ENGLISH: TAKING MY NEXT STEP

CEFR LEVEL

A2 – B1

TEACHER'S GUIDE

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Welcome Letter

Dear teacher,

The material you are about to explore is a supporting guide for "English: Taking my next Step", an 80-hour Online Course for students in the 10th and 11th grades. The main objective of this course is to foster students' use of English to pave a wider spectrum of opportunities along their professional path. This document intends to help you make the teaching process a space for growth and training for your students and yourself, based on the concepts of English for Specific Purposes and Critical Reading.

The guide presents a general view of the four modules that make the series, which allow students to explore the following topics:

Module 1: *Leadership and Employability* (20 hours)

Develop skills such as creativity, communication, and problem-solving to foster leadership in your context and create the best versions you can produce of a CV and a cover letter in English.

Module 2: *Vocational Orientation* (20 hours)

Develop skills and vocabulary for customer service and job interviews in English.

Module 3: *Critical Thinking and Use of English* (20 hours)

Acquire useful vocabulary to talk about Globalization, Sustainability, Health, and Democracy and Peace in English.

Module 4: *Critical Reading* (20 hours)

Develop reading strategies through a variety of topics that boost student's level of comprehension and make reading in English more enjoyable.

Each module is divided into sections that cover reading, listening, writing, and speaking, as well as life skills, project work, and assessment. By developing the modules, students will:

- Gain skills in English (reading, listening, writing, speaking, vocabulary, grammar use) for specific purposes.

- Recognize and apply the 21st century skills (leadership, creativity, critical thinking, collaboration, communication, problem-solving) for professional growth.

- Recognize and apply the life skills established by the World Health Organization (communication, interpersonal, decision-making, problem-solving, creative thinking, critical thinking, self-awareness, empathy, assertiveness, and resilience) to have a healthy professional path.

- Create different products that will help them clarify their academic and professional interests and become leaders in their life project.

We hope this tool provides you with the necessary resources to create an effective learning environment, monitor student progress, and anticipate potential learning obstacles to help students realize their own potential, and guide them in the creation of the best possible versions of their products.

1. English: Taking my next Step!

The modules that are part of this Online Course are intended to provide students with the necessary tools to improve their level of English and to enhance their opportunities to use English in real life and meaningful contexts. In these Modules, English is the medium of instruction for students to learn and develop other abilities that will be of utmost importance in the students' future vocational, professional, and work life.

Each Module is 20-hours long and is divided into 2, 3, or 4 sections. Each section is composed by lessons that aim to reinforce students' language skills, at the same time a Life Skills and 21st Century Skills are explicitly presented. The first two Modules should be taken in order, as Module 1 strengthens students' vision of who they are and helps them project as who they want to be. In Module 2, students consider what they have learned about themselves to start their path to get a job. On the other hand, students can take Module 3 and 4 separately.

Below, you will find a detailed description of each Module, including sections' titles and objectives, and activities.

1.1. Module 1: Leadership and Employability

In this Module, students will acquire language functions and skills for the workplace. Students will complete three sections to achieve the following goals:

Section 1: What makes a leader?
- Learn vocabulary related to leadership.
- Understand academic texts and specialized issues related to specific leadership aspects.
- Analyze problematic situations and propose possible solutions to them.
- Detect relevant information within written and oral texts.
- Create argumentative sentences to propose solutions.

Section 2: Who am I? Who do I want to be?

- Understand and analyze personal context in terms of abilities and possibilities to choose a career.
- Find, describe, and compare information about different study options I am interested in.
- Design professional routes based on academic interests and personal skills.

Section 3: Online Profiles – "My skills include Donut eating"
- Identify the structure of a resume/CV, its sections, and style.
- Read and analyze examples of resume/CV and cover letter.
- Identify and use professional expressions and vocabulary when writing my resume/CV and cover letter.

1.1.1. Section 1: What makes a leader?

In section 1, students will complete 5 lessons, each one related to a particular topic pertaining to leadership. One of the main characteristics of the lessons is that they also aim to reinforce one skill providing students with strategies to enhance their reading, listening, speaking and writing.

LESSONS' NAMES	BASIC LEARNING RIGHTS (Grades 10 and 11)	TYPES OF ACTIVITIES
Lesson 1. READING 1 Teenage Leadership	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	Prediction Matching Highlighting Multiple choice
Lesson 2. LISTENING Leadership's Problems and Solutions	Responds to questions and inquiries after an oral presentation on general or academic topics of interest.	Prediction Matching Multiple choice Fill-in the gaps
Lesson 3. READING 2 Leadership Styles	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.	Prediction Matching Highlighting Multiple choice Chart completion
Lesson 4. WRITING Leadership in Context	Explains orally and in written forms the causes and effects as well as the problem and the solution of a given situation.	Prediction Highlighting Chart completion
Lesson 5. Do it yourself (DIY) How does Leadership Manifest in my Life?	Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.	Text writing Recording

1.1.2. Section 2: Who am I? Who do I want to be?

In section 2 students will learn how to design their best academic path based on their personality and abilities.

LESSONS' NAMES	BASIC LEARNING RIGHTS (Grades 10 and 11)	TYPES OF ACTIVITIES
Lesson 1. READING 1 Career Option Assessment	Identifies and contrasts opinions of the author(s) in oral and written texts related to his/her school environment.	Yes/No questions Prediction Summarizing Open cloze Highlighting Multiple choice
Lesson 2. LISTENING Features and abilities for the professional path	Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.	Prediction Matching Chart completion Text order
Lesson 3. READING 2 Planning your Professional Path	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	Yes/No questions Matching Highlighting Multiple choice Chart completion
Lesson 4. WRITING Where do you want to study?	Exchanges opinions on topics of personal, social, or academic interest.	Sentence order Open cloze
Lesson 5. LIFE SKILLS Analyzing my options	Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.	Matching Chart completion
Lesson 5. Do it yourself (DIY) How can my talents and abilities help me choose my professional path?		Chart completion Text writing Recording

1.1.3. Section 3: Online Profiles – "My skills include Donut eating"

In section 3 students will learn how to write information that can be used for CV's and Online Professional Profiles.

LESSONS' NAMES	BASIC LEARNING RIGHTS (Grades 10 and 11)	TYPES OF ACTIVITIES
Lesson 1. READING 1 Written documents for a job interview	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	True/False questions Yes/No questions Multiple choice
Lesson 2. LISTENING How to write a consistent CV	Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.	Chart completion Text order Multiple choice
Lesson 3. WRITING Introducing myself to the employer	Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.	Yes/No questions Matching Note taking Text organization
Lesson 4. READING 2 My CV/Resume	Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.	True/False questions Note taking Text organization
Lesson 5. Do it yourself (DIY) Creating my Online Professional Profile	Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.	Text writing Recording
MODULE'S REVIEW AND SELF-ASSESSMENT		
BASIC LEARNING RIGHT Responds to questions and inquiries after an oral presentation on general or academic topics of interest.		
Quantitative Assessment Multiple Choice 20 questions	**Quantitative Assessment's Feedback** Topics to improve Links to improve	**Qualitative Assessment** Yes/No questions 3-5 questions

1.2.   Module 2: Vocational English

In this Module, students will get view of possible career routes, using English as their primary means of communication. Students will complete three sections to achieve the following goals:

Section 1: Looking for a job
- Build useful vocabulary to perform in a job environment
- Develop skills for a job interview.

Section 2: My First Job!
- Develop active listening skills
- Identify details in conversations
- Use a mix of tenses within interaction with customers
- Develop skills for solving problems
- Develop creativity and persuasive skills

Section 3: Empowering Regions: Tourism Entrepreneurship

- Understand the characteristics of descriptive texts through examples.
- Use adjectives and numerical data to present general information about a region and a productive sector.
- Make a list of advantages to promote a region and support it with arguments.
- Promote an economic sector showing its benefits for the economic growth of the region.
- Use conditionals and future tenses to make projections.
- Make effective oral presentations using multimedia.

1.2.1. Section 1: Looking for a job

LESSONS' NAMES	BASIC LEARNING RIGHTS (Grades 10 and 11)	TYPES OF ACTIVITIES
My first job	Identifies the purpose of medium length, oral and written texts related to topics of general and academic interest and shares it with others	Matching, skimming, scanning, fill in the blanks
Succeed like a STAR!	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	Listening, matching, multiple Choice, fill in the blanks.
Remote working	Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation	Reading, fill in the blanks, writing
Leadership	Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience	Matching, multiple choice, writing
Review and Self-assessment		Matching, multiple choice, filling the blanks

1.2.2. Section 2: My First Job!

LESSONS' NAMES	BASIC LEARNING RIGHTS (Grades 10 and 11)	TYPES OF ACTIVITIES
Skills for the 21st-century workplace	Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation.	Fill in the blanks, skimming, scanning, multiple choice, listening.
Mad customers on the phone?	Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.	Matching, true / false sentences, writing.
Email Etiquette	Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.	Multiple choice, reading, writing, speaking
Writing	Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced	Matching, listening, writing.
LIFE SKILLS Interpersonal Skills		Fill in the blanks, listening, writing.
Do it yourself (DIY) An Effective Communicator!	Narrates personal experiences or familiar stories in oral or written form.	Writing, filling the blanks.

1.2.3. Section 3: Empowering Regions: Tourism Entrepreneurship

LESSONS' NAMES	BASIC LEARNING RIGHTS (Grades 10 and 11)	TYPES OF ACTIVITIES
Local Tourism Portfolio	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	Matching, writing, reading.
Classifying Tourism Offers	Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation	Matching, fill in the blanks, categorizing
Tourism Circuits	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others	Categorizing, matching, reading, writing.
A Tourism Package	Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.	Fill in the blanks, reading, writing, matching.

A Sales Pitch!	Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.	Matching, listening, writing.
Review and Self-assessment		Multiple choice, fill in the blanks

1.3. Module 3: Critical Thinking and Use of English

This module aims to develop the skills of Critical Thinking and Use of English by means of activities and resources directly related to the Suggested English Curriculum and its modules: *Globalization, Sustainability, Health, and Democracy and Peace.* One of the main characteristics of this Module is to provide students with opportunities to read about and listen to real-life problems and situations for them to stand their position and analyze critically the problems posed through the activities. Students will complete four sections to achieve the following goals:

Section 1: Globalization
- Recognize general and specific ideas in short argumentative written texts on academic and scientific subjects.
- Structure argumentative oral and written texts about academic and scientific subjects.
- Express opinions about academic and scientific subjects in spontaneous interactions.

Section 2: Sustainability
- Identify the author's point of view in argumentative oral and written texts related to academic subjects.
- Participate in conversations on academic subjects.
- Express own points of view in simple argumentative oral and written texts on academic subjects.

Section 3: Health
- Produce simple argumentative oral and written texts on subjects of other disciplines.
- Identify specific information in long argumentative written texts related to subjects of other disciplines.
- Exchange, orally, opinions and ideas in spontaneous interactions on subjects of other disciplines.

Section 4: Democracy and Peace

- Identify main points and specific information in different written and oral texts on personal and academic subjects of interest.
- Express points of view on personal and academic subjects of interest.
- Exchange opinions orally on personal and academic subjects of interest in debates

Provoking questions:

1. What are the advantages and disadvantages of globalization? Is it an essential element for human beings' evolution?
2. Is fast fashion a dangerous element for the planet?
3. How are unprivileged communities affected by COVID-19?
4. Is the peace process something new for Colombia?

LESSONS' NAMES	BASIC LEARNING RIGHTS (Grades 10 and 11)	TYPES OF ACTIVITIES
Reading 1	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others. Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	Matching Brainstorming True and false Filing the blanks Analyzing extracts
Listening	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others. Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others. Responds to questions and inquiries after an oral presentation on general or academic topics of interest Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	True and false Filing the blanks Analyzing extracts Predicting Multiple choice questions
Reading 2	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others	Matching Brainstorming True and false Filing the blanks Analyzing extracts

	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	
Writing	Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience Explains orally and in written forms the causes and effects as well as the problem and the solution of a given situation. Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced. Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.	Outlines Creating a letter Writing a message
Life skills	Maintains previously prepared formal discussions about academic topics. Expresses orally his/her point of view about a controversial topic previously studied. Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.	Recording voice messages
Do it yourself	Expresses orally his/her point of view about a controversial topic previously studied. Expresses his/her position on a familiar topic in written and oral form, taking into consideration her/her audience. Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.	Recording a video Recording a voice message

1.4. Module 4: Basic and Critical Reading Skills

By working on this Module, students will improve their reading comprehension skills. The module is divided into two sections. In the first section, students will work on *Basic Reading Skills* such as scanning and skimming. In the second section, students will work on *Critical Reading Skills and Logical Thinking.* Students will complete these two sections to achieve the following goals:

- Acquire reading habits in English.
- Awaken your interest in reading about a variety of topics.
- Develop strategies that boost your level of comprehension and make your reading more enjoyable.
- Understand the value of English in the learning process as a door to a wide variety of content written in English.

Section 1: Basic Reading Skills
- Identify main ideas and the context of texts.
- Follow steps while reading.
- Identify specific information.
- Understand vocabulary in context.
- Organize the ideas of a text in maps.
- Complete maps based on the information from the texts.

Section 2: Critical Reading Skills
- To identify specific information
- To distinguish facts from opinions
- To analyze the structure of a story
- To create a new story

Lessons' big question	BASIC LEARNING RIGHTS (Grades 10 and 11)	TYPES OF ACTIVITIES
How can we develop intelligence for the virtual world?	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	Matching, multiple choice, analysis, graphic organizers, Recording, Self-assessment
Why do humans invent stories?	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.	Matching, multiple choice, analysis, graphic organizers, Drafting, planning, Writing, Self-assessment

2. Pedagogical Background of the Methodologies Implemented

In the following section, you will find a brief description of the methodologies implemented for the development of the Modules.

2.1. English for Specific Purposes (ESP)

ESP is a learner-centered approach in which the needs of students lead all teaching practices. ESP involves active learning and implies relevant assessment procedures. Due to the importance of ESP for the development of the Modules, Section 3.1. of this document has been devoted to this methodology.

2.2. Leadership

Leadership is in many cases seen as an advanced, complex and multi-component competence beyond a fixed personality trait. Within this definition, leadership is considered a dynamic procedure, which can be developed through appropriate interventions (Sisk,1993).

In recent years, the importance of developing leadership as one of the skills of the 21st century in adolescents has been highlighted by several authors. Murphy (2012), Montgomery and Kehore (2018) claim that school is the environment where leadership develops, being the place where young people learn about organizational culture and take initiative and roles. In this environment, middle and high school students can develop leadership skills *through decision-making,* good *relationships with others,* organizational techniques, *organization, intrapersonal* skills, *and teamwork.*

2.3. Critical Reading

The critical reading interpretation proposed in this document is based on the work of Cassany (2003), who defines the concept as a complex type of reading that (a) requires high levels of comprehension, (b) includes literal, inferential reading, and c) requires the reader's personal response to content through his point of view.

Other features of the author's proposed concept of critical reading include the following criteria:

1. It is independent
2. Requires prior information
3. Starts with questions or problems the subject needs to answer
4. Looks for reasoned and supported arguments
5. Compares and contrast ideas with others from individual analysis

2.4.   Autonomy

The concept of autonomy means that students take responsibility for their learning process, define their goals, and take steps to achieve them. Autonomy refers to those learning activities that take place without the immediate intervention of the teacher. This allows students to become more efficient and effective when studying in a self-directed manner. In order to achieve greater autonomy in the teaching and learning processes, it is essential that the material and learning objectives are of interest and importance to the student.

2.5.   Experiential learning

Experiential learning includes an exhibition stage, followed by participation (collaborative or individual tasks, taking responsibility, etc.), internalization (reflecting on the process, concluding, etc.) and dissemination (Tomlinson, 2013), when the student applies the task in real life: *Looking for a job, writing a CV, presenting a product*, etc. This learning theory is aligned with the underlying theories of English for Specific Purposes which is the main axis of the four modules.

2.6.   Project-Based Learning

As stated in the Suggested English Curriculum (2016), project-based teaching-learning, allows students' active participation in the planning, development and assessment of a project that is in accordance with the needs of the current world. In response to this, the Modules in this course present activities framed within *situations that are similar to reality and that are significant for the students* (2016, p. 20).

At the beginning of each Module, a Big Question is stated. By reading this question, students will get an idea about what the project of the Module would be and will activate previous knowledge. There are also other sets of questions along the Modules, that are part of the first stage of project work: *Conception and initiation.* As students move forward in the activities, they will find more questions to continue *planning, executing, monitoring* and *presenting* the final product (*project closure*).

2.7.   Problem-Based Learning (Case-studies)

Throughout the Modules, students are presented with case studies. These are of utmost importance, as they allow students not only to put into practice language skills but also to reinforce and enhance the Life Skills and 21st Century Skills that are explicitly presented along with the case studies and activities. As stated in the Suggested English Curriculum (2016), *the methodology based on problems suggests the active participation of the students in problem-solving that affects the educational community or society in general.* (2016, p. 23). For the topics presented in each Module, it is expected that students develop *a necessary capacity for analysis making them competent to provide solutions to different problems* (2016, p. 23)*.*

The activities and case studies presented work as a guide for students. This should be also the role of the teacher: to guide the students in the search for possible solutions to the problems proposed. When completing the Modules, students will encounter the necessary scaffolded activities and input to be ready

to understand, analyze and finally solve the problem proposed. It is also expected that the students' creativity and empathetic when stating a solution to the problem bearing in mind the people involved, the advantages and disadvantages of the proposed solution, etc.

3. Professional Development Capsule – Tips and Teaching Ideas

3.1. English for Specific Purposes: Definition

ESP (English for Specific Purposes) includes teaching and learning the particular skills and language required by learners to achieve a goal, either in an academic field or work area. The P in ESP is often a professional goal -a collection of abilities that students currently need in a specific field: looking for a job, writing a CV or presenting a product. ESP assessment is important and reflects on the ability of learners to perform efficiently in different contexts, rather than just their level of English. ESP compares with General English, which is targeted at a wide variety of students. Basic criteria for skills that go beyond language, such as writing an email, taking a work interview, or engaging in a meeting, are discussed in an ESP course.

3.1.1. Benefits of ESP

All students need ESP, in principle, and will benefit from a course tailored to their needs. There is also an ESP division called ESAP, which prepares students for their future work (English for Specific Academic Purposes). The four Modules that are part of the course aim to support students in their path towards their higher education, their vocational future, and their work-life. By explicitly learning about how to implement different strategies, students are becoming more and more aware of the cognitive processes that underlie learning. In addition to this, ESP makes the learning of a language more meaningful hence students will find English useful and applicable to their immediate context.

3.1.2. ESP vs. General English

The primary objective of integrating ESP in our educational setting is to equip learners with the English language skills to cope successfully with the communication challenges of their future academic and work life. Holme (1996) suggested that "*ESP should help students to acquire necessary language skills to utilize their knowledge by combining work-related skills with personality development and sociocultural knowledge*". It is for this reason that in each Module students will find grammar/language boxes, and vocabulary boxes with explicit explanations of the language applied in context. In addition to this, along with the four Modules, Soft skills and 21st Century skills are presented to boost the personality development and sociocultural knowledge stated by Holme.

That said, it is important to highlight that General English is embedded in ESP as General English courses will only lead students to the development of language proficiency to communicate successfully in a range of situations, opposite to ESP that aims to foster subject knowledge using English as a Medium of Instruction.

3.1.3. Planning an ESP Lesson

Planning for an ESP lesson is somewhat close to planning for a class in General English. What teachers of an ESP course should take into consideration is that, with only slight changes and modifications, most of the concepts used in the teaching of General English are directly transferable to ESP. For further reading on the generic aspects of lesson planning, you can visit https://www.teachingenglish.org.uk/article/lesson-planning.

For a General English class and an ESP class, there are parallels in lesson planning. For example, when preparing for both types of classes, you would like to include the following elements:

Grade:		LESSON PLAN					Length of class: 60 minutes	
# of students:	**Language Focus:**		Grammar		**Skills:**		Reading	
			Vocabulary				Listening	
			Functions				Speaking	
			Other _____				Writing	
Average age of students:		**Approaches Followed:**						
		Co-Teaching			Project Based Learning			
		Active Learning			Problem Based Learning			
		Communicative Approach			PPP			
		Task Based Learning			Other: Skill-based lesson			
DBA								
LOTS / HOTS	Remember	Understand	Apply		Analyze	Evaluate	Create	

Anticipated problems		Planned solutions
	→	
	→	
	→	

Day, J & Krzanowski, M. (2011) stated that *ESP lesson plans can have the following additional features as well. The first part of the lesson plan (the background) can include:*

- *The balance of, and emphasis on, various skills.*
- *The choice of and rationale for any specific vocabulary to be taught in the lesson.*
- *What aspects of specific ESP **register** and **genres** (that is, particular forms of the language used in particular professional activities) to cover (e.g.* presenting a product to customers*).*
- *A justification of the teaching methods and approaches used. In some ESP contexts a mixture of methodologies may be more appropriate than adherence to a single approach.*

The second part (the grid showing the "what", "how" and "when" of the lesson) will be basically the same for both General English and ESP classes.

3.1.4. Communication Skills in ESP

Modern communication in the workplace expects professionals who not only have excellent command of their subject area but can also engage well with peers and the general public (Day, J & Krzanowski, M. 2011). This is the reason why communication is key in ESP considering both accuracy and fluency but being the latter the main focus in an ESP course. A fluent communicator in any language must have not only a good command of the language but also *a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs* (Soft Skills, UNESCO).

In addition to this, there are other aspects that are considered throughout the Modules:

• Proper learning environment to lower anxiety and allow students to practice before speaking: *Voice recording activities included in each Module*.

• Meaningful and authentic activities to enhance learning and make it memorable: *Case studies, reflection logs, self-assessment, etc.*

• Variety of activities, strategies and techniques: Matching, multiple choice, analysis, graphic organizers, Recording, Self-assessment

• Modelling, scaffolding and input: *Reading and Listening are presented before Writing and Speaking*.

• Language boxes, Soft Skills and 21st Century Skills examples and explanation.

3.1.5. Coping with English Level in an ESP classroom

When ESP was first implemented, it was believed that it should not be attempted with low-level learners of English. However, nowadays, approaches to this issue are more flexible, and ESP is taught from level A2 onwards. In addition to this, access to English is now easier and mixed-ability classes can be seen as a benefit because you can implement methodologies that foster collaborative and cooperative work and promote pair work or group work. In this way, more proficient students will help less confident students in communicative activities.

Language and vocabulary boxes, as well as useful language sections, have also been included along the Modules. These will provide students with opportunities to reflect upon grammar in context and understand the language needed to successfully complete a communicative task.

3.1.6. Assessment in ESP

Assessment in ESP is directly connected to students' performance on the tasks assigned. As a teacher, you can choose some case studies that represent a simulation of real-world tasks to assess students' understanding of the language, of the situation and their performance either solving a problem, standing a position, defending an argument, etc.

There are other activities that can be used as assessment, for example, *writing assignments designed to simulate the type of writing the learners will have to do in their jobs, and assess them on such criteria as professionalism, successful communication and impact on the target reader* (Day, J & Krzanowski, M. 2011). Regarding vocabulary, you can check students' performance on the matching tasks (words to definitions/images), gap-fill (fill in the blanks) and sorting exercises presented in each one of the Modules.

4. Assessment

Taking into account the Suggested Assessment Paths presented in the Suggested English Curriculum (pg.24), assessment *for* learning and *of* learning have been included in the Modules. When assessing *for* learning, you and your students will be able to follow-up and monitor their performance by understanding the progress they make in their learning: successfully completing tasks, projects and Case Studies. On the other hand, self-assessment charts have in their basis the principles of assessment *of* learning. These charts can be also used as a rubric to evidence the students' performance. *Through the rubric, you ensure that the students are clear on what is expected of them and what you will demand when presenting their commitments* (Suggested English Curriculum, pg. 24).

4.1. Rubrics

In each one of the Modules, students will find a self-assessment. Additionally, throughout the lesson students will have case studies, problems to solve, and projects to conduct in which they will have to implement what they have learned so far within each Module. For each one of the above mentioned, students will have a rubric with criteria and percentages to evaluate their performance. In Modules 1 and 4, students will find a list of extra resources and websites at the end of each section to complement their practice. For Module 2 and 3, suggested websites have been included in the self-assessment charts.

Below, you will find the complete set of self-assessment charts and rubrics divided in Modules and Sections.

4.1.1. Module 1: Leadership and Employability Assessment

Below you can see the scales and checklists students are presented with in this module.

4.1.1.1. Section 1

With this section I had the opportunity to:	YES 100-90%	ALMOST 89-70 %	BARELY 69-45 %	NO 44-0%
Learn vocabulary related to leadership.				
Understand academic texts and specialized issues related to specific leadership aspects.				
Analyze problematic situations and propose possible solutions to them.				
Detect relevant information within written and oral texts.				
Create argumentative sentences to propose solutions.				

4.1.1.2. Section 2

With this section I had the opportunity to:	YES 100-90%	ALMOST 89-70 %	BARELY 69-45 %	NO 44-0%
Understand and analyze my personal context in terms of abilities and possibilities to choose a career.				
Find, describe, and compare information about different study options I am interested in.				
Design professional routes based on academic interests and personal skills.				

4.1.1.3. Section 3

With this section I had the opportunity to:	YES 100-90%	ALMOST 89-70 %	BARELY 69-45 %	NO 44-0%
Identify the structure of a resume/CV, its sections, and style.				
Read and analyze examples of resume/CV and cover letter.				
Identify and use professional expressions and vocabulary when writing my resume/CV and cover letter.				

4.1.2. Module 2: Vocational English Assessment

Below you can see the scales and checklists students are presented with in this module.

4.1.2.1. Section 1

Objectives	Need Improvement (0 -5)	Fair 6-10	Good 11-15	Outstanding 16-20	Extra practice Links
Talk about my abilities and experiences					https://www.britishcouncil.in/sites/default/files/posters_0.pdf
Understand frequently asked questions during an oral job interview					https://learnenglish.britishcouncil.org/business-english/business-magazine/job-interviews
Reply to behavioral-based questions orally using the STAR method					https://www.thebalancecareers.com/behavioral-job-interview-questions-2059620
Reply to an email following email etiquette					

4.1.2.2. Section 2

Objectives	Need Improvement (0 -5)	Fair 6-10	Good 11-15	Outstanding 16-20	Extra practice Links

Objectives				https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/skills-21st-century-workplace
…improve my skills for the 21st-century workplace				https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/skills-21st-century-workplace
… use *can* and *be able to*				
…use imperatives properly				
…identify rules				

4.1.2.3. Section 3

Objectives	Need Improvement (0 -5)	Fair 6-10	Good 11-15	Outstanding 16-20	Extra practice Links
Describe trends					https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/writing-about-bar-chart
Write paragraphs					https://www.britishcouncil.cz/en/events/academic-writing-how-write-great-paragraph
Use the first conditional to express a real or very probable situation in the present of future					https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/conditionals https://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode24/languagepoint.shtml
Identify business partners					https://www.hatchbuck.com/blog/7-ways-identify-ideal-business-partner/
Use internet tools to make a research					https://advice.writing.utoronto.ca/researching/research-using-internet/
Recognize parts of the speech like nouns, verbs, adjective, adverbs					https://learnenglish.britishcouncil.org/english-grammar-reference
Prepare a multimedia presentation an deliver it effectively					https://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation

4.1.3. Module 3: Critical Thinking and Use of English

Below you can see the scales and checklists students are presented with in this module.

4.1.3.1. Section 1

	Yes	No	If your answer was no, here are some extra links to practice:
understand the concept of globalization.			https://www.bbc.co.uk/bitesize/guides/zrycwmn/revision/1
think critically about the implications of globalization.			https://www.youtube.com/watch?v=JJ0nFD19eT8&ab_channel=explainitychannel
give recommendations about globalization.			https://learnenglish.britishcouncil.org/skills/speaking/upper-intermediate-b2/giving-advice

4.1.3.2. Section 2

Objectives	Yes	No	Extra practice Links
Understand the concept of sustainability			https://www.bbc.co.uk/bitesize/guides/znmnb9q/revision/1
Recognize the life cycle of clothes			https://www.youtube.com/watch?v=BiSYoeqb_VY&ab_channel=TED-Ed
Talk about fast fashion using vocabulary from each lesson			https://www.bbc.co.uk/newsround/45791312
Use prepositions correctly in some expressions			https://www.bbc.co.uk/learningenglish/burmese/course/intermediate/unit-10/session-1/activity-2
Use Present Perfect correctly to express past actions			https://learnenglish.britishcouncil.org/english-grammar-reference/present-perfect
Present my ideas through a manifesto			https://www.commonobjective.co/article/5-steps-to-creating-a-sustainability-manifesto

4.1.3.3. Section 3

	Yes	No	If your answer was no, here are some extra links to practice:
Talk about the impact of Covid-19 in an indigenous community			https://www.bbc.com/future/article/20200727-how-covid-19-could-destroy-indigenous-communities

Identify specific and general information from a text.			https://www.bbc.co.uk/bitesize/topics/zmhdscw/articles/zrc4mfr

4.1.4. Module 4: Basic and Critical Reading Skills

Below you can see the scales and checklists students are presented with in this module.

4.1.4.1. Section 1:

Scale

1	2	3	4	5
I cannot do it	Not very well	Somewhat well	Well	Very well

Descriptor:	1	2	3	4	5
Identify the main idea of simple texts.					
Identify the context of simple texts.					
Find specific information in the text.					
Understand the meaning of unfamiliar vocabulary without using the dictionary.					

4.1.4.2. Section 2:
Scale:

1	2	3	4	5
I cannot do it	Not very well	Somewhat well	Well	Very well

Reading objectives:	1	2	3	4	5

Read and analyze character and plot development.					
Analyze the structure of a story.					
Distinguish facts and opinions.					
Create a short story.					

5. Useful Resources

5.1. Links and Further reading

Module 1	Topic	Link
Section 1	What is your Leadership Style?	https://www.mindtools.com/pages/article/leadership-style-quiz.htm
	Cultural Expectations and Leadership	https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2/cultural-expectations-and-leadership
	How To Be A Leader - The 7 Great Leadership Traits	https://www.youtube.com/watch?v=2lEp4TVpxgA
	Case Studies: Structure 2 (Writing)	https://learnenglish.britishcouncil.org/skills/writing/writing-purpose/case-studies-structure-2
	Leadership That Gets Results	https://www.academia.edu/20342932/CCLP_Daniel_Goleman_Leadership_That_Gets_Results_635362540540867592
	Where adverbials go in a sentence	https://learnenglish.britishcouncil.org/english-grammar-reference/where-adverbials-go-in-a-sentence
	Effective collaboration	https://learnenglish.britishcouncil.org/business-english/business-magazine/effective-collaboration
	Video Presentation Recording Tutorial - Screencast-o-matic	https://www.youtube.com/watch?v=Lu5rUmxJwvs
	PowerPoint: Rehearsing and Recording Your Presentation	https://www.youtube.com/watch?v=UdeRJpIxCF0
	Discourse Markers	https://learnenglish.britishcouncil.org/node/9138
	Adverbs	https://learnenglish.britishcouncil.org/general-english/podcasts/series-4/episode-09
	Life Skills	https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
	Leadership Styles and Characteristics	https://managementhelp.org/#leadership

Section 2	Free Career Test for Students & Adults	https://www.yourfreecareertest.com/career-tests/free-career-test-for-students/
	An introduction to competencies	https://learnenglish.britishcouncil.org/an-introduction-to-competencies
	How To Find Your Passion - 11 Abilities (Which one is for you?)	https://www.youtube.com/watch?v=bt9VdqvYDSc
	Taking notes	https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/taking-notes
	Work	https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/work
	Question forms	https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/question-forms
	Job adverts	https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/job-adverts
	Adjectives	https://learnenglish.britishcouncil.org/general-english/podcasts/series-4/episode-05
	Comparative and Superlative Adjectives	https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/comparative-superlative-adjectives
Section 3	CV vs. Resume	https://zety.com/blog/cv-vs-resume-difference
	Writing a good CV	https://learnenglish.britishcouncil.org/business-english/business-magazine/writing-a-good-cv
	How to write a powerful CV	https://www.youtube.com/watch?v=uG2aEh5xBJE
	Job Interview	https://learnenglish.britishcouncil.org/business-english/youre-hired/episode-04
	How to Write a Cover Letter	https://www.glassdoor.com/blog/guide/how-to-write-a-cover-letter/
	Anatomy of a Perfect Cover Letter	https://www.glassdoor.com/blog/app/uploads/sites/2/anatomy-of-coverletter-1-778x1024.png
	Cover Letter Examples for All Job Applications in 2020	https://resumegenius.com/cover-letter-examples
	A cover letter – Writing Practice	https://learnenglishteens.britishcouncil.org/sites/teens/files/a_cover_letter_-_writing_practice.pdf
	185 Powerful Action Verbs That Will Make Your Resume Awesome	https://www.themuse.com/advice/185-powerful-verbs-that-will-make-your-resume-awesome
	Interpersonal Skills	https://corporatefinanceinstitute.com/resources/careers/soft-skills/interpersonal-skills/
	A Cover Letter	https://learnenglishteens.britishcouncil.org/skills/writing/advanced-c1-writing/cover-letter

	What Is a CV & How Do You Write One?	https://www.glassdoor.com/blog/guide/what-is-a-cv/
	What Your Resume Should Look Like In 2020	https://www.forbes.com/sites/forbescoachescouncil/2020/07/20/what-your-resume-should-look-like-in-2020/?sh=42ec74c24dd5
	CV Examples	https://zety.com/cv-examples
	Great Resume Examples for Teens	https://www.glassdoor.com/blog/guide/resume-examples-for-teens/
	Creating a LinkedIn Account	https://www.youtube.com/watch?v=jh5eDSMPvjE
	How Do I Create a Good LinkedIn Profile?	https://www.linkedin.com/help/linkedin/answer/112133/how-do-i-create-a-good-linkedin-profile-?lang=en
	Professional text to speech program	https://www.naturalreaders.com/online/
	Learning LinkedIn	https://www.linkedin.com/learning/learning-linkedin-3/get-started-with-linkedin
	Advice on writing CVs	https://learnenglish.britishcouncil.org/advice-on-writing-cvs

6. Conclusions

ESP can be seen as a tool to understand how to make learning successful, how to make language memorable, and how to keep high levels of motivation. With this Guide, we intended to give you extra resources to help you make the teaching process a space for growth and training for you and your students. We hope this tool provides you with the necessary resources to create an effective learning environment, monitor student progress, and anticipate potential learning obstacles to help students realize their own potential, and guide them in the creation of the best possible versions of their products.

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