



The American Embassy Malabo located at Malabo II Highway requires the services of a Spanish Language Instructor. The teaching contract will be written for a given number of hours and reviewed every time those hours expire. The contract start date is expected to be **August 1, 2019.**

Under the supervision of the Post Language Coordinator, the teacher serves as Language Instructor to employees requiring to learn or improve their Spanish language abilities. The Spanish Language Instructor is expected to instruct and administer a Spanish language program which includes: creating a 12-month course outline that details the content of weekly classes; regular testing of students; and quarterly reporting of the progress of students' performance. The incumbent is also required to teach on topics, which are relevant to the different categories of employees.

At a minimum, the bidder must meet the following requirements when submitting their proposal:

- **Education:** A minimum of 4 years of University level studies.
- **Experience:** Two years prior experience in an international organization or large local business or educational institution.
- **Language:** Level IV Spanish (fluency, professional spoken and written) is required. Level II English (fluency, professional spoken and written) is required. **This will be tested.**
- **Skills and Abilities:** Instructor must have good interpersonal and customer service skills.
- Have no adverse criminal record.
- Have no political or business affiliation that could be considered contrary to the interests of the United States.

The proposal must include the instructor's required hourly rate in CFAs. The most technically qualified instructor will be selected based on his/her hourly rate and teaching background. The Request for Quote and Statement of Work are on the following pages. The proposal is due by **5pm on Monday, July 12, 2019.**

U.S. Embassy Malabo

REQUEST FOR QUOTE

Spanish Language Instructor

Please review the Statement of Work on the following pages and prepare a proposal which includes the following information:

1. Full name
2. Email address
3. Phone number
4. Required hourly fee in CFAs
5. Teaching and other work experience
6. Education
7. Teaching credentials
8. Three references, including full name, email address and/or phone number of persons who can speak to your Spanish teaching qualifications and experience
9. A basic lesson plan for a class
10. A plan for testing of students to determine what class each student should be in and also to test their progress throughout the year

Interested parties should deliver the written proposal to the U.S. Embassy Malabo **on or before 5pm on Friday, July 12, 2019**. No proposals will be accepted after this date. Your proposal must be written in English and must be submitted in a sealed envelope marked "Spanish Instructor Proposal" to the General Services Officer, U.S. Embassy Malabo, Malabo II Highway (beside Sonagas), Malabo, Equatorial Guinea or you may email your proposal to MalaboP@state.gov.

Statement of Work – Spanish Language Instructor

General Objective:

The instructor provides linguistics training for Embassy LE Staff employees that will allow them to get on very well in the workplace and their daily lives in three competency levels (i.e. beginner, intermediate and advance). Students will receive up to 2 hours of instruction per week and at the conclusion of the first level, successful students will develop basic language skills needed in classroom and in day-to-day adult situations. The following are specific requirements for the different categories of Embassy employees, and recommended topics and lessons:

Guards:

1. Use scripted Spanish with non-English speakers arriving at the CAC.
2. Informing people in the Chancery or in residences when visitors have arrived.
3. Informing people when mail is delivered to the CAC after hours.
4. Answering questions from those expecting visitors.
5. Basic conversational skills related to employee work requirements

GSO Staff:

1. Scheduling appointments with vendors.
2. Delivering supplies – speaking to the person who ordered.
3. Cleaning crew – greetings and polite remarks.

Facility Management Staff:

1. Scheduling work in the residences. Speaking with residents about the work order.
2. Groundskeepers – basic, preliminary instruction to prepare them to answer questions from residents about yard work being done.

Drivers:

1. Basic communications with riders. Before departure, introduce himself, confirming details of the trip with the rider.

White-Collar Employees (non-Spanish speakers):

1. Improve overall written Spanish skills
2. See differences and similarities among the different email formats. Apply various key language to different types of emails when communicating with local vendors
3. Correct common errors such as punctuation and capitalization
4. Study tone and level of formality in emails. Write powerful business emails for professional needs
5. Understand how culture affects what is appropriate in business emails

TOPIC	LESSON
<i>Talking about things</i>	<ul style="list-style-type: none"> • Introduce him/herself; describe his/her work in the Embassy. • Numbers, days, months, dates, time, alphabet • Articles, nouns, pronouns, prepositions, plurals • Present tense verbs • Basic sentences, greetings • Basic questions
<i>Talking about action</i>	<ul style="list-style-type: none"> • Helping verbs (Auxiliary Verbs) • Verbs • Types • Basic verb sentences • Simple and progressive verb forms
<i>Making statements; asking and answering questions</i>	<ul style="list-style-type: none"> • Question sentences • Making sentences • Yes and No questions • Short answers/full answers • Question words • There is/there are • Express likes & dislikes • Enquire about family or health • Pleasantries

Instructor's Schedule

Classes

Depending on the number of students registered, there will be up to four 1-hour classes per week, during the regular business day, preferably on Tuesday and Thursday afternoon, to be negotiated. Classes will not be held at night or on weekends. Classes will take place at the US Embassy.

Students

Classes will generally include no more than ten students at a time.

Though classes will be aimed at mainly beginner level, students must be tested initially to determine their level of competency. Most will start at the beginner level, but some may start at intermediate and advance levels.

The guards may not be consistent in attendance, due to their shift work hours, but the RSO and LGF Supervisor will determine how guard schedules will be handled in order to give guard the opportunity to study.

Training Methodology

A combination of text book or work book, hand-outs, discussions, reading, and group conversation must be used with the students. This can be negotiated between the instructor and the Language Program Coordinator.

Contract

A contract will be written for a given number of hours, and reviewed every time those hours expire.

The instructor will submit an invoice to the Embassy at the end of each month. Payment will be made within 30 days of receipt of a fully correct invoice, in accordance with U.S. Government procedure. Invoices should detail the date of the lesson, and which students were in attendance. The invoice may not include charges for classes which have not yet taken place. The invoice must be dated and signed.

Cancelled Classes

Notice to cancel a class must be given by either the instructor or the Embassy coordinator no less than 24 hours in advance. The Embassy may not be billed for a class canceled 24 or more hours in advance.

In case of emergency or unforeseen circumstances that result in a class cancellation by the Embassy after the instructor has arrived to work, the Embassy will pay the instructor for the class not held.

Embassy of the United States – Malabo
Spanish Language Training

General Objective:

Provide linguistics training for Embassy direct hire employees that will allow them to get on very well in the workplace and their daily lives in four competency levels:

Elementary Spanish I
Elementary Spanish II

Intermediate Spanish I
Intermediate Spanish II

Elementary Spanish I Program: Statement of Work

Objectives

Students will be given 2 hours instruction per week and at the conclusion of the course, successful students will be able to do the following with enough accuracy to be understood by a native speaker who is accustomed to dealing with foreigners:

- provide information on familiar topics, using short phrases or sentences in the present time frame
- are able to meet a few practical writing needs by following a model or using familiar material
- may be understood by those accustomed to interacting with language learners
- demonstrate listening and reading comprehension of short pieces of formal and informal Spanish in familiar contexts.

Grammar:

- Questions words
- Verbs: ser, estar, haber, poder, saber, and regular present tense –ar, -er , and –ir verbs
- Sentence negation
- Definite and indefinite articles
- Gender and plural of nouns
- Possessive adjectives
- Agreement with descriptive adjectives
- Use of gustar + infinitive, gustar + noun, estar + adjective, tener + que, and tener with idioms
- Present tense irregular “yo” verbs, present tense stem changing verbs
- The present progressive (estar + present participle)

Contexts in which students preform the language tasks and functions include:

- Greeting, getting to know people and saying goodbye
- Family relationships and friendships
- Leisure activities
- The house and household activities

- Numbers and dates

Language functions include:

- Greeting and saying goodbye
- Asking and answering short informational questions
- Describing familiar people, places and things
- Expressing likes and dislikes
- Communicating present actions and feelings

Elementary Spanish II Program: Statement of Work

Objectives

Students will be given 2 hours instruction per week and at the conclusion of the course, successful students will be able to do the following with enough accuracy to be understood by a native speaker who is accustomed to dealing with foreigners:

- express themselves in present time using short sentences addressing familiar topics, personalizing material and at times communicating in short strings of sentences; some accuracy in expression of other time frames may be evident
- are able to meet some practical writing needs by following a model or using familiar material
- are often understood by those accustomed to interacting with language learners
- demonstrate listening and reading comprehension of short pieces of formal and informal Spanish in familiar contexts

Grammar:

- Reflexive verbs and pronouns
- Ser vs. estar
- Affirmative informal and formal commands
- Comparatives
- Demonstrative adjectives and pronouns
- Preterite and imperfect past tense verbs
- Superlatives
- Possessive adjectives and pronouns
- Direct and indirect, and double object pronouns
- Use of acabar de + infinitive, hace + time, and ponerse + adjective

Contexts in which students perform the language tasks and functions include:

- Daily routines and health issues
- Food and beverage preferences and restaurant visits
- Clothing choices and shopping experiences
- Holidays, celebrations and vacations
- Air travel and lodging

Language functions include:

- Describing a daily routine
- Expressing preferences and desires
- Making comparisons
- Asking and answering more detailed questions
- Relating past actions and feelings
- Giving instructions

Intermediate Spanish I Program: Statement of Work

Objectives

Students will be given 2 hours instruction per week and at the conclusion of the course, successful students will be able to do the following with enough accuracy to be understood by a native speaker who is accustomed to dealing with foreigners:

- express their own thoughts using sentences and short strings of sentences when interacting on familiar topics, demonstrating greatest accuracy when communicating in present time but exhibiting ability to include other time frames
- are able to meet practical writing needs such as short letters and notes demonstrating good control of present time and evidence of some control of other time frames
- are understood by those accustomed to interacting with language learners
- demonstrate listening and reading comprehension of formal and informal Spanish in familiar contexts

Grammar:

- Adverbs
- Relative pronouns
- Por vs. para
- Negative “tu” commands
- Formation of present subjunctive with
 - Emotion
 - Impersonal expressions
 - Ojala
 - Following verbs and expressions of doubt and uncertainty
 - Adjective clauses
 - Purpose and time clauses
- Past participle as an adjective
- Present perfect, simple future, conditional, present perfect subjunctive, and past imperfect subjunctive tenses
- If clauses
- Indicative and subjunctive uses, infinitive and subjunctive uses

Contexts in which students preform the language tasks and functions include:

- Sentimental relationships including courtship and marriage
- The world of work including jobs, professions, the search for employment and finances
- City life, country life and conservation and exploitation of the environment
- Television, film and fine arts
- Government and politics

Language functions include:

- Sequencing events
- Communicating about past events relevant to the present
- Making recommendations and exerting influence
- Offering emotional reactions and opinions
- Expressing certainty and uncertainty

- Communicating about the future
- Expressing conjecture

Intermediate Spanish II Program: Statement of Work

Objectives

Students will be given 2 hours instruction per week and at the conclusion of the course, successful students will be able to do the following:

Listening

- Understand and interpret the main ideas and some details of increasingly longer stretches of speech including various verbs tenses and moods.
- Utilize context clues, both aural and non-aural, to piece together non-comprehended information.

Speaking

- Initiate a general conversation by means of asking questions.
- Paraphrase what somebody else has said or what has been read.
- Begin to sustain conversation by utilizing effective communicative strategies to express ideas (i.e., circumlocution, soliciting opinions).
- Use increasingly precise vocabulary words in diverse communicative contexts.
- Describe characteristics of people and things, and physical and mental conditions of people. Express likes and dislikes and offer opinions.
- Narrate experiences or events in various tense and mood references including present, past and future, and the emergence of conditional and hypothetical situations.
- Exchange opinions and individual perspectives on cultural topics (e.g., traditions, historical events or characters).
- Express agreement and disagreement, supporting opinion with simple reasoning.
- Make evaluative statements and recommendations, attempting to influence others.
- Prepare and deliver short oral reports on a given topic.

Reading

- Read with increasing understanding a variety of authentic materials, which might include short stories, poems, essays, or readings from a Spanish language newspaper or magazine.

Writing

- Take notes in some detail on course topics and provide detailed written responses to assigned questions.
- Increase precision in the expression of ideas, using various verb tenses and both indicative and subjunctive moods.
- Describe and narrate ideas or information in extended informal writings, such as journal entries.
- Prepare a composition with a clear organization of topic sentence, supporting details and conclusion, as well as an increased focus on achieving greater cohesion in writing, through using such elements as pronominal substitutions and transitional expressions.