



BUILDING BLOCKS:
“An EFL Tutoring Program”

BUILDING BLOCKS:
“Programa de Tutorías en Inglés como Lengua Extranjera”

ESCUELA DE IDIOMAS

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FACULTAD DE CIENCIAS HUMANAS
ESCUELA DE IDIOMAS
LICENCIATURA EN INGLES
BUCARAMANGA
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UNIVERSIDAD INDUSTRIAL DE SANTANDER
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ESCUELA DE IDIOMAS
LICENCIATURA EN INGLES
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DEDICATION

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Diana Patricia Gomez

DEDICATION

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RESUMEN

BUILDING BLOCKS:

“Programa de Tutorías en Inglés como Lengua Extranjera”¹

AUTORES: Lizbeth Maritza Cardenas Castro y Diana Patricia Gómez Pereira.

CONCEPTOS CLAVES: Diferencias individuales, estrategias de aprendizaje de una segunda lengua, programa curricular integrado, enfoque comunicativo para la enseñanza de una segunda lengua, aprendizaje independiente.

Building Blocks: *“Programa de Tutorías en Inglés como Lengua Extranjera”* es un proyecto de grado que corresponde a la categoría de trabajo social. De ésta forma busca contribuir a mejorar el nivel de inglés de los estudiantes de primer semestre de la Licenciatura en Inglés ofrecida por la Escuela de Idiomas de la Universidad Industrial de Santander -UIS-. Éste proyecto busca ayudar a los estudiantes que necesitan mejorar sus habilidades en el idioma inglés para que puedan tener una buena experiencia de aprendizaje.

Building Blocks ofrece un diagnóstico de las diferencias individuales incluyendo motivación, actitud, personalidad, estilo de aprendizaje para aprender una segunda lengua y estrategias de aprendizaje de una segunda lengua, usándolo como base para el diseño e implementación de un programa de tutorías usando el enfoque comunicativo para la enseñanza del inglés e integrando también estrategias de aprendizaje para una segunda lengua dentro de un programa curricular integrado.

Por medio de éste proyecto los estudiantes beneficiados son animados a ser independientes en su proceso de aprendizaje con la ayuda de tutores, quienes les brindan asistencia no solamente en el aprendizaje del inglés, sino también en el desarrollo de estrategias de estudio. A los estudiantes les son dadas herramientas y tácticas para convertirse en aprendices independientes y sobrellevar dificultades adaptándose al aprendizaje en la universidad.

**FACULTAD DE CIENCIAS HUMANAS
ESCUELA DE IDIOMAS**

DIRECTORA: CARMEN CELINA URIBE PICO Master en Educación Bilingüe y Multicultural

SUMMARY

BUILDING BLOCKS: *“An EFL Tutoring Program”²*

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KEY CONCEPTS: Individual Differences -ID-, Language Learning Strategies -LLS-, tutoring program, eclectic syllabus, Communicative Language Teaching -CLT-, independent language learning.

Building Blocks: “An EFL Tutoring Program” is a senior graduate project that belongs to the category of social work. Therefore, it seeks to contribute to enhance the English level of first semester students in the “*Licenciatura en Inglés*” offered by the School of Languages at “*Universidad Industrial de Santander*” -UIS-. The program provides academic support for freshmen students who are enrolled in the Pre intermediate English class. It aims at helping students who lack sufficient English speaking, listening, writing and reading skills to advance in their abilities, so that it will be possible for them to have a successful and rewarding learning experience.

The **Building Blocks** project offers a diagnosis of Individual Differences -ID- which includes motivation, attitudes, personality, learning styles -LLS-. It then uses these results to design and implement a tutoring program based on the Communicative Language Teaching -CLT- approach to integrate language learning strategies in the form of an eclectic syllabus.

Throughout this project freshmen are encouraged to become more self-directed learners with the help of tutors who give them assistance not only on language learning, but also on the development of successful study skills. Students are given tools and strategies to become independent learners and overcome difficulties adapting to university studying life.

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1. INTRODUCTION

"The greatest sign of success for a teacher... is to be able to say, "The children are now working as if I did not exist.""

Maria Montessori

"Universidad Industrial de Santander" -UIS- has been offering a *"Licenciatura en Inglés"* program through the School of Languages since 2002. The major goal of this program is to prepare English language teachers with the pedagogical knowledge and language skills to become successful English as a Foreign Language -EFL- teachers for Secondary Education.

To enter the study program, the students are expected to have achieved the Elementary English language level. However, it has been observed that there are a number of learners enrolled in the program whose level of English does not meet this requirement. This makes it difficult for many of the students to excel in the learning process, and to have a good academic performance in the English related subjects. As a result of this, some of the learners are left behind in the EFL component of the program, while others give up altogether the *"Licenciatura en Inglés"*, what is worst is that some have to leave university because of the low grade point average.

Bearing in mind these circumstances, **Building Blocks:** *"An EFL Tutoring Program"* aims to provide freshmen with permanent academic assistance throughout their first academic semester. This support is offered through an English course built on the two following blocks: first, a study of freshmen's Individual Differences -ID- such as motivation, attitudes, learning styles, and Language Learning Strategies -LLS-, and second the design and implementation of a Tutoring Program following the Communicative Language Teaching Approach -CLT- and a content

organized through an eclectic syllabus which contains topics, notions-functions, and skills. The two blocks framework for this course incorporates an integral instruction considering the analysis of participants' ID differences and LLS as solid foundation for the choice and organization of the course content and methodology. The program is intended to help students extend and consolidate their learning from building their knowledge from class instruction involving linguistic contents and class activities that meet their personal learning experiences, and interests, with an emphasis on supporting the pathway for them to develop study skills and become self-driven language learners. This is the meaning behind Building Blocks in this program.

This project falls into the category of social work since it provides students with support to overcome the linguistic difficulties they may have when entering the "*Licenciatura en Inglés*". This is done by the use of strategies and techniques that help them succeed in their learning process, and also the difficulties they may encounter while adapting to university life. Additionally, it gives higher level students enrolled in the same study program, an option to do their supervised teaching experience required in the EFL Applied Methodology II subject.

2. SIGNIFICANCE OF THE PROJECT

The problem of the low English levels that some of the first semester students in the *“Licenciatura en Inglés”* present is a concerning issue among teachers and students from the School of Languages. According to our own experience as EFL students, learning a foreign language is demanding and involves a lot of discipline and dedication. It can be even more exigent for those students entering the study program without the English entrance level required.

Building Blocks: *“An EFL Tutoring Program”* is intended to provide students with not only the opportunity to practice, learn, and reinforce the English language, but also with the tools to gain knowledge of how to be good language learners. This project seeks to develop, in the students, the ability to be reflective learners aware of the language learning process they are involved with. Besides, it guides students to become independent learners able to advance successfully in the acquisition of the target language.

Therefore, the old proverb cited by Wenden (1985) “Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime”, applied to the language teaching and learning field can be interpreted to mean that if students are provided with answers, the immediate problem is solved, but if they are taught the strategies and tools to work out the answers for themselves, they are empowered to manage their own learning.

3. OBJECTIVES

“Who ceases to learn cannot adequately teach.”
Chinese Proverb

3.1 General objective:

Building Blocks: *“An EFL Tutoring Program”* seeks:

- To provide freshmen, in the *“Licenciatura en Inglés”* at UIS, with a linguistic support in the target language, and the learning skills required to become successful English language learners.

3.2 Specific objectives

- To identify the most problematic personal and language learning factors that may hinder students’ performance.
- To organize an eclectic syllabus based on the identification of the most relevant students’ linguistic needs, and language learning strategies.
- To gather and classify English teaching and self-access material for working during and outside the tutoring classes.
- To aid freshmen to achieve the entry English proficiency level required by the *“Licenciatura en Inglés”* through the implementation of a tutoring program.
- To evaluate the English language learning progress of the students enrolled in the **Building Blocks** Program, as well as their attitude towards the target language learning.

- To initiate students in the process of becoming independent language learners.

4. THEORETICAL FRAMEWORK

“It is a challenge to provide the correct amount of guidance without providing too much direction. Direction is needed to help learners identify areas of difficulty but too much direction detracts from their sense of ownership of the learning process (Raaheim and Wankowski, 1981)”

Building Blocks: “*An EFL Tutoring Program*”, is based on two blocks: the analysis of Individual differences -ID- and the implementation of a Tutoring Program. They comprise the following five aspects, which constitute the theoretical bases of this project. The first aspect involves a study of ID such as *motivation, attitudes, personality, learning styles, and Language Learning Strategies -LLS-*, considered to be possibly affecting language learning processes. The second aspect consists of highlighting the importance of tutoring classes to improve students’ English level. The third aspect is the organization of a syllabus based on three different kinds of syllabi; the topic-based, the notional-functional, and the skill-based. The fourth aspect is the incorporation of Communicative Language Teaching -CLT- which was chosen as the teaching method for the Tutoring Program. This syllabus also takes into consideration -LLS- as a special component. The final aspect is the support for independent language learning which is what this project intends to foster.

These five aspects are the main body of the **Building Blocks** project and are explained in detail in the following section.

4. 1. Individual Differences -ID-

Learning a Second Language -L2- is an immensely complex phenomenon. It is fundamentally different from child language development as well as the study of other academic disciplines. One reason is that the study of L2 learning involves emotions, and feelings, among other sentimental aspects

in a way other subjects do not. Schumann (1998) argues that affective factors filter all learning and cognition.

In the last few decades, research in the affective aspects field (Altman, 1980; Larsen- Freeman & Long, 1991; Skehan, 1989) has identified a variety of factors hypothesized to account for the variance in the level of proficiency attained by individuals learning L2. To date, there is a veritable plethora of individual difference variables, such as *motivation, attitudes, personality, and learning styles*, among others, which may promote or inhibit the rate of L2 learning and impact on the eventual degree of success which the learner achieves (Mitchell & Myles, 1998). Skehan (1989) highlights those affective factors calling them Individual Differences -ID, which according to him; are not only *motivation, and attitudes*; but *personality, and language learning strategies -LLS-* as well.

As mentioned earlier, *motivation* is among the ID considered as crucial for being a successful or unsuccessful learner, when acquiring an L2. Next section explores in-depth, definitions and theories related to this concept of motivation, as well as its relevance for language learning.

4.1.1. Motivation

Learner's *motivation* is considered by many to be one of the main determining factors of success in developing L2. Therefore, in order to understand best the importance of *motivation* in Language learning, it is essential to provide a definition of what *motivation* is. The dictionary definition of *motive* is something as a need or desire that causes a person to act. *Motivation* is an inspiring force or influence. The term *motivation* is frequently used in both educational and research context, and it seeks to explain the fundamental question of why humans behave as they do? (Dörnyei,1998). Due to the intricate nature of *motivation*, each different psychological perspective on human behavior highlights different aspects

of this complexity. For instance, behaviorist like Skinner (1957), Thorndike (1932), and Watson (1924) tend to define *motivation* primarily in terms of external forces, such as rewards or reinforcement (Mitchell and Myles, 1998). In contrast, some motivational psychologists incorporate cognitive concepts in their theories and place focus on the individual's thoughts and beliefs that lead to the initiation and maintenance of action (Pintrich & Schunk, 1996). In current psychology, Keller (1983) defines *motivation* as "the choices that learners make as to what experiences or goals they will approach or avoid, and the degrees of effort they will exert in that respect."

The socio psychological approach, inspired by Gardner, Lambert, and their Canadian associates, has been largely dominant in the field of L2 *motivation* since the 1970s, because it has the main analyses and findings of long-term research, reported by Gardner and Lambert (1972). This socio-educational model emphasizes integrative and instrumental aspects and provides a solid basis for understanding L2 learning *motivation*. According to Gardner (1985), L2 *motivation* refers to "the combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language, and effortful behavior to the effect" (Gardner, 1985). From this perspective, *motivation* is prompted to varying degrees by certain goals or orientations towards learning the L2.

As stated above the socio-educational model by Gardner initially proposed two classes of goals: integrative and instrumental orientation. The former is associated with a positive disposition towards the L2 culture and the desire to interact and identify with the members of that community, while the latter emphasizes a desire to learn the L2 for potential pragmatic gains, such as getting a better job or a higher salary (Gardner & Lambert, 1972). Following studies conducted in Canada, Gardner and Lambert (1972) suggested that individual with an integrative orientation would

demonstrate greater motivational effort in learning and thus achieve greater L2 competence than those with an instrumental orientation.

In recent years, there has been some shift in interest from the integrative *motive* to other motivational paradigms for understanding language learning *motivation*. Research contrasting different social or educational settings has repeatedly investigated the question of whether *motivation* differs between learners of English as a second Language -ESL- and English as a Foreign Language -EFL- (Au, 1988; Dörnyei, 1990). Taking into account the difference between ESL and EFL, the ESL learner is surrounded by stimulation in the target language -TL- and thus has many motivational and instructional advantages. On the contrary, foreign language learners are surrounded by their native language as the medium of ordinary communication, and they typically received input in the target language only in the classroom and by rather artificial means.

As it was hinted at above, *motivation* is not the only ID that can impact learners' performance. *Attitudes* towards the whole learning experience can also determine success or failure at language learning. The next section is focused on the definition and theories about attitudes and their influence on learners' performance.

4.1.2. Attitudes

On a general note, *attitudes* are a social as well as an emotional aspect of an individual learner. The perception of the value of learning the TL, opinions and *attitudes* towards it, the culture, the people and the learning situation itself (including the teacher, the classroom and the teaching method) all may influence learning to some degree. Schumann (1998) says the appraisal mechanism guides L2 learning. It evaluates the teacher, method and syllabus, as well as the TL, its speakers and the culture in which it is used.

According to Dörnyei (1994), *attitude* is quite separate from *motivation* although some researchers tend to combine these two affective factors or to make *attitude* an aspect of *motivation* (Gardner, 1979). In the field of psychology, these two terms come from different branches. *Attitude* is a sociological term and an aspect of the social context, while *motivation* is the subject of investigation for psychologists looking at the individual's instinct, drive, arousal and needs (Dörnyei, 1994). Gardner (1980) gives several definitions of *attitude*. "*Attitude* is an inference which is made on the basis of a complex of beliefs about the attitude object". Also, Thurstone (1928) quotes: "The concept *attitude* will be used here to denote the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats and convictions about any specified topic".

In an earlier study, Gardner, Smythe and Clement (1979) relate *attitude* to achievement, but include motivational variables in their analysis. In this study of native English speakers learning French in a Canadian immersion program, the authors found, surprisingly, that *attitudes* toward the Canadian French and bilingualism became less favorable after the program. The group included both Canadians and Americans, so there were a couple of differences in the two groups which could also be explained by the differences in age and level. (Results were kept separate for each group.) For the Canadians, proficiency was clearly related to the *Integrative Motive* and satisfaction with the program itself. With the Americans, this was not the case, although, unlike the Canadians, they showed an *instrumental orientation* and favorable *attitude* toward the European French. The authors explain that this is understandable considering that the Americans would not know much about the Canadian French and so would not desire to communicate with them directly. The students did, however, profess a greater desire to learn French, showed reduced classroom anxiety and improved in competence. The researchers

believe that the negative feelings may have been the result of the pressures and demands of the immersion program.

Moreover, concerning language learning attitudes, there are five attitude traits that might be analyzed: risk taking, inhibition, self images, ego permeability, and ambiguity. They are divided into two groups. The first consists of attitudes facing the learning process and how students take learning challenges like risk taking and inhibition. The second has to do with self image, ego permeability, and ambiguity which are related to attitudes towards the learner her/himself.

In relation to attitudes facing the learning process a risk taking attitude allows students more opportunities to verbally practice the language. Inhibition, on the contrary, hinders students' practice and performance and of the language.

Good language learners have good attitudes towards themselves like high self image and ego permeability. It is due to the truth that language learning process is influenced by emotions. Especially in the early stages, learners need to be able to handle the fact that they are not as socially competent in their second language as in their first, and cannot represent themselves in social situations. Learners who have high self image are able to overcome this. However, self image in language learning is a "chicken-egg" kind of thing: success fosters self esteem, which in turn fosters success and so on.

With the above background on *motivation* and *attitudes*, a third term of interest for this senior graduate project is that of *personality*, its theories and studies. In the following section they are described and analyzed.

4.1.3. Personality

Personality traits can also have a profound influence on second language achievement. Some of the *personality* traits which have been studied in relation to language learning are: introversion/extroversion, willingness to communicate, self-confidence, willingness to take risks, field independence and dependence. Concerning introversion and extroversion, introverted students do well in most academic settings, for the language learner extroversion is a more desirable trait, especially in a communicative classroom (MacIntyre & Charos, 1996). Those who are not so sensitive and shy may do better, particularly in oral skills. Nevertheless, traditional classrooms emphasizing vocabulary and grammar still favor the introverted. Horwitz, et al (1986) note that some personalities change in the second language, normally talkative people are sometimes shy in a second language and shy people are sometimes more outgoing, since it feels like they are acting or are really a different person.

On the contrary, according to Myers (1962), extroverts tend to prefer learning situations that afford interaction, while introverts tend to prefer small groups. A study conducted by Galvan and Fukada (1997, 1998) found that students who were outgoing participated more than introverts. The study also determined that participants who self-reported as having passive personalities were least likely to initiate a question or volunteer an answer to a teacher's question. Additionally, knowledge of personal preferences can help teachers and administrators understand and predict student performance so they can restructure the situation to facilitate more student participation.

According to Barrett and Connot (1986), introverted students are least involved in school activities and have lower academic achievement. As Carskadon (1978) states, "extroverts generally produce more action with fewer thoughts whereas introverts produce numerous thoughts with little

action". For that reason, introversion and extroversion are related to achievement and performance.

Among studies about ID that influence learning, *learning styles* are clearly identified as they determine how a learner can internalize language topics faster and easier. Next, definitions and theories about learning styles are briefly examined.

4.1.4. Learning styles

Each individual has a different set of beliefs, attitudes, and perceptions about the world, which results in a different way of learning. Such differences in language learning are known as Learning Styles. This term is also defined as 'the characteristic cognitive and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment' (Keefe, 1979; cited in Richards and Lockart, 1994). These learning styles refer, then, to particular and consistent ways of perceiving and responding to different learning situations.

These learning styles have been categorized based on the theory of Multiple Intelligences MI conceived by Gardner (1983 cited in Simpson, 2000) who defines them as the different ways to demonstrate intellectual ability. When this MI theory is applied to the field of language learning, the following learning styles are obtained (Keefe, 1979; cited in Richards and Lockart, 1994) the visual, auditory, kinesthetic, tactile, group and individual styles.

Learners who have visual style prefer information in visual, pictorial, and graphic representation. They benefit most from reading, note-taking to remember new information and learn well by seeing words in books, workbooks, and on the board. On the other way, learners who have an

auditory style benefit most from oral explanations and from hearing words spoken. Therefore they prefer listening to tapes and lectures to reading material in a book. They learn best by talking to themselves and to others.

In the same way, kinesthetic Learners gain knowledge best when they are physically involved in a task. They prefer communicate using body language and are better able to remember new information when they actively participate in activities, field trips or role plays. Other learners with tactile styles benefit more from “hands on” activities because they like manipulating materials, building, making things, among others.

Finally, as the name suggests, learners of group style prefer to work in groups because working with others helps them to understand and learn new information better; while, individual learners prefer working on their own. They are able to learn, understand and remember new information by themselves.

Therefore, the way a learning style is used can determine how successful a learner can be. In general learning styles contribute to facilitate the students' learning process; their contribution is enriched by the association of learning styles and language learning strategies. In the following sections some definitions of Language Learning Strategies -LLS- are presented. First, these LLS are described in relation to English Language Teaching and then to important researches on this area.

4.1.5. Language Learning Strategies -LLS-

Using a very broad definition of strategies as “general, more or less deliberate approaches”, Rubin and Stern discovered that good language learners are able to adapt learning styles to suit themselves, are actively involved in the language learning process, are able to develop an awareness of language both as a system of rules and as a means of

communication, are constantly working at expanding their language knowledge, develop the TL as a separate system which does not always have to be related to the first language, and are realistically aware of the demands of learning language.

For a wider definition of *Language Learning Strategies - LLS* - O'Malley and Chamot (1990) might be quoted "Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information". In the same vein Oxford (1990) states "learning strategies are steps taken by students to improve their own learning". For Rubin (1987) learning strategies include any set of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval, and use of information, that is, what learners do to learn and do to regulate their learning. Finally, Wenden (1987) holds the view that the term learning strategies refers to language learning behaviors learners actually engage in, to learn and regulate the learning of a second language.

At around the same time as Rubin, Stern (1975) proposed that the good language learner is characterized by a personal learning style or positive learning strategies, an active approach to the learning task, a tolerant and outgoing approach to the target language which is empathetic with its speakers, technical know-how about how to tackle a language, strategies of experimentation and planning with the object of developing the new language into an ordered system with progressive revision, constantly searching for meaning, willingness to practice, willingness to use the language in real communication, critically sensitive self-monitoring in language use, and an ability to develop the target language more and more as a separate reference system while learning to think about it.

As stated previously, the use of LLS can determine the success in the process of learning the TL. Oxford's (1990) in her studies on this topic recognizes two main kinds of strategies Direct and Indirect strategies, which subsequently are subdivided in different branches. **Direct strategies** are subdivided in *memory strategies, cognitive strategies, and compensation strategies*. **Indirect strategies** consist of *metacognitive strategies, affective strategies, and social strategies*.

These same strategies have been reorganized in a different way by Oxford's Strategy Inventory for Language Learning (SILL). SILL Version for Speakers of Other Languages Learning English. Version 7.0 (ESL/EFL) Oxford 1989 is a test that describes the level regarding the use of language learning strategies (See SILL in Appendix 8). This classification can be better understood in the following chart:

| | |
|--|---|
| <p>A. STRATEGIES FOR REMEMBERING MORE EFFECTIVELY</p> | <ol style="list-style-type: none"> 1. Grouping 2. Associating/elaborating 3. Placing new words into a context 4. Using imaginary 5. Sounds- and-image combinations <p>In order to remember new expressions</p> <ol style="list-style-type: none"> 6. Structured reviewing 7. Going back to review earlier material |
| <p>B. STRATEGIES FOR USING YOUR MENTAL PROCESS</p> | <ol style="list-style-type: none"> 1. Representing sounds in memory 2. Practicing with sounds 3. Writing systems 4. Using mechanical techniques 5. Formally practicing with sounds and writing system 6. Recognizing and using formulas and patterns 7. Recombining familiar items in new ways 8. Practicing the new language in a variety of authentic stimulations involving the four skills 9. Skimming and scanning to get the idea quickly 10. Using reference resources 11. Taking notes 12. Summarizing 13. Reasoning deductively |

| | |
|---|--|
| | <ul style="list-style-type: none"> 14. Applying general rules 15. Analyzing expressions 16. Analyzing contrastively (across languages) 17. comparisons with another language 18. Being cautious about word for word 19. Translating 20. Transferring from another language 21. Looking for language patterns 22. Adjusting to understanding according to new information |
| <p>C. STRATEGIES FOR COMPENSATING FOR MISSING KNOWLEDGE</p> | <ul style="list-style-type: none"> 1. Using linguistic clues 2. Using other clues 3. Trying to understand the overall meaning and not necessarily every single word 4. Using miming or gesture, 5. Switching to your own language momentarily 6. Using a synonym or description 7. Coining words |
| <p>D. STRATEGIES FOR ORGANIZING AND EVALUATING YOUR LEARNING</p> | <ul style="list-style-type: none"> 1. Over viewing and linking with already known material, 2. Deciding to pay attention to specific details 3. Finding out how language learning works 4. Arranging to learn (schedule, environment, notebook) 5. Setting goals and objectives 6. Identifying the purpose of a language task 7. Planning for a language task 8. Seeking practice opportunities 9. Noticing and learning from your errors 10. Self- monitoring 11. Self- evaluating |
| <p>E. STRATEGIES FOR MANAGING YOUR EMOTIONS</p> | <ul style="list-style-type: none"> 1. Managing your emotions 2. Lowering your anxiety 3. Encouraging yourself through positive statements 4. Taking risks wisely 5. Rewarding yourself 6. Noting physical stress 7. Listening to your body 8. Writing a language learning diary. 9. Discussing your feelings/attitudes with someone else |

| | |
|---|---|
| F. STRATEGIES FOR LEARNING WITH OTHERS | <ol style="list-style-type: none"> 1. Asking questions for clarification or verification 2. Asking for correction 3. Cooperating with peers 4. Cooperating with proficient users of the new languages 5. Developing cultural awareness 6. Becoming aware of others' thoughts and feelings |
|---|---|

Table 1, Language Learning Strategies according to the SILL

Therefore, the analysis of these ID is conducted to perceive that some may affect the learning process of first semester students of the “*Licenciatura en Inglés*” to whom this project is addressed. That is why; this social work project involves in the **Building Blocks** project the students’ motivation, and their positive attitudes towards the TL learning experience. It also includes a conscious management of their learning styles and an appropriate use and practice of their LLS as well.

As it was stated before, **Building Blocks** offers a Tutoring Program taking into account not only students’ personal characteristics, but also their linguistic needs. Next section covers the importance of Tutoring classes to enhance English learning.

4.2. Tutoring Program

Tutoring classes are based on the belief that learning focuses on creation of the opportunities and experiences necessary for motivated students to become capable, self -reliant, self motivated, and life long learners. Also, “this kind of informal classes follows the idea that language learning is that process in which a student, in conjunction with others, can make decisions to meet their own learning needs”. What is more, language learners can develop the principles, motivations, attitudes, knowledge and skills needed

to make responsible decisions and take actions dealing with their own learning to become independent (Kesten,1987).

Tutoring classes are informally taught classes led by a tutor who either follows a syllabus or is guided by the learners' doubts. It implies the use of material to support the process. These kinds of classes are created to provide students a good environment for learning to know themselves and overcome their difficulties and for developing their language skills. These tutoring lessons are important for building community in the classroom and that sense of community makes a better environment for language teaching, also that feeling is one of the factors that enhance language learning. This is because, without community there can not be communication. Besides, the community allows people to increase trustiness, high esteem, and risk taking attitude.

For the sake of organization and reliability on the language to be reviewed and taught this Tutoring Program includes a syllabus that guides tutors and students to reach the main objective of the project. It is also based on a teaching method and it is aimed at fostering Independent Language Learning.

In the section the organization of the program syllabus will be explained in depth.

4.2.1. Program syllabus

Different definitions about syllabi were studied prior to the selection of the most suitable ones to organize the language content of the tutoring program for "*Licenciatura*" freshmen. According to Hutchinson and Waters (1987) a syllabus is a statement of what is to be learnt. It reflects of language and linguistic performance. This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than

process. On the other hand, Yalden (1987) quotes “a syllabus can also be seen as a summary of the content to which learners will be exposed”. For Rabbini (2002) a syllabus is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt. Besides, Rabbini (2002) refers to various types of approaches available to organize a course syllabus. For him a course syllabus should be adapted by making use of the most relevant features of each type. This integration of syllabi is called eclectic syllabus and it may respond to meet the personal learning characteristics and styles, and the linguistic weaknesses of individuals with specific needs, as it is the case of the students participating in this social work project.

The next different types of approaches stated by Rabbini were selected for the organization of the course syllabus for **Building Blocks**. As it has been studied so far, according to Rabbini (2002), it is wise to adopt an eclectic approach, using what is helpful from each theory and trusting also in the evidence of the author’s past experiences both learning and even teaching. Thus, first of all, the Notional-Functional approach will be considered. The starting point for this syllabus is the communicative purpose and conceptual meaning of language with notions and functions, as opposed to grammatical items and situational elements which remain but are relegated to a subsidiary role. In order to establish objectives, the needs of the learners are analyzed by the various types of communication in which the learner has to confront.

The second approach to use is the Skill-Based syllabus which groups linguistic competencies (speaking, writing, reading and listening) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so forth. The primary purpose of integrating skill-based instruction is to help students to develop strategies that allow them to improve skills altogether. A secondary purpose is to develop more general

competence in the language, learning only incidentally any information that may be available while applying the language skills. Finally, the last syllabus selected was the Topic-Based approach which provides a natural stimulus for language learning in a realistic context. By starting with a topic of interest and then discussing or explaining an issue or opinion, students will find out what they want to say and whether they can say it or not

Language Learning Strategies -LLS- are also part of this eclectic syllabus. The importance of including this component is that students are exposed to a variety of learning strategies that they can practice according to their learning style.

4.2.2. Program methodology

A revision of the different kinds of L2 teaching methods was a key step before selecting the most suitable method for the tutoring Program. This revision encompasses the teaching of L2 from grammatical to communicative approaches. Richards and Rodgers, (2001) state that changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, and changes in theories of the nature of language and of language learning. The Situational Language Teaching, The Audiolingual Language Method, The Total Physical Response, The Grammar Translation, and The Silent Way characterized this language view. Afterwards, The Functional, and The International view of language became predominant. The Natural Approach, Communicative Language Teaching, and Community Language Learning fall into this view of language.

For the purpose of this project the principles of the Communicative Language Teaching -CLT- were taken into consideration as this method places emphasis on the use of the target language in a variety of contexts, integrates the four language skills, and introduces the use of language

functions. While grammar is still important in the CLT classroom, the emphasis is on communicating a message making the learning process more meaningful to students. In addition CLT is a learner-centered method in which the teacher serves as a facilitator allowing students to be in charge of their own learning (Richards and Rogers, 2001).

CLT is not only viewed as a teaching method with a clearly defined set of classroom practices, but also it is usually characterized as a broad *approach* to teaching. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's (1991) five features of CLT which are along the objective of the program:

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

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it used outside the classroom. Thus, in the classroom CLT will take the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

This broad umbrella concept about CLT as an approach offers the possibility to make use of other methods in the teaching-learning process which contributes to the development of a good linguistic competence of the learners. Therefore, the principles of CLT are the bases of the methodology proposed for the implementation of lessons in the **Building Blocks** Tutoring Program.

The study of Individual differences and the design and implementation of a Tutoring Program are the two bases of this project. They both complement each other with one purpose: the creation of a pathway for students to become responsible self-dependent learners. Next section explores the definition and theory about this term that has become a “buzz-word” in the context of language learning: independent language learning

4.2.3. Independent language learning

In a rapidly changing society, people need to be able to learn new skills for new jobs. This is, more than ever before, going to be a life-long process. For instance, post-school education depends largely on pupils being able to work independently. Also, business leaders affirm that they need employees who are self-motivated and resourceful. This may promote integrative motivation towards learning, rather than instrumental, and to help pupils see the value in learning (Independent learning: some ideas from the literature).

According to the previous panorama, a definition of independent language learning could be: independent language learning often referred to as self-directed learning, involves pupils taking the initiative in recognizing learning requirements and undertaking activities to meet them. At one level it may involve providing pupils with “extension” work for them to do individually; on another level it may present pupils with an extended block

of work in which they must formulate strategies to accomplish the tasks (Race, P).

Additionally, independent learning is part of an ongoing, lifelong process of education that stimulates greater thoughtfulness and reflection and promotes the continuing growth of students' responsibility, capabilities and powers. More than the rote learning of facts and skills, this approach to learning encourages students to make meaning for themselves, based on their understanding of why and how new knowledge is related to their own experiences, interests and needs.

Independent language learners can be led by two actors in the learning process: teachers or (fellow/higher) learners. When it is the teacher who guides the process, she/he is in charge of helping learning to take place by actions such as: providing learners with resource materials, whetting learners' appetites to learn, and providing learners with chances to test out their learning and obtain feedback on their progress.

When it is a fellow learner or a higher level student who takes the direction of the process, they can help in many ways. For example: explaining difficult ideas and concepts to each other, helping each other to find out which resource materials work best, and learning from each other's mistakes.

There are different classes of independent language learning; essentially, most learning is a way of independent learning. The following are some diverse examples of independent learning in action.

First, when students learn from lectures, much of the actual learning takes place after the events, in ways that have all the hallmarks of independent learning. Second, when students learn through practical work, most of their learning is done under their own steam, even while using the people around them (fellow students, tutors and support staff) as resources to

help in their learning. Third, when students learn from learning resource materials, whether in libraries, learning resource rooms, or at home, most of their learning is done independently, at their own pace, and in their own way (Race, P).

Fourth and last one, when students learn from open learning materials, they are essentially learning at their own pace and in their own ways from materials specially prepared to activate their want to learn, giving them the chance to learn by doing, and providing them with feedback on their efforts. And fifth and last one, when students learn from each other, they can still be regarded as learning independently in many respects; they are not then dependent on the presence of tutors. Indeed the ways in which students learn from each other have all the hallmarks of independent learning, in that students have choice of how to use each other, and how to structure the times, places and rates at which such learning takes place (Race, P).

Material for developing this kind of learning should be simple and available to everyone involved in the independent learning process. It is important to ensure access to appropriate resources and providing a space for individuals or groups to study. There different kinds of sources like computer use (e-mail, internet search skills) which involves some training in abilities. Another source may be the use of language learning software. Also, much coursework and/or homework can be put on a university intranet or web page such work may include internet references for pupils to follow up (Race, P).

5. PROJECT DESCRIPTION

“The person, who risks nothing, does nothing, has nothing, is nothing, and becomes nothing. He may avoid suffering and sorrow, but he simply cannot learn and feel and change and grow and love and live.”

Leo Buscaglia

The previously analyzed theoretical framework supports the core of this senior graduate project that fits into the category of social work. It allows the authors of this project to be in contact with the necessities of the university community and contribute with alternatives to solve problems related to their field of study.

Therefore, **Building Blocks:** *“An EFL Tutoring Program”* is offered to freshmen of the *“Licenciatura en Inglés”* whose level of English does not assemble the requirement. Throughout this project the students enrolled in the program are provided with assistance to improve their linguistic competence in the target language.

As it has been studied so far, the project is to be conducted starting from the participants’ diagnosis on ID (*motivation, attitudes, personality, learning styles, and Language Learning Strategies (LLS)*), and concluding with the implementation of a Tutoring Program that intends to enhance pupils’ learning process and guide them to become independent language learners. In this section, the project will be described bearing in mind all the situations occurred at UIS in the first period, 2007.

This project was implemented during the first academic period 2007 with the participation of sixty one students who took part in the selection process, but finally only twenty four were elected. These twenty four students fulfilled the requirements and committed themselves to make their best effort to achieve the entrance level of English required by *“Licenciatura en Inglés”* at UIS. In addition, this project had the

involvement of twelve ninth-semester students who developed their practicum teaching as tutors of the **Building Blocks** program. This practicum experience corresponded to the EFL methodology II subject, taught on the first semester 2007. This is a simple description of how this project started. However, in this section it will be explained in details.

Building Blocks is composed by the following three stages which at the same time are subdivided:

5.1. FIRST STAGE: Sample gathering

In their first semester, all UIS students are required to attend an institutional program called *“Programa de Inducción a la Vida Universitaria” (PIVU)*. The authors of this project have been serving as counselors in this program for about two years as part of their individual curriculum and own goals. This university program has been given counselors the opportunity to meet first semester students in the *“Licenciatura”* and learn about some personal information, interests and their expectations about university life and the study program. The first encounter with freshmen helped to gather a sample of students worried about their weak linguistic competence in English, but very willing to improve it. Therefore, a more cautious sample gathering was required in order to give the academic assistance to those who really needed it.

5.1.1. Screening test application

A screening test is a procedure that is performed to detect the presence of a specific disease according to The American Heritage® Stedman's Medical Dictionary. The individual or group of individuals (as in mass screenings) does not present any symptoms of the disease. This definition moved to the learning context is understood as a kind of diagnosis examination of knowledge. In this project, the purpose of this test is to

place students in their corresponding language level according to the results obtained.

This semester on February the 8th, 2007, the screening exam was administered by the Languages Institute UIS to sixty one students in the Agora auditorium. It consisted of 100 questions divided in three sections. The first one had to do with listening comprehension. The second was related to language use and the last one corresponded to vocabulary. Only six students out of the sixty one obtained the English pre-intermediate level score, so for them the assistance offered by **Building Blocks** was not necessary. The remaining fifty five students were classified in the elementary level and were offered the opportunity to continue to the next step in the project.

Regarding the results it could be seen that all the fifty five students need a big reinforcement in listening and language use. Additionally, vocabulary results were really weak which shows they have to strengthen this section as well.

5.1.2. Registration

Out of the fifty five students, thirty of them were voluntarily enrolled in the Tutoring Program with no registration fee by filling in a format (See Registration Format in Appendix 1). This registration was done in the secretary of the School of Languages with the authorization of its former director on February the 13th, 2007. However, in the next days, six students dropped out the program explaining they had interference with other academic meetings. The remaining twenty four students were organized in two main groups as explained in the table bellow:

| |
|---|
| <p>Group A:</p> <p>Number of students: Twelve</p> <p>Schedule: Tuesday 10:00 - 12 am; Thursday 6:00 - 8:00 pm.</p> |
| <p>Group B:</p> <p>Number of students: Twelve</p> <p>Schedule: Tuesday and Thursday 6:00 - 8:00 p.m.</p> |

Table 2, Groups distribution

5.1.3. Letter of consent

On February the 16th 2007, participants were invited to a meeting to be informed about the essence and objectives of the Tutoring Program, some regulations, and the importance of responsibility in this new process. Additionally, in this one meeting, pupils were provided with a letter that stated their determination to participate in the project and their commitment to the learning process it implies (See Letter of Consent in Appendix 2)

5.2. SECOND STAGE: Sample's diagnosis

Regarding the tools to gather information, different kind of tests and questionnaires were used. These instruments allowed us to collect relevant personal information about the participants and, in the same way, use it to organize the sample's diagnosis.

5.2.1. Sample's description

Starting with the information gathering, students filled in a format with personal information (See Personal Information Format in Appendix 3). It included sections considered to be relevant for the development of this

project, for instance, their personal contact information, questions related to previous studies done by the participants, socioeconomic status, and culture, among others. This information was classified and analyzed with care to determine the bases for the sample's general diagnosis.

Gender

Therefore, in terms of gender as shown in figure 1, the 62% of **Building Blocks** participants were female while the remaining 38% were male.

Age

Regarding figure number 2, there were learners from seventeen to twenty two years old being nineteen the average age.

Socioeconomic status

Considering that UIS is a public university it was expected to have findings like the following (see figure 3). The 8% of the participants belonged to the social status number I, also, the 55% belonged to the second, the 29% to the third, and the next 8% left fitted into the IV one.

Additional studies

Bearing in mind the importance of the participants' previous learning processes it can be seen in figure 4 that the 88% of them have not done post graduate studies after high school. The 12% left represent 3 pupils who studied something different from languages or related subjects. For example, one of them is a nurse, another one did an accounting course, and the last one did an accounting data organizing course. Also, figure 5 shows that from the 24 students interested in being English Language teacher only two of them have done extra English courses reaching only the second level.

5.2.2. Tests and questionnaires

After the description and study of the most relevant aspects in regards to students' personal and academic previous experience, some formal tests were applied. These instruments gathered information about students' *motivation, attitudes, personality, learning styles, and language learning strategies (LLS)*. They all were carefully selected from reliable sources and were applied by the authors of this project for the sake of ensuring participants understanding of the questions in each test. They were translated into Spanish as students were answering them. In the next section, the tools aforementioned and their results are cautiously explained.

5.2.2.1 Language Learning Motivation Test

This test refers to students' motivation towards learning EFL and what it implies. Besides it reflects students' thoughts about the learning environment and the general experience. Additionally, it consists of establishing whether students are more influenced by either integrative or instrumental motivation. It was designed by the authors of Building Blocks in the subject "Modelos personalizados de enseñanza-aprendizaje" (See Motivation Test in Appendix 4).

The findings in regards to this test showed that 100% of **Building Blocks** participants think that learning English for teaching was the best option to pursue a degree at university (See figure 6). 75% of them signed in at the EFL Teacher Education Program as their first option (See figure 7) while the remaining 25% did it as a second option in case they did not pass to other academic program.

In figure 8 it is observed that 45% of **Building Blocks** students want to be English teachers, while 25% want to have other job opportunities different from the teaching field. The other 17% prefer to learn the English

language per se; that is to achieve the upper-intermediate level corresponding to the four academic first semesters of the “*Licenciatura*” program. Finally, 13% would like to travel to English speaking countries to learn about their culture and improve their communicative skills.

Additionally, figure 9 shows that 67% of this project participants see “*Licenciatura en Inglés*” as a successful and very well known program all over the country. On the other hand, 33% do not agree with this view.

Fifty four percent of students have taken English only as part of their high school curriculum; 8% of these students have done some English courses apart from their compulsory school English lessons. The remaining 46% did not take into account their English classes in high school as they consider these lessons did not provide them with any knowledge. Figures 10 and 11 show these results.

Eighty seven percent of **Building Blocks** members do not study for an external reward or prize, but for their own benefit, as seen in figure 12. On the contrary, 13% affirm that they feel motivated when being praised for their good academic performance.

As it concerns to being successful professionals, 64% of this Tutoring Program students agree that they will be outstanding in their profession and that they will have very good job opportunities not only in our country, but also abroad. 36% believe that they probably won't reach their professional goals as English teachers. These findings can be seen in figure 13.

For the failure to attain a good English proficiency level, figure 14 shows that 54% consider that in an EFL context the teaching of English is reduced only to class time. Besides, it is difficult to interact in English outside the classroom. For this reason their level of English is low. While

46% affirm that they try to look for opportunities to use English when they have the possibility, therefore, they feel less inhibited when talking in the target language (see figure 15).

In general terms, figure 16 illustrates that 96% of this project participants reflect integrative motivation, while only 4% has instrumental motivation.

5.2.2.2. Language Learning Attitudes Questionnaire

This questionnaire shows students' perception of their own learning image. Furthermore, it establishes the levels of inhibition, risk taking, ego permeability, and ambiguity they have while learning a second language. This questionnaire was used and adapted from the following web page: (See language learning attitudes questionnaire in Appendix 5). <http://www.sil.org/lingualinks/LANGUAGELEARNING/PrepareForLanguageLearning/attitude.pdf>.

Next, the results concerning language learning attitudes are presented. These are divided into two sections. The first is related to attitudes towards the learning process including inhibition and risk taking. The second consists of attitudes towards the own learner comprising self image, ego permeability, and ambiguity.

For the first section, figure 17 displays that 8% of this project students show an average inhibition grade. 67% feel inhibited in average and the remaining 25% have a high inhibition grade. Also, according to figure 18, 50% of them are above average when taking risks. However, the other half corresponds to high risk takers.

Additionally, in relation to the section of self image, 50% of the sample has an average self image. Also, the remaining 50% have a high grade of self esteem. These findings can be seen in figure 19. Besides, in accordance

with figure 20, 62% of students have an average grade of ego permeability. Furthermore, the 38% left have the highest ability to not allow external factors to affect their learning. Finally, 42% of the sample is above average in reference to getting easily confused with the use of the language, as observed in figure 21, 42% is above average, while the remaining 50% tends to be highly confused.

5.2.2.3. Language Learning Personality Test

This test illustrates the kind of personality students have. It divides extrovert personalities from the introvert ones. This research tool was taken from the next web page: (See Learning Personality Test in Appendix 6) [.http://www.language.com.hk/articles/styles4.html](http://www.language.com.hk/articles/styles4.html)

Personality was tested bearing in mind the importance of personality traits like introversion or extroversion in language learning. In this way, 60% of the participants' tests reflected introversion preferring dealing with concepts and working by their own instead of practical applications or social interaction, among others. Meanwhile, the 40% of them revealed extroversion having a preference on more practical activities that imply interaction with others rather than formal written tasks.

5.2.2.4. Language Learning Styles Questionnaire

The learning styles questionnaire exhibits the kind of learning styles students tend to use most of the time. Visual, tactile, auditory, kinesthetic, group, and individual styles were considered. This questionnaire was originally taken in Spanish from Reid Joy, Prentice Hall Regents, 1998 (See Cuestionario de Estilos de Aprendizaje in Appendix 7).

In this way, figure 23, shows that 21% of participants are visual learners, 20% of them are kinesthetic, 14% are tactile, 14% are auditory, 16%

prefer working on their own, and finally 15% like to work involved in a group.

5.2.2.5 Strategy Inventory for Language Learning (SILL) Version for Speakers of Other Languages Learning English. Version 7.0 (ESL/EFL) Oxford 1989.

As this study is concerned about the use of language learning strategies, this test describes the level regarding language learning strategies. These direct and indirect learning strategies are divided into six different groups: strategies to remembering more effectively, using all the mental processes, compensating for missing knowledge, organizing and evaluating the learning, managing emotions, and learning with others. This instrument was taken from Language learning strategies: what every teacher should know (1990) (See Strategy Inventory for Language Learning (SILL) in Appendix 8).

The following language learning strategies results were gathered and taken into account to be included in the implementation of the Tutoring Program.

Sixty three percent of the 24 students involved in the project highly handle strategies for remembering more effectively. 33% medium manages them in an average way, while the 4% left use of this kind of strategies in a low way. These results are found in figure 24. Also, figure 25 shows that the 62% of the students highly use strategies for using all the mental processes. On the other hand, 38% use these strategies in an average way.

As it concerns to the use of strategies for compensating for missing knowledge, 63% of the participants can use them, 29% manage them in average, while the 8% left are not very good at doing so. It is seen in figure 26.

In figure 27 it is observed that 92% of the 24 students highly organize and evaluate their learning. The remaining 8% do it in a standard level.

According to figure 28, 67% of the sample students have a high control of their emotions. 33% manages them in medium level.

As it is shown in figure 29, 87% of the students are able to learn with others. 13% are not very willing to do it.

Finally, it can be concluded that 79% of the students highly use language learning strategies. Meanwhile, the 21% remaining do it in medium level as it is shown in figure 30.

5.3. THIRD STAGE: *Tutoring program*

5.3.1. *Tutoring Program syllabus and methodology*

The organization of the syllabus for **Building Blocks** involved the analysis of the participants' linguistics needs, their learning strategies and their individual differences. Diverse kind of syllabi was examined to build a realistic and accurate syllabus proposal for the course. We found notional-functional, skill-based, topic-based definitions suitable for this project. They facilitate the integration of the four language skills, the introduction of language functions and notion within meaningful contexts and see grammar as an important feature in the target language learning process (See Syllabus in Appendix 10).

In addition, based on the analysis of direct and indirect learning strategies they were added as a component of the syllabus. The incorporation of these strategies allows students to make use of those they feel better go

with their learning styles facilitating the internalization of the target language.

For the selection of the grammar content and skills it was also taken into consideration the fact that the findings of the Screening Test revealed that the students enrolled in the Tutoring Classes were ranked in the elementary level, and that their listening was the most problematic ability followed by language use and vocabulary. Even though some students still exhibited drawbacks with the verb “to be” it was not included in the syllabus as specific grammar item but further work was assigned to those who needed reinforcement. The source of input for each lesson of the syllabus was taken from different English elementary and pre-intermediate course books. Skills work was integrated and balanced, yet, special emphasis was placed on the development of the listening skill through the incorporation of listening work in each class session. Vocabulary was integrated all throughout and recycled constantly.

5.3.2. Tutoring Program description

We, as the authors of **Building Blocks**, were in charge of leading and setting every single detail for the development of the tutoring classes. This supervision included freshmen gathering, tutoring program presentation, class setting, tutors assignment, materials, and evaluation of the freshmen progress.

After freshmen registered in the tutoring classes a meeting was held to let them know how this program worked. They were notified about their schedule, the importance of being aware of becoming reflective learners. Also, it was stated the relevance of attending classes, being on time, taking exams, and being observed during their performance.

Two groups were created. Group A and group B with two ninety-minute classes in different schedules. Group A attended classes on Tuesdays at 10:15 to 11:55 a.m. at the language institute building, room 117. The second class took place on Thursdays at 6:15 to 7:55 p.m. at the Humanities building, room 513. On the contrary, group B attended classes on Tuesdays and Thursdays at 6:15 to 7:55 p.m. at the Humanities building, room 516.

Keeping in mind that **Building Blocks** is a service to the university community, some higher level students from the "*Licenciatura en Inglés*" were chosen as tutors. These students belonged to the EFL methodology II subject, taught in the first semester 2007, where a practicum teaching must be approved. At the beginning of the semester **Building Blocks** was explained to their subject professor Gonzalo Camacho, who after analyzing it, approved the program as the way for his students to practice. He was in charge of supervising his students-tutors and evaluating their performance bearing in mind the **Building Blocks** objectives and methodology suggested. In addition, the two designers of the project worked with a group to complete a number of tutors required.

Consequently, the fourteen tutors were divided into three groups of four students and other group of two; being four groups for four classes weekly. Each group was in charge of teaching one class per week as it is shown in the schedule table below.

| Students | Tutors | |
|---|--|---|
| Group A: Number of students: 12 | Tutors 1 Tuesday 10:00 - 12 a.m. | Tutors 2 Thursday 6:00 - 8:00 p.m. |
| Group B: Number of students: 12 | Tutors 3 Tuesday 6:00 - 8:00 p.m. | Tutors 4 Thursday 6:00 - 8:00 p.m. |

Table 3, Schedule chart

The classes in the Tutoring Program started on 23rd February 2007. It consisted of eighteen lessons taught in nine weeks (two per week). In the first day of class tutors reviewed the Program policies, afterward introduced themselves and invited students to do so as well, allowing them to make use of the language function “introducing yourself and others”.

Then in each class a grammar aspect was reviewed and both receptive and productive skills were reinforced. In addition, individual and group/pair work activities took place for students to interact each other communicatively.

As for independent practice pupils were assigned reading and writing tasks, and grammar and vocabulary exercises. They were encouraged to use the EFL material available in the School of Languages Resources Center, and recommended visiting web sites where they could find a wide range of self access material to do further work to strengthen their learning. (See List Appendix 11). Through these sources students could do practice work at their own pace, based on their individual linguistic needs and learning styles identified in the different tests applied for this purpose, These test results were known by students at the beginning of

the course so they could reflect on them and select the material that better suited their necessities.

Tutors provided permanent assistance in class work and supported learners in the process of becoming more self-directed. Students' work was collected in each class sessions and feedback on their progress was given to individuals. Learners requiring further support were helped mainly by the two project designers who scheduled additional tutoring sessions to assist them with their inquiries. Fellow learners who exhibited more progress helped others by sharing resource materials that worked best in some difficult concepts. Students' performance was constantly evaluated through class work, quizzes and assignments.

6. LIMITATIONS

Keeping in mind the development of this project, this section focuses on the limitations that were faced while conducting **Building Blocks**.

One of the main restrictions handled, was the time since it was a difficult semester. Being UIS, a public institution, it sometimes has to contend with unexpected events of different types that interfere with the normal development of classes. In many cases, when these kinds of situations are presented, the university stops all the academic activities, until they are partially solved.

The unstable situation stopping classes and not knowing when they were going to restart discouraged students and their commitment diminished. However, the Tutoring Program could be completed but not as expected since it was difficult to engage participants actively in the program, guide them in the process and follow up their work properly.

Another limitation has to do with the first stage, sample gathering, students were very willing to cooperate, however they all had different schedules making difficult to establish a time for the first general meeting and the organization of a timetable for the tutoring classes. Nevertheless, we handled how to notify all the students by going to their classrooms and explain them the process.

A third limitation appeared at the time of having the tutors. Methodology II students were asked to participate as tutors in this project since it was an option to full fill their practicum teaching of the subject. However, many of them were not sure about their possible participation since their schedules were totally different from freshmen's and tutoring classes were not in their

methodology class time. Due to this, the schedule for Building Blocks courses turned difficult to organize and classes started a week later.

Another limitation of the project dealt with the fact that freshmen are not used to checking their e-mail accounts frequently. Therefore the information mailed was seldom read by them causing communication problems with project designers in relation, mainly, to information about assignments. On the other hand, as time assigned in CENTIC, the multimedia center inside the university, is restricted, at times they could not finish on-line exercises and had to cut them off when being more motivated. Additionally, In spite of this time constraint some students used the multimedia center for work not related to the English course, even though they were constantly advised to take advantage of this tool for their improvement of the target language.

7. CONCLUSIONS AND RECOMMENDATIONS

"What sculpture is to a block of marble, education is to the soul"
"Joseph Addison"

Building Blocks: "An *EFL Tutoring Program*" proved to be a helpful language support for first semester students. Even though not all students achieved the level expected, they did develop proper study skills that will certainly be determined to enhance their learning process. In the initial stages of the **Building Blocks** project, it was not an easy task to make students aware of the importance of having good study habits, but progressively they understood the significance as their language progress was observed. In addition the majority of participants showed a high level of self-confidence and felt motivated to continue struggling to attain a good command of the English language.

The organization of the course syllabus based on the findings about participants' main linguistic needs contributed a great deal to make students feel a rewarding experience. The incorporation of learning strategies was also very beneficial as students intended to apply them. Another important factor that appealed students was the methodological approach. It promoted the use of language in a communicative way through the different type of in-class work aiming at providing students with opportunities to be actively engaged in. Additionally, the independent work assigned made them aware of the variety of self access material available in the School Resources Centers fostering their use.

To sum up, being aware of the different aspects involving a successful learning of a foreign language allowed both tutors and students to make the teaching/learning process more fruitful. Tutors, on the one hand, incorporated activities and techniques in their lessons that suited their

students' more relevant learning styles and needs; students, on the other hand, were guided to become self-driven learners. They could strengthen their development of the foreign language skills by being aware of their linguistic necessities as well as their learning strategies. Furthermore, they became familiar with a variety of on-line learning material for independent work and took a good advantage of it.

To conclude, the implementation of a tutoring program for freshmen of the "*Licenciatura en Inglés*" is worth considering. Participants not only benefit from the language instruction, but develop study skills from the beginning of their study program which can be applied throughout it. Therefore, it would be very beneficial to establish a permanent EFL Tutoring Program in the School of Languages at least until the present admission requirement to the "*Licenciatura en Inglés*" can be modified. For this purpose, it is necessary to count on the higher level students enrolled in EFL Methodology II. These students can do the required supervised practicum by being tutors of freshmen who need language assistance. This teaching practicum will allow them to put into practice their linguistic knowledge and pedagogical techniques, and have a good sense of classroom realities. It will certainly turn into a gratifying experience for both freshmen and tutors as well, and will allow the School of Language to offer a social service which indeed can contribute to improve the level of English of the "*Licenciatura en Inglés*" first semester students.

8. GLOSSARY OF TERMS

BILINGUALISM: Being able to communicate effectively in two or more languages, with more or less the same degree of proficiency.

COMPETENCE: It refers to a speaker's knowledge of his language as manifest in his ability to produce and to understand a theoretically infinite number of sentences most of which he may have never seen or heard before.

EFL APPLIED METHODOLOGY II: This is a ninth semester subject in the “*Licenciatura en Inglés*” that is related to the practice of English language teaching methods.

ENGLISH AS A FOREIGN LANGUAGE- EFL: This term refers to non-native speakers who are learning English language in a non-native English environment, for example, Koreans, Chinese, and Japanese learning English in Korea, China, and Japan. This can be contrasted to ESL.

ENGLISH AS A SECOND LANGUAGE- ESL: This term referred to non-native speakers who are learning English language in an English language environment, for example, immigrants to the U.K., Canada, or the U.S. This can be contrasted to EFL.

EXTROVERTS INTROVERTS: The terms Introvert and Extrovert refer to "attitudes" and show how a person orients and receives their energy. In the Extraverted attitude the energy flow is outward, and the preferred focus is on people and things, whereas in the Introverted attitude the energy flow is inward, and the preferred focus is on thoughts and ideas.

MULTIPLE INTELLIGENCES MI: Multiple intelligences is a psychological and educational theory put forth by psychologist Howard Gardner, which

suggests that an array of different kinds of "intelligence" exists in human beings. Gardner suggests that each individual manifests varying levels of these different intelligences, and thus each person has a unique "cognitive profile."

LICENCIATURA EN INGLÉS: This is an English Language Teaching Program created by the *Universidad Industrial de Santander*, Colombia. It was opened to the public in the first semester of the year 2002. It was born from the division of the *Languages Teaching Program* from the same university.

PRAGMATIC: It is concerned with practical matters; "a matter-of-fact (or pragmatic) approach to the problem"; "a matter-of-fact account of the trip"

PROGRAMA DE INDUCCIÓN A LA VIDA UNIVERSITARIA –PIVU- : This is a students' program created by university students to help freshmen in the process of entering the university. The assistance that the leaders provide to the students allows them to have academic success and a better understanding of the university.

SELF-ACCESS MATERIAL: Materials designed for learners to use independently (i.e. on their own without access to a teacher or a classroom). They are normally used by the learner at home, in a library or in a self-study centre.

STRATEGIES FOR COMPENSATING FOR MISSING KNOWLEDGE: Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge.

THE SCHOOL OF LANGUAGES: The School of Languages is a specialist government school which provides languages education to more than 400 students at UIS.

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10. APPENDIX

(Appendix 1)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

REGISTRATION FORMAT TO BUILDING BLOCKS

Date: Tuesday, February 13th 2007
Languages office

Place: School of

Name:

Last name:

Code:

I. D. number:

SIGNATURE: _____

Designed by the **BUILDING BLOCKS** authors

(Appendix 2)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
***BUILDING BLOCKS: “An EFL Tutoring program”
Social Work Project***

LETTER OF CONSENT

The purpose of this research and social work, conducted through the School of Languages and directed by Professor Carmen Celina Uribe Pico, is to create an English tutoring course for first level students registered in the “*Licenciatura en Inglés*” UIS Program. This course will be based mainly on the students’ personal and learning profiles.

- I agree to participate in this project after it has been explained to my satisfaction.
- The data that will be collected are tests, interviews, surveys, and performance observations.
- I understand that, upon request, I may have full description of the results of the study after its completion.
- I understand that the data from this study may be published.
- I understand that if I have any questions or concerns about this study I may contact Diana Gómez at 3168663993, dianitagomez16@hotmail.com or Lizbeth Cardenas Castro at 3012866808, lizbesita_2020@hotmail.com.

**I HAVE READ AND UNDERSTOOD THIS CONSENT LETTER AND I
AGREE TO PARTICIPATE IN THE PROJECT**

Name _____
Signature _____
Date _____
Telephone number _____
E-mail _____

(Appendix 3)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

STUDENTS' PERSONAL INFORMATION FORMAT

Nombres: _____

Apellidos: _____

Código: _____

Fecha y Lugar de nacimiento: _____

Edad: _____

Documento de Identidad: _____

Estado civil: _____

Dirección: _____

Barrio: _____

Teléfono y celular: _____

Correo electrónico: _____

Indique el colegio y el año en el cual realizó los siguientes estudios:

1. Estudios Primarios:

| Grado | Colegio | Año |
|---------------------|----------------|------------|
| Kinder ó Transición | | |
| Primero | | |
| Segundo | | |
| Tercero | | |
| Cuarto | | |
| Quinto | | |

2. Estudios Secundarios:

| Grado | Colegio | Año |
|--------------|----------------|------------|
| Sexto | | |
| Séptimo | | |
| Octavo | | |
| Noveno | | |
| Décimo | | |
| Undécimo | | |

3. Estudios Universitarios ó tecnológicos: (Responda esta parte si los tiene; de lo contrario deje en blanco)

| Título ó programa | Universidad ó entidad Tecnológica | Año |
|--------------------------|--|------------|
| | | |
| | | |

4. Cursos de Inglés: (Responda esta parte si los tiene; de lo contrario deje en blanco)

| Niveles | Entidad | Año |
|----------------------|----------------|------------|
| | | |
| Exámenes Standard | | |

| | | |
|--|--|--|
| (Michigan, TOEFL, KET, PET, FCE, etc) | | |
|--|--|--|

- **APTITUDES DEL APRENDIZ:**

1. ¿Por qué quiere aprender inglés?

2. ¿Qué le gusta de aprender inglés?

3. ¿Cuánto tiempo fuera de clase, dedicaría usted a aprender inglés?

4. ¿Cree que aprender una lengua extranjera va a ser complicado?

SI ___ NO ___ ¿Por qué?

5. ¿Por qué prefiere estudiar *Licenciatura en Inglés* en lugar de hacer un curso no-formal?

- **EDAD:**

1. ¿Cuántos años tenía cuando empezó a aprender inglés?

2. ¿Cuánto tiempo ha estado aprendiendo inglés?

• **STATUS SOCIOECONÓMICO**

1. Encierre el número correspondiente al estrato social al que pertenece.

1 2 3 4 5 6 7

2. ¿Cuál cree que es su principal obstáculo para aprender una segunda lengua?

3. ¿Qué tan accesibles le son los materiales para aprender inglés?

4. Si usted tuviera una excelente solvencia económica, ¿Ingresaría a estudiar *Licenciatura en Inglés*? Si ___ No ___ ¿Por qué?

• **CULTURA**

1. ¿Cree usted que aprender una segunda lengua puede afectar su identidad? Si ___ No ___

2. ¿Cómo se siente al aprender inglés en un país como Colombia?

3. ¿Cómo cree que su nivel de español afecta su aprendizaje de Inglés?

• **COMPROMISO**

Yo, _____ estudiante de primer semestre de *Licenciatura en Inglés* con código _____ perteneciente al grupo de Inglés Pre-intermedio _____ coordinado por el profesor(a) _____ me comprometo a cumplir a cabalidad mis labores como beneficiario del programa de tutorías liderado por mis compañeras de décimo semestre, siendo consciente que éste no se puede llevar a cabo sin mi dedicación y entrega al proceso de aprendizaje. Acepto que no debo faltar a clase, incumplir con talleres, tareas y sobretodo acepto que debo respetar tanto a mis compañeros como a mis tutores como personas que alimentan mi desarrollo como aprendiz de lengua extranjera. Al no cumplimiento de las condiciones ya mencionadas el beneficio de tutorías me será retirado.

Firma,

ESTUDIANTE

Código:

C.C / T.I.

Firma del **TUTOR ENCARGADO**

C.C.

(Appendix 4)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

NAME: _____ DATE: _____

LANGUAGE LEARNING MOTIVATION TEST

1. Do you think studying Licenciatura en Inglés was your best option?

a) Yes _____ b) No _____

2. Was Licenciatura en Inglés your first option when entering the University?

a) Yes _____ b) No _____

3. Why do you study Licenciatura en Inglés?

- a) To become an English teacher
- b) Job opportunities
- c) Traveling
- d) Learning the language

4. Is Licenciatura en Inglés recognized in Colombia?

a) Yes _____ b) No _____

5. Did you take advantage of English classes at secondary school?

a) Yes _____ b) No _____

Describe your experience:

6. Did you do extra English courses? a) Yes _____ b) No _____
If yes, describe your experience:

7. At university, do you study for a reward or prize?

a) Yes _____ b) No _____

8. Do you think you will be successful as soon as you finish your program?

a) Yes _____ b) No _____

9. Do you interact in English with your friends?

a) Yes _____ b) No _____

10. Do you look for opportunities to keep in touch with the language?

a) Yes _____ b) No _____

INSTRUMENTAL VS INTEGRATIVE MOTIVATION

Circle the number that best describes how you feel about learning English.
Circle only one number for each item. Use the following scale. Be honest!

- 4 I strongly agree. This statement describes me very well.
3 I somewhat agree. This statement probably describes me.
2 I somewhat disagree. This statement probably does not describe me.
1 I strongly disagree. This statement definitely does not describe me.

PART 1

1. I want to learn English well so that I can talk with native speakers of English. **4 3 2 1**
2. I have set my own goals for learning English and want to be successful in reaching those goals. **4 3 2 1**
3. English will help me to be successful in my studies. **4 3 2 1**
4. I hope to meet (or have already met) a special friend who speaks English. **4 3 2 1**
5. I want to learn English because it is the most important language at this moment. **4 3 2 1**

PART 2

1. I am studying English because it is a required in the program I chose. **4 3 2 1**
2. I need to pass the English exams to pass the semester. **4 3 2 1**
3. My parents want me to learn English, so I'm here to please them. **4 3 2 1**
4. I am studying English because I want to please my teacher and get good grades. **4 3 2 1**
5. I am studying English because most of my friends are good in English. **4 3 2 1**

Taken from STRATEGIES FOR SUCCESS: A PRACTICAL GUIDE TO LEARNING ENGLISH by H Douglas Brown

(Appendix 5)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

NAME: _____ DATE: _____

LANGUAGE LEARNING ATTITUDES QUESTIONNAIRE

Fill out the following questionnaire, checking the box which best describes whether you agree or disagree with each statement. This is for yourself not for anyone else, so answer as honestly as you can.

SA = Strongly Agree
A = Agree
N = Neither agree nor disagree
D = Disagree
SD = Strongly Disagree

| | SA | A | N | D | SD |
|--|-----------|----------|----------|----------|-----------|
| 1. I think I'm a pretty good language learner. | ___ | ___ | ___ | ___ | ___ |
| 2. Learning a language may be important to my goals, but I don't expect it to be much fun. | ___ | ___ | ___ | ___ | ___ |
| 3. My language learning aptitude is probably pretty high. | ___ | ___ | ___ | ___ | ___ |
| 4. I don't have any idea about how to go about learning a language. | ___ | ___ | ___ | ___ | ___ |
| 5. I think that I could learn pretty much any language I really put my mind to, given the right circumstances. | ___ | ___ | ___ | ___ | ___ |
| 6. I worry a lot about making mistakes. | ___ | ___ | ___ | ___ | ___ |
| 8. I end up trembling and practically in a cold sweat when I have to talk in front of people. | ___ | ___ | ___ | ___ | ___ |
| 9. I find it hard to make conversation even with people who speak my own language. | ___ | ___ | ___ | ___ | ___ |
| 10. I feel a resistance from within when I try to speak in a foreign language, even if I've practiced. | ___ | ___ | ___ | ___ | ___ |
| 11. It is a mark of respect to people to learn their | ___ | ___ | ___ | ___ | ___ |

| | | | | | |
|--|---|---|---|---|---|
| language if you're living in their country. | | | | | |
| 12. I like getting to know people from other countries, in general. | — | — | — | — | — |
| 13. Speaking the language of the community where I'll be living will let me help people more than I could otherwise. | — | — | — | — | — |
| 14. I don't like the idea of relying on speaking English (or my mother tongue) in another country. | — | — | — | — | — |
| 15. I think the people of the country where I'll be living would like for me to learn their language. | — | — | — | — | — |
| 16. I won't really be able to get to know people well if I don't speak their language. | — | — | — | — | — |
| 17. There is a right and a wrong way to do almost everything, and I think it's my duty to figure out which is which and do it right. | — | — | — | — | — |
| 18. It annoys me when people don't give me a clear-cut answer, but just beat around the bush. | — | — | — | — | — |
| 19. You should say "yes" if you mean yes and "no" if you mean no. Not to do so is dishonest. | — | — | — | — | — |
| 20. You have to understand people's culture and value system before you can be sure whether some things are right or wrong. | — | — | — | — | — |
| 21. I like to mimic other accents, and people say I do it well. | — | — | — | — | — |
| 22. I can do impersonations of famous people. | — | — | — | — | — |
| 23. I find it easy to "put myself in other people's shoes" and imagine how they feel. | — | — | — | — | — |
| 24. In school, if I didn't know an answer for sure, I'd sometimes answer out loud in class anyway. | — | — | — | — | — |
| 25. I often think out loud, trying out my ideas on other people. | — | — | — | — | — |
| 26. I want to have everything worked out in my own head before I answer. | — | — | — | — | — |
| 27. I'd call myself a risk-taker. | — | — | — | — | — |

Scoring Your Attitudes Questionnaire

SA A N D SD

8 6 4 2 0

- Place the point value of each question on the line next to its corresponding number.
- Next, add the points in each column to find your score for four language learning attitudes.

Self-Image Inhibition Risk-taking Ego permeability Ambiguity

| | | | | | | | | | |
|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|
| 1. | _____ | 2. | _____ | 5. | _____ | 1. | _____ | 4. | _____ |
| 2. | _____ | 4. | _____ | 11. | _____ | 3. | _____ | 16. | _____ |
| 3. | _____ | 6. | _____ | 12. | _____ | 5. | _____ | 17. | _____ |
| 4. | _____ | 7. | _____ | 13. | _____ | 14. | _____ | 18. | _____ |
| 5. | _____ | 8. | _____ | 21. | _____ | 15. | _____ | 19. | _____ |
| 6. | _____ | 9. | _____ | 24. | _____ | 21. | _____ | 20. | _____ |
| 10. | _____ | 10. | _____ | 25. | _____ | 22. | _____ | 26. | _____ |
| 22. | _____ | 16. | _____ | 27. | _____ | 23. | _____ | 27. | _____ |

total

Checking your scores:

- 64 - 48**
- 47 - 36**
- 35 - 16**
- 15 - 0**

- “HIGH”**
- “ABOVE AVERAGE”**
- “AVERAGE”**
- “LOW”**

Each of the areas of evaluation is geared toward one end of the scale or the other. For instance, if your score is low in the *Self-image* column, this points to a low self-image in language learning, and thus, a potential hurdle to overcome. The higher your score is in the *Inhibition*, *Risk-taking*, and *Ego Permeability* columns, the more you tend to exhibit those traits, while the higher your score for the last column (*Tolerance of Ambiguity*), the *less* you tend to exhibit that trait.

Adapted from
<http://www.sil.org/lingualinks/LANGUAGELEARNING/PrepareForLanguageLearning/attitude.pdf>

(Appendix 6)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

NAME: _____ DATE: _____

LANGUAGE LEARNING PERSONALITY TEST

1. Do you prefer...?
 - a) Group classes (which include student interaction)
 - b) 1 teacher - 1 student classes
2. Do you prefer...?
 - a) Oral tests
 - b) Written tests
3. Do you prefer...?
 - a) Practical application
 - b) Dealing with concepts
4. Do you prefer...?
 - a) Being given an example first
 - b) Being given the rule first
5. Do you prefer...?
 - a) Social interaction
 - b) Working by yourself
6. Do you prefer...?

- a) Being given the rule plus its many variations
- b) Being given lots of examples so that you can deduce the rule for

Yourself

7. Do you prefer...?

- a) Memorizing lots of facts and details
- b) Just grasping the general concepts

8. Do you prefer...?

- a) The real, concrete and tangible
- b) Meanings, symbols and abstractions

9. Do you prefer...?

- a) Observing specifics
- b) Having flashes of insight

10. With new material, do you prefer...?

- a) Going step-by-step (according to the textbook or manual)
- b) Finding your own way

11. Do you tend to be...?

- a) Generally more skeptical
- b) Generally more trusting

12. Do you...?

- a) More value firm-mindedness
- b) More value harmony between people?

13. Are you...?

- a) More objective
- b) More subjective

14. Do you...?

- a) Prize more highly logical order
- b) Warmth in friendships

15. When coming to a decision, do you more...?

- a) Use objective and impersonal criteria
- b) Weigh human values and motives (my own and others)

16. Do you prefer...?

- a) Work in a steady, orderly way
- b) Work in a flexible, more impulsive way

17 Do you prefer...?

- a) Working on clearly laid out tasks
- b) Working on discovery-type tasks

18 When completing a task, is it important to you...?

- a) To finish it on time
- b) To remain open longer pending further detail

19 Do you prefer...?

- a) Formal, structured tasks
- b) Informal, problem-solving tasks

20 Are you...?

- a) A more goal-oriented type of person
- b) A more open-ended, play-it-by-ear, go-with-the-flow type of person

Adapted from <http://www.language.com.hk/articles/styles4.html>

(Appendix 7)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

NOMBRE: _____ FECHA: _____

"LANGUAGE LEARNING STYLES QUESTIONNAIRE" **CUESTIONARIO ESTILOS DE APRENDIZAJE**

Instrucciones

Lee cada una de las afirmaciones que siguen. Luego responde según se aplican a tu estudio de lengua extranjera. Responde con rapidez. No cambies la respuesta una vez que hayas escrito.

TA: Totalmente de acuerdo

A: De acuerdo

I: Indeciso

D: Desacuerdo

TD: Totalmente en desacuerdo.

| | TA | A | I | D | TD |
|--|----|---|---|---|----|
| 1- Entiendo mejor si el maestro da las instrucciones | | | | | |
| 2- Prefiero aprender haciendo algo en clase | | | | | |
| 3- Avanzo mas en mis tareas si trabajo con otros | | | | | |
| 4- Aprendo mas cuando estudio con un grupo | | | | | |
| 5- En clase, aprendo mejor si trabajo con otros | | | | | |
| 6- Aprendo mejor leyendo lo que la maestra anota en el tablero | | | | | |
| 7- Aprendo mejor cuando alguien me dice como hacer algo en clase | | | | | |
| 8- Cuando construyo algo en clase aprendo mejor | | | | | |
| 9- Aprendo mejor cuando escucho la información en clase, que cuando leo. | | | | | |
| 10- Cuando leo instrucciones las recuerdo mejor. | | | | | |
| 11- Aprendo mejor si puedo hacer una maqueta | | | | | |
| 12- Entiendo mejor cuando leo instrucciones | | | | | |
| 13- Recuerdo mejor las cosas cuando estudio solo | | | | | |
| 14- Aprendo mas cuando desarrollo un trabajo para la clase | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 15- Disfruto aprender por medio de experimentos | | | | | |
| 16- Aprendo mejor si hago dibujos de lo que voy estudiando | | | | | |
| 17- aprendo mejor si el profesor da su cátedra exponiendo | | | | | |
| 18- Cuando trabajo solo aprendo mejor | | | | | |
| 19- Entiendo mejor las cosas en clase si participo en juego de roles | | | | | |
| 20- aprendo mejor en clase si escucho a alguien | | | | | |
| 21- Disfruto hacer las tareas con dos o tres compañeros | | | | | |
| 22- Cuando construyo algo, recuerdo mejor lo que aprendí | | | | | |
| 23- Prefiero estudiar con otros. | | | | | |
| 24- Aprendo mejor cuando leo, que cuando escucho a alguien | | | | | |
| 25- Disfruto hacer algo para un trabajo de clase | | | | | |
| 26- Obtengo mayor provecho de la clase si participo en actividades afines al tema tratado | | | | | |
| 27- En clase, trabajo mejor si trabajo solo | | | | | |
| 28- Prefiero hacer mis trabajos solo | | | | | |
| 29- Aprendo mejor leyendo libros que escuchando exposiciones orales | | | | | |
| 30- Prefiero hacer mis trabajos por mi mismo. | | | | | |

Adapted from Reid Joy, Prentice Hall Regents, 1998

(Appendix 8)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

NAME: _____ DATE: _____

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) Version for Speakers of Other Languages Learning English

Strategy Inventory for Language Learning (SILL)
Version 7.0 (ESL/EFL)
© R. Oxford, 1989

EXAMPLE

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Read the item, and choose a response (1 through 5 as above), and write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English.

You have just completed the example item. Answer the rest of the items on the worksheet.

1. Never or almost never true of me
 2. Usually not true of me
 3. Somewhat true of me
 4. Usually true of me
 5. Always or almost always true of me
- (Write answers on worksheet)

PART A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

PART B

10. I say or write new things words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

PART C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.

29. If I can't think of an English word, I use a word or phrase that means the same thing.

PART D

- 30. I try to find as many ways as I can to use my English.
- 31. I notice my English mistakes and use that information to help me do better.
- 32. I pay attention when someone is speaking English.
- 33. I try to find out how to be a better learner of English.
- 34. I plan my schedule so I will have enough time to study English.
- 35. I look for people I can talk to in English.
- 36. I look for opportunities to read as much as possible in English.
- 37. I have clear goals for improving my English skills.
- 38. I think about my progress in learning English.

PART E

- 39. I try to relax whenever I feel afraid of using English.
- 40. I encourage myself to speak English even when I am afraid of making a mistake.
- 41. I give myself a reward or treat when I do well in English.
- 42. I notice if I am tense or nervous when I am studying or using English.
- 43. I write down my feelings in a language learning diary.
- 44. I talk to someone else about how I feel when I am learning English.

PART F

- 45. If I do not understand something in English, I ask the other person to slow down or say it again.
- 46. I ask English speakers to correct me when I talk.
- 47. I practice English with other students.
- 48. I ask for help from English speakers.
- 49. I ask questions in English.
- 50. I try to learn about the culture of English speakers.

WORKSHEET FOR ANSWERS

Write your response (1, 2, 3, 4, or 5) in the spaces below.

| Part A | Part B | Part C | Part D | Part E | Part F | SILL |
|---------------|-----------|--------|-----------------|-----------|--------|-----------|
| Totals | | | | | | |
| 1.)_____ | 10.)_____ | | 24.)_____ | 30.)_____ | | 39.)_____ |
| | 45.)_____ | | SUM Part A_____ | | | |
| 2.)_____ | 11.)_____ | | 25.)_____ | 31.)_____ | | 40.)_____ |
| | 46.)_____ | | SUM Part B_____ | | | |
| 3.)_____ | 12.)_____ | | 26.)_____ | 32.)_____ | | 41.)_____ |
| | 47.)_____ | | SUM Part C_____ | | | |
| 4.)_____ | 13.)_____ | | 27.)_____ | 33.)_____ | | 42.)_____ |
| | 48.)_____ | | SUM Part D_____ | | | |
| 5.)_____ | 14.)_____ | | 28.)_____ | 34.)_____ | | 43.)_____ |
| | 49.)_____ | | SUM Part E_____ | | | |
| 6.)_____ | 15.)_____ | | 29.)_____ | 35.)_____ | | 44.)_____ |
| | 50.)_____ | | SUM Part F_____ | | | |
| 7.)_____ | 16.)_____ | | | 36.)_____ | | |
| 8.)_____ | 17.)_____ | | | 37.)_____ | | |
| 9.)_____ | 18.)_____ | | | 38.)_____ | | |
| | 19.)_____ | | | | | |
| | 20.)_____ | | | | | |
| | 21.)_____ | | | | | |
| | 22.)_____ | | | | | |
| | 23.)_____ | | | | | |

| | | | | | | |
|----------|-----------|----------|----------|----------|----------|-----------|
| SUM_____ | SUM_____ | SUM_____ | SUM_____ | SUM_____ | SUM_____ | SUM_____ |
| ÷9=_____ | ÷14=_____ | ÷6=_____ | ÷9=_____ | ÷6=_____ | ÷6=_____ | ÷50=_____ |

(Overall Average) In the above spaces, add the total of your responses in each column and divide by the number of your answers. This process will tell you your average for each part of the SILL and your Overall Average. Write your averages below:

| Part | Strategies Covered | Your Average on this part |
|-----------------------------|---|---------------------------|
| A. | Remembering more effectively | _____ |
| B. | Using all your mental processes | _____ |
| C. | Compensating for missing knowledge | _____ |
| D. | Organizing and evaluating your learning | _____ |
| E. | Managing your emotions | _____ |
| F. | Learning with others | _____ |
| YOUR OVERALL AVERAGE | | _____ |

If you Graph your Score, you will see visually, how much potential you have remaining for learning English and you can see what strategies might be more fruitful for your learning endeavors. An area where you have a high average, for instance, you don't need new study methods; but an area where you have low averages, new study methods may benefit you a lot. If you have questions about this test, learning methods, or your scores and their interpretations, please stop by my office for a chat.

Graph Your Averages Here (example)



Taken from Language learning strategies: what every teacher should know (1990).
© R. L. Oxford Version 7.0 (ESL/EFL), 1989

Appendix 9



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

**ECLECTIC SYLLABUS – EFL BUILDING BLOCKS TUTORING PROGRAM
ELEMENTARY LEVEL
LICENCIATURA EN INGLÉS-2007**

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|---------------------------|---|--|---|---|
| WEEK 1 | 1 | A DAY IN OUR LIVES | <ul style="list-style-type: none"> Introducing yourself and others Talking about yours and others' daily routines | <p align="center">LISTENING</p> <p>Listening for specific information</p> <p>Listen to what Bobbi says about her weekdays. Complete the gaps.</p> | <p>New headway Elementary Students' book Page 29 Exercises 3 and 4</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Scanning to get the main idea quickly |
| | | | <p>Listen to facts about famous people Fill in the gaps.</p> | <p>Cutting Edge Elementary Students' book Page 31 Exercise 2</p> | | |
| | | | <p align="center">LANGUAGE CONTENT</p> <p>Structure Simple Present Wh- questions</p> | <p align="center">READING</p> <p>Reading for specific information</p> <p>Read an article about three people from different countries. Answer to comprehension questions and find information mistakes.</p> | <p>New headway Elementary Students' book Pages 32-33 Exercises 4 and 5</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Looking for language patterns Using linguistic clues Using other clues Scanning to get the main idea quickly |
| | | | <p>New Lexis Daily routine</p> <p>Frequency adverbs.</p> | <p align="center">WRITING</p> <p>Guided writing</p> <p>Write sentences about your daily routine. Follow Bobbi's model.</p> | <p>New headway Elementary Students' book Page 29 Exercise 5</p> | <ul style="list-style-type: none"> Structured reviewing Going back to review earlier material Recognizing and using formulas and patterns Recombining familiar items in new ways Over viewing and linking with already known material Deciding to pay attention to specific details |
| | | | <p>Days of the week</p> | <p align="center">SPEAKING</p> <p>In pairs, act out an interview about your partner's personal information and daily routine.</p> | <p>New headway Elementary Students' book Page 29 Exercise 5</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Recombining familiar items in new ways Adjusting to understanding according to new information Using miming or gesture Using a synonym or description Encouraging yourself through positive statements Taking risks wisely Rewarding yourself Becoming aware of others' thoughts and feelings |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES | |
|---------------|-------|------------------------------|--|---|---|--|---|
| WEEK 1 | 2 | IMPORTANT PAST EVENTS | <ul style="list-style-type: none"> Talking about past events. Brainstorming ideas | <p>LISTENING Listening for general and specific information</p> <p>Listen to James having a conversation with his parents. Complete the gaps and answer T/F questions.</p> | <p>New headway Elementary 3rd ed Student's book Pages 54-55 Exercises 3 and 4</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word | |
| | | | <p>LANGUAGE CONTENT</p> | <p>READING Scanning for information</p> | <p>New headway Elementary 3rd ed Student's book Page 57 Exercises 4 to 6</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Looking for language patterns Using linguistic clues Using other clues Scanning to get the main idea quickly | |
| | | | <p>Structure Past Simple</p> <p>New Lexis Regular and irregular verbs in past form</p> <p>Expressions to refer to past events</p> | <p>Read the article "Two Famous First: Amelia Mary Earhart and Yuri Gagarin". Answer comprehension questions.</p> | <p>WRITING Brainstorming</p> | <p>New headway Elementary workbook Page 47 Exercises 1 and 2</p> | <ul style="list-style-type: none"> Going back to review earlier material Writing systems Recognizing and using formulas and patterns Recombining familiar items in new ways Being cautious about word for word Over viewing and linking with already known material Planning for a language task |
| | | | <p>SPEAKING</p> | <p>Draw your timeline and talk about important events in your past life. Follow James' example.</p> | <p>New headway Elementary 3rd ed Student's book Pages 54 and 55</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Recombining familiar items in new ways Using a synonym or description Encouraging yourself through positive statements Taking risks wisely Rewarding yourself Asking questions for clarification or verification Asking for correction Becoming aware of others' thoughts and feelings | |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|-------------------|---|--|---|--|
| WEEK 2 | 1 | HAVING FUN | <ul style="list-style-type: none"> Describing habits and things that happen at the moment of speaking Describing pictures | <p>LISTENING Listening for general information</p> <p>Listen to Monica telling Oliver who is at the party and what everybody is doing. Complete a chart.</p> | <p>New headway Elementary 3rd ed Student's book Page 84 Exercises 4 and 5</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | LANGUAGE CONTENT | <p>READING Scanning for specific information</p> <p>Read the text "<i>An ordinary life... an amazing idea</i>". Answer comprehension questions.</p> | <p>New Cutting Edge Elementary Student's book Page 61 Exercise 3 and 1 form the practice part</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Looking for language patterns Using linguistic clues using other clues Scanning to get the main idea quickly |
| | | | <p>Structure Present Continuous vs. Present Simple</p> <p>New Lexis Leisure activities</p> | <p>WRITING Mechanics Punctuation full stop Capitalization</p> <p>Read Max's letter to a pen friend and study the rules of capitalization. Write a similar letter to a pen friend about you. Apply punctuation and capitalization rules.</p> | <p>New headway Elementary workbook Page 84 Exercises 1 and 2</p> | <ul style="list-style-type: none"> Structured reviewing Going back to review earlier material Writing systems Using mechanical techniques Being cautious about word for word Over viewing and linking with already known material Deciding to pay attention to specific details |
| | | | <p>SPEAKING</p> <p>Describe what people do at weekend for entertainment and what they are doing now based on pictures.</p> | | <ul style="list-style-type: none"> Adjusting to understanding according to new information Using miming or gesture Using a synonym or description Encouraging yourself through positive statements Taking risks wisely Rewarding yourself Asking questions for clarification or verification Asking for correction Becoming aware of others' thoughts and feelings | |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|------------------------|---|--|---|---|
| WEEK 2 | 2 | LOVES AND HATES | <ul style="list-style-type: none"> Expressing likes and dislikes | <p>LISTENING Organizing paragraphs Listening for general information</p> <p>Listen to the story “<i>Sunset Boulevard</i>”. Number paragraphs in the order you hear them</p> | <p>Matters Elementary Student’s book Page 111 Exercise 3 a and b</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | LANGUAGE CONTENT | <p>Listen to people talking about hopes and ambitions. Complete the chart.</p> | <p>New Headway Pre-intermediate Student’s book Page 38 Exercise 2</p> | |
| | | | <p>Structure Verb Patterns</p> <p>New Lexis Verbs followed by ing/ Affirmative and negative form. Like/dislike Enjoy Love Hate Loathe Food Sports</p> | <p>WRITING Joining sentences (and, but)</p> <p>List your favorite activities, and activities you don’t enjoy doing. Write sentences using connectors.</p> | | <ul style="list-style-type: none"> Structured reviewing Going back to review earlier material Using mechanical techniques Recognizing and using formulas and patterns Being cautious about word for word Deciding to pay attention to specific details Planning for a language task |
| | | | | <p>SPEAKING</p> <p>On a piece of paper, draw what you like or dislike and have your partner guess it according to your personality.</p> | | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Adjusting to understanding according to new information Encouraging yourself through positive statements Taking risks wisely Asking questions for clarification or verification Asking for correction Becoming aware of others’ thoughts and feelings |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|----------|-------------------------|--|---|---|---|
| WEEK 3 | 1 | MISTERIY STORIES | <ul style="list-style-type: none"> Telling past stories | <p style="text-align: center;">LISTENING</p> <p style="text-align: center;">Listening for details</p> <p>Listen to a newspaper article. Write questions to given answers.</p> | <p>New headway Pre-Intermediate Student's book Page 26 and 27 Exercise 4</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues Using other clues Scanning to get the main idea quickly |
| | | | | <p>Listen to a newspaper article. Organize the sentences in the correct spot.</p> | <p>New headway Pre-Intermediate Student's book Page 24 Exercise 1</p> | |
| | | | LANGUAGE CONTENT | <p style="text-align: center;">READING</p> <p style="text-align: center;">Reading for general and specific information</p> | <p>New headway Pre-Intermediate Student's book Page 3 and 4</p> | <ul style="list-style-type: none"> Scanning to get the main idea quickly Using linguistic clues Using other clues |
| | | | <p>Structure Past continuous vs. Past simple</p> <p>New Lexis Expressions for the past</p> | <p>Read the story THE PERFECT CRIME. Answer comprehension and T/F questions.</p> | | <p style="text-align: center;">SPEAKING</p> <p>After doing some quick notes, tell the class about a mystery story you are familiar with.</p> |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|---------------------|---|---|---|--|
| WEEK 3 | 2 | THEN AND NOW | <ul style="list-style-type: none"> Asking and answering common questions | <p>LISTENING Listening for specific information</p> <p>Listen to the first and second part of the radio program "The man's best friends?" Fill in missing information.</p> | <p>New Cutting Edge Elementary Student's book Page 100 Exercises 3 and 4</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Scanning to get the main idea quickly |
| | | | LANGUAGE CONTENT | <p>READING Understanding explicit information.</p> <p>Read the story "The Train Journey". Answer the comprehension questions. Predict the end from the pictures.</p> | <p>New headway Elementary Student's book Pages 102-104 Exercise 4 and 5</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Looking for language patterns Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | Structure Past and present Wh- and yes/no questions | <p>WRITING Preparing interviews</p> <p>Design an interview for your favorite artist. Use past and present tenses.</p> | | <ul style="list-style-type: none"> Writing systems Using mechanical techniques Recognizing and using formulas and patterns Recombining familiar items in new ways Over viewing and linking with already known material |
| | | | | <p>SPEAKING</p> <p>Work on pronunciation of WH-questions doing exercises 1-4 Work in pairs and do the interview designed before.</p> | <p>New headway Elementary pronunciation Page 32</p> | <ul style="list-style-type: none"> Working with sounds Recognizing and using formulas and patterns Recombining familiar items in new ways Adjusting to understanding according to new information Using miming or gesture Encouraging yourself through positive statements Taking risks wisely Asking questions for clarification or verification Asking for correction |
| | | | | | | |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|--------------------|---|---|--|---|
| WEEK 4 | 1 | FAMILY TIES | <ul style="list-style-type: none"> Talking about family members. | <p>LISTENING Inferring</p> <p>Listen to Alex talking about his family. Match the names with the pictures.</p> | <p>New Cutting Edge Elementary Student's book Page 23 Exercises 1 and 3</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Using reference resources |
| | | | | <p>Listen to Patrick Binchey describing his family. Write the correct name in the correct spot.</p> | <p>New headway Elementary Student's book Page 14 Exercise 2</p> | |
| | | | LANGUAGE CONTENT | <p>READING Reading for general information</p> <p>Read the article "<i>A Famous Family</i>". Answer the questions.</p> | <p>New Cutting Edge Elementary Workbook Page 13 Exercises b-d</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Looking for language patterns Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word. |
| | | | Structure Possessive ('s) | | | |
| | | | New Lexis Family members Professions | <p>SPEAKING</p> <p>Think about your family and draw your family tree. Write your relatives' names and be ready to talk about them. In pairs, Ask about the other's family tree and be ready to answer about yours.</p> | <p>New Cutting Edge Elementary Student's book Page 23 Task: Speaking</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Adjusting to understanding according to new information Using miming or gesture Using a synonym or description Encouraging yourself through positive statements Taking risks wisely Rewarding yourself Asking questions for clarification or verification Asking for correction |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|--------------------------|--|--|--|---|
| WEEK 4 | 2 | GOING ON HOLIDAY! | <ul style="list-style-type: none"> • Planning holidays • Talking about future events • Making suggestions. | <p>LISTENING Listening for specific information</p> <p>Listen to three friends planning a weekend away. Complete missing information.</p> | <p>New Cutting Edge Elementary Student's book Page 108 and 109 Exercises 3 and 4</p> | <ul style="list-style-type: none"> • Associating/elaborating • Using linguistic clues • using other clues • Scanning to get the ideas quickly |
| | | | <p>LANGUAGE CONTENT</p> | <p>Listen to Rosie and her teacher talking about their future plans. Complete the chart.</p> | <p>New headway Pre-Intermediate Student's book Page 90 Exercise 1</p> | |
| | | | <p>Structure Future with will, going to, planning to, would like to</p> <p>New Lexis Expression for the future</p> | <p>WRITING Guided writing Mechanics: (commas)</p> <p>Read a postcard and write one to an English friend following the pattern. Study rules for the use of commas.</p> | <p>New headway Elementary workbook Page 70 Exercises 1 and 2</p> | <ul style="list-style-type: none"> • Structured reviewing • Recognizing and using formulas and patterns • Being cautious about word for word • Over viewing and linking with already known material |
| | | | <p>SPEAKING</p> <p>In groups of three, suggest a weekend away to your foreign friends. Discuss what could be the best place to stay and why. Give good reasons.</p> | | <ul style="list-style-type: none"> • Recognizing and using formulas and patterns • Recombining familiar items in new ways • Adjusting to understanding according to new information • Using miming or gesture • Using a synonym or description • Encouraging yourself through positive statements • Taking risks wisely • Rewarding yourself • Asking questions for clarification or verification | |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|----------|-----------------------|--|---|--|--|
| WEEK 5 | 1 | HAVE YOU EVER? | <ul style="list-style-type: none"> Describing past actions connected to the present. Talking about different ways of communication | <p>LISTENING Understanding general information</p> <p>Listen to five people talking about Match information with pictures.</p> | New Cutting Edge Elementary Student's book page 123 | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | | <p>Listen to Ryan talking about his life. Tick the things he's done.</p> | New headway Elementary Student's book Page 108 Exercises 1 | |
| | | | LANGUAGE CONTENT | <p>READING Reading for specific information</p> <p>Read the texts about Tudor Bowen and Josie Dew. Answer comprehension questions.</p> | New headway Elementary 3rd ed Student's book pages 110 and 111 Exercises 5 and 6 | <ul style="list-style-type: none"> Looking for language patterns Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | <p>Structure Present Perfect</p> <p>New Lexis Ways of communication</p> <p>Countries</p> | <p>SPEAKING Defending points of view</p> <p>Talk about modern ways for communication. Do Mobile phones slave us? Debate in class.</p> | | <ul style="list-style-type: none"> Recombining familiar items in new ways Adjusting to understanding according to new information Using miming or gesture Encouraging yourself through positive statements Taking risks wisely Rewarding yourself Asking questions for clarification or verification Asking for correction |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|-------------------------|---|--|---|--|
| WEEK 5 | 2 | THE CITY I LOVE! | <ul style="list-style-type: none"> Describing places and holidays. | <p>LISTENING Listening for details</p> <p>Listen to some people talking about one of the souvenirs in the picture. Fill in missing information.</p> | <p>Cutting Edge Elementary Student's book page 78. Exercise 2</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | LANGUAGE CONTENT | | | |
| | | | <p>Structure Use of the determiners "the" and "a/n"</p> <p>New Lexis Adjectives describing cities</p> | <p>WRITING Linking words (which and where)</p> <p>Complete a text about London using linking words.</p> | <p>New headway Elementary workbook Page 58 Exercise 12 (1 and 2)</p> | <ul style="list-style-type: none"> Structured reviewing Writing systems Using mechanical techniques Recombining familiar items in new ways |
| | | | <p>SPEAKING</p> <p>Describe a city you have recently visited. Give details.</p> | | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Recombining familiar items in new ways Adjusting to understanding according to new information Using miming or gesture Using a synonym or description Encouraging yourself through positive statements Rewarding yourself | |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|------------------------|---|---|---|--|
| WEEK 6 | 1 | GOING SHOPPING! | <ul style="list-style-type: none"> Asking for/giving prices Buying things | <p>LISTENING Listening for specific information Organizing stories</p> <p>Listen to the story of Tina Ross. Organize the text. Answer comprehension questions.</p> | <p>Cutting Edge Elementary Student's book Page 70 Exercises 1 and 2</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues Using other clues Scanning to get the idea quickly |
| | | | <p>Listen to a series of questions. Choose the correct answers.</p> | <p>Headway Elementary Student's book Page 68 Exercise 1</p> | | |
| | | | <p>LANGUAGE CONTENT</p> | <p>READING Scanning for specific information</p> | <p>New headway Pre-Intermediate Student's book Page 35 Exercises 3 and 4</p> | <ul style="list-style-type: none"> Using linguistic clues using other clues scanning to get the idea quickly |
| | | | <p>Structure Quantifiers</p> <p>New Lexis prices</p> | <p>Read the text about "The best shopping Street in the world". Answer comprehension questions.</p> | <p>SPEAKING</p> <p>Work with a partner. Make a shopping list each and role-play conversations a shop assistant and a customer.</p> | |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|-------------------------|---|---|--|---|
| WEEK 6 | 2 | MY FAVORITE FOOD | <ul style="list-style-type: none"> • Writing recipes • Describing food | <p>LISTENING Listening for details</p> <p>Listen to five people describing their favorite meals. Match the food according to their preferences.</p> | <p>New headway Elementary Student's book Page 72 Exercises 1 to 3</p> | <ul style="list-style-type: none"> • Associating/elaborating • Using linguistic clues • Using other clues • Scanning to get the main ideas quickly |
| | | | | <p>Look at Barry's shopping list. Listen and tick the things he buys.</p> | <p>Headway Elementary Student's book Page 69 Exercise 1</p> | |
| | | | LANGUAGE CONTENT | <p>READING Scanning for specific information</p> <p>Read the text about "<i>Food Around The World</i>". Answer the comprehension questions.</p> | <p>New headway Elementary Student's book Pages 70 and 71 Exercises 1 to 4</p> | <ul style="list-style-type: none"> • Using linguistic clues • Using other clues • Scanning to get the idea quickly |
| | | | <p>Structure Countable and uncountable</p> <p>New Lexis Food and drinks</p> | <p>WRITING Using sentence connectors (First, then, after that...)</p> <p>Write a recipe of any famous dish in your region. Use connectors.</p> | | <ul style="list-style-type: none"> • Adjusting to understanding according to new information • Using miming or gesture • Using a synonym or description • Taking risks wisely • Rewarding yourself • Asking questions for clarification or verification • Asking for correction • Becoming aware of others' thoughts and feelings |
| | | | | <p>SPEAKING</p> <p>In groups of three, talk about your favorite food. Describe the taste, the texture, and why it is your favorite. Ask and answer questions to your partners.</p> | | <ul style="list-style-type: none"> • Adjusting to understanding according to new information • Using miming or gesture • Using a synonym or description • Taking risks wisely • Rewarding yourself • Asking questions for clarification or verification • Asking for correction • Becoming aware of others' thoughts and feelings |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|---------------------------|---|--|---|---|
| WEEK 7 | 1 | WHERE DO YOU LIVE? | <ul style="list-style-type: none"> Describing places and location. Asking for repetition. | <p>LISTENING Identifying differences</p> <p>Look at a picture. Find the differences between the picture and what you are listening to.</p> | <p>New headway Teacher's book Page 125 Exercise 2</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Scanning to get the idea quickly |
| | | | | <p>Listen to the conversation between Helen and her friend Bob. Complete the gaps.</p> | <p>New headway Elementary Student's book Page 38 Exercise 2</p> | |
| | | | | <p>READING Reading for specific information</p> <p>Read about Joanne Ussery. Answer comprehension questions.</p> | <p>New headway Elementary Student's book Page 40 Exercises 2 and 3</p> | |
| | | | <p>LANGUAGE CONTENT</p> | <p>SPEAKING Giving and receiving information</p> | <p>New headway Elementary Student's book Page 37</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Recombining familiar items in new ways Adjusting to understanding according to new information Using a synonym or description Encouraging yourself through positive statements Rewarding yourself Asking questions for clarification or verification Asking for correction |
| | | | <p>Structure There is/ are Prepositions of location</p> <p>New Lexis Prepositions. Objects of a house</p> | <p>WRITING</p> <p>After reading the text in exercise 1, write a similar description of your house or flat in about 50 words.</p> | <p>New headway Elementary workbook Page 31 Exercises 1 and 2</p> | |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|----------|--------------------------------|--|--|---|--|
| WEEK 7 | 2 | THE BIGGER, THE BETTER! | <ul style="list-style-type: none"> Comparing places | <p>LISTENING Listening and complete</p> <p>Listen to Joe and Andy comparing the city and country life. Complete the gaps.</p> | New headway Elementary 3rd ed Student's Pages 74 and 75 Exercise 1 | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Scanning to get the idea quickly |
| | | | LANGUAGE CONTENT | <p>READING Scanning for information</p> <p>Read the text "<i>Viva la Danza</i>". Find the information and write the answers.</p> | New headway Elementary 3rd ed Student's book Pages 78 and 79 Exercises 2 to 4 | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Looking for language patterns Using linguistic clues using other clues Scanning to get the idea quickly |
| | | | Structure Comparatives and superlatives | <p>SPEAKING Comparing</p> <p>Search for more information about these three cities (Buenos Aires, Havana, and Sevilla) and orally compare them in class with the help of others.</p> | New headway Elementary 3rd ed Student's Page 78 Exercises 1-4 | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Using a synonym or description Encouraging yourself through positive statements Taking risks wisely Rewarding yourself Asking for correction, cooperating with peers Becoming aware of others' thoughts and feelings |
| | | | New Lexis Descriptive adjectives | <p>WRITING Brainstorming</p> <p>Write a chart of some Colombian cities. Use comparatives and superlatives.</p> | | <ul style="list-style-type: none"> Structured reviewing Writing systems Using mechanical techniques Recognizing and using formulas and patterns Being cautious about word for word Deciding to pay attention to specific details Planning for a language task |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|----------------------------|---|---|---|--|
| WEEK 8 | 1 | HE TOLD ME THAT...! | <ul style="list-style-type: none"> Reporting | <p>LISTENING Listening for fillers</p> <p>Listening to an interview with Carmen Day. Fill in the blanks.</p> | New headway Pre-Intermediate Student's book page 113 | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Scanning to get the idea quickly |
| | | | | <p>Listen to complete what Mary says about Jhon.</p> | New headway Pre-Intermediate Student's book Pages 113 Exercises 1 and 2 | |
| | | | LANGUAGE CONTENT | <p>READING Extracting main ideas</p> <p>Read the article about two brothers. Complete the sentences.</p> | New headway Pre-Intermediate Student's book page 114 and 115 Exercise 2 and the language work section | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Looking for language patterns Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | Structure Reported speech | <p>WRITING Reporting</p> <p>Read about a crime on internet. Write sentences reporting it.</p> | | <ul style="list-style-type: none"> Structured reviewing Writing systems Using mechanical techniques Recognizing and using formulas and patterns Recombining familiar items in new ways Over viewing and linking with already known material Deciding to pay attention to specific details Planning for a language task |
| | | | | <p>SPEAKING Report others' story</p> <p>Work in pairs, listen to your partner talking about how he/she met his/her r best friend/boy-girlfriend. Report your partner's story</p> | | <ul style="list-style-type: none"> Recombining familiar items in new ways Using miming or gesture Using a synonym or description Encouraging yourself through positive statements Taking risks wisely Rewarding yourself Asking questions for clarification or verification Asking for correction Becoming aware of others' thoughts and feelings |

| | CLASS | TOPIC | FUNCTIONS/NOTIONS | SKILLS | SOURCE | LEARNING STRATEGIES |
|---------------|-------|--------------------------|---|--|---|---|
| WEEK 9 | | GO BACK AND CHECK | <ul style="list-style-type: none"> Talking about different daily experiences with neighbors | <p>LISTENING Listening for general information</p> <p>Listen to Mrs. Snell and her neighbor talking about each other. Answer comprehension questions.</p> | <p>New headway Pre-Intermediate Student's book Pages 12 and 13 Exercises 3 and 4</p> | <ul style="list-style-type: none"> Associating/elaborating Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | | <p>Listen to the newspaper article about "The Burglars' Friend". Answer the questions.</p> | <p>New headway Pre-Intermediate Student's book Pages 22 and 23 Exercises 1 and 3</p> | |
| | | | <p>LANGUAGE CONTENT</p> <p>Structure All tenses revision</p> <p>New Lexis Vocabulary previously studied</p> | <p>READING Scanning for information</p> <p>Read the text about ways of communication. Match information</p> | <p>New headway Pre-Intermediate Student's book Pages 10 and 11 Exercises 3 to 5</p> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns Looking for language patterns Using linguistic clues using other clues Trying to understand the overall meaning and not necessarily every single word |
| | | | <p>WRITING Use linking words</p> <p>Complete with the correct linking word and write about someone in your family following the pattern.</p> | <p>New headway Elementary workbook Page 64 Exercises 1 and 2</p> | <ul style="list-style-type: none"> Structured reviewing Going back to review earlier material Recognizing and using formulas and patterns Recombining familiar items in new ways Being cautious about word for word Over viewing and linking with already known material Deciding to pay attention to specific details Planning for a language task | |
| | | | <p>SPEAKING Role playing</p> <p>Discuss the listening "The Burglars' Friend", and role play the cases.</p> | <p>New headway Pre-Intermediate Student's book Pages 12 and 13 Exercise 4 the role play section</p> | <ul style="list-style-type: none"> Recombining familiar items in new ways Using miming or gesture Using a synonym or description Encouraging yourself through positive statements Taking risks wisely Rewarding yourself Asking questions for clarification or verification | |

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(Appendix 10)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "A PATHWAY TOWARDS INDEPENDENT
ENGLISH LANGUAGE LEARNING"
Social Work Project

NAME: _____

DATE: _____

Worksheet N° 1

MEETING PEOPLE

I. LISTENING

Listening for specific information

1. Listen to what Bobbi says about her weekdays. Complete the gaps.

“ My weekends are fast and exciting. My weekdays are fast and domestic! I _____ two sons, Dylan, 7, and Dakota, 5. Every morning I _____ one hour before them, at 6.00, and I _____ to the gym. I _____ home and I _____ breakfast, then I _____ them to school. On Mondays I always _____. I _____ all the food for the week. I often _____ dinner in the evenings, but not every day because I don't _____ cooking. Fortunately, my husband, Don, _____ cooking. On Tuesdays and Thursdays I _____ my father. He _____ on the next block. Every afternoon I _____ the kids from school. In the evenings Don and I usually _____, but sometimes we _____ friends. We never _____ on Friday evenings because I _____ work so early on Saturdays. ”



2. Listen to facts about famous people. Fill in the missing information.

American superstar **Whitney Houston** (a) loves dogs. She (b) owns two dogs who live in a \$75,000 dog house in her garden!



Actress **Kim Basinger** (c) hates crowds – she also (d) loves open spaces!

Sylvester Stallone – star of the 'Rocky' films (e) likes playing golf so much he sometimes (f) stops filming for a game!



Hollywood actress **Cameron Diaz** (g) loves TV.

Actor and film director **Harrison Ford** says he really (h) hates doing housework!



(i) loves Superman (j) hates flying? Well, Actor **Dean Cain** – Superman in the TV series – (k) flies by plane ... he's too nervous!

II. READING

Reading for specific information

1. Read an article about three people from different countries. Answer comprehension questions, and find information mistakes.

- 1 1 What season is it now? What are the seasons?
- 2 What month is it now? Say the months of the year.
- 3 When are the different seasons in your country?
- 2 Look at the photographs. Which season is it? What colours do you see?
- 3 Read and listen to three people from different countries.



AL WHEELER
from Canada

We have long, cold winters and short, hot summers. We have a holiday home near a lake, so in summer I go sailing a lot and I play baseball, but in winter I often play ice hockey and go ice-skating. My favourite season is autumn, or fall, as we say in North America. I love the colours of the trees – red, gold, orange, yellow, and brown.

MANUELA DA SILVA
from Portugal

People think it's always warm and sunny in Portugal, but January and February are often cold, wet, and grey. I don't like winter. I usually meet friends in restaurants and bars and we chat. Sometimes we go to a



Brazilian bar. I love Brazilian music. But then suddenly it's summer and at weekends we drive to the beach, sunbathe, and go swimming. I love summer.



TOSHI SUZUKI
from Japan

I work for Pentax cameras, in the export department. I don't have a lot of free time, but I have one special hobby – taking photographs, of course! I like taking photographs of flowers, especially in spring. Sometimes, after work, I relax in a bar near my office with friends. My friend, Shigeru, likes singing pop songs in the bar. This has a special name, 'karaoke'. I don't sing – I'm too shy!

4 Answer the questions.

- 1 Do they all play sports?
- 2 What do Al and Manuela do in winter?
- 3 Do Manuela and Toshi like going to bars?
- 4 Where is Al's holiday home?
- 5 When does Toshi like taking photographs of flowers?
- 6 What do Manuela and her friends do in summer?
- 7 Do you know all their jobs?
- 8 Why does Al like autumn?
- 9 Why doesn't Toshi sing in the bar?
- 10 Which colours are in the texts?

5 There are six mistakes about Al, Manuela, and Toshi. Correct them.

Al comes from Canada. In winter he plays ice hockey and goes skiing. He has a holiday home near the sea.

Manuela comes from Brazil. She likes sunbathing and sailing in summer.

Toshi comes from Japan. He has a lot of free time. He likes taking photographs and singing pop songs in bars.

III. WRITING

Guided writing

- 1 Write sentences about your daily routine during weekdays following Bobbi's model.

IV. SPEAKING

Asking and answering questions

1. In pairs, act out an interview about your partner's personal information and daily routine.

Adapted from New Headway Elementary Student's book and Cutting Edge Elementary student's book

(Appendix 11)



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTY OF HUMAN SCIENCES
SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
Social Work Project

LIST OF WEB SITES AND BOOKS SUGGESTED TO BUILDING BLOCKS STUDENTS

Listening

<http://www.ello.org/>

<http://gardenofpraise.com/mugram.htm>

<http://www.rong-chang.com/listen.htm>

http://esl.about.com/od/englishlistening/English_Listening_Skills_and_ActivitiesEffective_Listening_Practice.htm

Diccionario con pronunciación

<http://www.m-w.com/dictionary.htm>

Gramática

<http://www.english-the-easy-way.com/>

<http://www.englisch-hilfen.de/en/>

<http://www.eflnet.com/grammar/index.php>

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

<http://www.longman.com/cuttingedge/students/index.html>

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

<http://valenciaenglish.netfirms.com/englishstart.htm#gramatica>

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

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11. FIGURES



UNIVERSIDAD INDUSTRIAL DE SANTANDER
 FACULTY OF HUMAN SCIENCES
 SCHOOL OF LANGUAGES
BUILDING BLOCKS: "An EFL Tutoring program"
 Social Work Project

1. SAMPLE'S DESCRIPTION FIGURES

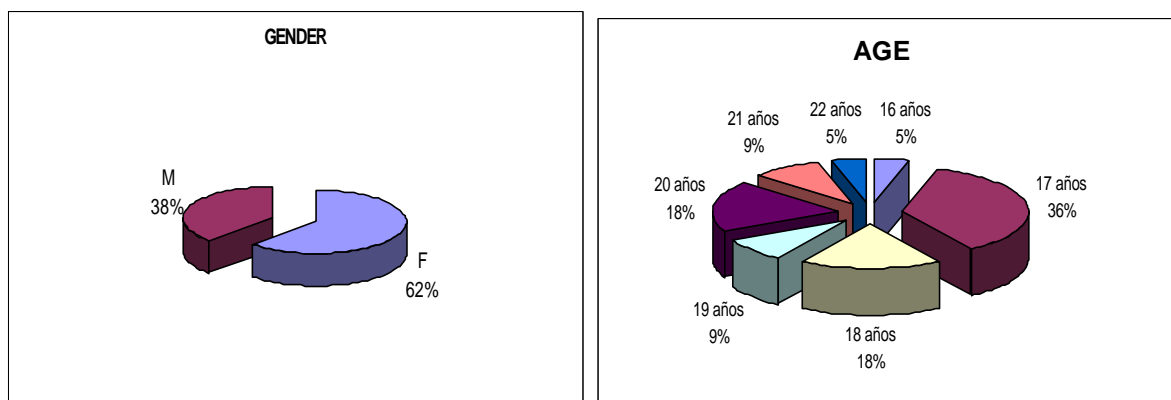


FIGURE 1

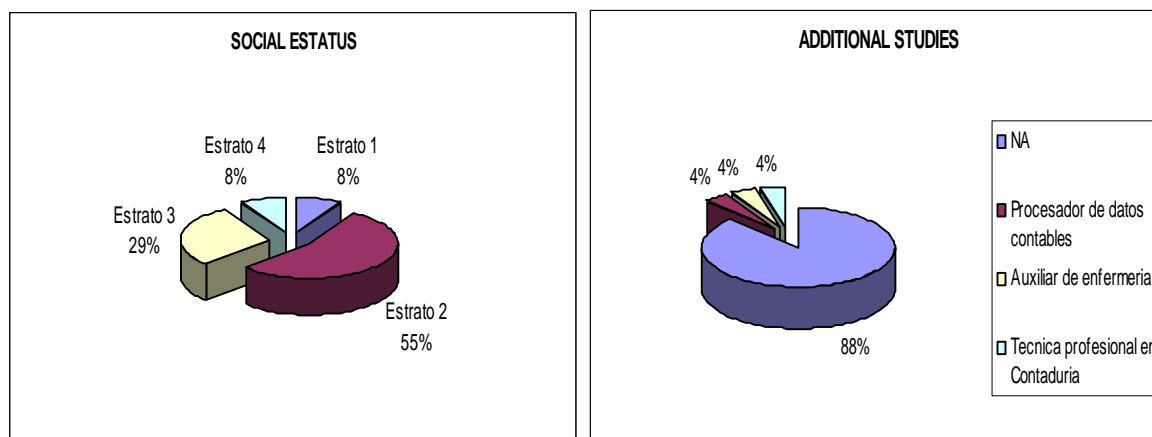


FIGURE 3

FIGURE 4

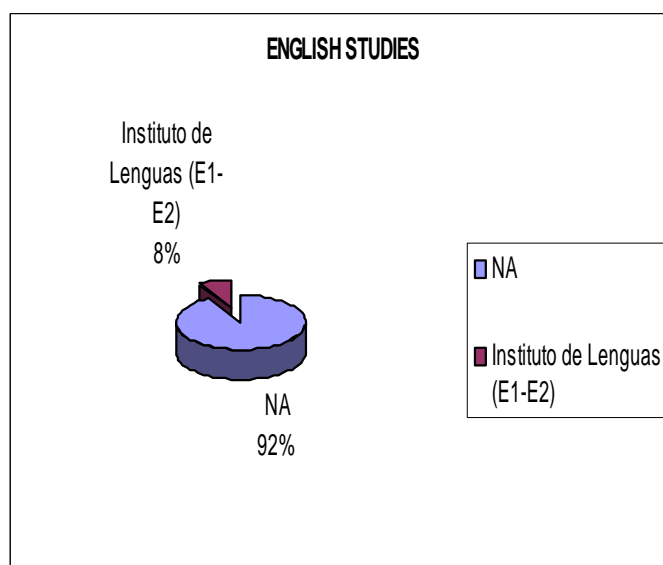


FIGURE 5



2.

LANGUAGE LEARNING MOTIVATION TEST FIGURES

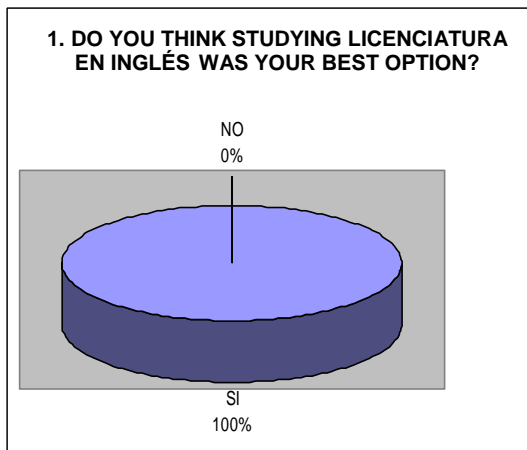


FIGURE 6

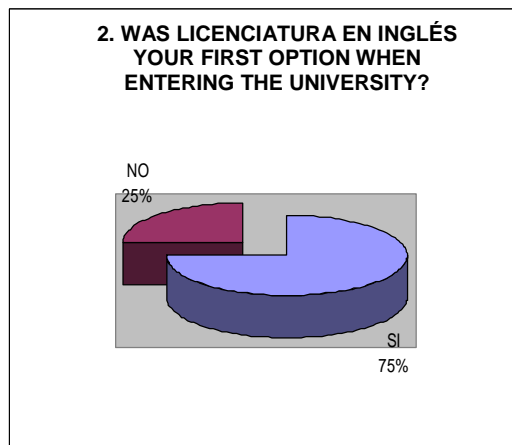


FIGURE 7

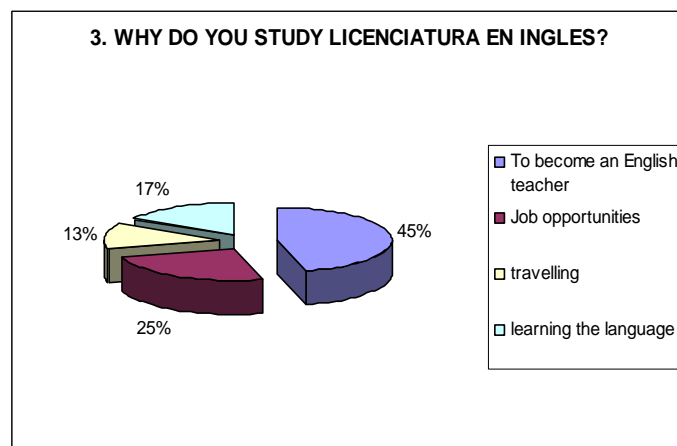


FIGURE 8

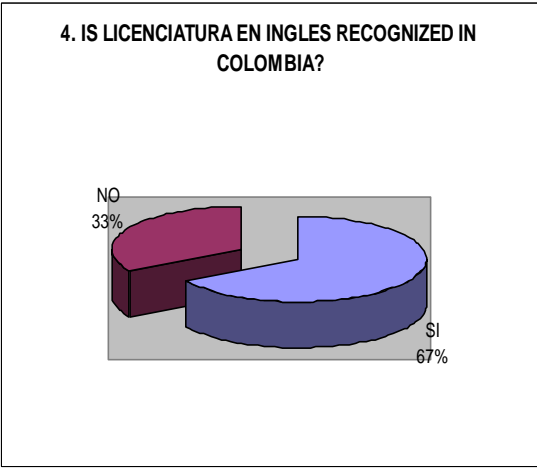


FIGURE 9

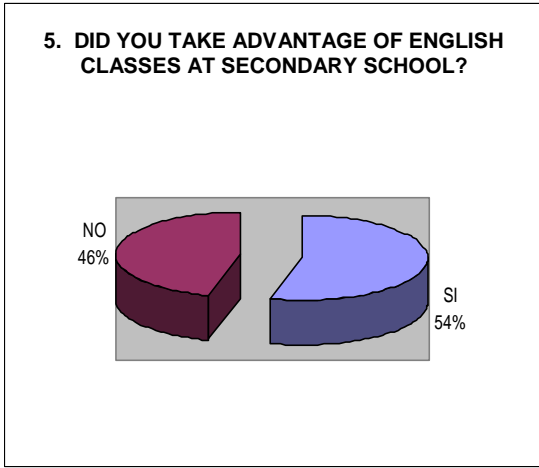


FIGURE 10

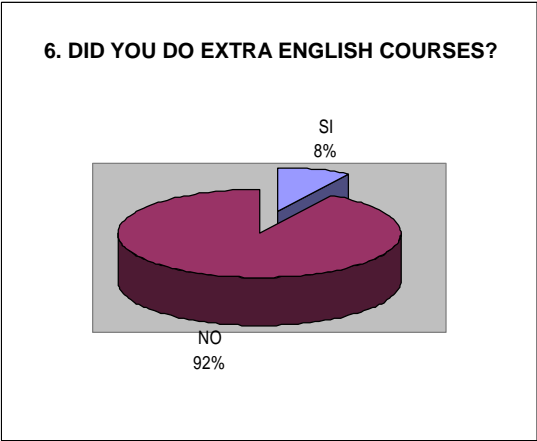


FIGURE 11

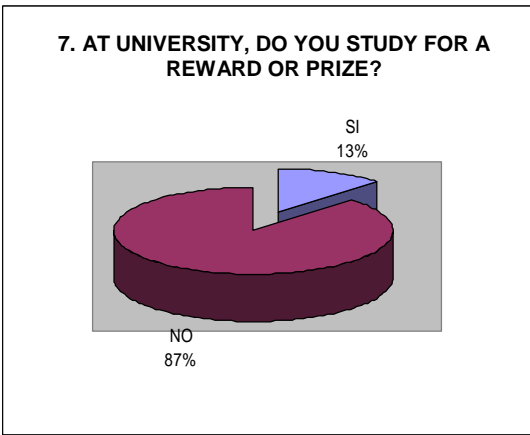


FIGURE 12

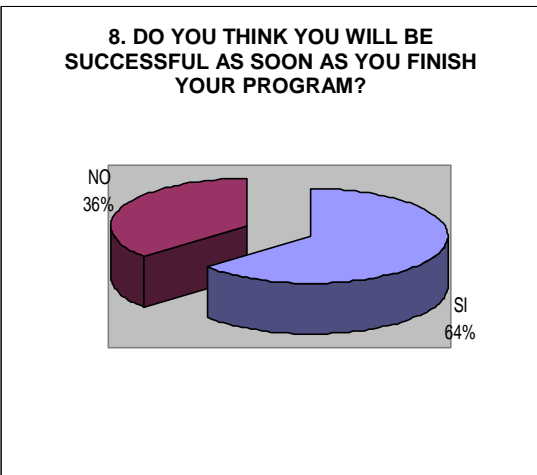


FIGURE 13

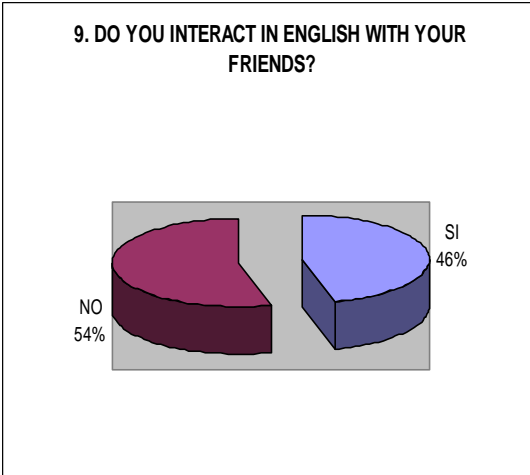
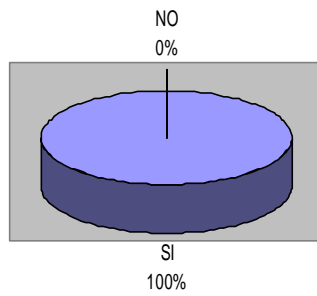


FIGURE 14

10. DO YOU LOOK FOR OPPORTUNITIES TO
KEEP IN TOUCH WITH THE LANGUAGE?



INSTRUMENTAL VS. INTEGRATIVE MOTIVATION

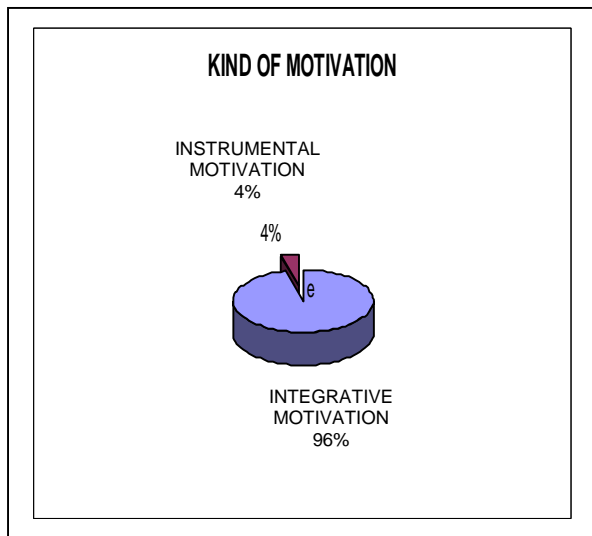


FIGURE 16



3. LANGUAGE LEARNING ATTITUDES QUESTIONNAIRE

FIGURES

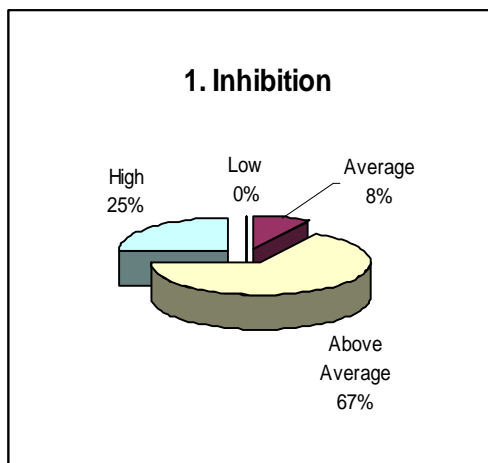


FIGURE 17

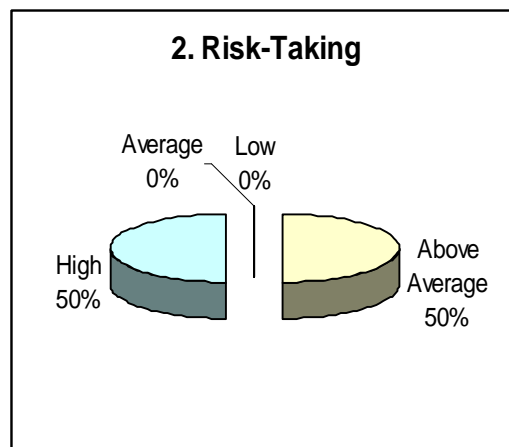


FIGURE 18

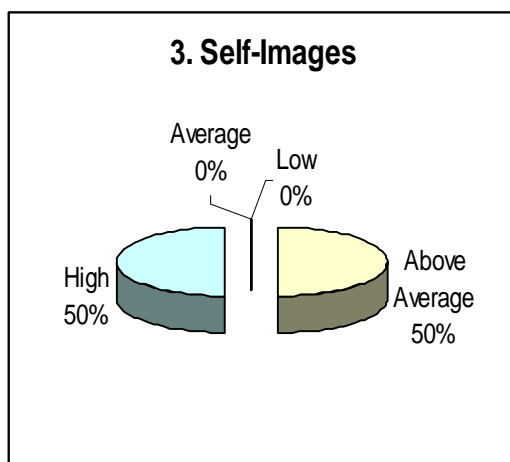


FIGURE 19

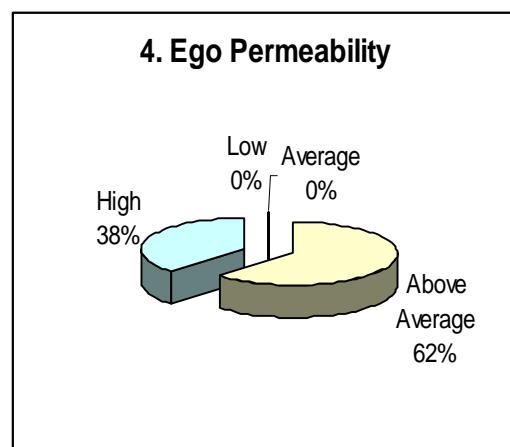


FIGURE 20

5. Ambiguity

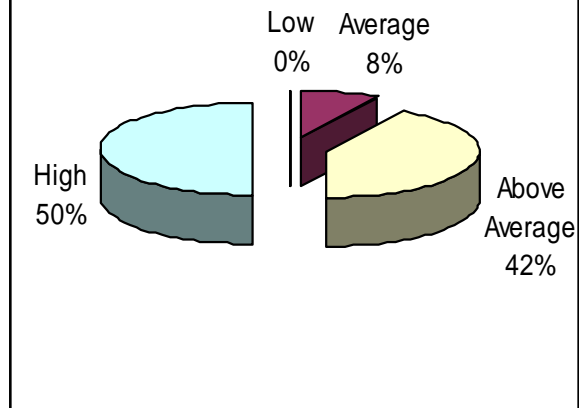


FIGURE 21



4. LANGUAGE LEARNING PERSONALITY

FIGURE

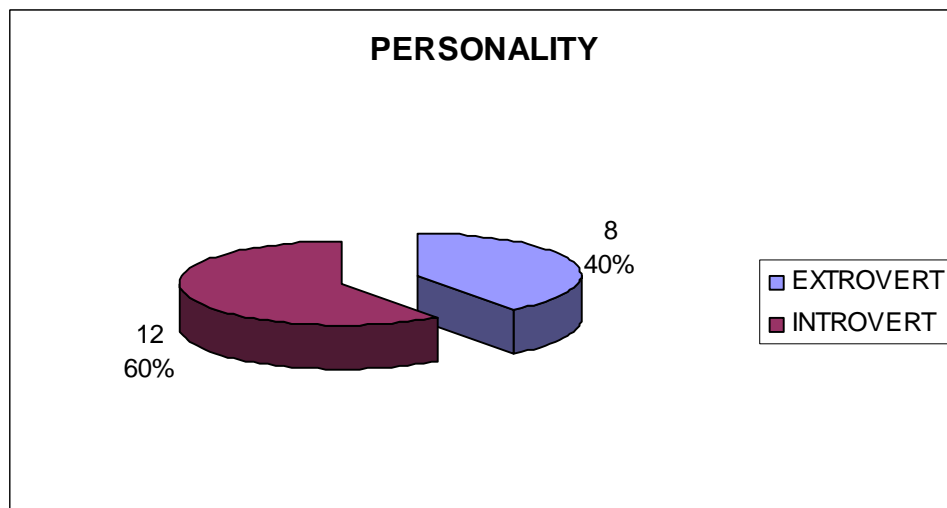


FIGURE 22



LANGUAGE LEARNING QUESTIONNAIRE

FIGURE

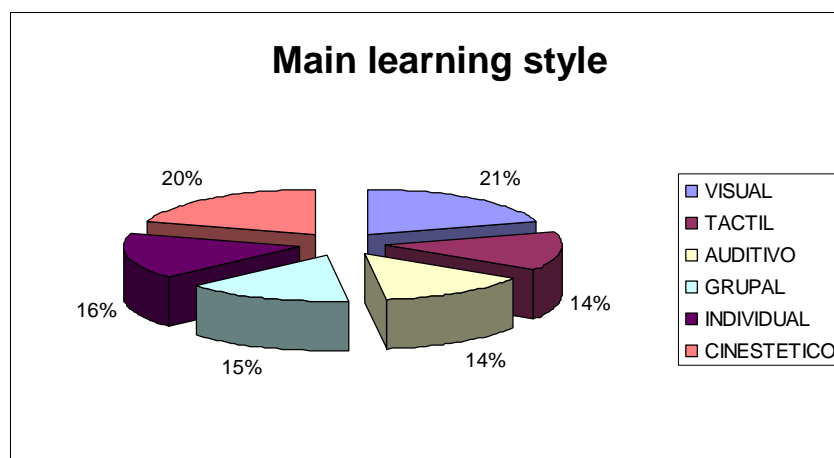


FIGURE 23



6. STRATEGIES INVENTORY FOR LANGUAGE LEARNING (SILL)

FIGURES

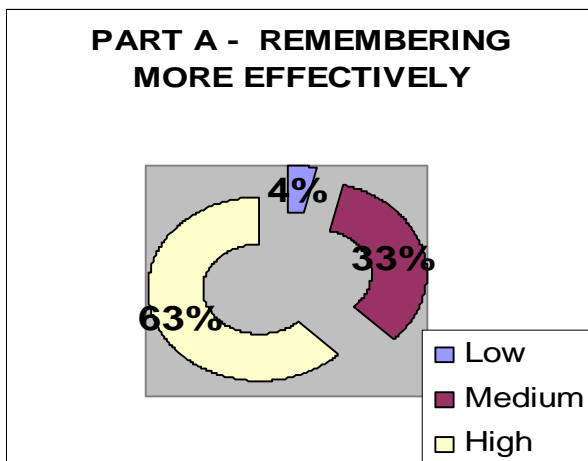


FIGURE 24

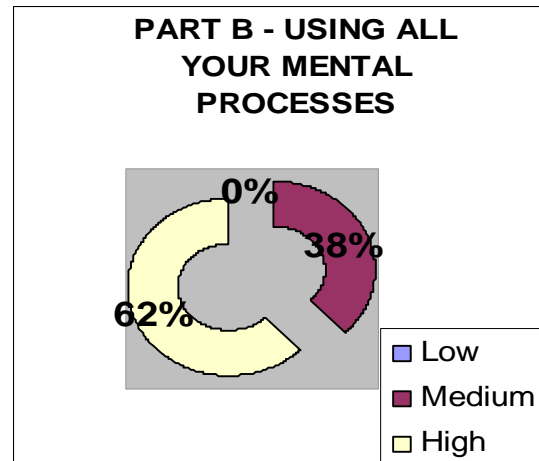


FIGURE 25

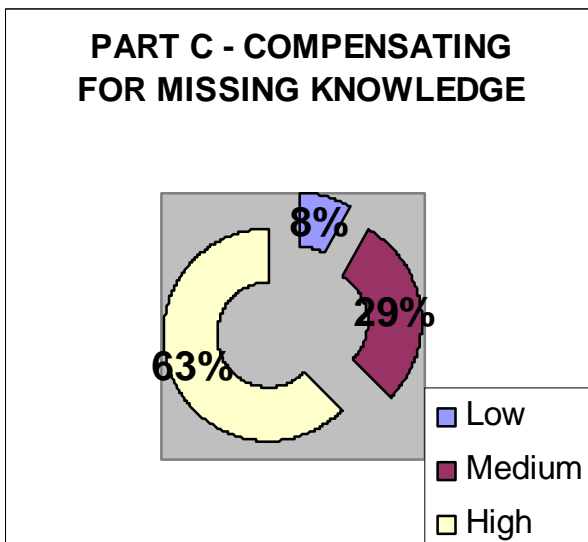


FIGURE 26

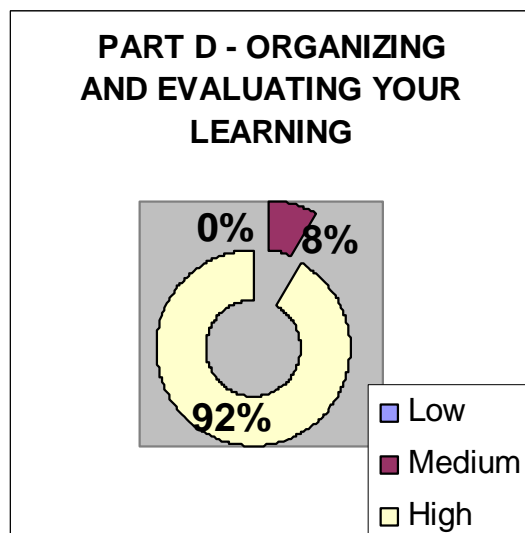


FIGURE 27

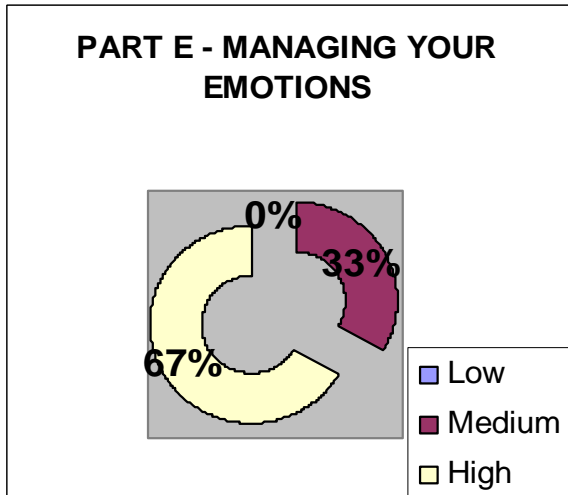


FIGURE 28

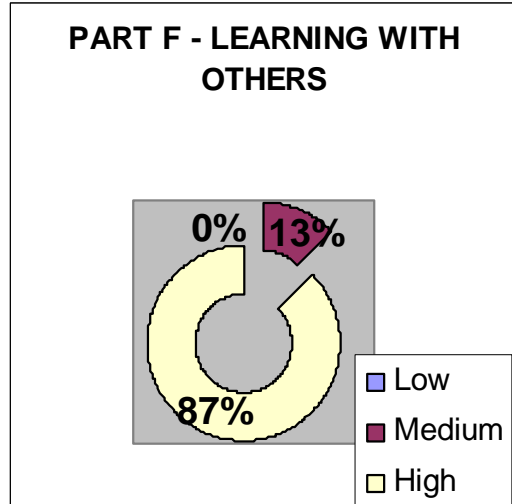


FIGURE 29

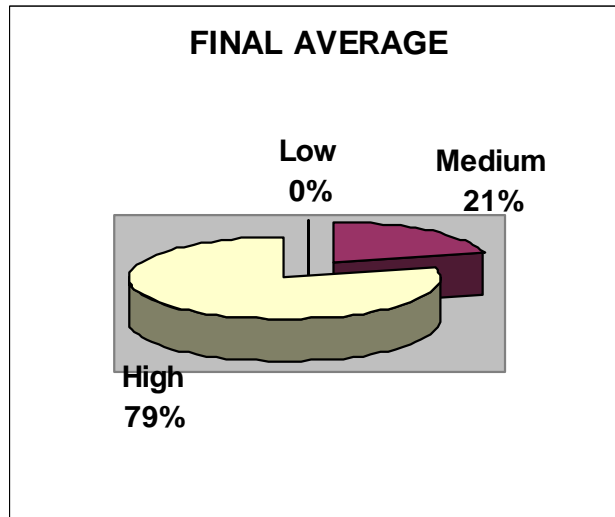


FIGURE 30