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English As A Foreign Language Professional Development Practicum: Placing Skilled Teachers Where They Can Grow A Program Proposal For The Schools Of Cañadilla, S.A. Santiago, Chile

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English as a Foreign Language Professional Development Practicum:

Placing Skilled Teachers Where They Can Grow

A program proposal for the schools of Cañadilla, S.A.

Santiago, Chile

Ellen Marie Dizzia

Program in Intercultural Service, Leadership, and Management Group 69

A capstone project submitted in partial fulfillment of the requirements for a Master of International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.

July 2011

Adviser: Linda Drake Gobbo
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Abstract

Chile is currently making great investments in English as a foreign language (EFL) programming as a means for international communication and commerce. The following mobility program has been designed for family run Cañadilla, S.A. to connect qualified, concerned EFL professionals with semi-private primary and secondary schools in Santiago. An in depth needs assessment was performed in their eight schools under Cañadilla’s Coordinator of English programs to determine the most efficient way to begin improvement. Professional development has been named a cornerstone in this process. This program intends to draw learned, practiced EFL teachers to participate in a hands-on professional development practicum. Experiential learning based curriculum aims at creating a reciprocal relationship where both host schools and native speaking participants have the opportunity to grow. The curriculum focuses on refinement of EFL workplace skills such as learning from observation, reflection, creative problem solving, workshop design and presentation and Spanish as a foreign language for. Program development continues in hopes it will serve as an alternative for the government sponsored English Open Doors program currently in place, and will be proposed to the host institution, Cañadilla and the Chilean Ministry of Education for the 2012 school year starting early March 2012.
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A. INTRODUCTION

What are the goals of International Education? In a field which encompasses everything from traditional study abroad, to volunteer service programs to professional development programs to diplomatic aid initiatives in a myriad of countries, goals are changeable, to be simply put. For example, the United Nations Center for Global Development uses educational policy to achieve goals. The Millennium Development Goals call for, “universal primary schooling and gender parody by 2015” (Clemens, 2004). The mission at the Office of International Education at University of Colorado at Boulder, on the other hand, is to, “actively promote international and intercultural understanding and to enrich the academic and cultural environment of CU.” (www.cuboulder.edu/oie ). While the State of New Jersey claims that the objective of International Education is to, “ensure that all New Jersey students are provided with the knowledge and skills to be able to function culturally, politically and economically in a global society.” (www.state.nj.us/education/international/vision/)

International Education rests on the premise of exchange of services, skills and ideas among people from two or more countries. Why then do so many said goals and missions address only one side? The following mobility program proposal attempts to benefit all involved parties as shown by a thorough needs assessment. This focus arose partially through the author’s commitment to decreasing the worldwide education gap, and was also influenced by SIT’s mission to, “prepare students to be interculturally effective leaders, professionals, and citizens”. (www.sit.edu/graduate) The programs at SIT Graduate Institute teach intercultural sensitivity and social activism through experiential learning. All three of these elements are reflected in the program design.

“English as a Foreign Language Professional Development Practicum: Placing Skilled Teachers Where They Can Grow” is an international mobility program written by the Coordinator of English programs at Cañadilla S.A. for Cañadilla S.A. located in Santiago, Chile. The design is presented in the following categories: Introduction; Background; Theoretical Foundations (rationale, theory-to-practice, literature review/authority); Goals and Objectives (program and participant); Needs Assessment; Program Description (program scope, timeline, potential participants); Curriculum (orientation, coursework, extra-
curricular); Staffing Plan; Program Marketing; Participant Recruitment and Admissions; Logistics (international travel, in-country travel, housing, etc.); Health and Safety Plan; Crisis Management Plan; Budget and Budget Notes; Evaluation Plan; Conclusions/Implications. For the purposes of the Capstone project, the following program design will focus on Needs Assessment and Curriculum.

B. BACKGROUND

SIT Graduate Institute
The core beliefs and values of the institution are reflected in the program design, including intercultural awareness and experiential learning. SIT is a leader in Study Abroad with international programming in some 40 countries worldwide. The programs of SIT,

“Focus on critical global issues in a specific cultural and geographical context. Studying with host country faculty and living with families, students gain a deep appreciation for local cultures, develop language skills, and become immersed in diverse topics ranging from the politics of identity to post-conflict transformation, from global health to environmental policy.” (www.sit.edu)

Academics at SIT are firmly grounded in Kolb’s Experiential Learning Model. This learning theory, which will be explained in greater depth in the literature review, is the foundation for the program’s curriculum. It involves the process of experiencing, publishing, processing, generalizing and applying to guide participant based learning within the program, and create lifelong learners. (Kolb, D. and Kolb, A., 2011) The Authors graduate study at this institute has inspired the following program design, written for Cañadilla, S.A.

Cañadilla S.A.
Cañadilla is a family run organization of semi-private primary and secondary schools in the Santiago metropolitan area. Semi-private schools receive funding from the government to offset tuition fees and make it more affordable for lower income families.

In Chile, there are three types of primary/secondary schools: public, semi-private and private. Unlike the United States, public schools (municipals) are attended only by those who cannot or do not prioritize paying for “quality” thus carrying the assumption they do not value education. Classism is part
of Santiguino culture. Children who attend public schools are less likely to attend University and become professionals. This is partially because of their economic background, but also has to do with the quality of education they receive and moreover the importance of the name of the secondary schools on one’s resume. Private schools represent the “Ivy Leagues” of Santiago schools. Quality is directly related to price. On average private schools charge around 350-450 UDS monthly, however the best schools charge up to 1,200 USD a month. In Chile, minimum wage is the same as the average private school tuition.

Semi-private *subvencionado* schools bring affordable, more reputable education to many marginal neighborhoods. Cañadilla’s schools charge a monthly fee ranging from 20 to 150 UDS. In addition, many children attending Cañadilla’s school receive need based government scholarships and don’t pay a cent. The ability to create opportunity and change for the residents of these neighborhoods through quality education is at the heart of Cañadilla’s mission.

In 1950, Elena Rojas Henriquez and her husband Ildefonso Calderon Laureda founded their first school in the neighborhood of Conchali, Santiago on Avenida Independencia. The school, “Colegio Libertador San Martin,” was the first educational institution in this neighborhood. Cañadilla grew on the premise of bringing education to sectors where previously there was none. Following this, Elena and Ildefonso’s only daughter Gladys, alongside her husband Hugo Hormazabal Espinosa, continued working in the educational field, and by the 1980’s, they had founded an additional seven schools serving some 8,000 students. The children of this marriage: Hugo, Gladys, Marco Antonio and Pamela continued working in the family business. In the mid 1990’s, they incorporated Cañadilla to unify, direct and administer the primary and secondary schools they had inherited. ([www.canadilla.cl](http://www.canadilla.cl), 2011)

Today, Cañadilla has grown to encompass some 20 schools serving over 20,000 students in greater Santiago. Whereas the first schools were founded upon bringing the opportunity of education to Santiago’s outlying neighborhoods, the current focus has evolved to offering quality education at an affordable price thorough the semi-private school system. The hiring of a Coordinator of English Programs represents a fundamental shift in the delivery of English instruction in these schools. The
following proposal is in the name of quality improvement the following program design working in partnership with Cañadilla’s schools.

Cañadilla S.A. is composed of 20 primary and secondary schools, referred to as colegios in Spanish. Of these 20 colegios, they fully administer eight while the others are rented to third parties. The colegios offer courses from preschool through 12\textsuperscript{th} grade. Levels are divided into enseñanza basica (up to eighth grade) and enseñanza media (high school, 9\textsuperscript{th} through 12\textsuperscript{th} grade). \(^1\)

English programs within these schools differ as each school serves unique needs and embodies a different reality. Some schools serve all grades from preschool to 12\textsuperscript{th} grade, while others serve a portion of this population. As the schools are semi-private they are under the jurisdiction of the Chilean Ministry of Education. The Ministry of Education requires that English be taught starting in 5\textsuperscript{th} grade, continuing through 12\textsuperscript{th} grade. They provide plans and programs for these levels, including a government published text. Greater emphasis on the importance of English, however, has created the demand for foreign language instruction in the lower basica levels as well (from preschool to fourth grade). Additionally some schools offer a traditional science and humanities education, while others offer technical programs such as business administration or gastronomy.

The eight colegios managed by Cañadilla are: D’Madrid, Hellen’s College, Liceo Ignacio Carrera Pinto, Polivalente Profesor Ildefonso Calderon, Jose Artigas, Saint Lawrence, San Jose de Maipu and Weston Academy. Please see Appendix K for additional information on each school.

\(^1\)In Spanish, the levels are referred to prekinder (preschool), kinder (kindergarten), primero basico (first grade), segundo basico (second grade), tercero basico (third grade), cuarto basico (fourth grade), quinto basico (fifth grade), sexto basico (sixth grade), septimo basico (seventh grade), octavo basico (eighth grade), primero medio (ninth grade), segundo medio (tenth grade) tercero medio (eleventh grade) and cuarto medio (twelfth grade).
**English as the Language for Global Communication**

The proposed program is built upon the notion that English is an important tool for young Chileans to be successful in Santiago and beyond. A review of recent academic literature supports the need for English in the realms of academics, business and diplomacy.

English instruction at the primary, secondary and tertiary levels is increasing important as a means of investment in a country’s future. It is the language of worldwide higher education, especially that of science and technology. 90 percent of the information on the internet is in English as are 80 percent of the files on electronic databases (Chang, 2006). 95 percent of the nearly one million scientific articles published in 1997 were in English (Bollag, 2001). Many of the best higher education institutions in Turkey require proficiency to enroll (Kirkgoz, 2008). In Malaysia, English proficiency is mandatory for acceptance to universities. In China there is an English section on the national university entrance examination. In South Korea, military academies expel students unable to speak English. Many Arab countries use English as the language of instruction in science, engineering and medicine. Both Namibia and South Africa have switched the academic language from Afrikaans to English. In the Netherlands, many graduate programs are taught exclusively in English. (Bollag, 2001) Tertiary institutions use English as a standard for communication and essential skill that students must possess.

Case studies in Latin America also name English and related higher education as keystones for national development. Latin American students have one of the lowest mobility rates in the world. This is in part due to lack of English proficiency. (Lloyd, 2008) Stansfield has examined the economic and cultural implications of English instruction in Colombia. He states that foreign study is, “the most efficient means through which Colombia can develop the human and technological resources necessary for a dynamic economy” (Stansfield, 1978). English is necessary for completing this foreign study. English instruction has been linked to academic and subsequent economic success in Europe, Asia, Latin America and Africa.

English is the preferred language for communication in the business sector. Over the past twenty years Chinese Policy makers have stated that, “English as a foreign language has been increasingly
perceived as crucial for the economic development of the country” (Feng, A., 2007, p. 2). English training has been named as an essential part of Japan’s strategy for corporate internationalization. Six years of instruction are required in secondary school, an additional two years of instruction at the college level, and further communicative instruction (focusing on listening and speaking skills) in the workplace. (Hilton, 1991)

English competency is a vehicle to participate in international business activities (Chang, 2006). Multinational corporations use English as a tool to help them, “think and act as one” in a globalized economy (Deepac, 2008). Language instruction has been correlated to economic strategy in Singapore and Ireland. Economic growth based on export industrialization pushes the need for English language skills (Suarez, 2005). Global vision, long range planning and flexibility are reflected values in corporate English language policy and are responsible for the continued economic success Japan has enjoyed. (Hilton, 1991) In China and Turkey, among others, English is viewed as a necessity to be competitive in the world market. (Feng, 2007; Kirkgoz, 2008)

Diplomatic efforts are also turning to English as a tool for international communication. English is the main working language of most UN bodies which is influenced heavily by the fact that UN headquarters, and the majority of UN bodies, are based in the United States. It is used as an official language of the Council of Europe and is used for daily work and official statements in the European Union. It is also one of the working languages of the European Commission. It is even being considered as the official language of the EU. (Zaharia and Lolescu, 2009) The Chinese government relies on English to communicate with the world, evident with the launching of, www.English.gov.cn in 2006. The translated site serves “as a catalyst for the world to have a better understanding of China's foreign policies, its role in international arenas and achievements in national construction, as well as an accelerator for a greater influx of foreign investments into and visitors to China” (BBC International Monitor, 2005).

We live at a time when, in regard to language, we’d like “to have our cake and eat it too”. Few will deny the importance of cultural diversity; however it would be foolish to ignore the numbers. Neil
Reynolds in an article titled "Spread the word: English is unstoppable", published in The Globe and Mail, attempts to quantify the growth in global English with this statement,

"In Mr. Mulcaster’s 1582, English was spoken by perhaps four million people. In Mr. Adams’s 1780, by perhaps 12 million. In Noah Webster’s 1828, on publication of The American Dictionary of the English Language, by perhaps 50 million. A century later, in H.L. Mencken’s rambunctious 1920s, on his publication of The American Language, by perhaps 200 million. With two billion now speaking it or learning to speak it, we can credibly imagine a genuine global language."

The speculated two billion can be broken down further in the form of Native, Second Language and Foreign Language speakers. “Native speakers” account for approximately 300 million people who learned English at home with their family when they were young. Among the largest contributing countries are: the United States (215 million), United Kingdom (61 million), Canada (18.2 million), Australia (15.5 million), Ireland (3.8 million), South Africa (3.7 million), and New Zealand (3.0 million). “Second language” speakers which account for approximately 200 million speakers are people who learned English because they live and or lived in the country where the language is spoken such as Latino immigrants in the United States. The big numbers, however, lie in the estimated 1.5 billion people who are learning English as a foreign language.  

English has become a powerful language. It is the most taught foreign language in the world, it has the most pidgins of any language; it has the most “loan words” infiltrating other languages, it has become the language of “higher communication” in science, technology, business, government and law. English is used as the official language in over 12 international domains: organizations and conferences, science and technology, banking and finance, tertiary education, advertizing, audio-visual productions, 

2 This refers to people who learned and or are learning English in a country where English is neither their Native or Official language. Official language is applied when a governing body determines that that language will be an acceptable basis of communication within the country and or organization in things like official documents, official meetings, or used in the media (such as Fiji, India, Kenya, Nigeria, Pakistan, Papua New Guinea, the Philippines, Singapore, Sri Lanka and Uganda).
law, safety (air/ sea), interpretation and translation, tourism, technology transfer, internet communication (Zughoul 2003). It was and still is the language of the developed Western nations that the developing world wishes to do business with. From a logistical standpoint, it is based on the Roman alphabet which is already the most widely used alphabet in the world today, and is shared by many disparate and seemingly unrelated languages. It is easier to learn, because it has less grammar to learn than its rivals and boasts relative simplicity in verb conjugation. On the academic front, all of the world's major scientific journals are published in English. It quite often affords better job prospects and ensures full enjoyment of English entertainment in the forms of music, film and literature.

It is clear that English is a vital tool for future generations all over the world, especially in a cosmopolitan city such as Santiago. The need for this program is presented upon this platform as a means to better English though teacher empowerment.

**Current English Programming in Chile**

Chile is currently investing millions of dollars in human capital in an attempt to increase the competitiveness of the nation. Major policy reforms encourage overseas university study and English instruction in Chile with hopes of spurring economic development. Lack of English proficiency is named a major obstacle in international exchange for graduate study as many programs are in the United States or other English speaking countries. (Lloyd, 2010)

Chile exhibits some distinguishing characteristics among Latin American countries. It is referred to as an island that lies beside South America. This is because of its geography, lying to the west of the great Andean ridge and also its progressive political practices, specifically in economics. Chile has signed more free trade agreements than any other single country in the world. Santiago is arguably the most internationalized city in South America serving as regional business hub for big name corporations such as Nokia, IBM, Apple, Sony, Merrill Lynch and ING.

As illustrated above, English is the international language of business. To remain competitive it is apparent that English is a necessary communicative tool. In Chile, statistics from [www.lavoro.cl](http://www.lavoro.cl), the
nation’s leading job search website show that applicants with basic English skills earn 22 percent more, while those with intermediate English start out earning 45 percent more. This claim is further validated by government subsidized programming which pays in full for business executives to receive English classes from private institutes who employ native speakers. SENCE is an initiative in which one percent of gross wages are reimbursed by the Chilean government for employee training programs. The business sector has chosen to focus this training on English. In addition the Ministry of Finance and Economics recently unveiled (April 2011) a program for tourism and “global service” professionals to study intensive English. Four million scholarships are being offered, covering up to 80 percent of the cost of study. (http://www.economia.cl/)

The recent government push for English has not only been aimed at the business sector. Politicians are working towards a bilingual country via the Ministry of Education as well. This vision began with former President Michele Bachellet, who set her sights on a bilingual Chile in 2020 (Lloyd, 2010). The backbone of Bachellet’s strategy for English competence in the population was a program called “Ingles Abre Puertas” (English Open Doors, to be referred to as Open Doors from this point forward), aimed at public and semiprivate primary and secondary schools.

Despite the governmental shift from liberal to conservative marked by the election of Sebastian Piñera in 2010, Bachellet’s initiatives have been continued. The current government has proceeded with Open Doors and recently implemented standardized government testing in English in addition to existing testing in language and math.

Open Doors aims to improve English programming through offering professional development and networking for teachers as well as providing resources for schools. A major roadblock in English instruction in Chile is the lack of confidence in teachers who are speaking English as a second language themselves. The government responded to this by offering paid courses for English teachers during the summer months. Two programs are offered, one is a 250 hour intensive English certificate course. The other is “English Summer Town,” a week-long full immersion environment aimed to improve listening and speaking. The Open Doors website also offers a list of approximately 15 citywide contacts including
contact information for three teachers who have signed on for specific neighborhoods, working as advisors in addition to teaching.

A major component of the Open Doors program is providing resources to schools in the form of English native speakers. Volunteers from the US, Canada, the UK, New Zealand, Australia, Trinidad and Tobago and South Africa are being brought to work in Chile’s public and semiprivate schools alongside English instructors. Volunteers, aged 20 to 50, must hold a University degree in any field of study. These volunteers to work with teachers by splitting the class in half and having the Chilean instructor teach grammar and the native speaker listening and speaking. They are expected to work 35 pedagogical hours a week in their host school. In order to receive this resource the school must submit an application showing that they have an empty classroom which can be used for English, and that they can provide room and board for the volunteer. Volunteers pay all airfare and health insurance costs. In addition, volunteers placed through third party providers pay an administrative fee of $1,000 to $2,000 USD. There are currently 120 volunteers participating in 120 schools.

_Sistema de Medicion de Calidad de Educacion_ (SIMCE) refers to standardized government tests which measures nationwide achievement in math, Spanish language and now English. _SIMCE Ingles_ (English) was first given in October, 2010. It is evidence of a major push for quality English instruction in Chile. The SIMCE was given to over 240,000 high school juniors, representing some 90 percent of students countrywide. The students were evaluated using the TOEIC Bridge. The TOEIC is an internationally recognized exam that measures English proficiency through listening and reading comprehension. The results, published in mid-March 2011 were shocking. A mere 11 percent of high school juniors reached level A_2_ proficiency, with many of the public and semiprivate schools in Santiago falling well below that level. (for detailed results see Appendix M) Scores quantify the poor state of English programming in Chilean schools and warrant future government and private sector initiatives.

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_3 English language proficiency is measured on the Common European Framework of Reference for Language which runs from absolute beginner to superior: A1, A2, B1, B2, C1, C2._
C. THEORETICAL FOUNDATIONS

The focus of this program design is curriculum, thus the literature reviewed is that which is pertinent to how the curriculum will be structured and executed. The content is language teaching and learning; teaching English as a foreign language and learning Spanish as a foreign language. For the purposes of this paper, I will concentrate on curriculum surrounding teaching English as a foreign language, more specifically how participants will learn in the school practicum environment. The program will be offered to adult learners and sequenced using David Kolb’s Experiential Learning Cycle. Literature reviewed includes the experiential learning cycle, adult learning theory which supports real world situational learning.

Experiential Learning is the process by which real life happenings are examined through a four step process of concrete experience, reflective observation, abstract conceptualization and active experimentation to encourage long term learning in the context of everyday activities. Experiential learning is learner centered rather than teacher centered, a concept first put forth by education mogul John Dewey in his book, “Experience in Education”. The cycle itself has largely been the professional focus of educator David Kolb, who claims that experiential learning is the most effective model for true assimilative, transformational learning (Kolb, 2011).
The experiential learning cycle can be entered at any one of the four stages (Kolb, 2011; Atherton 2011). Concrete experience represents action, actually doing or participating in an activity. This is followed by reflective observation in which the learner is taking information in and processing it within their minds. Abstract conceptualization brings this information out in the open where it can be discussed and generalizations are made. In addition abstract conceptualization brings in background information and theories which are applicable to the experience. Active experimentation brings the learner back to the doing phase with newly acquired ideas and concepts with the aim that the new experience will be improved in some way.

The Experiential Learning Cycle focuses on real world application, which aligns with adult learning theory. “Adults will commit to learning when the goals and objectives are considered realistic and important to them.” (Speck, 1996, p.36). He goes on to say that relevance to the learner’s personal and professional life increases motivation (Speck). Furthermore, the creation of real experiences to foster learning places the student in the central role of the learning process. It gives him or her control to interpret the experience and apply teaching in a way which is beneficial to the individual and builds on
prior knowledge and experience. Speck and Sontgens (2001) argue that concrete “work” experience is necessary for adults.

In addition to the concrete experience phase, other steps of The Experiential Learning Cycle are valued in adult learning theory. Speck continues in stating that feedback is part of the reflective phase of the Experiential Learning Cycle and important for adults to feel validated in their efforts. Furthermore, the opportunity to share, analyze, synthesize and generalize experience in small groups is of paramount importance to the adult learning process. (Speck, 1996)

Malcolm Knowles and Sticht also support the notion of experiential learning. Knowles theory of Androgogy states that adults learn best from significant experience, based on problem solving that is of immediate use. She asserts that adult learning should be process, rather than content based where instructors are merely creating the environment where learning can take place. Sticht argues that this context is essential to successful learning. The theory of Functional Context focuses on prior knowledge or experience that is processed and transformed in a “real world” context, much as the Experiential Learning Cycle.

As reviewed above, the following principles serve as a guide for curriculum development of the program:

1. Application in the 'real world' is important and relevant to adult learners’ personal and professional needs.
2. Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. With this in mind, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning.
3. Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant.
4. Adult learners need direct, concrete experiences in which they apply the learning in real work.
5. Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.

6. Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.

7. Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.

8. Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning.

9. Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

D. GOALS AND OBJECTIVES

This program aims to bring ESL professionals into primary and secondary schools of Santiago to benefit both the host institutions and the participant. The larger goals of this program are to affect positive social change through education by way of the redistribution of specialized skills in areas of need. Chile is experiencing a phenomenal national push with respect to English instruction, however the bulk of these resources falls on the highly paid private sector. Cañadilla, in turn, is attempting to provide quality English language education to the lower middle class and middle class; an innovation.

The program mission is to improve English instruction in Santiago schools while developing critical workplace skills in participants. This will be accomplished through diagnosing and addressing challenges and limitations in the field while creating lasting improvement in English language programming in host schools. Additional objectives include: offering professional development
opportunities for Chilean English instructors; exposing students and teachers to native speakers; bringing fresh new ideas in curriculum and teaching method into participating schools; and creating strategies for improvement which can be applied in other schools.

Participant goals focus on personal professional development in a real world context. Specific objectives include the development of the following skills: program diagnosis; critical thinking and problem solving; workshop development and presentation; intercultural communication; and Spanish language acquisition.

E. NEEDS ASSESSMENT

Existing mobility programming in Santiago, Chile

Santiago is a popular destination for study abroad. There are extensive course offerings, including semester and year-long programs and summer programs. For example, SIT’s current offerings in Santiago include: Comparative Education and Social Change, Cultural Identity, Social Justice, and Community Development, Public Health, Traditional Medicine, and Community Empowerment and Social, Economic, and Political Transformation. Other big names international education including CIEE, CCIS (The College Consortium for International Studies), IES (formerly the Institute for European Studies) and CEA also sponsor programs in Santiago. These programs target traditional undergraduate study abroad students for the most part, with some programming for high school students. These programs are centered on Spanish language studies, Latin American Studies and Liberal Arts. Programming for non-traditional students is mainly based in Spanish language study and English language instruction. There are a plethora of institutes offering Spanish instruction, while five organizations offer 120-180 hour TESOL certificate courses: TEFL Institute, International TEFL Academy, Language Corps, Bridge TEFL and Instituto Chileno Britanico de Cultura. There is currently no mobility programming directed at working professionals in the field of ESL.
Participant Needs

This program intends to offer a resume building experience for participants through refining ESL and Spanish skills. According to the US Department of Education (2006), ESL students are the US fastest-growing (student) population and are expected to make up one out of every four students by 2025. The bulk of this increase is in the Spanish speaking population.

According to the US census, Latinos accounted for 16 percent of the US population (US Census Bureau, 2009). Spanish is the second most common language in the country, and is spoken by over 12 percent of the population. The United States holds the world's fifth largest Spanish-speaking population, outnumbered only by Mexico, Spain, Argentina, and Colombia (US Census, 2007). A 2007 American Community Survey showed that Spanish is the primary language spoken at home by over 34 million people aged 5 or older (US Census)\(^4\). This is an increase of 210 percent from 1980. We live in an age where our hospitals, schools and courthouses must hire English-Spanish translators. It is increasingly necessary for worker in the service industry to know Spanish.

Patriotic citizens argue that the official language of the US is English and that immigrants should learn and speak it, but this is just not practical. 41 percent of Americans five and older who speak a language other than English at home concede to speak English less than “very well” (US Census, 2007). The number of Spanish speakers is increasing in the US, as is the number of ESL students in US schools. SIT Graduate Institute states on their website that, “Changing national demographics of students in public schools makes English language learners [in that sector] the fastest growing source of ESL jobs in the United States and has led to significant change in what ESL teachers do.” The ability for an ESL teacher to communicate in Spanish is indispensible in the United States as well as Spanish speaking countries.

This program develops professional workplace needs of participants including: how to apply ESL theory in the classroom and beyond, leading professional development, Spanish language and intercultural communication skills, especially within the Latino community.

\(^4\) Census community survey numbers does not include undocumented immigrants.
Host Institution Needs

This program was conceived by the Coordinator of English programs in Cañadilla’s schools. Working in eight colegios it was quickly realized that with regards to affecting real change there were very few resources and a limit to what could be achieved singlehandedly. The English Open Doors program looked to be a viable solution. The directors of the schools along with the owners of the colegios were asked to apply to receive a volunteer in the coming year. Not one colegio achieved this goal. It was from this angle the need for further program initiatives was discovered.

The Open Doors program is a step in the right direction; however it is not effective for the following reasons. First of all, the program requires that there be an empty classroom that can be used only for English. In semi-private schools where students pay to attend each empty desk is a financial loss. Imagine a whole empty classroom. Certainly administration wants to see an improvement in the English department, but perhaps not at that price. Secondly, the program requires that the school provides room and board for the participant (home stay with meals). One would think this would be respectively easy however in many schools I saw bulletins advertising home stays, schools with 50 plus teachers that did not have one candidate. The problem is not in finding a room. It lies in the ability of the home stay to provide three meals a day. While this may work in more rural settings, Santiago is a bustling capital city where work comes first. Finally, the program does not require that volunteers have any background or experience in teaching, education or English grammar. On the programs website it is clearly stated, “Los voluntarios no son profesores de idiomas sino que personas nativas del idioma ingles,” meaning the volunteers are not language teachers, they are merely native speakers.

Effective language teaching involves a balance of technical knowledge, classroom management, language teaching method and production of target language. One of the greatest weaknesses in current programming is the lack of effective language teaching methods. From a professional ESL standpoint, incorporating another person, native speaker or not, that does not have the knowledge of how to teach a language, is more work than benefit. In the absence of effective government programming, a design to
not only improve current programs, but also add to long term quality through offering professional
development was born.

There is a major shortage of English instructors in Chile’s primary and secondary schools,
especially with the current push for expansion in the form of offering English to more levels and
including more hours of instruction in the government mandated curriculum. It is not uncommon to find
under qualified teachers in schools at all levels (public, semi-private and private). It is necessary by law
that teachers have a degree from a recognized Chilean University, or a foreign degree registered through
the Ministry of Education. This degree however, may be in early childhood education, or secondary
education with a mention in English. A mention is given to candidates who complete a set amount of
English classes, similar to a minor in US universities. This means that many Chilean English teachers
have studied very little, if any language teaching method. Of the 25 teachers I am currently working with,
two have degrees in English Pedagogy.

School Needs

The needs of colegio directors, academic coordinators and teachers have also been examined with
regards to improving the quality of English instruction. This assessment began in November 2010 as part
of the preliminary school diagnosis, before program conception. The Coordinator of English programs
met individually at length with school owners, directors, academic coordinators and teachers. As a
foreigner, it was important that the Coordinator first establish a baseline of trust, respect and acceptance.
This was accomplished by observing formal hierarchal introductions, storytelling from both parties and
respecting Chilean social norms.

Informal interviews followed in which opinion questions were asked. Open ended questions were
purposely used to recognize and encourage interviewee competence with hopes of revealing unexpected
responses. The main questions were, “In your opinion, how do you think we can improve English at this
school?”, and “What do you view as the major obstacles in achieving successful English programming in
your school?” Clarifying questions were asked to construct a detailed plan for possible solutions, from
their perspective. The findings were nothing short of astonishing. Named problems ranged from a lack of resources, to large class sizes, to low student motivation. This along with the lack of English fluency in many of the teachers and the substandard textbooks put out by the Ministry of Education has resulted in unsuccessful English programs in all eight of Cañadilla’s schools. Follow up meetings continue to take place with directors and teachers every two weeks.

The following tables sums up major stakeholder needs.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Needs</th>
</tr>
</thead>
</table>
| **Colegio Owners**           | • Improve English instruction  
                              | • Improve SIMCE scores                                                |
|                              | • Bring more native speakers into English departments                |
|                              | • Recruit a pool of native English speakers to work in each of the  |
|                              |   administered schools                                               |
| **Colegio Directors**        | • Improve English instruction  
                              | • Address specific context of colegio mission and demographic        |
|                              | • Improve SIMCE scores                                                |
| **Colegio Academic Coordinators** | • Review and approve plans and classroom execution in English programs |
|                              | • Develop clear standards and goals in English programming          |
|                              | • Complete minimum curricular requirements set forth by the Ministry of Education |
|                              | • Improve language teaching methodology and technique                |
|                              | • Bring English activities outside of the classroom                  |
|                              | • Improve SIMCE scores                                                |
| **Colegio Teachers**         | • Improve language teaching methodology and technique                |
|                              | • Improve/practice English language production                       |
|                              | • Gather and improve instructional resources such as text books      |
|                              | • Implement thematic English rooms/”language labs”                    |
|                              | • Address challenges in the classroom                                |
|                              | • Improve student motivation                                         |
|                              | • Improve SIMCE scores                                                |
| **Coordinator of English Programs** | • Affect positive social change through                               |


education (contribute to the greater good)
- Find competent help to work on rebuilding English programs
- Improve student motivation
- Improve SIMCE scores

### Stakeholder Needs

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>• Improve Spanish language skills</td>
</tr>
<tr>
<td></td>
<td>• Gain pertinent, guided experience in a real world setting</td>
</tr>
<tr>
<td></td>
<td>• Develop problem solving skills</td>
</tr>
<tr>
<td></td>
<td>• Develop workshop presentation skills</td>
</tr>
<tr>
<td></td>
<td>• Affect positive social change through education</td>
</tr>
<tr>
<td>Chilean Educational System</td>
<td>• Improve English language instruction and learning to further internationalization and a competitive edge in the world economy</td>
</tr>
</tbody>
</table>

**F. PROGRAM DESCRIPTION**

The following international education program design is an intensive ESL practicum in Santiago, Chile, four months in duration, focusing on how to overcome challenges and limitations faced in the real world of primary and secondary school English as a foreign language instruction. This is paired with improving Spanish language skills, a plus for any ESL professional wishing to work in the United States, Spain or Latin America. Potential participants include recent graduates holding a Bachelors or Masters Degree in ESL, recently certified English teachers who have completed a TEFL program (or an equivalent competitor’s program) or working professionals with at least two years of experience. All potential participants should hold a strong interest in the power of education as an agent for social change.

It is proposed that the program be offered through SIT Study Abroad Santiago in addition to existing programs for high school and undergraduate students.

The proposed program contributes to the greater field of International Education by providing mobility programming which aims at strategic placement of professional skills in locations where they are lacking. Quality education is not distributed evenly in the world. This program intends to address this academic inequality through redistribution of human resources, namely by bringing ESL professionals to Chile to contribute to schools serving the general populace. English instruction is a means for social...
change in Santiago because it opens doors to higher education, employment and increases overall social status. In a developing country which is becoming more and more international every day, the success of future generations will hinge largely on their ability to communicate across borders in matters of business, academics and diplomacy. English has become the tool which facilitates this exchange.

The following table reviews the major components of the program.

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Name of Program here.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>4 months, with option of continuing with host schools for 1+ year</td>
</tr>
<tr>
<td>Entry Target-language level</td>
<td>High Beginner to advanced</td>
</tr>
<tr>
<td>Coursework language</td>
<td>English</td>
</tr>
<tr>
<td>On-site language</td>
<td>Spanish</td>
</tr>
<tr>
<td>Academic work context</td>
<td>Language institute, on-site experience</td>
</tr>
<tr>
<td>Housing</td>
<td>Home stay</td>
</tr>
<tr>
<td>Provisions for cultural interaction, experiential learning</td>
<td>Home stay, extracurricular activities, on-site experience</td>
</tr>
<tr>
<td>Guided reflection on cultural experience</td>
<td>Orientation, ongoing reflection, processing and publication, post-program evaluation</td>
</tr>
</tbody>
</table>

The proposed program is an outbound semester length program offered to graduate students and professionals in ESL. The program has eight openings. Potential student participants could include: Master in TESOL students; and/or participants in a TESOL Certificate Program. If the program does not fill within three months of the start date, admissions will be opened up to the greater worldwide ESL community, specifically targeting participants with advanced studies in ESL, significant work experience, or strong belief in social change through education and acquisition of English language skills.

The program will be offered from September through December annually to coincide both with traditional US graduation dates and the Chilean school year which ends in December. Participants would then have the possibility for continued paid employment in the schools in which they had been working, depending on availability of positions and quality of work produced during the program as determined by the directors, Coordinator of English Programs and owners. Participants who do not have prior Spanish language will have the option of attending a four week intensive language program in August. The
planned start date for the program is September 2012, with a possible pilot project in one or more of the schools starting in September 2011. The following table presents a timeline for program delivery.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Due</td>
<td>July 2011</td>
</tr>
<tr>
<td>Possible Pilot Project</td>
<td>September 2011</td>
</tr>
<tr>
<td>Marketing</td>
<td>January 2012- August 2012</td>
</tr>
<tr>
<td>Recruiting and Admissions</td>
<td>January 2012- August 2012</td>
</tr>
<tr>
<td>On-Site Visits</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Distribution of specific job descriptions for program and any necessary training</td>
<td>May 2012</td>
</tr>
<tr>
<td>Arrangement of language classes/ hiring of language teachers</td>
<td>June/ July 2012</td>
</tr>
<tr>
<td>Arrangement of home stays</td>
<td>June/ July 2012</td>
</tr>
<tr>
<td>Program start date</td>
<td>September 2012</td>
</tr>
</tbody>
</table>

G. CURRICULUM

The curriculum of this program focuses on two areas. First and foremost the program gives the opportunity for participants to develop and apply their ESL teaching skills and workplace problem solving strategies. Secondly, the program aims to improve participant Spanish language skills. The two areas will be referred to as “School Practicum” and “Spanish Instruction” from this point forward.

Curriculum design is presented in the following categories: purpose, content, instructional resources,

Purpose

School Practicum

The primary purpose of this program is to foster a reciprocal learning environment between Chilean English teachers and program participants. It is intended that this relationship expose teachers to fresh new ideas, foreign language teaching methodology and English language knowledge while exposing participants to Chilean culture, the Chilean primary and secondary educational system, and the experience of Chilean teachers including how to manage and teach large, multi level classes. In addition, participants are expected to develop and refine their workplace problem solving skills and presentation skills. The program offers a structured environment for professional growth in both teachers and participants.
Spanish Instruction

The secondary purpose of this program is to improve Spanish language skills in participants. Spanish instruction is a vital part of this program not only to aid in host country communication and effectiveness in practicum positions, but also back at home in the United States.

Content
School Practicum

This is a competency-based program aimed at skill building. Prior ESL experience is essential in shaping the content of the program. Participants will share and build upon what they already know about ESL instructional theory from coursework and classroom experience. They will then take this and translate it so that it can be applied in the Chilean school environment. Surely participants will deepen their knowledge of ESL methodology, ESL curriculum development and the structure of the Chilean Educational system in the process; but the real learning lies in developing the competency to diagnose and address workplace challenges in a cross-cultural setting. This requires refinement of problem solving skills, creative thinking skills and intercultural communication.

Optional extra-curricular activities will give participants a chance to learn more about Chilean culture and enjoy what Chile’s central valley has to offer. Excursions will cover a range of cultural activities based in arts and entertainment, handicrafts, food and wine, music and dance and natural spectacles.

Spanish Instruction

Spanish course content will vary from participant to participant as classes will be one-on-one and tailored to each student's level and learning style. All courses will cover a mix of grammar, vocabulary and use in the four skills areas (listening, speaking, reading and writing).

Learners
The program will be directed at non-traditional learners, working professionals in the field of ESL. It’s probable that they will be from the United States or Canada, however the program will be open to all native English speakers. This program is looking to attract confident English teachers who feel that they have something to contribute to the greater ESL community, starting in Santiago. They will likely have interest in learning about and experiencing other cultures and may have a particular interest in Latin America. They will be full circle language instructors meaning that they not only teach foreign language, but are learning a foreign language as well. Learners’ needs will include, gaining real world ESL experience in a foreign country, developing workplace skills such as strategic problem solving and workshop presentation, and improving Spanish language skills. Learners will begin the program with existing skills in ESL instruction, ESL coursework covering basic theory and a skill-based teaching approach, very good to excellent English grammar and usage, and basic Spanish skills. They should be self-directed individuals interested in professional growth.

**Instructional Resources**

Instructional resources include participants’ prior ESL knowledge, required ESL and Spanish texts, recommended texts and an extensive listing of internet resources. Full details can be found in Appendix E.

**Sequence and Instructional Processes**

**Orientation**

School placement begins the first Monday of September. Students are expected to arrive anytime on Wednesday before the start date at the main offices of Cañadilla in Santiago where they will be received by program staff. Airport and or bus station pick-ups can be arranged with prior notice. Upon arrival at the office, participants will be given basic information about Santiago, including an area map, a metro card and information about services such as money exchange, grocery stores, and etcetera.

On Thursday, participants will go to one of the host schools for a full day orientation. This orientation will include: getting to know Santiago; getting to know Chilean culture; basic structure of the
Chilean educational system and terminology; overview of Cañadilla schools; a preliminary questionnaire and a Spanish language placement exam. Logistics, Chilean culture and Spanish language sections will be covered by the Assistant Director, while sections dealing directly with education will be lead by Cañadilla’s Coordinator of English Programs. Coffee, tea, light snacks and lunch will be provided.

On Friday, participants will meet at the main offices of Cañadilla to be greeted by the owners of the colegios in which they will be working. This will be followed by a half day City tour, lead by a third party provider. Complete orientation schedule information can be found in Appendix F.

Coursework

School Practicum

Participants will be placed in one of the eight schools in accordance with personal interests, specific needs of each school and home stay location. Each participant will be personally accompanied to their school by the Coordinator of English Programs on the first day. Work in schools will begin with an introductory process of meetings and discussions with the directors, academic coordinators and English teachers. During this period, participants get to know their co-workers and develop an understanding of the organizational structure of the school including hierarchy, scheduling, planning, class size, and curriculum. Participants also have a chance to revisit the overall needs assessment for Cañadilla colegios and add school specific needs as seen fit. After gathering background knowledge, participants apply the Experiential Learning Cycle to their in school practicum.

It is assumed that participants enter the program with concrete experience in ESL instruction. Next, they will enter a period of reflective observation in which they will attend English classes to develop a firsthand understanding of the reality of English language instruction at their respective schools. This is a period of silent observation in which students, teachers and participants become accustomed to one another and build trust. During this time participants observe a minimum of two to three classes (three to five hours) four days a week, taking detailed, objective notes. They will then
journal subjective reactions to what they have experienced following the observation each day. Daily written reflections of approximately 30 minutes use the following guiding questions:

- What did I see today that I found surprising?
- What did I see today that I thought was done well? What worked and why do I think this?
- What did I see today that I thought was done poorly? How might I have done this differently?
- What was the overall mood of the class, both students and teacher?
- What were the main limitations?
- Are there any immediate reactions on how to address these limitations?

Class observations run from Monday through Thursday. On Friday participants have the chance to meet and discuss their findings with their peers. This meeting, approximately three hours in length, is facilitated by the Coordinator of English Programs and takes place in a predetermined central location. It not only gives participants a chance to publish or share their reflections, but also to ask questions and voice concerns. Meetings are structured around the same guiding questions used in journaling, however participants must further process findings and draw generalizations about the reality of English language instruction in primary and secondary schools in Santiago. Participants begin to develop their project topic through this process of reflective observation and abstract conceptualization. Class observations run for two and a half weeks, totaling 50 to 60 hours of observation time over approximately 12 class days, approximately six hours of reflective observation in the form of journaling and 10 hours of publishing and generalizing at the group meetings.

Participants then re-enter a phase of concrete experience in which they participate in English classes at their colegio. They work directly one teacher within set content and lead the class. This may take the form of team teaching for the entire class or teaching a mini-lesson within the class as dictated by the situation. Participants will also be encouraged to participate in afternoon talleres, optional workshops for students outside of regular class hours. In all respects, participants should focus on speaking and listening activities which expose students to their native accent and expression. Participants and lead teachers will have a reciprocal relationship in which the participant will bring fresh new ideas and
methodologies to the classroom while learning from the experience of the lead teacher in the environment.

During this phase of **concrete experience**, participants will be asked to continue journaling with the same guiding questions, however **reflecting** on their own performance and experience. Friday meetings will continue, interweaving participant experience and overall class observations.

The aim of classroom experience is multi-fold: to give participants more confidence and experience teaching, to dispel preconceptions and myths, to give Chilean teachers and students exposure to native speakers and to give participants a chance to learn from experienced colegio teachers. This **concrete experience** compliments the **reflective observation**, illuminating the reality of English instruction in these semi-private Santiago schools. This will build the platform from which they can critically analyze and address major weaknesses and limitations in their host schools.

**THE EXPERIENTIAL LEARNING CYCLE**

```
Experience

Apply  Share
Tell me, and I forget. Show me, and I remember. Involve me, and I understand.

Generalize  Process
```

Each participant will complete a self directed research project which contributes to the improvement of the English programs offered in his or her host school. The process of topic selection begins during the **reflective observation** stage and solidifies throughout the period of **experiential** classroom teaching. The project involves on site research paired with participant experience and theoretically backing including consulting academic literature and or professional journals, books and
other materials in order to see what others have said about the topic. Each participant must produce a final product, congruent with the chosen topic.

The final product will be a presentation, functioning as a professional development event for teachers and/or administrators. In doing this participants address the major limitations and challenges which exist within these schools, in doing so developing critical problem solving skills which can be applied in future work situations. Possible areas for research projects may include but are not limited to the following:

<table>
<thead>
<tr>
<th>Method</th>
<th>Curriculum</th>
<th>Structural/ Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Level of English production in Chilean English teachers</td>
<td>• English outside the classroom</td>
<td>• Scheduling- duration and frequency of classes</td>
</tr>
<tr>
<td>• Time management and planning</td>
<td>• Teaching language through music and video</td>
<td>• Teacher hours- what is a reasonable workload?</td>
</tr>
<tr>
<td>• Teaching to large and/or multi-level groups</td>
<td>• Creative resource management/ how to create resources on a limited budget</td>
<td>• The necessity of English language skills in Santiago’s future job market</td>
</tr>
<tr>
<td>• Student Motivation</td>
<td>• How to use course books to their fullest potential</td>
<td>• Standardized unit, mid-year and final tests</td>
</tr>
<tr>
<td>• Strategies for young language learners</td>
<td>• Cross- curricular goals such as improving Spanish language reading and writing skills through foreign language instruction</td>
<td>• Templates for planning</td>
</tr>
<tr>
<td>• Strategies for adolescent language learners</td>
<td>• Developing critical thinking skills through foreign language instruction</td>
<td>• How to observe an English class- What makes for successful learning?</td>
</tr>
<tr>
<td>• Teaching language through the four skills areas</td>
<td>• Developing creative thinking skills through foreign language instruction</td>
<td>• How to develop leadership roles within the English department</td>
</tr>
<tr>
<td>• Teacher Talk</td>
<td>• Developing cultural awareness through foreign language instruction</td>
<td>• Organizing extra-curricular activities</td>
</tr>
<tr>
<td>• Natural method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student centered teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teaching implicit grammar effectively</td>
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</tr>
</tbody>
</table>

The development of this product completes the experiential learning cycle as participants apply what they have learned over the four months. At the end of the program, participants have the possibility
of staying on with the Cañadilla group in a paid position for the following school year which begins in late February. In tune with their desire to improve English programs, the owners are looking to incorporate more native speakers in their schools. It is not guaranteed that a position will be offered at the end of the program, and will depend upon participant performance and position availability.

**Spanish Language Instruction**

Program goals are not only to improve English language skills in Chilean youth, but also to improve Spanish language skills in participants. As touched upon in the literature review, Spanish language skills are indispensible for an ESL professional looking to work in the US, and, of course in Latin America and Spain. A privately contracted, certified instructor will teach Spanish classes. Classes will be one-on-one, to maximize a learner based approach. Students will receive three hours of Spanish language instruction per week, split into two 90 minute sessions for the duration of the program (four months). Formal classes will provide structured activities in grammar, vocabulary and use, however students will be encouraged to take an active role in Spanish environment to apply and expand what they are studying in class.

Participants must enter the program with basic “survival” Spanish to facilitate communication within host schools. Those who do not have a previous background in Spanish language, they have the option of attending one to four weeks of intensive language courses in August, prior to the start of the course. These classes will be offered through a reputable third party provider at a special rate. The program director will help to arrange the classes. All costs and fees are the responsibility of the student.

**H. STAFFING PLAN**

The program will utilize existing staff at the Cañadilla Corporation to meet the majority of its staffing needs. In effect, the only position which will require recruitment and hiring is that of a city tour guide and activities director which will be contracted out to a local, reputable third party provider. The
table found in Appendix A summarizes the staffing needs for the program including position, responsibilities, necessary qualifications and recruiting.

I. PROGRAM MARKETING
The target participant is a titled or certified ESL professional who is seeking to refine essential workplace skills such as program diagnosis, critical problem solving, workshop design and execution and Spanish language skills. This program provides frontline experience in the “real world” of English instruction, outside of the bubble of affluence in which ESL professionals working abroad often find themselves. It is meant to build on classroom experience and provide the structure for experiential, transformation learning to take place.

The program will first be offered within the SIT community as its creation is affiliated with SIT World Learning. Potential candidates include SIT Graduate Institute MAT students looking to fulfill their practicum requirement; SIT Graduate Institute International Education students with a focus on ESL; and students who have completed a 130 hour TESOL certificate program with the SIT Graduate Institute.

If there is not sufficient interest to fill the program within the SIT/ World Learning community, it will be opened to the greater worldwide ESL teaching community. The program will advertise and or run internship listings on reputable ESL sites such as: Dave’s ESL café, www.daveseslcafe.com; and ESL Employment; www.eslemployment.com. In addition, program marketing will be aimed at other organizations that are running TESOL certificate programs such as: TEFL International, www.tefl.com; Tesol Courses, www.tesolonline.com; and Oxford Seminars, www.oxfordseminars.com, among others.

Every attempt will be made to work within existing marketing structures such as the SIT Study Abroad website, word of mouth within SIT Graduate Institute programming, and low cost or free internet networking boards to keep marketing expenses minimal. If internet publication and word of mouth do not prove effective, print brochures will be posted and distributed within the SIT community.

J. PARTICIPANT RECRUITMENT & ADMISSIONS
One aspect that sets this program apart from existing programs is the quality of native speakers placed in schools. With this in mind, admissions will be highly selective placing specific importance on:

1.) English teaching experience, 2.) ESL coursework and certifications and 3.) Desire to contribute to social change through education. There are eight openings.

Interested participants should file an application, including the following:

- Current resume/ C.V
- Scanned copy of TEFL/TESOL certificate and/or a list of relevant coursework
- Letter of recommendation
- Personal statement addressing the following questions:
  - Why do you want to participate in this program?
  - What do you think you can learn from this experience?
  - What do you think you have to offer to English programming in primary and secondary schools in Santiago?
  - What is your role, in the global sense, as a teacher of English?
- Demonstration of basic Spanish skills

Completed applications should be submitted online where they will be prescreened for all requirements before being passed onto the Coordinator of English Programs at Cañadilla. He or she will select participants on the basis of mutual need fulfillment. If the situation occurs in which there are more than eight ideal candidates, selection will be based on participant motivations and prior ESL experience.

**K. LOGISTICS**

**Arrival**

Participants are responsible for arriving no later than the Wednesday before school placement begins (the first Monday of September) via air or land. Participants are asked to submit a copy of their airline itinerary, or details of land arrival so that we know when to expect arrival and to assist in the case of delays or emergencies. Airport or bus station pickup can be arranged by program staff if wanted.

Participants should report to the Cañadilla main office located at 1980 Los Navegantes, Providencia, Santiago between 8am and 7pm to receive home stay placement. Those arriving outside of these times
should make prior arrangements with the staff. Any participants arriving before the scheduled
Wednesday will be responsible for finding their own accommodation.

Visa

Foreigners are allowed a 90 day tourist visa with one 90 day renewal, however it is preferred that
all participants apply for a temporary work visa, which is valid for up to one year. Participants must
apply for this visa before traveling at the Chilean consulate closest to their place of residence. It is
recommended to call ahead for an appointment to present all required documentation. Requirements for
this visa and additional information can be found in Appendix D.

Home stays

Home stays will be prescreened and selected by the Assistant Director for the following items:

- Up-to-date Criminal Record Search Certificate
- Spoken language in the home is Spanish
- Ability to provide three nutritious meals a day (when not provided by our program)
- A separate room with a bed & dresser or closet
- Directions for how to get to and from school
- Ability to spend a certain prearranged set amount of time with the students so they are
  immersed into the Chilean culture

L. HEALTH AND SAFETY PLAN

Talking with Your Physician

Participants’ application packets will include a form to be completed by their physicians.

Participants must be advised to make arrangements to have this form completed with ample time before
they depart by a certified physician. They should be reminded that their doctor is best able to advise them
on all medical concerns.
If a participant takes prescription medication of any kind, he or she should bring a supply from the US, along with the written prescription itself. Participants must consult their doctors and or the World Health Organization, US embassy in Chile before about how to handle medication while abroad. In some cases, international students may be able to have a doctor in Chile prescribe the medication; in other cases, students should bring enough medication for their entire stay. Only their doctors can counsel them on this. They should also be aware of what medications are illegal in the Chile.

**Participant Insurance**

Participants will be covered through Cañadilla’s insurance policy per approved work visa.

**Safety**

Our attention and concern is given to participant safety while on the program. The Program directors and coordinators constantly monitor the safety and security of our programs and program locations. We discuss with our staff and colleagues in our program locations any safety concerns or measures as they arise. We treat each location individually and specifically. If a student or parents have particular safety concerns, they should not hesitate to contact our office with questions.

**Sexual Assault**

Sexual violence is an important safety issue to consider in all journeys. Participants should be as informed as possible prior to their departure. Sexual violence can happen at home or abroad. Being a victim of sexual assault is always difficult, but it can seem particularly so if you are far from home in an unfamiliar culture.

If a participant has been a victim of sexual assault, he or she has been through an experience that may have been very frightening and one that he or she probably thought would never happen. During the days or weeks following an assault, the student may experience some feelings that are unfamiliar to him or her, or that are different from what is normal. Program staff must take utmost care of the student and report the assault immediately to local authorities.
Participants with Special Needs

If a participant has an existing physical/mental condition, illness or limitation, he or she should contact us immediately after admitted into the program in order to report the nature of the condition of needs while in Chile.

M. CRISIS MANAGEMENT PLAN

The following circumstances require a crisis management plan:

A. Serious illness, injury or death.
   - The Directors of the Program will contact the local authorities and parents or other home country contact.
   - Appropriate action will be taken involving the assistance of our health insurance provider.
   - The Program may advance funds from the contingency budget to cover emergency costs if necessary. Such expenses are ultimately the responsibility of the insurance provider.

B. Emotional or psychological stress that appears to require removal from the situation or professional attention.
   - The Directors of the program will contact authorities and parents or other home country contact.
   - Department of Education counselors will contact student and/or on-site staff to evaluate the situation.

C. Being the victim of a crime – theft, assault, rape, harassment, etc., or being accused of committing a crime.
   - The Directors of the program will contact authorities and parents or other home country contact.
   - The crime will be reported to the local authorities immediately.

D. A situation arises that causes serious concern, i.e., terrorist attack or a natural disaster.
   - When the status is accurately verified, the Directors of the program will contact authorities and parents or other home country contact.
   - The Directors of the program will contact each participant’s respective embassy.
   - Appropriate action will be taken. The program may be cancelled or concluded early in extraneous circumstances.

E. A student may be dismissed from program if “In-Country Conduct” rules are broken.
• As a disciplinary measure, students will be asked to leave the program early at their own cost. Directors will make the appropriate arrangements.

• Students may forfeit any financial assistance previously awarded if he or she is expelled from the program. This policy will be clearly mentioned on the “In Country Conduct Contract.”

N. BUDGET NOTES

This program aims to create an affordable program in which fees are similar to what they would pay traveling, thus opening the experience up to less traditional participants. The cost of the academic experience will be covered by the host institute as part of their long term investment in bettering the English programs in their schools. Every attempt has been made to use existing infrastructure and physical space. The budget has been designed by balancing participant costs and institution costs. It is to be administered by the program director and allocated by the assistant program director under the guidance of Cañadilla’s head accountant. The following narrative further explains program costs. A table of this information can be found in Appendix B.

This is a non-profit program with costs shared by participants and the host institution. Participants are expected to cover travel costs, books and Spanish classes for a total of 1,455.78 USD per participant for the program duration of four months. The host institution then covers room and board, insurance, in-city transportation and orientation costs for a total of 1,596.84 USD per participant for the entire program. The monthly total for the host institution per participant is 399.21 USD or 189,624 Chilean Pesos.

N. EVALUATION PLAN

Program evaluation is a vital tool in program design to demonstrate what worked, what didn’t work and how the program can be improved for the host institutions and subsequent participants. The program will be evaluated on four tiers; participant, teachers, students and administration. Program participants, host institution teacher and host institution administration will complete evaluation questionnaires before and after the program runs. Two oral evaluations, in the form of interviews, will take place during the program to ensure the effectiveness of the program. Student evaluation will be
measured by overall course marks and performance on the SIMCE Ingles. Evaluations will be reviewed
by the director.

O. CONCLUSIONS & IMPLICATIONS
Chile is aiming to be a bilingual country by the year 2020. The proposed program is meant to
serve as a pilot, with possibilities of incorporation into the efforts of the Chilean Ministry of Education as
part of their strategy to increase English fluency in Chile while providing ESL professionals with vital
workplace skills. This model could be replicated in other schools and presented on a scale similar to that
of the current Open Doors program. In Santiago alone there are 386 semi-private primary and secondary
schools (for complete school information please refer to Appendix C). The author will continue to work
on the program in the coming months. The completed project will be presented to Cañadilla S.A. and the
Chilean Ministry of Education.
BIBLIOGRAPHY


General information retrieved from the Cañadilla S.A. website on April 12, 2011; http://www.canadilla.cl.

General information retrieved from the SIMCE website on May 10, 2011; http://www.simce.cl.

General information retrieved from the Chilean Ministry of Education website on March 15 and June 10, 2011; http://www.mineduc.cl.

General information retrieved from Lovoro Chile website on May 22, 2011; http://www.lovoro.cl.
General information retrieved from the New Jersey Department of Education website on June 10, 2011; http://www.state.nj.us/education/international/vision/.

General information retrieved from the University of Colorado Boulder International Education website on June 10, 2011; http://www.csu/oie.

General information retrieved from the SIT Graduate Institute website on June 10, 2011; http://www.sit.edu/graduate.
APPENDICIES

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### Appendix A: STAFFING PLAN

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Recruiting Plan</th>
</tr>
</thead>
</table>
| Director         | • Execute program objectives and ensure smooth operation of program- before during and after.  
• Receive and review applications.  
• Interview and hire for other positions.  
• Write budget and work alongside accountant to maintain budget  
• Work alongside marketing rep. to develop honest, ethical marketing materials  
• Design and execute program evaluation                                                                                                                                                                                                                                                                   | • Masters degree in International Education or related field  
• Experience in team leadership and management  
• English/Spanish language proficiency                                                                                                                                                                                                                                                                                                                                 | • Coordinator of English Programs.                                                                                                                                                                                                 |  
| Assistant Director | • Maintain open communication among participants and host schools  
• Interview for and selection of host families. Assign students to host families and maintain host family placements  
• Offer structural and human resource support for staff and participants involved with program  
• Facilitate communication and mutual need fulfillment with participants and schools                                                                                                                                                                                                                     | • Master degree in ESL or related field  
• Familiarity with ESL methods and techniques  
• Familiarity with the Experiential Learning Cycle  
• Experience working in the Chilean educational system                                                                                                                                                                                                                                                                                                           | • Recruit within from within Cañadilla’s existing schools                                                                                                                                                                           |  
| Group Activity Leader | • Accompany group to various locations within and outside of Santiago  
• Ensure arrival and safety of group  
• Lead group activities                                                                                                                                                                                                                                                                                                                                                     | • Experience leading mobility programs in Santiago, Chile  
• Familiarity with Santiago and surrounding area  
• English/Spanish                                                                                                                                                                                                                                                                                                                                                     | • SIT Santiago office  
• Privately contracted local tour guides                                                                                                                                                                                                                                                                                                                                  |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Language Proficiency</th>
<th>Education/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Instructor</strong></td>
<td>• Lead formal class Spanish language instruction</td>
<td>• Certificate in teaching Spanish at a foreign language</td>
<td>• 3+ years experience in Spanish language instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 4+ year degree in Education or related field</td>
<td>• English/Spanish language proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 3+ years experience in Spanish language instruction</td>
</tr>
<tr>
<td><strong>Accountant</strong></td>
<td>• Manage program budget</td>
<td>• 3+ years experience in accounting, including budget</td>
<td>• Assistant Director?</td>
</tr>
<tr>
<td></td>
<td>• Pay all program expenses including wages, entrance fees, home stay fees, etc.</td>
<td>writing and management</td>
<td></td>
</tr>
<tr>
<td><strong>Marketing Rep</strong></td>
<td>• Create and distribute print and electronic marketing materials.</td>
<td>• 3+ years experience in marketing and promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collect applications and forward them on to Direction.</td>
<td>• Experience in website and graphic design</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: ANNUAL BUDGET FOR 8 PARTICIPANTS

USD= United States Dollar  CP= Chilean Peso  1 USD= 475 CP

<table>
<thead>
<tr>
<th>Description</th>
<th>Per Person Cost in CP</th>
<th>Per Person Cost in USD</th>
<th>Total Cost in CP (8 PAX)</th>
<th>Total Cost in USD (8 PAX)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARTICIPANT COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airfare from Miami to Santiago</td>
<td>350,000</td>
<td>736.84</td>
<td>2,800,000</td>
<td>5,894.72</td>
</tr>
<tr>
<td>Entry Fee (US and Australia residents only)</td>
<td>66,500</td>
<td>140.00</td>
<td>532,000</td>
<td>1,120.00</td>
</tr>
<tr>
<td>Airport Transfer</td>
<td>12,000</td>
<td>25.26</td>
<td>96,000</td>
<td>202.11</td>
</tr>
<tr>
<td>Spanish Instruction (45 hours)</td>
<td>225,000</td>
<td>473.68</td>
<td>1,800,000</td>
<td>3,789.47</td>
</tr>
<tr>
<td>Books</td>
<td>38,000</td>
<td>80.00</td>
<td>304,000</td>
<td>640.00</td>
</tr>
<tr>
<td><strong>TOTAL Participant Cost</strong></td>
<td><strong>691,495</strong></td>
<td><strong>1,455.78</strong></td>
<td><strong>5,531,964</strong></td>
<td><strong>11,006.24</strong></td>
</tr>
<tr>
<td><strong>INSTITUTION COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room and Board</td>
<td>400,000</td>
<td>842.11</td>
<td>3,200,000</td>
<td>6,736.84</td>
</tr>
<tr>
<td>Insurance</td>
<td>40,000</td>
<td>84.21</td>
<td>320,000</td>
<td>673.00</td>
</tr>
<tr>
<td>In-City Transportation</td>
<td>80,000</td>
<td>168.42</td>
<td>640,000</td>
<td>1,347.36</td>
</tr>
<tr>
<td>Orientation Meals</td>
<td>3,500</td>
<td>7.37</td>
<td>28,000</td>
<td>58.96</td>
</tr>
<tr>
<td>Orientation Guide</td>
<td>10,000</td>
<td>21.05</td>
<td>80,000</td>
<td>168.40</td>
</tr>
<tr>
<td>Director</td>
<td>Covered under existing salary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Covered under existing salary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL Institution Cost</strong></td>
<td><strong>758,500</strong></td>
<td><strong>1,596.84</strong></td>
<td><strong>6,067,992</strong></td>
<td><strong>12,774.72</strong></td>
</tr>
<tr>
<td><strong>TOTAL COST</strong></td>
<td><strong>1,411,995 CP</strong></td>
<td><strong>2,976.62 USD</strong></td>
<td><strong>11,295,956 CP</strong></td>
<td><strong>23,780.96 USD</strong></td>
</tr>
</tbody>
</table>
Appendix C: NUMBER OF PRIMARY AND SECONDARY SCHOOLS IN CHILE

Sorted by finding source: Public (Municipal) Semi-Private (Particular subvencionado) and Private (Particular pagado)

<table>
<thead>
<tr>
<th>Región</th>
<th>Municipal</th>
<th>Particular subvencionado</th>
<th>Particular pagado</th>
<th>Total</th>
<th>Media general</th>
</tr>
</thead>
<tbody>
<tr>
<td>Región de Tarapacá</td>
<td>5</td>
<td>158,38</td>
<td>20</td>
<td>178</td>
<td>189</td>
</tr>
<tr>
<td>Región de Antofagasta</td>
<td>15</td>
<td>442,53</td>
<td>25</td>
<td>511,78</td>
<td>537</td>
</tr>
<tr>
<td>Región de Atacama</td>
<td>10</td>
<td>452,38</td>
<td>10</td>
<td>513,28</td>
<td>533</td>
</tr>
<tr>
<td>Región de Coquimbo</td>
<td>24</td>
<td>435,43</td>
<td>8</td>
<td>505,77</td>
<td>524,36</td>
</tr>
<tr>
<td>Región de Valparaíso</td>
<td>30</td>
<td>434,41</td>
<td>17</td>
<td>501,73</td>
<td>528,97</td>
</tr>
<tr>
<td>Región del Libertador General Bernardo O'Higgins</td>
<td>33</td>
<td>424,18</td>
<td>55</td>
<td>480,22</td>
<td>14</td>
</tr>
<tr>
<td>Región del Maule</td>
<td>40</td>
<td>443,07</td>
<td>45</td>
<td>511,12</td>
<td>556</td>
</tr>
<tr>
<td>Región del Biobío</td>
<td>77</td>
<td>449,39</td>
<td>84</td>
<td>533,46</td>
<td>577</td>
</tr>
<tr>
<td>Región de la Araucanía</td>
<td>29</td>
<td>452,93</td>
<td>46</td>
<td>503,70</td>
<td>539</td>
</tr>
<tr>
<td>Región de los Lagos</td>
<td>39</td>
<td>452,80</td>
<td>37</td>
<td>520,22</td>
<td>557</td>
</tr>
<tr>
<td>Región de Aisén del General Carlos Ibáñez del Campo</td>
<td>5</td>
<td>488,20</td>
<td>9</td>
<td>532,33</td>
<td>0</td>
</tr>
<tr>
<td>Región de Magallanes y la Antártica Chilena</td>
<td>6</td>
<td>472,92</td>
<td>10</td>
<td>522,35</td>
<td>4</td>
</tr>
<tr>
<td>Región Metropolitana de Santiago</td>
<td>114</td>
<td>404,07</td>
<td>38</td>
<td>542,84</td>
<td>207</td>
</tr>
<tr>
<td>Región de los Ríos</td>
<td>19</td>
<td>455,33</td>
<td>22</td>
<td>510,21</td>
<td>532</td>
</tr>
<tr>
<td>Región de Arica y Parinacota</td>
<td>4</td>
<td>476,20</td>
<td>11</td>
<td>505,64</td>
<td>3</td>
</tr>
</tbody>
</table>

Table from the Chilean Ministry of Education, [www.mineduc.cl](http://www.mineduc.cl)
Appendix D: VISA REQUIREMENTS

Temporary Work Visa
- Proof of the ability to financially support oneself for the duration of the program
- Up to date police record
- Medical certificate
- Passport
- Four passport sized color photos

Upon arrival in Chile, the participant must register this visa within 30 days with the National Police located at General Borgoño N°1052, Santiago.

Participants who choose to stay on for the following school year must apply for a work visa through Cañadilla, S.A.

Contracted Work Visa
- Photocopy of passport including identification page, expiry date, entry stamp and visa stamp
- Photocopy of the Certificate of Registry obtained from the national police upon entry
- Three 3x2cm color photos, with full name and passport number
- Address and telephone number of residence in Chile
- Signed and notarized work contract, in Spanish

Additional information regarding visas and immigration can be found at the Chilean Embassy webpage [http://www.chile-usa.org/visasgral.htm](http://www.chile-usa.org/visasgral.htm), or the Chilean Ministry of the Exterior webpage [http://www.minrel.gov.cl](http://www.minrel.gov.cl)
Appendix E: INSTRUCTIONAL RESOURCES

Participants should purchase books prior to traveling. Titles are available on Amazon, other online book companies, and major booksellers.

School Practicum
Required:

Recommended:

Spanish Instruction
Required text is dependent on student level
Required:
- Pocket Spanish- English Dictionary

Recommended:

Websites:
GENERAL
http://www.eslcafe.com/idea/index.cgi?Ice:Breakers Icebreakers/ Warmers to start class
http://iteslj.org/Techniques/Houston-TeachingIdeas.html 75 ideas for the English classroom
http://www.umich.edu/~lsastudy/foreignlang.html [how to Learn a Foreign Language]-REALLY GOOD!!!

LISTENING
http://www.rong-chang.com/eslread/eslread/dict/contents.htm 200 Intermediate dictation exercises
http://www.esl4kids.net/fingerplays.html rhymes and mini-plays (can be speaking if kids participate)
http://www.magickeys.com/books/ Interactive books online with audio

SPEAKING
http://www.resourcesforteaching.co.uk/synonyms-for-said-19-p.asp sad words for said
http://www.eslfast.com/easydialogs/index.html 250 beginner dialogues with audio (reading, speaking, listening)
http://www.eslfast.com/robot/_1,500 intermediate dialogues with audio (reading, speaking, listening)
http://www.esl4kids.net/tongue.html Tongue twisters to practice pronunciation
http://www.rachelseenglish.com/ Video explaining how each sound is pronounced
http://www.rong-chang.com/mjc/pronunciation/ Vowel and consonant sounds with audio- GOOD!
http://www.fonetiks.org/ Varieties of English (American, British, Australian etc.) with audio sound bits
http://pauillac.inria.fr/~xleroy/stuff/english-pronunciation.html Classic English pronunciation poem
http://bogglesworldesl.com/lessons/archive.htm Lesson plans of all sorts, but LOTS of ROLE-PLAYS
READING
http://www.esl4kids.net/printable.html  Dolch sight words- Great for starting to teach reading (2b) scroll to bottom of link
http://www.binternet.com/~ted.power/teflindex.htm  [Interactive Readers/ Graded readers]
READING CONT…
http://iteslj.org/Techniques/AlKahtani-ComputerReading/  Reading using computers
http://iteslj.org/Techniques/Brown-ChildrensLit.html  Children’s Literature with Young Learners
http://iteslj.org/Techniques/Antepara-5Ws.html  Current News in the ESL Classroom
http://www.magickeys.com/books/links.html  Interactive books online- links to award winning books

WRITING
http://www.rong-chang.com/ex/easy_grammar_exercises.htm  Sentence structure writing practice (beginner)
http://www.rong-chang.com/writing/  Sentence structure writing practice (beginner/intermediate)
http://www.esl-galaxy.com/writing.html  Printable worksheets

GAMES
http://www.teachchildrenesl.com/games.htm  Kids games, lots of memory games
http://www.esl4kids.net/printable.html  games, puzzles and even a few worksheets
http://english-4kids.com/games.html  many, many game ideas and more links

WORKSHEETS (misc)
http://www.teachchildrenesl.com/worksheets.htm for children 5-10
# Appendix F: ORIENTATION SCHEDULE

## THURSDAY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Arrival, coffee &amp; tea</td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Getting to know you- Warmer</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>9:30-11:15</td>
<td>Getting to know Santiago-logistics</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>11:15-11:30</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Chilean Culture</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Chilean Educational System</td>
<td>Cañadilla English Coordinator (Director)</td>
</tr>
<tr>
<td>1:30-3:00</td>
<td>LUNCH, personal logistics</td>
<td>staff</td>
</tr>
<tr>
<td>3:00-4:00</td>
<td>Cañadilla Schools</td>
<td>Cañadilla English Coordinator</td>
</tr>
<tr>
<td>4:00-5:30</td>
<td>Spanish Classes &amp; Spanish Placement Exam</td>
<td>Assistant Director</td>
</tr>
</tbody>
</table>

## FRIDAY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Meeting the Owners</td>
<td>Cañadilla English Coordinator</td>
</tr>
<tr>
<td>9:30-3:00</td>
<td>City Tour (incl. lunch)</td>
<td>Private tour guide</td>
</tr>
<tr>
<td>4:00</td>
<td>Departure- Weekend excursion</td>
<td>Assistant Director</td>
</tr>
</tbody>
</table>
Appendix G: EXTRA-CURRICULAR ACTIVITIES

Participants will have the opportunity to sign up for extra-curricular activities, held on Saturdays to explore Chilean culture, Santiago and the surrounding areas. The activities carry a nominal fee to cover costs of transportation, materials and or entrance fees.

**September: Dance classes**

September is the month of Chilean independence. Residents celebrate by slipping back into traditions, including the national dance, Quequa. Participants will have the opportunity to learn the basic steps, and perhaps even participate in the demonstrations and competitions in many of Cañadilla’s schools during this month.

**October: Chilean food and wine**

Chile is world renowned for its fine wine, produce and seafood. October’s extra-curricular events will center on gastronomy including visits to local markets and restaurants in Santiago. It will involve learning the names of Chilean ingredients and cooking classes to create local dishes such as *pastel de choclo*, *empanadas*, *cazuela* and *chupe*. This month’s activities will also take participants into the greater central valley, home of many of the country’s best wineries.

**November: Hiking in the Andes**

By the time November rolls around, spring has begun in the Southern Hemisphere and it’s time to enjoy the great outdoors. November activities draw participants out of Santiago to take advantage of the majestic Andes which overlook the city. Day hikes to *Cajon del Maipo, Reserva Nacional Rio Clarillo*, and *Monumento Natural el Morado* among others.

**Closing Activity:**

Valparaiso- New Years’ Eve
Appendix H: MAP OF METROPOLITAN SANTIAGO

Map of Metropolitan Santiago from Go Chile, www.gochile.cl
Appendix I: MAP OF SANTIAGO SUBWAY

Map of the Santiago Metro routes from, www.metrosantiago.cl
Appendix J: MAP OF SANTIAGO CITY BUS

Map of Santiago Bus routes from, www.transantiagoinforma.cl
Coelgio: **D’Madrid**  
Address: Gran Avenida 2694, San Miguel  
Phone: (56-2) 555 5350  
Director: Carlos Sandoval  
Teacher(s): Giovanna Velásquez  
Teacher(s): Ana María Miranda  

carlos.sandoval@canadilla.cl  

Santiago Metro, Line 2 southbound to el Llano  

D’Madrid was founded in 1982. It is in the comuna of San Miguel which lies in southwestern Santiago. It serves 1,300 students from 3rd grade) through 12th grade. *Enseñanza media* includes technical programs in tourism, business administration and gastronomy. There are two Chilean English instructors teaching 5th grade through 12th grade. They use the books from the Ministry of Education, following their plans and programs. Currently, an additional workshop in English is being put together for 11th and 12th grade students studying tourism.
Hellen’s College was founded in 1967. It is located in Conchali Santiago in the former the childhood home of the current owners: Hugo, Gladys, Marco Antonio and Pamela. It serves 1,282 students from preschool through 12th grade. Enseñanza media (high school) consists of traditional sciences and humanities. Students study English from preschool through 12th grade. There are two Chilean English instructors teaching these levels. They use the ministry of education books, following their plans and programs from 5th grade) through 12th grade. The lower levels, preschool through 4th grade, follow plans and programs developed by the Coordinator of English programs, but do not use books. Instead they rely on worksheets, board work, posters and other physical materials.
Liceo Ignacio Carrera Pinto was founded in 1956. It serves 1,050 students from 1st grade through 12th grade. Enseñanza media is traditional science and humanities. Students learn English from 1st grade through 12th grade. There are two Chilean English instructors teaching these levels. They use the books from the Ministry of Education following their plans and programs from 5th grade through 12th grade. The lower levels, 1st through 4th grade, follow plans and programs put together by the Coordinator of English programs, and like Hellen’s College do not use books, but have other materials at their disposal. One thing that sets this school apart is that it is largely attended by Peruvian immigrants.
Povivaliente Ildefonso Calderon was founded in 2006. It is located in the comuna of Puente Alto in southeastern Santiago. It serves 1,400 students from prekinder (preschool) through 12th grade. Enseñanza media (high school) includes traditional science and humanities and technical programs in business administration, early childhood education and gastronomy. Students learn English from 5th grade through 12th grade. There is also a 45 minute English workshop for the students in 1st through 4th grade. There are three Chilean English instructors teaching these levels. They use the books from the Ministry of Education following their plans and programs. The lower levels do not use books, nor do they follow prescribed contents. The workshop is based on games and songs to build familiarity and interest in the students. The school is currently working on implementing a thematic English room.
Coelgio: José Artigas  
Website: www.joseartigas.cl  
Address: Avenida Recoleta 3990  
Phone: (56-2) 621 1012  
Director: Cecilia García  
UTP(s): Angélica Hernández  
Teacher(s): Catalina Alarcón, Sara Duran, Paola Basaez  

Santiago Metro line 2, northbound to los Zapadores

Jose Artigas was founded in 1980. It is located in the comuna of Recoleta, Santiago. It serves 760 students from preschool through 8th grade. Students learn English from kindergarten through 8th grade. There are three Chilean English instructors teaching these levels. They use the books from the Ministry of Education following their plans and programs from 5th through 8th grade. The lower levels, kindergarten through 4th grade, use books from a private publisher. Jose Artigas is classified as a SEP (Scholar Escolar Preferencial) school and receives special funding from the government for having a certain percentage of “high risk” students.
Saint Lawrence was founded in 1981. It is located in the comuna of San Joaquin, Santiago. It serves 1,350 students from preschool through 12th grade. Enseñanza media (high school) includes technical programs in electronics, mechanics, accounting, secretarial, gastronomy and tourism. English instruction officially begins in 5th grade following the plans and programs of the ministry of education. This year, the school has also started offering English starting in 1st through 4th grade as a 2 hour workshop where children become familiar with the language through songs and use of simple vocabulary. There are four Chilean English instructors teaching these levels. Current projects at the school include writing up plans and programs for the 1st through 4th grade levels and implementing a special program for tourism students. One thing that sets this school apart is that it serves mainly high school levels, with some 400 students in each grade 9th through 12th.
Coelgio: San José de Maipú  
Website: www.sanjosedemaipu.cl  
Address: Avenida Pajaritos 1025, Maipú  
Phone: (56-2) 531 4713  
Director: Romina Balboa  
UTP(s): Mauricio Palma, Carlos Muñoz, Nancy Cáceres  
Teacher(s): Marlene Martínez, Carlos Muñoz, Virginia Ramos, Virginia Vidal

Santiago Metro line 5, westbound to Plaza de Maipu, bus 401 or 431 or walk from Metro stop to school

San Jose de Maipu was founded in 1980. It is located in the comuna of Maipu in western Santiago. It serves 1,400 students from preschool through 12th grade. Enseñanza media includes traditional sciences and humanities and technical programs in business administration. Students learn English from kindergarten through 12th grade. There are four Chilean English instructors teaching these levels. They use books from the Ministry of Education following their plans and programs from 5th grade through 12th grade. The lower levels, kindergarten through 4th grade use books from a private publisher. The school is currently working on implementing a thematic English room, and putting together an English festival and singing competition.
Coelgio: **Weston Academy**  
Website: www.westonacademy.cl  
Address: Avenida O’Higgins 0120, Quilicura  
Phone: (56-2) 603 7544  
Director: Monica Rocha  
UTP(s): Cecilia Quidel  
Cristina Busseniuse  
Teacher(s): Ingrid King  
Francisca Herevia  
Susana Jara  

<table>
<thead>
<tr>
<th>Teacher(s)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingrid King</td>
<td><a href="mailto:iking@westonacademy.cl">iking@westonacademy.cl</a></td>
</tr>
<tr>
<td>Francisca Herevia</td>
<td><a href="mailto:f.herevia@gmail.com">f.herevia@gmail.com</a></td>
</tr>
<tr>
<td>Susana Jara</td>
<td><a href="mailto:suejar@hotmail.com">suejar@hotmail.com</a></td>
</tr>
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Transantiago bus 303e or 315e from Plaza Italia via Metro line 1, Baquedano OR bus 429 from Tobalaba via Metro line 1 and 4

Weston Academy was founded in 1980. It is located in the comuna of Quilicura in northern Santiago. It serves 900 students from preschool through 9th grade. Students study English in all levels. There are three English instructors teaching these levels, including the only native speaker working in the whole organization. They use books from private publishers for all levels. The school has a thematic English room.
**INSTRUCTIONAL HOURS**

Instructional hours are an important dynamic in any foreign language program. Instructional hours are equivalent to class periods, with one hour equaling a 45 minute class period. Pedagogical hours include planning time for the teacher equivalent to 15 minutes for each 45 minutes of teaching. This is an important concept to understand as school administration and government bodies use pedagogical hours when planning and setting requirements. The following tables summarize weekly pedagogical and chronological hours in the eight schools administered by Cañadilla.

Pedagogical hours of English per week

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<th>Ildefonso Calderón</th>
<th>José Artigas</th>
<th>San José</th>
<th>Weston</th>
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Chronological hours of English per week

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Appendix M: SIMCE TEST RESULTS

Tabla I. Puntajes promedio nacionales prueba SIMCE Inglés 2010

Comprensión Auditiva 48
Comprensión de Lectura 51

Total 99

National Average: SIMCE 2010

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<th>Comparación con puntaje promedio nacional</th>
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Establishimientos de Cañadilla:

Table from author’s report: “Resultados SIMCE”, March 2011, Santiago.