

Acknowledgment

A journey is easier when you travel together. Interdependence is certainly more valuable than independence. This thesis is the result of five years of studies and two years of work whereby I have been accompanied and supported by many people. It is a pleasant aspect that I have now the opportunity to express my gratitude to all of them.

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My deepest gratitude goes to my father and mother for their unflagging love and support. They taught me great values and the good things that really matter in life.

They will always provide a persistent inspiration for my journey in this life. It is to them that I dedicate this work to.

I am grateful to my sister Pia, my brothers Alfredo, Pablo, Martin, my sister in law Menei to my cute niece Clari and to my nephew Tero, you all have been in different aspects role models for me.

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The chain of my gratitude would be definitely incomplete if I would forget to thank the first cause of this chain, thanks you God. My deepest and sincere gratitude for inspiring and guiding this humble being.

Anita Porrini.-

Title

Curriculum design, new identity and integrated communications strategy for Skills English Institute.

Introduction

After searching for companies and projects to apply all the knowledge and tools we have been learning at Universidad Empresarial Siglo 21, we have decided to carry out a project at Skills English Institute which combines our language and pedagogical, both theoretical and experiential knowledge with the business tools the course of studies has given us.

Our objective is to cover different areas because Skills English Institute lacks an English curriculum, and also a communicative strategy to approach the market. On the one hand, we will design the service. Each of us will provide a new curriculum, which prepares students to acquire a certain level of general English added to the institutionalization of the celebration of events characteristic of the target culture. We are convinced that the exposure to the culture of a foreign language enormously facilitates students' process of acquisition. On the other hand, we will design a plan of communication to reposition the Institute in the Córdoba City market and therefore make it more profitable.

We visualize that the usefulness of our project will not only be for us, but also for Skills English Institute, and for ELT customers. For us, it is a beneficial experience to apply all the knowledge we have gained through our training, and it

is challenging to combine business tools with our field of expertise, so we have decided to do it because we are convinced that it is the competitive edge which differentiates us in the market from an English teacher who received only teaching training. Skills English Institute will have by the end of the project an interesting and profitable proposal to make use of it if they decide to apply it. And last, society and specially ELT customers will benefit if the project is applied, since it will offer a better service and consequently it will produce greater client satisfaction, and it will also raise the standards of the competition in services offered by ELT providers in the Córdoba City market.

To sum up, our project will take place at Skills English Institute, and it will aim at providing not only a new face and plan of communications for the Institute, but also a new service. We believe that it will be the perfect opportunity for us to apply what we have learnt in a real context, and it will lead to more client satisfaction and consequently better sales for the Institute and a clear benefit for English learners and ELT service providers.

CHAPTER 1:

Objectives

General Objective

- To design a curriculum, create a new identity and design a plan of communication for Skills Institute.

Specific Objectives

- To design an English teaching curriculum for younger students.
- To plan events which reflect the culture of the target language and add them to the curriculum.
- To create a new strategic identity in order to position the institute in the Córdoba City market.
- To create an integrated communications strategy for the target market.

CHAPTER 2:

Theoretical Framework

Theoretical Framework

The theoretical framework is divided into two sections. The first section is devoted to Curriculum Design which includes the definition of curriculum, the steps to follow in order to design a curriculum, and the definitions that are necessary to understand the distinction between English as a Second Language and as a Foreign Language. The second section discusses Identity and its components; it also deals with Integrated Communications Strategy and the communicative disciplines linked to it. The order of these sections is purposeful and works as steps which need to be accomplished to go further. That is to say, what will be produced in the first step will be necessary to start the following one. The outcome of each section will be: from section one the service which will be sold, and from section two what we want Skills Institute to show to the Córdoba City market, and the means by which we are going to communicate what was established in the previous step.

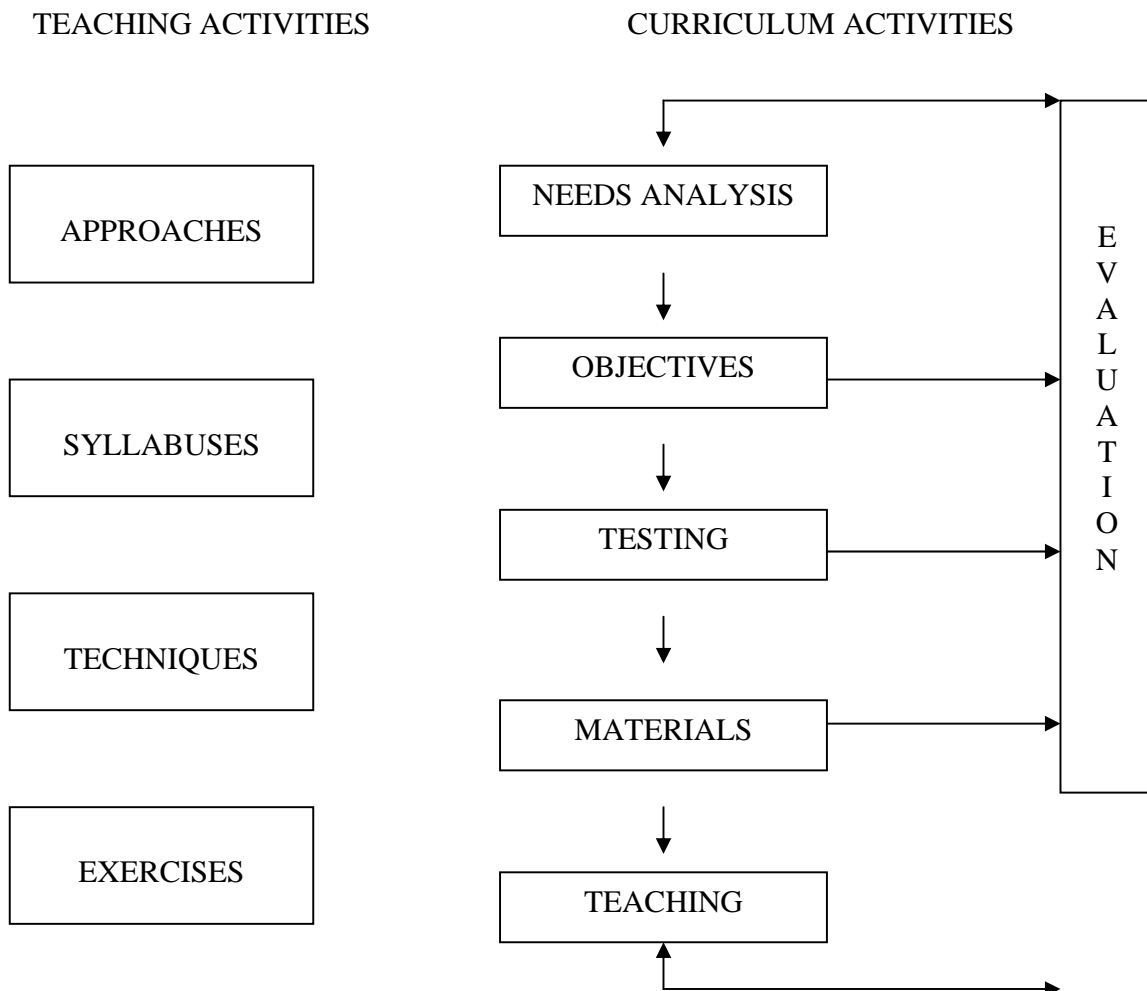
Curriculum Design

Curriculum

Considering that one of our specific objectives is to provide a curriculum, we will start by defining the concept. Curriculum is defined by Wide (1990, as cited in Bowers and Brumfit, 1991) “the totality of contents to be taught and aims to be realized within one school or educational system” (Wide, 1990)

Curriculum Design

Different authors have also defined curriculum design, but we think that the model presented by Brown (1995) is the most suitable for our project. Brown proposes a systematic approach to designing and maintaining language curriculum and he presents an Interface of it with the teaching activities. The model consists of the following elements:



(Brown, 1995: 29)

The chart indicates that all the elements necessary to develop a curriculum are interrelated. The teaching and curriculum activities shown above are carried out simultaneously. While doing the needs analysis and setting the objectives, an approach has to be selected. While in the testing

and materials steps, a syllabus has to be designed bearing in mind the approaches and objectives settled. In the teaching step, techniques and exercises have a leading role and while its application evaluation for later improvements should be carried out. This last step will not be of our concern since our purpose is to provide a curriculum, but not to apply it. The teachers will do the application and improvements of our project.

To understand the chart in depth, most of its components are going to be explained in detail below. We will also provide a definition of each of the concepts based on our literature research.

The first curriculum activity is needs analysis or assessment, which refers to the activities involved in gathering information. This information will serve as the basis for developing a curriculum which will meet the learning needs of a particular group of students. "In the case of language programs, those needs will be language related. Once identified, needs can be stated in terms of goals and objectives, which, in turn, can serve as the basis for developing tests, materials, teaching activities and evaluation strategies" (Brown, 1995: 35). As we are going to do a need analysis, it is important for us to consider this concept from different perspectives. Pratt (1980: 79, as cited in Brown, 1995) states that "needs assessment refers to an array of procedures for identifying and validating needs,

and establishing priorities among them.” Likewise, Brown (1995: 36) states that needs analysis refers to “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirement of students within the context of particular institutions that influence the learning and teaching situation.” Pratt’s definition addresses our needs and therefore it is the one we are going to select.

The second curriculum activity suggested is the specification of objectives. Brown (1995: 73) defines objectives as “specific statements that describe the particular knowledge, behaviors, and/or skills that the learner will be expected to know or perform at the end of a course or program.” Graves (2000: 75-76) defines goals as “a way of putting into words the main purposes and intended outcomes of your course” and objectives as “statements about how the goals will be achieved.” We believe that there is no need to differentiate goals and objectives and consequently, we agree with Brown’s definition.

The third curriculum activity proposed is testing. Most authors agree that there are four different types of tests, namely Placement tests, Diagnostic tests, Proficiency tests, and Achievement tests. According to Harmer (2001) the main reasons for using these tests are:

- **Placement tests:** are concerned with placing new students in the right class in an institution. These types of tests are generally based on syllabuses and materials the students will follow and use once their level has been decided.

- **Diagnostic tests:** can be used to show learners' difficulties, gaps in their knowledge, and skill weaknesses.
- **Progress or Achievement tests:** these tests are designed to measure learners' language and skill progress in relation to the syllabus of the course they have been attending. While achievement tests are taken at the end of a term, progress tests are taken at the end of a unit and both of them should reflect progress, but not failure.
- **Proficiency tests:** this type gives a general picture of a student's knowledge and ability. They are frequently used as stages to reach if students want to be admitted to a foreign university, get a job, or obtain some kind of certificate.

(Harmer, 2001)

For the purpose of our project we have decided to use the last three types of tests. Diagnostic tests will be used to show how well students are doing in relation to previous courses. Progress and achievement tests will be necessary to keep track of students' acquisition of the input given. Progress tests will be called term tests and achievement tests final tests. External exams will be required; these are under the category of proficiency tests and they will be used to give the institute, the teachers, the parents and the students a general picture and certified knowledge of the learners' linguistic skills.

The fourth curriculum activity is materials. According to Brown (1995: 139) "materials are a systematic description of techniques and exercises to be used in classroom teaching." He suggests that this definition

is broad enough to encompass lesson plans, books or any type of activities that go on in a language classroom. Materials can be adopted, developed or adapted. Adopting materials involves deciding on the types of materials that are needed, locating as many different sets of those types as possible, evaluating the materials, putting them to use, and reviewing them on an ongoing basis. Developing materials will be discussed in terms of three phases: developing, teaching, and evaluating materials. Adapting materials includes all of the steps necessary in adopting them, developing or adapting materials; the language program's overall orientation must be considered in terms of approaches and syllabuses, as well as in terms of how that orientation will influence the choices that must be made in the development and implementation of materials (Brown, 1995). "However, the choice of overall strategy will depend on the program's overall orientation," (Brown, 1995: 140). We plan to adopt a course book but we think it may be necessary to develop a complementary handout or adapt a book in order to fulfill all the curriculum's needs.

The fifth curriculum activity which is teaching is described by Brown (1995) as only those activities (techniques and exercises) rationally selected by the teacher to help students achieve learning. "To be rational, these activities must be justified according to the kinds of objectives that the program has developed and the teachers have set out to accomplish, but also must be related to the overall approaches and syllabuses that motivate and organize the curriculum," (Brown, 1995: 179). In our project we will not develop this stage since our aim is to provide a service to be sold and not a full teaching model.

The sixth and last curriculum activity is program evaluation. This activity is concerned with the interconnection among all the curriculum activities and never-ending nature of curriculum design. Richards (1985, as cited in Brown, 1995)

defines evaluation as “the systematic gathering of information for purposes of making decisions.” Popham (1975: 8, as cited in Brown, 1995) notes that “systematic educational evaluation consists of a formal assessment of the worth of educational phenomena.” An alternative definition is offered by Worthen and Sanders (1973: 19, as cited in Brown, 1995): “Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or object or the potential utility of alternative approaches designed to attain specific objectives.” Since this step requires the gathering of information while the curriculum is being actually applied we are not going to develop it, but because of its importance we recommend the institution to bear it in mind after the implementation of the project.

All the curriculum activities described above are carried out simultaneously with the following teaching activities. An approach which is a decision to be made while doing the first and second curriculum activities is according to Anthony (1963, as cited in Richards and Rodgers, 2001) “a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.” According to his model, “approach is the level at which assumptions and beliefs about language and language learning are specified”. Not differently, Richards and Rodgers (1986: 16, as cited in Harmer, 2001) define approach as “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.” Likewise, Harmer (2001) states that an approach describes how language is used, and how its constituent parts interlock - in other words it offers a model of language competence. He also believes that an approach describes “how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning” (Harmer, 2001: 78). All in all, we believe that the most suitable definition

for our project is the one presented by Anthony (1963). This definition clearly synthesizes the term without being vague. Following this decision, methods, techniques and exercises will be addressed when teaching at Skills Institute.

The approach we have selected is Communicative Language Teaching or Communicative Approach (CLT). This approach has its origins in the late 1960s when linguists saw the need to focus on communicative proficiency rather than on the mastery of structures (Richards and Rodgers, 2001). According to Harmer (2001: 84-85), "the communicative approach is a set of beliefs which includes a re-examination of the aspects of language to teach and also a shift in emphases in how to teach." The what to teach aspect "stresses the significance of language functions rather than the focus on grammar and vocabulary." Its main purpose is to train students to use language forms appropriately in a variety of contexts and for a variety of purposes. The how to teach aspect "is closely related to the idea that 'language learning will take care of itself', and that plentiful exposure to language in use and plenty of opportunities to use it are vital for student's development knowledge and skills," (Harmer, 2001: 84-85). Our choice of CLT is the most appropriate according to the demands of our way of learning a foreign language and the context in which it is taught and learned.

English as a Second Language and English as a Foreign Language

To understand the difference between English as a Second and as a Foreign Language we think it is important to clarify the meaning of each of the words which make up these terms. The dictionary defines language as "a human non-instinctive method of communicating ideas, feelings and desires by means of a system of sounds and sounds symbols," from a technical point of view; language is described as "a system of conventional vocal signs by means of which human beings communicate" (J. Diaz, personal communication, August 18, 2004). It is

said that language is a 'system' because it consists of patterns or regularities. Language is 'convention' since it has a writing system, for instance, English has one writing system which is the Roman alphabet, while Japanese has four writing systems. Language is 'vocal' meaning language as speech (oral production and aural reception). Language as 'signs' means that it is formed by units which represent something. Language is considered to be from a linguistic point of view 'human' since human beings are the ones who choose the sounds to be used and the specific meanings attached to them. Finally, language 'communicates' because it is its purpose (Diaz).

The English language, which comes from the Germanic Proto-Indo-European lineage, is according to Harmer (2001) not the language with the largest number of native or 'first' language speakers, but it has become a lingua franca. He defines lingua franca as "a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language," (Harmer, 2001: 1). Further on, Harmer provides a number of reasons for the worldwide popularity of English:

- **Colonial History:** the British colonization in America, Australia, and other parts of the world brought not just cultural beliefs, but also the English language which remains and is still predominant today.
- **Economics:** an important factor in the spread of English has been the spread of commerce worldwide, and the emergence of the United States of America as a world economic power.

- **Travel:** most of the traveling and tourism around the world is carried on in English. This language is also the preferred one in air traffic control in several countries and it is used widely in sea travel and communication.
- **Information exchange:** English is often a lingua franca of conferences, journal articles, and other academic discourses around the world. Internet, which is the major channel for information exchange is predominantly in English.
- **Popular culture:** English is a dominating language in popular culture (Pop music, films, and television).

(Harmer, 2001)

Therefore, although English does not rank first as the language with the highest number of native speakers, it is the most widely spoken language in the world by both native and non-native speakers, who use it for travel, business or the exchange of information worldwide.

After defining language and analyzing the status of English worldwide, it is important to analyze the difference between English as a Second Language (ESL) and English as a Foreign Language (EFL). While “ESL has social and communicative functions within the community where it is learned, EFL does not; it is employed mostly to communicate elsewhere,” (Oxford, 1990: 6). In our country, Argentina, we speak only one official language, which is Spanish. Therefore, when we study English we learn it as a foreign language. In our opinion, there is a disadvantage when learning EFL, because students lack the contextual dimensions and linguistic as well as socio-cultural models of an English-speaking community. For this reason, we are going to approach our curriculum development trying to go one step closer to the ESL classroom by recreating the cultural events

of the target language. In this way, Skills will teach EFL but it will enhance the learning experience by recreating a cultural environment that is somewhat nearer the ESL teaching context.

Identity and Integrated Communications Strategy

Identity

Ethimologically identity comes from the Latin root *idem* which makes reference to itself, (Scheinsohn, 1993). This broad term can be used in many fields, in our case we will use it exclusively from the business perspective. According to Capriotti (1992) company's identity is a group of visual elements which identify an organization. He also believes that it is the visual manifestation of the organization's identity and that it reflects the company's personality; what it is, what it pretends to be and its spirit. Villafañe (1993) defines company's identity as a group of features and attributes which define their essence, some of which are visible and others which are not. All in all, we are going to use Capriotti's definition because we believe that it serves our purpose.

Avilia (1999) states that identity has three different levels. He presents three basic signs of identification. First, the name of the organization, which should be brief, and easy to remember and pronounce. Second, the logotype which is the graphic stable representation of that name. In this level decisions regarding design and typography are very important. And third, he adds a non-verbal sign, the isotype which can be used to identify the organization at first sight. The isotype's main virtue is the fact that it is easy to remember and it has a simple design. Capriotti (1992) points out that visual identity is formed by two main elements. First of all, the symbol which is the outstanding iconic figure. Then, the logotype or name of the organization written with a selected typography which should be

readable and pronounceable. In order to create these elements the author states that two important decisions should be made regarding color and typography. Although these definitions might look similar, they focus on totally different perspectives. In the case of our project when we talk about identity we will mean name of the institution, logotype and isotype. This means we choose to work with Avilia's definition.

Integrated Communications Strategy

Avilia (1999) defines integrated communications as the feedback processes which enable human interaction in all environments, and whose objective is to improve synergy for the purpose of reaching balance. According to Giorgis (personal communication, April 11, 2005) an integrated communication strategy is an overall plan which evaluates the strategic roles of a variety of communicative disciplines which should be combined to provide clarity, consistency, and communicative impact. The communicative disciplines he proposes are advertising, direct marketing, promotion and public relations. From our perspective, the two definitions given above complement each other in a perfect way; for this reason we will use the combination of both for our project. Since Giorgis' definition mentions four communicative disciplines we think it is relevant to briefly approach each of them.

Billorou (1983) defines advertising as a mass communication whose purpose is to transmit information and/or influence on people's attitudes to provoke positive behaviors in the receivers in favor of the advertiser. Avilia (1999) also defines this concept as a science, art and technique whose objective is to persuade the target with a commercial message which will lead to the decision of purchase of the product or service. Both definitions expressed are clear and similar; therefore, we will take into account the two of them.

In a Marketing lecture at Universidad Empresarial Siglo 21, on April 23, 2004, Professor Marcelo Ulla described direct marketing from a transactional point of view following Stone's definition as an interactive system which uses one or more advertising media to produce a measurable answer and/or a transaction at any place. On the other hand, he also described it from a communicative perspective following Bird's definition as every advertising activity which creates and takes advantage from a direct relationship between the company and its clients or prospects treating them as individuals. As Ulla suggested, the perspectives above are complementary and so we will take into account the meaning of both for our project.

The definition of the next communicative discipline chosen for this project is the one which states that promotion is any or all of the activities, excluding the mass media, which lead to an effective, efficient, and lucrative sell of a service or product (The American Association of Advertising Agencies, as cited in Avilia, 1999).

The governing body of the Public Relations Society of America (2005) formally adopted a definition of public relations which has become most accepted and widely used: "Public relations helps an organization and its publics adapt mutually to each other" (Public Relations Society of America, 2005, para. 3). Public Relations practice can also be defined as "the planned and sustained effort to establish and maintain goodwill and mutual understanding between an organization and its publics," (Institute of Public Relations, 2005, para. 3). The last definition is the most suitable for our purposes.

All in all, we will use the interrelated concepts selected above to create a new identity and an integrated communications strategy for Skills Institute.

CHAPTER 3:

Methods

Methods

This chapter is divided into two sections. The first section deals with the methods necessary to design a curriculum while the second section is devoted to the methods for creating an identity and an integrated communications strategy. Both sections consist of an explanation of the methods to be used.

Curriculum Design

Two of the specific objectives of our project are to design an English teaching curriculum and to add to it events which reflect the culture of the target language. In order to achieve these two we are going to follow some of the curriculum and teaching activities suggested by Brown.

Our process of curriculum design will first involve a needs analysis in which we are going to collect relevant information in order to carry out this section. The instruments we will use to collect this information will be: 15 surveys to clients and 5 surveys plus additional questions in a follow-up interview to the owner and headmistress of Skills Institute together with expert people in the field. After the collection of information, this will be processed in the form of charts to have a clear panorama of the data that will guide the development of the following curriculum and teaching activities. Next, we will analyze all the data collected and this will lead us to the following activity.

The second curriculum activity is the specification of objectives. At this point we will first set the general objectives for the whole curriculum, then decide on the

number of years appropriate to reach the level needed; in third place we will set the objectives of each year, that is to say the objectives of each syllabus. At the same time we will be dealing with the selected approach.

Taking into account the objectives settled and the approach selected we will be ready to deal with the creation of syllabuses and with the third curriculum activity which is testing. Regarding syllabuses we will first analyze the totality of contents to be taught, secondly we will divide this content into the number of years we previously decided the whole curriculum was going to last, and third we will divide each year's content into units. In this way we will have part of the syllabuses to which we will add events which reflect the target culture. This will be done through literature research and also through five questionnaires to native speakers of English. The syllabuses will also contain the methodology for testing students. In this part we will suggest the type of tests to be implemented and the way to measure or score them.

The fourth curriculum activity is materials. Here we will propose the books to be used and we might develop extra material or adapt the book in order to fulfill the requirements of the syllabuses.

Identity and Integrated Communications Strategy

In order to create a new identity and provide an integrated communications strategy the first tool we are going to use is a Brief. This will consist of a short presentation of the current situation of Skills Institute including activity and its main features, the characteristics of the segment, and who the clients are. The second tool we will use is the SWOT analysis which describes the strengths and weaknesses of the institute and also the opportunities and threats that the external conditions present. All the information gathered through the brief and SWOT

analysis will enable us to proceed with the third step, that is create a new name, logotype and isotype for the institute, all of which will represent the company's new identity. The fourth step includes the specification of the objectives and a concept for the integrated communicative strategy. The strategy involves actions in the four communicative disciplines which are: advertising, direct marketing, promotion and public relations.

CHAPTER 4:

Curriculum Design

NEEDS ANALYSIS

This chapter shows the forms used for the surveys, interviews and questionnaires. And the results of the information gathered through the 15 surveys to clients, the 5 surveys plus additional questions to the owner of Skills English Institute together with expert people in the field and the 5 questionnaires to natives.

Survey to clients

Soy Profesora de Lengua Inglesa y estudiante de la Licenciatura en Lengua Inglesa en la Universidad Empresarial Siglo 21 (Córdoba) y estoy realizando mi Trabajo Final de Graduación.

Por esta razón, le agradecería que contestara el siguiente cuestionario.

La información recolectada será utilizada de manera anónima y sólo para este proyecto.

Edad:

Ocupación:

Marque la opción correcta con una X.

1) Usted necesita:

- A) Inglés general.
- B) Inglés de negocios.
- C) Inglés para viajes.
- D) Inglés relacionado con su profesión o trabajo.
- E) Otro

- 2) ¿En cuál o cuáles habilidades prefiere usted focalizarse?
- A) Hablar.
 - B) Escribir.
 - C) Escuchar.
 - D) Leer.
 - E) Todas las anteriores.
- 3) Usted prefiere aprender:
- A) Inglés Americano.
 - B) Inglés Británico.
 - C) Ambos.
- 4) ¿Qué exámenes internacionales le interesaría rendir?
- A) Exámenes internacionales válidos para Gran Bretaña. Por ejemplo, First Certificate de la Universidad de Cambridge.
 - B) Exámenes internacionales válidos para Estados Unidos. Por ejemplo, TOEFL.
 - C) Ambos.
 - D) Ninguno.
 - E) Le es indiferente.
- 5) ¿Le interesa sumar a su aprendizaje del idioma Inglés conocimiento sobre la cultura de los países de habla inglesa?
- A) Sí.
 - B) No.
 - C) Le es indiferente.

Comentarios:

¡Muchas gracias!

Implementation: This survey was given to current clients of Skills English Institute in hand for them to fill it out.

Survey to the owner of Skills English Institute and to experts in the field

Draw a X on the correct option

1) From your point of view, you think clients prefer to learn:

- A) American English
- B) British English
- C) Both

2) Which are the international exams more requested on the market?

- A) British exams
- B) American exams
- C) Both
- D) None
- E) Clients are indifferent

3) Do you think it is important for clients to learn about the English culture when studying English as a foreign language?

- A) Yes
- B) No
- C) Clients are indifferent

Thank you!

Implementation: This survey was personally given to Marcela Masse de Centeno and 4 experts in English teaching.

Interview with the owner of Skills English Institute and with experts in the field

Personal interview with the owner

Name:

Position:

- 1) Who is in charge of the curriculum design?
- 2) What do you think is important to take into account when designing a curriculum?
- 3) Does Skills Institute have an institutionalized written curriculum?
- 4) Do you think it is important to include cultural events to make EFL context closer to ESL context? Which events do you celebrate?

5) From your experience, do you think clients prefer British or American English?

6) Which are the international exams students can sit for?

Implementation: Marcela Masse de Centeno was personally interviewed by us on April 18th, 2007. During the interview we took notes of all she said, the transcription is in the appendix.

Personal interview with experts in the field

Position:

Institution:

1) What are the relevant items to take into account when designing a curriculum?

2) Do you think it is important to learn about the English culture when studying English as a foreign language?

3) From your experience, do you think clients prefer British or American English?
Why?

4) Which are the external exams most requested by the market?

Implementation: Experts were personally interviewed by us during April and May, 2007. During the interviews we took notes of all they said, the transcriptions of the 4 interviews are in the appendix.

Questionnaires to native speakers

- 1- Which are the most traditional celebrations, festive days and holidays in UK? Please, name at least 5.
 - 2- Which are the ones you consider more important? Why?
 - 3- How do you celebrate them?
 - 4- Which are the holidays celebrated at school? How are they celebrated?
- Thanks!

Implementation: These questionnaires were sent and answered back by e-mail.

Results of the surveys

Results of the surveys to clients

Chart for question number 1

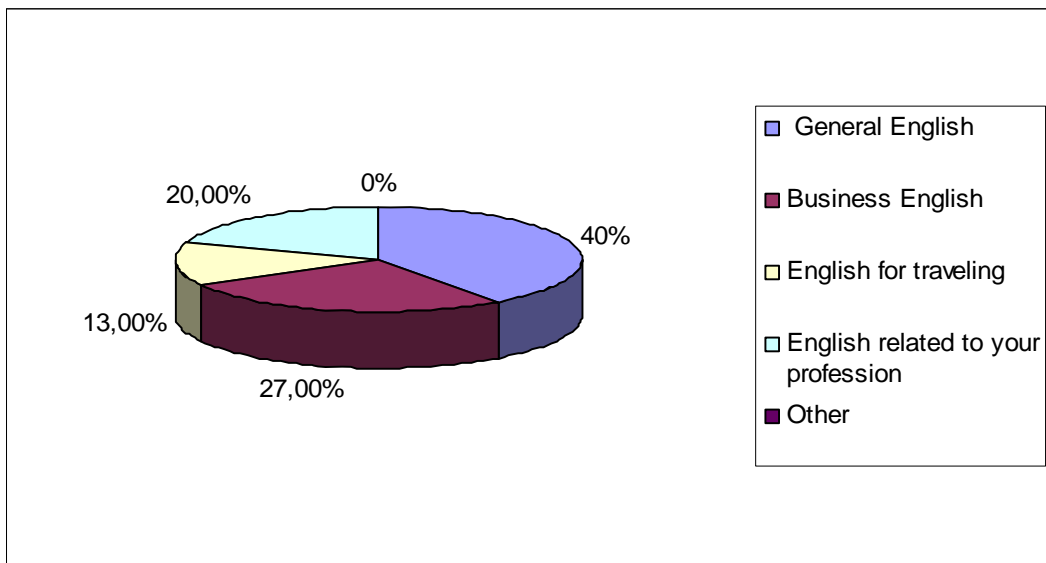


Chart for question number 2

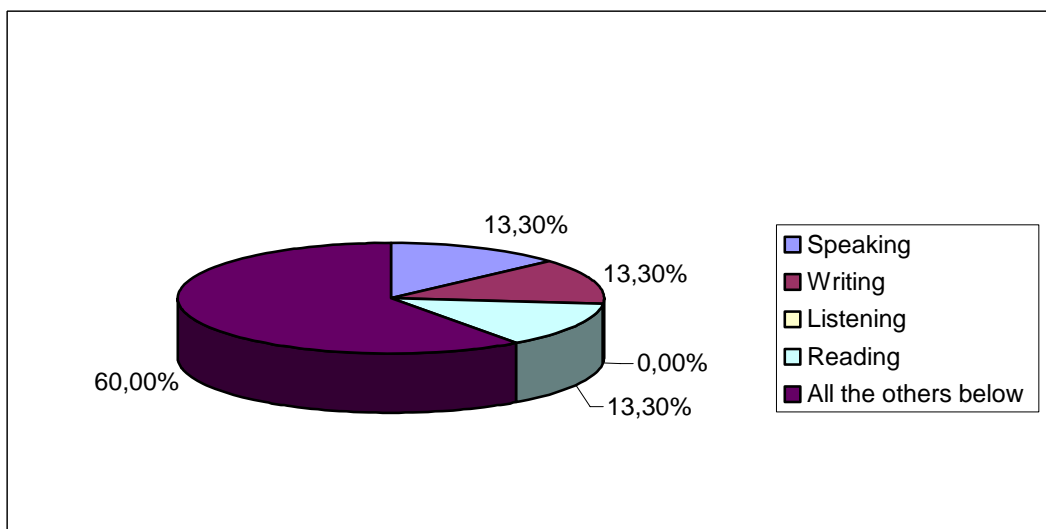


Chart for question number 3

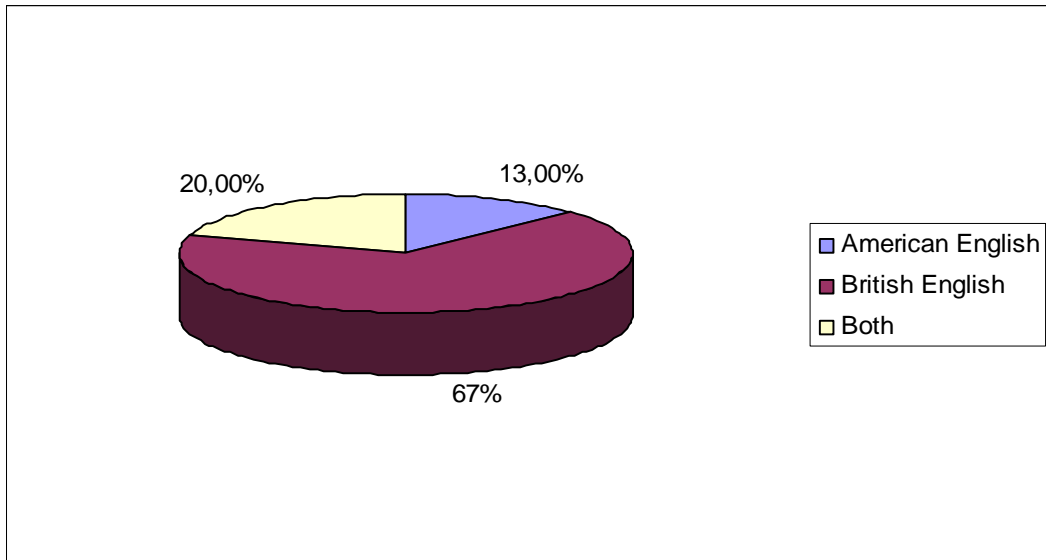


Chart for question number 4

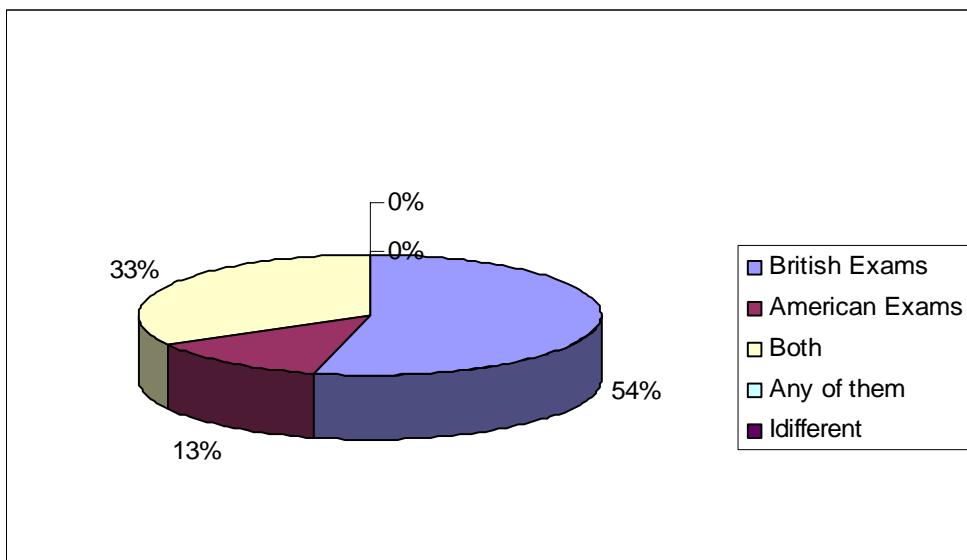
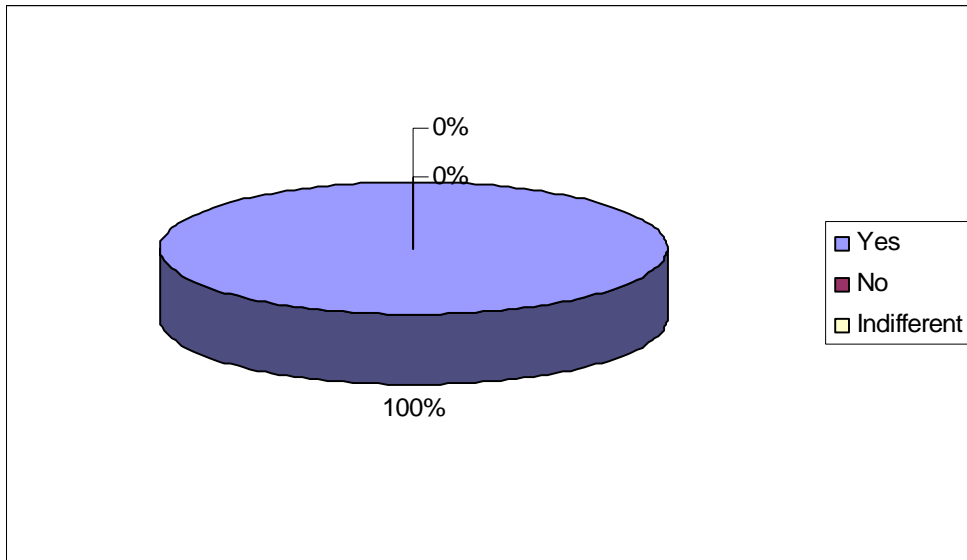


Chart for question number 5



Results of the survey to the owner of Skills Institute and experts

Chart for question number 1

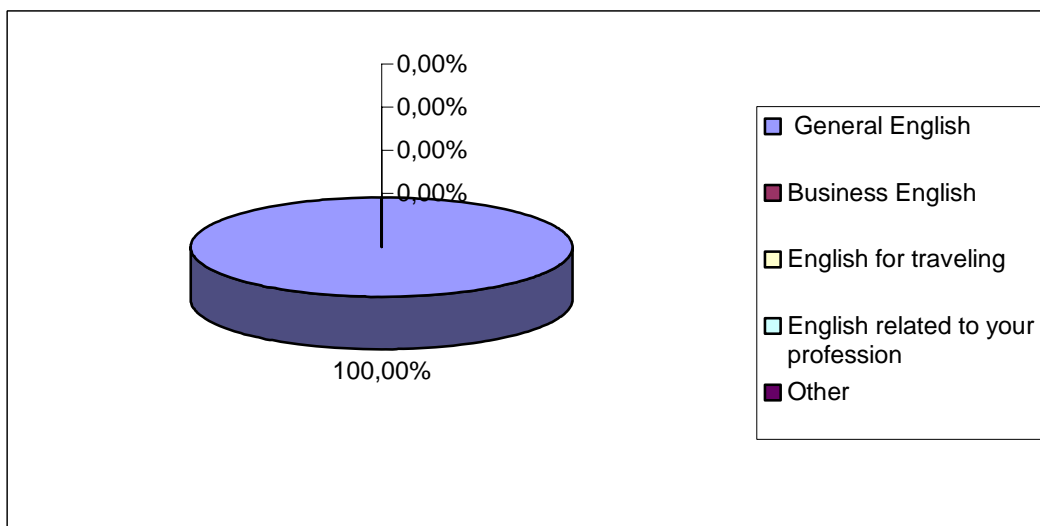


Chart for question number 2

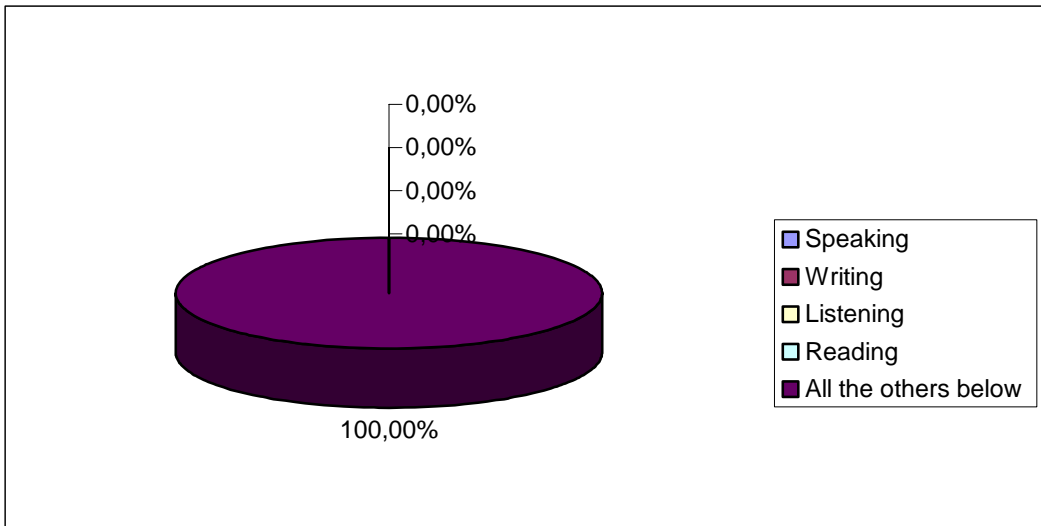


Chart for question number 3

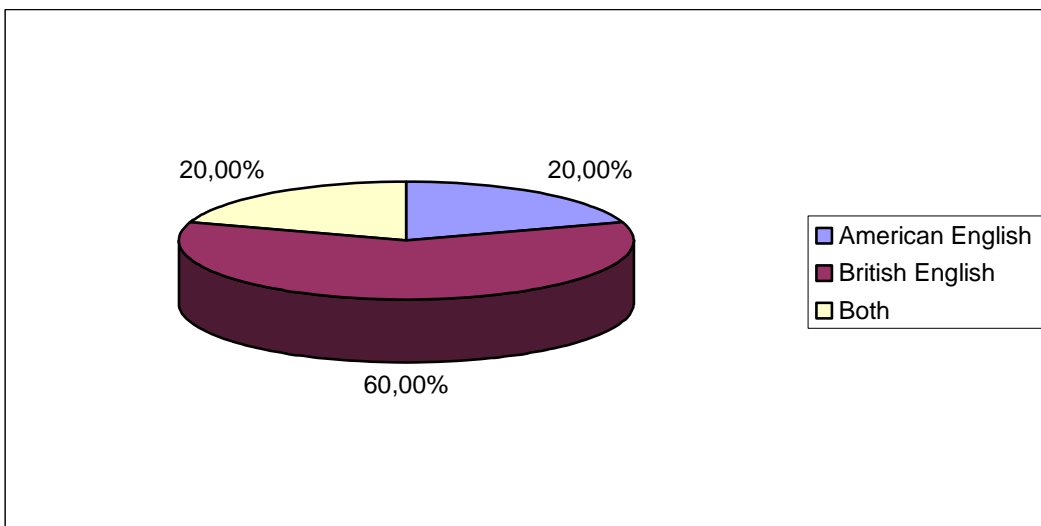


Chart for question number 4

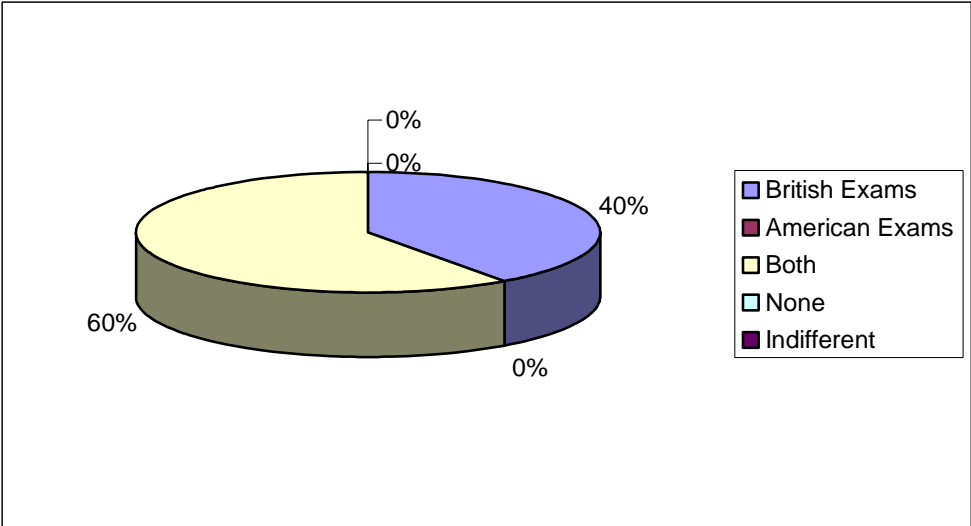
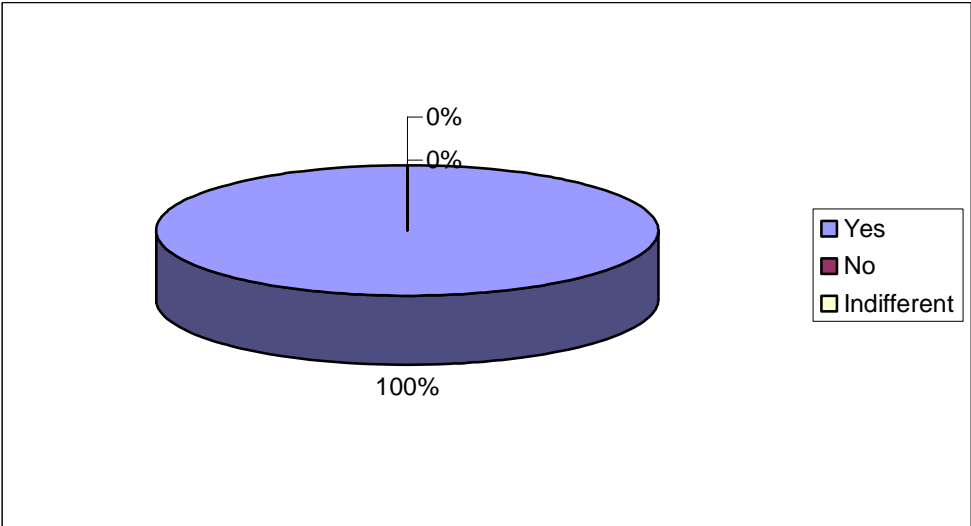


Chart for question number 5



Results of the surveys to clients, owner of Skills Institute and experts:

Chart for question number 1

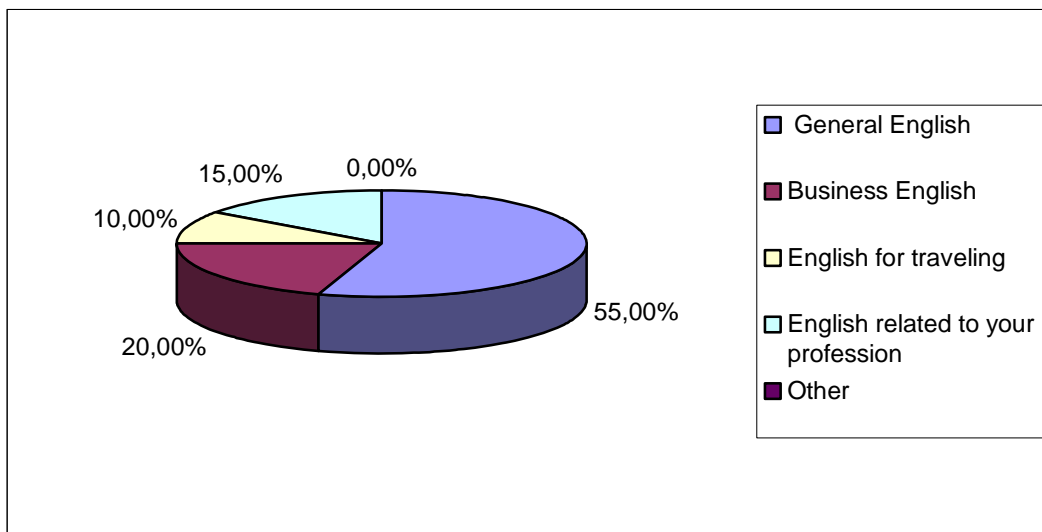


Chart for question number 2

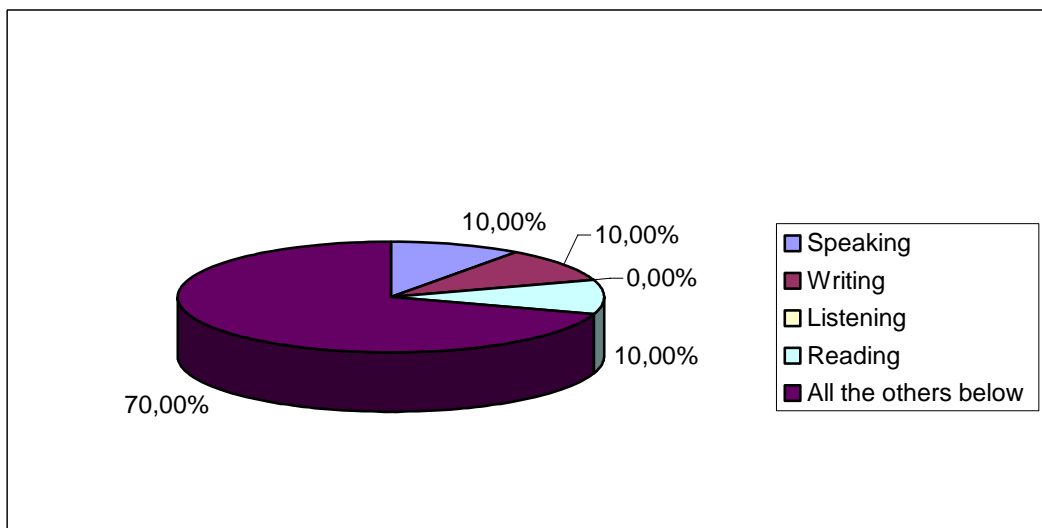


Chart for question number 3

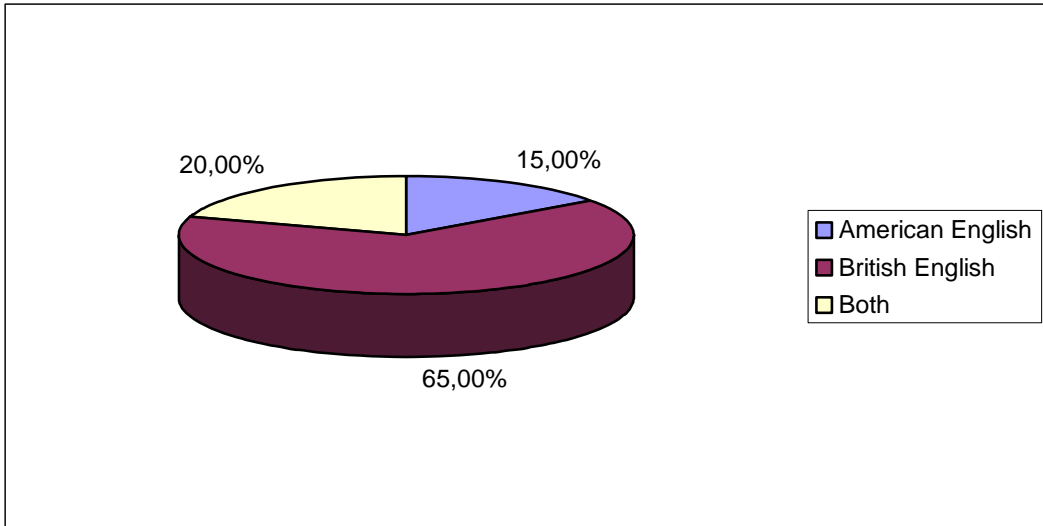


Chart for question number 4

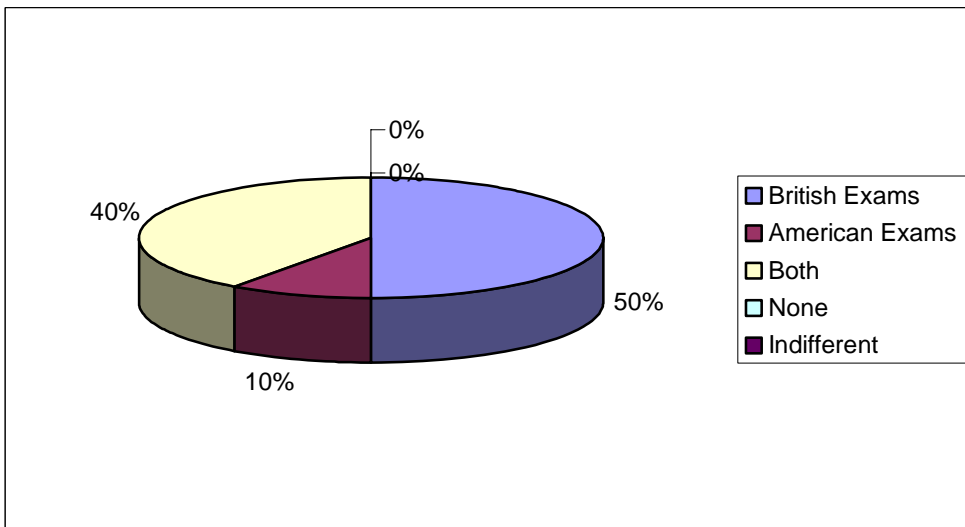
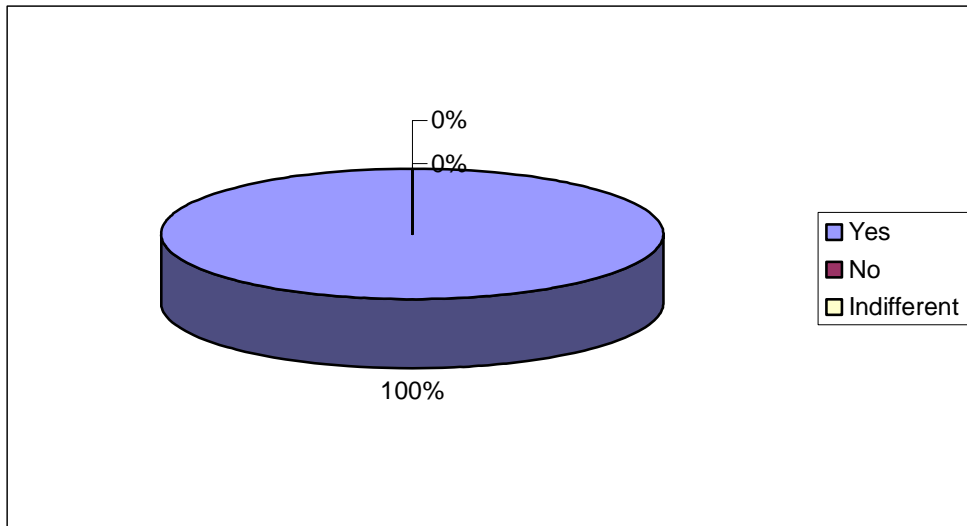


Chart for question number 5



Analysis of the data collected

From the charts above I can observe that most people (clients, owner and experts) prefer to:

- learn British English
- sit for British external exams
- learn cultural knowledge while learning English

* Note: (Survey to Clients: Question 1) I decided only to develop a Business Course since there is a tendency around the world oriented to Business English. Most people believe that learning this type of English is essential in order to succeed as a company or even professionally.

Comments from the surveys to clients:

- Importance to learn a language and its culture.

Conclusions from the interview with the owner:

- Although the owner thinks curriculum design is important, Skills Institute does not have an updated set of syllabuses
- The owner expressed that they celebrate some special festivities
- Marcela Masse states that most clients do not have the difference between American and British English
- As to external exams, she said that almost 70% of clients choose British ones

Conclusion from the interview to experts:

- Regarding curriculum design, the experts agreed that knowing the students' needs and setting the appropriate objectives is really important.
- As to including knowledge of the culture when teaching English they all stated that it is crucial since a language can not be taught in isolation.
- Experts expressed that most people choose British English over American English
- As to external exams, experts agreed that the Cambridge Exams are more demanded than others

Conclusion from the questionnaires to natives:

- UK celebrations are the following:
 - Easter
 - May Day/ Workers Day
 - Guy Fawkes/ Bonfire night

- Remembrance Day/ Poppy Day
 - April fool's Day
 - Halloween
 - Christmas Day
 - New Years Day
 - Valentine's Day
 - St. David's Day
 - St. Patrick's Day
 - St. Andrews' Day
 - St. George's Day
- The most important celebrations are:
 - Easter
 - Halloween
 - Christmas Day
 - New Years Day
 - St. Patrick's Day

Most common ways of celebrating these special dates is gathering with friends and having dinner.

Taking into account all the information gathered I will develop two curricula that agree with what the results previously explained.

CURRICULA

Curricula description

The renewed English Institute will offer four different services.

First service: called Curriculum “A”. This service is aimed at children and it teaches General English.

Second service: called Curriculum “B”. This service is aimed at pre-teens and it teaches General English.

Third service: called Curriculum “C”. This service is aimed at adults and it teaches General English.

Fourth service: called Curriculum “D”. This service is aimed at adults with specific needs and it teaches Business English.

Note: Only curriculum “C” and “D” are developed in my part of the project. Curriculum “A” and “B” can be found in the part that belongs to Silvina Bisio.

Curriculum “C”

Duration of the whole curriculum: 4 years

Goal for the whole curriculum: To achieve an Upper- Intermediate level

Initiation ages: 18 onwards

Optional external exams: FCE – University of Cambridge

1 st year	2 nd year	3 rd year	4 th year
Adults 1	Adults 2	Adults 3	Adults 4

Curriculum “D”

Duration of the whole curriculum: 3 years

Goal for the whole curriculum: To achieve an Upper- Intermediate level

Initiation ages: 18 onwards

Optional external exams: BEC Level 1 (Preliminary), BEC Level 2 (Vantage), BEC Level 3 (Higher) – University of Cambridge

1 st year	2 nd year	3 rd year
Business 1	Business 2	Business 3

Description of syllabuses

Each syllabus describes the course name, the weekly hours, the objectives to be achieved, the content to be taught, the methodology of testing and the recommended material. The content is divided into Use of English which includes a Grammar and a Vocabulary section; Productive skills area, which includes Speaking and Writing and finally receptive skills area, which includes Listening and Reading. Some topics are repeated along the syllabuses because it is important not only to teach, but also to review the knowledge taught. This repetition of topics allows students to learn and incorporate language appropriately. The last section is Events. The Methodology of testing includes two types of information, first, the types of tests to be used:

- Placement tests
- Diagnostic tests
- Progress tests which will be called Term tests
- Achievement tests which will be called Final tests
- Proficiency tests which will be called External exams

And second, the way of marking and scoring which is explained in the following chart.

Chart of scores and marks to evaluate academic performance

Score in %	Mark
97 to 100	Excellent
90 to 96	Very Good
80 to 89	Good above average
70 to 79	Above average
60 to 69	Average
55 to 59	Below average
40 to 54	Failing
0 to 39	Failing

CURRICULUM 'C': SYLLABUS 2008

COURSE: ADULTS 1- GENERAL ENGLISH

LEVEL: ELEMENTARY

WEEKLY HOURS: 4

OBJECTIVE:

By the end of the course students should be able to:

- Use and recognize the grammatical forms and structures listed below in the oral and written texts-
- Use and recognize the vocabulary listed below in the oral and written texts
- Understand the vocabulary meaning and use appropriate spelling and pronunciation
- Produce oral and written expressions and texts
- Comprehend oral and written languages

in order to reach a level that can promote them to the following course.

CONTENT (Use of English)

GRAMMAR

NEW TOPICS

- To be: am, is, are
- Plurals: what is / are...?
- To be: questions and negatives
- Possessive adjectives and possessive's
- Present simple (affirmative, questions and negatives)
- A / an – some / any
- Verbs + ING
- Adverbs of frequency

- Present Continuous (positive and negative - questions)
- Can for ability
- Past simple (was/were – positive and negative - questions)
- Expressing quantities
- GOING TO Future plans (positive and negative - questions)
- Prepositions (in – on –under – etc.)
- Linking words (because, so, although)
- Comparatives
- Superlatives
- Would like, would prefer
- Present perfect
- Have to / don't have to

VOCABULARY

- Personal information (name, surname, age, address, studies, jobs, life expectations))
- Nationalities and countries
- Free time activities (sports, shopping, travelling)
- Furniture in an office / living room (related words and verbs)
- Numbers (related words and verbs)
- Weather (related words and verbs)
- Parts of the body, illnesses (related words and verbs)
- Family lunches, beds and bars (related words and verbs)

PRODUCTIVE SKILLS

SPEAKING

- Introducing yourself
- Role play
- Finding out people's favourite thing
- Describing a special day (your birthday, when you finished school, etc.)
- Describing your travelling plans
- Describing and planning your weekend activities
- Discussing what you did (yesterday, last week, etc.)
- Retelling a story
- Giving directions
- Choosing a restaurant / a place / etc.
- Giving advice (related words and verbs)
- Describing a book / a film /etc. (related words and verbs)

WRITING

- Describing a special day
- Describing a book / a film /etc
- Writing a short story (following a model)
- Describing what you do every day (routine)

RECEPTIVE SKILLS

READING

- Reading short stories

- Reading and getting the main points
- Reading and sharing extra material related to their jobs, life, etc. (teacher will provide the material or students will bring them to class)
- Reading Web search for interesting topics (holidays, food, sports, beauty, etc)

LISTENING

- Listening to songs: lyrics (teacher will choose them with students)
- Watching videos (DVD) (Teacher will choose them with student according to the topic they're working on)
- Listening to radios (ex: BBC or CNN radios through internet)

Events

See Events Calendar 2008 – Curriculum C

Methodology for testing

Placement test: will be used once during the year, one week before classes have started and it will be administered to new students of the institute. It will evaluate these new students' previous knowledge in order to decide the best course for them.

Term tests: will be used twice during the year, the first one will take place the last week of June or the first week of July (before winter holidays) and the second one will take place 45 days before the classes finish. The first term test will evaluate the content covered from March to June, and the second term test will evaluate the

content covered from July (week after the winter holidays) to October. Both term tests will consist of a Written Term test and an Oral Term Test.

Final test: will be used once during the year, one week before the classes finish. It will evaluate the content of the whole syllabus. It will consist of a Written Final test and an Oral Final Test.

Scores and marks: all tests are passed with 60% (Average), although it is considered that a satisfactory performance is above 70% (Above average).

RECOMMENDED MATERIAL:

'Language to go' Elementary by Longman (students' book and activity book).

CURRICULUM 'C': SYLLABUS 2008

COURSE: ADULTS 2 - GENERAL ENGLISH

LEVEL: PRE-INTERMEDIATE

WEEKLY HOURS: 4

OBJECTIVE:

By the end of the course students should be able to:

- Use and recognize the grammatical forms and structures listed below in the oral and written texts-
- Use and recognize the vocabulary listed below in the oral and written texts
- Understand the vocabulary meaning and use appropriate spelling and pronunciation
- Produce oral and written expressions and texts
- Comprehend oral and written languages

in order to reach a level that can promote them to the following course.

CONTENT (Use of English)

GRAMMAR

REVISION

- Present simple and continuous
- Past simple (regular and irregular)
- Possessive adjectives / pronouns
- Future predictions with will and won't
- The future going to and will
- Superlatives
- Comparatives
- Past simple and past continuous

- Present perfect with yet and already

NEW TOPICS

- Likes and dislikes + -ing forms +qualifying adverbs
- Should / shouldn't and imperatives
- Contrast between Present Perfect and Past Simple
- Conditional sentences: Type 0
- Some, much, any, many, a lot of
- Past ability with could and be good at
- Conditional sentences: Type I
- Like + ing and would like + infinitive with to
- Present simple – passive
- Have to / don't have to / mustn't
- Adjectives ending in -ed and -ing
- Would + infinitive without to
- Verbs with -ing forms / infinitives with to
- Relative clauses: Defining and Non-defining
- Present deduction with must be, might be, can't be
- So + adjectives / such + noun
- Present perfect with for and since
- Conditional sentences: Type II

VOCABULARY

- Weather, clothes, seasons (related words and verbs)
- Cultural celebrations (Most famous ones: Christmas, Easter, New Year, etc.)
- Countries and continents

- Sports (rules to play, participants, and most popular ones: football, tennis, basketball, etc.)
- At school (routines, subjects, objects in the classroom, etc.)
- Shop and purchase (different shops, different ways of paying, different objects to buy, etc)
- British and American words (differences)

PRODUCTIVE SKILLS

SPEAKING

- Describing your likes and dislikes (related to weather, clothes, seasons)
- Describing your free time activities (what you do when you have time)
- Giving opinion about cultural celebrations (Christmas, Easter, New Year, etc.)
- Explaining your plans for your holiday, meal, party, others
- Telling sport experience
- Predicting the future
- Describing places, objects (related words and verbs)
- Telling stories (related to school, sports, celebrations, etc)

WRITING

- Describing weather, clothes, seasons in short paragraphs (related words and verbs)
- Giving advice for problems in written form (at school, at a shop, playing sports)
- Writing e-mails
- Writing informal letters

- Writing formal letters
- Describing places, objects (countries, shops, sports, etc)

RECEPTIVE SKILLS

READING

- Reading articles, stories, newspapers
- Reading short books
- Strategies for reading (skimming, scanning, inferring and summarizing)
- Extra material to read related to their jobs, life, etc.
- Web search for interesting topics (clothes, sports, celebrations, etc.)

LISTENING

- Listening to songs: lyrics (Teacher will choose them with students)
- Watching videos (DVD) (Teacher will choose them with student according to the topic they're working on)
- Listening to radios (ex: BBC or CNN radios through internet)

Events

See Events Calendar 2008 – Curriculum C

Methodology for testing

Placement test: will be used once during the year, one week before classes have started and it will apply on to new students of the institute. It will evaluate these new students' previous knowledge in order to decide the best course for them.

Diagnostic test: will be used once during the year, three weeks after the classes have started. It will evaluate how students are in relation to contents learned in the previous course.

Term tests: will be used twice during the year, the first one will take place the last week of June or the first week of July (before winter holidays) and the second one will take place 45 days before the classes finish. The first term test will evaluate the content covered from March to June, and the second term test will evaluate the content covered from July (week after the winter holidays) to October. Both term tests will consist of a Written Term test and an Oral Term Test.

Final test: will be used once during the year, one week before the classes finish. It will evaluate the content of the whole syllabus. It will consist of a Written Final test and an Oral Final Test.

Scores and marks: all tests are passed with 60% (Average), although it is considered that a satisfactory performance is above 70% (Above average).

RECOMMENDED MATERIAL

'Language to go' Pre-intermediate by Longman (students book and activity book).

CURRICULUM 'C': SYLLABUS 2008

COURSE: ADULTS 3 - GENERAL ENGLISH

LEVEL: INTERMEDIATE

WEEKLY HOURS: 4

OBJECTIVE:

By the end of the course students should be able to:

- Use and recognize the grammatical forms and structures listed below in the oral and written texts-
- Use and recognize the vocabulary listed below in the oral and written texts
- Understand the vocabulary meaning and use appropriate spelling and pronunciation
- Produce oral and written expressions and texts
- Comprehend oral and written languages

in order to reach a level that can promote them to the following course.

CONTENT (Use of English)

GRAMMAR

REVISION

- Present simple and continuous
- Future with will and going to
- Comparatives and superlatives
- Present perfect simple
- Conditional sentences I, II and III
- Used to and would
- Modal verbs for giving advice
- Present perfect simple with yet , already and just

NEW TOPICS

- Adverbs of purpose (in order to – so as to – so that –for – in case...)
- Verb constructions for likes and dislikes
- Verbs with two objects
- Past perfect simple
- Modal verbs to talk about future probability
- Modal verbs for necessity and obligation
- Contrast between Present Perfect Simple and Continuous
- Contrast between past perfect and continuous
- Have something done and reflexive pronouns
- Future with will and will have done
- Phrasal verbs (get, give, switch, turn and go)
- Reported questions, statements and commands

VOCABULARY

- Crime (different crimes and punishments)
- The five senses (smell, touch, taste, hearing and sight)
- Lifestyle (in the city and in the countryside)
- Toys and games (different toys for different ages)
- Achievements and projects (related words and verbs)
- Happiness (different states)
- Job application interview (related words and verbs)

PRODUCTIVE SKILLS

SPEAKING

- Telling your experiences (education, crime, work)
- Describing your favourite cultural celebrations
- Describing the five senses and its usages
- Contrasting different Lifestyles
- Giving opinion about fame and success
- Telling your recent medical problems
- Telling you experience about your recent job application interview

WRITING

- Writing a story
- Producing comparison paragraphs
- Preparing reports
- Writing informal letters
- Writing formal letters

READING

- Reading articles, stories, newspapers, magazines, etc. (Teacher will choose them with student according to the topic they are working on)
- Reading short books (Teacher will choose a book according to the class)
- Extra material to read (Teacher will choose them with student according to the topic they are working on)
- Web search (exchange information in class)

LISTENING

- Listening to songs: lyrics (Teacher will choose them with students)

- Watching videos (DVD)
- Listening to radios (ex: BBC or CNN radios through internet)

Events

See Events Calendar 2008 – Curriculum C

Methodology for testing

Placement test: will be used once during the year, one week before classes have started and it will apply on to new students of the institute. It will evaluate these new students' previous knowledge in order to decide the best course for them.

Diagnostic test: will be used once during the year, three weeks after the classes have started. It will evaluate how students are in relation to contents learned in previous courses.

Term tests: will be used twice during the year, the first one will take place the last week of June or the first week of July (before winter holidays) and the second one will take place 45 days before the classes finish. The first term test will evaluate the content covered from March to June, and the second term test will evaluate the content covered from July (week after the winter holidays) to October. Both term tests will consist of a Written Term test and an Oral Term Test.

Final test: will be used once during the year, one week before the classes finish. It will evaluate the content of the whole syllabus. It will consist of a Written Final test and an Oral Final Test.

*Students who plan to sit for FCE will have extra tests to rehearse.

Scores and marks: all tests are passed with 60% (Average), although it is considered that a satisfactory performance is above 70% (Above average).

RECOMMENDED MATERIAL

'Language to go' Intermediate by Longman (students book and activity book).

*Students who plan to sit for FCE will have extra material such as Handouts.

CURRICULUM 'C': SYLLABUS 2008

COURSE: ADULTS 4 - GENERAL ENGLISH

LEVEL: UPPER-INTERMEDIATE

WEEKLY HOURS: 4

OBJECTIVE:

By the end of the course students should be able to:

- Use and recognize the grammatical forms and structures listed below in the oral and written texts-
- Use and recognize the vocabulary listed below in the oral and written texts
- Understand the vocabulary meaning and use appropriate spelling and pronunciation
- Produce oral and written expressions and texts
- Comprehend oral and written languages

in order to reach the level required by FCE (University of Cambridge).

CONTENT (Use of English)

GRAMMAR

REVISION

- Review of tenses
- Phrasal verbs (get, give)
- Present perfect simple and continuous
- Countable and uncountable nouns
- Conditional sentences I, II and III
- Defining relative clauses
- Non-defining relative clauses

NEW TOPICS

- Question tags
- Phrasal verbs (bring, make, put, run)
- Tenses describing future plans
- Expressions of probability
- Future in the past
- Conditional sentences (mixed)
- Modals for past deductions
- Future perfect and continuous
- Should have + if only / wish + past perfect
- Inversion: Negatives and Restrictive Adverbs
- If sentences with: wish, would rather, suppose, what if, if only.

VOCABULARY

- Sports (rules to play, sports played in groups or individual ones – golf, football)
- Weekend activities (sports, going out with friends, reading, etc)
- Ways of Travelling (by bus, by train, by car, by plane, by ship, etc)
- Food (fast food, snacks, fancy dinner and lunch)

PRODUCTIVE SKILLS

SPEAKING

- Retelling stories
- Oral presentations (about topics the class is working on)
- Meetings (in groups, each member a role)

- Giving opinions (politics, sports, future, etc.)
- Discussions (group)
- Making conclusions (about books, films, discussions, etc.)

WRITING

- Writing paragraphs, reports, articles, essays.
- Writing formal and informal letters
- Describing stories, reviews

RECEPTIVE SKILLS

READING

- Reading articles, stories, newspapers, magazines, etc. (Teacher will choose them with student according to the topic they're working on)
- Reading short books (Teacher will choose it)
- Web search readings (exchange information in class)

LISTENING

- Listening to songs: lyrics (Teacher will choose them with students)
- Watching videos (DVD) (Teacher will choose them with student according to the topic they're working on)
- Listening to radios (ex: BBC or CNN radios through internet)

Events

See Events Calendar 2008 – Curriculum C

Methodology for testing

Placement test: will be used once during the year, one week before classes have started and it will apply on to new students of the institute. It will evaluate these new students' previous knowledge in order to decide the best course for them.

Diagnostic test: will be used once during the year, three weeks after the classes have started. It will evaluate how students are in relation to contents learned in previous courses.

Term tests: will be used twice during the year, the first one will take place the last week of June or the first week of July (before winter holidays) and the second one will take place 45 days before the classes finish. The first term test will evaluate the content covered from March to June, and the second term test will evaluate the content covered from July (week after the winter holidays) to October. Both term tests will consist of a Written Term test and an Oral Term Test.

Final test: will be used once during the year, one week before the classes finish. It will evaluate the content of the whole syllabus. It will consist of a Written Final test and an Oral Final Test.

*Students who plan to sit for FCE will have extra tests to rehearse.

Scores and marks: all tests are passed with 60% (Average), although it is considered that a satisfactory performance is above 70% (Above average).

External exam:

FCE - University of Cambridge (optional)

RECOMMENDED MATERIAL:

'Language to go' Upper -Intermediate by Longman (students book and activity book).

*Students who plan to sit for FCE will have extra material such as Handouts.

CURRICULUM 'D': SYLLABUS 2008

COURSE: BUSINESS 1

LEVEL: PRE-INTERMEDIATE

WEEKLY HOURS: 4

OBJECTIVE:

By the end of the course students should be able to:

- Use and recognize the grammatical forms and structures listed below in the oral and written texts-
- Use and recognize the vocabulary listed below in the oral and written texts
- Understand the vocabulary meaning and use appropriate spelling and pronunciation
- Produce oral and written expressions and texts
- Comprehend oral and written languages

in order to reach the level required by BEC Level 1 (University of Cambridge)

CONTENT (Use of English)

GRAMMAR

NEW TOPICS

- Present Simple (positive and negative - questions)
- Present Continuous (positive and negative - questions)
- Countable and Uncountable nouns
- Offers and requests
- Past simple (positive and negative - questions)
- Modals of possibility (can – could – able to)
- Comparatives
- Superlatives
- Future –ing and will

- The imperative (direct commands, requests, and prohibitions)
- Modals of obligation (must and have to)
- Review of tenses

VOCABULARY

- Jobs (policeman, pilot, teacher, lawyer, president and its responsibilities)
- Being polite (please, thank you, bless you, my pleasure, pardon me, Sir, Mr., Madam and its usage)
- Closing a deal (related words and verbs)
- Money (account, bank statement, budget, cash, check, currency, etc)
- Immigration (immigrate, emigrate, etc.)

PRODUCTIVE SKILLS

SPEAKING

- Introducing yourself
- Greeting people
- Taking decisions
- Showing reactions
- Making appointments
- Explaining what to do
- Making suggestions
- Describing your job, holiday, trip, etc

WRITING

- Writing an e-mail / memo

- Writing a short description
- Writing reports (head, body and conclusion)
- Writing informal letters to friends
- Writing formal letters (apply for a job)

RECEPTIVE SKILLS

LISTENING

- Listening songs: lyrics (Teacher will choose them with students)
- Watching videos (DVD) (Teacher will choose them with student according to the topic they're working on)
- Listening to radios – TV (ex: BBC or CNN radios through internet)

READING

- Different strategies to read: : skimming, scanning or studying
- Reading and getting the main points
- Multiple choice articles (reading and comprehension)
- Extra material related to jobs (articles, magazines, short stories, news papers, etc)
- Web search reading

Events

See Events Calendar 2008 – Curriculum D

Methodology for testing

Placement test: will be used once during the year, one week before classes have started and it will apply on to new students of the institute. It will evaluate these new students' previous knowledge in order to decide the best course for them.

Term tests: will be used twice during the year, the first one will take place the last week of June or the first week of July (before winter holidays) and the second one will take place 45 days before the classes finish. The first term test will evaluate the content covered from March to June, and the second term test will evaluate the content covered from July (week after the winter holidays) to October. Both term tests will consist of a Written Term test and an Oral Term Test.

Final test: will be used once during the year, one week before the classes finish. It will evaluate the content of the whole syllabus. It will consist of a Written Final test and an Oral Final Test.

Scores and marks: all tests are passed with 60% (Average), although it is considered that a satisfactory performance is above 70% (Above average).

External exam:

BEC Level 1 - University of Cambridge (optional)

RECOMMENDED MATERIAL:

'Intelligent Business' Pre-intermediate by Longman (students' book and activity book)

CURRICULIM 'D': SYLLABUS 2008

COURSE: BUSINESS 2

LEVEL: INTERMEDIATE

WEEKLY HOURS: 4

OBJECTIVE:

By the end of the course students should be able to:

- Use and recognize the grammatical forms and structures listed below in the oral and written texts-
- Use and recognize the vocabulary listed below in the oral and written texts
- Understand the vocabulary meaning and use appropriate spelling and pronunciation
- Produce oral and written expressions and texts
- Comprehend oral and written languages

in order to reach the level required by BEC Level 2 (University of Cambridge)

CONTENT (Use of English)

GRAMMAR

REVISION

- Present Simple (positive and negative - questions)
- Present Continuous (positive and negative - questions)
- Future forms (positive and negative - questions)
- Comparatives
- Superlatives

NEW TOPICS

- Articles (definite -the- and indefinite -a, an)
- Present Perfect (positive and negative - questions)
- Modal verbs of likelihood
- Conditional sentences I y II
- Adjectives and Adverbs (time and place)
- Relative Pronouns (that – who)
- Conditional Sentences III
- Gerunds and infinitives
- Modal verb of Obligation (must and have to)
- Reported Speech: question, statement and commands)
- Past Modals (could – had to –must have)

VOCABULARY

- Development and the environment (acid rain, animal welfare, endangered species, solar energy, global warming, etc)
- Corporate companies (partner, member, competitor, organizations, etc.)
- Supply chain management (supplier, client, importer, exporter, etc.)
- Product development (different products: dairy products: milk, meat, vegetables, etc.)

PRODUCTIVE SKILLS

SPEAKING

- Short presentations (business, products and ways of selling)
- Making and responding to suggestions (selling and buying)

- Giving reasons about business
- Making and responding to offers (suppliers and clients)
- Summarising (ideas after a meeting)
- Closing a deal (pro and cons)

WRITING

- Describing your job
- Pro and cons paragraphs
- Writing formal letters
- Writing informal letters
- Writing transactional letters

RECEPTIVE SKILLS

READING

- Reading and getting the main points
- Multiple choice articles
- Different strategies to read: skimming, scanning or studying
- Extra material related to their jobs (Articles, magazines, short stories, news papers, etc)
- Web search

LISTENING

- Listening to songs: lyrics (Teacher will choose them with students)
- Watching videos (DVD) (Teacher will choose them with student according to the topic they're working on)

- Listening to radios (Ex: BBC or CNN radios through internet)

Events

See Events Calendar 2008 – Curriculum D

Methodology for testing

Placement test: will be used once during the year, one week before classes have started and it will apply on to new students of the institute. It will evaluate these new students' previous knowledge in order to decide the best course for them.

Diagnostic test: will be used once during the year, three weeks after the classes have started. It will evaluate how students are in relation to contents learned in previous courses.

Term tests: will be used twice during the year, the first one will take place the last week of June or the first week of July (before winter holidays) and the second one will take place 45 days before the classes finish. The first term test will evaluate the content covered from March to June, and the second term test will evaluate the content covered from July (week after the winter holidays) to October. Both term tests will consist of a Written Term test and an Oral Term Test.

Final test: will be used once during the year, one week before the classes finish. It will evaluate the content of the whole syllabus. It will consist of a Written Final test and an Oral Final Test.

Scores and marks: all tests are passed with 60% (Average), although it is considered that a satisfactory performance is above 70% (Above average).

External exam:

BEC Level 2 - University of Cambridge (**optional**)

RECOMMENDED MATERIAL:

'Intelligent Business' Intermediate by Longman (students' book and activity book).

CURRICULUM 'D': SYLLABUS 2008

COURSE: BUSINESS 3

LEVEL: UPPER-INTERMEDIATE

WEEKLY HOURS: 4

GENERAL OBJECTIVE:

By the end of the course students should be able to:

- Use and recognize the grammatical forms and structures listed below in the oral and written texts-
- Use and recognize the vocabulary listed below in the oral and written texts
- Understand the vocabulary meaning and use appropriate spelling and pronunciation
- Produce oral and written expressions and texts
- Comprehend oral and written languages

In order to reach the level required by BEC Level 3 (University of Cambridge)

CONTENT (Use of English)

GRAMMAR

REVISION

- Review of tenses
- Articles (definite -the- and indefinite -a, an)
- Modal forms
- Relative clauses (that – who)
- Conditionals
- Future forms –ing and will

NEW TOPICS

- Gerund and infinitives
- Adjectives and adverbs
- Time clauses (before – after –when – while)
- Clauses and sentence construction
- Reported speech: question, commands and statements

VOCABULARY

- Money (cash, checks, credit card, account statement, invoices, etc.)
- Travelling / air port (related words and verbs)
- Food and drink (fast food, snack, special meals and drinks)
- British and American words (differences)
- Meetings (roles: facilitator, moderator, note taker, participants, etc)

PRODUCTIVE SKILLS

SPEAKING

- Setting goals (plan for your company)
- Team building (pro and cons)
- Storytelling (money, immigration, special meals)
- Dealing with people at work (related words and verbs)
- Problem-solving (solutions)
- Presentations (travelling)
- Handling conflict (reasons, solutions, etc.)
- Reporting a meeting

WRITING

- Describing your goals
- Summarizing texts
- Writing stories
- Writing dialogues
- Writing reports
- Writing informal and formal letters
- Writing for and against paragraphs

RECEPTIVE SKILLS

READING

- Reading and getting the main points
- Reading multiple choice articles
- Extra material related to their jobs, life, etc.

LISTENING

- Listening to songs: lyrics (Teacher will choose them with students)
- Watching videos (DVD) (Teacher will choose them with student according to the topic they're working on)
- Listening to radios

English culture

See Events Calendar 2008 – Curriculum D

Methodology for testing

Placement test: will be used once during the year, one week before classes have started and it will apply on to new students of the institute. It will evaluate these new students' previous knowledge in order to decide the best course for them.

Diagnostic test: will be used once during the year, three weeks after the classes have started. It will evaluate how students are in relation to contents learned in previous courses.

Term tests: will be used twice during the year, the first one will take place the last week of June or the first week of July (before winter holidays) and the second one will take place 45 days before the classes finish. The first term test will evaluate the content covered from March to June, and the second term test will evaluate the content covered from July (week after the winter holidays) to October. Both term tests will consist of a Written Term test and an Oral Term Test.

Final test: will be used once during the year, one week before the classes finish. It will evaluate the content of the whole syllabus. It will consist of a Written Final test and an Oral Final Test.

Scores and marks: all tests are passed with 60% (Average), although it is considered that a satisfactory performance is above 70% (Above average).

External exam:

BEC Level 3 - University of Cambridge (optional)

RECOMMENDED MATERIAL:

'Intelligent Business' Upper-intermediate by Longman (students' book and activity book).

GRAMMAR CHART: CURRICULUM “C”

The chart is at the end in the appendix

GRAMMAR CHART: CURRICULUM “D”

The chart is at the end in the appendix

Curriculum “C”: Events’ Calendar 2008

March 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1- St. David
2-	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17- St. Patrick	18	19	20	21	22
23- Easter	24	25	26	27	28 – Celebrate Birthday from January to March.	29
30	31					

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April 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1- April Fool's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23- St. George	24	25	26
27	28	29	30			

May 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1- May Day	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 – Celebrate birthdays from March to May	31

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June 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25- Celebrate birthdays from May to July	26

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27	28	29	30	31		
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August 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27- Book Club	28	29- Book Club	30
31						

September 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6

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7	8	9	10	11	12- Teachers day	13
14	15	16	17	18	19- Student's day	20
21	22	23	24	25	26- Celebrate birthdays from July to Sept.	27
28	29	30				

October 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25- Immersion day
26	27	28	29	30	31- Halloween	

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November 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5- Bonfire night /Guy Fawkes	6	7	8
9- Remembrance	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 – Celebrate birthdays from Sept to December	29
30- St. Andrew						

December 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5- Talk with natives	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

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21	22	23	24	25- Christmas	26	27
28	29	30	31			

Curriculum "D": Events' Calendar 2008

March 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1- St. David
2-	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17- St.Patrick	18	19	20	21	22
23- Easter	24	25	26	27	28 – Celebrate Birthdays from January to March -	29
30	31					

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April 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1- April Fool's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23- St. George	24	25	26
27	28	29	30			

May 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1- May Day	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16- Book club	17
18	19	20	21	22	23	24
25	26	27	28	29	30- Celebrate Birthdays from March to May	31

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June 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27- Celebrate Birthdays from May to July	28
29	30					

July 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4- Breakfast - meeting	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

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27	28	29	30	31		
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August 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12- Teachers Day	13
14	15	16	17	18	19- Students day	20

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21	22	23	24	25	26 -Celebrate Birthdays from July to Sept.	27
28	29	30				

October 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31- Halloween	

November 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5- Bonfire night /Guy Fawkes	6	7	8

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9- Remembrance	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 -Celebrate Birthdays from Sept to December	29
30- St. Andrew						

December 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25- Christmas	26	27
28	29	30	31			

For the most popular celebrations in UK, I have planned the way each one will be celebrated:

- St. David, St. George, Fool's Day, May Day, Guy Fawkes, Easter, Remembrance, St. Andrew's, and Christmas: students will work is choosing at the beginning of the year a popular celebration and when their turn comes they will have the freedom to prepare a presentation, bring readings related to their topic, bring a short video, prepare games, crosswords, etc.
- Breakfast: this activity will be used to simulate meetings, business meetings and to celebrate birthdays.
- Halloween: students will visit a Hunted Mansion situated in Argüello (every year the Mansion receives guests).

CHAPTER 5:

Identity and Integrated Communications Strategy

BRIEF

Skills English Institute

Skills is an institute which offers English courses to children, adolescents and adults. Marcela Masse de Centeno is the owner. She is an English teacher graduated from Facultad de Lenguas. Because she is also the headmistress, she is in charge of the Language Department. Her sister, Soledad Masse, works at the institute. She is an English translator graduated from Facultad de Lenguas, and is in charge of the Administrative Department.

Skills English Institute entered the market more than 10 years ago in 1994, and from then on it has been situated in the same house on Elías Yofre 1079 in Jardín neighborhood.

Vision

No established vision.

Mission

No established mission.

Values

Skills English Institute values are:

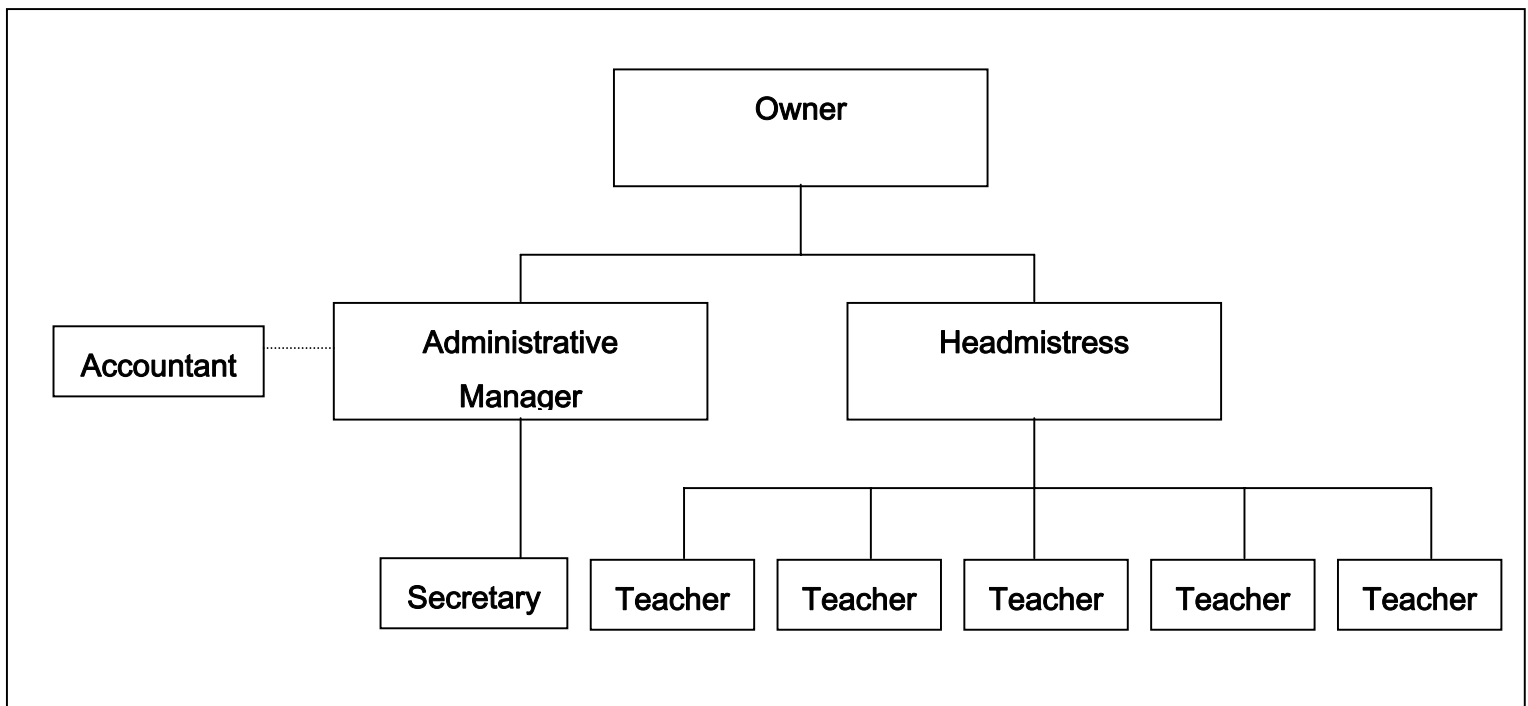
- Friendly and comfortable atmosphere
- Commitment to clients

Objectives

Although Skills does not have written objectives, during the interview Marcela Masse told us that every year they try to reach the following ones:

- Maintain their current clients
- Gain more clients

Organizational Chart of Skills English Institute



Structure and Human Resources

Above there is a hierarchical organizational chart of Skills English Institute which shows the organization of the institute's structure showing the managers and sub-workers and their relationship in the organization. The staff consists of Marcela Masse de Centeno who is the owner, headmistress (Manager of Language department), and also teaches. Her responsibilities are the development of curriculum, the coordination of all curricula activities, the selection of personnel, the selection of books and other materials, decision making process for the management of the whole institute, and teaching. Soledad Masse is the Administrative Manager and a teacher. She has the function of dealing with cash flow, fees and employees' salaries. She consults an accountant who deals with the basic administrative activities of the institute. As it can be seen on the organizational chart above, the accountant is an external human resource the institute has, reason why it is included in the chart with dotted lines. Marcela as the Administrative Manager is in charge of a secretary who helps her with the daily and more basic administrative tasks. Marcela Masse as the Headmistress is in charge of the Language department. This department is composed by Marcela Masse who is the headmistress and a teacher, Soledad Masse who is also a teacher, and three other teachers. The three teachers are between 24 and 32 years old and graduate from university. The headmistress is in charge of selecting, training and evaluating them. The requirements to get the job are:

- Somebody known by the owners or somebody recommended
- Young people
- Responsible people
- Graduated English teachers or in the last years of university

In terms of leadership that is manner of providing directions, implementing plans and motivating people, the owner is a democratic type of leader.

Internal Communication

Marcela Masse maintains a fluid communication with her sister, the secretary and the three teachers. Communication is two-way, meaning both agents transmit information. Regarding organizational levels the communication is vertical when it occurs between one level of authority and another and horizontal if the level of authority is the same. In both cases communication is primarily done in person and in a fluid and informal way.

External Communication

The clients know the institute by word of mouth. This strategy and one or two graphic ads on the neighborhood magazine are the only actions that Skills is using regarding communication nowadays.

Competitive market

Competitors

The main competitors are I.I.C.A.N.A. Barrio Jardín and Hill Brook Institute.

Alliances

Skills does not have any alliances.

Competitive Strategies

Skills does not have a defined strategy, but from observation it can be concluded that their basic strategy is to work in a friendly atmosphere, where everybody knows each other.

Target market

- Children and adolescents

Demographic description: These clients are between 7 and 18 years old. They are primary and secondary school students from Jardín neighborhood and the neighborhoods around it.

Psychographic description: they are studying English as part of their education. Their parents send them because they see the importance of learning English as a tool for their sons' and daughters' future career.

Total of current clients: 98 students.

- Adults

Demographic description: Clients from 18 years old and up. Most of them are 24 years old or up, professionals and from Jardín neighborhood and the surrounding neighborhoods.

Psychographic description: These students need English for their career development or they have been studying this language since they were children and they do not want to forget what they have already learnt.

Total of current clients: 16 students.

Services

Skills offers English courses for children, adolescents and adults. Lessons are twice a week for all the levels. They consist of 6 weekly hours for children and 4 for adolescents and adults.

Sales

Buying behavior and frequency

Registration is only allowed in March and April. The courses start a week after school.

Fee:

- Children and Adolescents:
 - Registration fee \$50
 - Monthly fee (March and December) \$50
 - Monthly fee (from April to November) \$100
- Adults:
 - Registration fee \$50
 - Monthly fee (March and December) \$60
 - Monthly fee (from April to November) \$120

SWOT Analysis

Internal Analysis		External Analysis	
Strengths	Weaknesses	Opportunities	Threats
<p>* Friendly and comfortable atmosphere.</p> <p>* Well trained teachers.</p> <p>* Personalized service.</p> <p>* Strategic location (main street).</p> <p>* 13 years of experience in the field.</p> <p>* Fluid communication between owner and teachers, and among teachers.</p>	<p>* No alliances with companies related to the field.</p> <p>*Lacks communication strategies.</p> <p>* Services are standard and do not offer any special, differential or added value to the clients.</p>	<p>* English is the most demanded foreign language by Cordoba's market.</p> <p>* As the market demand, is high new clients can be gained through a strategic plan.</p> <p>*There are several companies in Cordoba which offer immersion English trips.</p>	<p>* Argentinian unstable economy.</p> <p>* On-line English courses.</p> <p>* Expensive material (books, tapes, DVDs, etc) because of dollar-peso exchange.</p>

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*The owner's personality motivates staff and creates a positive atmosphere. *Clients' Data base.			
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IDENTITY AND INTEGRATED COMMUNICATIONS STRATEGY

- **Objective**

Increase their portfolio of clients in a 15% in reference to the current number (114 students April 2007), through an integrated communication strategy focused on communication of the company's advantage (warm atmosphere and the learning of the language and its culture) in the term of six months.

- **Calendar**

Launch date: November 2007

End date: April 2008

- **Old name**

Skills English Institute

- Old logo



- New name

English Home

- New logo



English Home

The new brand name shows in an explicit way the warm atmosphere in which the institute was created.

Since the institute has an open group dynamics, where teachers and students coexist, the place is perceived as a home, as a place where there is informality and freedom to learn. The idea of home transmits the intention to house the expectations of each student.

English Home is trying to settle on the market as an institute where the clients can learn the language in different ways, including experiences and special circumstances.

The brand's pronunciation is simple and easy to recall, favoring brand awareness. The relation of the new brand name with the logo is direct since people see a house painted with the colors and design of the English flag.

- **Slogan**

Where you learn and live English

The slogan has a direct relationship with the name, and with the institute's culture. The slogan derives from the spirit with which English Home teaches English every day. It is well known that in this place students internalize the academic contents perfectly. However, the reference to the phrase 'live English', lays emphasis on the added value of the institute. It is a differential factor compared to English Home's competitors. The slogan states clearly that English can be experimented.

The slogan 'Where you learn and live English' aims at current students and potential ones. The aim is that they see the necessity of learning English as a tool that allows them to cope with their own personal objectives or their objective at work.

Finally, it is important to make clear that the atmosphere in which the language is taught is very friendly, joyful and there is a good predisposition of all the staff. Therefore, all these elements are essentially outstanding added values.

- **Logo**

This is the second step of the configuration of the new identity. The logo derives from the name. The graphic design of the home in the logo reflects an English style. It also tries to connote the closeness to the neighborhood; that is why you can see a person inside. Colors blue, red and white are closely related to the British culture. As it may seem obvious, the graphic identification helps to recognize the logo in a very simple way. It is important to bear in mind that the icon is oriented to the public in general.

Communication strategies of launching campaign

Below are all the tools which will be used in this introduction campaign of English Home. Since today's communication is a complex process which can be developed through various disciplines, the tools comprehend 3 main communication areas: Direct Marketing, Advertising and Promotions. This introduction campaign consists of a zone plan that is the introduction of the services, in this case, English courses with a plus, in a limited geographic zone which surrounds the institute.

Direct Marketing

Action 1: English Tea Box

Tea is a distinctive English sign. For this reason, in order to reach potential clients, it would be impressive, creative and innovative to give out a tea box as a present. The box will be delivered together with a brochure (see new image brochure description below). When the owner delivers the box she will ask these potential clients their e-mail addresses and somebody else's e-mail address who can be interested in receiving information.

Target: current clients of adult courses and potential clients. Since the owner has been living in the neighborhood for more than ten years, so she knows who the potential clients are.

Communication channel: the boxes will be given to current clients (only adults) by the end of November 2007 as a goodbye present of the year. To potential clients the boxes will be delivered personally by the English Home owner, door to door communication.

Budget: \$420 for 100 tea boxes and \$200 for 2000 tea bags.

Total budget for action 1: \$620



Action 2: Logo's box

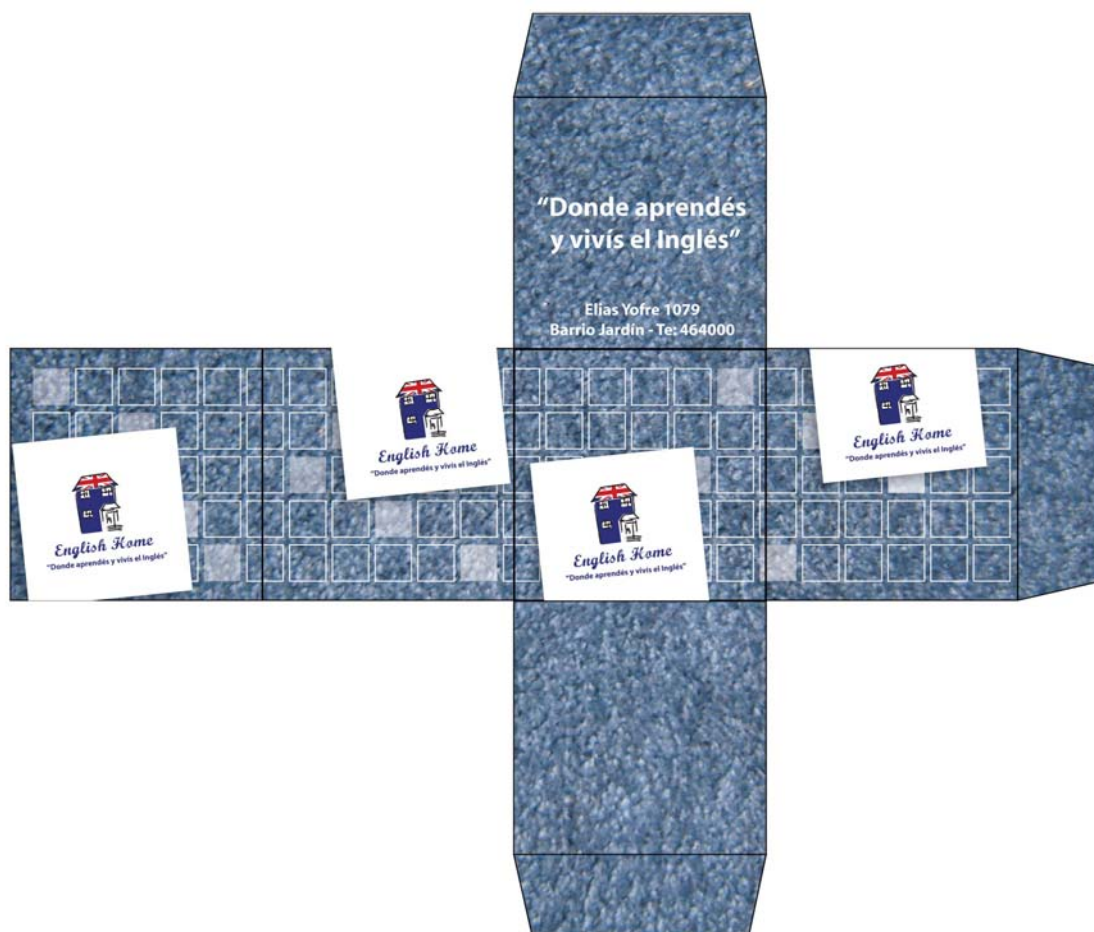
This is cardboard packing. This container box will be used for special occasions as Mother's day, Father's day, Christmas or any other celebration. English Home students (especially children) may prepare traditional food from England (cookies, scones, handcrafts, etc.) that could be put into the logo's box to give as presents. These boxes can be distributed to students' parents or suppliers with the aim of developing loyalty.

Target: current children and adolescent clients.

Communication channel: the boxes will be given to current clients (only children and adolescents) by the end of November 2007 as a goodbye present of the year.

Budget: \$890 + VAT for 100 logo's boxes.

Total budget for action 2: \$1076, 90



Advertising

Action 3:

- a – Two images brochure print version
- b- Two images brochure digital version

Brochures will be sent out in order to let the clients know the new institute's identity and image. These will include the new and old logo, the new brand name and it will inform about the improved and new services. This type of corporate image

advertising minimizes the churn rate and brand switching reinforcing clients' loyalty. This action will have two versions: version "a" is the printed one and version "b" is the digital one.

Target: current clients.

Communication channels: it will be attached to November's fee receipt (2007) and also sent by e-mail to all the institute's data base the first days of December (2007).

Budget: \$380 + VAT for 120 change of image brochures.

Total budget for action 3: \$459, 80

SKILLS ENGLISH INSTITUTE

**¡HACE 10 AÑOS QUE TE ENSEÑAMOS INGLÉS...
AHORA TE ACOMPAÑAMOS A VIVIRLO!**

English Home crece junto a vos. Por eso, renueva su imagen y comparte la nueva Identidad Corporativa con todos los vecinos y alumnos que nos ayudan a superarnos. Veni al instituto y comprobalo vos mismo. Te esperamos como todos los años.

Seguimos ofreciendo:

- Inglés general para niños, adolescentes y adultos.
- Inglés de negocios
- Traducciones.
- Exámenes de Universidad de Cambridge: P.E.T., F.C.E. y B.E.C.

Importantes beneficios:

- Profesores de alto perfil profesional.
- Festejos especiales en fechas tradicionales Inglesas.
- Interacción con nativos británicos.
- Excursiones en Inglés:
 - City Tour
 - Fin de semana en las sierras
- Descuentos en Librerías SBS y Greek Video Club
- Book Club.
- DVD Club.

English Home
Donde aprendés y vivís el Inglés

Horarios: De Lunes a Viernes de 8:00 a 20:30hs
y Sábados de 9:00 a 12:30hs
Informes e inscripciones: Elías Yofre 1079
Barrio Jardín - Te: 4640000

Action 4:

A - New image brochure print version

b – New image brochure digital version

Informative brochure about English Home. This action will have two versions: version “a” is the printed one and version “b” is the digital one.

Target: Potential clients.

Communication channels: they will be sent out in strategic points. These points will be Disco Shop (two blocks from the institute), Taborín, Gobernador Alvarez and Monjas Azules Schools at school leaving time, and by direct e-mail advertising to the institute’s data base and all the staff personal contacts.

Budget: \$590 + VAT for 2000 new image brochures.

Total budget for action 4: \$713, 90



Action 5: Book Club and DVD Club

The library currently exists but it is not advertised. It will be completed with books given by Longman as all the books which will be used belong to this editorial. The alliance with Longman includes the materials for each course: students' book, teachers' book, DVD, flashcards and others. The name of the library will be Book Club.

As to the DVD Club, the institute already has the necessary equipments but it does not have updated films (DVDs). For this reason, an alliance with Video Club Greek, which has three branches in San Vicente, Nueva Córdoba and Barrio Jardín, will

be built. The two last branches are in the area of influence of English Home. In this way, Greek will supply the institute with digital material: films, documentaries in English, English serials, and specific material English Home might require (TV programmes, conferences, and others).

Other communication actions in which these benefits will be advertised are the two images brochure, the new image brochure and the graphic advertisement.

Target: only the institute's clients will take advantage of these two benefits. But, the Book Club and the DVD club will be used in other communication pieces as a competitive advantages to attract new clients, so it will also be targeted to current clients.

Communication channel: not applicable.

Budget: \$0

Total budget for action 5: \$0

Action 6- Graphic Advertisement

Informative graphic advertisement about English Home and its new benefits.

Target: current clients, potential clients and public in general.

Communication channels: Soluciones Zona Sur Magazine. This magazine is given for free in Nueva Cordoba, Rogelio Martínez, Jardín Espinosa, Jardín, Iponá, Jockey Club, Tejas del Sur, Barrancas del Sur, Fortín del Pozo and El Algarrobo. The other communication channel is direct e-mail advertising to all current clients and potential ones.

Budget: \$150 monthly for a full-page advertisement.

Total budget for action 6: \$450



Inscripciones abiertas

Nuestros servicios:

- Inglés general para niños, adolescente y adultos
- Inglés de negocios
- Traducciones
- Exámenes de la Universidad de Cambridge: P.E.T., F.C.E. y B.E.C

Importantes beneficios:

- Festejo de fechas tradicionales Inglesas
- Interacción con nativos
- Excursiones en Inglés
- Book Club
- DVD Club
- y más!

Lunes a Viernes de 8:00 a 20:30hs. - Sábados de 9:00 a 12:30hs.
Informes e inscripciones:
Eliás Yofre 1079 - Barrio Jardín - Te: 4640000

Action 7- School Bus sticker

Currently, some students use school buses to attend classes. Two vans take children and adolescents to school and then to the institute. The idea is to put a sticker on these vans' sides, in order to advertise English Home, the owners of the school buses will be paid for this service by the Institute. Two plotted vans will promote the institute in the area of influence.

Target: current, potential clients and public in general.

Communication channel: 2 school buses.

Budget: \$450 + VAT for 2 stickers and \$75 monthly to each van's owner for the publicity on their school buses.

Total budget for action 7: \$844, 50



Action 8: Street Banners

Four banners will be posted in the main streets of the following neighborhoods: Jardín, Jardín Espinosa, at the entrance of Jockey Club and Iponá.

Target: current clients, potential clients and public in general.

Communication channel: not applicable.

Budget: \$80 for 4 street banners.

Total budget for action 8: \$80



Action 9: Corporate image: Wall signs

Three wall signs will be the outdoor advertising in the institute's building. The three wall signs are fundamental for the corporate image. The first one will have the institute's brand name and the new logo. The second one will have an informative function displaying the services the institute offers. And, the third wall sign will have contact information.

Target: Current clients, potential clients and public in general.

Communication channel: not applicable.

Budget: \$240 for 2 square wall signs and \$180 for 1 rectangular wall sign.

Total budget for action 9: \$420



English Home

- Inglés general para niños, adolescentes y adultos.
- Inglés de negocios.
- Traducciones.
- Exámenes de Universidad de Cambridge: P.E.T., F.C.E y B.E.C

Informes e inscripciones:
Te: **4640000**



 <p><i>English Home</i> Donde aprendés y vivís el Inglés</p>	<p>Informes e inscripciones Te: 4640000</p>
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Pictures of the building nowadays



Pre- view picture of how English Home will look with the wall signs





Promotions

Action 10: Diploma and benefits for students with the highest performances

At the end of every academic year, English Home will reward those students with the highest performances giving them a diploma and the following prizes. First prize: A discount of 10% for all the fees during a whole year, which is the year after the current one. Second prize: free registration for the following year. This action will motivate current clients and reward them for their loyalty.

Target: Current clients.

Communication channel: diplomas will be given personally by the teachers and the Headmistress to the winners.

Budget: \$270 + VAT for 60 diplomas

First prize (children and adolescents): \$90 for fees discount for a whole year per student, \$990 for fees discount for a whole year for all courses.

Second prize (children and adolescents): \$50 for free registration per student, \$550 for free registration for all courses.

First prize (adults): \$108 for fees discount for a whole year per student, \$756 for fees discount for a whole year for all courses.

Second prize (adults): \$60 for free registration per student, \$420 for free registration for all courses.

Total budget for action 10: \$3.042, 70 for all year 2008.



Action 11: Special benefits card

All English Home students will have discounts in SBS Library and Greek Video Clubs. This action will give clients an exclusive benefit.

These alliances will be an advantage for the three partners. English Home will have a benefit to offer its students. Greek and SBS will hang up graphic ads of their companies in English Home, so Greek and SBS will benefit with advertising.

It is important to state that SBS and Greek have a good image in the community, specially in the education and recreation sectors.

Having in mind the diversity of ages and profiles of students, who are between 7 and 40 years old, these alliances are appropriate for all clients regardless of their age. The benefit will be made effective when presenting a card.

Other communication pieces in which these benefits will be advertised: the two images brochure and the new image brochure.

Target: only current clients will use the benefits, although this action is also aimed at potential clients for them to perceive it as a competitive advantage.

Communication channel: not applicable.

Budget: \$130 + VAT for 200 special benefits cards.

Total budget for action 11: \$157, 30



Campaign schedule

TIMING	ACTIONS	TARGETS
Month 1: November 2007	Action 1 Action 2 Action 3a Action 4b Action 5 Action 9	Current clients Potential clients Public in general
Month 2: December 2007	Action 3b Action 4b Action 10	Current clients Potential clients
Month 3: January 2008	Not applicable	Not applicable
Month 4: February 2008	Action 4a Action 4b Action 6 Action 8	Current clients Potential clients Public in general
Month 5: March 2008	Action 4a Action 4b Action 6 Action 7 Action 11	Current clients Potential clients Public in general
Month 6: April 2008	Action 4b Action 6 Action 7	Current clients Potential clients Public in general

CHAPTER 6:

ROI

BUDGETS

Since nowadays Argentina's macro economy is going through an inflation process, all the prices below are estimated and are subject to variations. All the prices are in Argentinian currency.

Estimated Budget for services' development: Curricula

CURRICULA	BUDGET PER SYLLABUS	MONTHLY BUDGET
Curriculum A: 9 syllabuses	\$100 per syllabus	\$900
Curriculum B: 7 syllabuses	\$100 per syllabus	\$200
Curriculum C: 4 syllabuses	\$100 per syllabus	\$400
Curriculum D: 3 syllabuses	\$100 per syllabus	\$300
BUDGET FOR 4 CURRICULA		\$1.800

Estimated Budget for communication campaign

TIMING	BUDGET PER ACTION	MONTHLY BUDGET
Month 1: November 2007	\$620 for Action 1 \$1076,90 for Action 2 \$459, 80 for Action 3a \$0 for Action 4b \$0 for Action 5 \$420 Action 9	\$2.576,70
Month 2: December 2007	\$0 Action 3b \$0 Action 4b \$326, 70 Action 10	\$326, 70
Month 3: January 2008	Not applicable	\$0
Month 4: February 2008	\$356, 95 Action 4a \$0 Action 4b \$150 Action 6 \$80 Action 8	\$586,95
Month 5: March 2008	\$356, 95 Action 4a \$0 Action 4b \$150 Action 6 \$422, 25 Action 7 \$157, 30 Action 11	\$1086,50
Month 6: April 2008	\$0 Action 4b \$150 Action 6 \$422, 25 Action 7	\$572,25

Action 10 (Fee's discounts and free registrations)	\$2.716
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BUDGET FOR COMMUNICATION ACTIONS	\$7.865,10
PROFESSIONAL FEE	\$800
BUDGET OF COMMUNICATION CAMPAIGN	\$8665,10

As it can be seen in the chart above, there will be two types of payments for the communicative actions.

Cash payment: these actions will be paid cash during the whole campaign.

Therefore their total budget will be paid cash, see below.

Installments: these actions will be paid in account by installments, see below.

Action 1: English Tea Box

Total budget for action 1: \$620

Cash payment: November \$620

Action 2: Logo's box

Total budget for action 2: \$1076, 90

Cash payment: November \$1076,90

Action 3:

a – Two images brochure print version

Total budget for action 3a: \$459, 80

Cash payment: November \$459,80

b- Change of image brochure digital version

Total budget for action 3b: \$0

Payment: not applicable

Action 4:

a - New image brochure print version

Total budget for action 4a: \$713, 90

Installments: February \$356, 95 and March \$356, 95

b – New image brochure digital version

Total budget for action 4b: \$0

Payment: not applicable

Action 5: Book Club and DVD Club

Total budget for action 5: \$0

Payment: not applicable

Action 6- Graphic Advertisement

Total budget for action 6: \$450

Installments: February \$150, March \$150 and April \$150

Action 7- School Bus sticker

Total budget for action 7: \$844, 50

Installments: March \$422, 25 and April \$422, 25

Action 8: Street Banners

Total budget for action 8: \$80

Cash payment: February \$80

Action 9: Corporate image: Wall signs

Total budget for action 9: \$420

Cash payment: November \$420

Action 10: Diploma and benefits for students with the highest performances

Total budget for action 10: \$3.042, 70 for all year 2008.

Cash payments: December \$326, 70 for diplomas.

Fee discount and free registration will amount to \$2.716 and will be gradually reduced from the annual income. They will be considered expenses.

Action 11: Special benefits card

Total budget for action 11: \$157, 30

Cash payments: March \$157, 30

Estimated Budget for services development and communication campaign

BUDGET FOR COMMUNICATION CAMPAIGN	\$8665,10
BUDGET FOR 4 CURRICULA	\$1.800
TOTAL	\$10.465,10

ROI

Return on Investment (ROI) is a financial tool that measures the effectiveness of the investment.

ROI Equation

$$\text{Future incomes} / \text{Costs} = \text{ROI}$$

The numerator of the equation are future incomes which are the benefits of the project and the denominator are the costs incurred to obtain those benefits.

ROI Results

The analysis of ROI results will be measured following the chart below.

ROI qualification	Total
Excellent	++1
Very good	+1
Neutral:	1

Is the same to implement or not the actions.	
Wrong	-1
Very wrong	--1

ROI for English Home

Expected scenario

To increase English Home's portfolio of clients by a 15%, that is 17 new clients (15 children and adolescents and 2 adults), in reference to the current number (114 current clients).

$$\boxed{\$16.510 / \$10.465, 10= 1,57}$$

Optimistic scenario

To increase English Home's portfolio of clients by a 20%, that is 23 new clients (20 children and adolescents and 3 adults), in reference to the current number (114 current clients).

$\$22.390 / \$10.465, 10= 2,13$

Pessimistic scenario

To increase English Home's portfolio of clients by a 10%, that is 11 new clients (9 children and adolescents and 2 adults), in reference to the current number (114 current clients).

$\$10.810 / \$10.465, 10= 1,03$

CONCLUSION

When I started this project one of the first tasks was to settle the general objective which was to design a curriculum, create a new identity and design a plan of communication for Skills English Institute. I also stated the specific objectives of this project which were to design an English teaching curriculum for adult students, to plan events which reflect the culture of the target language and add them to the curriculum, to create a new strategic identity in order to position the institute in the Córdoba City market and to create an integrated communications strategy for the target market.

Regarding my first specific objective “to design an English teaching curriculum”, developed in Chapter 4, the first task was to do a needs analysis in order to know what clients, experts in the field and the owner of Skills English Institute thought it was relevant to include in the curricula. All the information gathered was analyzed and used to develop a complete set of syllabuses which detail all the grammar, vocabulary and skills students are going to be taught each year. Each syllabus also describes the annual objectives, the way students are going to be tested and the recommended material for each level.

The second specific objective “to plan events which reflect the culture of the target language”, developed in Chapter 4, needed a research in order to have raw data from natives. As the results of the needs analysis, done previously, showed that the market preferred British English, all the questionnaires were sent to British people and all the events planned are British. I developed useful calendars which describe all the British events each course will have during the year.

The last two specific objectives “to create a new strategic identity” and “to create an integrated communications strategy”, both developed in Chapter 5, required a Brief and a SWOT Analysis which provided me all the necessary information of the institute, the target market and the environment surrounding both of them. A new identity was developed, new name and new logo together with an integrated communication campaign which describes all the actions to be used, the timing and the ROI of the whole campaign application.

The project development required combining language and pedagogical, both theoretical and experiential knowledge with the business tools the course of studies has given me. Mixing so many disciplines have enriched the final outcome and have finally end up in a project very useful in real life. Seen this project from a business perspective, all the parts sum up to conformed a founded, complete and ready to be implemented Business Plan for Skills English Institute. I am proud of having been able to mix all the knowledge I have acquired during my years at University and been able to provide a plan which can be applied. As stated in the introduction this project is beneficial not only be for me, but also for Skills English Institute, and for ELT customers. I have applied all the knowledge learnt and trained myself during these two years of thesis development. Skills English Institute can immensely differentiate from the other Institutes by offering English courses which not only teach the foreign language but also the British culture and also applying distinctive communicative tools which show customers a new image and positions the institute in total different place to where it currently is. ELT customers are going to benefit from the application of this business plan because it raises the standards and fulfills not only the clients’ need for learning English but it also broaden their knowledge through several events and offers special benefits such as the book and DVD Club.

Personally this thesis has been for me a process in which I researched, discovered and applied knowledge from several disciplines. It has been a journey which let me

realized how important is to have as a professional the capacity and training to work in an inter-related way with disciplines which are not only your main discipline of proficiency. From the experience this thesis had given me and my professional experience at different positions over the last years I think the market highly values inter-disciplinary work. To sum up, my experience have been highly positive and I can proudly state that this project can be applied in real life and be useful to improve the institutes status.

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APPENDIX

Section 1: Fifteen surveys answered by clients.

Section 2: Survey answered by the owner of Skills English Institute.

Section 3: Four surveys answered by experts in the field.

Section 4: Personal interview with the owner of Skills English Institute.

Personal interview with Marcela Masse de Centeno

Position: Owner and Headmistress

Institution: Skills English Institute

1) Who is in charge of curriculum design?

I'm in charge of it, but I always consult my decisions with my sister Soledad, who is in charge of the administrative area.

2) What do you think is important to take into account when designing a curriculum?

The most important thing is to bear in mind long-term objectives, that is to say in our case the international exams we aim to.

3) Does Skills Institute have an institutionalized written curriculum?

When I started with Skills I made a written curriculum for the whole institute, but I have been making constant changes that are not written down on paper.

4) Do you think it is important to include cultural events to make EFL context closer to ESL context? Which events do you celebrate?

Yes, we always try to include knowledge about the English culture when teaching. For example, we celebrate Halloween, San Patrick's Day, and other typical holidays. Every time one of these events is celebrated we give students a general overview of the origins of the festivity.

5) From your experience, do you think clients prefer British or American English?

People don't know much about the differences between American and British English, but most of them, I would say almost 70% prefer the exams from Cambridge because of their, lets say: prestige. That's why we teach British English.

6) Which are the international exams students can sit for at Skills English Institute?

We offer PET and First, but they are optional. Students are the ones who choose to sit or not for these exams.

Section 5: Personal interviews with 4 experts in the field.

Personal interview with María Marta Bancalari de Gavier.

Position: Secondary English Coordinator

Institution: La Salle

1) What are the relevant items to take into account when designing a curriculum?

I think the most important thing you need to know is your students' short and long term aims and according to that you should design the curriculum and always bear in mind the importance of choosing a great book.

2) Do you think it is important to learn about the English culture when studying English as a foreign language?

Yes, it's very important because it's not the same to teach and to learn a language in isolation or in context. Several meanings of language are only understood if you know about their culture.

3) From your point of view, do you think clients prefer British or American English? Why?

I think people prefer British English because of its prestige. I have heard that people say that British English is better than others like American because they think it is the "original" one. Many make the comparison with Spanish, and they say that supposing they have to study Spanish they would choose to learn the one Spanish people talk and not the one Argentinians use.

4) Which are the external exams more requested by the market?

The most popular one is First Certificate, lots of people at least here in Córdoba sit for it every year.

Personal interview with Nenina Scagliotti Parker

Position: Headmistress

Institution: British School – Nueva Córdoba

1) What are the relevant items to take into account when designing a curriculum?

First of all, your students' needs and wants and the possibilities you have to fulfill those needs. After that, you have to set the objectives that should clearly define what the students will be able to do at the end of the course. For this it is crucial to design a syllabus. If your students need to sit for an exam for instance, the PET, you must teach them not only the language that they need for it, but also give them exercises and mock tests which follow the structure of what they will be required.

2) Do you think it is important to learn about the English culture when studying English as a foreign language?

I would say that it is a must. Although some institutes don't do it, nobody can think that it's not necessary to contextualize the language learning about its culture. It's absolutely impossible to teach English or any language without making some reference to cultural aspects. For instance, readings or listening are more motivating to students when they include information on England or the United States.

3) From your point of view, do you think clients prefer British or American English? Why?

Well, clients in our market prefer British English and that's why we are the "British" School, but that doesn't mean that we don't teach the general differences between them.

4) Which are the external exams more requested by the market?

Cambridge exams like PET or First, but mostly First is the most requested. Anyway in the latest years we are also offering the TOEFL simply because we noticed it's in big demand.

Personal interview with Marcia Reydak Obligado

Position: Primary English Coordinator

Institution: Academia Argüello - La Salle

1) Which are the relevant items to take into account when designing a curriculum?

Designing a curriculum is something difficult and challenging at the same time. What is important for me may not be so important for other teachers. First of all, I would state clearly my objectives as regards the age and level of the students. Having kind of a curriculum flow chart is very useful in order to follow a corresponding sequence of contents and its proper development. The four main skills have to be considered, so as to achieve the proper balance throughout the course.

2) Do you think it is important to learn about the English culture when studying English as a foreign language?

Absolutely, I think that students must know when, how and where English started. I used to teach history and social studies to students and they were delighted when they discovered how the language developed along the centuries. On the other hand, they were amazed at the number of people that speak the language in the world nowadays and for which purposes.

3) From your point of view, do you think clients prefer British or American English? Why?

Clients may be influenced by the "American way". This is mainly because of the impact of media on people. The most popular TV shows and films are made by American people. Business is run and sometimes also ruled by American policies or strategies. Nevertheless, when a manager has to study English during his daily schedule at work, he will probably use a British course book, for example, because at the "Facultad de Lenguas" most teachers are trained according to British parameters.

4) Which are the external exams more requested by the market?

I think this depends on the market. If the client or student does not have a clear objective such as studying in a foreign university he will probably choose the Cambridge exams because they are recognized all over the world and you do not need to validate them over the years. However if the client has chosen to join a postgraduate program in the States he will have to sit for the TOEFL exam with a specific level according to the university or college.

Personal interview with Mercedes Rodriguez Saa

Position: Owner and Headmistress

Institution: Brains Institute

Position: English teacher

Institution: Academia Argüello

1) What are the relevant items to take into account when designing a curriculum?

Always, always, always the students' needs and objectives. And from that on you should use all the tools and knowledge you know to create a plan to follow, which is a curriculum.

2) Do you think it is important to learn about the English culture when studying English as a foreign language?

Yes, of course it is. Whenever I teach I try to do it, and also students love to know about foreign customs.

3) From your point of view, do you think clients prefer British or American English? Why?

Well, it depends on the reason why they are studying English. I would say that children don't care, but when dealing with adults it depends on their jobs or professions. Most adults I've taught prefer British, because the exams they want to sit for are the Cambridge ones. Anyway, as nowadays a lot of people travel to The States to work or study, they need preparation mostly on the TOEFL.

4) Which are the external exams more requested by the market?

As I was explaining, First and TOEFL.

Section 6: Five questionnaires to native speakers.

From: <bokke69@hotmail.com>

To: Silvina Bisio <sil_bisio@hotmail.com>

Subject: Re: One favor...

Date: Wed, 12 Sep 2007 07:05:08 -0700

Below are the holidays and festivals that are perhaps the most important for us growing up and that we still celebrate with our children. In regards to whether a particular day or celebration is celebrated in school it depends on whether it is a day or boarding school. At boarding school the students are there on Sundays and in the evenings so will celebrate these at school. Generally these are not called holidays. Holidays will refer to Easter, May Day etc. when it is a working holiday (i.e. the banks, postoffices and stock exchange close). The day students will also celebrate these celebrations but with their families.

- Guy Fawkes
- Easter Sunday
- May Day
- Remembrance
- Shrove Tuesday
- Christmas
- New Years

Good luck with your project!

hope this helps,

brooke ☺

From: samp75@hotmail.com
To: sil_bisio@hotmail.com
Subject: Re: One favor
Date: Wed, 12 Sep 2007 5:48:22

Christmas, New Year and Easter are the most relevant ones. Others are Halloween, Bonfire, St. Andrews' Day, St. David's Day, St. Patrick's Day and St. George's Day. We celebrate them gathering with friends and having a meal, generally a very one. Children also participate in these meals and regarding the school activities it depends a lot on the school and the celebration.

Hope you are doing great!
Sam

From: serenamike16@hotmail.com
To: annaporrini@hotmail.com
Subject: Re: Questions
Date: Fri, 14 Sep 2007 00:13:13 +0000

1- Which are the most traditional celebrations, festive days and holidays in UK? Please, name at least 5
Easter, St Georges Day, Bonfire Night, Halloween and Christmas.

2- Which are the ones you consider more important? Why? Easter is the most important as this is when christians believe Jesus rose from the dead.

3- How do you celebrate them?

We celebrate them by going to church on Easter Sunday and giving gifts of chocolate eggs, a sign of a new beginning.

4- Which are the holidays celebrated at school? How are they celebrated?

Christmas is celebrated at school we put up a Christmas tree and decorate it with lights and tinsel, make Christmas cards and sing carols.

\$erenaX

De: R&R Forrester [mailto:rf@rforrester.net]

Enviado el: Lunes, 03 de Septiembre de 2007 07:10 p.m.

Para: Ana Porrini - Promedon Group

Asunto: Re: Please...thank you!!!

Shrove Tuesday - The day before Ash Wednesday and the day everyone traditionally has pancakes. Many villages throughout England have pancake races (running while flipping their pancakes and catching them in their frying pans!!) and it is traditionally the last day before fasting starts on Ash Wednesday for Lent. Although originally a religious day it is more often remembered these days for the pancakes!!

Ash Wednesday is the day fasting starts for Lent. Traditionally everyone gives us something for the 30 days of Lent. This is not a work holiday

Mothering Sunday is the English equivalent of Mothers Day and is celebrated by everyone giving cards and flowers to their mother's.

Good Friday, Easter Sunday, Easter Monday - Traditionally Easter includes all three days as a work holiday for everyone in the country and all schools had a Easter break with the Easter weekend in the middle. Today I believe this 3 day holiday is still observed.

May Day Holiday - May Day traditionally is the celebration of Spring and was celebrated on May 1st with maypole dancing (a tall pole with ribbons and each dancer holds a ribbon and threads between the other dancers while dancing around the pole. When finished they have successfully wrapped the ribbons around the pole). Some villages still celebrate with the maypole dancing but it has also now become International Workers Day. The day is always a holiday for everyone in the country and does not always fall on May 1.

Guy Fawkes - November the 5th is the night that bonfires are built across the country and fireworks set off. It is a reminder of the foiled plot to blow up the King of England and the Houses of Parliament in 1605 by Guy Fakwes and his friends. This is not a work holiday but celebrated in most villages across the country and certainly the boarding schools (where the students sleep).

Remembrance Day - also known as Poppy Day is always held on the Sunday nearest to November 11th. The Queen, other members of the royal family, armed forces leaders and important politically leaders lay a wreath of poppies during the outdoor service at the cenotaph statue in central London. It was originally called Armistice Day to remember those who had died in World War 1 but today it is the day the nation remembers those who have died in recent wars. Traditionally red paper poppies are sold throughout the country and worn by everyone on their coats as a symbol of remembrance. The money collected from the sale of these poppies goes to the the care of the men and women who have fought for our country. Boarding schools will again recognise this day.

Christmas Day - Probably the same as you celebrate in Argentina and always on December 25th - always a work holiday for everyone in the country.

Boxing Day - Always the day after christmas on December 26th also always a work holiday for everyone in the country. I believe this started as the traditional day that the servants in the big houses across the country had the day off (they would have worked on the 25th serving lunch etc) and the day they received their christmas present from the Lord and Lady of the house!!

New Years Day - This is a work holiday for everyone too!

Lots of love to you from us all

Rebecca xxxxxx

From: Anne Br <annefeurer@hotmail.com>

To: sil_bisio@hotmail.com

Subject: Re: One favor, thanks!

Date: Tue, 11 Sep 2007 10:00:04

- 1- Which are the most traditional celebrations, festive days and holidays in UK? Please, name at least 5
- 2- Which are the ones you consider more important? Why?
- 3- How do you celebrate them?
- 4- Which are the holidays celebrated at school? How are they celebrated?

1. Our most traditional holidays are New Year's Day, Valentine's Day, Easter, St. David's Day, St. Patrick's Day, April fool's Day, St. George's Day, May Day, Halloween, Bonfire night, St. Andrews' Day and Christmas.
2. To me, the most important ones are Christmas and Halloween. Christmas because it is a very special occasion in which you get together with mates, family and share things. Halloween is pretty funny. St. Patrick's is also fun, we have lots of fun and drink loads!
3. As mentioned above, we gather with family and mates. We make sure there is enough food for everyone. We usually have a potluck dinner, everyone brings a different kind of food to the place, so there s always plenty of delicious food to choose from!
4. We usually celebrate the holidays related to British history. We organize assemblies and kids dress like the people they are representing!

XOXOXO

Anne

Section 7: Immersion weekend

Section 8: Budgets

Section 9: Notes

Note 1: Both Brown and Graves differentiate between goals and objectives. For the purpose of this project we are going to follow Graves's definitions of goals and objectives.

Section 10: Grammar Charts

GRAMMAR CHART: CURRICULUM “C”

LEVELS	ADULTS 1	ADULTS 2	ADULTS 3	ADULTS 4
Grammar Topics to be taught		<p style="text-align: center;">REVISION</p> <ul style="list-style-type: none"> • Present simple and continuous • Past simple (regular and irregular) • Possessive adjectives / pronouns • Future predictions with will and won't • The future going to and will • Superlatives and Comparatives • Past simple and past continuous • Present perfect with yet and already 	<p style="text-align: center;">REVISION</p> <ul style="list-style-type: none"> • Present simple and continuous • Future with will and going to • Comparatives and superlatives • Present perfect simple • Conditional sentences I, II and III • Used to and would • Modal verbs for giving advice • Present perfect simple with yet , already and just 	<p style="text-align: center;">REVISION</p> <ul style="list-style-type: none"> • Review of tenses • Phrasal verbs (get, give) • Present perfect simple and continuous • Countable and uncountable nouns • Conditional sentences I, II and III • Defining relative clauses • Non-defining relative clauses

Universidad Empresarial Siglo 21
Project for Professional Application

<p>Grammar Topics to be taught</p>	<p style="text-align: center;">NEW TOPICS</p> <ul style="list-style-type: none"> • To be: am, is, are • Plurals: what is / are...? • To be: questions and negatives • Possessive adjectives and possessive's • Present simple (affirmative, questions and negatives) • A / an – some / any • Verbs + ING • Adverbs of frequency • Present Continuous (positive and negative - questions) • Can for ability • Past simple (was/were – positive and negative - questions) • Expressing quantities • GOING TO Future plans (positive and negative - questions) • Prepositions (in – on –under – etc.) • Linking words (because, so, although) • Comparatives • Superlatives • Would like, would prefer • Present perfect (finished use) • Have to / don't have to 	<p style="text-align: center;">NEW TOPICS</p> <ul style="list-style-type: none"> • Likes and dislikes + -ing forms +qualifying adverbs • Should / shouldn't and imperatives • Contrast between Present Perfect and Past Simple • Conditional sentences: Type 0 • Some, much, any, many, a lot of • Past ability with could and be good at • Conditional sentences: Type I • Like + ing and would like + infinitive with to • Present simple – passive • Have to / don't have to / mustn't • Adjectives ending in -ed and -ing • Would + infinitive without to • Verbs with -ing forms / infinitives with to • Relative clauses: Defining and Non-defining • Present deduction with must be, might be, can't be • So + adjectives / such + noun • Present perfect with for and since • Conditional sentences: Type II 	<p style="text-align: center;">NEW TOPICS</p> <ul style="list-style-type: none"> • Adverbs of purpose (in order to – so as to – so that –for – in case...) • Verb constructions for likes and dislikes • Verbs with two objects • Past perfect simple • Modal verbs to talk about future probability • Modal verbs for necessity and obligation • Contrast between Present Perfect Simple and Continuous • Contrast between past perfect and continuous • Have something done and reflexive pronouns • Future with will and will have done • Phrasal verbs (get, give, switch, turn and go) • Reported questions, statements and commands 	<p style="text-align: center;">NEW TOPICS</p> <ul style="list-style-type: none"> • Question tags • Phrasal verbs (bring, make, put, run) • Tenses describing future plans • Expressions of probability • Future in the past • Conditional sentences (mixed) • Modals for past deductions • Future perfect and continuous • Should have + if only / wish + past perfect • Inversion: Negatives and Restrictive Adverbs • If sentences with: wish, would rather, suppose, what if, if only.
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GRAMMAR CHART: CURRICULUM “D”

LEVELS	Business 1	Business 2	Business 3
Grammar Topics to be taught	REVISION	<p style="text-align: center;">REVISION</p> <ul style="list-style-type: none"> • Present Simple (positive and negative - questions) • Present Continuous (positive and negative - questions) • Future forms (positive and negative - questions) • Comparatives Superlatives 	<p style="text-align: center;">REVISION</p> <ul style="list-style-type: none"> • Review of tenses • Articles (definite -the- and indefinite -a, an) • Modal forms • Relative clauses (that – who) • Conditionals • Future forms –ing and will
Grammar Topics to be taught	<p style="text-align: center;">NEW TOPICS</p> <ul style="list-style-type: none"> • Present Simple (positive and negative - questions) • Present Continuous (positive and negative - questions) • Countable and Uncountable nouns • Offers and requests • Past simple (positive and negative - 	<p style="text-align: center;">NEW TOPICS</p> <ul style="list-style-type: none"> • Articles (definite -the- and indefinite -a, an) • Present Perfect (positive and negative - questions) • Modal verbs of likelihood • Conditional sentences I y II • Adjectives and Adverbs (time and 	<p style="text-align: center;">NEW TOPICS</p> <ul style="list-style-type: none"> • Gerund and infinitives • Adjectives and adverbs • Time clauses (before – after –when – while) • Clauses and sentence construction <p style="text-align: center;">Reported speech: question, commands and statements</p>

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	<p>questions)</p> <ul style="list-style-type: none">• Modals of possibility (can – could – able to)• Comparatives• Superlatives• Future –ing and will• The imperative (direct commands, requests, and prohibitions)• Modals of obligation (must and have to)• Review of tenses	<p>place)</p> <ul style="list-style-type: none">• Relative Pronouns (that – who)• Conditional Sentences III• Gerunds and infinitives• Modal verb of Obligation (must and have to)• Reported Speech: question, statement and commands)• Past Modals (could – had to –must have)	
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