

MODALIDAD  
**COMERCIAL Y DE SERVICIOS**  
ESPECIALIDAD  
**EXECUTIVE SERVICE CENTERS**

**DISEÑO CURRICULAR BAJO EL MODELO DE EDUCACIÓN  
BASADA EN NORMAS DE COMPETENCIA**

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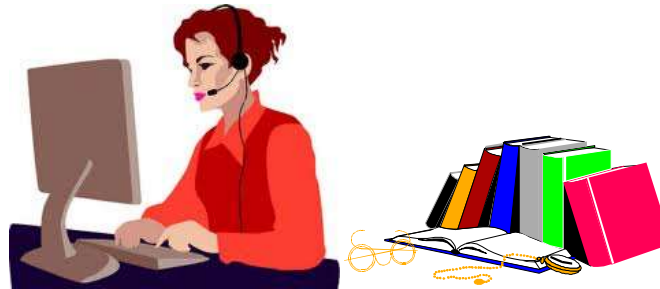
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**SECTOR  
COMMERCIAL AND SERVICE**

**PROGRAM:  
EXECUTIVE SERVICE CENTERS**



**TWELFTH GRADE**

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**May, 2011**

**Program approved by the Consejo Superior de Educación in session 31-2011, act 09-31-11 from September, 05<sup>th</sup>, 2011**

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## ACKNOWLEDGEMENT

The Ministry of Public Education and the Department of Technical Education deeply appreciate the valuable contributions of many professionals who gave advice on the development of this study program.

It is recognized the significant technical and methodological contributions of Colegio Técnicos Profesionales (CTP) the professors:

Licda.	María de los Ángeles Segura Segura	CTP de Heredia
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Br.	Heylin Corella Solís	CTP San Juan Sur

In particular, we appreciate the contribution of MSc. Vanessa Gibson, coordinator of *Coordinación de Iniciativas para el Desarrollo* at CINDE (Initiatives Development Coordination department) for her support in the development of this study program that will be taught by Executive Service Centers teachers.

Special thanks to the Volunteering Program for Retired Professors from Massachusetts Institute of Technology (MIT), mainly to Ms. Seymour and Mr. Cameron Smith for their suggestions and translations.

We also are grateful to Ms. Norma S. Merrett and Mr. Perry Miller for their work and recommendations in proofreading this program, and particularly for encouraging English Technical Advisors to the best we can be as professionals in our jobs.

Finally, special thanks to Costa Rica Multilingüe for its efforts to encourage Costa Ricans to communicate in many languages, and to make the concept of “multilingual” a reality in our country.

This program will increase the potential for success of the Technical and Professional High Schools preparing students for job opportunities after graduation and will expand the possibilities for rewarding careers for the graduates of these schools.

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## Presentation of Fundamentals

In these times the access to information and its efficient use is the most important factor in determining the performance on the personal level and at its organization. Starting from this point we can implement a strategy-definition process and make realistic and successful decisions according to developmental requirements of our environments.

In this context, the use of information technologies takes on strategic importance in many public and private organizations for their impact on the quality of productivity and services and in competitive growth.

Clearly the effective use of technology has an important effect on our country's productive, economic and social sectors. Thus, we are promoting the introduction of technology in activities related to performance by providing developmental factors and fundamental tool for attaining these goals.

Naturally, in order to realize the full potential offered by these technologies with its resulting momentum, it is necessary to train our population to a high level in accordance with our labor and management marketing requirements.

It should be point out the remarkable growth of our nationally installed technology base creates new information-technology workforce requirements. The demand for specialists in maintenance and updating is evident from technical support levels, resulting from growth in coverage and access to these technologies, to management and entrepreneurs.

The Ministry of Public Education, specially the Department of Technical Education, addresses new requirements in its sub-system which offers training to capable medium-level technicians. Starting from the principle that education is the fundamental instrument for developing useful citizens; the program increases the supply of technical specialists and includes information technology in computer networking.

Therefore, in accordance with the educational policy we aim to:

- Strengthen the fundamental values of the Costa Rican society through the integrated formation of students.
- Stimulate respect for cultural, social and ethnic diversity.
- Build awareness in future citizens of their commitment to sustainable development in the national economy and society, in harmony with the environment.
- Develop a workforce that contributes to Costa Rica's competitiveness internationally.

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To respond to these objectives, various information technical programs were created. All of them have a curricular structure and a study program. These conform to subject areas which are integrated and organized so that they let the student develop knowledge, abilities and skills. This process allows the student to take an active part in building her/his own knowledge.

In addition to the technical programs' specific contents, we include study blocks of:

- Occupational health: This includes basic contents covering work security and hygiene, plus ways to prevent and control work risks and accidents.
- Entrepreneurial management: This promotes development of knowledge, abilities and skills that permit conversion into single or joint management, such that they are; not only prepare to perform as employees, but also that they can form their own companies.
- Quality culture: This permits the student to build knowledge and skills necessary to continuous quality improvement processes in various performance tasks, such as a mechanism to grow competitiveness. Also customer service elements are included in this program.

This specialty was designed in the format of competency-based education. This program was approved by the *Consejo Superior de Educación* in session 05-2009, act 03-05-09 from 29-01-2009. Some subject-areas were translated, taking into account the following percentages to be given in English in each grade:

- In tenth grade, 60% of content in subject areas delivered in a second language.
- In eleventh grade, 80% of content in subject areas delivered in a second language.
- In the twelfth and final grade, 100% of content in subject areas delivered in a second language.

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## **RATIONALE EXECUTIVE SERVICE CENTERS PROGRAM**

The Executive Services Centers offers updated training and education for human resources. Nowadays, there are different reasons for its popularity. First, there are good educational conditions for teaching this program in Costa Rica. Also, the insertion of graduates in this field into the labor market has been easy. Moreover there is a need for technicians who can help managers of small, medium and large companies and assist them in making correct decisions.

In 2008, this program began with 700 students in 22 technical high schools including: C.T.P. San Sebastián, Puntarenas day and evening section, Mario Quirós Sasso day and evening section, Puriscal, Comercial y Servicios (COTEPECOS), Colegio Vocacional de Artes y Oficios (COVAO) evening Section, Flores, Invu Las Cañas, Ulloa, Dos Cercas, Fernando Volio, Jesús Ocaña day and evening section, San Juan Sur, Monseñor Sanabria evening section, Venecia, Limón evening section. In the year 2008, took place with 355 students from 15 schools who completed successfully the Program. It is estimated that at least 10 technical high schools taught this program in 2009.

The objective of this specialty is to meet labor needs in the commercial and service area; especially, in rural and urban areas in order to contribute to the economy of the country. Its creation was based on the reasoning and needs outlined in regional management forums of (2004 -2005) with representatives of companies of the private and public sectors and the educational sector too.

### **Antecedents:**

- In the year 2004 and 2005 to the managers of national and transnational companies asked the Ministry of Public Education (MEP) to analyze and revise the Executive Secretariat Study Program in order to look for options to supply manpower to fill the vacancies of this area.
- In the 2005, after working during the whole year with managers, graduates of the Executive Secretariat program, and officials of MEP, the contents of this new program for Service Centers was originated.
- In 2006, the program started in 14 technical high schools were to meet the need and companies 'requirements for customer service.

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## DESCRIPTION OF THE EXECUTIVE SERVICE CENTERS PROGRAM

The program of study EXECUTIVE SERVICE CENTERS looks for students to work in public and private companies. It offers an excellent service to English and Spanish speaking customers.

The Executive Service Centers will develop a high level in the proficiency in English (bilingual executive). The graduates will be able to speak and translate to work in companies, institutions, and international organizations. The graduates' people will be bilingual when concluding their three year studies. Some important subjects are: Quality Culture, Etiquette and Protocol, Customer service to change the mentality for service centers.

Moreover, students will be able to identify, elaborate, organize and work effectively at their jobs. Besides this, they can work in service centers in banks, hotels, investment companies and the financial field.

In the service platform, the technician in Executive for Centers of Services will have a pro-active attitude to organizational development. It will apply administrative basics with assertiveness in making executive.

Description of the subject areas:

- **Oral Communication in English:** it has contents related to the personal interaction in the company, the structure of the company and the labor conditions of the same one and concluding with the team and furniture of the company, occupational health, customer service, handling of the company, routine activities in the company, positions and labor positions. This subject-area should be developed as much in the classroom as in the language laboratory using an English software to achieve a good pronunciation.
- **Written Communication in English:** the program contents are writing to communicate, grammatical sentence, the types of paragraphs in English in the context of the modern company.
- **Business Management:** the program contents are the administrative principles of Taylor and Fayol and the new concepts of management, and other such as Occupational health, Administration of offices, Administration of documents and human development, Labor Rights and Quality Culture.
- **Computer Skills:** this subject area integrates two study units about computer science tools Office and Word processor to master these tools for business documents. They study databases with Excel spreadsheets, Access, Power Point, nets, Internet, electronic mail, Publisher, use of graphics, charts, and the production of legal and commercial documents.



- **Corporate Communication:** this subject area has three study units: Oral communication, written Communication and customer service in eleventh year and in the twelfth year in Oral Expression, Written Expression, Etiquette and Protocol and the Quality in the customer service.
- **Administration of Service Centers:** the program contents of this subject area are Basics of Accounting, Descriptive Statistics, Marketing, Human and Public Relationships, Service Platform, and Entrepreneurial Didactic Management where students learn about practice firms called classroom Labor
- **Translation and Interpreting:** in this sub-area the students must have an intermediate level of a second language, to translate orally and interpret in written form in English and Spanish.

The program is centered on three core aspects:

- Satisfaction of the bilingual labor market.
- The knowledge of English and its four skills. The students will receive 1154 hours in English during the three years of study a total of 2520. This program may open with other languages: Italian, Mandarin, Portuguese, among others.
- The program offers 220 hours of managerial simulation to facilitate knowledge.

The graduates can work:

- at Executive Service Centers for bilingual customers service platforms, in the banking, tourism, and financial sector.
- as "supervisor" at Call Centers in national or international companies.
- as assistants of a marketing and sales departments.
- in services and goods companies.

For these reasons, the Asesoría de Secretariado (Secretary Advisory) has implemented the Executive Service Centers Study Program. It is based on a marketing study and on the management national and regional forums, which asked for a program designed to meet the needs of small, medium, large and multinational companies.

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## CROSS CURRICULAR THEMES

The social, economic, cultural, scientific, environmental and technological world today has demanded that the school curriculum not only provide knowledge and information but also promote the development of values, attitudes, abilities and skills aimed at improving the quality of lives of individuals and societies (Marco de Acción Regional de “Educación para Todos en las Américas”, Santo Domingo, 2000). However, there is in our education system, a real difficulty teaching new subjects and contents related to emerging and relevant issues of society because there is a risk of saturation and fragmentation of the curriculum.

An alternative to these limitations are the cross-curricular themes, which is understood as an "educational approach that takes advantage of the opportunities offered by the curriculum, incorporating in the design, development, assessment and curriculum management some lessons for life, overarching and significant, aimed at improving the quality of individual and social life. They are holistic, axiomatic, interdisciplinary and in context "(Comisión Nacional Ampliada de Transversalidad, 2002).

According to the guidelines issued by the Consejo Superior de Educación (CSE) (SE 339-2003), the only Costa Rican Cross-Curricular axis are those of values. Thus, the systematic approach of Values in the national curriculum aims at promoting the socio-emotional and ethical development of students, starting from the humanist position expressed in the Política Educativa y la Ley Fundamental de Educación.

Starting from the values and obligations of the State based on legislation in Costa Rica, we have defined the following Cross-Curricular Themes: **Environmental Culture for Sustainable Development, Integral Sexual Education, Health Education, and Education Experience of Human Rights for Democracy and Peace.**

For each cross- curricular theme we have defined a set of skills students develop in the area over the period of educational training. The competencies are understood as: "An integrated set of knowledge, procedures, attitudes and values, which allows satisfactory individual performance in the face of specific situations of personal and social life" (Comisión Nacional Ampliada de Transversalidad, 2002). They should guide the educational process and the very development Cross -Curricular themes.

From the pedagogical viewpoint Cross- Curricular Themes are defined mainstreaming as: "Those that pass through and permeate both horizontally and vertically, all subjects in the curriculum and are required for their development integrated and coordinated contributions of different disciplines of study and joint educational action "(Beatriz Castellanos, 2002). In this way, they are present in the annual programs; as well as, throughout the entire educational system.

The following is a summary of each cross-curricular theme approach and its respective competencies:

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## **Environmental Culture for Sustainable Development**

Environmental education is considered the ideal instrument for the construction of a culture of people and societies, in terms of achieving sustainable human development; through a process that allows them to understand their interdependence with the environment, from a critical and reflective awareness of reality.

Taking into account the knowledge gained, and activities of appreciation and respect, the students will draw from the reality, thus, causing active participation in the detection and resolution of problems at the local level, without ruling out a global vision.

Competencies to develop:

- Apply knowledge gained through critical processes reflective of reality, the resolution of issues (environmental, economic, social, political, and ethical) in creative ways and through attitudes, practices and values that contribute to sustainable development and better quality of life.
- Participate in a committed, active and responsible projects aimed at the conservation, restoration and protection of the environment, identifying their main problems and needs, creating and developing alternative solutions to help improve the quality of life and the sustainable development.
- Practice harmonious relationships with one`s self, others and other living beings through responsible attitudes and skills, recognizing the need for interdependence with the environment.

## **Integral Sexual Education**

From the document "Políticas de la Educación de la Expresión de la Sexualidad Humana" (2001), a mature experience of human sexuality requires a comprehensive education and cannot be reduced to biological reproduction, or placed in a context devoid of values, ethical principles, moral life, love, family and coexistence.

Human sexual education starts from early childhood and continues throughout life. In the first place, it is the right and the duty of the parents. It is up to the State to take subsidiary action to improve in the field of education and information, as expressed in Código de la Niñez y la Adolescencia (the Code of Childhood and Adolescence).

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The education system must ensure experiences and teaching strategies that respond to the potential of the student population in accordance with their stage of development and socio-cultural contexts.

Competencies to develop:

- Interacts with men and women equally, supportive and respectful of diversity.
- Make decisions concerning their sexuality from a life plan based on critical understanding of themselves, their socio-cultural reality and its ethical and moral values.
- Identify appropriate internal and external resources when faced with signs of harassment, abuse and violence.
- Express your identity with authentic, responsible and comprehensive actions by encouraging personal development in a context of ongoing interaction and expression of feelings, attitudes, thoughts, opinions and rights.
- Promote constructive thought processes within the family, which dignifies the human condition, identifies and proposes solutions according to the socio-cultural context.

## **Health Education**

Health education is a fundamental right of children and adolescents. Health status is related to school performance and quality of life. So to work in health education in schools, according to the needs of the student population at each stage of development, citizens are being educated about healthy lifestyles, therefore, people who build and seek healthy lifestyles, have quality of life for themselves and for those around them.

The health education should be a social process to organize, and systematically motivate and guide individuals to develop. This will enhance, modify and encourage those that are the most practical and healthy people; as well as, the relationships with others and their environment.

So health education in the school setting is not limited only to convey information, but seeks to develop knowledge, skills and abilities that contribute to the social production of health, by teaching in a learning environment which tends toward a two-way communication and critical participatory students.

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### Competencies to develop:

- Experience a lifestyle that allows you to critically and reflectively maintain and improve the overall health and quality of self life and that of others.
- Make decisions that support overall health of self and that of those around him/her, by better knowledge of himself/herself and others and the surrounding environment.
- Choose a process of critical self- appraisal, best- suited to deal with all situations which will encourage a safe environment for overall health of one´s self and others.
- Use responsible, critical and participatory services available in the health sector, education and community, to make commitments on behalf of their quality.

### **Experience of Human Rights Democracy and Peace**

Costa Rica is a consolidated democracy but in a constant state of review and feedback, making the observance of human rights is inherent in the commitment to build a culture of peace and democracy.

In educational settings use of appropriate management mechanisms will promote genuine participation in the family, community, institutional and at national levels. To this end, civil society must be informed and educated regarding the legal framework provided by the country. This will develop effective participation and increase their participation in the electoral actions. This should provide a model democratic system which makes citizenship an attractive and interesting activity involving civic rights and responsibilities.

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### Competencies to develop:

- Practice daily duties and responsibilities which are deserving of human beings. These are based on a democratic, ethical, tolerant and peaceful environment.
- Emphasize the rights and responsibilities of citizenship.
- Choose alternatives personal, family and social life that might promote tolerance, justice and equity between genders according to the contexts in which they operate.
- Participate in inclusive actions for the equity in all cultural contexts.
- Exercise the rights and responsibilities associated with democratic principles for the culture of peace.
- Show tolerance in order to accept and understand the cultural, religious and ethnic possibilities which are conducive and coexistence in a democratic culture of peace.
- Assess the cultural differences of different lifestyles.
- Practical actions, attitudes and behaviors directed to non-violence in schools, through work with groups of parents, family and citizens. Do this through conflict resolution, other peaceful means and expression of affection, tenderness and love.
- Apply strategies for peaceful resolution of conflicts in different contexts.
- Respect individual cultural, ethical, social, and generational differences.

### **Methodological approach of the Cross – Curricular Themes in the Study Programs and Planning**

Cross- Curricular Themes should be evident during the teaching –learning process in the National Education System from the study programs to the planning.

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Regarding to curricula display values that promote, specifically, the incorporation of Cross-Curricula Themes. However, the options for convergence are not limited to those mentioned in the program. The students and the teachers can identify other possibilities to develop cross-curricular themes.

In this case, the teacher must be able to identify from students' prior knowledge, the socio-cultural context, the relevant and current society events which program objectives represent opportunities to address cross-curricular themes.

The Cross-Curricular Themes should be displayed in planning ; specifically, in the teaching /learning strategies and Values and Attitudes columns. The application of Cross-curricular themes in the classroom should consider the students` characteristics and environment details to achieve more meaningful learning.

Further than teacher´s planning, the educational institution should take actions to integrate Cross–Curricular Themes into the institutional plan, promoting active participation, critical and reflective thinking of the parents and caregivers, community leaders, and the community education.

In this sense, the school must take the corresponding decisions to ensure consistency between daily institutional practice and the Cross–Curricular Themes becoming a critical challenge for every educational institution.

## **CROSS-CURRICULAR THEMES COMMITTEE**

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## TEACHING GUIDELINES

This study program adds value to the student's lives. Its program structure explains the contents to be developed in each subject area and every study block. This will be helpful to teachers organizing the process of developing the student's knowledge both in or out of the classroom. While teachers may make additions to the content of the programs, they should not eliminate any, so that all Technical Schools may offer equal opportunities to learn.

**Learning results** included in this program are general in nature in order to give teachers the opportunity to add more specific information to their planning which must be consistent with the program. Learning results should reflect behavioral changes, knowledge, values, attitudes, skills and abilities which the student must master in the short term, either daily or weekly.

**Teaching and Learning Strategies** allow teachers to use their creativity and expertise in choosing the most appropriate strategy for the best learning results. Teaching and learning strategies are a point of departure for teachers who may then consider more appropriate ones, remembering that their strategies should facilitate learning by developing student thought process. The application of cognitive strategies, including comparison, classification, organization, interpretation, implementation, testing, analysis, identification, discussion, synthesis, evaluation, problem solving contribute to shape a critical and analytical student.

A checklist is included to determine basic elements that students must master upon completion of each study block.

**Performance Criteria** assess competency which leads to measurable evidence through observation of the student. Achieving these will allow the teacher to monitor and give individual feedback about learner's progress. These criteria which reflect the expected result of each study block, are the basis for theoretical or performance testing.

The beginning of each study block establishes an estimated time for the program. This time allocation is flexible and teachers are free to add or subtract hours, based on their experience and using appropriate teaching procedures without affecting the in-depth study of the material.

**Values and Attitudes** which are specified in each study block can be shared with the students at the beginning of the school day. These might include learning experiences such as case studies, projects to illustrate values by living them.

According to the competency-based educational framework, the teaching-learning process aims at providing knowledge, develop skills, and abilities in order to improve students' attitudes and skills. The following teaching and learning steps should be taken into account:



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- Identify and assess students’ learning needs (diagnostic evaluation)
- Identify learning results and assessment criteria.
- Plan teaching-learning strategies to be developed, based on student profile and content.
- Design and implement appropriate assessment rubrics.
- Evaluate and give feedback on the teaching process (formative and summative evaluation)

A teaching- learning strategy is a means to achieve learning results using a specific methodology. Strategies include material, technical and human resources which together to content promote students’ learning.

Strategy, moreover, provides the link between the content to be taught and the learning expected from the student. At the same time, it gives teachers the opportunity to measure the actual learning results. Therefore, it’s a priority to define the method before defining the strategy. As strategies are complementary to each other, their results should be consistent with the method used.

Competency- Based Education defines basic concepts related to the educational and must be taught according to this new methodological approach:

- Teaching should be based on creating an educational environment that:
  - recognizes students’ previous knowledge.
  - is based on cognitive and metacognitive strategies.
  - accomplishes complete and complex tasks.
- Learning takes place through:
  - gradually building knowledge.
  - the relationship between prior knowledge and new information.
  - meaningful organization of knowledge for the student.

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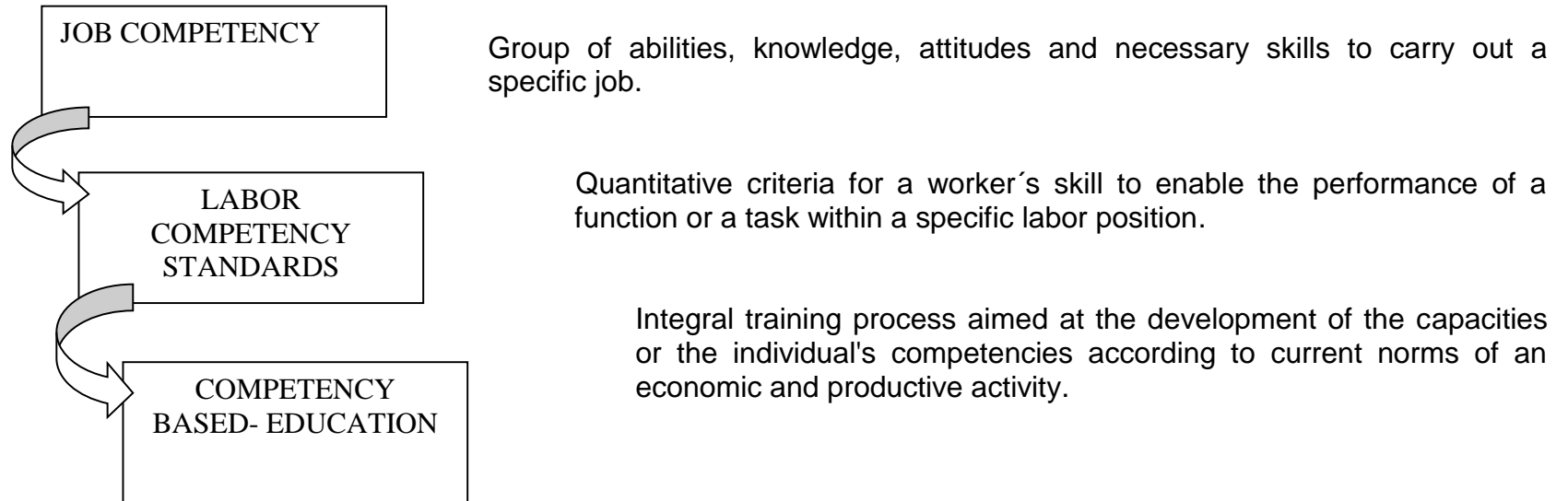
Thus, **General Recommendations** assist in achieving program learning results and purposes:

- The Technical High School which teaches must provide adequate infrastructure, equipment and materials.
- To teach effectively, the teacher must be able and willing to upgrade.
- Both inductive and deductive processes must be developed in the study block, using attractive and dynamic teaching techniques to motivate students to achieve their goals. These techniques, which have been planned and oriented by the teacher, include discussions individual and team work, and searching for information.
- Encourage students to make use of magazines, newsletters and other printed material in order to acquire up-to-date information and reading matter.
- Internships are essential in eleventh grade for the fulfillment of the teaching-learning process and must be planned according to the program contents or as a teacher deems necessary in order to establish a relationship with the local area businesses.
- Educational tours are necessary in tenth grade for learning results in the study block. Nevertheless, the teacher is in charge of deciding when to take students out of school.
- It is important for the teacher to be aware of the correspondent use of tools and working habits in the laboratory, workshop and in the classroom.
- Basic technical literature for each subject area of the three grades.
- All subject area teachers must provide necessary tools to solve problems in order to create analytical men and women who will be able to provide solutions and alternatives.
- The time allotted to practice and theory must be evenly distributed in accordance with the learning results to be developed.
- Workshops or labs relevant to the subject areas of each program.
- An up-to-dated computer lab with correspondent software based on the requirements of the labor market.
- Provide manuals, catalogs and technical literature in English to be consulted by students.
- It is essential to make good use of technological devices such as audiovisual equipment, available material on Internet and others.
- This program should stimulate students' creativity through developing specific projects associated with its contents.
- Teacher should ensure equipment and tool-maintenance, and report regularly to the Principal or Technical Coordinator to make the arrangements for technician assistance.

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## COMPETENCY BASED EDUCATION <sup>1</sup>

Competency-Based Education is a learning model that promotes the individual's integral and harmonic development and empowers students in all the competencies which the student needs to be successful in a specific activity. In this way, our student's needs are filled and also the requirements of the economic sectors.



A competency refers to the performance of an activity that includes cognitive and psychomotor abilities, or socio- affective, which are necessary to carry out this activity that belongs to a personal, social or professional group.

From the perspective of the Competency- Based Education, academic training aims at the development of personal attributes and applying them in an intelligent way in work tasks, allowing him/her to transfer this competency to different contexts and work situations.

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<sup>1</sup> Ávila, G y López, X. Educación basada en normas de competencia. SINETEC. 2000.

### Comparison between Technical Traditional Education And Competency- Based Education <sup>2</sup>

Technical Traditional Education	Competency- Based Education
The traditional pattern of learning responds to the needs of productive highly specialized processes.	The student adapts easily to different forms of production organization, including those used by the traditional style.
The contents of programs are highly academic. The link to the needs of the productive sector is neither systematic nor structured.	The productive sector establishes the results that the student expects to obtain from training, yielding norm-based system of job competency.
The programs and courses are inflexible.	Programs and courses are structured in subject-areas based on standard-based systems, allowing students to progress gradually and acquire levels of advanced competency.

Source: Morfín, Antonio. La nueva modalidad educativa: Educación basada en normas de competencia.

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<sup>2</sup> Ávila, G y López, X. Educación basada en normas de competencia. SINETEC. 2000.

## ASSESSMENT GUIDELINES

In the educational context in general, and particularly in the educational framework Competency-Based Education, evaluation is a continuous and permanent process and an integral part of the teaching learning process. For that reason, the following aspects can be taken into account:<sup>3</sup>

Performance evaluation is a process requiring evidence and criteria about the level and nature of the achievement of performance requirements established in Learning Results or in Labor Competency Standards. At the same time the criteria determines if a person achieves the competency or not.

In the context of Competency-Based Education evaluation of students follows Learning Results, then evaluation of the competency is focused on the performance. For this purpose, the teacher should collect evidence to determine if the student has accomplished the required knowledge, ability or skills.

From this previous idea, it follows that evaluation is the main aim of Competency-Based Education, which identifies strengths and weaknesses, not only from the students learning process, but also from the same teaching learning process in general, and all aspects that influence it: the teacher, learning atmosphere, strategies, materials, resources, among others.

Competency by itself is not observable, and it has to be inferred starting from performance. Therefore, it is important to define the type of performance that will allow gathering evidence of quantity in enough quality to make reasonable judgements on the individual's performance. The evaluation process deals with observation, gathering and interpreting evidence which later will be compared to the performance criteria of technical norms in a job competency. This comparison is the base that allows inferring whether the student is competent or not.

In this way, Competency-Based Education evaluation uses performance criteria based upon the norm helping to determine the quantity and quality of the required evidence to be able to assess the individual's performance. Thus, the evaluation process comprises the following sequence of activities:

- Define requirements or evaluation objectives.
- Collect evidence.
- Compare evidence with the requirements.
- Assess based on this comparison.

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<sup>3</sup> Ávila, G y López, X. Educación basada en normas de competencia. SINETEC. 2000.

This leads to a continuous learning process that guides a new development process and evaluation. It is not necessary to collect evidence of students acquired knowledge (learning to know), but rather the actual performance that achieves (learning to do).

The recommended methods of evaluation based on competency standards are the following:

- Observation performance.
- Simulation exercises.
- Designing projects.
- Written or oral tests.
- Performance tests.

Another technique used for assessment is the "Portfolio of Evidence" used as part of the teaching-learning process. Competency-Based Education, besides being a technique or strategy to gather the evidence of *knowledge, performance and output* which are shown and confirmed during the whole learning process. The Portfolio of evidence developed by a student has aims at quantifying the progress as a function of acquisition of competencies.

The technique allows the teacher to collect evidence and compare evidence with the requirements and assess them.

**It is the student's responsibility to organize the portfolio, with the teacher´s guidance and orientation. Some guidelines for building the portfolio are in Annex 1 of this document.**

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## TEACHERS' PLANNING

### 1. ANNUAL PLAN FOR SUBJECT AREA

This timeline comprises a distribution of months and weeks for the annual course, which will be used in the development of study blocks of each subject-area and their respective learning results. For its development, the following criteria should be taken into account:

- Emphasize values and attitudes that will be part of this subject-area during the course.
- Show the amount of hours per study block that make up the subject-area and its logical sequence.
- Provide a list of materials and or equipment to be provided by the institution for the program development.
- "This plan must be delivered to the Principal at the beginning of the school year."

### Scheme for Annual Plan

### ANNUAL PLAN

Technical High School: \_\_\_\_\_

Program: Executive Service Centers	Subject area:	Grade: TWELFTH
Teacher:	Year:	
Values and attitudes:		

Learning Results	FEB.		MAR CH		APRIL		MAY		JUNE		JULY		AUG.		SEPT.		OCT.		NOV.		DEC.		HOUR		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2		3	
<b>Study Block</b>																									
Material and Equipment required:																									

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## 2. PEDAGOGICAL PRACTICE PLAN FOR THE EDUCATIONAL SUBJECT-AREA.

This plan must be made for each study block. It is used daily and must be delivered to the Principal who evaluates the needs of checking it. This plan should correspond to the annual plan prepared at the beginning of the school year. This is the official format for planning:

### Pedagogical Practice Plan

Technical High School:		
Sector: Comercial And Services		Program: Executive Service Centers
Subject Area:	Year:	Grade:TWELFTH
Study block:	Time:	
Purpose:		

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA	TIME

Learning results of the study program must agree to contents, teaching, learning strategies and performance criteria. The teacher should specify methods, teaching techniques and practices developed in the learning strategies; as well as, identify those tasks that must be developed by each student.

Besides that, values and attitudes must be linked to the learning result. The actions must be indicated in the column of teaching and learning strategies.

Performance criteria are taken from the evidence that is defined in the curriculum in terms of criteria for assessment of competencies and the evidence contained in the standard.

The time is the amount of hours that the teacher considers necessary to develop contents depending on the learning strategies.

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## TECHNICAL PROFESSIONAL PROFILE EXECUTIVE SERVICES CENTERS

- Works in team with ability and efficiency.
- Believes in the company individually or as a team.
- Applies knowledge and skills in the program.
- Organizes with excellence activities related to the program.
- Makes right decisions in the administrative process.
- Adapts technical processes from the program.
- Promotes customs, beliefs and Costa Rican values.
- Applies occupational and ethical norms.
- Uses technological advances at work.
- Executes with quality works for the country's socioeconomic development.
- Organizes physical space in accordance with the program.
- Uses the computer as a tool in the program tasks.
- Uses technical terminology of the program in Spanish and in other language.
- Uses rationally materials, equipment, and supplies in the program.
- Protects the atmosphere and is aware of protecting natural resources.
- Applies knowledge of English language, as second language, in the development of the profession.
- Organizes with quality and executes work for own initiative or for superiors instructions.
- Adapts personality to different situations at work, due to changes in the technology or the organizational structure.
- Uses technology to achieve competitiveness, quality and development of commercial and of service sector in the program.

## TECHNICAL OCCUPATIONAL PROFILE

### EXECUTIVE SERVICE CENTERS

The Mid Level Technician of Executive services centers:

- Applies quality in the program.
- Shows excellence in customer service identifying with the mission and vision of the company.
- Presents a positive attitude to change adapting to labor situations.
- Applies norms of Occupational Health preventing accidents and labor illnesses promoting physical and mental health personally or in group.
- Applies professional ethics in the tasks.
- Uses rationally natural resources and protects the atmosphere contributing to the environment.
- Incorporates values education in daily life.
- Applies technological processes promoting quality and competitiveness.
- Presents professional image characteristic of the program.
- Applies public relationships principles in the interaction of the management world.
- Demonstrates ability to work under pressure.
- Demonstrates ability to work with teams at office or service center.
- Uses materials and supplies of a service center correctly.
- Applies knowledge acquired from different disciplines at work.
- Protects the atmosphere and is aware of protecting natural resources

- Applies knowledge of English language, as second language at work.
- Organizes with quality and executes work for own initiative or for superiors instructions.
- Adapts personality to different situations at work, due to changes in the technology or the organizational structure.
- Uses technology contributing to competitiveness, quality and development of the commercial sector and services
- Organizes work to achieve better efficiency.
- Applies teamwork principles in the management atmosphere.
- Demonstrates ability to organize meetings, congresses and forums applying the protocol national and international norms.
- Demonstrates basic knowledge in the countable procedures.
- Applies with effectiveness the communication channels.
- Applies effective communication considering the language adapted used in management environment.
- Applies principles of quality customers, by means of telephone or personally.
- Applies basic knowledge on the visitors' personalities filtering visits and calls.
- Uses correct techniques of communication in the elaboration of characteristic documents for service centers.
- Administers documentation of service center applying laws from Archivo Nacional. (National Archive)
- Uses with efficiency, the computer and the up-to-dated computer packages used in service centers.
- Applies basic knowledge on tourism and first aids.
- Applies internal regulations on the use of computer laboratory.

## **PROGRAM OBJECTIVES EXECUTIVE SERVICE CENTERS**

- Achieve high English proficiency that promote the student excellence at work.
- Promote customer service principles at work by identifying with the vision, mission and objectives of the company.
- Foment application of Occupational Health norms for preventing accidents and labor illnesses, and promoting personal and social health.
- Contribute integral development, promoting humanist vision, human rights, respect for the law, and values education.
- Promote justice toward gender, race, language, ethnic groups, and social condition for a healthy and harmonious coexistence in order to avoid violence.
- Foster Costa Rican values and beliefs.
- Propitiate creative and critical thinking, adapting to labor different situations due to changes of attitudes, technology, technical and procedures in the development of the profession Executive Service Centers.
- Foment the quality in the functions of Executive Service Centers, with efficient attention to the customer, phone attention, and the elaboration and presentation of business documents that use the computational up-to-date programs.
- Translate and interpret from English to Spanish and vice versa simultaneously in texts and conversations.

**CURRICULAR STRUCTURE  
PROGRAM  
EXECUTIVE SERVICE CENTERS**

<b>SUBJECT AREA</b>	<b>HOURS PER WEEK</b>		
	<b>LEVEL</b>		
	<b>X</b>	<b>XI</b>	<b>XII</b>
ORAL COMMUNICATION IN ENGLISH	<b>10</b>	<b>8</b>	<b>6</b>
WRITTEN COMMUNICATION IN ENGLISH	<b>4</b>	--	--
TRANSLATION AND INTERPRETING	--	--	<b>4</b>
CORPORATE COMMUNICATION	--	<b>4</b>	<b>4</b>
GESTIÓN EMPRESARIAL	<b>6</b>	-	-
ADMINISTRATION FOR SERVICE CENTERS	--	<b>8</b>	<b>6</b>
DESTREZAS COMPUTACIONALES	<b>4</b>	<b>4</b>	
COMPUTER SKILLS			<b>4</b>
<b>TOTAL DE HORAS</b>	<b>24</b>	<b>24</b>	<b>24</b>

## EXECUTIVE SERVICE CENTERS CURRICULAR FRAMEWORK

SUBJECT AREA	STUDY BLOCK IN EACH LEVEL					
	TENTH		ELEVENTH		TWELFTH	
<b>Oral Communication in English</b>	• Personal Interaction at the Company	140 H	• Job Manufacturing and Job Performance	112 H	• Workplace Management	74 H
	• Company Structure and Working Conditions	130 H	• Routine Business Activities	112 H	• Customer Service	<u>76 H</u>
	• Company Furniture, Equipment and Tools	<u>130 H</u>	• Safety at work	<u>96 H</u>	Total	<b>150 H</b>
	Total	<b>400 H</b>	Total	<b>320 H</b>		
<b>Written Communication in English</b>	• Writing to Communicate	32 H				
	• Sentence Structure	58 H				
	• Types of Paragraphs	<u>70 H</u>				
	Total	<b>160 H</b>				
<b>Translation and Interpreting</b>					• Translation	48 H
					• Interpreting	<u>52 H</u>
					Total	<b>100 H</b>

SUBJECT AREA	STUDY BLOCK IN EACH LEVEL					
	TENTH		ELEVENTH		TWELFTH	
<b>Corporate Communication</b>			<ul style="list-style-type: none"> <li>Oral Communication</li> </ul>	60 H	<ul style="list-style-type: none"> <li>Written Expression</li> </ul>	20 H
			<ul style="list-style-type: none"> <li>Written Communication</li> </ul>	68 H	<ul style="list-style-type: none"> <li>Oral Expression</li> </ul>	28 H
			<ul style="list-style-type: none"> <li>Quality Customer Service</li> </ul>	<u>32 H</u>	<ul style="list-style-type: none"> <li>Etiquette and Protocol</li> </ul>	20 H
			Total	<b>160 H</b>	<ul style="list-style-type: none"> <li>Quality Customer Service</li> </ul>	<u>32 H</u>
					Total	<b>100 H</b>

SUBJECT AREA	STUDY BLOCK ON EACH LEVEL					
	TENTH		ELEVENTH		TWELFTH	
<b>Gestión Empresarial</b>	• Salud Ocupacional	20 H				
	• Administración de Oficinas	60 H				
	• Administración de Documentos	50 H				
	• Human Development	20 H				
	• Derecho Laboral	60 H				
	• Cultura de la Calidad	<u>30 H</u>				
	Total	<b>240 H</b>				



SUBJECT AREA	STUDY BLOCK ON EACH LEVEL					
	TENTH		ELEVENTH		TWELFTH	
Administration for Service Centers			• Basis of Accounting	56 H	• Service Platform	60
				36 H		
			• Descriptive Statistics	48 H	• Internship	40
			• Marketing	<u>180 H</u>	• Human and Public Relations	<u>50</u>
			• Entrepreneurial Didactic Management			
		<b>Total</b>	<b>320 H</b>	<b>Total</b>	<b>150 H</b>	

SUBJECT AREA	STUDY BLOCK ON EACH LEVEL					
	TENTH		ELEVENTH		TWELFTH	
<b>Destrezas Computacionales</b>	• Herramientas Computacionales	100 H	• Aplicaciones Computacionales	100 H		
	• Procesador de texto Word	<u>60 H</u>	• Base de Datos	<u>60 H</u>		
	Total	<b>160 H</b>		<b>160 H</b>		
<b>Computer Skills</b>					• Network user	28 H
					• Production of Documents in Computer	<u>72 H</u> <b>100 H</b>

***CURRICULAR MAP***

***TENTH GRADE***

**CURRICULAR MAP**  
**EXECUTIVE SERVICE CENTERS**  
**TENTH GRADE**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
<p style="text-align: center;"><b>Oral Communication in English  400 Hours</b></p>	<p style="text-align: center;">Personal Interaction at the Company  140 hours</p>	<p style="text-align: center;">Target content 1  Exchanging information about: Personal interaction at the company, Ways of interacting, Ethics, Personal skills, Cultural aspects  Hours: 140 hours</p>	<ul style="list-style-type: none"> <li>• Understanding family simple phrases and short statements.</li> <li>• Predicting meaning through the use of context.</li> <li>• Asking and responding to questions in clearly defined situations.</li> <li>• Expressing personal responses, likes dislikes and feelings.</li> </ul>

**SUBJECT AREA**

**STUDY BLOCK**

**TARGET**

**LINGUISTIC**

**COMPETENCIES**

**Oral  
Communication**

**in English**

**400 Hours**

Company structure and  
working conditions

130 hours

Target content 2

Expressing information about:  
Company structure and  
working conditions, Activities,  
organization and background,  
Employment policy, Fringe  
benefits, Importance of  
motivation, Work relations

Hours: 130

- Understanding simple familiar phrases and short statements.
- Predicting meaning through the uses of context.
- Asking and responding to questions in clearly defined situations.
- Expressing personal responses, likes, dislikes and feelings.
- Understanding simple vocabulary and expressions presented in familiar contexts.
- Understanding a range of familiar statements and questions.
- Taking part in structured conversations of at least three or four exchanges.

**SUBJECT AREA**

**STUDY BLOCK**

**TARGET**

**LINGUISTIC**

**COMPETENCIES**

**Oral  
Communication  
in English  
400 Hours**

Company furniture,  
equipment and tools  
130 hours

Target content 3  
Using the appropriate linguistic tools to  
communicate in English with others at  
the company.  
Hours: 130

- Understanding ideas and information in the text through making inferences and comparisons.
- Communicating messages easily.
- Expressing and giving opinions about devices.

**SUBJECT AREA**

**Written  
communication in  
English  
160**

**STUDY BLOCK**

Unit 1: Writing to  
communicate  
  
32 hours

**TARGET**

Target content 1  
Basic English Skills  
Hours: 20

Target content 2  
Introduction to Academic Writing  
Hours: 12

**LINGUISTIC COMPETENCIES**

- Understanding words and sentences in context using certain grammar structure.
- Completing written forms with the appropriate information.
- Understanding language varieties to complete a task successfully.
- Writing sentences using certain grammar structure.
- Learning why and how people write.
- Completing written forms with appropriate information.
- Distinguishing different parts of a paragraphs.





**Written  
Communication  
in English**

160

Unit 2  
Sentence  
Structure

58 hours

Target content 1

Types of sentences

Hours: 12

Target content 2

Noun, adverbial and  
relative clauses and  
participial phrases

Hours: 46

- Understanding words in different types of sentences.
- Recognizing different types of sentences.
- Writing different types of sentences using certain grammar structure.
- Offering the correct written response.
- Performing in written English.
- Understanding language varieties to complete a task successfully.
- Writing sentences using certain grammar structure.
- Distinguishing different types of clauses and phrases.

**Written  
Communication  
in English**  
160

Unit 3:  
Types of  
paragraphs  
70 hours

Target content 1  
Narrative, Descriptive and  
expository paragraphs  
Hours: 24

- Writing sentence using certain grammar structure.
- Understanding relations between the different paragraphs.
  
- Writing short imaginative paragraphs.
- Expressing information explicitly.

Target content 2  
The writing process  
Hours: 46

- Understanding language varieties to completes to task successfully.

- Understanding the mechanics of different types of paragraphs.
- Completing written forms with the appropriate information.
- Distinguishing between different steps of the writing process.
- Understanding the correct organization of a paragraph.
- Performing factual communication to start and end up a good paragraph.
- Understanding and being understood by others.

**SUBJECT AREA**

**STUDY BLOCK TARGET**

**LINGUISTIC COMPETENCIES**

**SUB-AREA**

**UNIDAD DE ESTUDIO**

**RESULTADOS DE APRENDIZAJE**

Salud Ocupacional  
20 horas

- Analizar aspectos relacionados con la Salud Ocupacional, así como los principales conceptos.
- Describir la importancia de la seguridad en la prevención de accidentes.
- Aplicar normas de seguridad e higiene para

Gestión  
Empresarial  
240 Horas

proteger el medio ambiente y la salud de las personas.

- Analizar los aspectos psíquicos y físicos relacionados con la carga de trabajo.
- Inferir en los diferentes reglamentos las regulaciones relacionados con la Salud Ocupacional.

Administración de  
Oficinas  
60 horas

- Identificar las características del proceso administrativo de una organización.
- Examinar el contexto, planificación y ergonomía en la administración de la oficina.

**SUB-AREA**

**UNIDAD DE ESTUDIO**

**RESULTADOS DE APRENDIZAJE**

Gestión

Administración de

- Valorar la importancia de la legislación archivista

Empresarial

240 Horas

Documentos

50 horas

para la empresa pública.

- Aplicar las reglas y normas generales para clasificar y ordenar nombres y documentos.
- Ejecutar procedimientos para la localización seguimiento y registro de los documentos con rapidez y exactitud.

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

Gestión  
Empresarial  
240 Horas

Human Development: Personal  
and Cultural Values

Hours: 6

Human Development :  
Social and Work Values

Hours: 6 h

Human Development :  
Organizational Values

Hours: 8

- Understand the importance of personal and cultural values.
- Recognize social and working values presented at specific community and in different workplaces.
- Identify the purpose of organizational values for a working community.

**SUB-AREA**

Gestión  
Empresarial  
240 Horas

**UNIDAD DE ESTUDIO**

Derecho Laboral  
60 horas

**RESULTADOS DE APRENDIZAJE**

- Describir la importancia del derecho laboral.
- Interpretar los elementos de los contratos de trabajo que rigen los derechos y deberes del trabajador y del patrono.
- Explicar los tipos de jornada laboral en sus diversas modalidades de pago.
- Inferir las obligaciones y prohibiciones de los trabajadores de acuerdo con la normativa vigente.
- Identificar los beneficios sociales del trabajador contemplados en la legislación vigente.
- Clasificar las causas que dan origen a la suspensión o terminación de la relación laboral.
- Realizar cálculos de indemnizaciones por cesación de la relación laboral con responsabilidad patronal.
- Efectuar los cálculos correspondientes a vacaciones y aguinaldo con la información suministrada en cada caso.

- Inferir las cargas sociales y las deducciones aplicadas a las planillas en las empresas.
- Aplicar los conceptos de la microempresa según la legislación costarricense.

**SUB AREA**

**UNIDAD DE ESTUDIO**

**RESULTADOS DE APRENDIZAJE**

Gestión  
Empresarial  
240 Horas

Cultura de la  
Calidad  
20 horas

- Identificar las características de calidad, productividad y competitividad.
- Valorar la importancia del trabajo en equipo en la toma de decisiones empresariales.
- Utilizar herramientas y métodos con el fin de lograr un mejoramiento continuo en las diferentes áreas de acción.
- Analizar la necesidad de satisfacer al cliente como condición indispensable en la competitividad de una empresa.



## SUB-AREA

## UNIDAD DE ESTUDIO

## RESULTADOS DE APRENDIZAJE

**Destrezas  
Computacionales  
160 Horas**

Herramientas  
Computacionales  
100 horas

- Ejecutar normas básicas para el cuidado del equipo y la organización del lugar de trabajo.
- Aplicar los principios de ergonomía al digitar documentos propios de la oficina.
- Identificar los elementos básicos de un computador en español e inglés.
- Seleccionar programas para detectar y eliminar los virus del software.
- Utilizar las funciones del ambiente Windows para el manejo de la información.
- Digitar al tacto de letras, números y otros que conforman el teclado hasta alcanzar 50 palabras por minuto.
- Utilizar las aplicaciones relacionados con el uso de

Internet y los servicios que este ofrece para la búsqueda y acceso de información.

SUB-AREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
<b>Destrezas Computacionales</b>	Procesador de Texto Word 60 horas	<ul style="list-style-type: none"><li>• Aplicar las diferentes funciones del procesador de texto Word en los ejercicios prácticos del teclado y en textos.</li><li>• Utilizar los símbolos alfanuméricos necesarios en la presentación de documentos empresariales.</li><li>• Confeccionar tablas y gráficos con las herramientas disponibles en el procesador de texto.</li><li>• Digitar documentos sencillos y complejos, utilizando las funciones del procesador de textos, con las</li></ul>

técnicas correspondientes, así como el cotejo.

- Distinguir los elementos básicos de la máquina de escribir manual y electrónica.

***CURRICULAR MAP***

***ELEVENTH YEAR***

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH YEAR**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
<b>Oral Communication in English</b>  <b>320 Hours</b>	Job Manufacturing and Job Performance  112 hours	Target content 1 Developing communicative competence in the English language by means of technical topics. Hours: 112	<ul style="list-style-type: none"> <li>• Reacting to language spoken at normal speed in everyday life.</li> <li>• Identifying the main rules of filing.</li> <li>• Understanding variety of registers.</li> <li>• Listening between lines about the topic studied.</li> <li>• Understanding ideas.</li> <li>• Talking in simple language about family and sums up situations of our own world.</li> </ul>

- Reporting information gathered from texts, websites, and others.
- Speaking appropriately.
- Responding to request with appropriate expressions.
- Speaking with intelligible pronunciation and intonation.

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH YEAR**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
<p><b>Oral Communication in English</b></p>	<p>Routine Business Activities</p> <p>112 hours</p>	<p>Target content 2 Developing communicative competence in the English language by means of technical topics. Hours: 112</p>	<ul style="list-style-type: none"> <li>• Reacting towards instructions.</li> <li>• Identifying details in material relative.</li> <li>• Summarizing messages and narratives.</li> <li>• Responding and giving opinions about events and issues.</li> <li>• Responding to messages and dialogues in short situation context.</li> <li>• Reporting information to</li> </ul>

completes to task.

- Speaking with intelligible pronunciation and intonation.
- Asking for repetition / confirmation.

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication in English	Safety at Work 96 hours	Target content 3 Developing communicative competence in the English language by means of technical topics.	<ul style="list-style-type: none"> <li>• Identifying relevant information.</li> <li>• Giving directions to carry out to task.</li> <li>• Expressing main point and</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
<p><b>Corporate communication 160 Hours</b></p>	<p>Oral Communication  60 hours</p>	<ul style="list-style-type: none"> <li>• Analyze the process of the oral communication in the managerial environment.</li> <li>• Apply the language adapted in the office taking into account the style, characteristic and the techniques of oral communication.</li> <li>• Develop the abilities to communicate satisfactorily with the different types of clients.</li> <li>• Apply the norms and principles of the phone national and international service.</li> <li>• Apply the abilities and skills in the phone attention.</li> </ul>

Written Communication  
68 hours

- Write with excellence a various types of business letters using a planning process according to styles, characteristics and others.
- Apply techniques of composition and presentation of diverse documents used at modern office.

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

**SUBJECT AREA**

**Corporate  
Communication**  
  
**160 Hours**

**STUDY BLOCK**

Quality Customer Service  
  
1. Attitude  
  
Hours: 4

**LEARNING RESULTS**

- Apply techniques which maximize effectiveness in receiving and handling routing calls.



Quality Customer Service

2. How to say hello

Hours: 4

Quality Customer Service

3. Call screening and probing

Hours: 4

- Provide excellent service and competitive edge to the organization.

- Apply techniques for improving effectiveness as a listener.

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**Corporate  
Communication**

**160 Hours**

Quality Customer  
Service

4. Call transfer and holding

Hours: 4

- Apply proper telephone techniques in providing excellent service to customers.

Quality Customer  
Service

5. Handling complaint  
callers

Hours: 4

Quality Customer Service

6. How do your customers  
picture you

Hours: 4

- Solve handling complaint callers by providing excellent service.

- Recognize positive phrases and others which should be avoided on the phone.

**SUBJECT AREA**

**Corporate  
Communication**

**160 Hours**

**STUDY BLOCK**

Quality Customer Service

7. Communication styles

Hours: 4

**LEARNING RESULTS**

- Apply techniques to be proactive with customers by telephone or in personal.

Quality Customer Service  
8. Delivering coaching, receiving and  
giving  
Hours: 4

- Apply four step model for effective coaching.

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

- Apply basic elements of accounting.
- Distinguish elements in accounting equation and double entry principle.
- Analyze transactions in the elements of accounting equation.

**Administration for  
Service Centers**

**320 Hours**

**Basis of Accounting**

56 hours

- Develop a definite classification of the accounts of the income statements and balance sheets (real and nominal).
- Examine the components in the financial and economic accounts in financial accounting.
- Use the account through recording and synthesis of accounting transaction.
- Prepare financial and economic statements and financial services company.
- Develop an accounting cycle for a service company.

**SUBJECT AREA**

**STUDY BLOCK**

Descriptive Statistics  
36 hours

**LEARNING RESULTS**

- Apply descriptive statistics in information processing.
- Prepare statistical tools for quality control.

**Administration for  
Service centers  
320 hours**

Marketing

48 hours

- Analyze the influence of marketing in business management.
- Choose a variety of possibilities to suit a demand or to request something.
- Communicate instructions, detailed products and standards for international operations.

Entrepreneurial Didactic Management

180 hours

- Identify the organizational and functional structure of Labor@ classroom practice.
- Promote employment and educational experiences of Labor@ classroom practice for service centers.
- Perform practical work in companies through different workstations in Labor@ classroom practice efficiently.

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

**SUB AREA**

**UNIDAD DE ESTUDIO**

**RESULTADO DE APRENDIZAJE**

- Digital documents sencillos y complejos

**Destrezas  
Computacionales  
160 Horas**

Aplicaciones  
Computacionales  
100 horas

utilizando las funciones del procesador de textos con las técnicas correspondientes, así como el cotejo.

- Ejecutar ejercicios de velocidad en la computadora, hasta alcanzar 60 p.p.m. como mínimo al finalizar el curso lectivo.
- Aplicar los elementos de la barra de menú y herramientas de la hoja electrónica.
- Aplicar las herramientas de la hoja electrónica en la elaboración de documentos comerciales.
- Construir gráficos en la hoja electrónica.
- Analizar la terminología básica y los elementos de la barra de menú y herramientas del programa de presentaciones.
- Utilizar el equipo especial para la proyección de presentaciones desde la computadora.
- Analizar la terminología básica y los elementos de la barra de menú y herramientas del programa de publicaciones.
- Aplicar las herramientas del programa de publicaciones en la confección de material informativo.

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

**SUB-ÁREA**

**UNIDAD DE ESTUDIO**

**RESULTADOS DE APRENDIZAJE**

Bases de Datos  
60 Horas

- Analizar los diferentes conceptos sobre bases de datos.
- Diferenciar los elementos de Access.
- Aplicar las operaciones básicas y asistentes en Access.
- Ejecutar diferentes tipos de consulta.
- Seleccionar las herramientas de Access para el manejo de bases de datos.

***CURRICULAR MAP***

***TWELFTH GRADE***



**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
TWELFTH GRADE**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
<b>Oral Communication in English</b>  <b>150 Hours</b>	Workplace Management 74 hours	Target content 1 Workplace Management Hours: 74	<ul style="list-style-type: none"> <li>• Identifying speakers' specifications, request, and others.</li> <li>• Understanding variety of language forms to complete a task.</li> <li>• Asking for repetition.</li> <li>• Responding with the appropriate response.</li> </ul>
	Customer Service 76 hours	Target content 2 Customer Service Hours: 76 hours	

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
TWELFTH YEAR**

SUBJECT AREA	UNITS	TARGET	LINGUISTIC COMPETENCIES
<p><b>Translation and Interpreting</b></p> <p><b>100 Hours</b></p>	<p>Translation 48 hours</p>	<p>Target content 1 Translation Hours: 48</p>	<ul style="list-style-type: none"> <li>• Analyzing the main features of the translation and interpreting process.</li> <li>• Using different strategies in order to obtain accurate translation.</li> <li>• Analyzing the most important techniques used to translate different types of texts.</li> <li>• Translating different texts according to content and level difficulty.</li> <li>• Using different techniques for error correction.</li> <li>• Obtaining accurate result in the translation process.</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
TWELFTH YEAR**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Translation and Interpreting	Interpreting 52 hours	Target content 2 Interpreting Hours: 52	<ul style="list-style-type: none"> <li>• Distinguishing between translating and interpreting.</li> <li>• Identifying the main skills and attitudes involved in the interpreting process.</li> <li>• Determining different strategies in order to obtain accurate interpreting.</li> <li>• Overcoming the most relevant barriers in the interpreting process.</li> <li>• Using different techniques used to translate different types of texts</li> <li>• Implementing different interpreting techniques according to content and level of difficulty.</li> <li>• Taking advantage of the interpreting activity in the different Service Centers located in Costa Rica.</li> </ul>

**CURRICULAR MAP**

**EXECUTIVE SERVICE CENTERS  
TWELFTH GRADE**

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**Corporate  
Communication  
100 Hours**

Written Expression  
20 hours

- Prepare personal and legal documents using correct writing techniques according to individual characteristics.
- Plans drafting presentations of documents for a meeting.
- Applies techniques for drafting advertising messages.
- Produces different types of reports used at the office.
- Produces national and international commercial agreements and/or contracts.

Oral Expression  
28 hours

- Apply oral communication techniques in different discourses of organizational activities.

Etiquette and Protocol  
20 hours

- Apply etiquette and protocol norms and procedures to achieve a good corporate image.

**SUBJECT AREA**

**Corporate  
Communication**

100 hours

**STUDY BLOCK**

Quality customer  
service  
1. Hearing is not  
listening  
Hours: 4

Quality customer  
service  
2. Telephone courtesy  
Hours: 4

Quality customer  
service  
3. What is wrong with  
the Picture.  
Hours: 4

Quality customer  
service  
4. Emotional leakage  
Hours: 4

**LEARNING RESULTS**

- Recognize effective strategies or techniques for avoiding errors on the job.

- Develop effective telephone communication and state the courteous techniques.

- Identify oral techniques about what's wrong with this picture.

- Apply specific techniques which are effective in preventing emotional leakage.

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**Corporate  
Communication**

100 hours

<p>Quality customer service 5. We are customers to each others. Hours: 4</p>	<p>[</p>	<ul style="list-style-type: none"> <li>• Recognize between the companies' internal telephone techniques and customer service.</li> </ul>
<p>Quality customer service 6.How to deal with the foreign accent Hours: 4</p>	<p>[</p>	<ul style="list-style-type: none"> <li>• Apply at least one effective alternative technique for avoiding mistakes.</li> </ul>
<p>Quality customer service 7. Escape from voice mail jail. Hours: 4</p>	<p>[</p>	<ul style="list-style-type: none"> <li>• Practice six techniques on how to leave an effective voice mail message.</li> </ul>
<p>Quality customer service 8.Telesales tips form A to to Z Hours: 4</p>	<p>[</p>	<ul style="list-style-type: none"> <li>• Provide high quality customer services using the telesales tips from A to Z.</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
TWELFTH GRADE**

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
<p><b>Administration for Service Centers</b>  <b>150 Hours</b></p>	<p>Service Platform  60 hours</p>	<ul style="list-style-type: none"> <li>• Organizes tasks in the service platform.</li> <li>• Analyzes internal organizational structures of service centers and platforms.</li> <li>• Analyzes different positions required in the service centers and service platforms.</li> </ul>
	<p>Internship  40 hours</p>	<ul style="list-style-type: none"> <li>• Apply knowledge, abilities and skills characteristic of the field of program and inherent to work environment.</li> </ul>
	<p>Human and Public Relations  50 hours</p>	<ul style="list-style-type: none"> <li>• Analyzes basic principles of human relations in management world to achieve a good corporate image.</li> <li>• Applies principles of the human successful relationships in the corporate world.</li> <li>• Values the importance of public relationships in the attention to customers.</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
TWELFTH GRADE**

**SUBJECT ÁREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**Computer Skills  
100 Hours**

Network User  
28 hours

- Analyze basic concepts associated with the communication of data communication and network use.
- Use the local area network.
- Determine responsibilities of users and administrators of a net.
- Identify concepts, characteristics and applications of the Internet.
- Execute applications of Internet.

Production of Documents in the  
Computer  
72 hours

- Rehearse procedures of speed in Spanish and English in computer use until reaching 70 w.p.m. as minimum.
- Apply correct techniques in the elaboration and presentation of documents in English and Spanish.



***PROGRAM CONTENTS***

***TWELFTH GRADE***

***PROGRAM CONTENTS***  
***SUBJECT AREA***  
***ORAL COMMUNICATION IN ENGLISH***

***Elaborated for:***

***M.Sc. Anabelle Venegas Fernández,***

***Coordinator of Foreign Languages***

Approved as of agreement. 05-08-07



## ORAL COMMUNICATION IN ENGLISH

This Subject area aims to achieve quality in the oral communication in a second language. An appropriate methodology should be applied and technical didactic techniques for achieving objectives. The course consists of 8 weekly hours for a total of 320 hours per year, divided into three study blocks:

- Job manufacturing and job performance
- Routine Business Activities
- Safety at Work

The study blocks should be developed both in the classroom and in the language lab, using English's software for good pronunciation. To acquire skills and abilities for correct pronunciation, diction and conversation in a second language, appropriate practices should be emphasized in the classroom.

### GENERAL OBJETIVES OF THE SUBJECT AREA

1. Develop skills to express thoughts and communicate with national and international customers in a company using a second language.
2. Develop skills in English for working in a company.
3. Develop skills to communicate with fluency in a second language.
4. Propitiate the learning of English language in an attractive way of achieving efficiency.

*This subject area must be taught by an English's professional teacher*

## INTRODUCTION

Language responds to a basic need of human beings: a need for communication. By speaking and using words; a person can say not only what is present and tangible, but also what is within time and space, abstract or imaginary. In addition, using language a person can control her/his own behavior and transmit her/his deepest thoughts and feelings.

Through language, people socialize and stimulate the creation, transmission and enrichment of culture. In their personal environment, individuals share their concerns, experiences, and opinions and build the world in which they live and try to improve their quality of life, as well as the life of others.

Due to the fact that we live in a changing world, and because of the scientific and technological sharing among countries, the migration of people from one place to another, foreign languages must be taught at the different levels within the educational system. The teaching and learning of English will help to cope with those global changes.

Learning a foreign language means developing an awareness and knowledge of other cultures. Costa Ricans will be able to appreciate the moral, spiritual and aesthetic values of a new culture, and at the same time appreciate Costa Rican idiosyncrasies, values, traditions, and customs. In addition, the students will develop feelings of solidarity and brotherhood that will enable them to contribute to the improvement of their society.

By means of the acquisition of a foreign language, Costa Rican students are getting the opportunity to broaden their knowledge of the world and to participate in the development of the XXI century Costa Rican society.

## THE EDUCATIONAL POLICY

The Educational Policy for the XXI Century will provide learners with the opportunity to express their positive feelings for their country, which is characterized by its democracy, culture and its respect for law, nature and peace.

The main purpose of this policy is to encourage Costa Rican students to be positive leaders with a critical mind that will help them to strengthen; not only their own identity as independent and interdependent learners, but also the democratic system as well.

Some of the basic principles of the educational policy are as follows:

1. Individuals should be able to develop their full potential and should seek opportunities to participate in the development of their country while fulfilling their own needs and pursuing their own happiness. They should be able to interact with other people and cultures to solve problems and produce benefits for their country. They should respect their own values and the values of others.
2. Education should promote the broadening of understanding through challenging classroom situations and opportunities for self-growth. Individuals should “learn how to learn.” Teachers should promote the need and love for learning in the students so they will become lifelong learners.
3. Social and economic gaps should be bridged by providing learners with possibilities for social improvement in order to integrate them into everyday problem-solving situations. The goal should be to promote a self-sufficient society.
4. An aim of education is to improve the productivity and economy of society. Achieving sustainability in those two areas represents a challenge for education. The country needs qualified people in order to increase productivity and improve the spirit of competitiveness. There is also a need to integrate the country more effectively into global economy.
5. The information or content, that learners acquire should be updated and should be relevant to global development in the XXI century.
6. Education should aim at reinforcing values and attitudes. This is a moral imperative.

Additionally to what it is stated in the educational policy, every individual is capable of achieving his/her full potential. This means interacting harmoniously with his/ her surroundings as she/he develops the three areas of human development: Cognitive linguistic, Socio-affective and Psycho- motor and also to achieve communicative competence.

Each person contributes both to the common good and the development of education and is responsible for upgrading the common well-being of the individual and his/her community throughout his/her lifetime. Education must be ;then, an ongoing process.

Through education, learners are given equal opportunities to succeed. This should be reflected both in the process of mediation of learning and evaluation.

In summary, learning English as a foreign language in Costa Rica will allow students to develop communicative competence, to gain knowledge of a new culture, new beliefs and attitudes as well as to develop their full potential in order to become productive members of Costa Rican society.

## **ENGLISH AS A FOREIGN LANGUAGE IN THE EDUCATIONAL SYSTEM**

English is conceived as a linguistic and cultural tool for communication, which complements education as a whole. Knowledge of English helps students become sensitive to new linguistic codes, and value Costa Rican culture and its interaction with other countries. Ongoing exposure and use of English will allow the learner to develop communicative competence in the target language.

## **ENGLISH AS AN OBJECT OF STUDY**

The object of study of the English language in our curriculum is written and oral communication, emphasizing the four basic linguistic skills: listening, speaking, reading and writing. The practice of these skills permits the students to communicate efficiently according to the knowledge acquired.

Through the learning of the language, the learner can compare and apply different registers (formal and informal) and recognize expressions in British, American and other varieties of English.

### **Formal component**

Although the formal component refers to form, lexis and morphology, they should be taught within a context and never in isolation.

### **Functional component**

The functional component refers to the communicative purpose for using the language, (greeting, introducing and saying goodbye are examples of language functions). In functional communication activities the learner is placed in a real life situation where s/he must perform a task by communicating as best as s/he can.

## **Cultural component**

This component takes into account the understanding of the socio cultural context of the country or countries where the language is spoken. Knowing the target culture facilitates the understanding of the language itself.

Values, attitudes, and beliefs should be taken into consideration cultural aspects should always accompany the learning of a language.

The main objective of learning English is to enable the students to understand and communicate basic ideas in oral form. The appropriate use of these three components guarantees the development of communicative skills.

## **THE PURPOSE OF ENGLISH LANGUAGE LEARNING IN TECHNICAL EDUCATION**

The 21<sup>st</sup> Century has been characterized by a constant movement in the world's economies that influence the country's educational and job demands. The use of High Tech equipment for educational, medical, scientific and commercial purposes requires more specialized technical personnel.

As a result, the study plans for Technical Education have changed to respond to the present demand for specialized labor hand in the different fields: Tourism, Secretarial Management, Accounting, Computing, Mechanics, Agriculture, and others, and also to give the appropriate response when communicating in English. In other words, it is not only important to perform in the chosen vocational field, but also to have a good command of the English language.

In language teaching Chomsky separates language into COMPETENCE and PERFORMANCE. "Linguistic competence is understood as a "system" of rules that has a form and is organized in a way that has psychological reality". Performance is the way the competence is expressed through the language. Although, Dell Hymes introduces also his concept of communicative competence as the mastery of an ideal speech situation.

However, there is another related concept that is COMPETENCY. Richards defines "Competencies" as "observable behaviors that are necessary for the successful completion of real-world activities".

Our students of Technical Education will be ready to face workplace situation since their target will be become technicians once they have fulfilled their chosen study plan or curriculum.

Parallel to the study of Academic English, the students will take at X, XI, and XII levels, specialized English courses designed according to their study field.



## THE MEDIATION OF LEARNING IN TECHNICAL EDUCATION

The Educational Policy for the XXI Century also states that education enables learners to participate as individuals in their own development and the development of society. They, therefore, have to be acquainted with the knowledge that humanity has been accumulating and systematizing throughout history. Students must learn about its common uses, thoughts and actions in a particular social context. Within this view, “learning” is exploring, experimenting, discovering and reconstructing the learner’s own knowledge. Learning is described as a comprehensible, dynamic and meaningful process. It is focused on the students’ interests and needs. From this perspective, the teacher is the person who organizes and guides the learning situations, taking into account the students’ characteristics such as background knowledge, that has to be activated (schemata), learning styles and multiple intelligences, as well as the curriculum and the cultural and natural context.

In this syllabus, the oral skills of the language are the object of study. Emphasis is given to the two basic linguistic abilities: ***listening and speaking, the main focus of the curriculum.***

Students acquire communicative competence through the integration of oral and aural skills listening and speaking only, at an intermediate level. They demonstrate improvement of communicative abilities in the oral and aural skills by performing real meaningful language situations.

To help teachers with a general view of the sub skills to be developed, we are including a summary of the most relevant aspects of each main skill:

### **Listening**

Listening is one of the most important skills. Through listening the students should be prepared to cope with:

- a. Understanding speech in different settings (background noise, distance or unclear sound reproductions)
- b. Becoming acquainted with speech containing false starts hesitations, and others (everyday speech).
- c. Understanding speakers who vary in tempo, speech, clarity of articulation and accent, non-native speakers of the language as well.

Listening, understanding and responding in an appropriate way is an essential part of communication and, therefore, regular practice of aural comprehension is a vital part of the teaching program although listening is fully practiced in our classes, there are specific listening activities that should be included in the syllabus, such as:

1. Distinguishing between sounds, stress and intonation patterns.
2. Understanding questions.

3. Understanding comprehension passages.
4. Listening to broadcasts.
5. Listening to lectures.
6. Taking dictation.

Teachers should expose the learner to a considerable amount of meaningful language input through listening to: conversations, descriptions, directions, discussions, drama, films, songs, sports, reports, advertisements and any other form of authentic spoken language.

The teacher should encourage in the learners the development of the following strategies:

1. Thinking about the purpose of listening.
2. Thinking ahead about what learners already know and keep predicting what the speaker will say next.
3. Focus on what they do, understand and use to help them work out what they don't understand.

When developing listening comprehension, the activities should:

1. Meet the students' interests and needs.
2. Be designed according to the student's performance level.
3. Provide practice in distinguishing between sounds, stress, intonation patterns, to understand sentences, short texts, and others.
4. Provide the students with practice in listening techniques.
5. State the purpose of the task clearly.
6. Make use of background knowledge.
7. Follow an organized procedure.
8. Provide the learners with the necessary steps in the development of the activity.
9. Engage the learners in a variety of situations, which provide practice, going from memorization to read use

#### EVALUATION OF LEARNING OUTCOMES.

1. Follow the objectives.
2. Be graded.
3. Integrate other language skills.

### **Speaking**

The development of the skill is the ultimate goal for students learning English in our society. However, the development of the skill has to be carried out in conjunction with the development of the other skills. In particular, speaking and listening are complementary to each other in the act of communication. For that reason, both should be practiced in close relation to each other.

The teacher should provide a variety of opportunities for the students, in order to bring about the necessary models or language input.

Through speech, learners acquire the fundamentals of language pertinent to carry out specific interaction where they have to exercise the use of some functions, through the appropriate language structures, cultural appropriateness and acceptable language input.

To promote the development of this skill, it is necessary that students be aware of the following principles:

1. Oral speech is acquired through listening and through constant practice.
2. Speech delivery, rhythm, intonation and pronunciation are learned by listening to appropriate language models (tapes, native speakers, teachers and other English speakers).
3. Learning to speak English means knowing what to talk about. Introducing knowledge of the world and up-to-dated topics are essential.
4. Learning to speak English means saying the appropriate words for a situation at the right time for a specific purpose.
5. For the students to speak English it is essential that English is spoken in class and in any other situation when it is required.
6. Since learning to speak means speaking to others, interactive practice must be set up in pairs, groups and with teachers and visitors.
7. The language tasks designed must be authentic and the same ones that native speakers of the language use to communicate with others.
8. The integration of skills is vital when speaking. e.g. giving an oral explanation of information presented in a chart or diagram.

## **METHODOLOGICAL APPROACH**

The English Curriculum in Technical Schools is based on **English for Specific Purposes**. This Syllabus integrates basically the following approaches and methods: The Communicative Approach, Cooperative Learning, Multiple Intelligence Theory and Learning Styles.

## ENGLISH FOR SPECIFIC PURPOSES

According to Kristen Gatehouse in her article “Key Issues in English for Specific Purposes (ESP) Curriculum Development”, October 2001, based on ESP Theorists Dudley-Evans and St John (1998), ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse; in contrast with General English.

### II. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology

Anthony (1997) notes that there has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades. At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition. The revised definition he and St. John postulate is as follows:

### I. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

### II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

Dudley-Evans and St. John have removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

### **Types of ESP**

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. An example of English for Occupational Purposes is 'English for Technicians' whereas an example of EAP English for Academic purposes is 'English for Medical Studies'.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

### **Characteristics of ESP Courses**

The characteristics of ESP courses identified by Carter (1983) are discussed here. He states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction.

If we revisit Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say at this juncture that use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites student simulation of a conference, involving the preparation of papers, reading, notetaking, and writing. At Algonquin College, English for business courses have involved students in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. The students have presented all final products to invited ESL classes during a poster presentation session.

Finally, self-direction is characteristic of ESP courses in that the " ... point of including self-direction ... is that ESP is concerned with turning learners into users" (Carter, 1983, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies.

### **Abilities Required for Successful Communication in Occupational Settings**

Cummins (1979) theorized a dichotomy between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The former refers to the language skills used in the everyday informal language used with friends, family and co-workers. The latter refers to a language proficiency required to make sense of and use academic language. Situations in which individuals use BICS are characterized by contexts that provide relatively easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues.

There are three abilities necessary for successful communication in a professional target setting. The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context. The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. With the health science group, this was largely related to understanding a new culture. The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. Examples of this include chatting over coffee with a colleague or responding to an informal email message.

The task for the ESP developer is to ensure that all three of these abilities are integrated into and integrated in the curriculum. This is a difficult task due to the incredible amount of research required. Close collaboration between content experts and the curriculum developer was not possible during the development stages for the health science curriculum.

ESP requires comprehensive needs analysis and because the learning-centred curriculum is not static, it is impossible to expect that the developer be in a position to identify the perfect balance of the abilities noted above for any particular group of learners. In reality, a large part of this responsibility is that of the instructors; it is the instructors who are in the best position to identify changing learner needs and who are in the best position to ensure that all students receive a balanced diet of language.

## **Materials Development**

Do ESP textbooks really exist? This is central question Johns (1990) addresses. One of the core dilemmas he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

If teachers are so pressed for time, will they have the time to submit and cross-index resources? There is value in all texts - some more than others. Familiarizing oneself with useful instructional materials is part of growing as a teacher, regardless of the nature of purpose for learning. Given that ESP is an approach and not a subject to be taught, curricular materials will unavoidably be pieced together, some borrowed and others designed specially. Resources will include authentic materials, ESL materials, ESP materials, and teacher-generated materials.

Note that an excellent point of departure for novice ESP curriculum developers is with lists of ESL publishers which have been made publicly available on-line. Browsing publishers' sites takes a few minutes, review copies can be requested immediately and copies can be sent express.



## THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

### Theory of language

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1992), referred to as “communicative competence”. His theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Another linguistic theory of communication favored in CLT is Halliday’s (1970), functional account of language use.

Halliday has elaborated a powerful theory of the functions of language, which complements Hyme’s view of communicative competence. He described seven basic functions that language performs for children learning their first language:

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behavior of others.
3. The interactional function: using language to create interaction with others.
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and discover.
6. The imaginative function: using language to create a world of imagination.
7. The representational function: using language to communicate information.

### Theory of learning

Little has been written about the learning theory of the communicative approach. An important feature is the communication principle in which “activities that involve real communication promote learning. A second element of this principle is the task principle; activities in which the language is used for carrying out meaningful tasks promote learning. A third and last element is the meaningfulness principle: language that is meaningful to the learner supports the learning process.” Littlewood (1981). Learning activities are consequently selected according to how well they engage the learner into the communicative principle. Thus, it can be considered to be a pragmatic view of language learning: students learn by doing.

### Objectives

The following are the most important levels of general objectives applicable to any teaching situation in the communicative approach: (Piepho 1981).

An integrative and content level (language as a means of expression)



A linguistic and instrumental level (language as a semiotic system and an object of learning)

An affective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others)

A level of individual learning needs (remedial learning based on error analysis)

A general educational level of extra-linguistic goals (language learning within the school curriculum)

## **The Syllabus**

Types of learning and teaching activities

The range of exercise types and activities compatible with the communicative approach is unlimited. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

According to Littlewood (1981), it is necessary to distinguish between functional communication activities and social interaction activities in the communicative approach. The former includes tasks such as comparing sets of pictures and noting similarities and differences, working out sequence of events; discovering missing features, communicating behind a screen, giving instructions, following directions; and solving problems from shared clues. The later include conversation and discussion sessions, dialogues and role-plays, simulations, skits, improvisations, and debates.

## **Learner roles**

Learner roles are clearly described by Breen and Candlin (1980), in the following terms:

“The role of learner as negotiator -between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learns in an interdependent way. “

## **Teacher roles**

Breen and Candlin describe teacher roles in the following terms:

“The teacher has two main roles; the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group.”

Breen and Candlin point to secondary roles such as:

“organizer of resources and as a resource himself, as a guide within the classroom procedures and activities and finally researcher and learner.”

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

### **Role of instructional materials**

A wide variety of materials have been used to support communicative approaches to language teaching. Materials have the primary role of promoting communicative language use.

### **COOPERATIVE LANGUAGE LEARNING**

It makes use of cooperative activities involving pairs and small group activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

#### **Theory of Language**

It follows some basic premises:

1. All normal children growing up in a normal environment learn to talk.
2. Human beings spend a large part of their lives engaging in conversation about their most significant and engrossing activities.
3. Conversation operates according to certain agreed-upon set of cooperative rules or “maxims”.
4. One learns in the native language through casual, everyday conversational interaction.
5. One learns in the second language through cooperative interactional activities.

#### **Theory of Learning**

It stresses social interaction in learning. Learners develop communicative competence in a language by conversing in socially and pedagogically structured situations. Through the instructional use of small groups, students work together to maximize their own and each other’s learning.

## Objectives

It fosters cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities.

## The Syllabus

There is not any particular form of language Syllabus, since activities from different curricula can be taught as Group-based procedures in teaching.

### Types of learning and teaching activities

1. Formal cooperative learning groups.
2. Informal cooperative learning groups.
3. Cooperative base groups.

Different activity types can be used: Team practice from common input, jigsaw- differentiated but predetermined input, cooperative projects selected by the students.

### *Learner roles*

***The learner is a member of a group who works responsively and collaboratively on tasks with other group members.***

### *Teacher roles*

1. develops highly structured and well-organized environment in the classroom
2. sets goals, tasks
3. arranges the classroom
4. assigns groups and roles and
5. selects material and time

## MULTIPLE INTELLIGENCES THEORY IN THE TEACHING OF ENGLISH

For more than twenty years, psychologist Howard Gardner from Harvard University has tested his ideas about learning and intelligence in an interdisciplinary research group with teachers and students at different schools in Massachusetts, U.S.A. He came up with the theory of Multiple Intelligences, which postulates an individual profile of strengths and weaknesses across seven domains, concluding that each person has at least seven intelligences and probably, many more.

## LEARNER PROFILE

“WORD SMART”	VERBAL/ LINGUISTIC LEARNER	“THE WORD PLAYER”
“NUMBER SMART”	LOGICAL/ MATHEMATICAL LEARNER	“THE QUESTIONER”
“PICTURE SMART”	VISUAL/SPATIAL LEARNER	“THE VISUALIZER”
“MUSIC SMART”	MUSICAL/ RHYTHMIC LEARNER	“THE MUSIC LOVER”
“BODY SMART”	BODY/ KINESTHETIC LEARNER	“THE MOVER”
“PEOPLE SMART”	INTERPERSONAL/SOCIAL LEARNER	“THE SOCIALIZER”
“SELF SMART”	INTRAPERSONAL/ INTROSPECTIVE LEARNER	“THE INDIVIDUAL”

Although these intelligences are not necessarily dependent on each other, they seldom operate in isolation.

Each person possesses all the intelligences; but they are developed in various degrees, according to the different input s/he has received since childhood. The way in which intelligences are combined, varies as many as people’s faces and personalities. Each intelligence displays a distinguished set of psychological process, very different from person to person. Howard Gardner pointed out that “every person is unique because of those learning processes”.

This theory has several implications for language learning and language teaching. The most significant is that each learner is unique and has the potential to express and develop his abilities in different ways. English Elementary Teachers must check their planning in every stage of the procedures to analyze if the activities and the performance tasks selected help to develop the students’ multiple intelligences.

Moreover, other theories such as the Emotional Intelligence Theory, introduced by Daniel Goldman in 1995, states that a relaxed alertness is the optimum state for learning. Small children have been helped with language acquisition by focusing on their lives, which are ordered; not only by rhythmical brainwaves, but also by following the rhythm of day and night and seasons.

So, planning is limited if there is only an emphasis on the linguistic ability. In light of this fact, developing student’s emotional competencies will result in a “caring community”, a place where students feel respected, cared about and bonded to classmates” (Goldman, 1995, p 250.)

After studying these theories, teachers must become aware of the implications of the saying: “learning to learn” which implies that meaningful learning is more important than the content learned, consequently teachers must explore wider applications for improving their learners’ abilities and growth for communicative purposes and quality life-style.

## EMOTIONAL INTELLIGENCE

Goldman (1995) defines emotional intelligence as the ability of “knowing what one’s feelings are and using that knowledge to make good decisions.” He also defines emotional intelligence as empathy, which is awareness of the feelings of other. People with high levels of emotional intelligence tend to keep a positive outlook in life and overcome difficulties. They also have facility for getting along well with others. According to this definition, emotional intelligence develops as a result of experience and interaction with others.

Emotional intelligence develops during the early years of life as people mature. According to Goldman (1995), emotional intelligence to a large extent is a good predictor of academic achievement. Apparently, emotional intelligent children perform better academically than those who are not. This is partly because these types of children have the ability to negotiate, cooperate and maintain positive attitudes. It is important that teachers foster children’s emotional intelligence. For example, they can help their students to develop empathy and gain insights into human relationships. One way to do this is through the teaching of literature (Ghosn, 2001).

## LEARNING STYLES

*Why should teaching conform to learning styles?*

Learning styles have to be taken into account because every student has his/her own way of learning. Each style has its own strengths and meets the needs of every individual student.

According to Gabriel H. Díaz Maggioli (1995) in his book Managing Learning Styles in the Classroom, a “learning style” is defined as “the way of handling new information by making use of our habitual or preferred method”. It should be noted at this point, that our learning style is, in a way, our permanent way of acquiring, processing and retrieving new information. Kate Kinsella (1995) states that “learning styles are influenced both by nature and nurture and encompass behavioral, perceptual cognitive concept- forming and affective aspects. We come to the world programmed to learn in a certain way. But the environment in which we grow up, the people we interact with, the nature of the knowledge that comes to us, and even the amount of knowledge that we are able to absorb can alter it. Also our personality influences our approach to learning, and personal factors such as shyness or extroversion may determine even the channels we use to absorb, process and retrieve new knowledge”.

According to Anthony Gregory, “Learning styles is the outward expression of the human mind’s mediation abilities, which presents the means and capacities we employ to receive and express information”.

There are two factors that determine a person’s own learning style:

1. The way the information is perceived.
2. The way the new information encountered daily is ordered.

Another contribution to the Learning Style Theory is the Neuro -Linguistic Programming (NLP) developed by Richard Bandler and John Grinder. This theory states that people take information through their five senses. This is referred to as VAKOG:

**V**isual

**A**uditory

**K**inesthetic

**O**lfactory

**G**ustatory

According to the NLP the three senses mainly used for learning are visual, auditory and kinesthetic. Each person has a preference for one of these. But in the teaching and learning process, we are dealing with not only the learner’s learning style but also that of the teacher’s.

Teachers take advantage of their own natural learning style by displaying their abilities using a teaching style that matches their way of learning. However, when there is a mismatch between the teacher’s teaching style and the learner’s learning style, the performance and progress of the latter can be seriously affected. One way to tackle this is by including in the planning activities, task and techniques to respond to different learning styles and needs of all of students.

## **PLANNING**

Planning is essential for the success of the teaching -learning process. Good planning allows the teacher to anticipate and make the most of all the variables that influence teaching and learning. Therefore, planning demands careful thought, creativity and time. It must include the following elements.

### **The Cognitive Target:**

It is “the what” the students are going to do in the class; which means content. This includes the topics or themes to be covered in the four study blocks.

## Objectives:

According to the Curricular Policy, the objectives are

“the where” the students will get to as a result of instruction. They are stated in terms of what the students will do or achieve. They determine the activities, tasks and language skills that will be used. Objectives in this Syllabus are skill-based, being the oral and the listening skills, the main focus of this Curriculum.

Objectives in this Syllabus are established basically in terms of the two basic linguistic skills: listening (list), and speaking (sp). According to Jeremy Harmer, in his book, The Practice of English Language Teaching listening involves receiving messages and is referred to as a receptive skill. It means that information goes from outside to inside of the person. On the other hand, speaking involves language production and it is often referred to as a productive skill. In this case, information goes from the inside to outside of the person. Very often, speakers employ a combination of skills at the same time. When planning, the teacher should choose at least one objective for each skill.

## Language:

This element provides sample structures and vocabulary that serve as the vehicle to achieve the skill-based objectives. The task of the teacher is to choose the language to present to the students.

**The Syllabus provides some sample language. The teacher can add other linguistic patterns according to students' interests and needs.**

## Functions:

William Littlewood (1990) states that functional meanings are the skills that learners develop by means of the learning situations that are given to them to find solutions or to make decisions. He says that foreign language learners need opportunities to develop skills to use the language, by being exposed to situations where the emphasis is on using the language for communicating as efficiently and economically as possible.

Thus, there should be a purpose for using the language. This implies giving enough language input and creating appropriate conditions so that learners use the language meaningfully.

## Values and Attitudes:

They embed the formative component of the curriculum. The Educational Policy for the Century emphasizes the importance of promoting positive attitudes and values during the teaching and learning process. This is possible through the correspondence



between what is said with what is done among teachers, students and the educational community in general. Culture as an inherent component of language involves the attitudes, values and beliefs of a social group. In addition, Costa Rican English teachers should provide their students with opportunities to compare their culture with that of the countries where English is spoken and to reinforce Costa Rican values. The Syllabus lists the cultural aspects and values that should be practiced in the teaching and learning process.

### **Procedures:**

Procedures deal with the actions that need to be taken in the classroom in order to help students achieve objectives. The list of procedures that are given in this Syllabus must be used as a guide to develop tasks with emphasis on the aural and oral skills. This is the aspect of planning that demands from the teacher to demonstrate the highest level of creativity, enthusiasm, imagination, teaching style, hard work, and talent. Also personal teaching attitudes, methodologies and techniques come into play.

The above is crucial because it will define the final product of the teaching and learning process.

Planning is based on a process called by Rivers (1978), “skill – getting” or “skill using”. It is a set of stages or steps organized in sequence. Joan White explains these steps in her *Module One of the Professional Handbook: Teaching English in a World at Peace* as follows:

### **Warm up**

It is a varied and motivating way of starting the lesson. The warm up can take different forms. On one hand, it is usually a brief lively session to welcome the students to their foreign language class. Also it can be used to catch students’ interest towards the new cognitive target.

### **Presentation**

The teacher introduces the class to the new theme and the new language components. Both the content and the new grammatical and lexical items are emphasized in an integrated way. Getting meaning across is essential. Students receive considerable input from the teacher. They are allowed time to assimilate the language, to listen actively and to try to understand what the teacher is saying.

### **Practice**



For the purpose of this Syllabus, both “controlled practice” and “creative practice”, stated by Rivers’ module are integrated into one single step called “practice”.

First, students use the new linguistic components in a relatively limited setting by playing with the language. The teacher should organize sequential tasks, going from basic language use to more demanding communicative skills on the part of the learners.

Students are asked to incorporate their language acquisitions to their background knowledge to produce new situations, appropriate to their needs and interests. The materials must promote meaningful and constant communication among the students while they are using them. The teacher should encourage students to use the target language as much as possible, because they will frequently want to use fragments of the foreign language while doing different tasks.

### **Consolidation/ Production**

In this final step, the teacher points out what has been accomplished successfully and what remains to be improved through certain review exercises, which were introduced and practiced before. This is the time to comment on the students’ performance. Also, the students are encouraged to find original situations where their new linguistic acquisitions can be applied.

### **Evaluation of Learning Outcomes**

The teacher chooses different tasks, which match both the objectives and the tasks from the plan that will be considered suitable for evaluating the students’ language skills. The Syllabus includes a list of the different criteria that can be used to assess students’ performance. It is necessary to select at least one criterion for each step or stage.

### **Curricular Accommodations**

It is the adjustment of the teaching and learning process in order to meet the individual characteristics, differences and needs of those students with special educational needs.

There are three basic types of curricular accommodations: access (modifications of the physical space), non-significant (those that do not modify substantially the curriculum), and significant (require the elimination or addition of cognitive targets and/or objectives, depending on each student special needs).

The plan being discussed here requires only the specification of non-significant adaptations for those students with special needs.

A different plan is requested for those students with significant accommodations.

### **Chronicle:**

**This is an obliged entry only of a daily lesson plan. It is the teacher's personal comments of the students' performance and the corresponding suggestions written at the end of each lesson.**

A unit lesson plan format is included in annex 3.

## **CLASSROOM ASSESSMENT AND EVALUATION OF LEARNING OUTCOMES SUGGESTIONS**

As it has been stated previously, The National Educational Policy, "Towards the XXI Century", encourages teachers to create an active and stimulating atmosphere for their students in the E.F.L. class and also when assessing.

One of the main characteristics of the policy is the belief that students should exercise their cognitive skills as well as their linguistic ones. The policy emphasizes learning processes and sets out the cognitive operations students should master before they can achieve certain learning goals. Students are also encouraged to work with each other and to learn from each other.

To cope with the E.F.L. approach used in teaching, the assessing techniques used should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning activity they perform such as: information-gap, opinion-gap, problem solving, games and critical cultural incidents which help the learners appreciate their own culture and the culture of the target language.

The first levels 7, 8 and 9 belong to the III Cycle of the General Basic Education and are the basic levels where students are learning the main features of the English language as well as some relevant socio-cultural features learned through the development of the four basic linguistic skills: listening, speaking, reading and writing.

Higher levels, 10 and 11, have the opportunity to learn more about the language and culture they are learning and their level of performance is also high. As a consequence, the assessment tasks should correspond to their knowledge of the language and their development of the language skills.

## **GENERAL ASSESSMENT PRINCIPLES**

When teachers are planning a test, classroom assessment or students' self-assessment, the tasks assigned should follow the following features:

- a. Tasks should provide a purpose for using the language.
- b. Tasks should provide a context for language use rather than just isolated items.
- c. Tasks should lead towards real language use, to give students the opportunities to do the sorts of things native speakers do with the language.
- d. Tasks should promote individual and group activities, to allow the students to learn by themselves as individuals as well as from their peers.
- e. Tasks should allow students to experience what they have practiced in the classroom: using activities such as information gap, problem solving, and others.
- f. Tasks should simulate learning situations to allow students to re-organize and re-plan their learning strategies.
- g. Tasks should provide opportunities for critical thinking, they should motivate the students creative thinking skills, so they can solve communication problems by using the language.
- h. Tasks should be suitable for the students' age, level in school and language proficiency.

## **PRINCIPLES FOR ASSESSING LISTENING**

- a. The language used should be delivered at normal speed.
- b. The input should be delivered twice.
- c. The language used should be as authentic a possible.
- d. If using tapes, recordings should be of excellent quality.
- e. Recording equipment has to be in excellent conditions.
- f. The setting should be free of noise.

## **PRINCIPLES FOR ASSESSING SPEAKING**

- a. Give students more than one task to judge the students' speaking ability.
- b. Set only tasks and topics that the students should be able to cope with in their own language.
- c. Create a pleasant atmosphere so that students will not feel threatened.
- d. Teachers should avoid talking too much when interviewing students.

- e. Encourage the students to speak.
- f. Teachers should design different instruments such as rating scales and check-lists to recall students performance.

## **PROFILE FOR THE ENGLISH TEACHER IN TECHNICAL EDUCATION**

The English teacher of the Costa Rican Educational System must:

- Have high communicative skills in the target language;
- Master ESP teaching skills
- Encourage and demonstrate oral communication in the target language;
- Have ample knowledge of second-language learning and second-language acquisition;
- Have knowledge of languages and dialects of his/her community;
- Encourage proper use of the target language;
- Encourage non-verbal communication;
- Master innovating methodologies and communication techniques;
- Promote positive human relationships;
- Be self-confident and perseverant at work;
- Respect others' opinions and decisions in reaching a consensus;
- Promote team work and good communication along with positive leadership;
- Be willing to communicate and interact;
- Observe student's reactions and behavior carefully in order to make the necessary changes in his/her teaching-learning practices;
- Promote meaningful and creative experiences for those with whom they interact;
- Be willing to develop him/herself professionally;
- Promote discussion groups (reflective teaching) with colleagues and other professionals to improve teaching practices;
- Participate in extra-curricular activities at school, in the community and nationwide.

## **OBJECTIVES OF ENGLISH IN TECHNICAL EDUCATION IN “LA EDUCACION DIVERSIFICADA”**

1. To promote the use of the English language in an environment where the learners feel self-confident to communicate effectively.
2. To promote learners' interest and abilities to apply the English language independently.
3. To propitiate the learners' interests in reading books, simplified versions, general and specialized magazines, manuals, catalogs, instructions, safety rules or any other authentic material conducive to a permanent learning and a critical attitude.
4. To motivate the students' use of the English Language permanently as means of promoting their own cultural and social as well as their communities' welfare.
5. To encourage learners to exchange information (real, emotional and attitudinal) about themselves, their families, their country and the world.
6. To stimulate the learners' capacity to recognize and produce socio-linguistic and cultural features of the English language when using basic communication expressions about daily, general and specific topics.
7. To promote the learners' use of grammatical features that will enable them to communicate with others even though the grammatical functions are not correctly or consequently used.
8. To provide learners with a linguistic model which will help them achieve a command of pronunciation and prosodic features.
9. To propitiate in the learner the development of a fluent communication capacity so that the message can be understood by a responsive native speaker.
10. To promote the application of the information gathered through the understanding of messages presented in diverse situations.
11. To stimulate the reading comprehension ability in different authentic texts on daily and specialized topics to let the learners find the central idea, details, contextual and textual reference, and help them develop a series of reading abilities and styles.
12. To propitiate the learners' production of written texts, short reports, memos, forms, sheets about daily and general topics.
13. To promote the learners' capacity to investigate about diverse and specific topics.
14. To stimulate learners to use the language to solve communicative problems at daily basis in class and where the language is required.
15. To propitiate learners' interest in applying the knowledge of the language acquired to interact at daily and professional basis.
16. To stimulate the reading of safety rules in English in order to prevent accidents or risk situations.
17. To encourage learners appreciation of values, attitudes, gender, sex education, democracy and Human Rights and sustained development related to their own and the target culture

## LINGUISTIC OBJECTIVES

The objectives used in this Syllabus are stated in terms of linguistic skills. The term skill is used as a micro – concept, to be distinguished from the macro-concept of the customary division of language skills, that is, into listening, speaking, reading and writing. The purpose is to integrate and interrelate oral and aural skills as understanding, performing and following relationships in the communication process. The organization reflects the distinction between receptive (listening) and productive performance (speaking) skills.

## STUDY BLOCKS

Planning is determined by the student's ability to achieve the communicative competence appropriate for the level. Therefore, the study blocks are guides that will help teachers to prepare lessons and foster lifelong learning.

It is important that teachers take into account the following:

1. Study Blocks should be developed sequentially as they are given. They allow the development of communicative competence to interact with the environment.
2. It is strictly necessary to keep the appropriate level of difficulty for each study block. Otherwise, students will not achieve the corresponding level for subsequent stages of learning.
3. Unless facing special situations, teachers should not change the already given sequence

## SCOPE AND SEQUENCE

X LEVEL	XI LEVEL	XII LEVEL
<p><b>Using The Appropriate Linguistic Tools To Communicate in English With Others At The Company:</b></p>	<p><b>Developing Communicative Competence in The English Language By Means Of Technical Topics.</b></p>	<p><b>Interacting in the English Language to Enrich Costa Rican, Cultural, Economical and Social Welfare.</b></p>
<ul style="list-style-type: none"> <li>• Personal interaction at the company.</li> <li>• Company structure and working conditions.</li> <li>• Company furniture, equipment and tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Job manufacturing and job performance.</li> <li>• Routine business activities.</li> <li>• Safety at work.</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace management</li> <li>• Customer Service</li> </ul>

**STUDY BLOCK DISTRIBUTION  
ORAL COMMUNICATION IN ENGLISH**

<b>STUDY BLOCK</b>	<b>NAME</b>	<b>TIME IN HOURS</b>	<b>WEEKS PER STUDY BLOCK</b>
<b>I</b>	<b>Workplace Management</b>	<b>74 hours</b>	<b>12 weeks</b>
<b>II</b>	<b>Customer Service</b>	<b>76 hours</b>	<b>13 weeks</b>
	<b>TOTAL</b>	<b>150 Hours annually</b>	<b>25 weeks</b>



**STUDY BLOCK**

**WOKPLACE MANAGEMENT**

Sector: Commercial and Services  
Program: Executive Service Centers  
Subject area: Oral communication in English  
Study Block: Workplace Management  
Target 1: Interacting efficiently In English at work to enrich Costa Rican cultural, economical and Social Welfare

Grade: Twelfth

Time: 74 hours

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Identifying speakers specifications, request, and others.</li> <li>Understanding a variety of language forms to complete a task.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Asking for repetition.</li> <li>Responding with the appropriate response.</li> </ul>	<p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>Interpreting another speaker.</li> <li>Receiving complaints, making excuses, requests, and others.</li> <li>Making appointments for meanings.</li> <li>Accepting and refusing politely.</li> </ul> <p><b>LANGUAGE</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>If clauses.</li> </ul> <p><b>Samples:</b></p> <ul style="list-style-type: none"> <li>-When will our order be delivered?</li> <li>-Your signature is required to accept delivery conditions.</li> <li>-Different types of forms.</li> <li>-Types of Orders.</li> <li>- If we practice these steps.... we could obtain...</li> <li>- Labor costs, productivity, market share...</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>Listen to information forms and other documents.</li> <li>Classify information according to their use.</li> <li>Simulate a real situation where participants must ask for repetition due to some communication problems they face.</li> <li>Participate in groups to decide the use and filling out of forms.</li> <li>Explain a problem, present solutions, and inviting questions.</li> </ul>	<ul style="list-style-type: none"> <li>Neatness and efficiency to complete tasks.</li> <li>Show respect for other people's working culture.</li> <li>Keep a pleasant attitude when dealing with customers.</li> <li>Understand people from different parts of the world.</li> <li>Respect culture, traditions, outfits, eating habits, as manifestations of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Present different forms with specific descriptions, including its purpose, the way it has to be completed, the information it must t include, the time in advance it needs to be sent or delivered, the size of the packages, envelops according to shipping regulations ( national or international).</li> <li>Describe visual materials and realia.</li> <li>Participate in oral tasks such as role playing and information.</li> <li>Produce coherent pieces of oral speech.</li> <li>Follow a set of given instructions.</li> </ul>

**STUDY BLOCK**

**CUSTOMER SERVICE**

Sector: Commercial and Services  
Program: Executive Service Centers  
Subject area: Oral communication in English  
Study Block : Customer Service

Grade: Twelfth  
Time: 74 hours

Target 2 Interacting Efficiently In English at Work To Enrich Costa Rican Cultural, Economical And Social Welfare.

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Identifying the purpose of short messages.</li> <li>Coping with unfamiliar names, expressions and places to complete a procedure.</li> <li>Negotiation of meaning with the other speaker.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Responding to messages and dialogues in situations in different contexts.</li> <li>Speaking with intelligible pronunciation and intonation.</li> </ul>	<p><b>Functions</b> Communicating with customers, making and receiving confirmations.</p> <p><b>Language Grammar:</b> Formal language.</p> <p><b>Sample language:</b> -May I help? What can I do for you? -Please fill out this form. -What's your name? ID card. -We are glad to confirm your request for... -He would be glad to see you in a minute. -Please make an appointment.</p>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Listen to tapes, telephone conversations or oral situations to complete tasks and respond appropriately.</li> <li>Perform role-plays, simulations, scenarios and other situations where listeners receive either a phone call or a client at the front desk. The participants must deal with different aspects of language plus the fact that she/he must negotiate meaning to get communication across.</li> <li>Discuss on different possibilities to suit needs.</li> <li>Produce oral situations applying pronunciation, rhythm and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Good working habits.</li> <li>Respect for others' culture.</li> <li>Politeness when speaking with people.</li> <li>Self-organization when dealing with other activities.</li> <li>Responsibility for decision- making.</li> </ul>	<ul style="list-style-type: none"> <li>Complete charts, diagrams and other forms as a result of their work at the front desk.</li> <li>Perform oral presentation of simulations, scenarios, role-playing and other situations. Participants must show language skills, pronunciation rhythm, and intonation to be understood by any interlocutor.</li> <li>Display materials created to classify the information.</li> </ul>

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
	<p>-When will our order be delivered?            -Your signature is required to accept delivery conditions.            -Different types of forms.            - Would you be kind enough to wait?            -Is an appointment at 10 a.m. tomorrow satisfactory to you Ma'am/ Sir?            -Unfortunately, he's busy at the moment. Would you be good enough to wait.            -Tell what you wish to see him about?            -I'm sorry, I can't arrange an appointment now, if you will give your phone number, I'll call you up to arrange another appointment</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Produce oral situations applying pronunciation, rhythm and intonation.</li> <li>• Confirm an order, price, address, room number and others.</li> </ul>		

***PROGRAM CONTENT***

***SUBJECT AREA***

***TRANSLATION AND INTERPRETING***

**Prepared by:**

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**Foreign Language Coordinator**

## **TRANSLATION AND INTERPRETING**

This subject area aims to achieve quality in oral communication in a second language for the interpretation and simultaneous translation from English into Spanish and vice versa. Appropriate teaching methodology and techniques must be applied to achieve these objectives.

The study block should be developed both in the classroom and in the language lab in order to achieve the optimum level of written and oral interpretation and translation.

To acquire skills for efficient pronunciation, diction and conversation and oral management skills in a second language, promoting good practices should be emphasized in the classroom.

### **GENERAL OBJETIVES OF THE SUBJECT AREA**

1. Develop skills in a second language to express thoughts and communicate with national and international customers in a company.
2. Develop effective skills in interpretation and translation.
3. Develop effective skills in listening and speaking.
4. Develop skills to communicate fluently at an advanced level in a second language.
5. Facilitate learning of a second language in an attractive way.

*This subject area must be taught by an English's professional teacher*

## STUDY BLOCK DISTRIBUTION

### TRANSLATION AND INTERPRETING

STUDY BLOCK	NAME	TIME IN HOURS	WEEKS PER STUDY BLOCK
I	TRANSLATION	48 HOURS	12 weeks
II	INTERPRETING	52 HOURS	13 weeks
	<b>TOTAL</b>	<b>100 Hours annually</b>	<b>25 weeks</b>



Sector: Commerce and Services  
Program: Executive Service Centers  
Subject area: English Translation and Interpretation  
Study Block 1 : Translation

Grade: Twelfth  
Time: 48 hours

Target: Interacting Efficiently In English at Work To Enrich Costa Rican Cultural, Economical And Social Welfare

OBJECTIVES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>1. Analyze the main features of the translation and interpreting process.</p> <p>2. Use different strategies in order to obtain accurate translation.</p> <p>3. Analyze the most important techniques used to translate different types of texts.</p> <p>4. Translate different texts according to content and level of difficulty.</p>	<ul style="list-style-type: none"> <li>• Difference between translation and interpreting.</li> <li>• The term and the concept of "translation".</li> <li>• Decoding the meaning of the <u>source text</u>.</li> <li>• Re-encoding this meaning in the <u>target language</u>.</li> <li>• Measuring success in translation: Faithfulness or fidelity, and transparency.</li> </ul>	<ul style="list-style-type: none"> <li>• Read or listen to oral texts to identify different styles and information display.</li> <li>• Identification of forms to complete documents.</li> <li>• Production of appropriate forms to give messages.</li> <li>• Scan information to get specific details.</li> <li>• Written summary of messages.</li> <li>• Search of basic information in brochures, internet, newspapers, and others.</li> </ul>	<p>Effort to complete the task.</p> <p>Discipline to perform the tasks.</p> <p>Efficiency when performing tasks.</p> <p>Order</p> <p>Responsibility</p>	<ul style="list-style-type: none"> <li>• Analysis of ideas expressed, opinions and reasons to make a choice.</li> <li>• Getting the gist from written sources.</li> <li>• Taking notes of real situations.</li> <li>• Completion of answer sheets with sets of translation rules.</li> <li>• Presentation of a chart, table or any other kind of diagram where the information has been recalled.</li> </ul>

OBJECTIVES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>5. Use different techniques for error correction.</p> <p>6. Obtain accurate result in the translation process.</p>	<ul style="list-style-type: none"> <li>• Translation problems: General, text, language and “untranslatability”</li> <li>• Types of translations: General, technical, scientific, medical.</li> <li>• <u>Trends in translation</u>: machine, computer-assisted and cultural.</li> <li>• Translation techniques: Slang, literal, transposition, modulation, adaptation, etc.</li> <li>• Translating at the Call Center : Letters, faxes, e-mails, telemarketing, clientele, and debt collection</li> </ul>	<ul style="list-style-type: none"> <li>• Search of details from a text.</li> <li>• Selection of the appropriate alternatives to complete a task.</li> <li>• Reading of different documents.</li> <li>• Use of technology to write documents.</li> <li>• Transcription of documents.</li> <li>• Production of written documents.</li> <li>• Identification of important elements in written documents.</li> <li>• Identification of the use of a variety registers in written documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Politeness when interacting with others.</li> <li>• Respect for others own way of expressing.</li> <li>• Desire to perform an excellent task.</li> <li>• Order and discipline.</li> <li>• Social and cultural background of different companies.</li> <li>• Leadership in specific situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of procedures or sets of translation rules.</li> <li>• Production of a set of translated documents.</li> <li>• Demonstration of understanding by following procedures.</li> <li>• Presentation of different types of translations done individually or in groups.</li> </ul>

OBJECTIVES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
		<ul style="list-style-type: none"> <li>• Read or listen to oral texts to complete a task.</li> <li>• Elicitation/ transmission of written information.</li> <li>• Reading of different articles related to the topic studied.</li> <li>• Search of basic information in internet, newspapers, and others.</li> <li>• Read different types of texts to transcribe the information.</li> <li>• Production of diagrams, summaries and texts with the information heard.</li> <li>• Selection of words, phrases, sentences and paragraphs for the specific content of definition.</li> </ul>		<ul style="list-style-type: none"> <li>• Show understanding of concept by presenting diagrams, definitions and illustrations.</li>   <li>• Presentation of translations using the corresponding techniques.</li> </ul>

OBJECTIVES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
		<ul style="list-style-type: none"> <li>• Presentation of written forms with specifications and instructions.</li> <li>• Production of more complex written tasks where students present pieces of equipment use and their specifications.</li> <li>• Transference of information from different types of documents to charts, grids, and others.</li> <li>• Transference of information from a text to another text (written in English).</li> <li>• Transference of a written message from English to Spanish and vice versa.</li> </ul>		

Sector: Commercial and Services  
Program: Executive Service Centers  
Subject area: English Translation and Interpretation  
Study Block 2 : Interpreting

Grade: Twelfth  
Time: 52 hours

Target : Interacting Efficiently In English at Work To Enrich Costa Rican Cultural, Economical And Social Welfare

OBJECTIVES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
1. Distinguish between translating and interpreting.  2. Identify the main skills and attitudes involved in the interpreting process.  3. Determine different strategies in order to obtain accurate interpreting.  4. Overcome the most relevant barriers in the interpreting process.	<ul style="list-style-type: none"> <li>• The difference between translation and interpreting.</li> <li>• The term and the concept of "interpreting".</li> <li>• Modes of interpreting: Simultaneous, whispered, consecutive and liaison interpreting.</li> <li>• Types of interpreting: Conference, legal/court, escort, public service, medical.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to sample language to get literal meaning.</li> <li>• Identification of oral interactions to complete documents.</li> <li>• Summary of oral messages.</li> <li>• Search of oral information.</li> <li>• Search of details from an oral interaction.</li> <li>• Sentence-by-sentence basis consecutively interpreting.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort to complete the task.</li> <li>• Discipline to perform the tasks.</li> <li>• Efficiency when performing tasks.</li> <li>• Order</li> <li>• Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of procedures or sets of interpreting rules.</li> <li>• Demonstration of understanding by following procedures.</li> <li>• Presentation of different types of interpreting done individually or in groups.</li> <li>• Show understanding of concept by presenting interpreting.</li> </ul>

OBJECTIVES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p>5. Use different techniques used to translate different types of texts.</p> <p>6. Implement different interpreting techniques according to content and level of difficulty.</p> <p>7. Take advantage of the interpreting activity in the different Service Centers located in Costa Rica</p>	<ul style="list-style-type: none"> <li>Techniques used for interpreting oral texts: direct and inverse, individual, group.</li> <li>Interpreting at the Call Center: Independently operated or network with additional centers.</li> <li>Overcome Call Center noise hazards: Failure of equipment, job exhaustion and stress, dialect and pronunciation variations.</li> <li>The voice and data pathways into the center: Voice analysis, speech variations, voice recognition, note taking, voicemail, voice recording, answer and monitoring (the source and one's language).</li> </ul>	<ul style="list-style-type: none"> <li>Production of appropriate forms to give oral messages.</li> <li>Transmission of oral information.</li> <li>Listening to and note taking as the speech progresses to reproduce the message in the target language.</li> <li>Transference of an oral message from English to Spanish and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>Politeness when interacting with others.</li> <li>Respect for others own way of expressing.</li> <li>Desire to perform an excellent task.</li> <li>Order and discipline.</li> <li>Social and cultural background of different companies.</li> <li>Leadership in specific situations.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of ideas expressed, opinions and reasons to make a choice.</li> <li>Completion of interpreting exercises with sets of rules.</li> <li>Presentation of a summary, literal or any other kind of interpreting where the information has been recalled.</li> <li>Interpreting presentations using the corresponding techniques.</li> </ul>

**PROGRAM CONTENTS**

**SUBJECT AREA**

**CORPORATE COMMUNICATION**

## GENERAL OBJECTIVES OF SUBJECT AREA

1. Value the importance of technological innovation as a support to oral and written communication.
2. Foster creative and critical development in oral speech performance.
3. Develop good work habits to be effective in performed tasks.
4. Show quality in the composition of the corporate discourse by applying the correct composition techniques
5. Write all types of corporate documents using orthographic rules effectively.
6. Develop composition techniques for all types of documents by applying basic characteristics of documentation.
7. Describe and apply different techniques in English for the reception of and handling of telephone calls.
8. Understand and be understood by others using English



## CORPORATE COMMUNICATION

This subject area teaches students to achieve knowledge and skills in the administration of documents, quality in oral communication and drafting, and to apply techniques for business discourse in Spanish and English. Adequate methodologies and learning qualities must be utilized to achieve positive learning results.

This subject area includes three units of study to be developed during 4 hours weekly, totaling 100 hours per year.

- **Written Expression:** The acquisition of skills for personal discourse in order to achieve effective communication by preparing different documents using the norms of the corporate environment.
- **Oral Expression:** The practices of skills in oral discourse for personal development as a professional. Likewise, it is expected that the student will apply effective communication techniques in the development of themes regarding professional ethics of national and international realities.
- **Etiquette and Protocol:** The application of norms of etiquette and protocol and procedures oriented towards the corporate image.
- **Quality Customer Service:** The application of techniques by the student to provide quality customer service.

### SUBJECT AREA GENERAL OBJECTIVES

1. Apply appropriate techniques and methodologies for oral and written communication.
2. Value the importance of applied professional ethics in oral and written communication.
3. Support creative and critical performance development in oral discourse.
4. Develop good working habits to achieve efficiency and effectiveness in drafting documents.
5. Demonstrate quality in the business discourse applying correct drafting techniques.
6. Apply quality customer service techniques.
7. Use a second language and provide quality customer service.

### DISTRIBUTION OF SUBJECT AREA CORPORATE COMMUNICATION

<b>Study Block</b>	<b>Name</b>	<b>Time in hours</b>	<b>Weeks per study block</b>
<b>I</b>	<b>Written Expression</b>	<b>20 hours</b>	<b>5 weeks</b>
<b>II</b>	<b>Oral Expression</b>	<b>28 hours</b>	<b>7 weeks</b>
<b>III</b>	<b>Etiquette and Protocol</b>	<b>20 hours</b>	<b>5 weeks</b>
<b>IV</b>	<b>Quality Customer Service</b>	<b>32 hours</b>	<b>8 weeks</b>
	<b>Total</b>	<b>100 hours</b>	<b>25 weeks</b>

## **STUDY BLOCK**

### **Written Expression**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title: Written Expression

Purpose: apply techniques and methodologies to efficiently communicate with the business environment.

Competency Level: Basic

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Clearly identifies characteristics of different personal and legal documents.	Specific
Precisely prepares different personal and legal documents.	Specific
Correctly interprets procedures to draft minutes.	Specific
Clearly describes procedures prior to the preparation of a meeting.	Specific
Appropriately prepares memos according to recommended procedures.	Specific
Clearly synthesizes concepts of advertising messages	Specific
Appropriately distinguishes types of advertising messages.	Specific
Accurately redefines norms regulating advertising messages.	Specific
Correctly drafts advertising messages according to recommended techniques.	Specific
Efficiently interprets definitions, characteristics and objectives of a report.	Specific
Correctly identifies types of reports.	Specific
Correctly drafts reports using different formats, styles and others.	Specific
Efficiently describes general rules and norms to draft national and international agreements and commercial contracts.	Specific
Correctly prepares national and international commercial agreements and contracts.	Specific

## COMPETENCY ELEMENTS

Reference	Title of Element
3 – 1	Develop skills for appropriate communication using adequate techniques and methodologies for each individual situation.

## PERFORMANCE CRITERIA

Drafts personal and legal documents using correct writing techniques according to individual characteristics.  
Plans writing and document presentations required for a meeting.  
Applies techniques for drafting advertising messages.  
Produces different types of reports used at the office.  
Produces national and international commercial agreements and/or contracts.

## APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Identifies characteristics of different personal and legal documents.  
Interprets procedures to write up minutes.  
Distinguishes types of advertising messages.  
Synthesizes concepts of advertising messages.  
Interprets definition, characteristics and objectives of the report.  
Describes general rules and norms to draft national and international commercial agreements and contracts.

## **PERFORMANCE EVIDENCE**

Describes preparation procedures previous to a meeting.  
Restates norms regulating advertising messages.  
Selects types of reports.

## **PRODUCT EVIDENCE**

Drafts different personal and legal documents.  
Prepares minutes according to recommended procedures.  
Drafts advertising messages according to recommended techniques.

Sector: Commercial and Services	Program: Executive Service Centers
Subject Area: Corporate Communication	Grade: Twelfth
Study block: Written Expression	Time: 20 hours
Purpose: Apply techniques and methodologies for efficient communication in the business world.	

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Prepare personal and legal documents using correct writing techniques according to individual characteristics.	Structures, characteristics, presentation, treatment, terminology, parts, types, drafting and models of: <ul style="list-style-type: none"> <li>• Personal documents</li> <li>• Curriculum vitae</li> <li>• Employment applications</li> <li>• Work contracts</li> <li>• Application for a visa.</li> <li>• Application for a passport</li> <li>• Process to acquire a driver's license</li> </ul>	<u>Teacher:</u> <ul style="list-style-type: none"> <li>• Describes characteristics of personal and legal documents.</li> <li>• Explains the process to prepare personal and legal documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Discretion in confidential issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares personal and legal documents using correct drafting techniques according to individual characteristics.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Legal documents</li> <li>• Certifications</li> <li>• Written communication</li> <li>• Deed</li> <li>• Mortgage</li> <li>• Guarantee certificate</li> <li>• The resource</li> <li>• Proclamation</li> <li>• The resolution</li> <li>• Notifications</li> <li>• Instances</li> <li>• Accusation</li> <li>• Power of attorney</li> <li>• Receipt for payment of fees</li> <li>• Decrees</li> <li>• Summons</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies characteristics of personal and legal documents.</li> <li>• Prepares personal and legal documents.</li> </ul>		



LEARNING RESULTS	CONTENTS	TEACHING LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>2. Plan drafting and presentation of documents for a meeting.</p>	<p>Minutes</p> <ul style="list-style-type: none"> <li>• Procedures and legal aspects of the write up of minutes.</li> <li>• Prior procedures for a meeting.               <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Summons</li> <li>• Agenda</li> </ul> </li> <li>• Recommendations on writing the minutes.</li> <li>• Writing and presentation of the minutes:               <ul style="list-style-type: none"> <li>• Secretarial techniques</li> <li>• Headings</li> <li>• Absentee and in attendance members</li> </ul> </li> </ul> <p>Quorum.</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Exemplifies procedures and techniques when drafting minutes.</li> <li>• Explains procedures prior to the preparation of a meeting.</li> <li>• Presents recommendations for the presentation of minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Discretion in confidential issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan drafting and presentation of documents for a meeting.</li> </ul>

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Document body</li> <li>• Motions</li> <li>• Voting</li> <li>• Agreements</li> <li>• Conclusion paragraphs and final editing.</li> <li>• Final procedures:               <ul style="list-style-type: none"> <li>• Transcription of Agreements</li> <li>• Distribution of Minutes</li> <li>• Record of Minutes</li> <li>• Approval and rejection of minutes.</li> </ul> </li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Interprets procedures to draft minutes.</li> <li>• Describes procedures prior to the preparation of a meeting.</li> <li>• Prepares minutes according to recommended procedures.</li> </ul>		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>1. Applies techniques for drafting advertising messages.</p>	<ul style="list-style-type: none"> <li>• Advertising messages:               <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Structure of advertisements</li> <li>• Types of advertising</li> <li>• Subliminal advertising</li> <li>• Objectives of advertising</li> <li>• Ideological representations of advertising messages</li> <li>• Marketing</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines concepts of advertising messages.</li> <li>• Classifies advertising messages.</li> <li>• Explains norms that regulate advertising messages.</li> <li>• Presents techniques to draft advertising messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Discretion in confidential issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses techniques to draft advertising messages.</li> </ul>

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Approach to create a radio script.</li> <li>• Persuasive messages.</li> <li>• Classification of advertisements and commercials.</li> <li>• Drafting of commercial advertisements, TV news, stories and commentaries.</li> <li>• Concept and importance of stories and radio comments.</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Synthesizes concepts of advertising messages.</li> <li>• Distinguishes the types of advertising messages.</li> <li>• Redefines norms regulating advertising messages.</li> <li>• Drafts advertising messages according to recommended techniques.</li> </ul>		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>4. Prepare different types of reports used at office.</p>	<p>The report</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Characteristics</li> <li>• Objectives</li> <li>• Motives for the preparation of:               <ul style="list-style-type: none"> <li>• The market</li> <li>• Technical</li> <li>• Commercial</li> <li>• Write up</li> <li>• The format</li> <li>• Styles</li> <li>• Presentation</li> <li>• Margins</li> </ul> </li> <li>• Classification               <ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul> </li> <li>• Types of reports               <ul style="list-style-type: none"> <li>• Administrative</li> <li>• Semi columns</li> <li>• Graphic</li> <li>• Abbreviated</li> </ul> </li> <li>• Concepts, structure, steps of the process</li> <li>• Norms on the drafting of reports</li> <li>• Recommendations to present a report verbally before an audience.</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Formulates the definition, characteristics and objectives of the report.</li> <li>• Classifies types of reports.</li> <li>• Explains the wording, format, styles and others related to the preparation of a report.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Interprets the definition, characteristics and objectives of the report.</li> <li>• Identifies types of reports.</li> <li>• Draft reports using different format, styles and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Discretion in confidential issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares different types of reports used at office.</li> </ul>

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>5. Produce national and international commercial agreements and/or contracts.</p>	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Characteristics</li> <li>• Objectives</li> <li>• Motives for the preparation:</li> <li>• The market</li> <li>• Technical</li> <li>• Commercial</li> <li>• Drafting</li> <li>• The format</li> <li>• Styles</li> <li>• Presentation</li> <li>• Margins</li> <li>• Extent</li> <li>• Drafting norms</li> <li>• Recommendations</li> <li>• Definition</li> <li>• Characteristics</li> <li>• Objectives</li> <li>• Reasons behind drafting:</li> <li>• Marketing</li> <li>• Technical</li> <li>• Commercial</li> <li>• Drafting</li> <li>• Format</li> <li>• Styles</li> <li>• Presentation</li> <li>• Margins</li> <li>• Scope</li> <li>• Drafting norms</li> <li>• Recommendations</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains general norms and regulations to prepare commercial agreements and contracts, both domestic and international.</li> <li>• Demonstrates the preparation of commercial agreements and contracts, both domestic and international.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Describes general regulations and norms for drafting national and international commercial agreements and contracts.</li> <li>• Prepares national and international commercial agreements and contracts.</li> </ul>	<ul style="list-style-type: none"> <li>• Discretion in confidential issues.</li> </ul>	<p>Produces national and international commercial agreements and/or contracts.</p>

PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK: Written Expression

PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - Workshop

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Describes characteristics of personal and legal documents.
- Explains processes for preparing different personal and legal documents.
- Exemplifies procedures and techniques for drafting of minutes.
- Explains procedures prior to the preparation of a meeting.
- Presents recommendations for the presentation of minutes.
- Defines concepts of advertising messages.
- Classifies advertising messages.
- Explains norms that regulate advertising messages.
- Presents techniques for drafting advertising messages.
- Formulates the definition, characteristics and objectives of a report.
- Classifies types of reports.
- Explains the drafting, format, styles and other related with the preparation of a report.
- Explains general rules and norms in preparing commercial agreements and contracts, both domestic as well as international.
- Demonstrates the preparation of commercial agreements and contracts, both domestic as well as international.



RECOMMENDED CHECKLIST	DATE:
STUDENT'S NAME:	

<p>Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.</p>			
DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly identifies characteristics of personal and legal documents.			
Correctly prepares personal and legal documents.			
Correctly interprets procedures to draft minutes.			
Clearly describes procedures prior to the preparation of a meeting.			
Correctly prepares memos according to recommended procedures.			
Clearly synthesizes concepts of advertising messages.			
Accurately distinguishes types of advertising messages.			
Accurately redefines norms that regulate advertising messages.			
Correctly drafts advertising messages according to recommended techniques.			
Effectively interprets definitions, characteristics and objectives of the report.			
Correctly identifies types of reports.			
Correctly drafts reports with different formats, styles and others.			
Effectively describes general rules and norms to prepare national and international commercial agreements and contracts.			
Correctly prepares national and international commercial agreements and contracts.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Prepare personal and legal documents using correct drafting techniques according to characteristics of each document.	Prepares personal and legal documents using correct drafting techniques according to characteristics of each document.	Identifies characteristics of personal and legal documents.	Knowledge	Clearly identifies characteristics of personal and legal documents.
		Prepares personal and legal documents.	Product	Accurately prepares personal and legal documents.
Plan the drafting and presentation of documents inherent to a meeting.	Plans the drafting and presentation of documents inherent to a meeting.	Interprets the procedures to draft the minutes.	Knowledge	Interprets the procedures to draft the minutes correctly.
		Describes procedures prior to the preparation of a meeting.	Performance	Clearly describes prior procedures for the preparation of a meeting.
		Prepares minutes according to recommended procedures.	Product	Accurately prepares minutes according to recommended procedures

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply techniques to draft advertising messages.	Applies the techniques to draft advertising messages.	Synthesizes the concepts of advertising messages.	Knowledge	Clearly synthesizes advertising messages concepts.
		Distinguishes types of advertising messages.	Knowledge	Accurately distinguishes types of advertising messages.
		Redefines norms that regulate advertising messages.	Performance	Accurately redefines norms that regulate advertising messages.
		Drafts advertising messages according to recommended techniques.	Product	Correctly drafts advertising messages according to recommended techniques.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Prepare types of reports used at office.	Prepares types of reports used at office.	Interprets the definition, characteristics and objectives of the report.	Knowledge	Clearly interprets the definition, characteristics and objectives of the report.
		Selects types of reports.	Performance	Accurately selects different types of reports.
		Drafts reports with different formats, styles and others.	Product	Correctly drafts reports with different formats, styles and others.
Prepare national and/or international commercial agreements and contracts.	Prepares national and/or international commercial agreements and contracts.	Describes rules and norms to prepare national and international commercial agreements and contracts.	Knowledge	Effectively describes rules and norms to prepare national and international commercial agreements and contracts.
		Prepares national and international commercial agreements and contracts.	Product	Correctly prepares national and international commercial agreements and contracts.

**STUDY BLOCK**  
**ORAL EXPRESSION**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title: Oral Expression  
Purpose: Use oral communication techniques regarding business issues.  
Competency Level: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Clearly Identifies the concept and significance of professional ethics in the business world and at modern office.	Specific
Accurately describes ethics of the professional secretary.	Specific
Correctly recognizes the concept and importance of humanist ethics at modern office.	Specific
Accurately analyzes human ethics.	
Constantly practices professional values in the classroom.	Specific
Clearly distinguishes different techniques for oral communication.	Specific
Effectively practices techniques for oral expression to address current issues.	Specific
Correctly performs group activities to perform oral expression techniques addressing current events.	Specific

### COMPETENCY ELEMENTS

	Title of element
3 – 2	Demonstrate abilities and skills in the application of the techniques of oral communication.

### PERFORMANCE CRITERIA

Apply oral communication techniques in different discourses of organizational performance.

## APPLICATION FIELD

Category  
Services

Class  
Provision of Technical Education Services

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## KNOWLEDGE EVIDENCE

Identifies the importance of professional ethics in the corporate environment and at modern office.  
Describes professional ethics for the professional or/and executive.  
Discusses about human ethics.

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## PERFORMANCE EVIDENCE

Practices ideals of the profession in the classroom.  
Recognizes the concept and importance of humanist ethics at modern office.  
Distinguishes different techniques for oral communication.

## PRODUCT EVIDENCE

Practices techniques of oral expression to address current events.  
Carries out group activities to practice oral expression techniques in addressing current events.

Sector: Commercial and Services	Program: Executive Service centers
Subject Area: Corporate Communication	Grade: Twelfth
Study Block: Oral expression	Time: 28 hours
Purpose: Use oral communication techniques on topics related to corporate world, demonstrating a professional appearance.	

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply oral communication techniques in different discourses regarding organizational activities.	<ul style="list-style-type: none"> <li>Professional ethics:               <ul style="list-style-type: none"> <li>Concept and importance of professional ethics in the business environment and the modern office</li> <li>Professional ethics in the secretarial environment</li> <li>Professional responsibility.</li> <li>Professional training</li> <li>Professional remuneration</li> </ul> </li> </ul>	<u>Teacher:</u> <ul style="list-style-type: none"> <li>Describes the concept and importance of professional ethics in the business world at modern office.</li> <li>Analyzes professional or/and executive ethics.</li> </ul>	<ul style="list-style-type: none"> <li>Technical capacity in performing duties.</li> </ul>	<ul style="list-style-type: none"> <li>Apply oral communication techniques in different discourses regarding organizational activities.</li> </ul>



LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Humanist ethics:</p> <ul style="list-style-type: none"> <li>• Concept and importance of applying humanist ethics in the modern office</li> <li>• Responsibility and social commitment</li> <li>• Human vocation.</li> <li>• Values and performance of the profession:               <ul style="list-style-type: none"> <li>• Quality of work</li> <li>• Responsibility</li> <li>• Cooperative spirit</li> <li>• Cleanliness and orderliness in the place of work</li> <li>• Attendance and punctuality.</li> <li>• Discretion</li> <li>• Acceptance of norms</li> <li>• Autonomy</li> <li>• Initiative</li> <li>• Creativity</li> <li>• Courtesy</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the concept and importance of humanist ethics in the modern office.</li> <li>• Analyzes humanist ethics.</li> <li>• Associates values with professional performance.</li> </ul>		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• National Reality</li> </ul> <p>Current events:</p> <ul style="list-style-type: none"> <li>• Economy</li> <li>• Politics</li> <li>• Social issues</li> <li>• Religious issues</li> <li>• Cultural issues</li> <li>• Environmental issues</li> <li>• Education</li> <li>• Health</li> <li>• Sports</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Contrasts the different techniques of oral expression.</li> <li>• Demonstrates different oral expression techniques to deal with current issues.</li> <li>• Organizes group activities to practice oral expression techniques about current events.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies the concept and importance of professional ethics in the business environment and the modern office.</li> </ul>		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<ul style="list-style-type: none"> <li>• Describes ethics of the professional and the executive.</li>   <li>• Recognizes the concept and importance of humanist ethics in the modern office.</li>   <li>• Analyzes humanist ethics.</li>   <li>• Practices values of the profession during classroom performance.</li> </ul>		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Distinguishes different oral communication techniques.</li> <li>• Practices different oral expression techniques to analyze different issues.</li> <li>• Performs group activities to implement oral expression techniques in analyzing current events.</li> </ul>		

PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK: Oral Expression

PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - Workshop

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Describes the concept and importance of professional ethics in the business environment and the modern office.
- Discusses ethics of the professional and/or executive.
- Defines the concept and importance of humanist ethics at modern office.
- Explores humanist ethics.
- Relates values with professional performance.
- Compares oral communication techniques.
- Demonstrates oral expression techniques to address current events.
- Organizes group activities to practice oral expression techniques addressing current issues.

SUGGESTED CHECK LIST	DATE:
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STUDENT'S NAME:
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<p>Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.</p>
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DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Identifies the concept and importance of professional ethics in the business world at the modern office clearly.			
Accurately analyzes ethics of the professional and the executive.			
Correctly recognizes the concept and importance of humanist ethics at modern office.			
Accurately discusses humanist ethics.			
Constantly practices professional values in the classroom.			
Clearly distinguishes different oral communication techniques.			
Effectively practices oral expression techniques to address current issues.			
Correctly performs group activities to practice oral expression techniques addressing current issues.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply oral communication techniques in different discourses of the organization environment.	Applies oral communication techniques in different discourses of organization environment.	Identifies the concept and importance of professional ethics in the business world and at modern office.	Knowledge	Clearly identifies the concept and importance of professional ethics in the business world and at modern office.
		Analyzes ethics of the professional and the executive.	Knowledge	Exactly analyzes ethics of the professional and the executive.
		Recognizes the concept and importance of humanist ethics at modern office.	Performance	Recognizes the concept and importance of humanist ethics at modern office correctly.
		Discusses humanist ethics.	Knowledge	Accurately discusses humanist ethics.
		Practices professional values in the classroom.	Performance	Constantly practices professional values in the classroom.



### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
		Distinguishes different techniques of oral communication	Performance	Clearly distinguishes different techniques of oral communication.
		Practices oral expression techniques to address current topics.	Product	Effectively practices oral expression techniques to address current topics.
		Carries out group activities to practice oral expression techniques addressing current topics.	Product	Accurately carries out group activities to practice oral expression techniques addressing current topics.

## **STUDY BLOCK**

### **ETIQUETTE AND PROTOCOL**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title:	Etiquette and Protocol
Purpose:	Apply etiquette and protocol norms in the office to achieve quality and excellence in national and international customer service.
Competency Level:	Basic

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Correctly cites elements integrating concepts and principles of etiquette and protocol.	Specific
Effectively recognizes the nature and purpose of etiquette and protocol.	Specific
Effectively mentions the importance of executive dress code in the office.	Specific
Accurately defines characteristics and personal care of the skin.	Specific
Clearly mentions characteristics and personal care of the skin.	Specific
Accurately applies the correct posture for any social and business events.	Specific
Clearly mentions details for office etiquette.	Specific
Effectively enumerates details for etiquette at the office.	Specific
Clearly recognizes characteristics of organizing protocol events.	Specific
Effectively organizes an event involving protocol in the institution.	Specific

### COMPETENCY ELEMENTS

Reference	Title of Element
3 – 3	Organize events in the company according to international norms of etiquette and protocol.

## PERFORMANCE CRITERIA

Apply etiquette and protocol norms and procedures to achieve a good corporate image.

## APPLICATION FIELD

Category  
Services

Class  
Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Mentions elements involving concepts and principles of etiquette and protocol.

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Recognizes the nature and purpose of etiquette and protocol.  
Mentions the importance of executive dress code in the office.  
Defines the characteristics included in personal and skin care.  
Mentions the characteristics pertinent to personal and skin care.  
Mentions details for etiquette at the office.  
Enumerates necessary details for table manners etiquette.  
Recognizes characteristics of organization of events involving protocol.

## PERFORMANCE EVIDENCE

Accurately assumes the correct demeanor in all social and corporate events.

## PRODUCT EVIDENCE

Organizes an event involving protocol in the institution.

Sector: Commercial and Services  
Subject-Area: Corporate Communication  
Study Block: Etiquette and Protocol Computer Basis  
Purpose: Apply the norms of etiquette and protocol in the office to achieve quality and excellence in internal and external customer service.

Program: Executive Service Centers  
Grade: Twelfth  
Time: 20 hours

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>1. Apply norms and procedures of etiquette and protocol to achieve a good corporate image.</p>	<ul style="list-style-type: none"> <li>• Etiquette and protocol:               <ul style="list-style-type: none"> <li>• Dress code in the corporate environment: correct corporate dress code for an executive.</li> <li>• Corporate dress code for an executive.</li> <li>• Harmony and equilibrium of the wardrobe.</li> <li>• Correct dress combinations.</li> <li>• Accessories according to the occasion.</li> <li>• Corporate dress code.</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines all elements that form part of the concept of etiquette and protocol.</li> <li>• Determines the nature and purpose of etiquette and protocol.</li> <li>• Explains the importance of executive dress code in the office.</li> <li>• Mentions characteristics of personal and skin care.</li> <li>• Exemplifies the importance of the correct posture.</li> <li>• Explains necessary details of the corporate dress code.</li> <li>• Explains necessary details of correct table manners.</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful attitude towards the working materials made available for the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies norms and procedures of etiquette and protocol to achieve a good corporate image.</li> </ul>

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Personal care:               <ul style="list-style-type: none"> <li>• Personal hygiene, executive hair and makeup for the office, the company, casual.</li> <li>• Skin care.</li> <li>• Posture and scenic demeanor.</li> <li>• Correct sitting postures.</li> <li>• Correct walking posture of male and female executives.</li> <li>• Correct standing posture for photographs.</li> <li>• Conferences and etiquette and protocol events.</li> <li>• Correct ways to enter and exit a vehicle.</li> <li>• Use of stairs to ascend and descend.</li> <li>• Etiquette at the office:</li> <li>• Language and punctuality.</li> <li>• Greetings. Introductions according to the age, status and management.</li> </ul> </li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Cites all elements that form part of the concept and principles of etiquette and protocol.</li> <li>• Recognizes nature and purpose of etiquette and protocol.</li> <li>• Mentions the importance of using the corporate dress code in the office.</li> </ul>		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Correct ways to shake hands, use the cell phone, make phone calls, and participate in business dinners or in restaurants and the smoker's courtesy, according to the norms of etiquette.</li> <li>• Table etiquette: social rules, rules for eating correctly, use and placement of napkins, beverages and cups, precedent protocol, good conduct at luncheons, dinners and receptions.</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Defines characteristics of personal and skin care.</li> <li>• Mentions characteristics of personal and skin care.</li> <li>• Uses the correct posture during all social and business events.</li> <li>• Mentions details regarding etiquette at the office.</li> <li>• Enumerates necessary details regarding etiquette at the dining table.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Events and protocol:               <ul style="list-style-type: none"> <li>• Organization of a public event</li> <li>• Protocol and Ceremonial Office.</li> <li>• Placement of flags.</li> </ul> </li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Recognizes characteristics of organizing a protocol event.</li> <li>• Organizes an event involving protocol in the institution.</li> </ul>		



PRACTICE AND CHECK LIST

PRACTICE DEVELOPMENT

STUDY BLOCK: Etiquette and Protocol | PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - Workshop | TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Defines all elements that form part of the concept and principles of etiquette and protocol.
- Determines the nature and purpose of etiquette and protocol.
- Explains the importance of the executive dress code in the office.
- Cites characteristics of personal and skin care.
- Exemplifies the importance of a correct posture.
- Explains necessary details regarding etiquette at the office.
- Explains necessary details about etiquette at the dining table.

RECOMMENDED CHECK LIST	DATE:
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STUDENT'S NAME:
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Instructions:  
These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Correctly mentions all elements included in the concepts and principles of etiquette and protocol.			
Effectively recognizes the nature and purpose of etiquette and protocol.			
Effectively mentions the importance of executive dress code in the office.			
Accurately defines characteristics of personal and skin care.			
Clearly mentions characteristics of personal and skin care.			
Accurately applies the correct posture in all social and business events.			
Clearly mentions details for office etiquette.			
Effectively enumerates necessary details for etiquette at office.			
Clearly recognizes characteristics of organizing the protocol events.			
Effectively organizes an event involving protocol in the institution.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
Apply norms and procedures of etiquette and protocol to achieve a sound corporate image.	Applies norms and procedures of etiquette and protocol to achieve a sound corporate image.	Cites all the elements included in the concepts and principles of etiquette and protocol.	Knowledge	Correctly cites all the elements included in the concepts and principles of etiquette and protocol.
		Recognizes the nature and purpose of etiquette and protocol.	Knowledge	Effectively recognizes the nature and purpose of etiquette and protocol.
		Mentions the importance of executive dress code in the office.	Knowledge	Effectively mentions the importance of the executive dress code in the office.
		Defines characteristics of personal and skin care.	Knowledge	Accurately defines characteristics of personal and skin care precisely.
		Mentions characteristics of personal and skin care.	Knowledge	Clearly mentions characteristics of personal and skin care.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
		Mentions necessary details on office etiquette.	Knowledge	Clearly mentions necessary details of office etiquette.
		Enumerates the necessary details of table etiquette.	Knowledge	Effectively enumerates the necessary details of table etiquette.
		Recognizes characteristics of organizing protocol events.	Knowledge	Clearly recognizes characteristics of organizing protocol events.
		Uses the correct demeanor in all social and business events.	Performance	Accurately uses the correct posture in all social and business events.
		Organizes protocol events in the institution.	Performance	Effectively organizes protocol events in the institution.

**STUDY BLOCK**  
**QUALITY CUSTOMER SERVICE**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title:	Quality Customer Service
Purpose:	Applies quality customer services telephone techniques according to organizational international standards.
Competency level:	Basic

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Precisely identifies six common errors made by employees who deal with customers in person or by telephone.	Specific
Accurately applies six cardinal rules of customer service.	Specific
Clearly performs activities with techniques for avoiding errors on the job.	Specific
Precisely identifies four critical elements of effective telephone communication which must be actively managed	Specific
Efficiently to ensure courtesy in business telephone contacts.	Specific
Clearly understands specifications about the elements of effective telephone communications.	Specific
Effectively performs role plays about curt to courteous activity.	Specific
Clearly understands specifications about the person on the phone.	Specific
Precisely identifies oral techniques "What is wrong with this picture."	Specific
Clearly explains how to give our customers satisfactory telephone attention.	Specific
Efficiently recognizes emotional leakage.	Specific
Precisely identifies types of emotional leakages and its occurrence in the workplace.	Specific
Exactly performs how to avoid emotional leakage in telephone conversations.	Specific
Accurately recalls the relationship between the companies internal telephone techniques and its total customer service	Specific
Effectively practices oral techniques about how to handle ourselves like customers to each other.	Specific
Efficiently dramatizes how we are customers to each other.	Specific
Exactly identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.	Specific
Clearly understands specifications about how to deal with the foreign accent.	Specific
Accurately describes six reasons why voice mail is superior to traditional written methods of taking messages.	Specific
Efficiently practices techniques leaving messages on voice mail.	Specific
Efficiently restates the importance of attitude and creativity in providing high quality customer service.	Specific
Exactly performs high quality customer services using the telesales tips from A to Z.	Specific

## COMPETENCY ELEMENTS

Reference  
3 – 1

Title of the Element

Apply acceptable behaviors according to standard personal, social, cultural and organizational values.

## PERFORMANCE CRITERIA

Recognizes effective strategies or techniques for avoiding errors on the job.  
Develops effective telephone communication and state the courteous techniques.  
Identifies oral techniques about what's wrong with this picture.  
Applies specific techniques which are effective in preventing emotional leakage.  
Recognizes between the companies' internal telephone techniques and customer service.  
Applies at least one effective alternative technique for avoiding mistakes.  
Practices six techniques on how to leave an effective voice mail message.  
Provides high quality customer services using the telesales tips from A to Z.

Category  
Services

Class  
Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Identifies six common errors made by employees who deal with customers in person or by telephone.  
Identifies four critical elements of effective telephone communication managing to ensure courtesy in business telephone contacts.  
Understands specifications about elements of effective telephone communications.  
Understands specifications about the person on the phone.  
Identifies oral techniques "What is wrong with this picture."  
Identifies types of emotional leakages and its occurrence in the workplace.  
Recalls the relationship between the companies internal telephone techniques and its total customer service.  
Identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.  
Understands specifications about how to deal with the foreign accent.  
Restates the importance of attitude and creativity in providing high quality customer service.



### **PERFORMANCE EVIDENCE**

Performs activities with techniques for avoiding errors on the job.  
Explains how to give our customers satisfactory telephone attention.  
Recognizes emotional leakage.  
Practices oral techniques about how to handle ourselves like customers to each other.  
Describes six reasons why voice mail is superior to traditional written methods of taking messages

### **PRODUCT EVIDENCE**

Applies six cardinal rules of customer service.  
Performs role plays about curt to courteous activity.  
Performs how to avoid emotional leakage in telephone conversations.  
Dramatizes how we are customers to each other.  
Practices techniques leaving messages on voice mail.  
Performs high quality customer services using the telesales tips from A to Z.

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 1. Hearing is not listening

**Grade:** Twelfth

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>1. Recognize effective strategies or techniques for avoiding errors on the job.</p>	<ul style="list-style-type: none"> <li>• Six common errors made by employees who deal with customers</li> <li>• Techniques for avoiding errors on the job.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines six common errors made by employees who deal with customers in person or by telephone.</li> <li>• Presents six cardinal rules of customer service.</li> <li>• Prepares activities with techniques for avoiding errors on the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for social and Cultural background of different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes effective strategies or techniques for avoiding errors on the job.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p><b>Techniques:</b></p> <p>Six Cardinal Rules of customer Service:</p> <ul style="list-style-type: none"> <li>• People come before paperwork</li> <li>• Do not rush callers</li> <li>• Be friendly before you know who it is.</li> <li>• Do not be too busy to be nice</li> <li>• Do not use military language on civilians</li> <li>• You're Welcome</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies six common errors made by employees who deal with customers in person or by telephone.</li> <li>• Applies six cardinal rules of customer service.</li> <li>• Performs activities with techniques for avoiding errors on the job.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service : 2 Telephone Courtesies

**Grade:** Twelfth

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>2. Develop effective telephone communication and state the courteous techniques.</p>	<ul style="list-style-type: none"> <li>• Business Friendly customer service tips:               <ul style="list-style-type: none"> <li>• Offering more than the minimum</li> <li>• Make yourself a star every time.</li> <li>• Each call is unique</li> <li>• Be Business Friendly. Don't argue</li> <li>• Responds appropriately to the caller's comments.</li> </ul> </li> <li>• Elements of effective telephone communications.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes four critical elements of effective telephone communication which must be actively managed to ensure courtesy in business telephone contacts.</li> <li>• State specifications about the elements of effective telephone communications.</li> <li>• Shows from curt to courteous activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for social and Cultural background of different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops effective telephone communication and state the courteous techniques.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>From Curt to Courteous:</p> <ul style="list-style-type: none"> <li>• Be tactful</li> <li>• Voice</li> <li>• Tone of Voice</li> <li>• Words Used</li> <li>• Listener's Perception</li> <li>• Business Friendly Service What Is It?</li> <li>• Avoid De-Sensitization</li> <li>• Solve the Problem</li> <li>• Show Empathy</li> <li>• Smile</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies four critical elements of effective telephone communication which must be actively managed to ensure courtesy in business telephone contacts.</li> <li>• Understands specifications about the elements of effective telephone communications.</li> <li>• Performs role plays from curt to courteous activity.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 3 What is wrong with the picture?

**Grade:** Twelfth

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>3. Identify oral techniques about what's wrong with this picture.</p>	<p><i>What's Wrong With this Picture:</i></p> <ul style="list-style-type: none"> <li>• The person or the Phone?</li> <li>• Help Desk?</li> <li>• Bad Rap Department</li> <li>• Have a Nice Day</li> <li>• Getting Mad at Peter taking it Out on Paul</li> <li>• Call Down</li> <li>• Board – Bored Operator</li> <li>• An Honest Mistake</li> <li>• Excuse Me Could I Get some Help? Who Cares?</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Labels specifications about the person on the phone</li> <li>• Describes oral techniques “What is wrong with this picture.”</li> <li>• Illustrates how to give our customers satisfactory telephone attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for social and Cultural background of different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies oral techniques about what's wrong with this picture.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Techniques to give the customer satisfactory telephone attention:</p> <ul style="list-style-type: none"> <li>• Smile and give immediate acknowledgment when a customer walks up and you're on the phone.</li> <li>• Show empathy</li> <li>• Handle the situation when a customer calls with a problem.</li> <li>• Stay positive with comments about your company.</li> <li>• Customers deserve your full attention.</li> <li>• Remember your problems are not the customer's. Don't let your negative emotions leak over to your customers.</li> <li>• Never order your customers to calm down.</li> <li>• Use the proper techniques for handling irate callers.</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Understands specifications about the person on the phone</li> <li>• Identifies oral techniques "What is wrong with this picture."</li> <li>• Explains how to give our customers satisfactory telephone attention.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 4 Emotional Leakage

**Grade:** Twelfth

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>4. Apply specific techniques which are effective in preventing emotional leakage.</p>	<p>Techniques which are effective in preventing emotional leakage.</p> <ul style="list-style-type: none"> <li>• Shifting emotional gears</li> <li>• Smile before you pick up the phone</li> <li>• Callers can hear your smile even when they can't see it</li> <li>• A phony smile is better than a real frown</li> <li>• Leaving a good last impression</li> <li>• Take a deep breath</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines emotional leakage.</li> <li>• Distinguishes different types of emotional leakages and its occurrence in the workplace.</li> <li>• Explains how to avoid emotional leakage in telephone conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for social and Cultural background of different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies specific techniques which are effective in preventing emotional leakage.</li> </ul>



LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Recognizes emotional leakage.</li>   <li>• Identifies types of emotional leakages and its occurrence in the workplace.</li>   <li>• Performs how to avoid emotional leakage in telephone conversations.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 5 We are customers to each others.

**Grade:** Twelfth

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>5. Recognize between the companies' internal telephone techniques and customer service.</p>	<ul style="list-style-type: none"> <li>• Companies internal telephone techniques and its total customer service.</li> </ul> <p>Techniques:</p> <ul style="list-style-type: none"> <li>• Courteous, friendly, professional treatment.</li> <li>• Take the initiative.</li> <li>• Greet the caller with a pleasant buffer.</li> <li>• Ask don't demand.</li> <li>• Politeness is never out of style.</li> <li>• Take pride in your work</li> <li>• Don't make or take calls anonymously</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• States the relationship between the companies internal telephone techniques and its total customer service.</li> <li>• Explains oral techniques about how to handle ourselves like customers to each other.</li> <li>• Shows how we are customers to each other.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes between the companies' internal telephone techniques and customer service.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Know your Customers, Inside and Out</li> <li>• For whom the phone rings</li> <li>• A matter of Manner</li> <li>• The name Game</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Recalls the relationship between the companies internal telephone techniques and its total customer service.</li> <li>• Practices oral techniques about how to handle ourselves like customers to each other.</li> <li>• Dramatizes how we are customers to each other.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 6. How do deal with the foreign accent.

**Grade:** Twelfth

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
6. Apply at least one effective alternative technique for avoiding mistakes.	<ul style="list-style-type: none"> <li>Foreign accent definition.</li> <li>Tips to avoid mistakes dealing with the foreign:               <ul style="list-style-type: none"> <li>Let customers know you want to help.</li> <li>Ask the customer to repeat if the message is not clear.</li> <li>Encourage the customer to take his/ her time</li> <li>Speak clearly without raising your voice</li> <li>It's never okay to be rude to a customer.</li> <li>Anticipate the special needs of your customers.</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Specifies common mistakes made by people attempting to communicate with customers who have a foreign accent.</li> <li>Explains specifications about how to deal with the foreign accent.</li> <li>Shows specific details from conversations about how to deal with the foreign accent.</li> </ul>		<ul style="list-style-type: none"> <li>Applies at least one effective alternative technique for avoiding mistakes.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.</li> <li>• Understands specifications about how to deal with the foreign accent.</li> <li>• Performs specific details from conversations about how to deal with the foreign accent.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 7 Escape from voice mail jail

**Grade:** Twelfth

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>7. Practice six techniques for leaving an effective voice mail message.</p>	<ul style="list-style-type: none"> <li>• Define voice mail?</li> <li>• What is a voice mail jail?</li> </ul> <p>Techniques:</p> <ul style="list-style-type: none"> <li>• Customers can call and place orders even when you are out of the office</li> <li>• Automated attendant</li> <li>• Save time and paper</li> <li>• Give the name and department</li> <li>• Always be friendly</li> <li>• Never leave bad news messages on voice mail.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes six reasons why voice mail is superior to traditional written methods of taking messages.</li> <li>• Shows techniques leaving messages on voice mail.</li> </ul>		<ul style="list-style-type: none"> <li>• Practice six techniques for leaving an effective voice mail message.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Escape from Voice Mail Jail:</p> <ul style="list-style-type: none"> <li>• What people like/ dislike about voice mail</li> <li>• Why voice mail?</li> <li>• The Greeting</li> <li>• Leaving Messages on voice mail</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Describes six reasons why voice mail is superior to traditional written methods of taking messages.</li> <li>• Practices techniques leaving Messages on voice mail.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 8 **Telesales tips from A to Z**

**Grade:** Twelfth

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>8. Provide high quality customer services using the telesales tips from A to Z.</p>	<p><b><i>Telesales Tips from A to Z</i></b> :</p> <ul style="list-style-type: none"> <li>• <b>A</b> = Attitude</li> <li>• <b>B</b> = Benefits</li> <li>• <b>C</b> = Closing</li> <li>• <b>D</b> = Details</li> <li>• <b>E</b> = Echo questions</li> <li>• <b>F</b> = Finish the day ready to begin</li> <li>• <b>G</b> = Greetings</li> <li>• <b>H</b> = Humor</li> <li>• <b>I</b> = Irritates</li> <li>• <b>J</b> = Jerry's pet peeve</li> <li>• <b>K</b> = Know your objective</li> <li>• <b>L</b> = Let's</li> <li>• <b>M</b> = Monogram the call</li> <li>• <b>N</b> = Naturally Inquisitive</li> <li>• = One word answers</li> <li>• <b>P</b> = Practice being</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• States the importance of attitude and creativity in providing high quality customer service.</li> <li>• Shows high quality customer services using the telesales tips from A to Z.</li> </ul>		<p>Provides high quality customer services using the telesales tips from A to Z.</p>



LEARNING RESULTS	<p>positive</p> <ul style="list-style-type: none"> <li>• <b>Q</b> = Qualifying</li> </ul> <p>CONTENTS</p> <ul style="list-style-type: none"> <li>• <b>R</b> = Rejection</li> <li>• <b>S</b> = Smile</li> <li>• <b>T</b> = Tone of Voice</li> <li>• <b>U</b> = Understanding needs</li> <li>• <b>V</b> = Vary your responses</li> <li>• <b>W</b> = Weak, Wimpy Words</li> <li>• <b>X</b> = X out these credibility busters</li> <li>• <b>Y</b> = You buy or they buy</li> <li>• <b>Z</b> = Be Creative</li> </ul>	<p>TEACHING / LEARNING STRATEGIES</p> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Restates the importance of attitude and creativity in providing high quality customer service.</li> <li>• Performs high quality customer services using the telesales tips from A to Z.</li> </ul>	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
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PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK:

Practice 1:

PURPOSE:

SCENARIO: Classroom - Workshop

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Defines six common errors made by employees who deal with customers in person or by telephone.
- Presents six cardinal rules of customer service.
- Prepares activities with techniques for avoiding errors on the job.
- Describes four critical elements of effective telephone communication managing to ensure courtesy in business telephone contacts.
- State specifications about elements of effective telephone communications.
- Shows from curt to courteous activity.
- Labels specifications about the person on the phone.
- Describes oral techniques “What is wrong with this picture.”
- Illustrates how to give our customers satisfactory telephone attention.
- Specifies common mistakes made by people attempting to communicate with customers who have a foreign accent.
- Explains specifications about how to deal with the foreign accent.
- Shows specific details from conversations about how to deal with the foreign accent.
- Describes six reasons why voice mail is superior to traditional written methods of taking messages
- Shows techniques leaving Messages on voice mail.
- States the importance of attitude and creativity in providing high quality customer service.
- Shows high quality customer services using the telesales tips from A to Z.

RECOMMENDED CHECKLIST

Date:

Student's Name:

Instructions:

These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Precisely identifies six common errors made by employees who deal with customers in person or by telephone.			
Accurately applies six cardinal rules of customer service.			
Clearly performs activities with techniques for avoiding errors on the job.			
Precisely identifies four critical elements of effective telephone communication which must be actively managed to ensure.			
Efficiently ensure courtesy in business telephone contacts.			
Clearly understands specifications about the elements of effective telephone communications.			
Effectively performs role plays about curt to courteous activity.			
Clearly understands specifications about the person on the phone.			
Precisely identifies oral techniques "What is wrong with this picture."			
Clearly explains how to give our customers satisfactory telephone attention.			
Effectively recognizes emotional leakage.			
Precisely identifies types of emotional leakage and its occurrence in the workplace.			
Exactly performs how to avoid emotional leakage in telephone conversations.			
Accurately recalls the relationship between the companies internal telephone techniques and its total customer service.			

Effectively practices oral techniques about how to handle ourselves like customers to each other.			
Efficiently dramatizes how we are customers to each other.			
DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Exactly identifies common mistakes made by people attempting to communicate with customers who have a foreign accent. Clearly understands specifications about how to deal with the foreign accent.			
Accurately describes six reasons why voice mail is superior to traditional written methods of taking messages. Efficiently practices techniques leaving messages on voice mail.			
Efficiently restates the importance of attitude and creativity in providing high quality customer service. Exactly performs high quality customer services using the telesales tips from A to Z.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
1. Recognize effective strategies or techniques for avoiding errors on the job.	Recognizes effective strategies or techniques for avoiding errors on the job.	Identifies six common errors made by employees who deal with customers in person or by telephone.	Knowledge	Efficiently identifies six common errors made by employees who deal with customers in person or by telephone.
		Applies six cardinal rules of customer service.	Knowledge	Accurately applies six cardinal rules of customer service.
		Performs activities with techniques for avoiding errors on the job	Product	Clearly performs activities with techniques for avoiding errors on the job
2. Develop effective telephone communication and state courteous techniques.	Develops effective telephone communication and state courteous techniques.	Identifies four critical elements of effective telephone communication managing to ensure courtesy in business telephone contacts.	Knowledge	Accurately identifies four critical elements of effective telephone communication managing to ensure courtesy in business telephone contacts.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
		Understands specifications about elements of effective telephone communications.	Knowledge	Clearly understands specifications about elements of effective telephone communications.
		Performs role plays about curt to courteous activity.	Product	Effectively performs role plays about curt to courteous activity.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
3. Identify oral techniques about what's wrong with this picture.	Identifies oral techniques about what's wrong with this picture.	Understands specifications about the person on the phone.	Knowledge	Clearly understands specifications about the person on the phone.
		Identifies oral techniques "What is wrong with this picture." Explains how to give our customers satisfactory telephone attention.	Knowledge Performance	Precisely identifies oral techniques "What is wrong with this picture." Clearly explains how to give our customers satisfactory telephone attention.
4. Apply specific techniques which are effective in preventing emotional leakage.	Apply specific techniques which are effective in preventing emotional leakage.	Recognizes emotional leakage.	Product	Efficiently recognizes emotional leakage.
		Identifies types of emotional leakages and its occurrence in the workplace.	Product	Precisely identifies types of emotional leakages and its occurrence in the workplace.
		Performs how to avoid emotional leakage in telephone conversations.	Product	Exactly performs how to avoid emotional leakage in telephone conversations.



### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
5. Recognize between the companies' internal telephone techniques and customer service.	Recognizes between the companies' internal telephone techniques and customer service.	Recalls the relationship between companies' internal telephone techniques and its total customer service.	Knowledge	Accurately recalls the relationship between the companies internal telephone techniques and its total customer service.
		Practices oral techniques about how to handle ourselves like customers to each other. Dramatizes how we are customers to each other.	Knowledge  Product	Effectively practices oral techniques about how to handle ourselves like customers to each other. Efficiently dramatizes how we are customers to each other.
6. Apply at least one effective alternative technique for avoiding mistakes.	Applies at least one effective alternative technique for avoiding mistakes.	Identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.	Knowledge	Exactly identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.
		Understands specifications about how to deal with the foreign accent.	Knowledge	Clearly understands specifications about how to deal with the foreign accent.
		Performs specific details from conversations about how to deal with the foreign accent.	Product	Precisely performs specific details from conversations about how to deal with the foreign accent.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
7. Practice six techniques for leaving an effective voice mail message.	Practice six techniques for leaving an effective voice mail message.	Describes six reasons why voice mail is superior to traditional written methods of taking messages.	Knowledge	Precisely describes six reasons why voice mail is superior to traditional written methods of taking messages.
		Practices techniques leaving Messages on voice mail.	Performance	Efficiently practices techniques leaving Messages on voice mail.
		Restates the importance of attitude and creativity in providing high quality customer service.	Knowledge	Efficiently restates the importance of attitude and creativity in providing high quality customer service.
8. Provide high quality customer services using the telesales tips from A to Z.	Provides high quality customer services using the telesales tips from A to Z.	Performs high quality customer services using the telesales tips from A to Z.	Product	Exactly performs high quality customer services using the telesales tips from A to Z.

***PROGRAM CONTENTS***

***SUBJECT AREA***

***ADMINISTRATION FOR SERVICE CENTERS***

## ADMINISTRATION OF SERVICE CENTERS

This subject area teaches students to apply knowledge relating to quality in the corporate environment, as well as in their personal and corporate values, processes, teamwork, leadership and occupational health. It consists of 6 hours per week for a total of 150 hours per year; in three study blocks.

- **Service Platform:** develop awareness of different structures of the corporate service platforms.
- **Internship:** application of the skills and knowledge in the field of program as used in a company.
- **Human and Public Relations:** interaction with national and international customers.

The teachers must foster the learning process, based on strategies and methodological procedures to stimulate group participation, a critical attitude, self-management and building of knowledge.

### GENERAL OBJECTIVES OF THE SUBJECT AREA

1. Form ethical and moral values in personal performance, favoring the corporate environment.
2. Apply administrative functions appropriate for an office.
3. Manage documents prepared and received by the company.
4. Apply principles of customer service in the performance of office tasks.
5. Apply principles of human and public relations in the attention of national and international customers.
6. Practice in the actual service platforms.

### STUDY BLOCK DISTRIBUTION ADMINISTRATION FOR SERVICE CENTER

<b>Study Block</b>	<b>Name</b>	<b>Time in hours</b>	<b>Weeks per study block</b>
<b>I</b>	<b>Service Platform</b>	<b>60 hours</b>	<b>10 weeks</b>
<b>II</b>	<b>Internship</b>	<b>40 hours</b>	<b>7 weeks</b>
<b>III</b>	<b>Human and Public Relations</b>	<b>50 hours</b>	<b>8 weeks</b>
	<b>TOTAL</b>	<b>150 Annual Hours</b>	<b>25 Weeks</b>

***STUDY BLOCK***  
***SERVICE PLATFORM***

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title:	Service platform
Purpose:	Apply the work of a Services platform according to national and international standards.
Competency Level:	Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Clearly mentions the concept of organizing office work.	Specific
Accurately describes the distribution of administrative tasks.	Specific
Correctly prepares a portfolio of news clippings and reminder system.	Specific
Clearly mentions the concept of work habits.	Specific
Accurately describes measurements and techniques of time management.	Specific
Effectively executes the management of the work agenda, appointments, interviews, meetings and lunches.	Specific
Accurately mentions the concept of organic structure and its importance.	Specific
Effectively interprets the difference between one center and others.	Specific
Clearly remembers the description and structure of centers and service platforms.	Specific
Correctly solves cases concerning internal structures of centers and service platforms of the organization.	Specific
Correctly identifies positions, their characteristics and importance in centers and services platforms.	Specific
Accurately prepares technical reports, documents as well as the financial and economic statements.	Specific
Correctly solves cases and presents reports and required statements.	Specific

## COMPETENCY ELEMENTS

Reference	Title of the Element
4-1	Demonstrate abilities and skills in the performance of work in a service platform.

### PERFORMANCE CRITERIA

Organizes tasks in the services platform with excellence  
 Analyzes the internal organizational structures of the centers and service platforms.  
 Analyzes different positions required in service centers.

### APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

### KNOWLEDGE EVIDENCE

Mentions the concept of organizing the work at office.  
 Mentions the concept of work habits.  
 Mentions the concept of organic structure and its importance.  
 Identifies the positions, their characteristics and importance in centers and service platforms.

### EVIDENCE OF PERFORMANCE

Describes the distribution of administrative tasks.  
 Describes measurements and techniques of time management.  
 Interprets the difference between one center and others.  
 Remembers the description and structure of centers and service platforms.



## PRODUCT EVIDENCE

Prepares a portfolio of news clippings and reminder systems.

Executes the administration of work schedules, appointments, interviews, meetings and lunches.

Solves cases related to the internal structures of the centers and services platforms of the organization.

Prepares technical reports and documents as well as financial and economic statements.

Solves cases and presents reports and required statements.

Sector: Commercial and Services	Program: Accounting
Subject-Area: Management of Service Centers	Grade: Twelfth
Study Block: Service platform	Time: 60 hours
Purpose: apply tasks of a services platform according to national and international standards	

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Organize tasks in the service platform with excellence	<ul style="list-style-type: none"> <li>Organization of the work in the office:               <ul style="list-style-type: none"> <li>Determination of the office tasks</li> <li>Distribution of administrative tasks.</li> <li>Utilization of the reminder systems (records, agendas, calendars and others</li> </ul> </li> <li>Supplies</li> <li>Portfolio of news clippings: uses, classes, organization, identification, insertion, index</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Defines the concept of organization of work in the office.</li> <li>Explains the distribution of administrative tasks.</li> <li>Exemplifies the use of the portfolio of news clippings and reminder systems.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>Mentions the concept of organization of work in the office.</li> <li>Describes the distribution of administrative tasks.</li> <li>Prepares a portfolio of news clippings and reminder systems.</li> </ul>	<ul style="list-style-type: none"> <li>Capacity for dialogue in controversial situations.</li> </ul>	<ul style="list-style-type: none"> <li>Organizes tasks in the service platform with excellence.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Working habits</li> <li>• Time management (interruptions, daily and six-month plans</li> <li>• Time management techniques: control diagrams, measurement parameters</li> <li>• Identification of priorities</li> <li>• Organization of the work agenda, appointments, interviews, meetings, lunches:               <ul style="list-style-type: none"> <li>• Methods to write down and confirm activities</li> <li>• Formulation of daily and weekly plan and others</li> <li>• Division of work</li> <li>• Delegation of functions</li> <li>• Decision making</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Mentions the concept of work habits.</li> <li>• Explains the management of time techniques of measurement.</li> <li>• Explains the management of the work agenda, appointments, interviews, meetings and lunches.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Mentions the concept of work habits.</li> <li>• Describes the management of time techniques of measurement.</li> <li>• Executes the administration of the work agenda, appointments, interviews, meetings and lunches.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>2. Analyze internal structures of the service centers and platforms.</p>	<p>Organic structure:</p> <ul style="list-style-type: none"> <li>• Importance</li> <li>• Definition</li> <li>• Difference between one center and the other</li> <li>• Characteristics</li> <li>• Description</li> <li>• Structuring</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the organic structure and its importance.</li> <li>• Explains the difference between one center and the other.</li> <li>• Mentions the description and structure of the centers and services platforms.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Mentions the concept of organic structure and its importance.</li> <li>• Interprets the difference between one center and the other.</li> <li>• Remembers the description and structure of the centers and services platforms.</li> <li>• Solves cases of the organization's internal structures of the centers and services platforms.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity for dialogue in controversial situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes internal structures of the service centers and platforms.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>3. Analyze different positions required in centers and service platforms.</p>	<ul style="list-style-type: none"> <li>• Definition of the positions:               <ul style="list-style-type: none"> <li>• Characteristics.</li> <li>• Importance.</li> <li>• Description.</li> </ul> </li> <li>• Technical reports</li> <li>• Written reports</li> <li>• Financial statements</li> <li>• Economic statements.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines positions, their characteristics and importance in the centers and service platforms.</li> <li>• Describes technical and written reports, financial and economic statements.</li> <li>• Exemplifies styles of reports and statements used in the centers and services platforms.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies positions, their characteristics and importance in the centers and service platforms.</li> <li>• Prepares technical and written reports as well as financial and economic statements.</li> <li>• Solves cases presenting reports, and required statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity for dialogue in controversial situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes different positions required in centers and service platforms.</li> </ul>

PRACTICE AND CHECKLIST
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PRACTICE DEVELOPMENT
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STUDY BLOCK: Service platform	PRACTICE No. 1
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PURPOSE:
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SCENARIO: Classroom - workshop	TIME:
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MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Defines the concept of organization of office work.
- Explains the distribution of administrative tasks.
- Exemplifies the use of the portfolio of news clippings and reminder systems.
- Mentions the concept of work habits.
- Explains the management time techniques of measurement.
- Explains the management of the work agenda, appointments, interviews, meetings and lunches.
- Defines the organic structure and its importance.
- Explains the difference between one center and others.
- Mentions the description and structure of centers and service platforms.
- Defines positions as well as their characteristics and importance in the centers and service platforms .
- Describes technical and written reports, financial and economic statements.
- Exemplifies styles of reports and statements used in the centers and services platforms.

RECOMMENDED CHECKLIST	DATE:
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STUDENT'S NAME:
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Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly mentions the organization concept of office work.			
Accurately describes the distribution of administrative tasks.			
Correctly prepares a portfolio of news clippings and reminder systems.			
Clearly mentions the concept of work habits.			
Accurately describes the management of and the techniques of time measurement.			
Effectively executes the management of the work agenda, appointments, interviews, meetings and lunches.			
Accurately mentions the concept of organic structure and its importance.			
Effectively interprets the difference between one center and others.			
Clearly remembers the description and structure of the centers and service platforms.			
Effectively solves cases of the internal structures of centers and service platforms of the organization.			
Correctly identifies the positions, their characteristics and importance in centers and service platforms.			
Accurately prepares technical and written reports, as well as, financial and economic statements.			
Correctly solves cases and presents reports and required statements.			



### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
Organize, with excellence, tasks in the services platform.	Organizes ,with excellence, tasks in the services platform.	Mentions the concept of organization of office work.	Knowledge	Clearly mentions the concept of organization of office work.
		Mentions the concept of work habits.	Knowledge	Clearly mentions the concept of work habits.
		Describes the distribution of administrative tasks.	Performance	Accurately describes the distribution of the administrative tasks.
		Describes the management and techniques of time measurement.	Performance	Accurately describes the management and techniques of time measurement.
		Prepares a portfolio of news clippings and reminder systems.	Product	Correctly prepares a portfolio of news clippings and reminder systems.
		Executes the management of the work agenda, appointments, interviews, meetings and lunches.	Product	Effectively executes the management of the work agenda, appointments, interviews, meetings and lunches.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
Analyze the internal structures of the centers and service platforms of the organization.	Analyzes the internal structures of the centers and service platforms of the organization.	Mentions the concept of organic structure and its importance.	Knowledge	Accurately mentions the concept of organic structure and its importance.
		Remembers the description and structure of the centers and service platforms.	Knowledge	Clearly remembers the description and structure of the centers and services platforms clearly
		Interprets the difference between one center and the other.	Performance	Effectively interprets the difference between one center and the other.
		Solves cases of the internal structures of the centers and services platforms of the organization.	Product	Correctly solves cases of the internal structures of the centers and services platforms of the organization.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
Analyze the different positions required in the centers and services platforms.	Analyzes the different positions required in the centers and services platforms.	Identifies positions, their characteristics and importance in the centers and services platforms.	Knowledge	Correctly identifies positions, their characteristics and importance in the centers and services platforms.
		Prepares technical and written reports as well as the financial and economic statements.	Product	Accurately prepares technical and written reports, financial and economic statements.
		Solves cases and presents reports and required statements.	Product	Correctly solves cases and presents reports as well as required statements.

RECOMMENDED CHECKLIST	DATE:
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STUDENT'S NAME:
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Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly mentions the organization concept of office work.			
Accurately describes the distribution of administrative tasks.			
Correctly prepares a portfolio of news clippings and reminder systems.			
Clearly mentions the concept of work habits.			
Accurately describes the management of and the techniques of time measurement.			
Effectively executes the management of the work agenda, appointments, interviews, meetings and lunches.			
Accurately mentions the concept of organic structure and its importance.			
Effectively interprets the difference between one center and others.			
Clearly remembers the description and structure of the centers and services platforms.			
Effectively solves cases of the internal structures of centers and services platforms of the organization.			
Correctly identifies the positions, their characteristics and importance in centers and service platforms.			
Accurately prepares technical and written reports, as well as, financial and economic statements.			
Correctly solves cases and presents reports and required statements.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Organize, with excellence, the tasks in the services platform.	Organizes ,with excellence, the tasks in the services platform.	Mentions the concept of organization of office work.	Knowledge	Clearly mentions the concept of organization of office work.
		Mentions the concept of work habits.	Knowledge	Clearly mentions the concept of work habits.
		Describes the distribution of administrative tasks.	Performance	Describes the distribution of the administrative tasks accurately.
		Describes the management of and the techniques of time measurement.	Performance	Describes the management of and the techniques of time measurement accurately.
		Prepares a portfolio of news clippings and reminder systems.	Product	Prepares a portfolio of news clippings and reminder systems correctly.
		Executes the management of the work agenda, appointments, interviews, meetings and lunches.	Product	Executes the management of the work agenda, appointments, interviews, meetings and lunches effectively.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Analyze the internal structures of the centers and services platforms of the organization.	Analyzes the internal structures of the centers and services platforms of the organization.	Mentions the concept of organic structure and its importance.	Knowledge	Accurately mentions the concept of organic structure and its importance.
		Remembers the description and structure of the centers and services platforms.	Knowledge	Precisely remembers the description and structure of the centers and services.
		Interprets the difference between one center and the other.	Performance	Effectively interprets the difference between one center and the other.
		Solves cases of the internal structures of the centers and services platforms of the organization.	Product	Correctly solves cases of the internal structures of the centers and services platforms of the organization.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Analyze the different positions required in the centers and services platforms.	Analyzes the different positions required in the centers and services platforms.	Identifies the positions, their characteristics and importance in the centers and services platforms.	Knowledge	Correctly identifies the positions, their characteristics and importance in the centers and services platforms.
		Prepares the technical and written reports as well as the financial and economic statements.	Product	Accurately prepares the technical and written reports, financial and economic statements.
		Solves cases and presents reports and required statements.	Product	Correctly solves cases and presents reports as well as required statements.

***STUDY BLOCK***

***INTERNSHIP***



## TECHNICAL NORM OF THE EDUCATION INSTITUTION

### GENERAL FACTS

Title: Internship work  
 Purpose: Execute, with excellence, tasks of an office in domestic and international corporations.  
 Level of competency: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE NORM

Title	Classification
Effectively takes care of internal and external customers.	Specific
Correctly answers the telephone.	Specific
Accurately organizes and plans the daily tasks.	Specific
Effectively performs diverse secretarial tasks.	Specific
Adequately compares and prints the documents.	Specific
Effectively uses the equipment available in the company.	Specific
Correctly binds and laminates the documents.	Specific
Applies the basic security norms belonging to the office correctly.	Specific
Effectively Controls and sends faxes.	Specific
Correctly manages the documentation.	Specific
Effectively cleans and keeps order in the office, as well as the desk regularly.	Specific
Effectively Works as a team.	Specific
Correctly prepares advertising documents, graphs, drawings, forms, cards, bulletins among others correctly.	Specific
Correctly manages supplies or materials.	Specific
Correctly handles the scanner and the shredder.	Specific
Accurately applies the basic accounting principles.	Specific
Correctly performs banking procedures.	Specific
Cautiously uses the internet to perform administrative tasks.	Specific

## COMPETENCY ELEMENTS

Reference	Title of the Element
4 -2	Demonstrate knowledge, abilities and skills in the performance of the corporate tasks according to the established norms in each company.

## PERFORMANCE CRITERIA

Apply knowledge, abilities and skills that pertain to the specialty and are inherent to the work environment.

## APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Applies the basic security norms typical of an office.

Uses the internet to perform the administrative tasks.

Applies the basic accounting principles.

## **EVIDENCE OF PERFORMANCE**

Takes care of internal and external customers.

Answers the telephone.

Organizes and plans the daily tasks.

Performs diverse secretarial tasks.

Keeps the office as well as the desk, clean and orderly.

Controls and sends faxes.

Manages the documentation.

Being a team worker.

Manages the supplies or materials.

Handles the scanner and the shredder.

Uses the equipment available in the company regularly.

## **EVIDENCE OF PRODUCT**

Binds and laminates the documents.

Prepares advertising documents, graphs, drawings, forms, cards and bulletins, among others.

Performs banking processes.

Compares and prints the documents.

Sector: Commercial and Services  
Subject Area: Administration for Service Centers  
Study Block: Internship

Program: Executive Service Center  
Grade: Twelfth  
Time: 40 hours

Purpose: execute the tasks of domestic and international corporations with excellence.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>1. Execute, with quality, all type of works characteristic of a service platform.</p>	<p>Servicing internal and external customers.</p> <ul style="list-style-type: none"> <li>• Answering the telephone.</li> <li>• Customer service.</li> </ul> <p>Time management and planning activities that are inherent to the office.</p> <p>Cleaning and distribution at the office as well as the desk.</p> <p>Teamwork.</p> <p>Basic security norms characteristic to the office.</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains the attention provided to internal and external customers.</li> <li>• Exemplifies how the telephone is answered correctly.</li> <li>• Formulates the organization and planning of the daily tasks.</li> <li>• Promotes the creation of diverse secretarial tasks.</li> <li>• Demonstrates the use of equipment available in the company.</li> <li>• Describes the procedures for the preparation of advertising documents, graphs, drawings, forms, cards and bulletins among others.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility when complying with the assigned duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Executes, with quality, all type of works characteristic of a service platform.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Computer, manual and electronic machines.</li> <li>• Varied office documentation.</li> <li>• Graphs, drawings, forms, cards and bulletins, among others.</li> <li>• Prints documents.</li> <li>• Controls documents.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Uses the comparison technique and demonstrates the method to print documents.</li> <li>• Demonstrates the binding and lamination process of documents.</li> <li>• Demonstrates guidelines for using internet in administrative tasks.</li> <li>• Explains basic security norms applicable to the office.</li> <li>• Executes the process to control and send faxes.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Compares typed documents.</li> <li>• Binding of documents.</li> <li>• Lamination of documents.</li> <li>• Access to the Internet.</li> <li>• Process to control and send faxes as well as receiving faxes.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Mentions norms to manage documentation.</li> <li>• Justifies the cleanliness and order in the office and the desk.</li> <li>• Organizes the supplies or materials.</li> <li>• Demonstrates how to use the scanner and shredder.</li> <li>• Illustrates basic accounting principles.</li> <li>• Practices banking processes.</li> <li>• Fosters teamwork.</li> </ul>		<ul style="list-style-type: none"> <li>• Applies correct language to be used at the office considering style, characteristics and oral communication techniques.</li> </ul>

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LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Takes care of national and international customers.</li> <li>• Answers the telephone correctly.</li> <li>• Organizes and plans the daily tasks.</li> <li>• Performs the diverse secretarial tasks.</li> <li>• Uses the equipment available in the company regularly.</li> <li>• Prepares advertising documents, graphs, drawings, forms, cards and bulletins, among others.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Compares and prints documents.</li> <li>• Binds and laminates documents.</li> <li>• Uses internet in administrative tasks cautiously.</li> <li>• Applies security norms that are applicable to the office.</li> <li>• Controls and sends faxes.</li> <li>• Manages the documentation.</li> <li>• Keeps the office and desk clean and orderly.</li> </ul>		



LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Manages supplies or materials.</li> <li>• Handles the scanner and the shredder.</li> <li>• Applies basic accounting principles.</li> <li>• Performs banking processes.</li> <li>• Works as a team member.</li> </ul>		

PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK: Internship | PRACTICE No. 1

PURPOSE:

SCENARIO: Office, company. | TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Explains how to take care of national and international customers.
- Exemplifies how to answer the telephone correctly.
- Formulates the organization and planning process of the daily tasks.
- Promotes the creation of different secretarial tasks.
- Demonstrates the use of the equipment available in the company.
- Describes procedures for the preparation of advertising documents, graphs, drawings, forms, cards, and bulletins, among others.
- Uses the comparison technique and demonstrates how to print documents.
- Demonstrates the binding and lamination process of documents.
- Demonstrates guidelines for using the internet in the performance of administrative tasks.
- Explains basic security norms that are applicable to the office.
- Executes the process to control and send faxes.
- Mentions norms to manage the documentation.
- Justifies cleanliness and order in the office and desk.
- Organizes supplies or materials.
- Demonstrates the use of the scanner and shredder.
- Illustrates basic accounting principles.
- Practices banking processes.
- Fosters teamwork.

RECOMMENDED CHECKLIST:	DATE:
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STUDENT'S NAME:
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Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.
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DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Effectively takes care of national and international customers.			
Correctly answers the telephone.			
Accurately organizes and plans daily tasks.			
Effectively performs diverse secretarial tasks.			
Adequately compares and prints the documents.			
Correctly binds and laminates documents.			
Correctly applies basic security norms belonging to the office.			
Effectively performs the control and sending of faxes.			
Correctly manages the documentation.			
Regularly keeps cleanliness and order at the office, as well as the desk.			
Effectively works as a team.			
Correctly prepares advertising documents, graphs, drawings, forms, cards, bulletins among others.			
Effectively manages supplies or materials.			
Correctly manages the scanner and the shredder.			
Effectively uses the equipment available in the company.			
Accurately applies basic accounting principles.			
Correctly performs banking procedures.			
Cautiously uses internet to perform in administrative tasks.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Execute, with quality, all type of works characteristic of a service platform.	Executes, with quality, all type of works characteristic of a service platform.	Takes care of the national and international customer.	Performance	Effectively takes care of the national and international customer.
		Answers the telephone.	Performance	Correctly answers the telephone.
		Organizes and plans daily tasks.	Performance	Accurately organizes and plans daily tasks.
		Performs diverse secretarial tasks.	Performance	Effectively performs diverse secretarial tasks.
		Compares and prints the documents.	Product	Adequately compares and prints documents.
		Binds and laminates documents.	Product	Correctly binds and laminates documents.
		Applies basic security norms that are relevant to the office.	Knowledge	Correctly applies basic security norms that are relevant to the office.
		Performs the process to control and send faxes.	Performance	Effectively performs the process to control and send faxes.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
		Applies basic accounting principles.	Knowledge	Accurately applies basic accounting principles.
		Performs banking processes.	Product	Correctly performs banking processes.
		Uses internet in administrative tasks.	Knowledge	Cautiously uses internet in administrative tasks.
		Prepares advertising documents, graphs, drawings, forms, cards and bulletins, among others.	Product	Correctly prepares advertising documents, graphs, drawings, forms, cards and bulletins, among others.
		Manages supplies or materials.	Performance	Effectively manages supplies or materials.
		Handles the scanner and the shredder.	Performance	Correctly manages the scanner and the shredder.
		Uses the equipment available in the company.	Performance	Effectively uses the equipment available in the company.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
		Keeps cleanliness and order at the office; as well as, the desk.	Performance	Keeps cleanliness and order at the office; as well as, the desk regularly.
		Works as a team member.	Performance	Effectively works as a team member.
		Manages the documentation.	Performance	Correctly manages the documentation.

***STUDY BLOCK***  
***HUMAN AND PUBLIC RELATIONS***



## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

Title: Human and Public Relations  
Purpose: Apply human and public relations in the corporate environment.  
Competency Level: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Accurately mentions the concept of relations within the company.	Specific
Correctly describes public relations within the company.	Specific
Effectively dramatizes some situations about relations within the company.	Specific
Clearly mentions the concept of human relations.	Specific
Effectively interprets main aspects of human relations.	Specific
Exactly remembers the definition of personality and social aspects.	Specific
Correctly solves cases of human relations.	Specific
Clearly identifies company 's internal public relations.	Specific
Correctly illustrates international relations.	Specific
Clearly solves cases of relations concerning customers attention.	Specific

### COMPETENCY ELEMENTS

Reference	Title of the Element
4-3	Demonstrate abilities and skills in the performance of work concerning public and human relations.

## PERFORMANCE CRITERIA

Analyzes basic principles of human relations in the world in order to achieve a good corporate image.  
Applies principles of successful human relations in the corporate world.  
Values the importance of public relations in attention to customers.

## APPLICATION FIELD

Category

Services

Class

Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Mentions the concept of relations within the company.  
Mentions the concept of human relations.  
Remembers the definition of personality and social aspects.  
Identifies internal public relations of the company.

## PERFORMANCE EVIDENCE

Describes public relations within the company.  
Interprets main aspects of human relations.  
Illustrates international relationships.

## PRODUCT EVIDENCE

Dramatizes certain situations concerning relations within the company.  
Solves cases related to human relations.  
Solves cases concerning relations pertaining to attention to customers.

Sector: Commercial and Services

Subject Area: Administration Service Centers

Study Block: Human and public relations

Purpose: Apply human and public relations in the corporate environment.

Program: Executive Service Center

Grade: Twelfth

Time: 50 hours

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>1. Analyze basic principles of human relations in the world to achieve a good corporate image.</p>	<ul style="list-style-type: none"> <li>• Relations within the office               <ul style="list-style-type: none"> <li>• Necessary attitudes at the office.</li> <li>• Vital space.</li> <li>• Interpersonal relationships with: superiors, clients, friends, new visitors and others.</li> </ul> </li> <li>• Public relations:               <ul style="list-style-type: none"> <li>• How the organization works.</li> <li>• Public Relations vs. Advertising.</li> <li>• Classification of internal public relations.</li> <li>• Information and adequate treatment of staff.</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the concept of human relations within the company.</li> <li>• Explains public relations within the company.</li> <li>• Exemplifies situations of relations within the company.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Mentions the concept of human relations within the company.</li> <li>• Describes public relations within the company.</li> <li>• Dramatizes some situations about relations within the company.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity for dialogue in controversial situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes basic principles of human relations in the world to achieve a good corporate image.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	CRITERIONS DE PERFORMANCE
<p>2. Apply principles of successful human relations in the corporate world.</p>	<p>Human relations:</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Main Principles</li> <li>• The individual, basic unit of human relations.</li> <li>• Main aspects of human relations.</li> <li>• Principles to be able to maintain excellent human relations.</li> <li>• Positive attitudes to apply principles leading to successful human relations.</li> </ul> <p>Personality :</p> <ul style="list-style-type: none"> <li>• Definition and components of the personality.</li> <li>• Social, intellectual and emotional aspects of the personality.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the concept of human relations.</li> <li>• Explains main aspects of human relations.</li> <li>• Mentions the definition of the personality and social aspects of the same.</li> <li>• Plans cases to exemplify human relations.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Mentions the concept of human relations.</li> <li>• Interprets the main aspects of human relations.</li> <li>• Remembers the definition of the personality and social aspects of the same.</li> <li>• Solves cases related to human relations.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity for dialogue in controversial situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the principles of successful human relations in the corporate world.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>3. Value the importance of public relations in the attention to customers.</p>	<p>Classifies the Internal Public Relations, information and adequate treatment of the staff:</p> <ul style="list-style-type: none"> <li>• Attention to customers, current and potential.</li> <li>• Shareholders.</li> <li>• Investors</li> <li>• Suppliers.</li> <li>• Government.</li> <li>• Community.</li> </ul> <p>International Relations:</p> <ul style="list-style-type: none"> <li>• Diplomacy</li> <li>• National identity.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Classifies the company's internal public relations program.</li> <li>• Describes international relations.</li> <li>• Demonstrates situations of the different types of relations concerning attention to customers.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies the company's internal public relations program.</li> <li>• Illustrates international relations.</li> <li>• Solves cases of human relations concerning attention to customers.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity for dialogue in controversial situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Values the importance of public relations in the attention to customers.</li> </ul>

PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK: Human and Public Relations

PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - workshop

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Defines the concept of human relations inside the company.
- Explains public relations within the company.
- Exemplifies situations of human relations within the company.
- Defines the concept of human relations.
- Explains main aspects of human relations.
- Mentions the definition of the personality and social aspects of the same.
- Plans cases to exemplify human relations.
- Classifies the internal public relations of the company.
- Describes international relations.
- Demonstrates situations of types of relations concerning attention to customers.

RECOMMENDED CHECKLIST:	DATE:
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STUDENT'S NAME:
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Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Accurately mentions the concept of human relations within the company.			
Correctly describes public relations within the company.			
Effectively dramatizes certain situations concerning human relations within the company.			
Clearly mentions the concept of human relations.			
Effectively interprets main aspects of human relations.			
Exactly remembers the definition of personality and social aspects.			
Correctly solves cases of human relations.			
Clearly identifies company's internal public relations.			
Correctly illustrates international relations.			
Clearly solves cases of human relations concerning customers' attention.			



### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Analyze basic principles of human relations in the world to achieve a good corporate image.	Analyzes basic principles of human relations in the world to achieve a good corporate image.	Mentions the concept of relations inside the company.	Knowledge	Accurately mentions the concept of human relations inside the
		Describes public relations within the company.	Performance	Correctly describes public relations within the company.
		Dramatizes some situations about human relations within the company.	Product	Effectively dramatizes some situations of human relations within the company.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply principles of successful human relations in the corporate world.	Applies principles of successful human relations in the corporate world.	Mentions the concept of human relations.	Knowledge	Clearly mentions the concept of human relations.
		Remembers the definition of personality and social aspects.	Knowledge	Exactly remembers the definition of personality and social aspects.
		Interprets main aspects of human relations.	Performance	Effectively interprets main aspects of human relations.
		Solves cases of human relations.	Product	Correctly solves cases of human relations.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Value the importance of public relations in customers` attention.	Values the importance of public relations in the customers` attention.	Identifies company`s internal public relations.	Knowledge	Identifies company`s internal public relations clearly.
		Illustrates international relations.	Performance	Correctly illustrates international relations.
		Solves cases of relations concerning customers` attention.	Product	Clearly solves cases concerning customers` attention.

## **PROGRAM CONTENTS**

### **COMPUTER SKILLS**

## COMPUTER SKILLS

In this subject area, the students will achieve the abilities and skills to use the computer as a tool, by presenting characteristics documents at modern office. This consists of two Units of Study, of 4 hours per week, for a total of 100 hours per year.

- Network - User: The knowledge as a user is acquired for network management and its services.
- Production of documents in the Computer: The application of skills, with accuracy and precision, in the management of the word processor and creation of business documents at a minimum speed of 70 words per minute

To achieve success in this subarea the student must receive 4 hours per week in the computer lab during the entire academic cycle.

## GENERAL OBJECTIVES OF THE SUBJECT AREA

1. Value the importance of technological innovations, as a basis for the quality of life, both personal and social.
2. Use the network, as well as services offered by the Internet in the tasks at the office.
3. Foster the creative and critical development in the performance of typing in reference to techniques and procedures at work.
4. Apply skills for the correct use of the computer and the computer programs.
5. Operate the keyboard of the computer by touch, applying the corresponding techniques to develop a minimum speed of 70 words per minute.
6. Apply functions of the word processor in typing documents to obtain good quality of presentation.
7. Develop good work habits to achieve efficiency and effectiveness in the tasks to be carried out.

### STUDY BLOCK DISTRIBUTION COMPUTER SKILLS

<b>Study block</b>	<b>Name</b>	<b>Time in hours</b>	<b>Weeks per Study block</b>
<b>I</b>	<b>Network - User</b>	<b>28 hours</b>	<b>7 weeks</b>
<b>II</b>	<b>Production of documents in the Computer</b>	<b>72 hours</b>	<b>18 weeks</b>
	<b>Total</b>	<b>100 hours</b>	<b>25 weeks</b>

**STUDY BLOCK**  
**NETWORK USER**



## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title:	Network User
Purpose:	Use a network as a user and apply the procedures to use the various services.
Competency Level:	Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Correctly interprets basic concepts of data communication and networks.	Specific
Effectively describes the operation of communications systems and networks.	Specific
Clearly develops uses and applications of data communication and networks.	Specific
Effectively names network basic components.	Specific
Efficiently represents the operation of the communications systems and networks.	Specific
Correctly practices the creation and search of files and documents.	Specific
Correctly points out the concept of user and administrator.	Specific
Correctly selects characteristics of users and administrator of a network.	Specific
Accurately represents responsibilities of users and network administrator.	Specific
Clearly reproduces fundamental concepts of the Internet.	Specific
Adequately points out characteristics of the Internet.	Specific
Clearly selects advantages and disadvantages of Internet.	Specific
Correctly uses the access and exit commands of the network.	Specific
Effectively describes options for communications and accessing information.	Specific
Correctly applies communication services of Internet.	Specific

### ELEMENTS OF COMPETENCY

Reference	Title of the Element
5 -1	Develop abilities in managing the operating system of the network, using basic communication services, pursuant to the security rights and attributes technically established.

## PERFORMANCE CRITERIA

Analyze basic concepts associated to data communications and the use of networks.

Use local area networks.

Determine responsibilities of users and administrators of a network.

Identifies concepts, characteristics and applications of Internet.

Execute different Internet applications.

## APPLICATION FIELD

Category

Services

Class

Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Mentions basic components of the network.

Reproduces fundamental concepts of Internet.

Points out characteristics of Internet.

## PERFORMANCE EVIDENCE

Interprets basic concepts of data communications and networks.

Describes the operation of the communication systems and networks.

Formulates the concept of user and administrator.

Selects characteristics of the users and administrators of a network

Reproduces fundamental concepts of Internet.

Selects advantages and disadvantages of Internet.

Uses the access and exit commands of the network.

Describes options for communications and accessing information.

## **EVIDENCE OF PRODUCT**

Develops uses and applications of networks and communications.

Practices the creation and search of files and documents.

Executes responsibilities of the users and administrator of networks.

Applies available communication services of the network.

Sector: Commercial and Services

Subject Area: Computer Skills

Study Block: Network User

Purpose: manage the network as a user and apply the procedures to use the different services.

Program: Executive Service Center

Grade: Twelfth

Time: 28 hours

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>1. Analyze basic concepts associated with data communications and network use.</p>	<p>Data Communications</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Types of data communication systems</li> <li>• Applications</li> </ul> <p>Networks</p> <ul style="list-style-type: none"> <li>• Concept.</li> <li>• Uses and applications</li> <li>• Characteristics.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines basic concepts of data communication and networks.</li> <li>• Explains the operation of communication systems and networks.</li> <li>• Identifies uses and applications of data communications and networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Be precautionous, prudent, planner and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes basic concepts associated with data communication and use of networks.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Interprets basic concepts of data communication and networks.</li> <li>• Describes the operation of the communication systems and networks.</li> <li>• Develops uses and applications of data communication and networks.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Use the local area networks.	<ul style="list-style-type: none"> <li>• Basic components of the network.               <ul style="list-style-type: none"> <li>• LAN and WAN Networks</li> </ul> </li> <li>• Available Services</li> <li>• Files and Documents               <ul style="list-style-type: none"> <li>• Creation and Search</li> <li>• Modification</li> <li>• Save</li> </ul> </li> <li>• Printing of data               <ul style="list-style-type: none"> <li>• Local</li> <li>• Network</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes basic components of the network.</li> <li>• Shows the operation of the communication systems and networks.</li> <li>• Develops the creation and search of files and documents.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Formulates the basic components of the network.</li> <li>• Represents the operation of the communication systems and networks.</li> <li>• Practices the creation and search options of files and documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Be precautionous, prudent, planner and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the local area networks.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>3. Determine responsibilities of users and administrators of a network.</p>	<p>User</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Characteristics</li> <li>• Responsibilities</li> </ul> <p>Administrator</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Characteristics</li> <li>• Responsibilities</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the concept of user and administrator</li> <li>• Describes characteristics of users and administrators of a network.</li> <li>• Exemplifies responsibilities of the users and administrators of the networks.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Points out the concept of user and administrator</li> <li>• Selects characteristics of users and administrators of a network.</li> <li>• Executes responsibilities of user and administrator of networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Be pre-cautious, prudent, planner and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Determines the responsibilities of users and administrators of a network.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>4. Identify concepts, characteristics and applications of the Internet.</p>	<p>Internet Concept</p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Characteristics</li> <li>• Uses</li> <li>• Advantages and disadvantages</li> </ul> <p>Fundamental concepts</p> <ul style="list-style-type: none"> <li>• Domain</li> <li>• Hypertext</li> <li>• Protocols</li> <li>• Addresses</li> </ul> <p>Word used to access the system or password.</p> <p>Commands to access and exit the network.</p> <ul style="list-style-type: none"> <li>• Login</li> <li>• Login .exe</li> <li>• Logout</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines fundamental concepts of the Internet.</li> <li>• Identifies characteristics of the Internet.</li> <li>• Classifies advantages and disadvantages of the Internet.</li> <li>• Shows the access and exit commands of the network.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Reproduces fundamental concepts of the Internet.</li> <li>• Points out characteristics of the Internet.</li> <li>• Selects advantages and disadvantages of the Internet.</li> <li>• Uses the access and exit commands of the network.</li> </ul>	<ul style="list-style-type: none"> <li>• Be precautionous, prudent, planner and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies concepts, characteristics and applications of Internet.</li> </ul>



LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>5. Execute applications of Internet.</p>	<p>Lists of Access to the information</p> <ul style="list-style-type: none"> <li>• FTP</li> <li>• WWW</li> </ul> <p>Electronic mail Electronic Communication Discussion forums Tags Web Cam Outlook Others.</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes the different available options used in communication and accessing information.</li> <li>• Shows the operation of the services.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Describes options for communication and accessing information.</li> <li>• Applies communications services of Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Be precautionous, prudent, planner and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Executes applications of Internet.</li> </ul>

PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK: NETWORK USERS | PRACTICE No. 1

PURPOSE:

SCENARIO: COMPUTER LAB | TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Defines basic concepts of data communication and networks.
- Explains the operation of the communication systems and networks.
- Identifies uses and applications of data communication and networks.
- Describes basic components of the network.
- Shows the operation of the communication systems and networks.
- Develops the creation and search options of files and documents.
- Defines the concept of user and administrator.
- Describes characteristics of the users and administrators of a network.
- Exemplifies responsibilities of the users and administrators of a network.
- Defines fundamental concepts of the Internet.
- Identifies characteristics of the Internet.
- Classifies advantages and disadvantages of the Internet.
- Shows the access and exit commands of the network.
- Describes options for communications and accessing information.
- Shows the operation of the services

RECOMMENDED CHECKLIST:	DATE:
STUDENT'S NAME:	
Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.	

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Correctly interprets basic concepts of data communication and networks.			
Effectively describes the operation of communication systems and networks.			
Clearly develops uses and applications of data communication and networks.			
Effectively names network basic components.			
Efficiently represents the operation of the communication systems and networks.			
Correctly practices the creation and search of files and documents.			
Correctly points out the concept of user and administrator.			
Correctly selects characteristics of users and network administrator.			
Accurately executes responsibilities of users and network administrators.			
Clearly reproduces fundamental concepts of Internet.			
Adequately points out characteristics of Internet.			
Clearly selects advantages and disadvantages of Internet.			
Correctly uses the access and exit commands of network.			
Correctly describes options for communication and accessing information.			
Correctly applies communication services of Internet.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Analyze the basic concepts associated with data communication and network use.	Analyzes basic concepts associated with data communication and the network use.	Interprets basic concepts of data communication and networks.	Performance	Correctly interprets basic concepts of data communication and networks.
		Describes the operation of the communication systems and networks.	Performance	Effectively describes the operation of the communication systems and networks.
		Selects the uses and applications of data communication and networks.	Knowledge	Clearly selects the uses and applications of data communication and networks clearly.
Use the local area networks.	Uses the local area networks.	Mention basic components of the network.	Knowledge	Effectively mentions basic components of the network.
		Represents the operation of the communication systems and networks.	Performance	Efficiently represents the operation of the communication systems and networks.
		Practices the creation and search options of files and documents.	Product	Correctly practices the creation and search options of files and documents.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Determine responsibilities of users and network administrators.	Determines responsibilities of users and administrators of a network.	Formulates the concept of user and administrator.	Performance	Correctly formulates the concept of user and administrator.
		Selects characteristics of users and network administrators.	Performance	Correctly selects characteristics of users and network administrator.
		Executes responsibilities of users and network administrators.	Product	Accurately executes responsibilities of users and network administrators.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
Identify concepts, characteristics and applications of Internet.	Identifies concepts, characteristics and applications of Internet.	Reproduces fundamental concepts of Internet.	Knowledge	Clearly reproduces fundamental concepts of Internet.
		Points out characteristics of Internet.	Knowledge	Adequately points out characteristics of Internet.
		Selects the advantages and disadvantages of Internet.	Performance	Clearly selects advantages and disadvantages of Internet.
		Uses the access and exit commands of the network.	Performance	Correctly uses the network's access and exit commands.
Execute Internet applications.	Executes Internet applications.	Describes options for communication and accessing information.	Performance	Correctly describes options for communications and accessing information.
		Applies communications services of Internet.	Product	Correctly applies communications services of Internet.

**STUDY BLOCK**

**PRODUCTION OF DOCUMENTS IN THE COMPUTER**



## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title:	Production of documents in the Computer
Purpose:	use the computer for the preparation of documents according to the international norms.
Competency Level:	Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Correctly prepares the computer in order to create texts and messages.	Specific
Efficiently classifies the computer program to work with the computer according to the texts, social messages and electronic messages.	Specific
Accurately carries out work output with a minimum margin of error in accordance to the package of documents.	Specific
Accurately practices speed tests with the material received until attaining a minimum of 70 words per minute.	Specific
Accurately prepares all types of documents at a minimum speed of 70 words per minute.	Specific
Correctly recognizes the procedure to work and present the different types of documents.	Specific
Effectively plans procedures to work with types of documents to be prepared.	Specific
Correctly uses the presentation and preparation of types of documentation.	Specific
Efficiently prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, cards, among others.	Specific

### COMPETENCY ELEMENTS

Reference	Title of the Element
5-2	Shows ability and skill in the preparation of different documents in the computer.

## PERFORMANCE CRITERIA

Practices speed building exercises in the computer in Spanish and English until a minimum of 70 w.p.m. is achieved.

Applies the correct techniques in the preparation and presentation of all type of documents that are characteristic of an office in both English and Spanish

## APPLICATION FIELD

Category

Class

Services

Technical Education Services Benefit

## PERFORMANCE EVIDENCE

Readies the computer in order to create different texts and messages.

Classifies the program to be operated in the computer according to the texts, social messages and electronic message.

Carries out functional work with a minimum margin of error in accordance with the package of documents.

Practices the speed building exercises with the material received until is able to type 70 words per minute as a minimum.

Recognizes the procedure to work and present the different types of documents.

Plans the procedure to work with the different documents to be created.

Correctly uses the presentation and preparation techniques of the different types of documentation.

## PRODUCT EVIDENCE

Creates all type of documents at a speed of 70 words per minute as a minimum.

Prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, and cards among others.

Sector: Commercial and Services

Subject Area: Computer Skills

Study Block: Production of documents in the Computer

Purpose: use the computer in the preparation of different documents according to international norms.

Program: Executive Service Center

Grade: Twelfth

Time: 72 hours

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>1. Practice speed building exercises in Spanish and English using the computer until attaining a minimum of 70 w.p.m.</p>	<ul style="list-style-type: none"> <li>• Texts in English and Spanish</li> <li>• Supervised exercises</li> <li>• Work output with time limits and with a minimum margin of error</li> <li>• Social messages</li> <li>• Electronic messages</li> <li>• Comparison techniques</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Illustrates the procedure to prepare different texts and messages in the computer.</li> <li>• Shows packages with the texts, social, and electronic messages to be generated in the computer.</li> <li>• Plans the execution time of work output with a minimum margin of errors according to the package of documents.</li> <li>• Schedules speed building exercises with the material in English and Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to express freely his or her thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Practices speed building exercises in Spanish and English using the computer until is able to reach a minimum of 70 w.p.m.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Reads the computer in order to create different texts and messages.</li> <li>• Classifies the program in which work will be executed in the computer according to the texts, social and electronic messages.</li> <li>• Carries out work output with a minimum margin of error according to package of documents.</li> <li>• Practices the speed building exercises with the received material until is able to reach 70 words per minute as a minimum.</li> <li>• Creates all type of documents at a speed of 70 words per minute as a minimum.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>2. Apply correct techniques in the preparation and presentation of types of documents in English and Spanish that are typical at the office.</p>	<ul style="list-style-type: none"> <li>• Preparation and presentation of all types of documentation using the Word text processor, electronic spread sheet, data base, Power Point and multimedia:               <ul style="list-style-type: none"> <li>• The minutes</li> <li>• Reports used currently</li> <li>• All types of business letters</li> <li>• Cards</li> <li>• Invoice receipts</li> <li>• Payrolls</li> <li>• Organization charts</li> <li>• Circular letters</li> <li>• Tables</li> <li>• Certifications</li> <li>• Legal documents</li> <li>• Slides</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains the procedure to work and present different types of documents.</li> <li>• Shows documents to be prepared.</li> <li>• Exemplifies the presentation and preparation of documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to freely express his or her thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies correct techniques in the preparation and presentation of types of documents in English and Spanish that are typical at the office.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Recognizes the procedure to work and present types of documents.</li> <li>• Plans the procedure to work with documents to be prepared.</li> <li>• Uses the presentation and preparation of types of documentation.</li> <li>• Prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, and cards among others.</li> </ul>		

PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK: Production of documents in the Computer

PRACTICE No. 1

PURPOSE:

SCENARIO: Lab

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

### Teacher:

- Illustrates the procedure to prepare different texts and messages in the computer.
- Demonstrates packages with the texts, social and electronic messages in order to prepare them in the computer.
- Plans the execution time of work output with a minimum margin of error according to the package of documents.
- Schedules speed building exercises with the material in English and Spanish.
- Explains the procedure to work and present types of documents.
- Shows different documents to be prepared.
- Exemplifies the presentation and preparation of types of documentation.



RECOMMENDED CHECKLIST:	DATE:
------------------------	-------

STUDENT'S NAME:
-----------------

Instructions: These criteria will verify student performance by observation. Write an “X” in the column that best describes each student performance.
---

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Correctly prepares the computer in order to create different texts and messages.			
Effectively classifies the program to work with the computer according to the texts, and social and electronic messages.			
Accurately carries out work output with a minimum margin of error according to package of documents.			
Accurately practices speed building exercises with the material received until attaining 70 words per minute as a minimum.			
Accurately prepares all types of documents at a speed of 70 words per minute as a minimum.			
Correctly recognizes the procedure to work and present types of documents.			
Effectively plans the procedure to work with the different documents to be prepared.			
Correctly uses the presentation and preparation of types of documentation.			
Effectively prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, cards among others.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Practice test building exercises in Spanish and English using the computer until attaining 70 w.p.m. as a minimum.	Practices test building exercises in Spanish and English using the computer until attaining 70 w.p.m. as a minimum.	Prepares the computer in order to create different texts and messages.	Performance	Correctly prepares the computer to create texts and messages.
		Classifies the program to be used in the computer according to the texts, and social and electronic messages.	Performance	Effectively classifies the program to be used in the computer according to the texts, and social and electronic messages.
		Carries out work output with a minimum margin of error according to the package of documents.	Performance	Accurately executes work output with a minimum margin of error according to the package of documents.
		Practices speed building exercises with the received material until attaining 70 words per minute as a minimum.	Performance	Accurately practices speed building exercises with the material received until attaining 70 words per minute as a minimum.
		Creates all type of documents at a speed of 70 words per minute as a minimum.	Product	Accurately prepares all type of documents at a speed of 70 words per minute as a minimum.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply techniques in the preparation and presentation of types of documents in English and Spanish typical at the office.	Applies techniques in the preparation and presentation of types of documents in English and Spanish, typical at the office.	Recognizes the procedure to work and present the different types of documents.	Performance	Correctly recognizes the procedure to work and present types of documents.
		Plans the procedure to work with the different documents to be prepared.	Performance	Accurately plans the procedure to work with documents to be prepared.
		Uses presentation and preparation techniques of types of documentation.	Performance	Correctly uses presentation and preparation techniques of types of documentation.
		Prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, and cards among others.	Product	Effectively prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, and cards among others.

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Accounting and Economic Terms, EconEdlink: <http://www.econedlink.org/cyberteach/glossary.php?#L>

Improving Student Writing through Critical:

Thinking [http://www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/)

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# ANEX

## ANNEX 1

## PORTFOLIO OF EVIDENCE

### 1. CONCEPT

A portfolio of evidence is the collection of evidence which assesses a student's work in order to show what is he/she has achieved in each subject area according to the Technical Job Competency Standards.

It is a file of evidence made by a student who is guided by a teacher. This tool helps to organize the student's evidence complied during the evaluation process and assessment of real jobs to demonstrate his/her competence. The analysis of evidence determines the student's efforts and achievements in a variety of subject areas.

This feature allows the teacher to have a complete collection of tools for verifying evidence of learning compared to specifications in the Technical Competency Standards of each study block. Thus, the teacher is able to judge whether all the information gathered represents the student's ability.

### 2. ADVANTAGES

- Allows for a broader and deeper vision of a student's achievements, strengths, and weaknesses
- Promotes student / teacher participation in monitoring and evaluating their own teaching-learning process which prepares the student to make effective decisions
- Provides feedback on the teaching- learning process in order to make constant improvements
- Encourages processes, such as data collection, systematization, evaluation, and decision making

### 3. USES AND APPLICATIONS

For teachers

- It allows for decision-making according to each student's characteristics
- Helps monitor the student's progress and learning results
- Enables the development of a training process, which constantly develops individual abilities

For students

- Allows for active and responsible participation in the development of their knowledge, skills, and abilities
- Develops the self-evaluation processes, learning results, and performance criteria suggested for each study block

### 4. STRATEGIES

Elements to consider when building a portfolio of evidence:

#### Direct Evidence

- Practices
- Checklists, observation sheets, rating scales
- Product

#### Indirect evidence

- Reports
- Projects

#### Additional Evidence

- Interviews (oral questions)
- Questionnaires
- Tests
- Simulations

It is important to remember that the portfolio of evidence is a means to gather information which then permits an accurate decision of the teacher. Therefore it is necessary to:

- design a simple low cost construction model for the student
- explain the basic rules for building the portfolio to the students at the beginning of the school year
- provide a written report to parents about the importance of the portfolio in the assessment process
- define rules regarding portfolio use and handling by both students and teachers.

The portfolio of evidence may be different in content and presentation, but should be standardized so that:

- teachers have a clear idea of the required elements in order to be able to give an opinion about the student's competency.
- It is important to design a complete organizational structure related to the portfolio.
- it allows the student to use it as a personal tool to reflect his/her creativity.

## 5. PORTFOLIO COMPONENTS

It is recommended that the portfolio of evidence contain at least the following elements:

- FRONT PAGE
- CONTENTS

- GENERAL INFORMATION

- Name of Technical High School
- Name of the program
- Grade

- GENERAL INFORMATION ABOUT THE SUBJECT AREA

- Name of the subject area
- Name of the teacher
- Number of hours

- GENERAL INFORMATION ABOUT THE STUDENT

- Name
- Home address
- Phone numbers (home, cell, others)
- E-mail
- Parents´ names
- Parents´ phones

- ACADEMIC BACKGROUND

- Courses
- Internship
- Company Practices

- DIAGNOSIS

- Tests
- Questionnaires
- Interviews

- EVALUATION

- Description of the evaluation requirements for the subject area to be explained by the teacher at the beginning of the school year

- EVIDENCE

- Knowledge

- Questionnaires
- Written tests

Performance

- Laboratory practices or workshop
- Performance tests

Product

- Samples of developed tasks
- Checklist

- EVALUATION TOOLS

- Classwork - only the rubrics or checklists
- Extraclass work - only the rubrics or checklists

- PORTFOLIO TOOLS

- Checklist sheets or rubrics used by teachers for portfolio assessment.

- OTHER RELEVANT MATERIALS.

## 6. PORTFOLIO REVIEW EVIDENCE

The teacher should set a timetable to periodically check the portfolio and this schedule should be given to students at the beginning of the course.

Tools must be designed specifically for portfolio assessment in order to perform this task objectively. This information, once implemented, will be given to the student to put into his/her portfolio of evidence.

**MINISTRY OF PUBLIC EDUCATION  
TECHNICAL EDUCATION DEPARTMENT  
TECHNICAL HIGH SCHOOL .....**

**PORTFOLIO OF EVIDENCE**

**STUDENT:**

**DATE AND PLACE**

## CONTENTS



## PORTFOLIO OF EVIDENCE

TECHNICAL HIGH SCHOOL:	
Program:	
Grade:	
Subject area:	
Study block:	
Number of hours:	

Student's name and last name:

--

## RESUME

PERSONAL INFORMATION	
•	Name:
•	Birthdate:
•	Address:
•	Phone number:
•	E-mail:
•	Parents` names:
•	Parents' phone and address:

ACADEMIC BACKGROUND	
•	Elementary School:
•	High School:

• Courses: 1. 2.

<b>INTERNSHIPS AND PRACTICE IN COMPANIES</b>
Company:
Address:
Phone number:
Activities:

## EVIDENCE

The following sheets are the necessary evidence to demonstrate student's competency.

Each evidence (knowledge, performance, and product) is included in the table of contents.

### LEARNING RESULTS COMPARISON SHEET

Study Block:					
Title:					
Purpose:					
Learning Results	Performance Criteria	Evidence	Competent		
			Yes	Not yet	
Student`s name:			Signature:		
Teacher`s name: Place and date:			Signature:		

## CONCLUSIONS

### Observations:

1. After checking the evidence presented by .....(student's name) and the comparison with the learning results, it can be stated:

For the learning result .....(write the learning result), it is demonstrated that ...

### Recommendations:

These recommendations should go in both directions according to the student's assessment:

A. Validation of the scope of learning results according to findings

B. Recommended improvement measures, specifying the student's weaknesses and possible teaching strategies to improve the results: from participating in a specific activity, receiving reinforcement from the teacher, doing more practices to submitting evidence to demonstrate the development of the required knowledge, skills, or ability

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