

Check List for Teachers

- ___ Write your Daily Objectives on the board
- ___ Turn on Television
- ___ Turn on Keyboard
- ___ Password for TV is >>>>> **pali1986**
- ___ Open Zoom
- ___ Password for Zoom >>>>>> **P@li1986**
- ___ Go to meetings, select your course, and hit start to begin session
- ___ Make sure your camera is **zoomed out** (**zoom out** means you can see all the classroom), if not, using your keyboard, press the **Windows key, shift and, N simultaneously**.
- ___ Use this option again to **zoom in** when using the whiteboard so your online students can see the board.
- ___ Remember to **zoom out** again when not using the board so your online students can see your in-house students. This creates an integrated classroom atmosphere.
- ___ When class over, hit the **END** session on the bottom right-hand side of the Zoom window.
- ___ Turn off TV
- ___ Turn off Keyboard
- ___ Disinfect table
- ___ Turn off Light
- ___ Close the Door

Doubts or questions please contact your Center's Supervisor



TRAINING FOR NEW TEACHERS

Name: _____

Number: _____

Date: _____

Trainer: Ana Maria Morell

Documents for Teacher's Signature:

1. Professional Services Contract
2. Access Card Paperwork

Material for Teacher (signature in Book Inventory list):

1. ID Card
2. Marker
3. Uniform (size _____)
4. Teacher's Manual
5. Student's Rulebook
6. Training Papers

If possible include the following:

1. Curriculums
2. Compendiums
3. Mat Papers

ADDENDUM - Contrato por Servicios Profesionales

De una parte, Pan-American Language Institute, Inc., una corporación organizada y existente al amparo de las leyes del Estado Libre Asociado de Puerto Rico, en adelante denominada "Pan American" y representada en este acto por ANA MARIA MORELL, Directora de PanAmerican Language, Mayor de edad, Soltera, Ejecutiva y Vecina de GUAYNABO, PR.

De otra parte _____ mayor de edad, número de seguro social _____ - _____ - _____, vecino(a) de _____, Puerto Rico denominado(a) "El Contratista Independiente", libre y espontáneamente ACUERDAN:

1. El Contratista Independiente se compromete a prestar servicios a Pan American en calidad de instructor de _____ para la coordinación del curso denominado _____. Este curso se dará de manera _____ comenzando el _____, terminando el _____ y completará _____ lecciones.
2. El curso se ofrecerá los _____ en el horario de _____.
3. La fecha de terminación podrá ser extendida para completar no más del veinte por ciento (20%) de la cantidad de lecciones contratadas. Este veinte por ciento (20%) de lecciones será ofrecida en las mismas horas y días que se estableció en la cláusula 2 de este Addendum o durante las horas y días que se acuerde entre PAN AMERICAN y el CONTRATISTA INDEPENDIENTE.
4. Todos los pormenores de este Addendum podrían cambiar según las necesidades de los clientes de PAN AMERICAN. Si esto sucede PAN AMERICAN le avisará al Contratista Independiente para su aceptación. Si el Contratista independiente acepta los cambios, entonces este Addendum mantendrá toda su efectividad y validez.
5. **Este Addendum establece los pormenores del curso que el Contratista Independiente acaba de aceptar según lo establece la cláusula catorce (14) de su contrato por servicios profesionales. El Contratista Independiente entiende que este addendum está ligado al contrato original y reconoce que el incumplimiento de este ADDENDUM podría causarle daños sustanciales e irreparables a PAN AMERICAN. PAN AMERICAN podría suspender o cancelar cualquier pago pendiente o futuro de este u otros Addendums o Contratos como consecuencia del incumplimiento de este Addendum y/o el Contrato por Servicios Profesionales.**

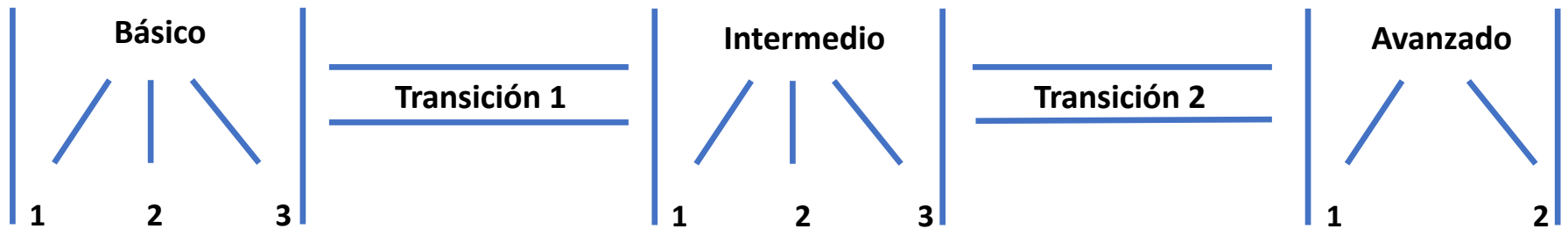
Contratista Independiente

Fecha

Pan American Language Institute, Inc.

Fecha

Representación Gráfica de los Niveles



COURSES

- On the other hand, we can offer up to 19 COURSES.

- THESE COURSES ARE:

B1, B1-2, B2, B2-3, B3, B3-T1 (all basic courses)

T1, T1-INT1 (all basic to intermediate transition courses)

INT1, INT1-2, INT2, INT2-3, INT3, INT3-T2 (all intermediate courses)

T2, T2-A1 (all intermediate to advanced transition courses)

A1, A1-2, A2 (advanced courses)

TEACHER'S GUIDE

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BASIC LEVELS

a. Basic 1 (B1)

Classification: No knowledge of English. May know numbers 1-10

Objectives: Using in speech and understanding:

- Verb "to be",
- Verb "to have"
- Indefinite articles,
- Basic Vocabulary
 - Family
 - Occupations
 - Feelings
 - Greetings
 - Introductions
 - Opposite Adjectives
- Subject pronouns,
- Numbers, dates, colors and time
- Simple Negative forms
- Simple Question forms
- Simple Present Tense (introduction)

Student's Expectations:

- Being able to understand basic concepts in English.
- Being able to answer basic information questions.
- Being able to greet and use basic concepts in English.
- Develop basic vocabulary and sentence structure.

This is confidential material that teachers will use to prepare final evaluations for their students. It will also help the teacher understand their students initial skills (grammar and conversation). It is strictly forbidden to use this at any other time outside of giving class to students enrolled in PANAMERICANLANGUAGE. Copyrighted.

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b. Basic 2 (B2)

Classification: Answers in phrases or monosyllables.

Objectives: Using in speech and understanding:

- Simple Present Tense:
 - ✓ Primary auxiliaries (do/does),
 - ✓ Third person singular forms
 - ✓ Simple negative forms
 - ✓ Simple question forms
- Irregular plurals
- Present Progressive

Introduction to Simple Past Regular Tense

- ✓ Verb To be

Student's Expectation:

- Develop Self-Confidence
- Being able to answer in complete basic sentences
- Being able to hold a basic conversation in present tense
- Being able to use third person singular inflection

c. Basic 3 (B3)

Classification: Uses complete sentences using simple present tense. Speaks by translating 100% from Spanish.

Objectives: Using in speech and understanding:

- Past tense
 - ✓ Primary auxiliary "did"
- Future with "going to"
- Future with "will"
- Prepositions of time and place,
- Count/non count nouns

Student's Expectation:

- Develop Self-Confidence
- Being able to think and structure simple thoughts in English
- Being able to hold a conversation in English
- Being able to ask and answer questions
- Being able to understand the simple tenses and present progressive.

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TRANSITION 1 LEVEL (T1)

Classification:

Uses simple present tense
Uses some common irregular past verbs
Able to present thoughts in complete sentences
Confuses verb tenses.
Translates 80% from Spanish.

Objectives:

Integrate basic grammar knowledge to speech
Strengthen basic grammar structures
Begin to autocorrect mistakes
Using in speech and understanding

- Past progressive Tense
- Future progressive Tense

Student's Expectation:

- Develop Self-Confidence
- Being able to think and structure basic thoughts in English
- Being able to hold conversations in English
- Being able to understand and use effortlessly the simple tenses and progressive tenses in conversation

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INTERMEDIATE LEVELS

a. Intermediate 1 (INT1)

Classification:

Expresses complex thoughts using present tense.
Inconsistent use of past and present progressive
Able to give detailed responses
Translates 50% from Spanish.
Weak use of prepositions especially in, on, at
Weak use of basic Idiomatic Expressions

Objectives:

Using in speech and understanding:

- Present perfect tense
- Idiomatic Expressions
- Prepositions of Time

Student's Expectation:

- Develop Self-Confidence
- Being able to think and structure thoughts in English
- Being able to hold intermediate conversations in English
- Being able to understand and use interchangeably simple tenses and progressive tenses in conversations
- Being able to integrate the present perfect to conversations.

b. Intermediate 2 (INT2)

Classification:

Uses the simple tenses/primary auxiliaries in speech
Understands difference between simple and progressive tenses.
Usually does not translate from Spanish
Some integration of Present Perfect to speech.

Objectives:

Using in speech and understanding:

- Past Perfect Tense

Student's Expectation:

- Develop Self-Confidence
- Develop Auto correction
- Being able to hold high intermediate conversations in English
- Being able to understand and use interchangeably verb tenses
- Being able to use comfortably Idiomatic Expressions

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c. Intermediate 3 (INT3)

Classification: Able to use the Present Perfect tense

Objectives: Reinforce all tenses especially:

- ✓ primary auxiliaries
- ✓ third person inflection
- ✓ "ed" pronunciation

Using in speech and understanding:

- Future perfect tenses,
- Passive voice,
- Subjunctive and conditionals
- Subject-verb agreements

Confusing points of grammar are cleared

Student's Expectation:

- Develop fluency with complex tenses
- Strengthen Auto correction
- Being able to hold fast paced conversations in English
- Being able to understand and use interchangeably verb tenses
- Being able to use comfortably Intermediate Idiomatic Expressions.

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TRANSITION 2 LEVEL (T2)

Classification:	Uses perfect tenses. Able to hold a full conversation in English Minor grammar mistakes
Objectives:	Integrating to speech: • Perfect tenses • Subjunctive • Conditionals Clearing confusing grammar points Developing Cohesiveness of thought. Reinforcing Fluency
Student's Expectation:	• Develop fluency with complex tenses • Strengthen Auto correction • Being able to hold fast paced conversations in English • Being able to understand and use interchangeably verb tenses • Being able to use comfortably Intermediate Idiomatic Expressions.

ADVANCED LEVEL

Classification:	Able to think, speak and write fluently in English Some self-confidence issues
Objectives:	Firming the use of tenses and conditionals Understanding humor, "slang", and "accents". Developing stronger business vocabulary and the use of proper English
Student's Expectation	• Firming Public Speaking and Oral Presentation skills • Developing Professional conversation skills

This is confidential material that teachers will use to prepare final evaluations for their students. It will also help the teacher understand their students initial skills (grammar and conversation). It is strictly forbidden to use this at any other time outside of giving class to students enrolled in PANAMERICANLANGUAGE. Copyrighted.

This is the compendium we provide. It outlines the work plan for a particular course. Teachers must make a copy for each one of the students in the group, and give it to them on the first day of class. This will let them know what to expect to cover during the course.



PALI 214-059 Compendium

MIDPOINT ORAL PRESENTATION: APRIL 9, 2014

FINAL ORAL PRESENTATION: MAY 8, 2014

The general objectives of the training are:

1. To correctly express thoughts in English
2. To have a greater awareness of verb tenses
3. To develop job-related terms
4. To feel more comfortable with the language
5. To decrease fear of speaking the language
6. To develop and integrate to speech basic structures and vocabulary
7. To use basic structures in writing

Areas to be covered:

- Present tense of verb To Be
- Third Person Singular
- Personal Pronouns
- Occupations
- Yes, no questions
- Alphabet
- Spelling
- Negative Statements with verb To Be
- Wh... questions
- Demonstrative articles
- Days of the week
- Colors and numbers
- Telling the time
- Primary auxiliaries (do/does) in questions and negative statements
- General basic vocabulary and terms

***Evaluations will also be based on class work and participation**

This is a sample of our programs' curriculum. Each box represents a 1.5 hour class. Teachers should adapt it to their students particular needs. The rule of the thumb is to go as fast as the students can go or as slow as they need. Each level should have their particular curriculum. It only covers the grammar/vocabulary aspect of the program. The teacher will integrate the communication activities.



LEVEL BASIC 1

1. - Greetings/Introductions - Days of the week - Alphabet & Occupations - Subject Pronouns - Present Tense "To Be" - Statements "To Be" - Negative "To Be" - Yes/No questions	2. - Greetings/Introductions - Days of the week - Alphabet & Occupations - Subject Pronouns - Present Tense "To Be" - Statements "To Be" - Negative "To Be" - Yes/No questions	3. - This/That + "to be" - Conjunction "and" (You & I) - Definite and Indefinite Articles - Numbers/Telling time - Question words: "who/what" - Phrase: <i>I don't know</i>	4. - This/That + "to be" - Conjunction "and" (You & I) - Definite and Indefinite Articles - Numbers/Telling time - Question words: "who/what" - Phrase: <i>I don't know</i>
5. - These/Those statements - Regular plurals - Verb "to be" contractions - Possessive adjectives - Question word: "where"	6. - These/Those statements - Regular plurals - Verb "to be" contractions - Possessive adjectives - Question word: "where"	7. - Question: "how old is/are" - Possessive adjectives - Numbers + adjectives - Irregular plurals "There is/There are" statements - Yes/No questions with "there is/are"	8. - Question: "how old is/are" - Possessive adjectives - Numbers + adjectives - Irregular plurals "There is/There are" statements - Yes/No questions with "there is/are"

STRUCTURES AND TOPICS

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This is the compendium we provide. It outlines the work plan for a particular course. Teachers must make a copy for each one of the students in the group, and give it to them on the first day of class so that the student may give it to their parents. This will let them know what their children should cover during the course.



PAKA214-005

Mid Program Report: March 22, 2014

Final Oral Report: May 3, 2014

I. General Objective:

Students will develop phonic awareness, general vocabulary and word recognition skills.

II. Specific Objectives

1. To reproduce different phonic sounds.
2. To recognize and use the alphabet in oral and written activities.
3. To feel more comfortable with the language
4. To decrease fear of speaking the language
5. To acquire vocabulary knowledge.
6. To understand and follow instructions in English

III. Structures to cover

- The verbs “to be” and “to do”
- Adjectives
- Prepositions of location and movement
- Statement, negative and question forms
- Compound sentences with “and”
- Singular and plural forms
- Third person singular
- Present simple and present progressive

IV. Vocabulary areas to cover

- Shapes, numbers and colors
- School and classroom
- Daily routine verbs
- Family members
- People and descriptions
- The Body parts
- How do you feel? (emotion, description)
- Calendar: days, months, seasons and time
- Occupations
- Animals
- Weather and location
- Birthdays and celebrations

This is a sample of our PALIKIDS program curriculum. Each box represents a 2-hour class. Teachers should adapt it to their students particular needs. The rule of the thumb is to go as fast as the students can go or as slow as they need. Each level should have their particular curriculum. It only covers the grammar/vocabulary aspect of the program. The teacher will integrate the communication activities.



PAKI - LEVEL B1 STRUCTURES AND TOPICS



I. - Greetings/Introductions - Alphabet - Present Tense "To Be" - Subject Pronouns - Family vocabulary - Shapes and colors	II. - Regular plurals - Classroom vocabulary - Indefinite Articles "a / an" and "some" - Simple negative "to be" - Numbers 1-10 - Present tense "to be"	III. - Describing people - Present tense "to have" - Clothes and personal items - Questions with: "how many" - Numbers 10-20 This/these + "to be"	IV. - Location Preposition: on / in - House and garden vocabulary - Question syntax with "to be" - Phrase: "I don't know"
V. - Colors and descriptive adjectives - Opposites - Verb "to be" contractions - Comparative adjectives - Vocabulary: same and different	VI. - Days of the week - Question word: "when" - Prepositions: before/after - Verbs of daily routine - Telling Time	VII. - Third person singular - Verbs of daily routine - Simple present tense - Meals and time vocabulary	VIII. REVIEW - Verb "To Be" - People and descriptions - Time - House and garden vocabulary - Numbers and alphabet - Adjectives - Singular and plural - Simple present tense

MIDPOINT: March 20th, 2024.

INSTRUCTOR:

GROUP: PACA 224-008

LEVEL: B3

DAYS: Monday & Wednesday

TIME: 7:10-8:40

STUDENTS NAME	J 29	A 31	N 31	F 5	E 7	B 12	R 14	U 21	A 26	R 28	Y 31
Ismael Rivera Fontanez	LO		LO	LO	LO	LO	LO	LO	LO		
Ana Caballero Roldan	AC		AC	AC	LO	AC	A	AC	AC		
Amneris Tolentino Perez	AT		A	AT	A	LO	A	AT	AT		
Nora Nunez Nunez	NN		NN	NN	NN	NN	NN	NN	NN		
Luis Gonzalez Rodriguez	LG		LG	LG	LG	LG	LG	LG	LG		
Angel Santiago Montalvo	AS		AS	AS	AS	AS	AS	AS	AS		
Anairy Rivera Vazquez	A		AR	AR	AR	LO	A	AR	A		
Etienee Yordan Colon	EY		EY	EY	EY	EY	EY	A	EY		
Aida Liz Ortiz Martinez	LO		LO	LO	LO	LO	LO	AO	LO		
Sandra Velazquez Rivera	SV		SV	SV	SV	SV	SV	SV	SV		
STUDENTS NAME	M 4	A 6	R 11	C 13	H 18	20					
Ismael Rivera Fontanez											
Ana Caballero Roldan											
Amneris Tolentino Perez											
Nora Nunez Nunez											
Luis Gonzalez Rodriguez											
Angel Santiago Montalvo											
Anairy Rivera Vazquez											
Etienee Yordan Colon											
Aida Ortiz Martinez											
Sandra Velazquez Rivera											
STUDENTS NAME	A 1	P 3	R 8	I 10	L 15	17	22	24	29		
Ismael Rivera Fontanez											
Ana Caballero Roldan											
Amneris Tolentino Perez											
Nora Nunez Nunez											
Luis Gonzalez Rodriguez											
Angel Santiago Montalvo											
Anairy Rivera Vazquez											
Etienee Yordan Colon											
Aida Ortiz Martinez											
Sandra Velazquez Rivera											
STUDENTS NAME	M 1	A 6	Y 8	13	15	20					
Ismael Rivera Fontanez											
Ana Caballero Roldan											
Amneris Tolentino Perez											
Nora Nunez Nunez											
Luis Gonzalez Rodriguez											
Angel Santiago Montalvo											
Anairy Rivera Vazquez											
Etienee Yordan Colon											
Aida Ortiz Martinez											
Sandra Velazquez Rivera											

ABSENCES: A

INSTRUCTOR:

GROUP: PALI 224 – 002

LEVEL: T2

DAYS: Monday, Wednesday & Friday

TIME: 12:00pm – 1:00pm

STUDENTS	J	A	N	U	A	R	Y				
NAME	22	24	26	29	31						
Kenneth Rufino Nina	LO	LO	LO	LO	LO						
STUDENTS	F	E	B	R	U	A	R	Y			
NAME	2	5	7	9	12	14	16	21	23	26	28
Kenneth Rufino Nina	LO	LO	LO	F	LO	F	LO	F	LO	LO	LO
STUDENTS	M	A	R	C	H						
NAME	1	4	6	8	11	13	15				
Kenneth Rufino Nina	LO	F	LO	C	F	LO	C				
STUDENTS											
NAME											
Kenneth Rufino Nina											
STUDENTS											
NAME											
Kenneth Rufino Nina											
STUDENTS											
NAME											
Kenneth Rufino Nina											

LEGEND: SC = Student's Cancellation F= Forfeit (needs to be signed by student) FA = (When Cancellation Allowance is completely used. Does not need student's signature)

CANCELLATION ALLOWANCE

1	2	3
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ORAL PRESENTATIONS NEW TEACHERS TRAINING

The following are some of the points that you will need to include in your oral presentation workshop.

1. Teachers must be aware that
 - a. the bulk (90%) of their evaluation should be focused on the student's classwork. Oral presentations only account for 10% of their evaluation
 - b. students at our centers are not obligated to do the oral presentation if they do not wish to do it. The OP is an opportunity for them to have, in a safe environment, the experience of public speaking
2. The student will choose their theme for the OP. A teacher will never assign themes or anything similar for their students to present. The student should be familiar and comfortable with the theme so that they do not learn a paragraph or two by rote and spew it in class.
3. The teacher **MUST** know two weeks prior to the OP, their student's theme. Mainly, we need to make sure that they do not bring, or talk, about inappropriate material or themes.
 - a. For example, a student was going to talk about his wonderful pet, and she brought in her prized rooster. (yes, a live animal), another brought their pet serpent, or even their cute puppy. Remember the rule "No animals or pets, with the exception of service dogs". Students could bring pics of all their beautiful pets without any problem.
 - b. Or, if they are going to speak about a wonderful food or drink recipe, the teacher must point out that **NO FOOD OR DRINK** is allowed in the classroom. The student may bring pictures or a printed recipe, but not the actual food or drink.
For example, we had someone do an OP on the wonderful veal stew his mother made, and we had for three days the smell of veal stew in the office!!
 - c. Another student said he would talk about his job. The teacher apparently was not aware that the gentleman was a wine distributor. Soooo...the OP became a wine tasting activity. Our Rulebook clearly states that **NO ALCOHOLIC** beverages

may be consumed in the classroom besides the NO DRINK in the classroom.

- d. Last but not least. A teacher that did not do the exercise of asking her student's theme for the OP found herself the subject of said OP. Needless to say, how embarrassing it was to hear the student say: "My OP is on my English teacher" UGH!
4. OP's are supposed to be 5 minutes max. If the group is really interested, and involved with the theme, then it could go to 10 min. NO MORE!
5. Power point presentations are ok as long as there is no written text on them. The OP is for students to use their words, and communicate ideas, NOT TO READ OUT LOUD!
6. Teachers need to be made aware of the Rubric, how to fill it out, and when to turn these in.
7. Teachers MUST understand what is the "0" in the progress reports. In other words, what does it mean, when to use it and where to use it.
8. Teachers should also know that the OP's have a set date because we need the teacher to turn in their progress or final evaluations on a predetermined date (NO EXCEPTIONS)
9. Remember that for kids it is easier if a teacher refers to the OP as a "show and tell". All the above apply, especially not assigning a theme.
10. Teachers MUST present their RUBRICS when they finish their OP's. Evaluations (No Exceptions) are sent via email to the Center's secretary.

Check list for Progress and Final Reports

1. Students' names must begin with CAPITAL LETTERS.

Example: Elizabeth Diaz Rivera

2. Group Code must be in CAPITAL LETTERS.

Example: PALI 222-118 OR PAKI 222-041

PACA 222-055 OR PAKA 222-011

3. Program: Check Group or Individual depending on the course. Most are considered Group and individual is when you only have one (1) student assigned.

4. Centers: There are only two choices- **Caguas** or **San Patricio**

5. Oral Communication: No skills should be marked as "not covered" because throughout the weeks prior to the progress reports you should have already worked with them. If a student has been absent many times you should mark "WEAK" never "NOT COVERED".

6. Grammar Knowledge: Progress Reports are also known as Mid-Point Evaluations (Halfway through the course). This means, at this point, it is impossible to have covered all skills. Some of these skills should be marked as not covered because you have not worked with them. The Final Reports are a different story, at this point you have worked with all skills. NOT COVERED means that the teacher has not covered (worked) the skill and has nothing to do if the student was present or absent from class. If you still have doubts, please contact me at (787) 793-4995.p

7. Absences: Please write the number of absences the student has up to the Progress Reports or at the end for Final Reports.

8. Students E-Mail: Teachers will leave this part blank. **This is only for the use of the Administration.** No one is to ask a student for their e-mail.

9. Comments: You are not required to write anything in this area but if you do make sure it is written correctly (spelling and punctuation marks).

10. Instructor: Select or write your name (remember all names begin with capital letters)



Dear student:

Today you have successfully finished your training program. We feel very proud of your accomplishments, and hope you achieved your goals and objectives. We know that most of you would like to continue your training. Therefore, please complete the form below and give it to your instructor so that we can make the necessary arrangements for you. Thank you!

I want to continue: ☐ Yes ☐ No

Name: _____

Mobile phone: _____ Work phone: _____

Home phone: _____ Email: _____

If the company will pay for the course, please write the name of the company and contact person:

Company: _____

Contact person: _____

Days:

☐ Mondays & Wednesday

☐ Tuesday & Thursday

☐ Saturday

☐ Monday through Thursday

☐ Other: _____

Time: ☐ 9:30am – 11:00am

☐ 1:00pm – 2:30pm

☐ 5:30pm – 7:00pm

☐ 7:00pm – 8:30pm

☐ 9:00am – 12:00pm

☐ Other: _____

Comments: _____

PROGRAM EVALUATION

Company: _____ Group's name: _____

Date: _____ Instructor's name: _____

Please circle the choice that best reflects your opinion in each area. You may include any comments you might consider useful.

Evaluation areas.	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)	Not applicable (NA)
1. Classroom	5	4	3	2	1	NA
2. Schedule	5	4	3	2	1	NA
3. Teaching techniques	5	4	3	2	1	NA
4. Time management	5	4	3	2	1	NA
5. Group participation	5	4	3	2	1	NA
6. Established environment	5	4	3	2	1	NA
7. Program effectiveness	5	4	3	2	1	NA
8. Meeting individual needs	5	4	3	2	1	NA
9. Keeping motivation up	5	4	3	2	1	NA
10. General impression	5	4	3	2	1	NA

Comments/recommendations: _____

Time Sheets

1. La semana es de sábado a viernes. Tienen hasta el sábado a las 12 del mediodía (después del día de cobro) para someter los Time Sheets y los Lesson Summaries. Ver las fechas de pago.
2. En el encabezamiento va el nombre del maestro, su número de empleado (aparece en su tarjeta de acceso), y la fecha que comprende cada semana
3. Debajo del día de la semana se escribe el número según el día.
4. Bajo la columna "Group's Name" se escribe en letra mayúscula PALI, PAKI, PACA O PAKA y luego el número que lo identifica. Ejemplo: **PALI 222-111, PAKI 222-222, PACA 222-333, PAKA 222-444.**
5. En la segunda columna se escribe la **cantidad de estudiantes presente en clase ese día y no la cantidad que aparece en su hoja de asistencia.** Esto se debe hacer hasta que culmine la fecha de baja. Luego de la fecha de baja, se le enviará hojas nuevas con su matrícula oficial y es entonces que se escribirá la cantidad de estudiantes según su lista oficial.
6. En columna "Zone" se escribe el número **1**.
7. Bajo Rate se escribe \$15.00 para 5 estudiantes o menos y un dólar por estudiante adicional hasta un máximo de \$20.00. Maestros con 5 años o más trabajando para PanAmerican Language tienen otra tarifa.
8. Debajo del día y numero de la semana se escribe el total de horas trabajadas por día.

Ejemplos

- a. Adultos: MON 1.5 WED 1.5 o TUE 1.5 THU 1.5
- b. Kids: Tue 1 THU 1
Tue 1.5 THU 1.5
- c. SAT -Adults 3 Kids 2

9. Columna TOTAL HOURS se suma de izquierda a derecha el total de horas en cada línea
10. Se adjunta la hoja de asistencia digital de los estudiantes con la asistencia de los días que usted solicita se les pague. Si el estudiante es virtual se escribe **LO** y si es presencial usted solo escribe las iniciales del nombre y primer apellido. Ejemplo: Elizabeth Diaz >**ED**

Time Sheet and Sign Sheet: paypapers@panamericanlanguage.com

Lesson Summaries (ADULTO): <https://panamericanlanguage.com/es/lessonsummaries>

Lesson Summaries (PAKI): <https://panamericanlanguage.com/es/lessonsummariespaki>



PanAmerican

LANGUAGE

True Learning Happens Here!

INSTRUCTOR'S MANUAL

APRIL 2023

Tel. (787) 793-4995

PO Box 10896, San Juan, PR 00922

www.panamericanlanguage.com

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This material is directed to our instructors, and it is CONFIDENTIAL. Therefore, IT IS PROHIBITED by law to photocopy, circulate, publish, or share this material with anyone who is not an instructor or employee of PAN AMERICAN LANGUAGE INSTITUTE, INC.

It is important that instructors read this manual carefully and approach the administration with any questions regarding its contents.

II. JOB DESCRIPTION

The language instructor is responsible for:

- a) Teaching courses according to the needs, curriculum, compendium and programs established by Pan-American Language.
- b) Guiding and constantly motivating students.
- c) Supervising and controlling students' progress.
- d) Keeping a record of students' attendance to the language course.
- e) Preparing individual Progress Reports for each student.
- f) Preparing individual Final Evaluations for each student.
- g) Evaluating students according to behavior, initiative, interest, punctuality, assistance, etc.
- h) Making any recommendations to improve materials, techniques and/or teaching methods.
- i) Attending ALL Instructors' Meetings and Workshops
- j) Being professional with students.

III. POLICIES

a. CONTRACT AND ADDENDUMS

The instructor, in order to work for Pan-American Language Institute (“PALI”), must sign an agreement which commits both parties in a contractual manner. Furthermore, every coordination accepted by the instructor will require an addendum. This addendum will stipulate the characteristics of the coordination (days, time, start date, end date, etc.). **Both parties will sign this addendum as an additional commitment to the coordination. It is important that the instructor understands that a breach of the contract as well as any of the addendums could result in suspension of any present and/or future payment to the instructor, as well as cancellation of any and/or all courses assigned. Finally, a breach of contract could result in damages to Pan American thus allowing PALI to pursue legal action.**

Instructors cannot under any circumstances hire or sub-hire any person to give a course that was assigned to them.

b. PAY SCHEDULE

The following is the pay rate for instructors as of August 2020.

<i>PROGRAM</i>	<i>RATE PER HOUR</i>
INDIVIDUAL	\$15.00
COUPLE	\$15.00
GROUP (# of students in group)	-----
5	\$15.00
6	\$16.00
7	\$17.00
8	\$18.00
9	\$19.00
10	\$20.00

During the late registration/drop out period, instructors will be paid for the number of students present in class. After the late registration/drop out period ends, instructors will be paid for the number of registered students regardless of absences.

c. CLASS SCHEDULE

ONCE A CLASS SCHEDULE HAS BEEN ESTABLISHED, IT CANNOT BE ALTERED WITHOUT THE AUTHORIZATION OF PAN AMERICAN LANGUAGE INSTITUTE, INC. Instructors **are not allowed** to make coordination changes (days, times, or specific dates). If a change in coordination is necessary, then a petition must be submitted to the Coordination Department for approval. If a student requests a change in schedule, please ask them to contact the Center's Supervisor or the School Administrator.

d. HOLIDAYS

If a class falls on a holiday, and the teacher is giving class at a corporate client's offices that are open on this date, then the instructor has the obligation of giving the assigned class.

e. DROPOUTS/ABSENTEEISM

If a student drops out of the course, the center's Supervisor will send you a notification via email. When the instructor receives this memo, he/she should mark the student as a D.O. in that particular student's signature row.

If a student does not show up for the beginning of a course or stops coming to class, the instructor **must** report it, via email, to the Coordination Department. If a student has two or more **consecutive absences**, the instructors **must** report it, via email, to the Coordination Department. Failure to do this may result in an admonishment memo to be kept in the instructor's personal file.

f. CANCELLATION POLICIES

1) STUDENT

Under certain circumstances students may cancel a scheduled class. If a student's cancellation is valid, the class will be added to the end of the program. Policies for student cancellations are as follows:

- i. **Group course cancellation:** This type of course does not have any procedures for canceling. If a student is absent from class, they do not receive a make up class. The instructor is responsible to send to

classmaterial@panamericanlanguage.com

the material that the student was unable to cover or receive because of the absence. A student may also request to have the administration send to them the material covered during their absence. Under no circumstances, the instructor is to contact or send directly to a student material covered in class during their absence.

- ii. **Individual course cancellation:** Students taking an individual course may cancel up to twenty percent (20%) of total course lessons. If the student, with a valid reason, wishes to cancel their class, then **they must call or send an email to Pan American Language directly and inform the administration of the cancellation.** PALI will in turn contact the teacher. If it is a morning class (before 12:00 noon), then the student must call PALI during the previous working day. If the class is in the afternoon (after 1:00pm) or at night, then the student will have to cancel at least four (4) hours before the class is scheduled to start.

If the cancellation is valid, the teacher will give a make-up class to cover cancelled hours. Usually, the make-up class will be held after the last scheduled class; thus, extending the course's end date.

If the cancellation is not valid or if the student does not show up for class, then it will be considered a forfeit and the student loses the class; thus, the instructor does not need to provide a make-up class. If the student has not yet used up the maximum number of cancellations permitted, then the instructor will write "F" on the sign sheet to indicate the "forfeit" of the class. If the student has already used up the maximum number of cancellations permitted, then the instructor will write "FA" which does not require the student's signature.

- iii. Couple Course cancellation: Students taking this type of course may cancel as long as both students agree to the cancellation. The procedure is the same as in an individual course cancellation. However, if one of the students in this type of course does not come to class, and the other student does show up, then the first student will be considered absent and there will be no make-up class. If neither student shows up for class, both will be marked as absent.

2) *INSTRUCTOR*

Pan-American Language Institute does not have procedures for an instructor's cancellation. **Instructors may not cancel a class without prior authorization from the administration.** If there is an emergency (car accident, health problems, etc.), the instructor must speak with one of the administrative officers. If the instructor is absent from class, PALI will try to find a substitute teacher; if PALI is unable to find a substitute in time, the students will not receive instruction on that day, and it is the instructor's responsibility to make up the hours of instruction that were missed. **After canceling or being absent four times in any given semester, the instructor may be suspended from all their current programs.**

3) *PANAMERICAN LANGUAGE*

This type of cancellation is rarely used. Nevertheless, if some emergency or situation should arise, such as an atmospheric phenomenon, loss of power in the center, pandemic, union or government strike, or other situations that could endanger the students, instructor and/or administrative personnel, then classes will be cancelled. They will be made up according to the number of days available in the semester. Once the course has been re-coordinated by the Coordination Department, then the teacher will be responsible for giving the class according to the new coordination.

g. FIELD TRIPS/PARTIES

Social celebrations and gatherings such as birthdays, activities, etc. are prohibited in our facilities. Any social gatherings should be held outside the premises of Pan-American Language.

h. MATERIALS

1) **Instructors:** Instructors' materials must be signed out by the instructor and Pan-American. The instructor will sign the sign-out book located in the Coordination Department. They will need to have a matching signature from an administrative officer authorizing the check out. Once the instructor has finished with the materials, they need to return **all materials** to Pan-American making sure that the corresponding signature is placed. Taking into consideration that all the instructor's materials are on loan, always make sure that they are in good condition when turning them in. In addition, make sure that the material is not lost because the instructor who signs out the material will be responsible for it.

Pan-American will provide the instructor a dry eraser marker during training. The teacher must provide all subsequent markers.

Reference, teaching materials, audiovisual aids and other property belonging to Pan-American may not be used outside the assigned classes to benefit the instructor for

private lessons not coordinated through Pan-American. Furthermore, such teaching materials cannot be removed from the office unless authorized by one of the administration officers.

If you do not have a copy of the book(s) that you are assigned to your programs, it is important that you let the Supervisor know, so that we are able to provide you with them. You MAY NOT take any books marked as REFERENCE outside the faculty room. You MAY NOT take any book without signing them out.

Teachers must turn in all materials at the end of the Spring, Summer, and Fall semesters, or when they are no longer offering their services to PanAmerican Language. Active teachers will receive their material prior to the start of their assigned courses.

- 2) **Students at our centers:** Students will receive an email with the compendium of the course and books assigned. Non-corporate students may choose to buy the books directly from Pan American or use any other means to obtain assigned books.
- 3) **Students in on-site programs:** Pan-American will determine the appropriate books for each program. Once the books have been assigned, the instructor must pick them up from administration. After giving the books out, the instructor must

have students sign for them using the BOOKLIST FOR STUDENTS. After ALL the students have signed the booklist, the instructor must immediately turn it in to the Coordination Department.

- 4) All extra material for class must be sent to classmaterial@panamericanlanguage.com so that we send it to the students directly. The material should be received with at least 24 hours advance notice so we can send it in a timely fashion.

i. CLASSROOMS

After finishing with a classroom, the instructor must make sure that it is clean, everything is in order, lights are off, whiteboards are clean, and the computer/keyboard are turned off. Any material or audiovisual equipment that was used during the class must be placed in its corresponding place **before** vacating the premises.

1) Classroom Temperature

If the instructor experiences difficulties with the A/C, he/she should communicate this situation to the administration.

2) Food and Drink

Neither FOOD NOR DRINK ALLOWED IN THE CLASSROOM.

NO EXCEPTIONS. The administration WILL NOT accept any food delivery from any fast-food company (DOMINO'S, KFC,

etc.) so do not place orders or permit your students to place orders during class time or to bring any food or drink to the classroom.

3) Closed Circuit Television

Classrooms have a closed-circuit camera for quality assurance purposes. **It is strictly forbidden for students or teachers to tape record or video record any or all of the classes offered by Pan American Language Institute, Inc.**

4) Class Observation

We will observe the class for the following:

- If class starts on time
- If clear objectives were set and met
- If 100% of target language is being spoken in class
- If the 80:20 ratio is being met
- If effective error correction is being implemented
- If the teacher has awareness of class dynamics and student's learning styles

5) Visitors in the classroom

Relatives, family, friends or living animals (pets) are under NO CIRCUMSTANCES allowed in the classroom with the exception of service dogs.

6) Cell phones and Smartphones

Please turn off all cell phones and smartphones BEFORE starting the class. If your phone rings during class, do not answer. If you have an emergency situation, ask your friend or relative to call PALI and we will make sure that you receive the message or answer the phone call.

Students should be advised on the first day of class, to turn off phones as a courtesy to the other students.

j. PARKING

I. **Caguas Center:** Las Catalinas Mall offers ample parking space. Please use it responsibly. Pan American Language is not responsible for any damages to and/or stolen property from your vehicle.

II. **SAN PATRICIO CENTER (METRO AREA):** The San Patricio Plaza shopping center has ample parking, which is free of cost during the first three (3) hours. Teachers will be able to validate their parking ticket for two (2) additional hours. The three (3) parking spaces that are immediately opposite the main entrance of the center are limited to 45 minutes and are reserved for people who come solely for evaluation or enrollment. **Pan-American**

Language Institute, Inc. is not responsible for any damages done to and/or stolen property from your vehicle.

k. DRESS CODE

Pan-American Language Institute provides its instructors with dress shirts for their use. They will receive one (1) dress shirt if teaching nine (9) hours or less a week. On the other hand, if they teach more than nine (9) hours a week then they will receive two (2) dress shirts. Jeans, shorts, or miniskirts are not acceptable clothing for teaching at Pan American or at any other company. Instructors must use loose pants or skirts (navy or black) with their Pan-American dress shirt, the sleeves must be fully extended (not rolled up), and the shirt must be tucked in at all times.

Sandals, tennis shoes, crocs are not acceptable footwear. Our definition of a sandal is any shoe that shows the toes. Instructors should use closed shoes. If the instructor has a medical condition, which makes it necessary to use sandals, a doctor's certificate will be necessary for approval of the footwear.

Any instructor who comes to work not wearing the required uniform or is wearing the uniform inadequately at anytime and or in any location (inside or outside the centers' premises) may be fined twenty dollars (\$20) per infraction. The fine will be

deducted from the instructor's next payment without any previous notice, memo, or advisement from the administration.

I. PAY DAY

Pay Day is held every other Friday except when it falls on a holiday. In that instance, it will be moved to the day before. Payment will be deposited electronically into the instructor's bank account pursuant to the direct deposit form that the instructor filled out and turned in to the administration. **It is the instructor's responsibility to ensure that the bank account information provided to Pan American is correct, and keep the administration informed of any pertinent changes.**

In order to process the instructor's payment properly, the following papers should be submitted via email to the administration: 1. TIME SHEETS (filled out properly) that are **called virtual time sheet**, 2. DIGITAL COPY OF EACH SIGN SHEET, 3. LESSON SUMMARIES (submitted through JotForm), and 4. PROGRESS REPORTS/FINAL EVALUATIONS (when due).

These must be sent at the same time that the virtual time sheet(s) and digital copy(ies) of sign sheet(s) are sent to paypapers@panamericanlanguage.com to complete the process of generating a deposit for the instructor.

Failure to present any of these papers will stop the payment process; thus, a deposit for services rendered will not be available until the next pay period when the missing papers are

presented. Pay papers will be presented in the following order: all the time sheets, then all the digital copies of sign sheets, lesson summaries sent via JotForm, and progress reports/final evaluations sent via JotForm.

Instructors presenting pay papers on a payday (Friday) or the following Saturday (**if that Saturday we are open for operations**) before midnight, will receive their payment the following payday. In other words, there is a two-week delay between the day papers are turned in, and the day the funds are received in the instructor's account.

The accounting department will only pay for a maximum of 4 weeks at a time. If you present more than 4 weeks in one pay period; then they will be divided in the necessary pay periods.

TEACHERS MAY NOT SEND BY FAX OR HARD COPY ANY PAPERWORK PERTAINING TO PAYPAPERS SUCH AS SIGNSHEETS, TIMESHEETS OR LESSON SUMMARIES

The Coordination Department may withhold payment from an instructor if: the instructor has any overdue evaluations and/or the instructor has failed to turn in other required documents in a timely manner. Payment may also be withheld if the instructor has not turned in books, materials, curriculums, dress shirt, or any other material due to contract termination or end of semester.

m.EVALUATIONS

All in all, there are four evaluations: 1. placement evaluation, 2. progress report, 3. final evaluation and 4. program evaluation. The *placement evaluation* is given before a course begins. It helps determine the composition of the students participating in a specific course.

Instructors must prepare and present *progress reports and final evaluations* for courses with 30+ lessons. If the instructor is teaching a course that is **30 lessons or less** or the **summer intensive PAKI courses**, then they will only have to present a **final evaluation**. In addition, an evaluation **MUST** be presented for all the students registered in the program regardless of absences with the exception of official dropouts.

Progress Report (PR)

The PR is due after 50% of the total lessons have been given. Instructors will have the midpoint date on the course's sign sheet. Progress report forms *will be electronically sent* to the instructor's personal email when their official sign sheet is provided. They will receive the corresponding link for each of their students' level. The progress report prepared by the instructor is due shortly after the midpoint date. It is the instructor's responsibility to know when evaluations are due, or to ask the supervisor and or administrator when in doubt. **The Coordination Department will withhold payment from an instructor if the instructor has any overdue**

evaluations and/or the instructor has failed to turn in other required documents in a timely manner.

Final Evaluation (FE)

At the end of the program, the instructor is responsible for turning in a FE for each student in the course. FE forms *will be electronically sent* to the instructor's personal email when their official sign sheet is provided. They will receive the corresponding link for each of their students' level. The instructor must submit the completed forms. The final evaluation prepared by the instructor is due shortly after the final day of class. It is the instructor's responsibility to know when evaluations are due, or to ask the coordinator when in doubt. **The Coordination Department will withhold payment from an instructor if the instructor has any overdue evaluations and/or the instructor has failed to turn in other required documents in a timely manner.**

Program Evaluation

The fourth evaluation is given at the end of the course on the last day of class. This is a program evaluation form that the students fill out digitally. It is extremely important to have the students fill it out and submit it to the administration. It is due on the last day of class.

n. CONTRACT TERMINATION

Once the instructor and /or Pan American have terminated their contract then, the instructor must turn in all materials belonging to the company such as classifications, curriculums, audio visual material, books, training material, etc. The instructor must also turn in all uniforms, identification cards and the access card that belong to Pan-American Language.

Pan-American has the right to withhold the last payment until all books, materials, curriculums, uniforms and/or evaluations have been turned in to the Coordination Department. Failure to turn in Pan American dress shirts will result in a deduction of thirty-five dollars (\$35), per shirt, from the instructor's final payment. In addition, failure to turn in Pan American's access card will result in a deduction of thirty-five dollars (\$35), per card, from the instructor's final payment.

III. GUIDELINES

These guidelines will help the instructor develop and prepare several reports they are responsible for presenting throughout a course. Pan-American encourages instructors to read them because it will help the continuous flow of information between the instructor, Pan-American and the client.

a. LESSON SUMMARY

Lesson summaries are an integral part of the pay papers. If not presented on payday, the process for the instructor's paycheck must

stop. An example of a properly completed lesson summary is provided during the pay papers workshop offered by the center's supervisor. Remember that lesson plans prepared to give a class and lesson summaries submitted to PALI are different. The first one is to prepare the instructor for class; the second one will report everything **GIVEN** in class. Following are some general guidelines on how to prepare each type of lesson summary.

- b. Make a list of specific objectives for each class. These should include material from the curriculum.
- c. Make an outline of the material that should be covered in class.
- d. Establish evaluation criteria, whether by asking questions or presenting activities where acquired knowledge might be displayed.
- e. Make sure to write down books used (including pages covered) and handouts. It is important because if for any reason a new teacher needs to take over a program, then he/she will know exactly how much has been covered from a particular book.
- f. Fill out immediately the Lesson Summary form for each class. This is to prevent "forgetting" the material covered on a specific date.

b. CLASS TIME

All instructors working at Pan-American are professional teachers who have the company's complete trust. These guidelines are presented so as to help the instructors understand Pan-American's policy toward class time.

1. Smile all the time even when under stress. Look cheerful and happy to meet the student(s). If the instructor smiles and looks happy, this will enable them to establish a rapport with the students. Remember that the vast majority of the students are working adults; therefore, the instruction of the target language should be pleasant, easy-going and without stress.
2. Always include, at the beginning of the class, a short review of the previous lesson. This helps create a sense of “building blocks” to language instruction. It also aids continuity and helps put the student(s) at ease in order to introduce new material.
3. Introduce new material slowly and with any extra handouts that are necessary (tapes, whiteboard, flashcards, etc.) Always make sure to write down any major points of grammar. Encourage your student(s) to make notes of the new material or problem areas.
4. Review new material with dialogues, role-playing, discussion and/or any other communication activity. Make sure it is integrated to speech, which means that students are able to use it when expressing their ideas.
5. At the end of class, include time to explain/present homework.
6. Conclude class time with a confirmation of the next class (time, place, and date).

c. STUDENT EVALUATIONS

Students at Pan-American will go through three separate evaluations. First, there is the placement evaluation, which is given before the student begins. The progress report, which the instructor presents once they have covered 50% of total lessons, and finally, the final evaluation also presented by the instructor once the course has finished. This section will deal exclusively with the progress and final evaluations. It will give the instructor specific criteria to follow.

The progress report is to determine the amount of learning that has occurred up to that point. It will present changes in behavior (attitudinal as well as cognitive), which have taken place, absences and level of interest, and material covered among other things.

The final evaluation will measure the total amount of learning that has taken place since the first day of class until the last day of class. This final evaluation is very important. Its role is two-fold: 1. measuring the TOTAL amount of language development and 2. serving as a tool to coordinate further training if necessary.

Instructors may give a short-written test, if they desire, to determine their students' structural knowledge development. This test must cover all the material given to the student. This means that any material that has not been presented, drilled, or studied should not be included in the test. After discussing the results with their student(s), the instructor has to turn in the test to Pan-American for filing. **The instructor must give a midpoint and final test only in corporate programs (company group courses on-site).** The instructor will provide the

midpoint test but Pan-American will provide the final test. Both tests must be turned in by the instructor once the results have been discussed with the students.

All Pan-American courses, that are more than 30 lessons, require progress and final oral presentations. The instructors must grade their students' oral communication skills development.

EVALUATION CRITERIA

These are some of the aspects that should be presented in a student's evaluation. The evaluation is the instructor's observations of a particular student's oral communication skills and grammar knowledge development in the program. Keep in mind that you will evaluate each student's progress against their starting level as stated in their placement evaluation.

You will also need to evaluate from excellent to weak the following points:

1. How are the student's oral communication skills and grammar knowledge?
2. Did he/she participate freely, or did you have to "push" for answers?
3. What areas were mastered (grammar)?
4. If a student did not progress in the training, why?
5. Did the student come prepared to class (homework done, readings done)?

6. What would be your recommendation for any future language training?

d. TEACHING OBJECTIVES

A teaching objective is a phrase or sentence that describes a proposed change in the student's behavior (knowledge, skills, and attitude) when they have satisfactorily completed the language training. It is a description of attitudinal patterns and behavior that is expected from the student at the end of the language-training course.

If the objectives are not clearly defined, then it is impossible to evaluate a program effectively. The objectives also give a firm basis for the selection of proper teaching materials, content, method, and visual aids.

General Objectives

These are long-range objectives. They define the attitudinal change and behavior that should be expected from the student(s) **at the end of the course**. Examples of general objectives are:

1. That the students have the knowledge and skills of conversation and composition in the target language so that they can use the language as a native speaker.
2. That the student(s) be able to carry a conversation in the target language fluently.

Specific Objectives

These objectives are short range. They define the behavior and/or attitudinal changes, which should take place in the student (s) **at the end of a particular lesson.**

Examples of specific objectives are:

1. That the student will learn how to conjugate the verb “to be” in the present tense.
2. That the student will be able to use the present tense of verb “to be” in speech patterns.
3. That the student will learn how to use the present progressive correctly.
4. That the student integrates acquired knowledge of present progressive to speech patterns.

Quality of Objectives

Both types of objectives may be formative or informative. A *formative objective* tries to obtain permanent changes in the student. *The informative objective* tries to make sure that the student learns content instead of striving for attitudinal changes.

Objectives communicate to the student(s) the teacher’s intent or plan. In addition, they transmit an exact idea of the behavior that is desired in the student.

“A GOOD OBJECTIVE IS ONE WHICH COMUNICATES ITS INTENT OR PLAN, AND THE BEST ONE IS THAT WHICH EXCLUDES MANY ALTERNATIVES.”



Autorización para Depósito Directo de Nómina
Authorization for Direct Deposito of Payroll

Nombre del Empleado/ <i>Employee Name</i>	Número de identificación/ <i>Employee ID Number</i>
Correo electrónico/ <i>Email</i>	

Autorizo a mi patrono a acreditar mi salario neto a la cuenta bancaria que se indica a continuación.
I authorize my employer to credit my net salary to the bank account stated below

Nombre de la Institución Financiera/ <i>Financial Institution Name</i>	Num. De Ruta/ <i>Rounting No.</i>
Número de Cuenta/ <i>Account No.</i>	_____Cheques/ <i>Checking</i> _____Ahorros/ <i>Savings</i>

Esta autorización prevalecerá hasta tanto mi Patrono haya recibido una notificación por escrito de mi parte, dando de baja el servicio de Depósito Dirécto de Nómina. Entiendo que deberé enviar la notificación para dar de baja el servicio, 30 días antes de la fecha de efectividad.

This authorization will remain in effect until my Employer receives a written notification from me cancelling the Direct Deposit Service. I understand that I shall send the notification to cancel the service, 30 days prior to the deposit's effective date.

Firma del Empleado/*Employee Signature*

Fecha/*Date*