these entities. The correction took place during form-focused exercises and immediately after they occurred.

- **PRE INTERMEDIATE LEVELS**

The first most requested topic was Present Perfect. It was worked in two phases:

Students reinforced the conjugation of regular and irregular verbs in past participle forms, and practiced the Present Perfect tense in relation with adverbs like: just, already and yet. It was identified they failed at understanding the situations where these adverbs can be used with this tense.

Learners failed at identifying the difference between Simple Past Tense and Present Perfect at the moment of talking about past events. This was overcome through the demonstration of clear examples and practice of listening and speaking of meaningful conversations that they created.

The second covered theme was Past Perfect where students demonstrated they had failures at the moment of talking about past events. Most of them tended to use this structure on a similar way as Simple Past or Present Perfect. In this topic was crucial to made them realize the different application of this tense in determined context and its difference in relation with Simple Past and Present Perfect Tense. This structure was worked at listening and speaking.
The third topic was Phrasal Verbs, which was focused on structure and meaning. The structure and the most common particles were explained to learners. In order to understand the meaning of these kind of verbs, first was explained the particles’ meaning so students could comprehend the meaning of some phrasal verbs but also was highlighted that overgeneralization could not be applied in all cases. Time allowed practicing the most common phrasal verbs through meaningful activities of listening and speaking.

Finally, verbs followed by Infinitive and Gerunds were another important topic that arose. Students failed at using the correct verb forms after determined verbs that require a gerund or an infinitive after them. Teachers provided meaningful activities and practices in order to make them overcome this problem not only in their grammar, but also at listening and speaking.

**SUMMARY**

In this chapter are highlighted some of the problems that students from basic and pre intermediate levels had and which were solved through the implementation of the reinforcement courses. Then, the impact of the project is stated in the following way: first, identifying the reasons that lead to students to have questions, doubts and curiosity; second, pointing out the positive and negative aspects of the impact of the present project and finally showing the effect of Process Oriented Syllabus.
CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS

8.1. BASIC AND PRE INTERMEDIATE LEVELS CONCLUSIONS

8.1.1. CONCLUSIONS IN RELATION TO THE GENERAL OBJECTIVE
As a conclusion regarding to the general objective which was the implementation of English reinforcement classes to strengthen students’ knowledge in listening, speaking and grammar to English as a Foreign Language in basic (1.1, 1.2, 1.3) and preintermediate (2.1, 2.2, 2.3) levels from CETI-UMSA in 2016 was accomplished successfully. During these courses, students had the opportunity to overcome their difficulties on these areas and clarify their doubts regarding any topic they needed. This last was possible because of the implementation of The Process Oriented Syllabus which allowed having an integral view of students’ needs and problems which were properly answered during the classes.

This general objective was accomplished successfully because different activities, before, during and after the English reinforcement courses, were used; activities like:

8.1.1.1. ACTIVITIES USED BEFORE THE ENGLISH CLASSROOM REINFORCEMENT FOR BASIC AND PRE INTERMEDIATE LEVELS.
The first activity teachers did, before starting the English reinforcement courses for basic and pre intermediate levels, was to know the content of the lessons that students were supposed to learn in each level based on the book that the institution used which was *Inside Out*. Based on this knowledge, the first activity which was done was to design the future English reinforcement courses focusing mainly on the areas of listening, speaking and grammar. Simultaneously to the development of the lesson plans, an especial strategy was considered to be used in order to clarify and help students; this was the Process Oriented Syllabus. In order to have a clear understanding of the students’ problems, teachers considered students’ cultural backgrounds and interests for preparing the different activities which would be carry out in classes. Beside that, two skills were articulated: listening and speaking and the sub skill grammar in such a way that the three of them complemented each other respecting the institutional teaching methodology which was Task Based Learning.
8.1.1.2. ACTIVITIES USED DURING ENGLISH REINFORCEMENT CLASSES FOR BASIC AND PRE INTERMEDIATE LEVELS

During classes, all the developed lesson plans for each level were applied. Once the class was about to finish, students were asked to express their questions. These questions were collected to answer students the next class. This was the Process Oriented strategy used at the end of each class. At the same time, teachers monitored students’ progress toward the instructional goals of the English reinforcement courses in classes by adjusting instruction to students’ necessities, motivating students to learn English through dynamic activities and assessing their progress attainment of instructional outcomes.

8.1.1.3. ACTIVITIES USED AFTER ENGLISH REINFORCEMENT CLASSES FOR BASIC AND PRE INTERMEDIATE LEVELS

Once the English reinforcement class finished, teachers checked students’ homework and analyzed the students questions left at the end of the class in order to prepared the lesson plan and the material to be used in the next class. Simultaneously, teachers verified students’ progress during classes through the massive participation of the learners in the activities which were prepared for the three aspects: listening, speaking and grammar; this was continuously. Another way of verifying students’ progress was through examination (test usage) at the beginning and at the end of the course to analyze the effectiveness of the English instruction. Meanwhile this activity also helped teachers to evaluate the effectiveness of the syllabus and the materials used.

8.1.2. CONCLUSIONS IN RELATION TO THE SPECIFIC OBJECTIVES

In relation to the specific objectives of this guided work, all of them were effectively achieved inside CETI-UMSA institution. They were the following:

8.1.2.1. CONCLUSION IN RELATION TO THE FIRST SPECIFIC OBJECTIVE

- To train students to overcome the Listening, Speaking and Grammar problems they had.

This was done in each English reinforcement class where learners have gone and participated actively in:
Different activities for listening, speaking and grammar which included strategies to overcome the different difficulties students had.

8.1.2.1.1. STUDENTS’ IDENTIFIED PROBLEMS

8.1.2.1.1. IDENTIFIED PROBLEMS IN BASIC LEVELS

8.1.2.1.1.1. LISTENING
The most recurring problems identified in listening were: a lack of ability to deduct meaning not directly stated and students failed at understanding details; problems at recognizing specific sounds, confusion at listening audios from other English dialects like British and lack of comprehending the general idea of a conversation.

8.1.2.1.1.2. SPEAKING
In this area were identified the following problems: absence of a good intonation, lack of knowledge of some factions of the English language in specific topics, pronunciation problems at determined sound words, lack of a clear speaking and an inappropriate grammar structure usage at speaking.

8.1.2.1.1.3. GRAMMAR
The difficulties that learners had in grammar were these: failure at organizing their ideas, lack of knowledge of some English grammar structures’ functions, and inappropriate usage of determined grammar structures.

8.1.2.1.2. IDENTIFIED PROBLEMS IN PRE INTERMEDIATE LEVELS

8.1.2.1.2.1. LISTENING
In this field were distinguished the following problems: failure at identifying linking sounds, lack of a well understanding because of the speed delivery which was very fast, insufficient vocabulary, inappropriateness at recognizing and interpreting phrasal verbs in conversations and problems at identifying some vowel sounds.

8.1.2.1.2.2. SPEAKING
In this area the following problems were identified: failure at pronouncing linking sounds that happen in determined utterances, lack of a good pronunciation of verbs in past participle tense, exiguous usage of a suitable amount of words detailing a conversation,
inappropriate pronunciation of linking sounds in phrasal verbs and improperly combination of different grammar structures in a conversation.

8.1.2.1.2.3. GRAMMAR
The difficulties that pupils faced in these area were problems at recognizing the appropriate function of determined grammar structures, which were reflected at the moment of interacting in a conversation, difficulties at using present perfect with some adverbs, inappropriate and incomplete usage of certain grammar structures in their conversations, confusion at using present perfect and present perfect continuous in any kind of conversation, and an indistinct combination of different grammar structures without taking into account grammar rules.

8.1.2.1.2. SOLUTIONS GIVEN TO THE PROBLEMS

8.1.2.1.2.1. SOLUTIONS IMPLEMENTED IN BASIC LEVELS

8.1.2.1.2.1.1. LISTENING
In this field, students improved their difficulties through listening different sort of audios, repeating what they listened in order to improve their pronunciation, listening in order to understand details, distinguishing specific sounds, identifying the differences between American and British English and focusing on specific structures that helped them to identify the general idea of a conversation. These activities helped them to have a better global listening comprehension.

8.1.2.1.2.1.2. SPEAKING
Pupils overcame their learning problems by recognizing and practicing in conversations specific characteristics of English language, improving pronunciation through instruction and practice, speaking clearly in order to be understood by others and reviewing and learning the usage of grammar structures in a conversation. These solutions helped students to reach accuracy and communicate the message on a proper way.

8.1.2.1.2.1.3. GRAMMAR
Students reached a better understanding in this area through reviewing and learning the specific functions that some grammar structures have inside a conversation and practicing coherence in a conversation in relation to the grammar usage and the topic. This activities helped learners to not repeat the problems they showed previously.
8.1.2.1.2.2. SOLUTIONS IMPLEMENTED IN PRE INTERMEDIATE LEVELS

8.1.2.1.2.2.1. LISTENING
Students improved their difficulties by identifying and hearing the cases where linking sounds are present. Several types of English conversations were heard in order to improve their level of comprehension, and identifying English vowels sounds, learning new grammar structures and reinforcing phrasal verbs knowledge through theory and practice.

8.1.2.1.2.2.2. SPEAKING
Problems in this skill were overcame through learning and practicing linking sounds, repeating the appropriate pronunciation of determined words, practicing the correct pronunciation of some phrasal verbs, and using on a proper manner several types of grammar structures in a conversation.

8.1.2.1.2.2.3. GRAMMAR
In this area the following activities were carried out in order to give solutions to the identified problems as: reviewing and teaching the appropriate usage of grammar structures and their function in determined contexts, reinforcing the present perfect usage based on explanation and practice, making students use complete and correct grammar structures in any conversation, highlighting the difference between present perfect and present perfect continuous. As a result, learners became aware of their mistakes and were able to use each grammar structure according to its function in the language.

8.1.2.2. CONCLUSION IN RELATION TO THE SECOND SPECIFIC OBJECTIVE
For the second specific objective which was:

- To reinforce English knowledge of students by giving them theory and extra practice in listening, speaking and grammar.

This specific objective was reached as well as the others by providing learners:

Theory through clear grammar explanations -since grammar was the basis for listening and speaking, this was necessary- and specific examples that enhanced students’ English learning.
Practice through implementing meaningful activities for practicing after each grammar explanation, sequencial strategies presented in each activity that encouraged learners to use each English grammar structure properly, modelling and promoting respectful conversations and promoting learners’ participation in every single activity.

The teaching techniques used at the reinforcement classes were:

8.1.2.2.1. BASIC LEVEL TEACHING TECHNIQUES

- **REPETITION**

Repetition was used in order to consolidate the pronunciation of useful words and utterances. It was done individually, in pairs and with the whole class.

- **LISTEN AND COMPLETE**

Students listened to a piece of audio and completed missing information. This technique allowed learners to identify the pronunciation of words and sentences in order to write them in the appropriate place. The most important for teachers was to give to students several attempts in order to let them identify the correct options.

- **CONVERSATION PRACTICE**

The conversation practice bases its importance on increasing fluency and natural acquisition. The types of conversation performed in the class were based on real situations where students could be able to ask people about personal information, daily activities, places and locations, etc.

- **JUMBLES**

Learners were presented with parts of a complete text, but in the wrong order. They had to hear or read each part and decide which order was the best. This technique requires deep linguistic processing of parts of the text, and an appreciation of the coherence of the whole meaning.

- **COOPERATIVE LEARNING**
Since Task Based Learning is an approach based on the Communicative Language Teaching method, cooperative learning was an important technique in order to make students work in pairs and in groups. It helped to promote the interaction among the students.

8.1.2.2. PRE INTERMEDIATE LEVEL TEACHING TECHNIQUES

- LISTEN AND COMPLETE

Students listened to a piece of audio and completed missing information. This technique allowed learners to identify the type of verb tense in a sentence, complements of a sentence, phrasal verbs, etc. The most important role for teachers was to give students several attempts in order to let them identify the correct options.

- JUMBLES

Learners were presented with parts of a complete text, but in the wrong order. They had to hear or read each part and decide which order was the best. This technique requires deep linguistic processing of parts of the text, and coherence’s appreciation of the whole meaning.

- CONVERSATION PRACTICE

The conversation practice bases its importance on increasing fluency and natural acquisition. The types of conversation performed in the class were based on real situations where students could be able to ask and talk about past actions or habits, etc.

- JIGSAW

The aim of this technique is to make a whole from different parts, each part being held by a different learner. Each student reports to the others the part that he has read or listened and then all students discuss how it all fits together. This technique was used in order to practice integrally listening and speaking skills and grammar sub skill. A split listening task was applied where the whole class heard the same recording but different groups had to
listen for different information or to a different person. Then, they were asked to pool what they can remember and summarize the content, having been given a set number of points to include in their oral reports. Besides this, a split text was used with a situation – problem – solution – evaluation pattern where learners find their way through a reading text to pick up the thread of an argument, recognizing particular patterns and the words or phrases that signal them. Thus, grammar structures were identified and practiced deeply.

- RESTORATION

Students replaced words or phrases that have been omitted from a text. Here the aim was to restore the text to its original state. The selection of words and phrases was carefully done taking into account the aims of the lesson plan.

- COMPARISON

This technique consists on contrasting two texts, pictures, and so on in order to spot factual or attitudinal differences or to find points in common. This allowed students to identify specific points and relate them to each other on a coherently form.

8.1.2.3. CONCLUSION IN RELATION TO THE THIRD SPECIFIC OBJECTIVE

The third specific objective was:

- To promote active learning in English classroom through dynamic activities based on Task Based Learning approach.

This objective was reached because teachers organized and managed in constructive interactions, created an environment that engaged all learners, made effective use of classroom time, managed different activities, adjusted instruction according to the students’ needs, gave clear instructions, listened and responded to learners’ questions, asked students to check comprehension, gave corrective feedback, used a variety of strategies and
activities to teach theory, used a variety of strategies and activities to help students practice each required area, used a systematic and proposeful assessment and monitored students learning as it happened in the classroom.

This process was thanks to the use of the following supplementary material: magic box, sentence formation balls, stuff animals, motivation bills, magic boards, flash cards, audios (including the worksheets), audiovisuals (including their worksheets), fishing games and dice games like: Name three, Have you ever…?, What would you do if...?, What have you done?, Who does…?, What is the difference?, My favorite…, Yes-No question games.

Active learning was present in English classrooms because students demonstrated a deep interest in attending each class session, showed that their English proficiency grew since the first session, felt relaxed and self-confident in each activity, provided personal doubts to get explanations for them, responded very well in each different activity, provided correct discourse structures, acquired English knowledge on their own, incorporated real world conversations, interacted freely one with each other and developed not only their English knowledge in the specific areas, but also their self-esteem. Most learners, who did not want to participate at the beginning, were able to practice with their classmates by their own decision later.

8.2. CONCLUSION IN RELATION TO THE INSTITUTION

The impact of the present project was that students improved in their areas where they had problems, some teachers from the institution realized the importance of a reinforcement course for their students so they brought them to participate in the courses. As a result, the institution became better after the English reinforcement courses because students had special courses for their questions or doubts and extra practice. This created a big impact in the institution because students improved, teachers did not have to worry to level weak students in their courses and, at the same time, it brought prestige to the institution because not all institutions in La Paz city offer these type of courses and for free.
8.3. RECOMMENDATIONS

Based on the experiences during the implementation of the present project, the following recommendations can be given:

- The Process Oriented Syllabus is an important key that can help any teacher who wants to know the problems their students have inside the classroom in order to solve them. Its application is recommended during a language course because the teacher will have a deep understanding of students’ comprehension, and give solutions to the problems the moment they appear and do not wait until they could become worse in higher levels.

- It is important for the institution to implement English reinforcement courses in order to improve the English language learning level of weak students. These courses are relevant because they include the solution to the teachers, and to the main problems students face during their English learning process.

- Teachers’ responsibility lies not only with the average students, but also with below average/slow learners. In short, a good teacher has to handle classes for all the students in a classroom. Individual attention will solve all kinds of problems which arise while taking classes. As a remedial measure, slow-learners should be given extra coaching and counseling. If a student makes a mistake in a class, he/she should not be scolded for it in the class itself. This will make them weak psychologically. Instead, call such students individually after class hours are over and provide valuable extra reinforcement classes to improve his/her English learning. This will create a congenial relationship between staff and students.

- To ease problems from the day one itself, it is recommended that main students’ problems should be identified by their English teacher in order to reinforce them by theory and practice. This act makes them confident. By taking extra care, the English teacher will impart English reinforcement classes once/twice in a week as a remedial measure. And in these extra classes, teachers should motivate students for participative learning. This will solve all the stumbling blocks in students. Teaching-learning is not a one-way process. It is a multi-way process. As soon as the teaching is over, students should raise their doubts, clarification, etc. By doing so, students’ communication skills in English will grow. To
develop this, sufficient practice must be given to students in their preliminary stage. While maintaining classroom management, concurrently learner-friendly atmosphere should also prevail there. This ensures students to learn more and participate more. Above all, a teacher is not only a teacher but also a friend, guide and a philosopher to students. He/she guides students not only to pass in the exam but also to face challenges and take right decisions during the time of crisis in life. This is, of course, a real and tough task ahead of a good teacher.

- Place and technical problems should be solved so the institution and people in general who study and work there feel confident and safe. In addition, extra tools should be used in order to overcome any problem which may arise inside or outside the classroom. English reinforcement classes will allow students to be aware of their weaknesses and give them opportunities to practice and improve the language. Thus, the institution and students will be benefited.

- Finally, it is important to mention that all the results obtained at the end of the implementation of this project can serve as an important reference for the institution, CETI-UMSA, and others in order to see the importance of making a continuous pursuit of learners’ needs and doubts. This work can be considered an important starting point for a theoretical analysis about how determined teaching approaches are implemented in English as a Foreign Language courses.
BIBLIOGRAPHY


**WEBGRAPHY**

Consulted Link:  
www.taskbasedteaching/article/syllabus/html  
www.the-criterion.com  
Common European Framework of Reference for languages  
What is speaking?  
https://www.princeton.edu/~pia/PracticalEnglishLang.pdf

Consulted date and hour:  
03.12.16 / 15:45 p.m.  
03.14.16 / 16:00 p.m.  
09.25.16 / 21:00 p.m.  
09.23.16 / 14:35 p.m.
APPENDIX A

CETI-UMSA CURRICULUM AND COMPETENCES

APPENDIX 1

CETI-UMSA CURRICULAR ORGANIZATION

BASIC LEVEL

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SYMBOL</th>
<th>HOURS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic 1.1</td>
<td>B 1.1</td>
<td>60 hrs.</td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>SYMBOL</td>
<td>HOURS</td>
<td>TOTAL HOURS</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Basic 1.2</td>
<td>B 1.2</td>
<td>60 hrs.</td>
<td>180 hrs.</td>
</tr>
<tr>
<td>Basic 1.3</td>
<td>B 1.3</td>
<td>60 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**Level 1 Test**

**HIGHER BASIC LEVEL**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SYMBOL</th>
<th>HOURS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Basic 2.1</td>
<td>BS 1</td>
<td>60 hrs.</td>
<td></td>
</tr>
<tr>
<td>Higher Basic 2.2</td>
<td>BS 2</td>
<td>60 hrs.</td>
<td>180 hrs.</td>
</tr>
<tr>
<td>Higher Basic 2.3</td>
<td>BS 3</td>
<td>60 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**Level 2 Test**

**INTERMEDIATE LEVEL**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SYMBOL</th>
<th>HOURS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate 3.1</td>
<td>Int. 1</td>
<td>60 hrs.</td>
<td></td>
</tr>
<tr>
<td>Intermediate 3.2</td>
<td>Int. 2</td>
<td>60 hrs.</td>
<td>180 hrs.</td>
</tr>
<tr>
<td>Intermediate 3.3</td>
<td>Int. 3</td>
<td>60 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**Level 3 Test**

**HIGHER INTERMEDIATE LEVEL**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SYMBOL</th>
<th>HOURS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Intermediate 4.1</td>
<td>Int. Sup. 1</td>
<td>60 hrs.</td>
<td></td>
</tr>
<tr>
<td>Higher Intermediate 4.2</td>
<td>Int. Sup. 2</td>
<td>60 hrs.</td>
<td>180 hrs.</td>
</tr>
<tr>
<td>Higher Intermediate 4.3</td>
<td>Int. Sup. 3</td>
<td>60 hrs.</td>
<td></td>
</tr>
</tbody>
</table>
### Level 4 Test

#### ADVANCED LEVEL I

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SYMBOL</th>
<th>HOURS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced 5.1</td>
<td>Adv. 1</td>
<td>60 hrs.</td>
<td></td>
</tr>
<tr>
<td>Advanced 5.2</td>
<td>Adv. 2</td>
<td>60 hrs.</td>
<td>180 hrs.</td>
</tr>
<tr>
<td>Advanced 5.3</td>
<td>Adv. 3</td>
<td>60 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

### Level 5 Test

#### ADVANCED LEVEL II

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SYMBOL</th>
<th>HOURS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced 6.1</td>
<td>Adv. 4</td>
<td>60 hrs.</td>
<td></td>
</tr>
<tr>
<td>Advanced 6.2</td>
<td>Adv. 5</td>
<td>60 hrs.</td>
<td>180 hrs.</td>
</tr>
<tr>
<td>Advanced 6.3</td>
<td>Adv. 6</td>
<td>60 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

### Final Test

<table>
<thead>
<tr>
<th>TOTAL CLASSES</th>
<th>HOURS IN TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 classes</td>
<td>1080 hours</td>
</tr>
</tbody>
</table>

### APPENDIX 2

#### CETI-UMSA CURRICULAR CHARACTERISTICS

<table>
<thead>
<tr>
<th>Modality</th>
<th>Program Lasting</th>
<th>Lasting of each Module</th>
<th>Number of Sessions per week</th>
<th>Number of hours per week</th>
<th>Total number of hours/class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular</td>
<td>Intensive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>18 modules</td>
<td>18 modules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 630 days</td>
<td>- 315 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 945 hours</td>
<td>- 945 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 6 modules per year</td>
<td>- 7 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35 days</td>
<td>17 or 18 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 7 weeks</td>
<td>- 3 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 sessions</td>
<td>5 sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.5 hours</td>
<td>15 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>52.5 hours</td>
<td>51 or 54 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**APPENDIX 3**

**CETI-UMSA GLOBAL COMPETENCES BY LEVELS**

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1.1</td>
<td>- Can understand expressions of personal information.</td>
</tr>
<tr>
<td>A</td>
<td>1.2</td>
<td>- Can use everyday expressions which allow to interact</td>
</tr>
</tbody>
</table>

167
<table>
<thead>
<tr>
<th>BASIC LEVEL</th>
<th>1</th>
<th>1.3</th>
<th>(ask and answer questions) in basic talks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.1</td>
<td>- Can use and understand basic language as a tool for talking about routines, experiences and future plans.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>- Can describe in a simple way subjects related to areas of immediate relevance (e.g. family information, employment, shopping, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERMEDIATE LEVEL</td>
<td>3.1</td>
<td>- Can use and understand complex expressions as tools for describing experiences, events, dreams, hopes and ambitions.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.2</td>
<td>- Can produce simple connected texts on topics which are familiar or of personal interest.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3</td>
<td>- Can deal with situations where English language is needed.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>4.1</td>
<td>- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>- Can use and communicate abstract topics in a written and oral way giving a clear viewpoint on several issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADVANCED LEVEL</td>
<td>5.1</td>
<td>- Can express fluently in a written and oral way on complex subjects (for social, academic and professional purposes) by using clear structures without showing lexical-discursive difficulty.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>5.2</td>
<td>- Can organize his/her English expressed ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>6.1</td>
<td>- Can use a fluent, natural and precise language as a tool for communicating complex ideas, and summarizing information from different spoken and written sources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.2</td>
<td>- Can understand with ease virtually everything heard or read.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.3</td>
<td>- Can use an ample vocabulary and use it according to the needs of the communicative context.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

BASIC AND PRE INTERMEDIATE LEVELS DIAGNOSIS

APPENDIX 4

169
DIAGNOSIS TEST

EDAD: ____________ SEXO: F M NIVE: _______

1- Consideras que aprender el idioma inglés te da mejores oportunidades en:
   a) Trabajo  b) Becas  c) Curriculum  d) Viaje al exterior  e) Todas las anteriores
   f) Otros: __________________________________________

2- ¿Cuál de las siguientes habilidades te es más útil en tus estudios o carrera profesional?
   a) Lectura  b) Escritura  c) Comprensión auditiva  d) Conversación  e) Todos
   f) Otros: __________________________________________

3- ¿En cuál de éstas habilidades tienes dificultad en tu aprendizaje del idioma inglés?
   (Marca sólo un inciso)
   a) Lectura  b) Escritura  c) Comprensión auditiva  d) Conversación  e) Gramática  f) Vocabulario

4- Del inciso marcado anteriormente, consideras que tienes problemas debido a:
   a) El contenido no es claro.
   b) Las palabras no son comprensibles.
   c) Poco tiempo de práctica en clases.
   d) No tengo oportunidad de participar en clases.
   e) Otro: __________________________________________

5- Marca dos incisos de las actividades que te gustaría realizar en clases:
   a) Conversaciones  b) Ejercicios gramaticales  c) Dinámicas de grupo  d) Escuchar música en inglés
   e) Ver audiovisuales en inglés  f) Actuación  g) Otros: __________________________________________

6- ¿Te gustaría mejorar y perfeccionarte / especializarte en el área en la cual tienes dificultades?
   Si No

7- ¿En qué tiempo del día podrías pasar estos cursos?
   a) Mañana  b) Tarde  c) Noche
APPENDIX 5A
DIAGNOSIS RESULTS

BASIC LEVELS (1.1, 1.2, 1.3)

1- Consideras que aprender inglés te da mejores opciones en:
   a) Trabajo
   b) Becas.
   c) Curriculum.
   d) Viaje al exterior
   e) Todas las anteriores.
   f) Otros.

2- ¿Cuál de las siguientes habilidades te es más útil en tus estudios o carrera profesional?
   a) Lectura
   b) Escritura
   c) Comprensión auditiva
   d) Conversación
   e) Todos
   f) Otros.
3- ¿En cuál de éstas habilidades tienes dificultad en tu aprendizaje del idioma inglés? 
(Marca solo un inciso)

a) Lectura  
Reading

b) Escritura  
Writing

c) Comprensión auditiva  
Listening

d) Conversación  
Speaking

e) Gramática  
Grammar

f) Vocabulario  
Vocabulary

![Bar chart showing percentages]

4- Del inciso marcado anteriormente, consideras que tienes problemas debido a:
   a) El contenido no es claro.
   b) Las palabras no son comprensibles.
   c) Poco tiempo de práctica en clase
   d) No tengo oportunidad de participar en clases.
   e) Otro: _________________________________
5- Marca dos incisos de las actividades que te gustaría realizar en clases:

a) Conversaciones
b) Ejercicios gramaticales
c) Dinámicas de grupo
d) Escuchar música en inglés
e) Ver audiovisuales en inglés
f) Actuación
g) Otros: _________________________________________________________.
6- ¿Te gustaría mejorar y perfeccionarte / especializarte en el área en la cual tienes dificultades?
   SI
   NO

7- ¿En qué tiempo del día podrías pasar estos cursos?
   a) Mañana
   b) Tarde
   c) Noche
1- Consideras que aprender inglés te da mejores opciones en:
   a) Trabajo
   b) Becas.
   c) Curriculum.
   d) Viaje al exterior
   e) Todas las anteriores.
   f) Otros: __________________________________________.
2- ¿Cuál de las siguientes habilidades te es más útil en tus estudios o carrera profesional?
   a) Lectura  
   b) Escritura  
   c) Comprensión auditiva  
   d) Conversación  
   e) Todos  

3- ¿En cuál de éstas habilidades tienes dificultad en tu aprendizaje del idioma inglés?
   (Marca sólo un inciso)
   a) Lectura  
   b) Escritura  
   c) Comprensión auditiva  
   d) Conversación  
   e) Gramática  
   f) Vocabulario  

![Bar chart showing percentage of responses for each skill]
4- Del inciso marcado anteriormente, consideras que tienes problemas debido a:
   a) El contenido no es claro.
   b) Las palabras no son comprensibles.
   c) Poco tiempo de práctica en clase
   d) No tengo oportunidad de participar en clases.
   e) Otro: ________________________________.

5- Marca dos incisos de las actividades que te gustaría realizar en clases:
a) Conversaciones  
b) Ejercicios gramaticales  
c) Dinámicas de grupo  
d) Escuchar música en inglés  
e) Ver audiovisuales en inglés  
f) Actuación  
g) Otros: __________________________________________________________________________

6- ¿Te gustaría mejorar y perfeccionarte / especializarte en el área en la cual tienes dificultades?  
SI  
NO

7- ¿En qué tiempo del día podrías pasar estos cursos?
a) Mañana
b) Tarde
c) Noche
BASIC LEVELS INTERVIEWS

Male 15 years old  Level 1.1
¿Qué problemas tienes en tu aprendizaje de inglés?, ¿qué es más difícil para ti reading, speaking, grammar, listening, writing?
El listening.
¿Por qué?
Porque en el curso más hacemos un poco de teoría y la profesora ve que nosotros no podemos todavía hablar, entonces más que todo es teoría y las pocas veces hablamos y cuando la profesora explica en clases no le entendemos casi nada. Algunos entienden otros no. La profesora a veces nos trata de ayudarnos con el español. Una vez vino otro profesor de remplazo y sólo hablaba en inglés y nos dimos cuenta todos en el curso que no podíamos

Alguna sugerencia que tengas para mejorar eso. Te gustaría más participar en clases, ver sesiones de videos, música.

Que sean más actividades de hablar para saber escuchar más fácilmente. Hablar más que todo en clase en vez de hacer tarea, que la profesora nos permita participar en frente del curso para perder el miedo porque hay mala pronunciación en la clase.

Female 20 years old  Level 1.1
¿Qué problemas tienes en tu aprendizaje de inglés?, ¿tienes más problemas en listening, reading, grammar, speaking, writing?

Tengo problemas en speaking y listening porque a veces la otra persona habla más rápido, entonces ahí ya se te van algunas palabras, para poder traducirlas y entenderlas, al principio, pero luego que te vas acostumbrando con el vocabulario y haciendo la práctica ya mejoras.

¿Por qué crees que tienes estos problemas?
La falta de vocabulario. Si se va aumentando el vocabulario, esos problemas se van superando.

¿Cómo te ayuda el idioma inglés en tu carrera?, ¿qué área te pide más tu carrera saber escribir, saber leer?
En realidad todo. En inglés si bien a veces puedes escribirlo, a veces no puedes hablarlo y si bien a veces puedes hablarlo, a veces no puedes escribirlo. En el caso del inglés me sirven ambas habilidades porque en mis estudios es importante relacionarme con personas por medio de este idioma, ya que en el área donde estoy enfocada es el área de sistemas y es área de tecnología involucra la forma de hablar. En el caso de la escritura, cuando programo todos mis programas lo hago en base al inglés.

Male 21 years old  Level 1.1
¿Qué problemas tienes en tu aprendizaje del idioma inglés?
El problema para mí es el speaking, tratar de conversar fluidamente. Entiendo que estamos en un nivel inicial pero aparte de aprender un idioma, también hablarlo y que se comprenda más que todo gramaticalmente también. Veo que el speaking concentra todo la gramática, el vocabulario, entonces sí sería aplicarlo y tratar de dar un poco más de énfasis, tal vez con tarea de audio, que ahora hay una mayor facilidad con las redes sociales, los programas y las aplicaciones. Nos podrían dar una tarea donde nosotros podríamos grabarnos y ahí ver cuáles son nuestros errores y la pronunciación.

Female 22 years old  Level 1.1
¿Qué problemas tienes en tu aprendizaje del idioma inglés?
La dificultad que encuentro más que todo es entender lo que hablan en inglés porque lo hacen rápido. Como estamos en el nivel 1 el teacher lo hace lento, pero una vez trajeron a dos personas
que eran extranjeras y empezaron a hablarnos un poquito y no llegamos a entender rápido y eso por la falta de práctica además de hablar constantemente.

**Female 22 years old  Level 1.1**

**¿Qué problemas tienes en el aprendizaje del idioma?**

No encuentro ningún problema con la teacher, pero olvido, a veces, la pronunciación de algunas palabras.

**¿Qué sugerencias das para que se solucione este problema?**

Quizás queme enseñen como se pronuncian las palabras y escuchar música en inglés, porque es un buen método. Antes de venir a estas clases aprendí algunas cosas escuchando música.

**Female 16 years old  Level 1.2**

**¿Qué problemas tienes en tu aprendizaje de inglés?**, ¿tienes más problemas en **listening, reading, grammar, speaking, writing**?

Mi mayor problema es con el speaking ya que no puedo formular conversaciones largas y siempre me equivoco en eso.

**¿Por qué crees que tienes ese problema?, ¿falta de vocabulario, de práctica?**

Porque a veces no le entiendo, porque habla muy rápido el profe y en mi colegio no tengo mucha base. Mi base en primaria no ha sido buena.

**Si pudieras sugerir actividades a la institución para mejorar tu nivel de inglés ¿qué sugerirías?**


**Male 19 years old  Level 1.2**

**¿Qué problemas tienes en tu aprendizaje de inglés?**, ¿tienes más problemas en **listening, reading, grammar, speaking, writing**?

Tengo problemas con el listening porque el tiempo que se escucha en clases no es el adecuado, necesito escuchar más y practicas más.

**Si tuvieras que dar sugerencias para resolver este problema ¿qué sugerirías?**

Tal vez dar prácticas para que los alumnos practiquen, como traducir canciones con el simple hecho de escucharlas sin necesitar un traductor y una vez que termine recién ver el traductor para verificar.

**Female 25 years old  Level 1.2**

**¿Cuál es principal problema que tienes en tu aprendizaje?**

Mi problema mayormente es con el listening, porque las palabras me confunden son muy parecidas y similares a veces y hay algunas palabras que en el inglés lo simplifican, por ejemplo en algunas canciones o en algunas conversaciones de las mismas personas que nos muestran como ejemplo y también en las películas. No es lo mismo con lo que nos enseñan en clases, que es un inglés formal, que en las películas es un inglés medio informal. Otro aspecto, en el momento de dar examen cuando hay listening es un poco dificultoso porque algunas se parecen en cuanto a los audios.

**Si hubiera cursos gratis que te ayuden a mejorar tu nivel de inglés ¿irías?**

Sí.

**¿Qué turno te gustaría ir mañana, tarde o noche?**

Como estoy en la universidad, por este semestre sería por la tarde, también depende como sean los horarios que se me vayan poniendo.

**¿En la carrera que estás estudiando te piden el inglés más en escritura, lectura, escritura?**

Lectura.
Female 27 years old  Level 1.2
¿Qué problemas tienes en tu aprendizaje del idioma inglés?
El problema mayormente es en el listening, cuando escucho hablan rápido y no puedo leer rápido, ahí me trabo.
¿Por qué crees que tienes esos problemas?
Quizás la agilidad del lenguaje, pero trato de leerlo, pero hay algunas palabras en la lectura que no logro entender. Hay casos en que la “ea” se lee como “i”, entonces en otras palabras “ea” no se puede pronunciar lo mismo.
Si hubieran clases de fonología y te enseñaran, así se lee ¿crees que tu mejorarías?
Yo creo que sí, me encantaría.

Female 21 years old  Level 1.3
¿Cuáles son los principales problemas que tienes en tu aprendizaje?
La verdad el único problema que tengo en el inglés es el listening, porque en los audios y videos que escucho a veces hablan con mucha fluidez y muy rápido entonces a veces me es difícil captar las palabras y tendría la sugerencia que en algunas clases escuchemos más música en inglés. Esté totalmente prohibido hablar español porque hay algunas personas que todavía no logran entender ese concepto de no hablar español en clases.
APPENDIX 6B
PRE INTERMEDIATE LEVELS INTERVIEWS

Female 21 years old  Level 2.1
¿Qué problemas tienes en tu aprendizaje de inglés?, ¿tienes más problemas en listening, reading, grammar, speaking, writing?
En el speaking, me confundo mucho y a veces me quedo sin palabras para expresarme y los tiempos.
¿Por qué crees que tienes estos problemas?
Yo creo que es por la falta de práctica, porque yo creo que deberíamos hacer más conversaciones y también actuar. En el nivel 1.1 actuamos bastante y se me quedaron todas las lecciones.
¿Algunas sugerencias que tengas para mejorar eso?
Que sea más dinámico, que haya ferias de inglés.

Female 22 years old  Level 2.1
¿Qué problemas tienes en tu aprendizaje de inglés?, ¿tienes más problemas en listening, reading, grammar, speaking, writing?
Tengo problemas en el speaking. Al momento de hablar se me hace un bollo en la cabeza para acomodar las palabras en el orden correspondiente. Esto es a causa de falta de práctica.
Si pudieras sugerir a la institución que te ayudara a superar estos problemas ¿cómo te gustaría que te ayudasen?
Me gustaría grupos de conversación, hacer que la clase sea más dinámica y participativa más que todo.

Male 22 years old  Level 2.1
¿Qué problemas tienes en tu aprendizaje de inglés?, ¿tienes más problemas en listening, reading, grammar, speaking, writing?
El problema que tengo es que cuando explican algo es muy difícil de entender porque es rápido. Necesito más tiempo de práctica en las conversaciones y en la escritura también.
Si tuvieras que dar una sugerencia ¿qué sugerencia darías para solucionar estos problemas?
Que vengan personas de otros países que hablan inglés rápido, eso nos ayudaría mucho, el hablar con ellos sería mucho mejor y también los audios en clase.

Male 23 years old  Level 2.1
¿Qué problemas tienes en tu aprendizaje del inglés?
Mi deficiencia en el aprendizaje es en la conversación porque muy a menudo hay el miedo a participar en frente del curso y el temor a equivocarse.
¿Por qué crees que tienes éste problema?
Falta de práctica, de estar conversando siempre en inglés porque siempre estoy hablando en español y sólo aquí vengo y hablo inglés.
¿Qué le sugerirías a la institución para mejorar estas dificultades?
Tal vez hablar con personas en inglés más seguido. Sería bueno clubes de conversación para poder hablar más naturalmente.

Male 25 years old  Level 2.1
¿Qué problemas tienes en tu aprendizaje de inglés?, ¿tienes más problemas en listening, reading, grammar, speaking, writing?
Los problemas que tengo en el aprendizaje y enseñanza del idioma inglés, más que todo es en la escritura. Lo que sugiero es hacer grupos gramaticales, fuera del horario de clases o un centro de estudiantes donde nosotros podamos reunirnos, para resolver dudas, practicar y estudiar para un examen que tengamos.

Male 19 years old  Level 2.2
¿Qué problemas tienes en tu aprendizaje de inglés?, ¿tienes más problemas en listening, reading, grammar, speaking, writing?
Tengo problemas en el listening, porque el tiempo que se escucha en clases no es el adecuado, necesito escuchar más y practicar más.
Si pudieras sugerir a la institución que te ayudara a superar estos problemas ¿cómo te gustaría que te ayudasen?
Sería muy útil una biblioteca. Sería bueno una actividad en la clase de speaking, escuchar música o actuación.

Male 21 years old  Level 2.2
¿Qué problemas tienes en tu aprendizaje del idioma inglés?
Mi mayor problema es el vocabulario.
¿Cómo se podría solucionar este problema?
Incluyendo nuevas palabras al aprender y que el teacher nos incentive a utilizarlas más.
¿Qué sugerencias tienes para la institución?
Lo que más me serviría sería que haya un curso especial donde pueda practicar más mi speaking, hablando con otros de mis compañeros del mismo nivel, eso me ayudaría a mejorar mi vocabulario tanto aprendiendo yo de ellos, como ellos enseñándome nuevas palabras.

Female 22 years old  Level 2.3
¿Qué problemas tienes en tu aprendizaje de inglés?, ¿tienes más problemas en listening, reading, grammar, speaking, writing
La dificultad que encuentro más que todo es entender lo que hablan en inglés porque lo hacen rápido. Como estamos en el nivel 1 el teacher lo hace lento pero una vez trajeron a dos personas que eran extranjeras y empezaron a hablarnos un poquito y no llegamos a entender rápido y eso por falta de práctica además de hablar constantemente.
Si tuvieras que dar una sugerencia ¿qué sugerencia darías para solucionar estos problemas?
Yo quisiera que escuchemos más audios y que nos brinden música en inglés.

Male 26 years old  Level 2.3
¿Qué problemas tienes en tu aprendizaje del idioma inglés?
Sobre todo tengo problemas en listening y también en el speaking.
¿Por qué crees que tienes esos problemas?
Porque practico muy poco, solamente una hora y media al día. Me gustaría practicar más, hablar más en inglés, escuchar música en inglés, que me gusta mucho pero más me gustaría charlar con otra persona.
¿Qué sugerencias le darías a la institución para solucionar estos problemas?
Yo pienso que debería haber una biblioteca, un espacio para los estudiantes donde podamos ir y sacar libros o escuchar audios o conversar con alguien.
APPENDIX C

BASIC AND PRE INTERMEDIATE LEVELS SUPPLEMENTARY MATERIALS
APPENDIX 7A
BASIC LEVEL SUPPLEMENTARY MATERIALS

Lesson Plan 1
Alphabet flash cards

Lesson Plan 3
Simpson’s family flash cards
Lesson Plan 5
Affirmative and negative action verbs flash cards

Lesson Plan 8
Magic Box
Frequency adverbs and action verbs cards
APPENDIX 7B
PRE INTERMEDIATE LEVEL SUPPLEMENTARY MATERIALS

LESSON PLAN PHRASAL VERBS
Fishing game

LESSON PLAN 12
Quantify nouns
LESSON PLAN 13
PHRASAL VERBS PICTURES
APPENDIX 8
BASIC LEVEL
July 29.

- Diferencia y cuando usamos.
  - look, looks like
  - so, such
  - very, too
  - the, they
  - at, on, in
  - me, my
  - no, not
  - my, me
  - this, those, that, these
  - many, much (preguntas y respuestas)
  - Mr. Mrs. Ms. etc (para llenar un formulario)
  - you, your, you / he, his, him / etc

PRE INTERMEDIATE LEVEL
Name: Sherny Miriam Quisbert Apaza
Date: August 2, 2016
Schedule: 6:00 - 7:30 pm
Tuesday and Thursdays

**QUESTIONS**

Verbs Infinitivos

Preguntas con How, When, Which

Como se usa este/este... would
Como se usan los Frequency expressions.
APPENDIX 9

BASIC LEVEL LESSON PLANS

LESSON PLAN 1

LESSON 1

LEARNING GOALS:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEGINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>15 – 45</td>
</tr>
<tr>
<td>TIME</td>
<td>Afternoon</td>
</tr>
<tr>
<td>ROOM</td>
<td></td>
</tr>
<tr>
<td>LESSON</td>
<td>1</td>
</tr>
<tr>
<td>SET</td>
<td>1</td>
</tr>
<tr>
<td>TOPIC</td>
<td>Greetings and the alphabet</td>
</tr>
<tr>
<td>FUNCTIONAL OBJECTIVE</td>
<td>To greet someone. To spell the alphabet.</td>
</tr>
<tr>
<td>LINGUISTIC OBJECTIVE</td>
<td>Simple present tense of verb “to be”. Pronunciation of alphabet letters.</td>
</tr>
<tr>
<td>LANGUAGE INPUT</td>
<td>Greetings expressions.</td>
</tr>
</tbody>
</table>

LEARNING OUTCOMES: By the end of the lesson, students will be able to greet each other. To recognize the verb “to be” in the simple present tense.

ANTICIPATED PROBLEMS: Students may have problems with the pronunciation of informal greetings.

SUPPLEMENTARY MATERIAL: Audio, pictures, wool ball.

GROUP ARRANGEMENT: Make groups of four students. Use reshuffling cards.

PERSONAL OBJECTIVE: To watch timing and keep track of the lesson plan.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>PROCEDURES</th>
<th>SKILL</th>
<th>FOCUS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORAL INTRODUCTION</td>
<td>- Teacher introduces herself.</td>
<td>Spk.</td>
<td>Ind.</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>- Writes on the board:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student A: Hello my name is Lisa. And you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student B: Hi, I’m Pablo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LINKING</td>
<td>What about you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| WARM UP (PRE-TASK) | Students play the spider game.  
- Teacher passes a wool ball around the class using the model from the board.  
- Elicit answers from students. |
|               | Spk. Ind. 10’ |
| LINKING | Now we’re going to watch a video. |
| MAIN ACTIVITY (TASK) | Teacher delivers handout No. 1 *Nice to meet you. (Top Notch TV Fundamentals Page 3)*.  
- Make students to watch the video  
- First, students match the name of each person with her/his name.  
- Second, they check the greetings they hear in the video.  
- Make students to compare their answers.  
- Check their work |
|               | List. Ind. 10’ |
| LINKING | Which are the greetings that you listened? |
| MAIN ACTIVITY (TASK) | Students look at several pictures where people are greeting.  
- Students match these pictures with the corresponding word.  
- Each group presents its work to the class. |
|               | Spk. Group 9’ |
| LINKING | Now we are going to understand how greetings work. |
| FOLLOW UP (POST TASK) | LANGUAGE FOCUS  
- Teacher explains all the type of greetings and ways to say goodbye showed in the task: Hello, hi, what’s up, how’s it going? etc.  
- Teacher makes students repeat each greeting. |
|               | Gram. Ind. 5’ |
| PRACTICE | Students greet to their partners. |
|               | Spk. Pairs 4’ |
| LANGUAGE FOCUS | Show students informal greetings and ways to say goodbye. |
|               | Gram. Ind. 4’ |
| PRACTICE | Students greet to their partners. |
|               | Spk. Pairs 4’ |
- Students practice with their partners.

### THE ALPHABET

<table>
<thead>
<tr>
<th>STAGE</th>
<th>PROCEDURES</th>
<th>SKILL</th>
<th>FOCUS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORAL INTRODUCTION</td>
<td>- Ask students the following questions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What’s your first name?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What’s your middle name?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What’s your last name?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Write down students names with some spelling mistakes.</td>
<td>Spk.</td>
<td>Ind.</td>
<td>3’</td>
</tr>
<tr>
<td>LINKING</td>
<td>What about the class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WARM UP (PRE-TASK)</td>
<td>Write the following questions on the board:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The most common first or middle name in the class.</td>
<td>Wrt.</td>
<td>Ind.</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>- The most common last name in the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have students make a survey and find out the most common first and last names by making the following questions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What’s your first name?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What’s your middle name?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What’s your last name?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tell students to write down their classmates’ names.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tell to compare their answers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Call on students to say the most common first or middle names and last names.</td>
<td>Spk.</td>
<td>Mixers</td>
<td>5’</td>
</tr>
<tr>
<td>LINKING</td>
<td>Now you are going to listen to an audio.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIN ACTIVITY (TASK)</td>
<td>- Teacher delivers handout No. 2 (<em>Top Notch Book Fundamentals Page 8</em>).</td>
<td>List.</td>
<td>Ind.</td>
<td>4’</td>
</tr>
<tr>
<td></td>
<td>- Students listen to different names’ spelling and circle the correct ones.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learners listen and circle the correct spelling their heard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students compare their answers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Call on for volunteers to check their work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LINKING</td>
<td>Imagine you visit the ophthalmologist clinic and you are</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the patient.

- Write on the board:
  Useful language:
  - O.K. Now look at these letters.
  - What letter is it?
  - Which one. Doctor?
  - This one.
  - Call on students to write the letters on the board.

**LINKING** Let’s put in order these cards.

**LANGUAGE FOCUS**
- Give students the alphabet flash cards.
- Students go to the board and stick each letter according to the alphabet order.
- Check their work.
- Make students to repeat the alphabet.
- Spell the following words.
  Bolivia  Mamani  Juan
  YPFB  ENTEL  ATB
  Tarija  Silala Illimani
  book  pencil  chair
  window  key  cell
  phone  chair

**PRACTICE**
- Students dictate nouns to their partners and they write those words on the board.

**LANGUAGE FOCUS**
- Explain students proper and common nouns.
- Show the use of capital letters.

**PRACTICE**
- Give to students a list of words.
- Each group classifies proper nouns and common nouns on the board.
- The group who classify correctly in the shortest length of time is the
<table>
<thead>
<tr>
<th>LINKING</th>
<th>What other questions do you have in relation to this topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROCESS SYLLABUS</td>
<td>What doubts do you have in relation to the use of the verb “to be”?</td>
</tr>
<tr>
<td></td>
<td>Do you have any other questions?</td>
</tr>
<tr>
<td></td>
<td>- Have learners write down their answers.</td>
</tr>
<tr>
<td></td>
<td>- Pick up the pieces of papers.</td>
</tr>
<tr>
<td>TEACHER’S TASK</td>
<td>Prepare the answers and materials based on the questions and the lesson plan for the next class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wrt.</th>
<th>Ind.</th>
<th>5’</th>
</tr>
</thead>
</table>

winner.
- Teacher checks their work.
Lesson Plan 1

**Learning Goals:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>15 – 45</td>
</tr>
<tr>
<td>Time</td>
<td>Afternoon</td>
</tr>
<tr>
<td>Room</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>1</td>
</tr>
<tr>
<td>Set</td>
<td>1</td>
</tr>
<tr>
<td>Topic</td>
<td>Present Perfect tense with since and for</td>
</tr>
<tr>
<td>Functional Objective</td>
<td>To talk about actions in past up to the present. Use of since and for with Present Perfect.</td>
</tr>
<tr>
<td>Linguistic Objective</td>
<td>Affirmative Sentences structure of Present Perfect Tense.</td>
</tr>
<tr>
<td>Language Input</td>
<td>Past Participle Forms of Regular and Irregular Verbs.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>By the end of the lesson, students will be able to talk about past actions up to the present.</td>
</tr>
<tr>
<td>Anticipated Problems</td>
<td>Students may have problems with the conjugation of irregular verbs past participle forms.</td>
</tr>
<tr>
<td>Supplementary Material</td>
<td>Pictures, copies, audio.</td>
</tr>
<tr>
<td>Group Arrangement</td>
<td>Make groups of four students. Use reshuffling cards.</td>
</tr>
<tr>
<td>Personal Objective</td>
<td>To watch timing and keep track of the lesson plan.</td>
</tr>
</tbody>
</table>

**Stage Procedures**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Procedures</th>
<th>Skill</th>
<th>Focus</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Introduction</td>
<td>- Ask students: How long has Cristiano Ronaldo played soccer? Teacher elicits answers from students.</td>
<td>Spk.</td>
<td>Ind.</td>
<td>3’</td>
</tr>
<tr>
<td>Linking</td>
<td>Now let’s look at this picture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher delivers handout No.1 A volunteer student reads the</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| WARM UP (PRE-TASK) | instructions.  
- Students look at the pictures and make sentences about *What has Mary done before 2014?*  
- Students compare – check.  
- Teacher checks their work. | Spk. | Ind. | 6’ |
| LINKING | We’re going to watch a video. | |
| MAIN ACTIVITY (TASK) | - Teacher delivers handout No.2 *Top Notch TV 2 Pages 3 and 4.*  
- A student reads the instructions for exercise A.  
- Students listen and mark each statement True or False.  
- Students compare – check.  
- A volunteer student reads instructions for exercise B.  
- Students listen and complete the statement by checking the correct information.  
- Students compare – check.  
- A student reads the instructions for exercise C.  
- Students listen and complete the scripts with the Present Perfect, according to what they say in the video.  
- Students compare – check. | List. | Ind. | 3’ |
| LINKING | What kind of tense have you listened in the video? | |
| FOLLOW UP (POST TASK) | **LANGUAGE FOCUS**  
- Teacher explains the structure of Present Perfect tense.  
**Subject + Have + Past Has Participle**  
I’ve visited London twice.  
You’ve cooked Italian food once.  
He’s lived in Bolivia.  
She’s invited me to her party.  
We’ve studied English at university.  
They’ve talked with the teacher. | Gram. | Ind. | 8’ |
|  | **Present Perfect with **since and for**  
It is used in order to talk about** | |
something that began in the past and continues into the present (and may continue in the future). Examples: Cristiano Ronaldo has played soccer since he was a child. Shakira has earned millions of dollars since 1995.

### LINKING
Now let’s practice…

### PRACTICE
- Teacher delivers handout No. 3 *Grammar Express Intermediate Book. Pages 48 and 49.*
- A student reads the instructions for exercise 1.
- Students read about tennis star Martina Hingis. Underline all the verbs in the Present Perfect. They circle all the time expressions with “since” or “for”.
- Students compare – check.
- A student reads the instructions for exercise 2.
- Students read the magazine excerpt about a child genius. They complete it with the Present Perfect form of the verbs in parentheses. Then, they choose between since and for.
- Students compare – check.
- A volunteer student reads the instructions for exercise 3.
- Students complete the interview about Martina Hingis. They use the words in parentheses to write questions. Then, they answer the questions with information from Exercise 1.
- Students compare – check.
- A student reads the instructions for exercise 4.
- Students read the student’s paragraph and they have to find and correct seven mistakes in the use of the present perfect.
<table>
<thead>
<tr>
<th>PROCESS SYLABUS</th>
<th>TEACHER TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask students for more information. Do you have any other question? - Collect students’ pieces of paper.</td>
<td>- Prepare the answers for the students’ questions and the lesson plan for the next class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wrt.</th>
<th>Ind.</th>
<th>5’</th>
</tr>
</thead>
</table>

- Students compare – check.
APPENDIX 10
SAMPLE OF PROCESS ORIENTED SYLLABUS APPLICATION IN BASIC AND PRE INTERMEDIATE LEVELS

LESSON PLAN 3

LESSON 3

LEARNING GOALS:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEGINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>15 – 45</td>
</tr>
<tr>
<td>TIME</td>
<td>Afternoon</td>
</tr>
<tr>
<td>ROOM</td>
<td></td>
</tr>
<tr>
<td>LESSON</td>
<td>3</td>
</tr>
<tr>
<td>SET</td>
<td>3</td>
</tr>
<tr>
<td>TOPIC</td>
<td>Personal Pronouns</td>
</tr>
<tr>
<td>FUNCTIONAL OBJECTIVE</td>
<td>To identify the personal pronouns.</td>
</tr>
<tr>
<td>LINGUISTIC OBJECTIVE</td>
<td>Personal pronouns.</td>
</tr>
<tr>
<td>LANGUAGE INPUT</td>
<td>Verb “to be” in simple present tense.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>By the end of the lesson, students will be able to talk about actions’ length of time.</td>
</tr>
<tr>
<td>ANTICIPATED PROBLEMS</td>
<td>Students may have problems at making the difference between by and for.</td>
</tr>
<tr>
<td>SUPPLEMENTARY MATERIAL</td>
<td>Flash cards, handouts.</td>
</tr>
<tr>
<td>GROUP ARRANGEMENT</td>
<td>Make groups of four students. Use reshuffling cards.</td>
</tr>
<tr>
<td>PERSONAL OBJECTIVE</td>
<td>To watch timing and keep truck of the lesson plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE</th>
<th>PROCEDURES</th>
<th>SKILL</th>
<th>FOCUS</th>
<th>TIME</th>
</tr>
</thead>
</table>
| ORAL INTRODUCTION | - Teacher shows pictures of famous people. Shakira, Justin Bieber, Alkilados.  
|               | - Ask students: Who are they?  
|               | - Elicit answers from students.                                      | Spk.   | Ind.  | 3’   |
| LINKING      | Now let’s identify key vocabulary.                                          |       |       |      |
|              | - Teacher splits handout No. 3.  
|              | - Make a volunteer to read the                                           |       |       |      |
| **WARM UP** (PRE-TASK) | instructions.  
- Students match each picture with the corresponding personal pronoun.  
- Students compare and check.  
- Teacher checks students work. | Spk. | Ind. | 5’ |
| **LINKING** | Let’s practice in groups… | |
| **MAIN ACTIVITY** (TASK) | - Teacher makes groups of four students.  
- Teacher tells students to use the previous information and point the person with the personal pronoun by saying the names of their classmates and the personal pronoun that correspond.  
- Teacher models as an example for the class.  
- Teacher controls the activity. | Spk. | Group | 5’ |
| **LINKING** | Now let’s identify singular and plural personal pronouns. | |
| **FOLLOW UP** (POST TASK) | **LANGUAGE FOCUS**  
- Teacher explains on the board the Singular Personal Pronouns:  
  I  (Write teacher’s name)  
  You  Ivan  
  He  Roger  
  She  Ariana Grande  
  It  Cellphone  
  Plural Personal Pronouns:  
  We  Students and I  
  You  Only students  
  They  Names of other people | Gram. | Ind. | 6’ |
| **LINKING** | Let’s practice… | |
| **PRACTICE** | - Teacher gives to students flash cards with personal pronouns.  
- Teacher explains how the game would be.  
- Teacher plays music.  
- Make students to pass the cards to their partners and when the music | Spk. | Class | 7’ |
stops, the student who has the card gives an example using the personal pronoun that is in the card. - Teacher controls the activity.

<table>
<thead>
<tr>
<th>LINKING</th>
<th>Let’s practice with some exercises..</th>
</tr>
</thead>
</table>
| **PRACTICE** | Teacher gives learners handout No. 4.  
- Make a volunteer to read instructions for exercise one.  
- Students complete exercises from sheets.  
- Students compare and check.  
- Teacher checks their work. |
| WR. | IND. |  4’ |
| LINKING | What other questions do you have in relation to this topic? |
| **PROCESS SYLLABUS** | Do you have any other questions?  
- Have students write down their answers.  
- Pick up the pieces of papers. |
| WR. | IND. |  5’ |
| **TEACHER’S TASK** | Prepare the answers and materials based on the questions and the lesson plan for the next class. |
LESSON PLAN 8

LEARNING GOALS:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>PRE-INTERMEDIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>15 – 45</td>
</tr>
<tr>
<td>TIME</td>
<td>Afternoon</td>
</tr>
<tr>
<td>ROOM</td>
<td></td>
</tr>
<tr>
<td>LESSON</td>
<td>8</td>
</tr>
<tr>
<td>SET</td>
<td>8</td>
</tr>
<tr>
<td>TOPIC</td>
<td>Used to.</td>
</tr>
<tr>
<td>FUNCTIONAL OBJECTIVE</td>
<td>To talk about habits in the past.</td>
</tr>
<tr>
<td>LINGUISTIC OBJECTIVE</td>
<td>Simple Past form of the verb <em>use</em>.</td>
</tr>
<tr>
<td>LANGUAGE INPUT</td>
<td>Verb <em>use</em> in simple past tense.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>By the end of the lesson, students will be able to talk about <em>past habits</em>.</td>
</tr>
<tr>
<td>ANTICIPATED PROBLEMS</td>
<td>Students may have problems making the difference of the use of <em>used to</em> in the simple past tense as a past habit meaning.</td>
</tr>
<tr>
<td>SUPPLEMENTARY MATERIAL</td>
<td>Copies and audio.</td>
</tr>
<tr>
<td>GROUP ARRANGEMENT</td>
<td>Make groups of four students. Use reshuffling cards.</td>
</tr>
<tr>
<td>PERSONAL OBJECTIVE</td>
<td>To watch timing and keep truck of the lesson plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE</th>
<th>PROCEDURES</th>
<th>SKILL</th>
<th>FOCUS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORAL INTRODUCTION</td>
<td>- Ask students: What did you use to do when you were a child?</td>
<td>Spk.</td>
<td>Ind.</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- Elicit answers from students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LINKING</td>
<td>Now you’ll answer this question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WARM UP (PRE-TASK)</td>
<td>- Teacher divides the class in groups.</td>
<td>Wrt.</td>
<td>Group</td>
<td>4’</td>
</tr>
<tr>
<td></td>
<td>- Teacher writes on the board:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What did people use to use in the past?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Before using the computer, people used to...</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>----------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Before sending e-mails...</strong>&lt;br&gt;Before playing with Play-Station...&lt;br&gt;Before wearing jeans...&lt;br&gt;Before eating ready meals...&lt;br&gt;Before...&lt;br&gt;- Students complement these statements with their options.&lt;br&gt;- Students report their work to the class.&lt;br&gt;- Teacher checks their work.</td>
<td>Spk.</td>
<td><strong>Group</strong></td>
<td><strong>5’</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LINKING</strong></td>
<td>Now let’s listen to a song.</td>
<td><strong>MAIN ACTIVITY (TASK)</strong></td>
<td>- Teacher delivers handout No. 19 of the song “Someone that I used to know” by Gotye.&lt;br&gt;- A volunteer student reads instructions.&lt;br&gt;- Make students to listen to the song.&lt;br&gt;- Students listen and fill in the blanks.&lt;br&gt;- Students compare-check.&lt;br&gt;- Teacher checks their work.</td>
<td>List.</td>
</tr>
<tr>
<td><strong>LINKING</strong></td>
<td>Which grammar structure was used in this song?</td>
<td><strong>LANGUAGE FOCUS</strong></td>
<td>- Teacher makes a grammar explanation of used to.&lt;br&gt;- Write on the board: Used to and the base form of a verb for habitual actions in the past that are not true now.</td>
<td>Gram.</td>
</tr>
<tr>
<td><strong>FOLLOW UP (POST TASK)</strong></td>
<td></td>
<td></td>
<td>Past</td>
<td>Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Affirmative form</strong></td>
<td>My daughter used to love candy. But now she doesn’t care of it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In the past, people used to have large families. Nowadays, they have one or two children.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Negative form</strong></td>
<td>I didn’t use to eat vegetables. But now I’m crazy about them.</td>
</tr>
</tbody>
</table>
### Questions and answers

**Did Mary use to avoid sweets?**
- Yes, she did / No, she didn’t

**What did you use to eat for breakfast?**
- Eggs and sausage. But not anymore.

### LINKING

Now let’s practice…

### PRACTICE

- Teacher delivers handout No.20
  *English Grammar in use. Raymond Murphy Page 37.*
- Make a volunteer to read the instructions for exercise 1.
- Students complete the statements with use (d) to + a suitable verb.
- Make students to compare – check.
- Teacher checks their work.

- A student reads the instructions for exercise 2.
- Students write sentences about Brian with used to and didn’t use to according to the information.
- Have students compare – check.
- Teacher checks their work.

- Make a volunteer to read the instructions for exercise 3.
- Students compare what Carol said five years ago and what she says today and write sentences about how Carol has changed.
- Make students to compare – check.
- Teacher checks their work.

### PROCESS SYLABUS

- Ask students for more information.
- Do you have any other question?
- Collect students’ pieces of paper.

### TEACHER TASK

- Prepare the answers for the students’ questions and the lesson
APPENDIX E

BASIC LEVEL HANDOUTS
HANDOUT No. 3

1- Look at the pictures and match with the appropriate personal pronouns.
HANDOUT No. 4

1- Read the nouns and replace with the appropriate personal pronoun.

Example:

Computer → __It__.

a) Micaela → _______

b) Helen, Richard and you → _______

c) Daniel → _______

d) pencil case → _______

e) You and I → _______

e) Kate, Tylyn and Joshua → _______

f) Two dogs and a cat → _______

g) An MP3 player → _______

h) You → ___________

h) I → ___________


HANDOUT No. 5

1- Watch the video and answer to the questions.

- Who is Bob’s friend?

_______________________________________.

- What’s her occupation?

_______________________________________.

- What does Sue do?

_______________________________________.

- What’s Fumiyo’s phone number?

_______________________________________.

- What’s Fumiyo’s last name?

______________________
______________________.

- What’s Fumiyo’s nationality?

______________________
______________________.
1- Circle the appropriate form for each sentence.

**Example:**

My favorite sport is basketball. I love ___.

my them it

a) Patricia is a great person. I’ll invite ______ to my birthday party.

she her me

b) He’s Paul. ______ last name is Martinez.

His He Him

c) Our new neighbors are Brazilian students. ______ names are Joao and Tiago.

They Their Them

d) Look at _____ and tell ______ the true.

me my I

e) Our grandparents always invite ______ to celebrate Christmas with ______.

We / They them / us us / them

f) Rufus is a dog. ______ favorite food are bones. We love ______.

It / He Its / it It’s / it
1- Fill in the blanks with the appropriate possessive adjective.

**Example:**

She is Mary. **Her** favorite singer is Ed Sheeran.

a) John writes to _________ girlfriend every day.

b) They play soccer twice a week. _________ favorite team is Real Madrid.

c) I’m Silvana Brown. _________ nationality is American.

d) Mery usually takes _________ holiday in June. _________ favorite place is Madrid.

e) Please, wash _________ hands before eating lunch.

f) David’s sister lives in Washington. _________ name is Silvia.

  g) This is Boby. It’s a cute dog. _________ favorite place in the house is the living room.

h) Hello, _________ name is Rita. I’m a nurse. _________ phone number is 71254689.

i) I have an incredible friend. _________ name is Liz. _________ brother is a musician.

j) Michael has a motorbike. _________ color is gray.
Anthony loves Susan.

He is Peter’s brother.

They are Joel and David’s parents

MISS A TURN

You ask Angel.

Ana is Betty’s friend.

We like latin music.

I want some pears.

MISS TWO TURNS

My dog plays with a toy.

I am Jhenny’s neighbor

Sandra invites her friends.

He prepares soup.

She prefers sea food.

We are Carol’s parents.

You are Pablo’s colleagues

GO BACK TO START

Listen to the teacher.

This is Rufus’ house.

THE END
Listen and complete the names of these objects.

<table>
<thead>
<tr>
<th>CONVERSATION 1</th>
<th>CONVERSATION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>M_3 P_a_y_r</td>
<td>o_g_n_z_r</td>
</tr>
<tr>
<td><strong>a_e_r</strong></td>
<td>c_l_p_o_e</td>
</tr>
<tr>
<td>t_c_e_s</td>
<td>b_o__</td>
</tr>
<tr>
<td>m_g_z_n__</td>
<td><strong>i_s_e</strong></td>
</tr>
<tr>
<td>t_o_h_r_s_</td>
<td>u_b_e_l_</td>
</tr>
</tbody>
</table>
Listen and complete the missing words.

I Really Like You

I really wanna _______
But I just gotta taste for ___
I _____ like I could fly with the ______
on the moon
So honey hold my hand you _____
making me wait for it
I _____ I could die walking up to the
room, oh yeah

Late night watching ___________
But how we get in this position?
It's way too soon, I know this isn't _____
But I need to tell ____ something

I really really really really really really
______ you
And I want _____, do you want me, do you
want me, too?
I really really really really really really
______ you
And I want _____, do you want me, do you
want me, too?

Oh, did I say too much?
I'm so ____ my head
When we're out of touch
I really really really really really really
______ you
And I want _____, do you want me, do you
want me, too?

It's like everything _____ say is a sweet
revelation
All I wanna do it get into your head
Yeah we could stay alone, _____ and me,
and this temptation
Sipping on your lips, hanging on by
thread, baby

CHORUS

Who gave _____ eyes like that?
Said you could keep them
I don't know how to _____
The way I should be leaving
I'm running out of __________
Going out of my mind
I need to tell you something
Yeah, I need to tell you something

I really really really really really really
______ you
And I want ______, do you want me,
do you want me, too?
I really really really really really really
______ you
And I want ______, do you want me,
do you want me, too?

Oh, did I say too much?
I'm so ____ my head
When we're out of touch
I really really really really really really
______ you
And I want ______, do you want me,
do you want me, too?

I really really really really really really
______ you
And I want ______, do you want me,
do you want me, too?
HANDOUT No. 17

Conjugate the verb like in affirmative and negative forms.

Example: I ___like___ video games. (+)  
He ___doesn’t like___ pizza. (-)

1- Andrew and I _______________ rock music. (+)

2- Paula _______________ tennis. (-)

3- You _____________ English. (+)

4- My dog _______________ cats. (-)

5- Daniel and John _______________ e-books. (+)

6- My mother _______________ flowers. (+)

7- Our teacher _______________ color yellow. (-)

8- Edward _______________ science fiction movies. (+)

9- Caroline and you _______________ pets. (-)

10- Her friend _______________ volleyball. (-)

11- My best friend _______________ novels. (+)

12- I ____________________________.
HANDOUT No. 18

DAILY ACTIVITIES

1- Listen and match each picture with the corresponding verb.

- go to bed
- study
- brush my teeth
- eat breakfast
- watch TV
- get up
- come home
- comb my hair
- make dinner
- take a shower
HANDOUT No. 21

1- Match the pictures with their names.
HANDOUT No. 22

1- Look at the pictures and answer about Jenny’s likes and dislikes.

1- Does she like bananas? No, she doesn’t.

2- ____________________________________________.

3- ____________________________________________.

4- ____________________________________________.

5- ____________________________________________.

6- ____________________________________________.

7- ____________________________________________.

8- ____________________________________________.

9- ____________________________________________.

10- ____________________________________________.
1- Look at the letter soup and find the questions used in a job interview.

| W | H | A | T | D | O | Y | O | U | D | O | U | D | S | Y | O | W | A | S |
| H | H | E | R | W | V | Y | U | I | O | C | O | F | S | Z | W | H | O | A |
| E | O | A | R | G | J | L | R | V | Q | E | Y | X | B | T | Y | A | P | N |
| R | W | R | T | Y | E | V | M | U | R | E | E | H | F | S | J | T | K | L |
| E | A | U | I | I | J | H | K | G | M | C | R | B | H | R | S | I | A | P |
| D | B | S | H | W | S | T | O | V | X | W | A | Y | I | V | C | S | L | Q |
| O | O | Q | S | I | E | Y | V | M | U | K | D | L | T | E | Y | Y | T | H |
| Y | U | F | B | A | T | R | O | N | X | A | L | Y | I | R | G | O | S | B |
| O | T | U | F | M | W | L | T | U | B | K | O | I | U | V | T | U | F | L |
| U | Y | P | E | W | X | L | G | O | R | O | W | V | Z | L | M | R | Y | C |
| L | O | Z | O | C | V | P | V | U | G | P | O | Y | T | H | R | N | H | L |
| I | U | A | M | Y | R | B | U | C | M | H | H | I | N | Y | V | A | J | U |
| E | D | F | C | E | H | Z | M | Q | Z | Z | L | X | N | C | V | E | H | X |
| X | E | U | S | T | I | W | Q | R | A | W | O | B | T | E | U | D | H | M |
| W | G | R | W | I | L | I | W | G | L | H | R | F | B | I | K | Y | M | I |
| A | R | E | Y | O | U | M | A | R | R | I | E | D | Q | J | L | J | T | H |
| P | E | D | T | Q | O | R | I | F | Y | K | S | T | O | W | R | T | F | K |
| I | E | S | U | Z | H | M | L | K | O | U | H | A | L | T | B | X | W | P |
| D | O | Y | O | U | H | A | V | E | E | X | P | E | R | I | E | N | C | E |
HANDOUT No. 24

Where do you go?

No Mercy

Complete the missing words.

______ _______ you ______, my lovely
______ _______ you ______
I wanna ______, my lovely, I wanna ______
______ _______ you ______, oh oh eh oh
I wanna ________, oh oh eh oh
______ _______ you _______, oh oh eh oh...
I wanna ________...

Put in order.

_____ You left me with a heartache deep inside
_____ And now my head is pounding like rolling thunder
_____ You leave without a word, no message, no number
_____ Girl you should see me cry all night, and I wonder
_____ Everybody says, what a shame, what is wrong
_____ I'm waiting for you night and day
_____ Heard you're hanging round every night until dawn
_____ They don't like the game we play

Complete the missing words.

______ _______ you ______, my lovely
______ _______ you ______
I wanna ______, my lovely, I wanna ______
______ _______ you ______, oh oh eh oh
I wanna ________, oh oh eh oh
______ _______ you go, oh oh eh oh...
I wanna ________...

Put in order.

_____ You are running back to me
_____ Just like a river flowing to the sea
_____ You gotta break the silence, don't keep me waiting
_____ Come back and save me

Complete the missing words.

______ _______ you ______, My Lovely
I wanna ________
______ ___ you ______, oh oh oh...
______ ___ you ______, oh oh oh...
I wanna ________

Save me...

Put in order.

_____ You've gotta help me make it through the night safely
_____ You've gotta stop this heartache deep inside
_____ Come back and dry the tears, I cried for you baby
_____ Come back and save me

Complete the missing words.

______ _______ you ______, my lovely
______ _______ you ______
I wanna ______, my lovely, I wanna ______
______ _______ you ______, my lovely
I wanna ________...

Na na na nida na na nida da da dee da /x2/

______ _______ you ______, _______ ______ you ______?...
_____ _______ you, _______ ______ you ______?...

Save me...

Put in order.

_____ You've gotta help me make it through the night safely
_____ You've gotta stop this heartache deep inside
_____ Come back and dry the tears, I cried for you baby
_____ Come back and save me

Complete the missing words.

______ _______ you ______, my lovely
______ _______ you ______
I wanna ______, my lovely, I wanna ______
______ _______ you ______, my lovely
I wanna ________...

Na na na nida na na nida da da dee da /x2/

______ _______ you, _______ ______ you ______?

223
Pocholo is a beloved homemaker. He has a time watcher wife. Pocholo gets up at 6:00 every day including on weekends. He makes breakfast for his wife at 6:15 a.m. He prepares his wife’s clothes, accessories and make up at 6:30 a.m. Then, he says goodbye to his dear wife at 7:00 a.m. and his wife says goodbye to Pocholo by giving him a kiss on his cheek. After that, he cleans the house from 7:00 to 8:00 a.m. Later, he goes to the supermarket to buy vegetables, meat and fruits. Then he arrives and cooks lunch. His wife arrives at 1:00 p.m. and eats lunch with Pocholo until 2:00 p.m. After that, she goes to work and gives him a kiss on his cheek. Pocholo washes the dishes and all that was used in the kitchen. Later, he washes his wife’s clothes and cleans the house. Then he prepares dinner for his wife. His wife arrives at 8:00 p.m. and verifies that Pocholo has done all his daily activities. She has dinner with Pocholo at 8:30 p.m. She goes to bed at 9:00 p.m. but Pocholo does the dishes and cleans the house before going to bed. Pocholo brushes his teeth at 10:30 p.m. Once he has finished everything he watches his favorite soup opera “Señora Acero” from 11:00 to 12:00 p.m. Finally, he goes to bed at 1:00 p.m.

1- How often does Pocholo clean his house?
______________________________________________________________________________.

2- How often does Pocholo receive his wife kiss on his cheek?
______________________________________________________________________________.

3- How often does his wife verify Pocholo’s daily activities?
______________________________________________________________________________.

4- How often does Pocholo wash his wife’s clothes?
______________________________________________________________________________.

5- How often does he wash his teeth?
______________________________________________________________________________.

6- How often does he watch his favorite soup opera?
______________________________________________________________________________.

7- How often does Pocholo cook during the day?
______________________________________________________________________________.

HANDOUT No. 27
1- Complete with the simple present tense and a frequency adverb expression.
1- My sister / go shopping.

2- We / clean the house.

3- The students / check e-mail.

4- I / do the laundry.

5- My wife and I / exercise.

6- She / take a shower.

7- David / play computer games.

______________________________.
Listen and identify where each person lives.

<table>
<thead>
<tr>
<th>NAMES</th>
<th>HOUSE OR APARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATHERINE</td>
<td></td>
</tr>
<tr>
<td>ROB</td>
<td></td>
</tr>
<tr>
<td>EMMA</td>
<td></td>
</tr>
<tr>
<td>CHRISTIANE</td>
<td></td>
</tr>
<tr>
<td>CHRIS</td>
<td></td>
</tr>
</tbody>
</table>
1- Look at these words and identify which are social events.

- FOOTBALL MATCH
- ART EXHIBITION
- BIRTHDAY PARTY
- DATE
- ART EXHIBITION
- WEDDING
- ENGLISH CLASS
- DOCTOR'S APPOINTMENT
- MOVIES
- JOB INTERVIEW
- CONCERT
- PAINTING EXHIBITION
HANDOUT No. 31

1- Watch the video and complete the missing information about each event for this weekend.

ROCK CONCERT

_______ night ______ 8:00 pm.
Band
_______ city is playing

PLAY

“CONVERSATIONS WITH FOOD”
Tonight _____ _______________. ______
Second Avenue Theater.

CARMEN

_______ the City Opera .
_______ 8:00 p.m.

MOVIE

“A TIME TO RUN”
_______ the Glenwood
_______ 7:00 p.m.

MOVIE

“You Only Live Once”
_______ the Kendall
_______ 7:00 p.m.

FRENCH FILM

_______ the Bijou
_______ 8:00 p.m.
1- Match the pictures with the appropriate cooking time.

- **CHICKEN SOUP**: By 1 hour
- **SAJTA**: By 10 minutes
- **HOT DOG**: By 2 minutes
- **FRIED EGG**: By 7 minutes
- **RICE**: By 1 hour and a half
1- Complete the sentences with the prepositions *by* or *for* according to the context.

**Examples:**

The film goes on __by__ 9:30.

Mary talks with her friend __for___ one hour on the phone.

a) We live in Bolivia ________ five years.

b) Please, can you finish this report ______ the end of the week?

c) Louis always waits ________ an hour at the doctor’s office.

d) Just wait ________ a moment and I’ll be there!

e) I’ll finish baking the pizza ________ 15:30, no more.

f) Sheila had a terrible problem at work ________ a long time.

g) You’ll need this money ________ the end of this month.

h) Martin usually exercises ________ two hours at the gym.

i) ________ the end of the year, we’re going out with our colleagues.

j) Can you wait for my answer ________ tonight?
HANDOUT No. 35

The one that got away

Katy Perry

Summer after high school when we first __________
We’d make out in your Mustang to Radiohead
And on my 18th ______________
We ____________ matching tattoos.
Used to steal your parents’ liquor
And climb to the roof
_________ about our ____________
Like we __________ a clue
Never ______________ that one day
I’d be losing you.

CHORUS

In another __________
I would be your __________
We’d keep all __________ promises
Be us against the ________________.
In another ______________
I would make you ______________
So I don’t __________ to say
You __________ the one that __________ away
The one that __________ away.

I __________ June and you __________ my Johnny Cash
Never one without the other, we ______________ a pact
Sometimes when I __________ you
I __________ those records on.
Someone __________ you __________ your tattoo removed

___________ you downtown singing the Blues

It’s time to face the ______________

I’m no longer __________ muse.

CHORUS

All this __________ can’t buy me a time machine.

Can’t ____________ you with a million rings

I should’ve told you what you ____________ to me.
APPENDIX F

PRE INTERMEDIATE LEVEL
HANDOUTS
HANDOUT No. 1
MARY’S LIFE

Look at the pictures, use the verbs and information in parenthesis and write sentences about Mary’s life.

(work / since 1994) (answer the telephone / for many years) (file letters / since 1996)

(feel relaxed / for two days) (read books / for years)

(go to the flea / for years) (eat junk food / for years) (feel stressed all day / since 1994)

Example:
1. Mary has worked as a secretary since 1994.
2. ____________________________________________________________________
3. ____________________________________________________________________
4. ____________________________________________________________________
5. ____________________________________________________________________
6. ____________________________________________________________________
Select the negative statements in Present Perfect and cross out the other ones.

Examples:
1. The children haven’t washed their faces yet.
2. Jim hasn’t gone to Canada yet.
3. I’ve already mailed the letter.
4. Beth is on vacation. She has gone to Italy.
5. I’ve not lost my keys yet.
6. Mary hasn’t cleaned her bedroom yet.
7. The children haven’t brushed their teeth yet.
8. Henry has gone to the university.
9. Adelaida and Paty have cooked for three months.
10. The children haven’t taken a shower yet.
11. Kate hasn’t walked the dog yet.
12. Joe has watered the plants.
13. Mike has already practiced the piano.
15. Arthur hasn’t done his homework yet.
16. Mathew and Daya haven’t done her beds yet.
17. Titto, Robert and Christian have played soccer since 1994.
18. Miriam and I haven’t dried our hair yet.
19. Scientists haven’t yet discovered a cure for the common cold.
20. Researchers have already discovered cures for many diseases.
I. Fill in the blanks using the verbs in parenthesis, use negative form of Present Perfect and yet. In questions, use only Present Perfect and yet.

1. I ___________ __________ to USA __________. (go)

2. Monic and I ___________ __________ at the new Japanese restaurant, _____. (eat)

3. Ronald ___________ __________ a new car ________. (buy)

4. Jerry ___________ __________ Diana to marry him, _________. (ask)

5. I ___________ __________ them about the accident _________. (tell)

6. ________ it ______________ raining _________. (stop)

7. ________ you ______________ tennis _________. (play)

8. ________ you and Joe __________ Illimani mountain _____ ? (see)

9. ________ Wendy __________ her new boyfriend _______ ? (kiss)

10. ________ Charly, Ruth and Selena __________ orange juice _____ ? (drink)

11. Roger ___________ __________ the 2017 USA Open ________. (win)

12. Rosy and Dany ___________ _________ the last subject at the university ________. (pass)

13. Magui, Sabina and Monserrat ___________ __________ Fejoada _______. (cook)

14. I ___________ ____________ any cigarette _________. (smoke)

15. I ___________ ____________ in a river _________. (swim)
HANDOUT No. 7

Look at the pictures and match them with their appropriate meaning.

- **Look for**
- **Blow my mind**
- **Reach all**
- **Someone to care**
- **Pack up**
- **Sweet**
HANDOUT No. 8

Have you ever?

Listen and fill in the blanks. by Shawn McDonald

________ you ever ________ to be someone else?
________ you ______ wanted to be someone?
________ you ever ________ to reach your dreams?
________ you _____ wanted life to be more than it seems?

I’ve _________ of a love so wide that stops all my time
I’ve _________ of a love so deep that blows my mind.

________ you _____ wanted to reach all and touch the sky?
________ you ever ________ to pack it up and say goodbye?
________ you ___ wanted someone to care?
________ you ever _______ someone to be there?

I’ve _________ of a ________ so wide that stops all my time
I’ve _________ of a love so deep that _________ my mind.

He is _________, he is __________.

What you are _________ for is my sweet, sweet Jesus.
What you are _________ for is my sweet Lord.
HANDOUT No. 10

Read the words that are in the word snake and identify the sentences that have the adverbs: *just* and *already*. Then, write the sentences on the lines.

I haven`t gone to the university I have already started my English class I just had lunch Mary hasn`t travelled to England Rodrigo has cleaned his bedroom M Marcia has already kissed her boyfriend Ramiro hasn`t lost his keys yet Paty has already answered the telephone Ted and Ivan haven`t told me about the accident yet We`ve just gotten back from Los Angeles Teresa `s just signed a contract to write a book Roby has`nt had time lately Don Francisco has just appeared on TV Selena Gomez has been in a Hollywood movie Brad Pitt and Angelina Julie have won several awards I`ve just been in London Justin Timberlake has already sung that song in the concert Martha and I have gone to the museum Roger Federer has just won the US Open

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________
6. ______________________________________________________________________
7. ______________________________________________________________________
8. ______________________________________________________________________
9. ______________________________________________________________________
10. ______________________________________________________________________
Listen to the song and fill in the blanks.

I Still Haven't Found What I'm Looking For

I _________  ______________ the highest mountains
I _________  ______________ through the fields
Only to ____ with you
Only to ____ with you

I ________ ______ I _______ crawled
I ________ ______ these city _________
These city _________
Only to _____ with you
But I still ______________
What I'm _________ for
But I still ______________
What I'm _________ for

I ________ honey lips
Felt the healing in the fingertips
It _________ like fire
This _________ desire
I ________ _______ with the tongue of angels
I ________ _______ the hand of a devil
It _________ warm in the night
I _________ cold as a stone
But I still ______________
What I'm _________ for
But I still ______________
What I'm _________ for

I _________ in the Kingdom come
Then all the colors will bleed into one
Bleed into one
But yes I'm still _________
You _________ the bonds and you
You _________ the chains
You _________ the cross
Of my shame
Oh my shame
You know I believe it
But I still ______________
What I'm _________ for
But I still ______________
What I'm _________ for
HANDOUT No. 12

A- It’s eight o’clock in the morning. Look at the table and say what Jenny has done. Use present perfect verbs with already and just.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a cup of coffee</td>
<td>7:56</td>
</tr>
<tr>
<td>get dressed</td>
<td>+</td>
</tr>
<tr>
<td>do a lot of work</td>
<td>+</td>
</tr>
<tr>
<td>send e-mails</td>
<td>two</td>
</tr>
<tr>
<td>call mother</td>
<td>7:53</td>
</tr>
<tr>
<td>do the laundry</td>
<td>+</td>
</tr>
<tr>
<td>make toast</td>
<td>7:57</td>
</tr>
<tr>
<td>knock the door</td>
<td>7:59</td>
</tr>
</tbody>
</table>

1- She ____________________________________________________________.
2- She ____________________________________________________________.
3- She ____________________________________________________________.
4- She _____________________________________________________________.
5- She ____________________________________________________________ laundry.
6- She ____________________________________________________________ some toast.
7- Someone _____________________________________________________ the door.

B- Write sentences with the verbs in parenthesis about what you already or just done before coming to classes.

1- (call a friend) ________________________________________________.
2- (do your homework) ____________________________________________.
3- (listen to music) ______________________________________________.
4- (chat on WhatsApp) ____________________________________________.
5- (drink something) ____________________________________________.
6- (buy something) ______________________________________________.
I've ______ everywhere, man
Looking for __________
___________who can please me

________ me all night long
I've ______ everywhere, man
_________ for you babe
_________ for you babe
Searching for you babe

_________ _______ you _____?
Cause I never see you out
Are you hiding from me, yeah?
Somewhere in the crowd

______ ______ you ______ all my life, all my life?
______ ______ you ______ all my life?
______ ______ you ______ all my life?
______ ______ you ______ all my life?
______ ______ you ______ all my life?
______ ______ you ______ all my life?
You can have me all you want
Any way, any day
Just show me where you are tonight

I've ______ everywhere, man
Looking for __________
___________who can please me

Love me all night long
I've ______ everywhere, man
_________ for you babe
_________ for you babe
Searching for you babe

_________ _______ you _____?
Cause I never see you out

Are you hiding from me, yeah
Somewhere in the crowd?

______ ______ you ______ all my life, all my life?
______ ______ you ______ all my life?
______ ______ you ______ all my life?
______ ______ you ______ all my life?
______ ______ you ______ all my life?
START

Where have you eaten lunch yesterday?

What have you done yesterday after lunch?

Have you ever eaten Japanese food?

What have you bought recently?

Have you ever traveled abroad?

Who have you invited to your birthday party?

When have you started learning English?

Where have you lived when you were a child?

When have you finished high school?

Have you ever kissed an animal?

Who have you met at school/university/work?

Have you ever read last month?

Have you ever seen a ghost?

Where have you been last vacation?

When have you started your first job?

Who have you called yesterday?

What have you had for breakfast?

Have you ever spoken with an English speaker?

END
Identify which sentences are in Simple Past (SP) and which ones are in Present Perfect Tense (PP).

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- They’ve come back soon after eating out.</td>
<td>PP</td>
</tr>
<tr>
<td>2- Nadir achieved high scores on her math test.</td>
<td>SP</td>
</tr>
<tr>
<td>3- He hasn´t finished his homework yet.</td>
<td>PP</td>
</tr>
<tr>
<td>4- They portrayed themselves as victims.</td>
<td>SP</td>
</tr>
<tr>
<td>5- I’ve just checked my email and downloaded some pictures.</td>
<td>PP</td>
</tr>
<tr>
<td>6- We recycled tires and made that doormat.</td>
<td>SP</td>
</tr>
<tr>
<td>7- Peter has undergone a complete transformation.</td>
<td>PP</td>
</tr>
<tr>
<td>8- Mary has already learnt Portuguese.</td>
<td>PP</td>
</tr>
<tr>
<td>9- Yesterday, I brought donuts for breakfast.</td>
<td>SP</td>
</tr>
<tr>
<td>10- We’ve seen Paul at the movies with Caroline.</td>
<td>SP</td>
</tr>
<tr>
<td>11- Richard has just shaken the bottle so now only open it.</td>
<td>PP</td>
</tr>
<tr>
<td>12- Last weekend German football team won the championship.</td>
<td>SP</td>
</tr>
<tr>
<td>13- They haven´t sent us the report yet.</td>
<td>PP</td>
</tr>
<tr>
<td>14- Five years ago you took a picture of us in Santa Cruz.</td>
<td>SP</td>
</tr>
<tr>
<td>15- Peter has already taken those pills.</td>
<td>PP</td>
</tr>
<tr>
<td>16- Our president had a meeting with Pope Francis last year.</td>
<td>PP</td>
</tr>
</tbody>
</table>
**HANDOUT No. 17**

Explain the reason why these people feel on these ways. Use Present Perfect Progressive Tense.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-</strong> Sheila is really tired because,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2-</strong> Paul has a cold because,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3-</strong> Mr. Guzman is late because,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4-</strong> The children are very happy because,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5-</strong> They are bored because,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6-</strong> She is amused because,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7-</strong> They are scared because,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Somebody that I ________ to know

Listen and fill in the blanks.

Now and then I think of when we ________ together
Like when you said you ________ so happy you could die
Told myself that you ________ right for me
But ________ so lonely in your company
But that ________ love and it's an ache I still remember.

You can get addicted to a certain kind of sadness
Like __________ to the end, always the end
So when we ________ that we could not make sense
Well you ________ that we would still be friends
But I'll admit that I ________ glad that it was over

But you ________ have to cut me off
Make out like it never happened and that we ________ nothing
And I don't even need your ________
But you treat me like a stranger and that feels so rough
No you ________ have to stoop so low
Have your friends collect your records and then change your ________
I guess that I don't need that though
Now you're just ____________ that I ________ to know

[Kimbra:]
Now and then I ________ of all the times you screwed me over
But had me believing it was always something that I'd ________
But I don't wanna live that way
Reading into every word you say
You ________ that you could let it go
And I wouldn't catch you hung up on somebody that you ________ to know
didn't have to cut me off
Make out like it never happened and that ________ nothing
And I don't even need your ________
But you treat me like a stranger and that feels so rough
No you ________ have to stoop so low
Have your friends collect your records and then change your ________
I guess that I don't need that though
Now you're just ____________ that I ________ to know

[x2]

__________
(I ________ to know)
Somebody
(Now you're just ____________ that I ________ to know)

(I ________ to know)
(That I ________ to know)
(I ________ to know)
Listen and complete the missing words.

_______  ____ in a small town
And when the rain would _____ _______
I'd just _______ out my window
Dreaming of what could be
And if I'd _______ happy
I would _______ (I would _______)

Trying hard to _______ _______
But when I tried to _______ _______
Felt like no one could _______ me
Wanted to _________ here
But something _______ so wrong here
So I prayed I could _______ away

[Chorus:]
I'll ______ my wings and I'll learn how to fly
I'll do what it takes 'til I _________ the sky
And I'll make a wish
_______ a chance
_______ a change
And _________
Out of the ________ and into the sun
But I won't _______ all the ones that I love
I'll take a _________
_______ a chance
_______ a change
And _________
Wanna _______ the warm breeze
_______ under a palm tree
Feel the _______ of the ocean
_______ on board a fast train
Travel on a jet plane _______ __________
And __________________

[Chorus]
Buildings with a __________ floors
Swinging 'round revolving doors
Maybe I don't know where they'll ______ me
But gotta keep _________ ______, moving __
Fly ________, ________________

I'll _________ my wings
And I'll _________ how to fly
Though it's not easy to _____ you goodbye
I gotta take a risk
________ a chance
________ a change
And __________________
Out of the _________ and _________ the sun
But I won't _________ the place I come from
I gotta take a risk
_______ a chance
_______ a change
And __________, _____, __________. 
HANDOUT No. 25

A- Match each phrasal verb with its corresponding meaning.

1. Go back ______ to travel
2. Come back ______ to return something
3. Fall back ______ to move back or stop moving forward
4. Get back ______ to return to a place
5. Look back ______ to remain at a distance
6. Go away ______ to return to an earlier time, topic or conversation
7. Give away ______ to escape
8. Keep away ______ to think about something that happened in the past
9. Run away ______ to give something to someone

B- Complete the sentences with the appropriate phrasal verb.

1- It’s important to ____________ in order to analyze our problems
2- ____________ from the crocodiles! They’re dangerous.
3- We always ____________ tired from the soccer game.
4- The captain ordered the troops to ____________.
5- Milton seldom ____________ the money that his mother gives him.
6- They usually ____________ for summer vacations.
7- I’m going to ________ all my old clothes ________ to charity.
8- The thief ____________ with all her money.
What do you think...?

START

What are you afraid of?

What do you need to buy these days?

When you want to stay healthy you avoid...

What do you worry about most?

What do you hope to change in your life?

MISS A TURN

What do other people quit doing in the movies?

What are you tired of?

What do you want to do on vacation?

What do you complain about at home?

What do you really enjoy on weekends?

MISS TWO TURNS

Mention two things you can’t stand.

What do you talk about with your friends?

What are you bored with?

What did you learn to do last year?

If the weather is bad, you don’t mind.

What do you dislike about on weekends?

What do you need to do in order to have good grades?

GO BACK TO START
Listen and answer to the questions.

**Flea markets!**

1- What kind of products can you find in a flea market?

______________________________________________________________________.

2- Do you like to shop for bargains?

______________________________________________________________________.

3- Does the man always buy bargains?

______________________________________________________________________.

4- What kind of bargains did the man use to buy?

______________________________________________________________________.

5- How often does the boy buy electronics at the flea markets?

______________________________________________________________________.

6- Where did the old man shop electronics?

______________________________________________________________________.

7- What does the last lady think about flea markets?

______________________________________________________________________.
APPENDIX G

BASIC AND PRE INTERMEDIATE LEVELS HANDOUTS
1- Circle the phrasal verbs in this letter soup.

```
GET OUT TWGFC
HERYXANOIO
ENTERIJONM
CLICKEFDE
KNONTNUFEO
GIVEOFFFLNU
OPENLEVCFT
SROTNIEMOC
```
handout no. 2

one thing

by one direction

put in order the phrases.

i can never be brave  

i've tried playing it cool  

cause you make my heart race  

but when i'm looking at you  

complete the missing words  

i can never be brave  

i've tried playing it cool  

cause you make my heart race  

but when i'm looking at you  

complete the missing words  

shot me _____ of the sky  

you're _____ kryptonite  

you keep making me _____  

yeah, ______ and can't breathe  

put in order the phrases.

that i need you here with me now  

cause i'm dying just to make you see  

cause you've got that one thing  

some things gotta give now  

complete the missing words.

so get _____, get _____, get _____ of my head  

and fall ______ my arms instead  

i don't, i don't, don't ______ what it is  

but i ______ that one thing  

and you've ______ that one thing  

now i'm _____________ the walls  

but you don't notice at all  

that i'm going ______ of my mind  

all ______ and all _________  

put in order the phrases.

cause i'm dying just to know your name  

and i need you here with me now  

some things gotta give now  

cause you've got that one thing  

complete the missing words.

so get ______, get ______, get ______ of my head  

and fall ______ my arms instead  

i don't, i don't, don't ______ what it is  

but i ______ that one thing  

and you've ______ that one thing

[all] ooooh ooooh (2x)

you've ______ that one thing

get ______, get ______, get ______ of my head  

and fall ______ my arms instead  

so get ______, get ______, get ______ of my head  

and fall ______ my arms instead  

i don't, i don't, don't ______ what it is  

but i ______ that one thing  

so get ______, get ______, get ______ of my mind (______ of my mind)  

and come ______ come ______ my life  

i don't i don't ______ what it is  

but i _______ that one thing  

and you've _______ that one thing
HANDOUT No. 3

PHRASAL VERBS PRACTICE

PART I

I. Match the numbers with their corresponding meanings

1. GET OUT a) To escape from the usual punishment
2. GET IN b) To surrender; to cede.
3. GET OFF c) To terminate
4. COME OUT d) To enter
5. GIVE IN e) To appear; to make a social debut
6. GIVE OFF f) Escape from a building
7. GO OFF g) To emit

II. Complete the sentences with the corresponding phrasal verbs from exercise I.

1. Sam arrived too late at the party, when he arrived, the party_____
2. It`s an earthquake! ______________ this building!
3. I want to go to the movies in your car, may I ________ to it?
4. Evo Morales doesn´t like to __________ in TV channels.
5. This mixer doesn`t work well! It _____________ a strange smell.
6. Thanks to the lawyer, the thief ___________ from the justice punishment.
7. Mary insisted a lot to her mother on going to the party that the mother ____________ at the end.
HANDOUT No. 4

Don't give ______

Listen and complete the missing words. By Shawn McDonald

Sometimes it is hard to go ______
It's hard to _______ the reasons for breathing, living
Letting _______ guide the way
But you must hold ______

Don't give _____, don't give ______
Hold _____ for one more day
Don't give _____, don't give ______
Hold _____ for one more day

Sometimes we fall ______
We get ourselves in trouble but it's okay
'Cause we still have another chance
To get it ______, to get it ______

Don't give _____, don't give ______
Hold _____ for one more day
Don't give _____, don't give ______
Hold _______ for one more day

Put in order the sentences

I've come too ______, I've seen so much
I've heard the _______ and felt the touch
I've tasted _________ that I cannot deny
I've come too ______, I've seen so much
I've heard the _______ and felt the touch
I've tasted ______, tasted ______ that I cannot deny

Don't give _____, don't give _____
Hold ______ for one more day
Don't give _____, don't give _____
Hold ______ for one more day
HANDOUT No. 5

PHRASAL VERBS PRACTICE

I. Match the numbers with their corresponding meanings

1. GET ON a) To wake up; to arise; to stand up.
2. GET UP b) To reconcile.
3. LOOK UP c) To stop; to abandon.
4. MAKE UP d) To sacrifice (your life)
5. GIVE UP e) To continue.
6. LAY DOWN f) To seek in a reference book.
7. GO ON g) To become old

II. Complete the sentences with the corresponding phrasal verbs from exercise I.

1. As the time goes on, Justin Bieber ____________.
2. Every day you ____________ at seven o’clock.
3. You are smoking all the time! ____________ smoking!
4. Jesus Christ ____________ his life for humanity.
5. Don’t stop the party! ____________.
6. Last Monday I had a fight with my best friend, but today we ____________.
7. I can’t understand the meaning of this word! I’d better ____________ in a dictionary.
APPENDIX H

REGISTERED STUDENTS AT THE FOUR MODULES
## APPENDIX 12

**REGISTERED STUDENTS**

**MODULE 1 FIRST PART**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAZA</td>
<td>CALLACAHU</td>
<td>SERGIO ANTONIO</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>CABRERA</td>
<td>MORALES</td>
<td>GUISELLE CAROL</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>3</td>
<td>FLORES</td>
<td>CHIPANA</td>
<td>EVELYN</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>4</td>
<td>LIMA</td>
<td>LIZARRAGA</td>
<td>IYYOB DANIEL</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>5</td>
<td>MENDOZA</td>
<td>SULLCATA</td>
<td>ABEL JAIME</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>6</td>
<td>QUENTA</td>
<td>HUAYHUA</td>
<td>ZULEMA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>7</td>
<td>ROSALES</td>
<td>ESCARZO</td>
<td>GABRIELA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>8</td>
<td>SEA</td>
<td>GORENA</td>
<td>MARIA DEL CARMEN</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>9</td>
<td>CARVAJAL</td>
<td>LIMA</td>
<td>LURDES</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ARANDA</td>
<td>PEREZ</td>
<td>CAROLINA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>DELGADO</td>
<td>RAMOS</td>
<td>JEANCARLA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>GOMEZ</td>
<td>LAURA</td>
<td>NOEMI STEFANNY</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>13</td>
<td>FRANCO</td>
<td>BURGOA</td>
<td>HITATY SAMANTHA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>14</td>
<td>CARI</td>
<td>PACO</td>
<td>LURDES MARIELA</td>
<td>1.3. ADVANCED</td>
</tr>
<tr>
<td>15</td>
<td>MENDOZA</td>
<td>CUELLAR</td>
<td>YESIKA ANDREA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>16</td>
<td>MAMANI</td>
<td>VISCARRA</td>
<td>FRANZ</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>17</td>
<td>CORONEL</td>
<td>CHOQUE</td>
<td>MARIANA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>18</td>
<td>FLORES</td>
<td>CONDORI</td>
<td>MARIANELA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>19</td>
<td>QUIZPE</td>
<td>VALERIANO</td>
<td>VANIA CAROLA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>20</td>
<td>APAZA</td>
<td>APAZA</td>
<td>ALBERT MICHAEL</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>

**BASIC LEVEL 18:00 to 19:30 Tuesday-Thursday-Friday**

**PARALLEL 1 A  From March 29 to April 19**
<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LARA</td>
<td>CHALCO</td>
<td>ANGELA GABRIELA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>MEDINA</td>
<td>MEDINA</td>
<td>CONSUELO</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>OSCO</td>
<td>CESPEDES</td>
<td>GLICET</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>BAPTISTA</td>
<td>TELLEZ</td>
<td>MARIA MERCEDES</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>MAYTA</td>
<td>AVENDAÑO</td>
<td>JORGE WEYMAR</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>MAMANI</td>
<td>ALEJO</td>
<td>SHIRLEY HELEN</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>7</td>
<td>TORREZ</td>
<td>MAMANI</td>
<td>LIDIA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>8</td>
<td>FERNANDEZ</td>
<td>LIMACHI</td>
<td>LISETH YESENIA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>9</td>
<td>HILARI</td>
<td>QUISPE</td>
<td>VIVIANA FATIMA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>10</td>
<td>CASTRO</td>
<td>QUISPE</td>
<td>GLORIA IRENE</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>CASTILLO</td>
<td>GUZMAN</td>
<td>WILSON</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>CACERES</td>
<td>VALERIANO</td>
<td>REYNA MARICELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>QUISPE</td>
<td>CHOQUE</td>
<td>KAREN</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>MOLLEPAZA</td>
<td>CALAMANI</td>
<td>BERTHA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>CHOQUE</td>
<td>MAMANI</td>
<td>EVA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>16</td>
<td>COPA</td>
<td>MAMANI</td>
<td>CINTHIA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BASIC LEVEL 19:30 to 21:00 Tuesday-Thursday-Friday

PARALLEL 1C  From March 29 to April 19

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COYO</td>
<td>LLANQUE</td>
<td>MARIELA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>CRISPIN</td>
<td>ORUÑO</td>
<td>LELIZ JENNY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>FLORES</td>
<td>BURGOS</td>
<td>TATIANA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>GAMBOA</td>
<td>ALI</td>
<td>PAOLA KAREN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>GOZALVEZ</td>
<td>POMA</td>
<td>SHIRLEY ESTHER</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>GUTIERREZ</td>
<td>TERRAZAS</td>
<td>ERICK ALFREDO</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>7</td>
<td>JARRO</td>
<td>CALLISAYA</td>
<td>FAVIOLA JHSMIN</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>8</td>
<td>LUQUE</td>
<td>SAMO</td>
<td>VERÓNICA ELIANA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>9</td>
<td>MAMANI</td>
<td>CHURATA</td>
<td>OFELIA MARÍA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>10</td>
<td>PATON</td>
<td>MAMANI</td>
<td>MICHELLE ALEJANDRA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>POMA</td>
<td>LAURA</td>
<td>DANIELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>ROSALES</td>
<td>CHALAR</td>
<td>IVAN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>RUIZ</td>
<td>LOPEZ</td>
<td>RICARDO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>SALINAS</td>
<td>MARTINEZ</td>
<td>FAVIOLA DEL ROSARIO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>SEJAS</td>
<td>CESPEDES</td>
<td>EFREN MAURICIO</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>

260
<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>SOLIZ</td>
<td>BUENO</td>
<td>WALDEMAR SAMUEL</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>17</td>
<td>TAPIA</td>
<td>CHIRI</td>
<td>ANGELICA IRMA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>18</td>
<td>UZQUIANO</td>
<td>SOLIZ</td>
<td>ADRIANA MANUELI</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>19</td>
<td>VELASQUEZ</td>
<td>CHOQUE</td>
<td>MARIANA EVELIN</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>20</td>
<td>ZENTENO</td>
<td>CAHUAYA</td>
<td>REBECA LUZ</td>
<td>1.2 ADVANCED</td>
</tr>
</tbody>
</table>

**BASIC LEVEL 19:30 to 21:00 Monday-Wednesday-Friday**

**PARALLEL 1D From March 29 to April 19**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AGUAYO</td>
<td>COLLAO</td>
<td>CARLA FABIOLA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>ALANOCA</td>
<td>MAMANI</td>
<td>JHOSELINE KAREN</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>BALBOA</td>
<td>PACO</td>
<td>AMPARO LOURDES</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>CALVIMONTES</td>
<td>ARGANDOÑA</td>
<td>LAURA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>CALLICONDE</td>
<td>LEQUIPE</td>
<td>PABLO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>CERRUTO</td>
<td>URIUSTE</td>
<td>ADRIANA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>7</td>
<td>CHAMBI</td>
<td>TAMBO</td>
<td>SANDRA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>8</td>
<td>FLORES</td>
<td>LAURA</td>
<td>GEMAR</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>9</td>
<td>HUANCA</td>
<td>LOPEZ</td>
<td>SUSANA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>10</td>
<td>HUANCA</td>
<td>LOPEZ</td>
<td>STEFANY</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>HUANCA</td>
<td>SANCHEZ</td>
<td>VERONICA</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>MAMANI</td>
<td>AQUINO</td>
<td>MELANI</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>MAMANI</td>
<td>MAMANI</td>
<td>LUDY</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>QUINO</td>
<td>LUNA</td>
<td>LUZ HELEN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>VILLEGAS</td>
<td>BARRETO</td>
<td>GROVER HENRY</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>
## MODULE 1 SECOND PART

### BASIC LEVEL 15:00 to 16:30 Monday-Wednesday-Friday

### PARALLEL 1.A From April 4 to May 6

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AJATA</td>
<td>CANAVIRI</td>
<td>LISET MARIBEL</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>TICONA</td>
<td>CHUI</td>
<td>NESTOR</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>ALEJANDRO</td>
<td>AQUINO</td>
<td>EVER SEVERO</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>MAMANI</td>
<td>GOMEZ</td>
<td>GISELA YOVANA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>5</td>
<td>SOSA</td>
<td>GUTIERREZ</td>
<td>JOHN PETER</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>RIOS</td>
<td>GUARACHI</td>
<td>LUIS ANTONIO</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>7</td>
<td>BOTELLO</td>
<td>SALAZAR</td>
<td>VERENISE</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>GONZALEZ</td>
<td>LLALLE</td>
<td>HELEN GABRIELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>ANDO</td>
<td>AVILES</td>
<td>ANDRES YOICHI</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>TITO</td>
<td>QUISPE</td>
<td>EFRAIN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>JIMENEZ</td>
<td>MAMANI</td>
<td>JOSELINE SANDY</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>LARICO</td>
<td>ALIAGA</td>
<td>REMEDIOS</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>13</td>
<td>CALDERON</td>
<td>FLORES</td>
<td>GILBERT</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>14</td>
<td>QUISPE</td>
<td>TICONA</td>
<td>PATRICIA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>BOLIVAR</td>
<td>ALBERTO</td>
<td>SHTEFANI RISSEL</td>
<td>4.2 REGULAR</td>
</tr>
<tr>
<td>16</td>
<td>SIÑANI</td>
<td>ALFARO</td>
<td>PAULA NIDIA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>17</td>
<td>CHOQUEHUANCA</td>
<td>CHOQUEHUANCA</td>
<td>LEIDY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>18</td>
<td>MAMANI</td>
<td>MONZON</td>
<td>ROCIO</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>19</td>
<td>SUXO</td>
<td>MAMANI</td>
<td>ARACELI</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>

262
<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>QUISPE</td>
<td>QUELCA</td>
<td>HEIDE GEOVANA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>LOPEZ</td>
<td>POMA</td>
<td>GIOVANA PAULA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>HUANCA</td>
<td>MAMANI</td>
<td>DAVID MAXIMO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>LUQUE</td>
<td>RAMIREZ</td>
<td>MARÍA ISABEL</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>5</td>
<td>PEREZ</td>
<td>LIMACHI</td>
<td>DARLA KAREN</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>6</td>
<td>HUANACUNI</td>
<td>QUISBERT</td>
<td>MARIA MERCEDES</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>NUÑEZ</td>
<td>QUIROGA</td>
<td>MICHELLE LORENA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>CARI</td>
<td>PACO</td>
<td>MAXIMA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>9</td>
<td>MIRANDA</td>
<td>OVANDO</td>
<td>MICAELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>TAPIA</td>
<td>NINA</td>
<td>ARIANA ITATI</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>PATON</td>
<td>MAMANI</td>
<td>MICHELLE ALEJANDRA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>TORDOLLA</td>
<td>LARREA</td>
<td>DANIELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>ZARATE</td>
<td>FABIAN</td>
<td>MARIO CLEMENTE</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>RODRIGUES</td>
<td>YURA</td>
<td>NELIDA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>RENGENG</td>
<td>MONZON</td>
<td>MARISOL</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>16</td>
<td>LUQUE</td>
<td>SAMO</td>
<td>VERONICA ELIANA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>17</td>
<td>POMA</td>
<td>LAURA</td>
<td>DANIELA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>18</td>
<td>CHOQUE</td>
<td>CONDORI</td>
<td>GLADIS LUCY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>19</td>
<td>FLORES</td>
<td>BURGOS</td>
<td>TATIANA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>20</td>
<td>RUIZ</td>
<td>LOPES</td>
<td>RICARDO</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>21</td>
<td>CONDORI</td>
<td>VALDA</td>
<td>PAOLA JHANETH</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>22</td>
<td>Rosas</td>
<td>MARCA</td>
<td>REYNA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>No.</td>
<td>FATHER'S LAST NAME</td>
<td>MOTHER'S LAST NAME</td>
<td>NAMES</td>
<td>LEVEL</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>FORONDA</td>
<td>PINTO</td>
<td>JOEL IVAR</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>GUTIERREZ</td>
<td>MAMANI</td>
<td>JAZMIN ROSARIO</td>
<td>3.1. REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>RAMOS</td>
<td>VALLEJO</td>
<td>ALVARO</td>
<td>3.2. REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>GARCÍA</td>
<td>ALAVI</td>
<td>ALISSON YESenia</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>MAYTA</td>
<td>AVENDAÑO</td>
<td>JORGE WEYMAR</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>ARAZÁ</td>
<td>LIMÁ</td>
<td>CARLOS GABRIEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>CANAVIRI</td>
<td>LIMA</td>
<td>CARLOS GABRIEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>ARUNI</td>
<td>PACO</td>
<td>JHENNY PAMELA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>MAMANI</td>
<td>PACO</td>
<td>VERONICA MARIANA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>CALLIZAYA</td>
<td>HUAYULLUCO</td>
<td>VICTOR HUGO</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>LARICO</td>
<td>CRUZ</td>
<td>MARCO ANTONIO</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>HIRI</td>
<td>CALLISAYA</td>
<td>ANA GABRIELA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>HIRI</td>
<td>CALLISAYA</td>
<td>ANA GABRIELA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>CORDERO</td>
<td>ALEMAN</td>
<td>REYNA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>VARGAS</td>
<td>OPORTO</td>
<td>FLOR MARLENE</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>16</td>
<td>RUIZ</td>
<td>QUISTE</td>
<td>LIZETH</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>17</td>
<td>LIMACHI</td>
<td>HUARCA</td>
<td>ANA CAROLINA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>18</td>
<td>TICONA</td>
<td>HUARCA</td>
<td>ANA CAROLINA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>19</td>
<td>CHAMBI</td>
<td>OCAÑA</td>
<td>AIRTON LAUREANO</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>20</td>
<td>HANCCO</td>
<td>COYOLLO</td>
<td>JUAN CARLOS CALEB</td>
<td>3.2 REGULAR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER'S LAST NAME</th>
<th>MOTHER'S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GUARACHI</td>
<td>LAURE</td>
<td>MELANNE AILYN</td>
<td>5.3 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>ILLANES</td>
<td>ARIAS</td>
<td>YUMANS YESSR</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>QUISTE</td>
<td>SANGA</td>
<td>BRIAN RENE</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>MERCADO</td>
<td>FERNANDEZ</td>
<td>MAYRA FARIDY</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>VALER</td>
<td>ARAYA</td>
<td>TATIANA MILENKA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>CORDERO</td>
<td>ALEMAN</td>
<td>JUANA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>CRUZ</td>
<td>PAIRO</td>
<td>MARY</td>
<td>6.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>BAPTISTA</td>
<td>TELLEZ</td>
<td>MARIA MERCEDES</td>
<td>3.1 REGULAR</td>
</tr>
</tbody>
</table>
## MODULE 2

**BASIC LEVEL  15:00 to 16:30 Tuesday and Thursday**

**PARALLEL 1 A  From May 10 to June 10**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAMES</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MOSQUERA</td>
<td>DIAZ</td>
<td>XIMENA DIANA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>MONTERO</td>
<td>SUAREZ</td>
<td>LAURA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>QUISPE</td>
<td>ALVARADO</td>
<td>SUSY</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>LAURA</td>
<td>LIMACHI</td>
<td>GUSTAVO</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>MAMANI</td>
<td>HUANCA</td>
<td>MIRIAM</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>ANDO</td>
<td>AVILES</td>
<td>ANDRES YOICHI</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>ALTAMIRANO</td>
<td>RAMIREZ</td>
<td>LIZETH ASTRIT</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>OSCO</td>
<td>VERA</td>
<td>FERNANDO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>PRIETO</td>
<td>CHINO</td>
<td>ALDO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ALACONA</td>
<td>CONDORI</td>
<td>ANAHI ALEJANDRA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>PEREZ</td>
<td>LIMACHI</td>
<td>DARLA KAREN</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>PACAJES</td>
<td>MAMANI</td>
<td>FATIMA LIDIA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>POMACUSI</td>
<td>POMA</td>
<td>INGEMAR FANNOR</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>SEA</td>
<td>GORENA</td>
<td>MARIA DEL CARMEN</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>15</td>
<td>LAIME</td>
<td>VITO</td>
<td>EDWIN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>16</td>
<td>GONZALEZ</td>
<td>LLALLE</td>
<td>HELEN GABRIELA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>17</td>
<td>SUXO</td>
<td>HINOJOSA</td>
<td>BLANCA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>18</td>
<td>LAURA</td>
<td>LIMACHI</td>
<td>ERICKA JUDITH</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>19</td>
<td>QUENTA</td>
<td>HUAYHUA</td>
<td>ZULEMA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>20</td>
<td>FLORES</td>
<td>NINACHOQUE</td>
<td>MARIBEL ROSSY</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>
### BASIC LEVEL 16:30 to 18:00 Wednesday – Friday

**PARALLEL 1.B** From May 10 to June 10

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALANOCA</td>
<td>MAMANI</td>
<td>JHOSELINA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>HUANCA</td>
<td>SANCHEZ</td>
<td>VERONICA JACINTA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>3</td>
<td>VALENCIA</td>
<td>ARUQUIPA</td>
<td>LENNY LAURA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>QUISPE</td>
<td>CHAVEZ</td>
<td>ANA NOEMÍ</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>ROJAS</td>
<td>CALLE</td>
<td>GLADYS</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>LOPEZ</td>
<td>POMA</td>
<td>GIOVANA PAOLA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>POMA</td>
<td>LAURA</td>
<td>DANIELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>APAZA</td>
<td>CONDORI</td>
<td>NEYSA CLARA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>CUSSI</td>
<td>QUISPE</td>
<td>XIMENA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ESPINOZA</td>
<td>SALAZAR</td>
<td>MARLENE</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>QUISBERT</td>
<td>IBAÑEZ</td>
<td>DAVID JESUS</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>SILLERICO</td>
<td>QUISBERT</td>
<td>MELANIE NADIR</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>SILLERICO</td>
<td>QUISBERT</td>
<td>GERALDINE ISABEL</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>IRIONDA</td>
<td>ZABALA</td>
<td>ABDEL HUMBERTO</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>PRIETO</td>
<td>CHINO</td>
<td>ALDO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>16</td>
<td>LAIME</td>
<td>VITO</td>
<td>EDWIN</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>

### BASIC LEVEL 18:00 to 19:30 Tuesday – Thursday

**PARALLEL 1.C** From May 10 to June 10

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MIRANDA</td>
<td>OVANDO</td>
<td>MICAELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>CHIRINOS</td>
<td>CONTRERAS</td>
<td>RUBEN DARIO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>APAZA</td>
<td>APAZA</td>
<td>ALBERT</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>CRUZ</td>
<td>AJHUACHO</td>
<td>ALEIDA J.</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>MAMANI</td>
<td>TENORIO</td>
<td>FABIOLA NEDA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>POMA</td>
<td>CARRILLO</td>
<td>SUSAN YECENIA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>CORI</td>
<td>APAZA</td>
<td>TANIA</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>FLORES</td>
<td>CHIPANA</td>
<td>EVELYN</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>9</td>
<td>QUISPE</td>
<td>TAPIA</td>
<td>RUDDY</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>10</td>
<td>ROSALES</td>
<td>ESCARZO</td>
<td>GABRIELA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>DELGADO</td>
<td>RAMOS</td>
<td>JEAN CARLA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>CORONEL</td>
<td>CHOQUE</td>
<td>MARIANA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>13</td>
<td>MAMANI</td>
<td>HIDALGO</td>
<td>PATRICIA ANGELA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>14</td>
<td>YUJRA</td>
<td>REAS</td>
<td>ROSARIO MABEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>No.</td>
<td>FATHER’S LAST NAME</td>
<td>MOTHER’S LAST NAME</td>
<td>NAMES</td>
<td>LEVEL</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>SUXO</td>
<td>HINOJOSA</td>
<td>BLANCA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>FLORES</td>
<td>NINACHOQUE</td>
<td>MARIBEL ROSSY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>VASQUEZ</td>
<td>PACHECO</td>
<td>DANIEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>GONZALES</td>
<td>LLALLE</td>
<td>HELEN</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>LAIME</td>
<td>VITO</td>
<td>EDWIN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>PEÑARANDA</td>
<td>URIA</td>
<td>ALEXANDRA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>MITA</td>
<td>RODRIGUEZ</td>
<td>JOSE GABRIEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>PUSARICO</td>
<td>MAMANI</td>
<td>ROSA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>LAURA</td>
<td>LIMACHI</td>
<td>ERICKA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>MAMANI</td>
<td>COPANA</td>
<td>FABIOLA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>QUISPE</td>
<td>ALVARADO</td>
<td>SUSSY</td>
<td>1.1 REGULAR</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ROJAS</td>
<td>ZARSURI</td>
<td>MERICE</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>GOMEZ</td>
<td>LAURA</td>
<td>NOEMI STEFANNY</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>3</td>
<td>ILLANES</td>
<td>FRANCISCO</td>
<td>ANDRES</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>ROSARIO</td>
<td>BUSTAMANTE</td>
<td>ANGEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>ALIAGA</td>
<td>ADUVIRI</td>
<td>EERWIN LEONEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>PEREZ</td>
<td>CHAMACA</td>
<td>RENAN</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>YUJRA</td>
<td>QUISPE</td>
<td>DIEGO MANUEL</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>RODAS</td>
<td>TRUJILLO</td>
<td>GISEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>PARY</td>
<td>ALAVE</td>
<td>VALERIA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>CHOQUE</td>
<td>MAMANI</td>
<td>LUIS MARCELO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>ARUQUIPA</td>
<td>RAMOS</td>
<td>VILMA</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>
### BASIC LEVEL 18:00 to 19:30 Wednesday – Friday

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FLORES</td>
<td>CHIPANA</td>
<td>EVELYN</td>
<td>2.1 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>DELGADO</td>
<td>RAMOS</td>
<td>JEANCARLA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>ROSALES</td>
<td>ESCARZO</td>
<td>GABRIELA</td>
<td>2.1 ADVANCED</td>
</tr>
<tr>
<td>4</td>
<td>MENDOZA</td>
<td>CLAROS</td>
<td>JOSE ANTONIO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>CLAROS</td>
<td>BRAÑEZ</td>
<td>DAYSÍ</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>QUISPE</td>
<td>CHOQUE</td>
<td>CELESTINO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>CARVAJAL</td>
<td>LIMACHI</td>
<td>LOURDES</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>ARANDA</td>
<td>PEREZ</td>
<td>CAROLINA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>QUISPE</td>
<td>YAVI</td>
<td>NELLY HILDA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>RAMOS</td>
<td>MENDOZA</td>
<td>ELSA ANDRIANA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>CORONEL</td>
<td>CHOQUE</td>
<td>MARIANA</td>
<td>2.1 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>QUISPE</td>
<td></td>
<td>VANIA CAROLA</td>
<td>2.2 ADVANCED</td>
</tr>
</tbody>
</table>

### PRE INTERMEDIATE LEVEL 15:00 to 16:30 Tuesday and Thursday

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAZA</td>
<td>MAMANI</td>
<td>VILMA LILIANA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>HUANCA</td>
<td>MAGUEÑO</td>
<td>FABIOLA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>MANTILLA</td>
<td>CHAVEZ</td>
<td>ELIEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>MAYTA</td>
<td>AVENDAÑO</td>
<td>JORGE WEIMAR</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>QUISPE</td>
<td>CHOQUE</td>
<td>KAREN</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>VARGAS</td>
<td>CONDORI</td>
<td>REYNA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>RUIZ</td>
<td>OPORTO</td>
<td>FLOR MARLENE</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>RAMOS</td>
<td>QUISPE</td>
<td>LIZETH</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>LIMACHI</td>
<td>HUANTO</td>
<td>DAVID</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>TICONA</td>
<td>HUARCA</td>
<td>ANA CAROLINA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>CHAMBI</td>
<td>OCAÑA</td>
<td>AIRTON LAUREANO</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>HANCCO</td>
<td>COYOLLO</td>
<td>JUAN CARLOS CALEB</td>
<td>3.2 REGULAR</td>
</tr>
</tbody>
</table>
## Pre Intermediate Level

### Parallel 2.B
From May 10 to June 10

<table>
<thead>
<tr>
<th>No.</th>
<th>Father’s Last Name</th>
<th>Mother’s Last Name</th>
<th>Names</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALANOCA</td>
<td>CONDORI</td>
<td>ANAHI ALEJANDRA</td>
<td>2.3 Regular</td>
</tr>
<tr>
<td>2</td>
<td>CARILLO</td>
<td>QUISIBERT</td>
<td>JHOSELIN LILIANA</td>
<td>2.3 Regular</td>
</tr>
<tr>
<td>3</td>
<td>RODAS</td>
<td>TRUJILLO</td>
<td>GISEL</td>
<td>1.2 Regular</td>
</tr>
<tr>
<td>4</td>
<td>TARQUI</td>
<td>HUANCA</td>
<td>ROCIO</td>
<td>4.2 Regular</td>
</tr>
<tr>
<td>5</td>
<td>APAZA</td>
<td>BAUTISTA</td>
<td>CARLA FABIOLA</td>
<td>4.2 Regular</td>
</tr>
<tr>
<td>6</td>
<td>MACUCHAPI</td>
<td>APAZA</td>
<td>EDWIN</td>
<td>2.2 Regular</td>
</tr>
<tr>
<td>7</td>
<td>TORREZ</td>
<td>SALCEDO</td>
<td>DANIELA ANGELA</td>
<td>2.3 Regular</td>
</tr>
<tr>
<td>8</td>
<td>PEREZ</td>
<td>LIMACHI</td>
<td>DARLA KAREN</td>
<td>2.2 Regular</td>
</tr>
<tr>
<td>9</td>
<td>VARGAS</td>
<td>QUISIBERT</td>
<td>SORAYA NICOL</td>
<td>3.3 Regular</td>
</tr>
<tr>
<td>10</td>
<td>ZEBALLOS</td>
<td>HUANCA</td>
<td>ERIKA ROCIO</td>
<td>2.3 Regular</td>
</tr>
</tbody>
</table>

### Parallel 2.C
From May 10 to June 10

<table>
<thead>
<tr>
<th>No.</th>
<th>Father’s Last Name</th>
<th>Mother’s Last Name</th>
<th>Names</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>QUISPE</td>
<td>TAPIA</td>
<td>RUDDY</td>
<td>2.2 Advanced</td>
</tr>
<tr>
<td>2</td>
<td>QUISPE</td>
<td>VALERIANO</td>
<td>VANIA CAROLA</td>
<td>2.1 Advanced</td>
</tr>
<tr>
<td>3</td>
<td>MOLLEAPAZA</td>
<td>CALAMANI</td>
<td>BERTHA</td>
<td>2.3 Regular</td>
</tr>
<tr>
<td>4</td>
<td>FLORES</td>
<td>QUIROGA</td>
<td>JACQUELINE</td>
<td>3.2 Regular</td>
</tr>
<tr>
<td>5</td>
<td>CONDE</td>
<td>FERNANDEZ</td>
<td>JOSÉ ANDRÉS</td>
<td>3.1 Advanced</td>
</tr>
<tr>
<td>6</td>
<td>TABOADA</td>
<td>OROZCO</td>
<td>ADRIÁN</td>
<td>3.1 Advanced</td>
</tr>
<tr>
<td>7</td>
<td>CONDORI</td>
<td>LOZA</td>
<td>LUZ HEIDY</td>
<td>2.2 Regular</td>
</tr>
<tr>
<td>8</td>
<td>FLORES</td>
<td>FIGUEROA</td>
<td>GIOVANA ANGELICA</td>
<td>3.2 Regular</td>
</tr>
<tr>
<td>9</td>
<td>VARGAS</td>
<td>ROMERO</td>
<td>PAOLA</td>
<td>3.1 Regular</td>
</tr>
<tr>
<td>10</td>
<td>TORREZ</td>
<td>MAMANI</td>
<td>LIDIA</td>
<td>3.1 Advanced</td>
</tr>
<tr>
<td>11</td>
<td>VILLALBA</td>
<td>ORMACHEA</td>
<td>MILENKA GINA</td>
<td>3.3 Regular</td>
</tr>
</tbody>
</table>

### Parallel 2.D
From May 10 to June 10

<table>
<thead>
<tr>
<th>No.</th>
<th>Father’s Last Name</th>
<th>Mother’s Last Name</th>
<th>Names</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAZA</td>
<td>MAMANI</td>
<td>VILMA LILIANA</td>
<td>2.1 Regular</td>
</tr>
<tr>
<td>2</td>
<td>JIMENEZ</td>
<td>CALA</td>
<td>TANIA ESTEFANY</td>
<td>2.3 Regular</td>
</tr>
<tr>
<td>3</td>
<td>GARCÍA</td>
<td>ALAVI</td>
<td>ALISON YESENIA</td>
<td>3.1 Regular</td>
</tr>
<tr>
<td>4</td>
<td>HILARI</td>
<td>CALLISAYA</td>
<td>ANA GABRIELA</td>
<td>2.3 Regular</td>
</tr>
<tr>
<td>5</td>
<td>QUISPE</td>
<td>CHOQUE</td>
<td>KAREN</td>
<td>3.1 Regular</td>
</tr>
<tr>
<td>6</td>
<td>MAYTA</td>
<td>AVENDAÑO</td>
<td>JORGE WEIMAR</td>
<td>3.1 Regular</td>
</tr>
<tr>
<td>7</td>
<td>COPA</td>
<td>MAMANI</td>
<td>CINTHYA</td>
<td>3.3 Regular</td>
</tr>
</tbody>
</table>
### PRE INTERMEDIATE LEVEL 16:30 - 18:00 Wednesday – Friday

**PARALLEL 2 E From May 10 to June 10**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VARGAS</td>
<td>VARGAS</td>
<td>ANAÍH REYNA</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>RIVEROS</td>
<td>BAYLLON</td>
<td>CINTHIA ALIZON</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>COPA</td>
<td>MAMANI</td>
<td>CINTHIA</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>BAPTISTA</td>
<td>TELLEZ</td>
<td>MARIA MERCEDEZ</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>CRUZ</td>
<td>PAIRO</td>
<td>MARY</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>CORDERO</td>
<td>ALEMAN</td>
<td>JUANA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>VALER</td>
<td>ARAYA</td>
<td>TATIANA MILENKA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>MERCADO</td>
<td>FERNANDEZ</td>
<td>MAYRA FARIDY</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>QUISPE</td>
<td>SANGA</td>
<td>BRIAN RENE</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ILLANES</td>
<td>ARIAS</td>
<td>YUMANS YESER</td>
<td>2.3 REGULAR</td>
</tr>
</tbody>
</table>

### PRE INTERMEDIATE LEVEL 18:00 to 19:30 Wednesday – Friday

**PARALLEL 2 F From May 10 to June 10**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GONZALES</td>
<td>ORUÑO</td>
<td>PAULA VELIÑA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>TOLA</td>
<td>CONDARCO</td>
<td>NOELIA LIZETH</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>MAYTA</td>
<td>MAMANI</td>
<td>GONZALO</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>MENDIETA</td>
<td>MARQUEZ</td>
<td>ALVARO</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>DEL CARPIO</td>
<td>MOLLINEDO</td>
<td>JORGE LUIS</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>PARADES</td>
<td>CASTRO</td>
<td>KIMBERLY</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>FIGUEREDO</td>
<td>MOLLER</td>
<td>GONZALO JOEL</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>CUAPO</td>
<td>SALINAS</td>
<td>PAMELA LIZET</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>CONDORI</td>
<td>APAZA</td>
<td>CAROLINA SINDEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>FRANCO</td>
<td>BURGOA</td>
<td>HITATY SAMANTHA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>CABRERA</td>
<td>MORALES</td>
<td>GUISELLE CAROL</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>LAURA</td>
<td>CARVAJAL</td>
<td>MARIEL DEYANIRA</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>MAMANI</td>
<td>TENORIO</td>
<td>FABIOLA NEDA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>KUNO</td>
<td>APAZA</td>
<td>MERY SHIRLEY</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>VARGAS</td>
<td>ROMERO</td>
<td>PAOLA</td>
<td>3.1 REGULAR</td>
</tr>
</tbody>
</table>
 MODULE 3

BASIC LEVEL  15:00 to 16:30 Tuesday and Thursday
PARALLEL 1 A  From June 20 to July 15

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAMES</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MOSQUERA</td>
<td>DIAZ</td>
<td>XIMENA DIANA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>MONTERO</td>
<td>SUAREZ</td>
<td>LAURA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>QUISPE</td>
<td>ALVARADO</td>
<td>SUSY</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>LAURA</td>
<td>LIMACHI</td>
<td>GUSTAVO</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>MAMANI</td>
<td>HUANCA</td>
<td>MIRIAM</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>ANDO</td>
<td>AVILES</td>
<td>ANDRES YOICHI</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>ALTAMIRANO</td>
<td>RAMIREZ</td>
<td>LIZETH ASTRIT</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>OSCO</td>
<td>VERA</td>
<td>FERNANDO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>PRIETO</td>
<td>CHINO</td>
<td>ALDO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ALACONA</td>
<td>CONDORI</td>
<td>ANAHI ALEJANDRA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>PEREZ</td>
<td>LIMACHI</td>
<td>DARLA KAREN</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>PACAJES</td>
<td>MAMANI</td>
<td>FATIMA LIDIA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>POMACUSI</td>
<td>POMA</td>
<td>INGEMAR FANNOR</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>SEA</td>
<td>GORENA</td>
<td>MARIA DEL CARMEN</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>15</td>
<td>LAlIME</td>
<td>VITO</td>
<td>EDWIN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>16</td>
<td>GONZALES</td>
<td>LLALLE</td>
<td>HELEN GABRIELA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>17</td>
<td>SUXO</td>
<td>HINOJOSA</td>
<td>BLANCA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>18</td>
<td>LAURA</td>
<td>LIMACHI</td>
<td>ERICKA JUDITH</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>19</td>
<td>QUENTA</td>
<td>HUAYHUA</td>
<td>ZULEMA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>20</td>
<td>FLORES</td>
<td>NINACHOQUE</td>
<td>MARIBEL ROSSY</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>
### BASIC LEVEL 16:30 to 18:00 Wednesday – Friday

**PARALLEL 1.B From June 20 to July 15**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALANOCA</td>
<td>MAMANI</td>
<td>JHOSELINE</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>HUANCA</td>
<td>SANCHEZ</td>
<td>VERONICA JACINTA</td>
<td>1.3 ADVANCED</td>
</tr>
<tr>
<td>3</td>
<td>VALENCIA</td>
<td>ARUQUIPA</td>
<td>LENNY LAURA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>QUISPE</td>
<td>CHAVEZ</td>
<td>ANA NOEMÍ</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>ROJAS</td>
<td>CALLE</td>
<td>GLADYS</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>LOPEZ</td>
<td>POMA</td>
<td>GIOVANA PAOLA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>POMA</td>
<td>LAURA</td>
<td>DANIELA</td>
<td>1.2 ADVANCED</td>
</tr>
<tr>
<td>8</td>
<td>APAZA</td>
<td>CONDORI</td>
<td>NEYSA CLARA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>CUSSI</td>
<td>QUISPE</td>
<td>XIMENA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ESPINOZA</td>
<td>SALAZAR</td>
<td>MARLENE</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>QUISBERT</td>
<td>IBAÑEZ</td>
<td>DAVID JESUS</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>SILLERICO</td>
<td>QUISBET</td>
<td>MELANIE NADIR</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>SILLERICO</td>
<td>QUISBET</td>
<td>GERALDINE ISABEL</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>IRIONDA</td>
<td>ZABALA</td>
<td>ABDEL HUMBERTO</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>PRIETO</td>
<td>CHINO</td>
<td>ALDO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>16</td>
<td>LAIME</td>
<td>VITO</td>
<td>EDWIN</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>

### BASIC LEVEL 18:00 to 19:30 Tuesday – Thursday

**PARALLEL 1.C From June 20 to July 15**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MIRANDA</td>
<td>OVANDO</td>
<td>MICAELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>CHIRINOS</td>
<td>CONTRERAS</td>
<td>RUBEN DARIO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>APAZA</td>
<td>APAZA</td>
<td>ALBERT</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>CRUZ</td>
<td>AJHUACHO</td>
<td>ALEIDA J.</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>MAMANI</td>
<td>TENORIO</td>
<td>FABIOLA NEDA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>POMA</td>
<td>CARRILLO</td>
<td>SUSAN YECENCIA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>CORI</td>
<td>APAZA</td>
<td>TANIA</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>FLORES</td>
<td>CHIPANA</td>
<td>EVELYN</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>9</td>
<td>QUISPE</td>
<td>TAPIA</td>
<td>RUDDY</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>10</td>
<td>ROSALES</td>
<td>ESCARZO</td>
<td>GABRIELA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>DELGADO</td>
<td>RAMOS</td>
<td>JEAN CARLA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>CORONEL</td>
<td>CHOQUE</td>
<td>MARIANA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>13</td>
<td>MAMANI</td>
<td>HIDALGO</td>
<td>PATRICIA ANGELA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>14</td>
<td>YUJRA</td>
<td>REAS</td>
<td>ROSARIO MABEL</td>
<td>1.3 REGULAR</td>
</tr>
</tbody>
</table>
### BASIC LEVEL 15:00 to 16:30 Wednesday - Friday

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER'S LAST NAME</th>
<th>MOTHER'S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SUXO</td>
<td>HINOJOSA</td>
<td>BLANCA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>FLORES</td>
<td>NINACHOQUE</td>
<td>MARIBEL ROSSY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>VASQUEZ</td>
<td>PACHECO</td>
<td>DANIEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>GONZALEZ</td>
<td>LLALLE</td>
<td>HELEN</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>LAIME</td>
<td>VITO</td>
<td>EDWIN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>PEÑARANDA</td>
<td>URIA</td>
<td>ALEXANDRA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>MITA</td>
<td>RODRIGUEZ</td>
<td>JOSE GABRIEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>PUSARICO</td>
<td>MAMANI</td>
<td>ROSA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>LAURA</td>
<td>LIMACHI</td>
<td>ERICKA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>MAMANI</td>
<td>COPANA</td>
<td>FABIOLA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>QUISPE</td>
<td>ALVARADO</td>
<td>SUSSY</td>
<td>1.1 REGULAR</td>
</tr>
</tbody>
</table>

### BASIC LEVEL 16:30 to 18:00 Tuesday – Thursday

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER'S LAST NAME</th>
<th>MOTHER'S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ROJAS</td>
<td>ZARSURI</td>
<td>MERICE</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>GOMEZ</td>
<td>LAURA</td>
<td>NOEMI STEFANNY</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>3</td>
<td>ILLANES</td>
<td>FRANCISCO</td>
<td>ANDRES</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>ROSARIO</td>
<td>BUSTAMANTE</td>
<td>ANGEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>ALIAGA</td>
<td>ADUVIRI</td>
<td>EERWIN LEONEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>PEREZ</td>
<td>CHAMACA</td>
<td>RENAN</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>YUJRA</td>
<td>QUISPE</td>
<td>DIEGO MANUEL</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>RODAS</td>
<td>TRUJILLO</td>
<td>GISEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>PARY</td>
<td>ALAVE</td>
<td>VALERIA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>CHOQUE</td>
<td>MAMANI</td>
<td>LUIS MARCELO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>ARUQUIPA</td>
<td>RAMOS</td>
<td>VILMA</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>
## BASIC LEVEL 18:00 to 19:30 Wednesday – Friday

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FLORES</td>
<td>CHIPANA</td>
<td>EVELYN</td>
<td>2.1 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>DELGADO</td>
<td>RAMOS</td>
<td>JEANCARLA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>ROSALES</td>
<td>ESCARZO</td>
<td>GABRIELA</td>
<td>2.1 ADVANCED</td>
</tr>
<tr>
<td>4</td>
<td>MENDOZA</td>
<td>CLAROS</td>
<td>JOSE ANTONIO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>CLAROS</td>
<td>BRAÑEZ</td>
<td>DAYSI</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>QUISPE</td>
<td>CHOQUE</td>
<td>CELESTINO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>CARVAJAL</td>
<td>LIMACHI</td>
<td>LOURDES</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>ARANDA</td>
<td>PEREZ</td>
<td>CAROLINA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>QUISPE</td>
<td>YAVI</td>
<td>NELLY HILDA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>RAMOS</td>
<td>MENDOZA</td>
<td>ELSA ANDRIANA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>CORONEL</td>
<td>CHOQUE</td>
<td>MARIANA</td>
<td>2.1 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>QUISPE</td>
<td></td>
<td>VANIA CAROLA</td>
<td>2.2 ADVANCED</td>
</tr>
</tbody>
</table>

## PRE INTERMEDIATE LEVEL 15:00 to 16:30 Tuesday and Thursday

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAZA</td>
<td>MAMANI</td>
<td>VILMA LILIANA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>HUANCA</td>
<td>MAGUEÑO</td>
<td>FABIOLA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>MANTILLA</td>
<td>CHAVEZ</td>
<td>ELIEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>MAYTA</td>
<td>AVENDAÑO</td>
<td>JORGE WEIMAR</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>QUISPE</td>
<td>CHOQUE</td>
<td>KAREN</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>VARGAS</td>
<td>CONDORI</td>
<td>REYNA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>RUIZ</td>
<td>OPORTO</td>
<td>FLOR MARLENE</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>RAMOS</td>
<td>QUISPE</td>
<td>LIZETH</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>LIMACHI</td>
<td>HUANTO</td>
<td>DAVID</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>TICONA</td>
<td>HUARCA</td>
<td>ANA CAROLINA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>CHAMBI</td>
<td>OCAÑA</td>
<td>AIRTON LAUREANO</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>HANCCO</td>
<td>COYOLLO</td>
<td>JUAN CARLOS CALEB</td>
<td>3.2 REGULAR</td>
</tr>
</tbody>
</table>
### PRE INTERMEDIATE LEVEL 16:30 to 18:00 Tuesday – Thursday
**PARALLEL 2.B From June 20 to July 15**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALANOCA</td>
<td>CONDORI</td>
<td>ANAHI ALEJANDRA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>CARILLO</td>
<td>QUISBERT</td>
<td>JHOSELIN LILIANA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>RODAS</td>
<td>TRUJILLO</td>
<td>GISEL</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>TARQUI</td>
<td>HUANCA</td>
<td>ROCIO</td>
<td>4.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>APAZA</td>
<td>BAUTISTA</td>
<td>CARLA FABIOLA</td>
<td>4.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>MACUCHAPI</td>
<td>APAZA</td>
<td>EDWIN</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>TORREZ</td>
<td>SALCEDO</td>
<td>DANIELA ANGELA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>PEREZ</td>
<td>LIMACHI</td>
<td>DARLA KAREN</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>VARGAS</td>
<td>QUISBERT</td>
<td>SORAYA NICOL</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ZEBALLOS</td>
<td>HUANCA</td>
<td>ERIKA ROCIO</td>
<td>2.3 REGULAR</td>
</tr>
</tbody>
</table>

### PRE INTERMEDIATE LEVEL 18:00 to 19:30 Tuesday – Thursday
**PARALLEL 2.C From June 20 to July 15**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>QUISPE</td>
<td>TAPIA</td>
<td>RUDDY</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>QUISPE</td>
<td>VALERIANO</td>
<td>VANIA CAROLA</td>
<td>2.1 ADVANCED</td>
</tr>
<tr>
<td>3</td>
<td>MOLLEAPAZA</td>
<td>CALAMANI</td>
<td>BERTHA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>FLORES</td>
<td>QUIROGA</td>
<td>JACQUELINE</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>CONDE</td>
<td>FERNANDEZ</td>
<td>JOSÉ ANDRÉS</td>
<td>3.1 ADVANCED</td>
</tr>
<tr>
<td>6</td>
<td>TABOADA</td>
<td>OROZCO</td>
<td>ADRIÁN</td>
<td>3.1 ADVANCED</td>
</tr>
<tr>
<td>7</td>
<td>CONDORI</td>
<td>LOZA</td>
<td>LUZ HEIDY</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>FLORES</td>
<td>FIGUEROA</td>
<td>GIOVANA ANGELICA</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>VARGAS</td>
<td>ROMERO</td>
<td>PAOLA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>TORREZ</td>
<td>MAMANI</td>
<td>LIDIA</td>
<td>3.1 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>VILLALBA</td>
<td>ORMACHEA</td>
<td>MILENKA GINA</td>
<td>3.3 REGULAR</td>
</tr>
</tbody>
</table>

### PRE INTERMEDIATE LEVEL 15:00 - 16:30 Wednesday – Friday
**PARALLEL 2.D From June 20 to July 15**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAZA</td>
<td>MAMANI</td>
<td>VILMA LILIANA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>JIMENEZ</td>
<td>CALA</td>
<td>TANIA ESTEFANY</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>GARCÍA</td>
<td>ALAVI</td>
<td>ALISON YESENIA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>HILARI</td>
<td>CALLISAYA</td>
<td>ANA GABRIELA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>QUISPE</td>
<td>CHOQUE</td>
<td>KAREN</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>MAYTA</td>
<td>AVENDAÑO</td>
<td>JORGE WEIMAR</td>
<td>3.1 REGULAR</td>
</tr>
</tbody>
</table>

275
<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMÉS</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>COPA</td>
<td>MAMANI</td>
<td>CINTHYA</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>DURÁN</td>
<td>CALLA</td>
<td>AYMARA</td>
<td>5.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>QUISPE</td>
<td>LUNA</td>
<td>DANIELA KARIN</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>10</td>
<td>CHAMBILLA</td>
<td>TICONA</td>
<td>MARYLUZ</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>MAMANI</td>
<td>TAPIA</td>
<td>ROSMERY</td>
<td>2.1 REGULAR</td>
</tr>
</tbody>
</table>

**PRE INTERMEDIATE LEVEL 16:30 - 18:00 Wednesday – Friday**

**PARALLEL 2 E** From June 20 to July 15

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMÉS</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VARGAS</td>
<td>VARGAS</td>
<td>ANAHÍ REYNA</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>RIVEROS</td>
<td>BAYLLON</td>
<td>CINTHIA ALIZON</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>COPA</td>
<td>MAMANI</td>
<td>CINTHIA</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>BAPTISTA</td>
<td>TELLEZ</td>
<td>MARIA MERCEDEZ</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>CRUZ</td>
<td>PAIRO</td>
<td>MARY</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>CORDERO</td>
<td>ALEMAN</td>
<td>JUANA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>VALER</td>
<td>ARAYA</td>
<td>TATIANA MILENKA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>MERCADO</td>
<td>FERNANDEZ</td>
<td>MAYRA FARIDY</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>QUISPE</td>
<td>SANGA</td>
<td>BRIAN RENE</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ILLANES</td>
<td>ARIAS</td>
<td>YUMANS YESER</td>
<td>2.3 REGULAR</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMÉS</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>CONDORI</td>
<td>APAZA</td>
<td>CAROLINA SINDEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>FRANCO</td>
<td>BURGOA</td>
<td>HITATY SAMANTHA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>CABRERA</td>
<td>MORALES</td>
<td>GUISELLE CAROL</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>LAURA</td>
<td>CARVAJAL</td>
<td>MARIEL DEYANIRA</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>MAMANI</td>
<td>TENORIO</td>
<td>FABIOLA NEDA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>KUNO</td>
<td>APAZA</td>
<td>MERY SHIRLEY</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>VARGAS</td>
<td>ROMERO</td>
<td>PAOLA</td>
<td>3.1 REGULAR</td>
</tr>
</tbody>
</table>

**PRE INTERMEDIATE LEVEL 18:00 to 19:30 Wednesday – Friday**

**PARALLEL 2 F** From June 20 to July 15

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMÉS</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GONZALES</td>
<td>ORUÑO</td>
<td>PAULA VELIÑA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>TOLA</td>
<td>CONDARCO</td>
<td>NOELIA LIZETH</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>MAYTA</td>
<td>MAMANI</td>
<td>GONZALO</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>MENDIETA</td>
<td>MARQUEZ</td>
<td>ALVARO</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>DEL CARPIO</td>
<td>MOLLINEDO</td>
<td>JORGE LUIS</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>PARADES</td>
<td>CASTRO</td>
<td>KIMBERLY</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>FIGUEREDO</td>
<td>MOLLER</td>
<td>GONZALO JOEL</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>CUAPPO</td>
<td>SALINAS</td>
<td>PAMELA LIZET</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>CONDORI</td>
<td>APAZA</td>
<td>CAROLINA SINDEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>FRANCO</td>
<td>BURGOA</td>
<td>HITATY SAMANTHA</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>11</td>
<td>CABRERA</td>
<td>MORALES</td>
<td>GUISELLE CAROL</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>12</td>
<td>LAURA</td>
<td>CARVAJAL</td>
<td>MARIEL DEYANIRA</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>MAMANI</td>
<td>TENORIO</td>
<td>FABIOLA NEDA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>KUNO</td>
<td>APAZA</td>
<td>MERY SHIRLEY</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>15</td>
<td>VARGAS</td>
<td>ROMERO</td>
<td>PAOLA</td>
<td>3.1 REGULAR</td>
</tr>
</tbody>
</table>
## MODULE 4

### BASIC LEVEL 15:00 to 16:30 Tuesday – Thursdays

**PARALLEL 1 A** From July 26 to August 19

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CABERO</td>
<td>TAPIA</td>
<td>MARIA DEL PILAR</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>DAZA</td>
<td>MECHUA</td>
<td>CESAR ENRIQUE</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>SILLERICO</td>
<td>RIVEROS</td>
<td>LIBIAN LINETH</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>LUQUE</td>
<td>SAMO</td>
<td>VERÓNICA ELIANA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>NACHO</td>
<td>COSME</td>
<td>NELLY AYDEE</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>LUCANA</td>
<td>ARRATIA</td>
<td>HILSEN GABRIELA</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>LUCANA</td>
<td>ARRATIA</td>
<td>GISEL SHEILA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>ESCOBAR</td>
<td>FUENTES</td>
<td>VERÓNICA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>MAMANI</td>
<td>PAYE</td>
<td>GERÓNIMO MIGUEL</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>VALENCIA</td>
<td>ARÚQUIPA</td>
<td>LENNY LAURA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>MARTINEZ</td>
<td>GIRA</td>
<td>ALBA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>CANQUI</td>
<td>BORRAS</td>
<td>DANIELA JHENNY</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>MENDOZA</td>
<td>CUSICANQUI</td>
<td>CAROLINA YOVANA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>VELIZ</td>
<td>POMA</td>
<td>MARIANA PATRICIA</td>
<td>1.2 REGULAR</td>
</tr>
</tbody>
</table>

### BASIC LEVEL 16:30 to 18:00 Wednesday – Friday

**PARALLEL 1 B** From July 26 to August 19

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CASTRO</td>
<td>MARIA DEL CARMEN</td>
<td>REyna</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>ROJAS</td>
<td>MARCA</td>
<td>ROSMERY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>MAMANI</td>
<td>TAPIA</td>
<td>ROSMERY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>ESTRADA</td>
<td>GOYZUETA</td>
<td>MILENKA</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>LOPEZ</td>
<td>ORIHUELA</td>
<td>JOAQUÍN</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>POMA</td>
<td>LAURA</td>
<td>DANIELA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>LOMA</td>
<td>VELARDE</td>
<td>DANIELA LOURDES</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>CHOQUE</td>
<td>PUSARICO</td>
<td>ROSMERY</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>PACHAURE</td>
<td>COLQUE</td>
<td>ADALID</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>PUCHO</td>
<td>GUTIERREZ</td>
<td>FLOR BELEN</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>MAYTA</td>
<td>LIMACHI</td>
<td>LINET</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>LIMA</td>
<td>SORIA</td>
<td>ALEJANDRA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>SEGALES</td>
<td>PATINO</td>
<td>CRISTHIAN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>APAZA</td>
<td>APAZA</td>
<td>ALBERTH MICHAEL</td>
<td>1.3 REGULAR</td>
</tr>
</tbody>
</table>
**BASIC LEVEL 18:00 to 19:30 Tuesday - Thursday**

**PARALLEL 1 C From July 26 to August 19**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>QUISPE</td>
<td>YAVI</td>
<td>NELLY HILDA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>YUJRA</td>
<td>CARI</td>
<td>JOHNNY CARMELO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>MENDIVIL</td>
<td>CORTEZ</td>
<td>GUELY</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>VALERIANO</td>
<td>ALIAGA</td>
<td>AYDE</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>CHIRINOS</td>
<td>CONTRERAS</td>
<td>RUBÉN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>CONDORI</td>
<td>CRUZ</td>
<td>LOURDES MAGALY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>ALI</td>
<td>CHOQUE</td>
<td>GONZALO ROGER</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>SUAREZ</td>
<td>CRUZ</td>
<td>JIMMY DAVID</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>CHOQUEHUANCA</td>
<td></td>
<td>EDDY CRISTIAN</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>ALANOCA</td>
<td>MENDOZA</td>
<td>VERÓNICA</td>
<td>1.1 ADVANCED</td>
</tr>
</tbody>
</table>

**BASIC LEVEL 15:00 - 16:30 Wednesday – Friday**

**PARALLEL 1 D From July 26 to August 19**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RODRIGUEZ</td>
<td>SAENZ</td>
<td>JEANNETTE BELEN</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>BORDA</td>
<td>ALI</td>
<td>ERIKA CORALÍ</td>
<td>5.1 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>VASQUEZ</td>
<td>PACHECO</td>
<td>DANIEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>GONZALEZ</td>
<td>LLALLE</td>
<td>HELEN</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>LAIME</td>
<td>VITO</td>
<td>EDWIN</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>PEÑARANDA</td>
<td>URIA</td>
<td>ALEXANDRA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>MITA</td>
<td>RODRIGUEZ</td>
<td>JOSE GABRIEL</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>PUSARICO</td>
<td>MAMANI</td>
<td>ROSA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>LAURA</td>
<td>LIMACHI</td>
<td>ERICKA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>MAMANI</td>
<td>COPANA</td>
<td>FABIOLA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>QUISPE</td>
<td>ALVARADO</td>
<td>SUSSY</td>
<td>1.1 REGULAR</td>
</tr>
</tbody>
</table>

**BASIC LEVEL 16:30 - 18:00 Tuesday – Thursday**

**PARALLEL 1 E From July 26 to August 19**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VILLCA</td>
<td>CENTELLAS</td>
<td>DANNA</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>PARDO</td>
<td>ARANDA</td>
<td>KATHERINE DIANA</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>CALDERON</td>
<td>CASTILLO</td>
<td>ROSA ANGELA VIVIANA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>TORREZ</td>
<td>SUXO</td>
<td>IVAN JULIO</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>MONRROY</td>
<td>QUISPE</td>
<td>CESAR</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>No.</td>
<td>FATHER’S LAST NAME</td>
<td>MOTHER’S LAST NAME</td>
<td>NAMES</td>
<td>LEVEL</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>MENDOZA</td>
<td>CLAROS</td>
<td>JOSE ANTONIO</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>CALLE</td>
<td>ALCAZAR</td>
<td>BEATRIZ</td>
<td>1.1 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>CONDORI</td>
<td>CONDORI</td>
<td>JHENNY</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>ARANDA</td>
<td>PEREZ</td>
<td>CAROLINA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>CARVAIJAL</td>
<td>LIMA</td>
<td>LURDES</td>
<td>1.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>MONRROY</td>
<td>QUISPE</td>
<td>CESAR</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>MAMANI</td>
<td>CHOQUE</td>
<td>DELIA</td>
<td>1.2 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>MAMANI</td>
<td>MAMANI</td>
<td>ELSA</td>
<td>1.1 ADVANCED</td>
</tr>
<tr>
<td>9</td>
<td>LARUTA</td>
<td>VILLCACUTE</td>
<td>ROXANA</td>
<td>1.1 ADVANCED</td>
</tr>
</tbody>
</table>

**BASIC LEVEL 18:00 to 19:30 Wednesday – Friday**

**PARALLEL 1 F From July 26 to August 19**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BONIFACIO</td>
<td>CONDORI</td>
<td>HECTOR RAÚL</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>ZARATE</td>
<td>FABIÁN</td>
<td>MARIO</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>FERNÁNDEZ</td>
<td>LIMACHI</td>
<td>LISETH YESENIA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>CONDORI</td>
<td>PERCA</td>
<td>ALVARO RUBÉN</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>VILLALBA</td>
<td>VELASQUEZ</td>
<td>JOEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>SORIA</td>
<td>ESPEJO</td>
<td>DAYANA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>FABIÁN</td>
<td>SUPPES</td>
<td>ESTEFANY</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>CORDERO</td>
<td>MAYTA</td>
<td>FANNY</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>VILLCA</td>
<td>YANA</td>
<td>YESICA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>VELASCO</td>
<td>MAMANI</td>
<td>MARIA INES</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>QUIBERT</td>
<td>CALLE</td>
<td>DAYNOR DANIEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>ZACARIAS</td>
<td>CORNEJO</td>
<td>XIMENA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>VELASCO</td>
<td>LOZA</td>
<td>ADRIANA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>PACO</td>
<td>LLAMPA</td>
<td>LOURDES AMANDA</td>
<td>2.2 REGULAR</td>
</tr>
</tbody>
</table>

**PRE INTERMEDIATE LEVEL 15:00 - 16:30 Tuesday – Thursday**

**PARALLEL 2 A From July 26 to August 19**

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PATÓN</td>
<td>MAMANI</td>
<td>MICHELLE</td>
<td>2.1 ACCELERADO</td>
</tr>
<tr>
<td>No.</td>
<td>FATHER’S LAST NAME</td>
<td>MOTHER’S LAST NAME</td>
<td>NAMES</td>
<td>LEVEL</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>1</td>
<td>DELGADO</td>
<td>RAMOS</td>
<td>JEAN CARLA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>FLORES</td>
<td>CHIPANA</td>
<td>EVELYN</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>ROSALES</td>
<td>ESCARZO</td>
<td>GABRIELA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>QUISPE</td>
<td>ALI</td>
<td>EDDY</td>
<td>2.2 ADVANCED</td>
</tr>
<tr>
<td>5</td>
<td>MAYTA</td>
<td>FRANCO</td>
<td>GONZALO</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>GALLO</td>
<td>MAMANI</td>
<td>ROSMERY PAMELA</td>
<td>2.2 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>CERON</td>
<td>MAMANI</td>
<td>WEYMAR FRANKLIN</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>CONDORI</td>
<td>GUACHALLA</td>
<td>CARLOS</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>MENDOZA</td>
<td>ALEJO</td>
<td>CRISTIAN</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>10</td>
<td>QUISBERT</td>
<td>APAZA</td>
<td>JHENNY MIRIAM</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>11</td>
<td>CHOQUE</td>
<td>PARDO</td>
<td>BELEN CLAUDIA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>12</td>
<td>CHOQUE</td>
<td>PARDO</td>
<td>MARIBEL ROSSY</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>13</td>
<td>HUALLPARA</td>
<td>ORTEGA</td>
<td>HEBER RAFAEL</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>14</td>
<td>CRUZ</td>
<td>MAMANI</td>
<td>RUBÉN</td>
<td>2.1 REGULAR</td>
</tr>
</tbody>
</table>

**PRE INTERMEDIATE LEVEL 18:00 - 19:30 Tuesday – Thursday**

PARALLEL 2 C  From July 26 to August 19

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAZA</td>
<td>MAMANI</td>
<td>VILMA LILIANA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>JIMENEZ</td>
<td>CALA</td>
<td>TANIA ESTEFANY</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>GARCÍA</td>
<td>ALAVI</td>
<td>ALISON YESENIA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>HILARI</td>
<td>CALLISAYA</td>
<td>ANA GABRIELA</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>QUISPE</td>
<td>CHOQUE</td>
<td>KAREN</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>MAYTA</td>
<td>AVENDAÑO</td>
<td>JORGE WEIMAR</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>COPA</td>
<td>MAMANI</td>
<td>CINTHYA</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>DURÁN</td>
<td>CALLA</td>
<td>AYMARA</td>
<td>5.2 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>QUISPE</td>
<td>LUNA</td>
<td>DANIELA KARIN</td>
<td>2.2 ADVANCED</td>
</tr>
</tbody>
</table>
### PRE INTERMEDIATE LEVEL 16:30 - 18:00 Wednesday – Friday

**PARALLEL 2 E** From July 26 to August 19

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LIMA</td>
<td>LIZARRAGA</td>
<td>DANIEL</td>
<td>2.1 ADVANCED</td>
</tr>
<tr>
<td>2</td>
<td>APAZA</td>
<td>CORA</td>
<td>CINTHIA PAOLA</td>
<td>3.1 ADVANCED</td>
</tr>
<tr>
<td>3</td>
<td>CACERES</td>
<td>VALERIANO</td>
<td>REYNA MARISELA</td>
<td>4.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>MORALES</td>
<td>VELASQUEZ</td>
<td>RUBI</td>
<td>3.1 ADVANCED</td>
</tr>
<tr>
<td>5</td>
<td>MAMANI</td>
<td>QUENALLATA</td>
<td>JHOSELIN MARISOL</td>
<td>3.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>PEREIRA</td>
<td>AQUIZE</td>
<td>ANDREA MALVINA</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>MINAYA</td>
<td>JALLASI</td>
<td>PAMELA</td>
<td>5.1 REGULAR</td>
</tr>
</tbody>
</table>

### PRE INTERMEDIATE LEVEL 18:00 - 19:30 Wednesday – Friday

**PARALLEL 2 F** From July 26 to August 19

<table>
<thead>
<tr>
<th>No.</th>
<th>FATHER’S LAST NAME</th>
<th>MOTHER’S LAST NAME</th>
<th>NAMES</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>QUIROGA</td>
<td>VELARDE</td>
<td>ANA CAROLINA</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>2</td>
<td>SARAVIA</td>
<td>CONDORI</td>
<td>ELISEO</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>3</td>
<td>RIOS</td>
<td>QUISPE</td>
<td>ELVIS</td>
<td>3.2 REGULAR</td>
</tr>
<tr>
<td>4</td>
<td>BAPTISTA</td>
<td>TELLEZ</td>
<td>MARÍA MERCEDES</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>5</td>
<td>ILLANES</td>
<td>ARIAS</td>
<td>YUMANS YESSR</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>6</td>
<td>CANAVIRI</td>
<td>LIMA</td>
<td>CARLOS GABRIEL</td>
<td>2.3 REGULAR</td>
</tr>
<tr>
<td>7</td>
<td>RUIZ</td>
<td>OPORTO</td>
<td>FLOR MARLENE</td>
<td>2.1 REGULAR</td>
</tr>
<tr>
<td>8</td>
<td>CHAMBI</td>
<td>OCAÑA</td>
<td>AIRTON LAUREANO</td>
<td>3.1 REGULAR</td>
</tr>
<tr>
<td>9</td>
<td>TOLA</td>
<td>CONDARCO</td>
<td>NOELIA LIZETH</td>
<td>3.1 REGULAR</td>
</tr>
</tbody>
</table>
APPENDIX I

TESTS
APPENDIX 13A
LISTENING TEST – BASIC LEVEL

Listen and circle the correct answer.

1- Her name is:
   a) Barbara Brownie  b) Barbara Brown  c) Barbara Bloun

2- She’s _________
   a) married with five children  
   b) married with three children 
   c) married and no children

3- What’s her occupation?
   a) She’s a lawyer  
   b) She’s a nurse  
   c) She’s a doctor.

4- What time does she work every day?
   a) From 7:00 a.m. to 9:00 pm  
   b) from 7:00 a.m. to 7:00 p.m.  
   c) from 7:00 p.m. to 7:00 a.m.

5- Which day is her day off?
   a) Monday  
   b) Tuesday  
   c) Friday

6- Until what time did she stayed in her bed?
   a) Until 9:00 a.m.  
   b) until 12:00 a.m.  
   c) 10:00 a.m.

7- What did she do in the morning?
   a) She had breakfast and read the newspaper.  
   b) She had breakfast and read a book.  
   c) She had lunch and read a newspaper

8- What did she buy in the afternoon?
   a) She bought a jacket and new boots.  
   b) She bought some new shoes and a jacket.  
   c) she bought purse and a jacket

9- What time did her children come home?
   a) They came home at five o’clock  
   c) They came home at four o’clock
b) They came home at three o’clock.

10. Who cooked the dinner?

a) The children       b) Barbara Brown       c) her husband.
LISTENING TEST PRE INTERMEDIATE LEVEL

Listen to three people and circle the correct answer.

SPEAKER 1

1- How did Delva feel when she saw a movie about global warming?
   a) She was impressed.       b) She was shocked.       c) She was terrified.

2- Delva is going to use her car ________ ____________.
   a) more frequently.                b) seldom ever.               c) much less.

3- Delva is going on a demonstration next week in New York and she feels__________ about this.
   a) slowly                           b) happily               c) strongly

SPEAKER 2

4- How long has Rolly been working on his job?
   a) He’s been working for four years.       b) He’s been working for five years
   c) He’s been working for eight years.

5- What will he do in relation to his work?
   a) He’ll become a carpenter.                b) He’ll become a plumber.
   c) He’ll become a gardener.

6- What is he going to ask to his girlfriend?
   a) He’s going to ask her to live with him.  b) He’s going to ask her to marry him.
   c) He’s going to ask her to have a baby.

SPEAKER 3

7- Liz ____________ ________________ going to New Zealand for two months.
   a) goes on                           b) keeps on                c) looks for

8- She couldn’t afford _____ ____________ abroad.
   a) to travel                         b) travelling to         c) to travelling

9- When did Liz win the lottery?
   a) Last month                       b) Last year              c) Last week.

10- Liz has enough money to ____________ ______________ for the first time in her life.
a) enjoy to travel
b) enjoying travelling
c) enjoy travelling
APPENDIX 14A
GRAMMAR TEST – BASIC LEVEL

1- Where are you from?
   a) I’m British.  b) I am from England.  c) I’m English.
2- What is this?
   a) This is an umbrella.  b) These are umbrellas.  c) Those are umbrellas.
3- What are those?
   a) These are gloves.  b) That’s a glove.  c) Those are gloves.
4- Maluma ________ from Puerto Rico. He is from Colombia.
   a) Doesn’t be  b) is’nt  c) isn’t
5- You and I _________ good friends.
   a) Do  b) be  c) are
6- He’s Barak Obama. ________ nationality is American.
   a) His  b) Him  c) He’s
7- We are brothers. ________ parents are Helen and Paul.
   a) Ours  b) Our  c) Yours
8- What do you do every day?
   a) I worked every day.  b) I works every day.  c) I work every day.
9- My grandmother _________ dinner at 7:00 pm.
   a) eat  b) eats  c) ate
10- Roger Federer _________ TV every night.
    a) watch  b) watched  c) watches
11- My sister _________ the housework.
    a) do  b) did  c) does
12- She likes ______ but I don’t like ________.
    a) I / she  b) me / her  c) her / me
13- This folder is for Lucy. Give ________ to ________.
    a) it / her  b) her / it  c) It / she
14- These letters are for Jose and I. Give ________ to ________.
    a) us / them  b) them / us  c) we / they
15- What time is it?
    a) It’s after quarter to one.  b) It’s a quarter after one.  c) It’s one quarter.
16- What time is it?
    a) It’s eight forty one.  b) It’s eight fortieth one.  c) It’s eight quarter one.
17- What does she do on weekends?
a) She goes to the movies and washes her clothes.
b) She go to the movies and wash her clothes.

18- She _________ late for work.
   a) never is  b) is never  c) never be

19- He _________ works _________ eight hours a day.
   a) usually / is  b) usually / _____  c) _______ / usually

20- How often do you take a shower?
   a) One a day.  b) Once a day.  c) One a days.

21- Do you ever watch TV on Sundays?
   a) Yes, I am.  b) Yes, I do.  c) Yes, I be.

22- _________ smoke in class.
   a) Doesn’t  b) Didn’t  c) Don’t

23- _________ every morning.
   a) Exercises  b) Exercise  c) Exercised

24- What did Don Francisco do last night?
   a) He danced on his TV show.  b) He dances on his TV show.
   c) He did dance on his TV show.

25- Christian and I ____________ to the park last weekend.
   a) goed  b) goes  c) went

26- Did you do your homework?
   a) Yes, I did do.  b) Yes, I did.  c) Yes, I do.

27- Brenan and Silly _________ _________ the dishes last night.
   a) didn’t wash  b) didn’t washed  c) did wash

28- Is there a new student in your English class?
   a) Yes, there is.  b) Yes, this is.  c) Yes, he is.

29- Are there any curtains in your classroom?
   a) No, these aren’t.  b) No, they aren’t.  c) No, there aren’t.

30- Is there any butter for breakfast?
   a) Yes, it is.  b) Yes, this is.  c) Yes, there is.

31- Are there any pears for dessert?
   a) No, they aren’t.  b) No, they aren’t.  c) No, these aren’t.

32- What are you doing right now?
   a) I cook.  b) I be cooking.  c) I am cooking.

33- Is Maria listening to music?
   a) No, she doesn’t.  b) No, she is.  c) No, she isn’t.

34- Are Rodrigo and Jose playing soccer?
   a) No, they aren’t.  b) No, they don’t.  c) No, they do.
35- Ivan is ___________ than Richard.
   a) tall                   b) taller               c) tallest

36- This chair is ______________ than this one.
   a) comfortable           b) more comfortable     c) most comfortable

37- Pelé is ___________ than Maradona.
   a) good                   b) gooder              c) better

38- This room is ______________ of this building.
   a) the smaller            b) the smallest         c) the small

39- Alexander was _________________ boy in Mister World election.
   a) the handsome           b) the more handsome   c) the most handsome

40- _________________ soccer teams are from Bolivia.
   a) The worst              b) The worse           c) The baddest
1- My brother runs ______________.
   a) slow           b) slowly            c) slowly

2- My brother plays ______________ with his friends.
   a) happily        b) happily             c) happily

3- Leonel Messi plays soccer very __________
   a) good           b) welly               c) well

4- I talk with my friend ______________ a week.
   a) twos           b) twice                c) two

5- How often do you go on vacation? I go ___________ a year.
   a) one            b) ones                c) once.

6- I __________ to pass the English course.
   a) hope           b) hoped                c) will hope

7- My father ______________ to earn a better salary.
   a) will like      b) would like           c) could like

8- We __________ to win the championship because we are the best players.
   a) will wanted    b) did wanted          c) want

9- What are you going to do tomorrow?
   a) I going to do exercises.  b) I'm going do exercises.
      c) I'm going to do exercises.

10- Is he going to arrive late to the office?
    a) No, he isn’t.        b) No, he doesn’t.       c) No, he won’t.

11- Are Pablo and Rita going to go out this weekend?
    a) Yes, they don’t.       b) No, they aren’t.       c) No, they isn’t.

12- I __________ ___________ to Dallas many times.
a) have be  
b) have been  
c) have am

13- Tania _______ _________ Jenny to the party.
   a) have invite  
b) has invite  
c) has invited

14- Ricky Martin __________ the Latin Music Awards this year.
   a) have not win  
b) no has won  
c) hasn’t won

15- __________ you ever __________ in Argentina?
   a) Have / be  
b) Have / been  
c) Has / been

16- How does your father look like?
   a) My father is friendly.  
b) My father looks like my grandfather.  
c) My father is handsome.

17- I am ___________ late for work.
   a) very  
b) too  
c) very too

18- This Paceño dish is ___________ delicious!
   a) too  
b) very  
c) very good

19- I have ___________ bananas.
   a) enough  
b) a little  
c) a few

20- How much ___________ do you have?
   a) beans  
b) tomatoes  
c) money

21- My brother is as ___________ as me.
   a) gooder  
b) better  
c) good

22- Physophy is as ___________ as psychology.
   a) theory  
b) theoretical  
c) theories

23- I _______ __________ my clothes.
   a) take them  
b) take in  
c) take off

24- Sam. __________ _________ the garbage!
   a) throw out  
b) throw away  
c) throw over

25- Don’t stop the party! ________________.
   a) Get on  
b) Go on  
c) Give on
26- I _________ my old shoes ___________.
   a) hang / on  
   b) hang / in  
   c) hang / up

27- The car is almost out of gas. Please ________ it ________.
   a) fill / in  
   b) fill / up  
   c) fill / off

28- The judge ________ him ________, thanks to the lawyer.
   a) got / in  
   b) got / off  
   c) got / on

29- Michelle ________ ___________ junk food.
   a) avoids to eat  
   b) avoid eating  
   c) avoids eating

30- I ____________ _____________ horror movies.
   a) don’t mind watching  
   b) don’t mind to watch  
   c) don’t mind watched

31- We ________ _____________ more at the restaurant.
   a) refuse paying  
   b) refuse to pay  
   c) refuse pay

32- Now, I ____________ ___________ a smart phone. I don’t have enough money.
   a) can’t afford  
   b) can’t affording  
   c) can’t to afford

33- There’s _____________ ahead of you.
   a) someone  
   b) anyone  
   c) someones

34- Can ____________ give me a hand with this bag?
   a) nobody  
   b) anyone  
   c) anyone else

35- My friend _____________ practice volleyball at school.
   a) uses to  
   b) used to  
   c) use to

36- When they were eight years old, ________ they ___________ paint on the walls?
   a) did / used to  
   b) did / use to  
   c) did / using to

37- I__________ rent a movie than go to the theater.
   a) will rather  
   b) could rather  
   c) would rather

38- What __________ you ____________ do tonight go out or stay at home?
39- I _______ ________ _______ go to the movies this weekend.
   a) would prefer to       b) would prefer for                c) would prefer of

40- __________ you _________ _______ eat out or make dinner tonight?
   a) Would / prefer for   b) Would / prefer of                c) Would / prefer to
APPENDIX J

INSTITUTIONAL AGREEMENT
APPENDIX 15

CONVENIO INTERINSTITUCIONAL DE COOPERACIÓN ACADÉMICA
ENTRE LA CARRERA DE LINGÜÍSTICA E IDIOMAS DE LA UNIVERSIDAD
MAYOR DE SAN ANDRÉS Y EL CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE
IDIOMAS CETI - UMSA

Consta por el presente Convenio Interinstitucional de Cooperación Académica, cuyo contenido y
alcance están enmarcados en el ordenamiento jurídico vigente, así como las competencias y
atribuciones de las entidades mencionadas, bajo término y condiciones descritas en las siguientes
cláusulas.

PRIMERA.- (DE LAS PARTES INTERVINIENTES)

Concurren a la firma y suscripción del presente Convenio Interinstitucional de Cooperación
Académica:

1.1. LA FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN - CARRERA DE
LINGÜÍSTICA E IDIOMAS DE LA UNIVERSIDAD MAYOR DE SAN ANDRÉS, representada
legalmente por el Lic. Orlando Montaño Molina representante de la Carrera de Lingüística e
Idiomas, que en adelante y para fines del presente convenio se denominará LA CARRERA.

1.2. EL CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS CETI - UMSA, representado
legalmente por el M. Sc. Freddy Benjamín Sepúlveda Tapia, quien para fines del presente
Convenio se denominará CETI - UMSA.

A efectos del presente documento, las personas jurídicas identificadas en los numerales anteriores,
serán denominadas en su conjunto como PARTES e individualmente como PARTE.

SEGUNDA.- (DE LOS ANTECEDENTES)

Las PARTES, han resuelto aunar esfuerzos para cooperarse mutuamente a fin de lograr un mejor
desarrollo académico.

EL CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS CETI - UMSA tiene como objetivo
proporcionar enseñanza de calidad y de alto nivel a la comunidad universitaria y al público en general
que busca aprender el idioma inglés con fines académicos, profesionales, ocupacionales y
personales, dentro de un marco que comprende el desarrollo integral del estudiante así como el
desarrollo de competencias, estrategias y procedimientos con miras hacia un desarrollo autónomo.

Por su parte la Carrera de Lingüística e Idiomas, en el marco de sus fines y principios orientados a
formar profesionales comprometidos con la problemática social y que afecta a la población y a la
práctica comunitaria, tiene previsto en su plan curricular la realización de prácticas pre-profesionales de Trabajo Dirigido como modalidad de graduación.

TERCERA.- (DEL OBJETO)

El objeto del presente convenio es unificar esfuerzos interinstitucionales orientados a desarrollar actividades vinculadas a la formación académica, la investigación actualización, capacitación publicación e interacción social, que sean de interés mutuo y de beneficio para la sociedad.

Para el efecto, El CETI - UMSA dará lugar a la realización de Trabajos Dirigidos a egresados de la CARRERA DE LINGÜÍSTICA E IDIOMAS en el área de enseñanza del idioma inglés mediante cursos de reforzamiento para los estudiantes de los niveles básico y pre-intermedio del CETI - UMSA.

CUARTA.- (DEL ALCANCE)

El presente convenio interinstitucional, pretende coadyuvar al reforzamiento del idioma inglés para los estudiantes de los niveles básico y pre-intermedio del CETI - UMSA, por parte de los estudiantes egresados para la obtención de su licenciatura en la modalidad de Trabajo Dirigido, con el seguimiento de docentes tutores de la Carrera de Lingüística e Idiomas.

QUINTA.- (DE LAS RESPONSABILIDADES Y COMPROMISOS)

Las partes se responsabilizan y se someten al cumplimiento de las siguientes obligaciones:

5.1. El CETI - UMSA se compromete a:

- a) Facilitar las prácticas de los pre-profesionales de la Carrera de Lingüística e Idiomas otorgando información necesaria de las actividades y proyectos.
- b) Otorgar a los facilitadores, los espacios físicos y el material logístico necesarios para la realización de la práctica en el marco de los requisitos exigidos para ambas instituciones.
- c) Llevar el registro de los participantes de los cursos.
- d) Participar en los procesos de evaluación parcial y final de los estudiantes, en sujeción de los lineamientos establecidos por la Carrera de Lingüística e Idiomas.
- e) Presentar en informe final con las respectivas calificaciones otorgadas a los facilitadores.
5.1 La CARRERA DE LINGÜÍSTICA E IDIOMAS se compromete a:

a) Definir las áreas de aplicación en coordinación con El CENTRO DE ENSEÑANZAY TRADUCCIÓN DE IDIOMAS CETI - UMSA Asegurar, la continuidad de las prácticas de los pre-profesiones mientras dure el presente convenio.

b) Asignar y apoyar con el número suficiente de estudiantes de la Carrera de Lingüística e Idiomas, para la enseñanza de Idiomas, en este caso específicamente del idioma inglés.

c) Brindar, asesoramiento teórico, metodológico, técnico de los profesionales para este efecto, los requerimientos académicos con las políticas institucionales y las demandas de población.

d) Los postulantes a Trabajo Dirigido presentarán antes de cada curso, el proyecto de implementación en la enseñanza de idiomas.

e) Comprometer a los estudiantes, en las actividades de apoyo en el ámbito social a través de elementos motivacionales y de desarrollo personal.

f) Garantizar que los practicantes cumplan un mínimo de 1000 horas de trabajo (600 horas que serán desarrolladas dentro de la Institución y 400 horas fuera de la misma)

g) Presentar un informe final con los respectivos avances en la enseñanza – aprendizaje de los participantes.

SÉXTA.- (CONFIDENCIALIDAD)

Por la naturaleza de las atribuciones y competencias del CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS CETI - UMSA, el contenido de documentos de carácter reservado que sean de conocimiento del pasante, no podrán ser divulgados, ni revelados.

SÉPTIMA.- (MODALIDAD DE EJECUCIÓN)

Para efectivizar el presente convenio de la Carrera de Lingüística e Idiomas, realizará la evaluación de los estudiantes que estén en condiciones de realizar sus prácticas pre-profesionales. Posteriormente se procederá a la suscripción del “Documento de Compromiso Individual”, con cada pasante, donde se establecerán las condiciones, tiempo de duración y horarios. Finalmente los egresados que se encuentren realizando pasantías serán sometidos a las evaluaciones de rendimiento que El CETI - UMSA estime necesarias.
OCTAVA.- (DURACIÓN Y VIGENCIA DEL CONVENIO)

El presente Convenio tendrá como plazo de vigencia dos (2) años computables a partir de la fecha de su suscripción, pudiendo renovarse mediante un documento similar, de acuerdo a la conveniencia y previa evaluación de las Partes.

NOVENA.- (NOTIFICACIONES)

Cualquier aviso o notificación que deba efectuarse entre las partes, en el marco del presente Convenio, será remitido a:
- La CARRERA: Av. 6 de Agosto N° 2080-Casa Montes.
  La Paz - Bolivia
  Fono: 2444165
  Email: lingüística_2010@hotmail.com

- El CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS CETI: UMSA:
  Av. 6 de Agosto
  N° 2080
  Casa Montes 3er. Piso
  Teléfono 2612539
  La Paz, Bolivia

DÉCIMA.- (MODIFICACIONES)

El presente Convenio podrá ser complementado o modificado en cualquier momento durante su vigencia por mutuo acuerdo de PARTES, mediante la suscripción de una Adenda, previa evaluación técnico legal.

DÉCIMA PRIMERA.- (SOLUCIÓN DE CONTROVERSIAS)

El presente Convenio se suscribe amparado en el principio de Buena Fe, por tanto las partes establecen que en caso de producirse alguna controversia en relación a su ejecución, la misma será resuelta por medio de la negociación directa.

DÉCIMA SEGUNDA.- (CAUSALES Y PROCEDIMIENTO DE CONCLUSIÓN DEL CONVENIO).

El presente Convenio podrá ser disuelto en caso de verificarse cualquiera de las siguientes situaciones:

a) Por mutuo acuerdo de partes.

b) Por cumplimiento del plazo establecido, si no mediara la renovación del Convenio.
e) Unilateralmente, ante el incumplimiento de cualquiera de las cláusulas de este Convenio, por una de las partes.

Previamente a la resolución del Convenio en forma unilateral por cualquiera de las partes suscriptas, se deberá notificar por escrito a la otra con treinta (30) días de anticipación.

En caso de resolverse, las actividades iniciadas y en curso de ejecución deben culminarse.

DÉCIMA TERCERA.- (CONFORMIDAD)

Las partes manifiestan su plena conformidad con todas y cada una de las cláusulas que preceden, obligándose a su fiel y estricto cumplimiento, en fe de lo cual suscriben al pie del presente documento, en dos ejemplares; es dado en la ciudad de La Paz, a los veintinueve días del mes de marzo de 2015.

M. Sc. Freddy Sepúlveda Tapia
DIRECTOR
CENTRO DE ENSEÑANZA
Y TRADUCCIÓN DE IDIOMAS - UMSA

Lic. Orlando Montaño Molina
DIRECTOR
CARRERA LINGÜÍSTICA E IDIOMAS

UMSA